



BEHAVIOUR AND RELATIONSHIPS POLICY

for adoption by all CDAT schools

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

'Blessed are those who act justly, who always do what is right'

Psalm 106:3

This document sets out the behaviour and relationship policy for the Chester Diocesan Academies Trust (CDAT). Where applicable, school-specific arrangements are included within the appendices of this policy document, as there may be particular requirements for each school community.

Approved by	Date	Review schedule	Date of next review
CDAT Education Effectiveness committee	September 2025	Annually	September 2026

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1. Policy Overview, Vision & Aims

*“You can’t teach children to behave better by making them feel worse.
When children feel better they behave better.” Pam Leo*

CDAT aims to create an inclusive, supportive, and nurturing environment where every child feels valued and respected. Rooted in Christian values, our approach to behaviour and relationships are guided by the teachings of compassion, forgiveness, and respect to help all pupils to flourish academically, socially, and spiritually. We aim to support every child in building positive relationships and taking responsibility for their behaviour within a loving, Christian community.

Key objectives of CDAT’s Behaviour and Relationships Policy include:

- Cultivating a culture of excellent behaviour and relationships in a calm, safe environment.
- Establishing a school-wide approach to maintaining high behaviour standards aligned with school values.
- Setting clear expectations, boundaries, and consequences for behaviour.
- Ensuring a consistent yet equitable approach to behaviour management for all pupils.
- Defining unacceptable behaviour, including bullying and discrimination.

This policy reflects CDAT’s commitment to valuing each child, aspiring to excellence, and being a nurturing learning community.

2. Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- 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
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Behaviour in Schools: Advice for headteachers and school staff
- School Suspension and Permanent Exclusion

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school’s duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- [DfE guidance](#), which explains that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

3. Behaviour & Relationship Principles

At CDAT, we emphasise the importance of high standards of behaviour, relationships and attendance for a school's success. This ensures all pupils can progress in their education, and staff can effectively teach and promote learning. The Trust Board supports the right of all community members to work, learn, and play in safe, supportive environments.

Behaviour expectations should be equitable; challenging yet achievable; and suited to each child's developmental stage, so that all pupils can learn, grow, and thrive.

CDAT is committed to fostering a positive ethos in each of our academies, promoting a place where pupils feel safe, enjoy learning, develop resilience, and are prepared for future educational stages. Behaviour should never jeopardise the safety of anyone in the school community. All members of our school communities are expected to uphold the Christian ethos, maintain a safe environment, respect each other, and ensure kindness and anti-bullying practices. Behavioural expectations are consistent enough so that all understand, yet flexible enough to meet individual needs, where appropriate.

Key principles of the Behaviour and Relationships Policy include:

- Inclusivity: All pupils, regardless of background or need, are respected and supported.
- Boundaries with Compassion: Clear and fair boundaries ensure safety and mutual respect, helping pupils develop self-regulation.
- Calm, Kind, Consistent Behaviour: Adults model these behaviours to guide pupils.
- Restorative Practices: Supporting pupils in repairing relationships and understanding their actions.
- Pupil and Parent/Carer Voice: Valuing input from pupils and parents to create an inclusive culture.
- Christian Ethos: Fostering respect, kindness, and forgiveness rooted in Christian values.

The Trust's Equalities Policy reaffirms the commitment to an inclusive environment, free from discrimination or bullying, in line with the Equality Act of 2010.

4. Definitions

A positive culture is at the heart of our Behaviour and Relationships Policy. We aim to create a school environment that is happy, safe, and conducive to learning. Every member of our CDAT family is valued, and we work together to build a culture where kindness, respect, and understanding is evident in every interaction.

At CDAT, we use the following language when discussing behaviour:

- Difficult and/or unsocial behaviour
- Dangerous and/or anti-social behaviour
- Crisis, dysregulated or distressed behaviour

Taking a non-judgemental, curious and empathic attitude towards behaviour is vital. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Pupils displaying 'anti-social' or 'dangerous' behaviours still need to be regarded as vulnerable and whilst pupils'

safety is always the priority, we also have a moral duty and obligation to provide appropriate support to those who need it.

