

Larkfield Primary School

Behaviour and Relationship Policy

2026



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Policy Statement

Larkfield Primary School has a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children, staff, parents and the wider community. Through the guidance of school behavioural expert Paul Dix, as well as information gathered from the EEF and DfE, we have created a policy that we believe fits our school, Larkfield Primary.

We recognise understanding our emotions is a key aspect of managing behaviour successfully. Through the strategies outlined in this policy, we aim for both adults and children to understand and regulate their own behaviour, creating a secure environment that is conducive to learning. As a school, we believe it is our role to educate all as to how to recognise and regulate our emotions effectively.

Underpinning this Relationships and Regulation policy is the belief that everyone can learn to self-manage and regulate their own emotions and behaviour. Through this, we encourage reflective thinking and restorative approaches. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences into the world beyond the school gates.

This policy is for all staff, pupils, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

“The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.” Paul Dix, Pivotal Education

Policy Aims and Objectives

Larkfield is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We work towards this in all aspects of school life, providing an ethos, environment and curriculum which promotes, teaches and supports emotional regulation and positive mental health of the whole school community.

It is acknowledged that members of the school community may have very different lived experiences and views on behaviour. However, the aim of our Relationship and Regulation policy is to bring us all together to adhere to some basic principles and practices that reflect our school ethos.

Larkfield treats all children with unconditional respect, positive kind regard and has high expectations for both adults' and children's learning and social behaviours. Our school is safe and compassionate. It prides itself on excellent relationships and a high level of care. We understand all behaviour is communication and work together to support the needs of our young people and their families.

Policy Aims

- To maintain a happy, caring, safe community in which effective learning can take place and where there is mutual respect between all.
- To help children to develop a sense of worth, identity and achievement.
- To help all staff, children and their families to become emotionally aware and, through restorative approaches, repair harm and restore relationships.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

Policy Research

The policy we have created is backed by some of the most recent research into improving behaviour and attitudes in schools. The following links provide further details:

Advice from the Department of Education (DfE):

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools - 2026](#)
- [Supporting pupils with medical conditions at school](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice.](#)

Bennett, T. (2017). Creating a culture: How school leaders can optimise behaviour. London, DfE. <https://www.gov.uk/government/publications/behaviour-in-schools>

[Creating a culture: a review of behaviour management in schools](#) – GOV.UK (www.gov.uk)

Education Endowment Foundation (2019). Toolkit: Improving Behaviour in Schools. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>

DfE (2011). Getting the simple things right: Charlie Taylor's behaviour checklists. [Charlie Taylor's Behaviour Checklist \(dera.ioe.ac.uk\)](#)

Dix, P. (2017) When the Adults Change, Everything Changes: Seismic shifts in school behaviour.

The key areas to Larkfield's Relationship and Regulation policy which are:

Key Features of our Relationship and Regulation Policy

- Building and maintaining positive relationships
- Three simple expectations
- Consistent use of language
- Positive recognition
- Curriculum offer
- Restorative and problem solving approaches
- Graduated Response

Key Principles to Larkfield's Approach

We all have a responsibility to create a safe, caring and happy learning environment built upon strong relationships. The key principles below uphold the six main aspects of the policy.

- **Being fair is not about everyone getting the same** (equality) but about everyone getting what they need (equity)
- **All behaviour is a form of communication.**
- **Taking a non-judgemental, curious and empathic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive a behaviour, rather than the behaviour itself. A child with difficulties needs to be regarded as vulnerable rather than troublesome and we all have a duty to explore this vulnerability and provide appropriate support.
- **Putting relationships first** by promoting strong relationships between staff, pupils, parents/carers and the wider community which are built on connection, inclusion, respect and value for all.
- **Maintaining clear boundaries and expectations around behaviour.** In order for children to feel secure, their environments need to be high in nurture and structure with predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately within the context of a safe and caring school environment. Natural consequences and rewards can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise the young person from their peers, school community and family, leading to potentially more negative behaviour.
- **Understanding that all behaviours are not a matter of 'choice'** and not all factors linked to behaviour of a pupil are within their control. Therefore, the language of choice (eh good choice/bad choice is not always helpful).
- **Behaviour must always be viewed systematically** and within the context of important relationships for example look at the relational damage or affect rather than an internal problem.
- **Encouraging parental involvement is crucial** when addressing and planning support for a child's social, emotional or mental health needs.
- **It is everyone's responsibility** to respond to and provide for the emotional well being of a child.