Difficult and/or unsocial behaviour may include:

- Disruption in lessons, and during break / lunchtimes
- Non-completion of provided tasks and activities
- Use of inappropriate language
- Appearing to be disengaged
- Refusal to follow given instructions

Difficult/dangerous/anti-social behaviour may include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items (please refer to any school-specific list as provided in appended information, where applicable)
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying may include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Persistent & targeted name-calling, teasing, sarcasm, spreading rumours
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

In any case where bullying is suspected, an investigation will take place and the school will apply the appropriate consequences in line with the relevant policies.

For more detail, please refer to the school's Anti-Bullying Strategy.

6. Roles and Responsibilities

6.1 The Trust Board

The Trust Board is ultimately responsible for monitoring the effectiveness of this Behaviour and Relationships Policy and holding each school to account for its implementation.

6.2 The Local Governance Committee (LGC)

The LGC of each school is responsible for overseeing the implementation of this Behaviour and Relationships Policy in its school.

6.3 The Headteacher

The Headteacher is responsible for:

- Reviewing and approving this behaviour policy to incorporate any school-specific additions, systems, processes, or procedures within the appendix of this policy. Publishing this policy and making it available to staff, parents and pupils at least once a year.
- The day-to-day implementation of this policy.
- The monitoring and implementation of this policy and of the behaviour and relational procedures at the school.
- Establishing the standard of behaviour expected by pupils at the school.
- Being a visible presence around the school, setting the expectations of behaviour and supporting all staff in achieving these.

- Determining the school rules and any consequences for not following these.
- Use behaviour data (CPOMS) to target and assess interventions. Ensuring the data from behaviour data is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- Supporting staff (through offering appropriate CPD and training) in providing reasonable adjustments and appropriate provision for pupils with complex needs or who frequently display anti-social or dangerous behaviours.
- Ensuring this policy works alongside the safeguarding policy and if required, considering whether a pupil should be internally or externally suspended/excluded.
- Reporting to the LGC on the implementation of this policy, including its effectiveness.
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

6.4 Staff

All members of staff are responsible for:

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive, high-quality and safe learning environment.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour.
- Communicating the school's expectations, routines, values and standards through teaching behaviour, and in every interaction with pupils.
- Modelling behaviour expectations and positive relationships.
- Knowing pupils well and displaying positive relationships with all.
- Being aware of the needs, outcomes sought, and support provided to any pupils who are receiving a personalised plan.
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations.
- Recording behaviour incidents promptly (in a behaviour log / on CPOMS).
- Setting high expectations for every pupil.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour and relationships.

The school's Senior Leadership Team (SLT) will support staff in responding to behaviour incidents when required and if appropriate.

6.5 Parents and Carers

Parents and carers are expected to:

- Read and understand the Behaviour and Relationships Policy and reinforce it at home where appropriate.
- Support their child in adhering to the Behaviour and Relationships Policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Ensure their child's regular and punctual attendance at school.
- Take part in any pastoral work following difficult, dangerous or anti-social behaviour (for example, attending reviews of specific behaviour interventions).
- Work collaboratively with school to ensure pupils receive consistent messages about how to behave at home and at school.
- Raise any concerns relating to behaviour and relationships with the school directly, while continuing to work in partnership with the school.
- Take part in the life of the school and its culture.

The school endeavours to build positive relationships and supportive dialogues between the home and the school by keeping them informed about developments in their child's behaviour and the school's policy

6.6 Pupils

There will be regular opportunities to ensure pupils' have a secure knowledge and understanding of the Behaviour and Relationships Policy.

During whole school assemblies, worship and class-based sessions, pupils will be made aware of:

- Expectations relating to Behaviour and Relationships at school.
- Their duty to follow the Behaviour and Relationships Policy.
- The school's key rules, routines and boundaries.
- Recognition and rewards they may receive for being positive advocates of the Behaviour & Relationships policy.
- Boundaries and consequences they may face if they choose not to follow the Behaviour and Relationships Policy.
- Support and interventions available to them to enhance Behaviour and Relationships.

Pupils will be supported to meet the behaviour standards and will be provided with reminders wherever appropriate.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the Behaviour and Relationships Policy. Induction and additional support will be provided for pupils who are mid-year arrivals.

7. Behavioural and Relational Approaches

7.1 High Quality Teaching and Learning

Teaching and support staff are responsible for setting the tone and context for positive behaviour and relationships within the classroom.

This is achieved by staff:

- Creating and maintaining a stimulating environment that encourages pupils to be engaged
- Ensuring clear, predictable routines that all pupils are aware of.
- Displaying and referring to the behaviour curriculum and classroom rules.
- Developing a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Communicating expectations of behaviour in a variety of ways
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using regular praise and positive reinforcement

7.2 Recognition and Rewards

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with praise and/or specific positive recognition. This provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards will be applied clearly and equitably to reinforce the routines, expectations, and norms of the school's behaviour culture.

7.3 Boundaries and Consequences

Boundaries are essential to creating a safe, structured environment where all pupils understand the expectations. CDAT's approach emphasises understanding, compassion and

empathy in the delivery of boundaries and consequences. When boundaries are not followed, we implement appropriate logical consequences in line with this policy, finding opportunities to teach key skills and allowing children to learn from their experiences.

Boundaries and expectations must be clearly communicated and regularly revisited. When reminding a child of expectations or boundaries, the child must be regulated. De-escalation techniques may be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

On occasions when a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond appropriately in order to restore a calm and safe learning environment, and to prevent recurrence of behaviours displayed. Staff will endeavour to create a predictable environment by maintaining high expectations of behaviour, and by responding in a consistent, equitable and proportionate manner, so that pupils know that behaviour related incidents will always be addressed.

Consequences must be planned with a focus on helping pupils understand the impact of their actions and make better choices in the future. We avoid punitive measures that may damage relationships, opting instead for restorative and reflective conversations and consequences that are logical.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account. Personal circumstances of the pupil will be taken into account when choosing consequences, and decisions will be made on a case-by-case basis. It is important to note that there is no expectation for pupils and/or parents/carers to be made aware of other pupils' consequences due to general data protection regulations.

8. Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

9. Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to pupil's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information. The policy can be found at: www.cdat.co.uk/our-trust/policies.html

9.1 Mobile Phones

CDAT strongly discourages pupils from bringing mobile phones or other electronic devices into school. If devices are brought into school without prior and formal agreement from the Headteacher, parents will be contacted to collect the device or the device will be stored securely / safely and returned at the end of the school day.

9.2 Confiscation, screening and searching

This section outlines the guidelines for searching, screening, and confiscating items from pupils in line with the Department for Education's (DfE) guidance.

Key points include:

- **Confiscation:** Prohibited items found during a search will be confiscated and not returned. Items harmful to school discipline may be returned after discussion with senior leaders and parents.
- **Searching:** Searches will only be conducted by authorized staff, typically of the same sex as the pupil. In urgent cases, a staff member of the opposite sex may search without a witness. The pupil will be informed about the search process, and if they refuse, sanctions may be applied. Reasonable force may be used to conduct a search for prohibited items.
- **Searching Possessions:** Pupils' possessions, including bags, desks, and lockers, can be searched with or without consent for prohibited items. In urgent situations, a search may be conducted by one staff member.
- **Reporting and Support:** Any search for prohibited items must be reported to the designated safeguarding lead (DSL) and parents/carers will be informed. The school will assess whether the pupil needs support after a search, especially if a safeguarding concern is identified.
- **Strip Searches:** Strip searches (removal of clothing beyond underwear) can only be conducted by police. The school will ensure that any such search is necessary and the pupil's wellbeing is considered. Parents/carers will be notified beforehand, and an appropriate adult will be present during the search.
- **Post-Search Care:** After a strip search, pupils will be supported and given the chance to express their views. The school will assess if further support is needed and may refer to pupil's social care if appropriate.