Aspect 1

Building and Promoting Positive Relationships

Relationships are central to our sense of belonging and to our emotional well-being. This includes: staff-pupil, pupil-pupil, staff-pupil, staff-parent/carer, child-parent/carer relationships.

Promoting positive school staff relationships and emotional well-being

In order for school staff to be able to effectively build relationships with children and parents/carers, they need to firstly prioritise their own emotional well-being and staff relationships. The school ethos and professional practice promotes this through formal and informal practices such as;

- Pro-active and present leadership who put well-being at the forefront of decision making.
- Reflective practice opportunities including group and individual supervision or problem solving.
- Well-being focus within teacher appraisal process/ Annual professional discussions for support staff.
- All views are seen as valid through annual well-being questionnaires and subsequent actions.
- Plentiful opportunities for staff to work in teams for example: Curriculum, Pastoral, Behaviour, SEN and Safeguarding.

Positive home-school relationships

At Larkfield, we pride ourselves on developing strong and supportive relationships with parents and carers. We ensure our processes of communicating to parents are two-way through being proactive and positive rather than reactionary and punitive.

Approaches to building positive relationships in school

Building and maintaining trusting relationships with children and each other is an expectation for all staff at Larkfield. Here are the non-negotiable systems we have in place to promote and uphold positive relationships in school.

- **Daily Meet and Greet for children and parents/carers**
- **Positive notice boards**
- **Positive notice bands – lunchtime**
- **ClassDojo points**
- **Stars of the Week**
- **Corridor Kindness (being noticed)**
- **Clear routines and expectations in class and school (including transitions & lining up)**
- **Visual Timetables in class and individual (where required)**
- **Comprehensive recruitment and induction process for new staff and pupils.**
- **Thorough transition processes for new pupils year/start of the year**
- **Use of consistent, positive language, actions and keeping calm.**
- **An emphasis on relational repair through restorative approaches (appendix 7).**
- **An ethos where mutual respect for all is an expectation.**

Aspect 2 Three Simple Expectations

At Larkfield, children follow 3 simple expectations.

- Ready
- Respectful
- Safe

The school expectations are discussed with children regularly in class, and are displayed in every classroom and across the school. (Appendix 4)

When dealing with any inappropriate incidents, it is important to refer to the school expectation that has not been adhered as an anchor point. Similarly, when acknowledging a positive action or response it is important to also refer to the school expectation or core value that has been demonstrated, to further develop children's understanding and knowledge of these.

For low level behaviours, which do not pose a health and safety risk to adults or children, we will follow the process below;

Reminder – A reminder of the three school expectations; Ready, Respectful, Safe. This is delivered privately if possible. Repeat reminders if reasonable adjustments are necessary.

Stop and think- Give children time to reflect and self-regulate or change behaviours. The aim should be to avoid any escalation, and if this takes a longer time than usual, this is advised.

Consequence and Repair – When the child is completely calm and self-regulated, a quick restorative conversation at an appropriate time and place will be initiated (see Appendix 3 for further details) A safe and fair consequence might be agreed. This may include discussing the behaviours with parents/carers to support/ follow this up at home.

Formal Discussion – If the child finds it difficult to improve their behaviours and make appropriate choices, a senior leader will become involved and parents notified. Parents may take part in the discussion if deemed appropriate. SLT or DHT/HT will become involved if deemed more serious. The Repair step may be revisited here and more serious consequences agreed. Where formal discussions are becoming frequent, the Graduated Response section of the policy will be followed.

Being Ready, Respectful & Safe:

Our expectation is that everyone that contributes to our school community will be Ready, Respectful and Safe.