This policy ensures that searches are carried out with respect for pupil rights and safety, with clear communication and oversight.

9.3 Off-site anti-social behaviour

Consequences may be applied where a pupil has displayed anti-social behaviour off-site when representing the school. For example, when:

- Taking part in any school-organised or school-related activity (e.g. school trips)

Consequences may also be applied where a pupil has displayed anti-social behaviour off-site, at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

9.4 Online anti-social behaviour

The school can issue behaviour consequences to pupils for online anti-social behaviour when:

- It poses a threat or causes harm to another pupil, e.g. cyber bullying or persistent online abuse.

Consequences will only be given out on school premises when the pupil is under the lawful control of a staff member.

Any allegations or incidents of off-site or online anti-social behaviour will be recorded on school safeguarding systems and, if necessary, dealt with in line with safeguarding and child protection policies and procedures.

9.5 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher will make the report. The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce consequences, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to pupil's social care, if appropriate.

9.6 Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report

- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our Child Protection and Safeguarding Policy for more information. The policy can be found at: www.cdat.co.uk/our-services/governance/our-trust/policies.html

9.7 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy and our allegations against staff policy for more information on responding to allegations of abuse against staff or other pupils. Both policies can be found at: www.cdat.co.uk/our-services/governance/our-trust/policies.html

10. Internal Exclusions, Suspensions and Permanent Exclusions

10.1 Relocation

If a pupil is displaying dangerous behaviours and putting themselves, or others at risk, (providing all relevant strategies and approaches have been implemented), once safe to do so, a pupil may be temporarily relocated from the classroom.

During relocation, pupils will continue learning under supervision, though it may differ from the mainstream curriculum. Relocation is rare; it is only used as a last resort and to ensure improved outcomes for the pupil.

Relocation may be used to:

- Ensure safety
- Restore calm for all
- Provide a more positive sensory experience
- Allow the pupil to regain composure in a safe space

Pupils may be given a safe space and monitored closely by staff to support their well-being. This space is not for punishment, but for regulation and emotional support. Efforts will be made to reintegrate the pupil as soon as it is safe and appropriate. If relocation occurs more frequently, the school will consider alternative strategies and discuss with parents/carers.

10.2 Internal Exclusion

If, despite all supportive measures being adopted, a child continually and seriously breaches the school rules, resulting in anti-social or dangerous behaviour, the Headteacher can use a period of internal exclusion where a pupil may not go back to class for a fixed period of time. Instead, the pupil carries out relevant consequences and learning activities away from their classroom in a safe space, with a familiar adult. Parents/carers would always be informed and this would be formally recorded.

10.3 Suspension and Permanent Exclusion

The school may use suspension and/or permanent exclusion in response to serious incidents or in response to persistent dangerous, unsafe and/or anti-social behaviour which has not improved following in-school interventions and personalised plans.

The decision to suspend will be made by the Headteacher and only as a last resort. Following any incident that leads to a suspension, a reintegration meeting will be held to provide an opportunity for reparation and rebuilding of trust and relationships. Every reintegration meeting should involve a restorative and reparative approach.

In extreme situations, the Headteacher may decide, after consultation with the Chair of Governors and CDAT, that permanent exclusion is required.

Please refer to our exclusion policy for more information. The policy can be found at: www.cdat.co.uk/our-services/governance/our-trust/policies.html

11. Supporting Vulnerable Groups

11.1 Children with SEND Support or Education, Health and Care Plans

Equity in behaviour management means all students receive the same high standards of conduct, not necessarily the same individual treatment.

To ensure inclusive practices for all pupils, those identified with SEND will have personalised plans and/or Education, Health and Care Plans in place, resulting in possible reasonable adjustments to this policy, these must be adhered to, along with preventative measures to support all pupils, ensuring practices meet individual needs.

The school holds high expectations for all pupils but acknowledges that some pupils may need additional support in meeting behavioural and/or relational expectations due to individual needs.

Any behavioural incidents will be considered in relation to a pupil's needs. Decisions about these incidents will be made on a case-by-case basis, ensuring a balance of legal responsibilities, such as avoiding disadvantage to disabled pupils (Equality Act 2010) and ensuring the best support and high expectations for pupils with SEND (Children and Families Act 2014).

For pupils with an EHCP, the school must ensure the provisions outlined in the plan are met and collaborate accordingly with the Local Authority. If there are concerns about a pupil's

behaviour, the school will work collaboratively with parents/carers and consult relevant external agencies.

11.2 Children in Care

For pupils with adverse childhood experiences, exclusion is always experienced as something negative and can be a painful reminder of their earlier life experiences. We will make every effort to avoid suspending these pupils in recognition of the increased risk this poses in terms of them quickly disengaging from the school, due to their early experience of broken attachments and loss. For children in care, we will discuss the rationale for consequences with the assigned Education Adviser from the Virtual School. If there is no option other than suspension or exclusion, then we will make every attempt to ensure the process is as trauma informed as possible with a robust reintegration package.

In cases of serious misconduct, such as sexual violence, harassment, discrimination, or bullying, the school will apply the appropriate consequences in line with the relevant policies.

12. Transition & Induction

At the start of each school year, building positive relationships with all pupils is a priority, as these relationships are key to promoting positive behaviour. This process begins with a thorough transition approach, allowing pupils to meet their new class and teacher before the summer holidays, helping both pupils and staff familiarise themselves with one another. For new nursery and reception children, transition visits will be arranged prior to their start date.

To ensure a smooth transition to the next year, pupils will have sessions with their new teacher(s), and staff will hold transition meetings. Relevant information about pupil behaviour may be shared with appropriate staff at the start of the term or year to ensure continuous monitoring and support.

The school will assist new pupils in adapting to behaviour standards by providing an induction process that introduces them to the behaviour policy and school culture. Behaviour expectations will be clearly communicated to both the pupil and their parents/carers.

A nurturing approach recognises the importance of transitions in a broad context, including changes after holidays, between school years, moving between classes, and even small shifts in activities within the classroom or from the playground. For pupils who have faced adversity, even minor changes can provoke feelings of anxiety or stress. Therefore, transitions, particularly changes in routine, are carefully managed with appropriate preparation and support to ease the impact on these pupils.

13. Staff Training and Continued Professional Development

Staff play a central role in shaping behaviour and relationships, and their wellbeing is a priority. We provide ongoing training and support for staff, equipping them with the skills to handle challenging situations calmly and consistently. Training on inclusive practices, managing behaviour, and supporting pupils on the inclusion register is provided regularly, aligned with our school's Christian ethos and research-informed principles.

Specific training linked to de-escalation strategies and behaviour and relational approaches will take place annually and a training record will be maintained for all staff.

From September 2025, all schools will receive Crisis Prevention Institute (CPI) training, delivered by CPI trained instructors.

14. Monitoring Arrangements

14.1 Monitoring and Evaluating Behaviour and Relationships

The school will collect data on the following:

- Behavioural incidents (including use of Positive Handling)
- Attendance, suspensions and permanent exclusions
- Use of pupil support units, alternative provision and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be reviewed periodically by SLT and the SENDCO and will be considered from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

The trust will work with its academies to consider this data, and whether there are patterns across the trust, recognising that numbers in any one academy are often too low to allow for meaningful statistical analysis.

14.2 Policy Review

Policy review has been delegated to the Trust's Education Effectiveness Committee and will take place annually. Following every review, it will be approved by the Local Governance Committee of this school. The policy may be reviewed more frequently, if needed, to address findings from the monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Trust's Education Effectiveness Committee.