Our Staff meet these expectations by:

Ready	Respectful	Safe
<ul style="list-style-type: none">- Meeting & Greeting learners and families- Proactively plan and prepare engaging lessons	<ul style="list-style-type: none">- Use calm, consistent language- Follow our 'safety first' approach to adjusting behaviour- Be open in our body language and tone of voice	<ul style="list-style-type: none">- Language should be calm, considered and separate the child from the behaviour that is unwanted.- Refrain from using shame to support or respond to behaviours- Remain professionally curious even in the face of extreme behaviours- Always following agreed safeguarding procedures

Our learners meet these expectations by:

Ready	Respectful	Safe
<ul style="list-style-type: none">- in full school uniform- on time- listening and looking at our teachers- sitting smartly	<ul style="list-style-type: none">- listen to others and expect to be listened to- use a polite voice- use good manners- looking after resources, displays and the environment	<ul style="list-style-type: none">- being in the right place at the right time- walking around the school safely- being safe with our hands and feet- being safe online- playing safely with our friends using our playtime routines

Our families meet these expectations by:

Ready	Respectful	Safe
<ul style="list-style-type: none">- appropriate uniform- support completion of homework- on time arrival	<ul style="list-style-type: none">- follow processes for accessing support- speak to staff calmly and politely	<ul style="list-style-type: none">- following guidelines for parking- following guidelines for appropriate adult pick up- responding to school correspondence in a timely fashion

Aspect 3 Positive Recognition

This policy is not to be implemented through the promotion of consequence for non-compliance but through positive reinforcement of all the fantastic things that happen on a daily basis. This policy promotes the understanding people should do positive things for the good of themselves and others and not just for the reward itself.

At Larkfield, the following strategies or responses are implemented consistently across school to promote a positive approach to managing emotional regulation as well as developing and maintaining healthy, strong relationships.

Positive reinforcement takes place in the following ways:

- Parents will receive phone calls, notes and messages from teachers to highlight when their child has been 'noticed'.
- Positive Noticing Boards are in every classroom. These highlight and promote consistent, positive behaviours by child and ensure every children it recognised.
- Lunchtime Positivity Bands – only given out by lunchtime welfare assistants. This supports and strengthens the relationships between welfare and children from across school.
- A whole school reward 'Dojo' system is in place – children can be awarded by any member of staff for following school rules and values. These are collected as part of a class reward system but then celebrated every half-term in a whole school assembly. The dojos are designed to be specific when recognising positive behaviour (rather than generic stickers).
- Verbal praise is the single most important reward employed by all staff as a means of improving self-esteem and motivation.
- As a way of reinforcing 'above and beyond' work/behaviour children are sent to the Head or Deputy or in some cases to another classroom to share their success.
- Children's 'above and beyond' achievements, in a wide variety of areas, are celebrated weekly in our 'Star of the week' assembly, when certificates are awarded. Children earn special awards for being star of the week on a number of occasions – parents are invited to the presentation of these special awards.
- We celebrate our children's achievements on a weekly basis via the Class Dojo app.

Aspect 4 Curriculum Offer

At Larkfield, we believe children should learn to take responsibility for their own actions by empowering them to understand themselves and others. Our curriculum offer is designed to support this by teaching the children to:

- Learn about themselves and recognise their own emotions.
- Develop a wider understanding of emotional vocabulary to describe how they feel.
- Recognise how their emotions can affect their own behaviour and that of others.
- Recognise that their behaviour can impact on the feelings of others.
- Express their emotions appropriately through socially 'expected' behaviours
- Develop lifelong regulation skills through developing their own 'tool boxes'.
- Take responsibility for their own actions and begin to independently problem solve when relationships need repair.
- Recognise emotions in others, developing empathy, confidence and the skills to support others when they are emotionally dysregulated.
- Understand how to build and maintain strong, healthy relationships

Although many of the points above are woven through our interactions every day, we also specifically teach them through:

- Our My Happy Mind/PSHE lessons (see PSHE policy)

Aspect 5

Restorative and Problem Solving Approaches

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress. We must be consistent in our application of the rules, codes of conduct, positive reinforcement and consequences in order to promote a predictable and therefore safe environment. Inconsistency is confusing to pupils and undermines the work of other staff and pupils’ confidence in our systems”. Paul Dix, 2017.