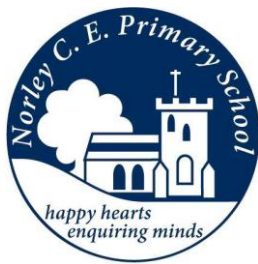
15. Policy Links

The following policies may be read in conjunction with this Behaviour & Relationships Policy:

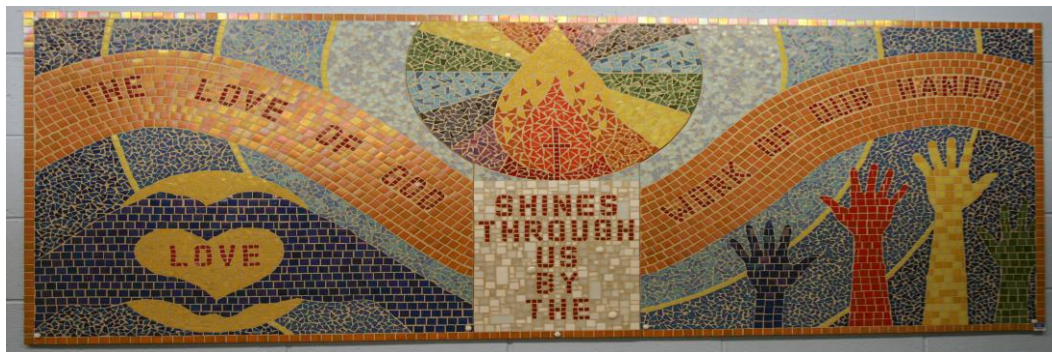
- Statement of Behaviour Principles
- Equality Policy and Trust Equality Objectives
- Inclusion & SEND Statement
- SEND Information Report and Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy

- Health and Safety Policy
- Attendance Policy
- Acceptable Use Policy
- Privacy Notices
- Data Protection Policy
- Records Management Policy

These can be accessed on the school website or, for Trust policies, at www.cdat.co.uk/our-services/governance/our-trust/policies.html



Norley CE Primary School



Behaviour and Relationships Policy Appendix to CDAT Policy

We are a church school where education is nourished through the teachings of Jesus Christ, enabling each child to fulfil their potential and which reflects our commitment to academic excellence.

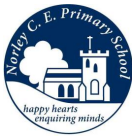
We want our children to celebrate and appreciate diversity, fostering qualities that encourage every child to have aspiration for a society in which every individual is cherished.

With our Christian belief at its heart, we work in partnership with each other, families, the church, the local and wider community to create a stimulating and caring environment, where everyone is welcomed, nurtured and empowered.

Christian values directly inspire and influence the children to recognise their self-worth and flourish, enabling them to make the right choices that will continue to shape their lives.

You are the light of the world. A city built on a hill cannot be hidden. No one after lighting a lamp puts it under the bushel basket, but on the lamp stand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven.

(Matt. 5:14-16)



Appendices

Norley CE Primary School Policy

1. Introduction

At Norley CE Primary School, we want to create an environment that is safe, where everyone feels respected and where our children come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people. This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Norley. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

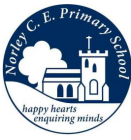
2. Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- Specific teaching gives us an understanding of ourselves, how we interact with and impact on others.

3. Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to, and use of language for managing behaviour.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and sothers' property.



- Foster good citizenship and self-discipline.
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.
- Uphold, instil and foster our school's Christian Values.
- As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs. Our four simple school rules are further explored and explicitly taught in class, worship and other school experiences.