- Poor behaviour choices will be revisited in order for the child to learn what went wrong and how to deal with it more appropriately next time. This is often done as a restorative conversation. Restorative approaches have been found very effective in improving behaviour and attitude as it promotes telling the truth, taking responsibility, acknowledging harm as appropriate response to conflict and in doing so creates accountability. (Appendix 6) Restorative approaches are not intended to replace the use of consequences but support the decision making process and bring about understanding of the need to restore the relationship that has been damaged by the behaviour.
- Limit setting and problem solving can follow sometime after an event, when the pupil is regulated and able to reflect upon their behaviour. In such circumstances, staff should inform the pupil that their behaviour is inappropriate and that it will be spoken about later using restorative approach to support them to consider alternative approaches.
- A consequence may simply be a 2-minute conversation at the end of a lesson. The consequence must be relevant to the issue, repair any relational damage and ensure learning has taken place regarding what went wrong.
- Consequences will never involve taking away a previously earned privilege or any intervention time. However, if behaviour has been too extreme to access that privilege or intervention at that time we would encourage the pupil to access that particular reward at a subsequent date.
- Staff will avoid any consequences which lead to unnecessary shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil’s self-esteem and wellbeing, and can result in increased inappropriate behaviour.
- The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences. We recognise that a ‘one size fits all’ approach is not appropriate for our pupils.
- After a pupil completes catch up, reflection time, or a consequence it is important to repair and restore the staff-pupil relationship. Staff should praise his or her behaviour at the first opportunity to reduce the attention away from the inappropriate behaviour. Staff must reassure the pupil that the inappropriate behaviour has been dealt with and that all parties will move on and start afresh. Unconditional positive regard is to be maintained.
- In addition to consequences pupils will be supported to reflect on their behaviour and be given an opportunity to problem solve for example they may be supported to repair the relationship, replace something that has been broken or tidy a classroom that has been disrupted.
- Contact may be made with parents / carers to identify any possible causes of difficulties, for example a change in circumstances at home.

Suspension/Permanent Exclusion

Owing to our inclusive ethos at Larkfield, the decision to suspend or permanently exclude will be as a last resort. However, if a serious incident occurs where staff or children are put at risk, a consequence maybe that the child is unable to return to school for a fixed period of time (suspension) or in extreme

circumstances, maybe subject to a permanent exclusion in which case we will refer to the Statutory DFE Guidance 'Suspension and Permanent Exclusion Policy ' (from DFE– Sept 22).

The decision to exclude sits with the Head teacher and in his absence, the Deputy Head.

Where suspension is necessary, an effective action plan is put in place in consultation with the parent/carer to establish steps moving forward. Alternatively, or in addition, the child's time in school may be adapted to limit the reoccurrence of any incident or to maintain safety.

Where a child has identified SEND, the school will make all reasonable adjustments to reduce the risk of exclusion or further exclusions.

Aspect 6 Graduated Response

For the majority of children, inappropriate behaviour will be dealt with using the same processes as described above in this policy. However, for some individuals this system may not be effective as a consequence of their individual needs or circumstances.

For this minority of pupils, tailored individual emotional regulation plans will be established as part of a graduated response. These will be coordinated by the school SENCO/Pastoral Lead and will reflect the young person's needs as well as an agreed set of approaches to support them to regulate themselves appropriately.

Where appropriate an individual risk assessment will also be completed to safeguard the pupil, their peers and the adults supporting the individual. Parents/carers will be involved in the writing, and review of these documents. These will be reviewed and adapted where necessary for children in school, to ensure they are safe to implement for staff and children during this period.

Roles and Responsibilities

Maintaining positive behaviour and mutual respect is the responsibility of **all**. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life. (See Appendix 2 for more details).

Recording Behaviour

Larkfield monitor pupil's behaviour and record incidents, including Physical Intervention, using an electronic system CPOMS. Where there have been issues regarding behaviour, staff must record on CPOMS, ensuring they detail what the outcome was as well as the incident itself and communicating with the relevant staff and parents where appropriate.

Physical Intervention

Although every opportunity will be taken to diffuse a situation and support pupils to regulate there will be occasions when pupils lose control a physical intervention may be necessary to keep themselves and others safe.

Parents will be informed if their child is involved in a significant incident. Please refer to the DFE document "Reducing the need for Restraint and Restrictive Intervention in School" (June 2019) Physical intervention must be recorded on a separate Physical Intervention form and also on CPOMS. A meeting will be held with a member of SLT to discuss the intervention and debrief. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.



APPENDIX 1

LARKFIELD PRIMARY SCHOOL

Our Pledges

“ENJOY – LEARN - SUCCEED”

What we pledge to Children

- To provide a safe and welcoming environment
- To help you reach your full potential and to bring out the best in you
- To help you to remain determined to achieve your goals
- To help motivate you to do the best you can keeping learning fun throughout school
- To encourage you to be independent, resilient and compassionate
- To talk to you and listen to you when you need us to and respect how you are feeling
- To prepare you well for the next stage in your life in readiness and with confidence
- To ensure that adults are well trained and equipped to give you the best support we can
- To stay calm so you always feel safe when talking to an adult in school

What we pledge to staff and governors

- To provide a safe and welcoming environment from the time you first join us
- To feel a valued part of a successful and thriving team
- To help you ensure that you have a healthy work/life balance and know when to stop
- To feel secure and supported in asking for help when needed
- To feel that there is someone to listen to you and to go to if needed
- To help you in fulfilling your aspirations with high quality personal and professional development
- That all in the school value you and show respect towards you

What we pledge to parents and carers

- That the environment is safe and welcoming for you to be an active part
- That your child is as safe as possible from the time they start
- To stay calm when talking to your child
- To listen to what your child has to say in order to empathise with their point of view
- To not shame or humiliate
- To talk to you more about positive behaviours than negative
- That staff appointed have been vetted to the strictest conditions before taking up post
- That there is someone to talk to if you or your child needs help or support
- That you are included throughout your child’s journey of learning from the time they start
- That when safe to do so, you are invited into school for events where you can celebrate achievements with your child
- That your child embraces a full, enriched curriculum to lead to academic and personal success

What we pledge to the wider community

- That outside organisations who help us feel welcome when they visit the school
- That our children respect all within the community and make a positive contribution
- That our children know where they can make a difference to the issues they face locally and beyond, and that we support and listen to the needs of the wider community
- That our school is a tidy and presentable place that enhances the locality



APPENDIX 2

Roles and Responsibilities

Governors

- Understand and support the policy and practices, ensuring they are effective.
- Support the mental and emotional well-being of all stakeholders.

Head Teacher and Senior Leaders

- Develop and support a non-judgemental, child centred culture across the school where mutual respect for all is paramount.
- Lead by example, being a positive role model to all and effectively promoting and following the Relationship and Regulation policy and practices.
- Ensure all stakeholders understand and effectively follow the policy and practices, offering further support and training where needed.
- Ensure there is a comprehensive induction process for new staff so they can fully understand and follow the Relationship and Regulation policy.
- Ensure there are frequent opportunities for all staff to reflect and revisit the policy and practice in order to make improvements where needed.
- Encourage healthy and positive professional challenge and problem solving across the school through various approaches.
- Ensure the curriculum design and delivery is effective in educating all children to become emotionally aware and, through restorative approaches, repair harm and restore relationships.
- Provide opportunities to communicate the practices with parents so they understand and support the Relationships and Regulation policy as well as building up their confidence to take on aspects at home.

All Staff (Including Head Teacher and Senior Leader)

- Lead by example, being a positive role model and effectively promoting and following the Relationship and Regulation policy and practices.
- Build positive and safe relationships with the whole school community including parents.
- Be emotionally aware of themselves and others.
- Create a safe and happy learning environment for all.
- Be reflective of own practice, seeking further support or training when needed.
- Be effective in the teaching and learning of children's emotional awareness and use restorative approaches to repair harm and restore relationships.
- Engage in respectful, healthy and positive professional discussions and problem solving.

Pupils

- Keep themselves and others safe.
- Be respectful of themselves and others.
- Be emotionally aware of themselves and others.
- Build and sustain happy and healthy relationships.
- Use restorative approaches to repair harm and restore relationships.