We aim to:

- Teach specific social skills e.g. Sharing, turn taking, listening to each other, how to address people politely, greetings and reciprocal conversation, etc.
- Teach strategies for children to solve conflicts peacefully.
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- Agree boundaries of acceptable behaviour with all children and regularly remind them of these.
- Enable children to recognise, understand and respond to a range of feelings.
- Develop vocabulary to enable children to express feelings verbally rather than physically.
- Promote equal opportunities and instil a positive attitude towards differences.
- Promote an ethos of peer support.
- Ensure the atmosphere in the classroom environment is conducive to learning.
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

4. Behaviour for Learning

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly. Our school has four simple rules: 'Be Ready, Be Respectful, Be Responsible and Be Safe'. These rules, and our characteristics of effective learning (Resilience, Perseverance, Enthusiasm, Concentration, Kindness, Teamwork, Courage and Listening) are displayed in each classroom, and are explicitly taught and modelled by all members of our school community. However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

5. The Five Pillars

Our Behaviour Policy is based on these Five Pillars:

- Consistent, calm adult behaviour.
- Praise for best conduct and attitude.
- Routines.
- Scripting difficult interventions.
- Restorative follow up.

6. Roles and Responsibilities:

'The culture is set by the way the adults behave.' Paul Dix, 2017

All adults in the school are responsible for the consistent reinforcement of the behaviour policy. Senior leaders and Governors are responsible for supporting staff to implement the policy. Parents are responsible for supporting the school's behaviour policy by reinforcing key messages at home, helping children to complete 'uncompleted' work at home and providing a positive role model.

All Staff will:

- Always redirect students by referring to 'Be the light...'
- Focus on effort not achievement.
- Celebrate when children go above and beyond expectations
- Be calm and give 'take up time' when going through the behaviour pathway.
- Never ignore or walk past children who are behaving poorly
- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Work to build mutual respect
- Demonstrate unconditional care and compassion

7. Rewards:

Above and Beyond Recognition of good behaviour, self-control, achievement, attainment, kindness come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

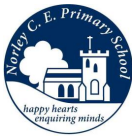
Specific rewards include:

- Helping Hands given for showing the Christian Values.
- An individual token award e.g. Sticker.
- A visit to another member of staff for positive commendation.
- A public word of praise in front of a group, class, key stage or the school.
- School Certificates and awards, formally presented.
- Headteacher Award

8. Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact where possible; delivering the required message; and then leaving the conversation to allow the child



‘take up time.’ Adults should not be drawn into and/or respond to any secondary behaviour; which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Steps for dealing with poor behaviour

Our Routine Steps: Reminder, Warn, Last Chance, Time out, Repair.

- **Reminder** - of the rules, delivered privately.
- **Warn** - deliver in private if possible, make the child aware of his/her behaviour and clearly outline consequence if he/she continues eg having time out. Use phrase “think carefully about your next step/action “
- **Last chance** (includes a 2 minute “inconvenience” after class)- Speak to the child in private, give him/her a final opportunity to engage. Offer a positive choice to do and use the microscript (see Behaviour Blueprint). The two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, it cannot be removed reduced or substituted.
- **Time out** - If the child hasn’t engaged after the third reminder he/she needs a 5 minute time out this is a few minutes for the child to think about their behaviour and calm down. Followed by:
- **Repair** - this might be a quick chat at breaktime in the playground or more formal meeting. (See restorative questions)

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the staff member who initially dealt with the behaviour should conduct a restorative conversation with the pupil (supported by a colleague or a member of SLT if appropriate). This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Persistent Poor Behaviour

Repeated poor behaviour (More than one Time Out and Restorative Conversation in a day) results in parents being notified either through phone call or direct conversation by the class teacher (or cover teacher), an email if a parent/carers cannot be spoken to directly.

Behaviour should be recorded on CPOMS along with the actions taken. As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour-class teacher’s will work in conjunction with parents/carers, SLT and SENDCo to devise an individual support plan.



Uncompleted Work

Any work which is not completed due to poor behaviour choices, will be sent home with an “uncompleted work” slip to be completed by the next day. If this does not happen it will be completed in school at break or lunchtime. We hope that all parents will work in partnership with us and encourage children to make the right choices.