Parents/Carers

- Work in partnership with the school to ensure the best outcomes for their children
- Be respectful of themselves and others.
- Be positive role models for their children, building happy and healthy relationships
- Acknowledge their own emotional well-being and support their own child's emotional development
- Develop an awareness of Emotional Coaching



APPENDIX 3

We acknowledge that a clear structure of outcomes has the best impact on behaviour. Our principle sets out the rules, routines, and visible consistencies that pupils and staff follow. This is based on the work of Paul Dix and his book 'When the adults change, everything changes'. This approach sincerely recognises positive behaviour rather than just rewarding it. Pupils are praised publicly and reminded in private.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour." Paul Dix, Pivotal Education,

1. Prevention

- Don't shout or respond emotionally to poor behaviour.
- Responses are always rational and planned.
- Adult behaviour is deliberately modified to make the team effort consistent.
- Your model of being a rounded human being does a lot of the heavy lifting.
- You will get more of the behaviour you notice the most.
- School culture shifts when the focus shifts to the 95% of children who come every day, who do the right thing, who are honest, disciplined and diligent.
- Recognition mechanisms are used in every lesson to acknowledge effort, not achievement.
- Positive notes, positive phone calls and Hot Chocolate Friday are huge wins for minimal effort.
- Meet and greet at the door of every classroom and position nonteaching colleagues strategically throughout the school.
- The rules are limited to three words: ready, respectful, safe.
- Deliberate teacher routines are designed to make transitions easy for everyone (e.g. calling the class to silence, signals for the start of a task/end of a lesson, transition rituals).

3. Scripting difficult interventions.

- Interventions are designed so that staff can hold the boundaries while staying calm.
- Rational steps to address poor behaviour include scripted interventions and planned conversations.
- Consistent use of the 30 second intervention script by all adults.

4. Restorative follow-up.

- Restorative conversations are chosen for incidents that need restoration.
- Relational paths out of difficult events are preferred to punishment roads.
- Students get what they need, not just what they deserve.



Appendix 4

The children and staff have contributed to what they feel Ready, Respectful and Safe looks like in our school.

Three Simple Expectations:

READY

We follow instructions and are ready to learn

RESPECTFUL

We speak kindly and respectfully to each other

SAFE

We keep ourselves and others safe



Reminder



I will be given a reminder of the expected behaviour.

I will then show the expected behaviour.

Stop and think



I will stop and think about what I need to do to show the expected behaviour.

I will ask for help if I need it, use my toolbox to help me show the expected behaviour.

Consequence & Repair



I need to fix what has gone wrong.

People around me can help me to do this.

What has happened might be shared with my grown-ups.

I will think about how I can do it differently next time.

Formal Discussion



I need more help to see where I can fix things.

Adults outside my classroom and at home will be involved and help me to do this.



Reminder



- ☐ Praise the positive behaviours you want to see.
- ☐ Where behaviour does not meet expectations, a reminder of the expectations are given (Ready, Respectful and Safe) are privately delivered.
- ☐ The adult makes them aware of their behaviour and explains they have a choice to do the right thing.
- ☐ The child may have several reminders before moving to stop and think.

Stop and think



- ☐ Private, low-key explanation of expectation not followed (calm but firmer). Re-iteration of expected behaviour to the child. Adult explains the behaviour they are looking for and encourages this (this time, the adult concentrates more on making sure they catch the pupil doing the right thing praise.)
- ☐ Adult offers any appropriate support or problem solving to help
- ☐ Challenge set to put right what has gone wrong and praise given with this.
- ☐ This step may include some regulation activities.
- ☐ Reminder of next step if expected behaviour is not shown.
- ☐
- ☐

Consequence & Repair



- ☐ Restorative conversation with adult. The Year Group leader or member of the SLT may support with this if needed.
- ☐ Whatever has gone wrong is put right – completing work, restorative/repair conversation with another child, fixing/clearing up, time doing something positive with the person they have upset. The focus here is on repairing what has happened and following the original expectation. The repair must be relevant to the expectation that has not been met.
- ☐ This may mean further consequences eg loss of free time for a period of time.
- ☐ The child must be regulated before following this step.
- ☐ The actions of this must be recorded on CPoms.
- ☐ Parents will be informed of incident and repair.

Formal Discussion



- ☐ If the child finds it difficult to improve their behaviours and make appropriate choices, a senior leader will become involved and parents notified.
- ☐ Parents may take part in the discussion if deemed appropriate
- ☐ The Year Group Lead will be the senior person in the first instance, then AHT or DHT/HT if deemed more serious.
- ☐ The Repair step may be revisited here and more serious consequences agreed.
- ☐ Where formal discussions are becoming frequent, the Graduated Response section of the policy will be followed.

APPENDIX 5 – Scripted Response

Stepped Boundaries –

Gentle Approach, discrete near child, use child's name, child level, eye contact, deliver message

1. REMINDER	<p>I noticed you are choosing to...(noticed behaviour). It is your choice to do the right thing. This is a REMINDER that we need to be (Ready, Respectful, Safe). Thank you for listening.</p> <p>Example - 'I notice that you're running. Please walk to 'be safe' in school. Thank you for listening.' If running fast 'Walk please', then talk.</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) e.g. not make the right choice, continue to... or not follow the school rule.</p> <p>This is a WARNING because it is second time I have spoken to you. You can choose, either ... (work, sit properly o your chair) or (work at another table/have time in/finish your work at break) (learner's name). Reminder of previously seen good behaviours: Do you remember when you (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.</p> <p>Example - 'I have noticed you are not ready to do your work. Please follow the rule 'be ready'. You can choose to... or Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. TIME IN	<p>I noticed you chose to (noticed behaviour) You need to.....(Go to another table/have time in safe space or in seated area/finish your work/speak with me at break etc) Playground: You need to(Stand by other staff member/Me /Sit on the picnic bench/Stand by the wall etc) I will speak to you in xx minutes.</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen time in/sit in quiet area. Let me know when you are ready to talk. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to another adult in front of the child and give them time to regulate emotions*</p>
4. FOLLOW UP – REPAIR & RESTORE (After time in or reflective time at break /lunch)	<ul style="list-style-type: none"> • Leave the child and do not talk to them – give them time to calm down • Ensure that the child is ready to listen/talk – are you ready to talk? Tell me when you are ready to talk. • What happened? (Neutral, dispassionate language.) • How did you feel at the time? • How do you feel now? • How did this make other people feel? • Who has been affected (include emotions and learning)? • What should we do to put things right? • How can we do things differently?

*Remember it's not the severity of a sanction, it's the certainty that this follow up will take place that is important. We are teaching our pupil's how to behave or addressing any additional needs.

Appendix 6

Restorative Practices

Restorative Conversation

The restorative conversation is an opportunity for the individual to reflect on what has happened and why it occurred. More importantly it is also an opportunity to identify what the impact of their actions might have been and what they can do to put it right. This discussion is based upon 5 key questions which are detailed below.

- 1) **What happened?** It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement.
- 2) **What were you thinking/feeling at the time?** This reflection helps the pupil to reconsider their actions and replay their thought processes.
- 3) **How did this make people feel?** It is important that the child has the opportunity to consider others and to think about the impact of their behaviour on peers who were worried, visitors who were shocked or other children who were scared for example.
- 4) **What should we do to put things right?** An apology should not be demanded. Ideally the child should come to this conclusion themselves. An apology may not be in a tone that you favour, however it is important you don't criticise. Accept the apology with enthusiasm and reciprocation. Grange Primary School
- 5) **How can we do things differently in the future?** This is an opportunity to review what the child could do more positively to manage themselves and self-regulate should they find themselves in a similar situation in the near future.

Restorative Conference

If a pupil participates in a serious behaviour incident*, then a restorative conference will be arranged with parents/carers at a mutually convenient time, ideally on the same day or at the beginning of the following day. This will either be held virtually or over the phone, or where needed, can be a meeting in school. This will be led by an available Senior Leader or someone from the Inclusion team and where possible should also include the adult who was involved (this may not always be possible). There may be times when other members of staff are requested to attend (e.g. SENDCO, SLT, FSO etc) depending on the circumstances of the incident.

The restorative questions above are explored with the addition of:

- 2i) What have you thought since?
- 3i) Who has been affected?
- 3ii) How have they been affected?

Staff MUST feel both valued and safe.