9. Serious Behaviour Incidents

Behaviours include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Any of these behaviours will result in an instant move to Time Out (see above), this will be in the Headteachers office with the class teacher (Cover) and a member of SLT. As well as Time Out, an additional sanction, specific to the child and behaviour, will be decided by the class teacher in conjunction with SLT. These incidents will result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headteacher or a member of SLT) Severe incidents and the actions taken should be recorded on CPOMs.

10. SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child’s SEN support plan and if appropriate risk assessments.

11. Support agencies

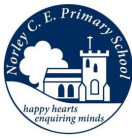
If behavioural difficulties continue SLT and SENDCo will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Autism Team or other agencies that offer support for children and families.

12. Exclusions

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.



Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

13. The role of the parent

At Norley, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- Understand and reinforce the school language as much as possible;
- Share in the concern about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

14. Allegations against a member of staff

If an allegation is made against a member of staff, the procedures outlined in the school policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the child in consultation with the Trust and/or Local Authority. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

15. Physical Restraint

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Only staff who have been trained in Physical Restraint should restrain a child.

Incidents of physical restraint must:

- Always be used as a last resort.
- Only be by experienced, trained staff.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on CPOMS and reported to parents. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

16. Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

17. Legal framework

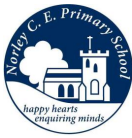
This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' This policy operates in conjunction with the following school policies:
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

18. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website. The headteacher will be responsible for:



- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

The SENCO will be responsible for:

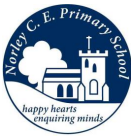
- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.



- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include: - SENCO. - Headteacher. - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

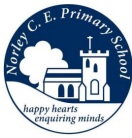
19. Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy annually and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

Appendix A Behaviour Blueprint

Adult Behaviour	Above and beyond..	Vision and Ethos
• Calm, Consistent and fair. • Give praise to the best conduct/ behaviour first. • Have high expectations. • Continuously caring.	• Praise • Stickers • Helping hands • Headteacher Award • Class rewards • Mention to parents	Be the light...
Stepped sanctions		Micro-script
1. Reminder of the rule- repeat as necessary 2. Warn- think about your next step/action 3. Last chance-use micro script, and a 2 minute inconvenience 4. Time out- 5 minutes 5. Restorative conversation- 5 minutes with a key adult (folders in staff room)		• I've noticed that... • You know the school ethos • Can you remember when you...(a time when they did the right thing) and how it made you feel? • I expect you to... • Thank you for listening
Uncompleted work	Inconvenience (2 minutes)	Time out (5 minutes)
Stay in at playtime to complete	• 2 minute wait • Last to go for lunch, break or the end of the day. • A classroom job to complete	• In the classroom • On the bench if outside • Standing with an adult
Serious behaviours		Restorative Questions
• Physical violence • Defiance/rudeness towards an adult • Persistent taunting/ bullying behaviours • Stealing • Spitting • Swearing • Racism • Homophobia Straight to step 4 and 5 above, with an additional restorative conversation with HT, and a phone call with parents.		1. What has happened? 2. What were you feeling at the time? 3. Who has been affected by your actions? 4. How have they been affected? 5. What needs to be done to make things right? 6. How can we do things differently in the future? Use the resolution folders In the staff room to support these conversations with visuals.



Appendix B: A model of positivity, tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere verbal praise.
- Send positive notes
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing
- Use subtle praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that show high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Appendix C: A model of positivity – Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:
Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or...

Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me'	'I hear what you are saying'
'But they were doing the same thing'	'I understand'
'I was only...'	'Maybe you were.. and yet..'
'You are not being fair'	'Yes sometimes I appear unfair..'
'It's boring'	'It is what it is'
'You are a ...(name calling)'	'I am sorry you are having a bad day'

Get out line

If the conversation is becoming unproductive, what line will you leave on?

Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."*



Behaviour and Relationships Policy	
Review Frequency:	Annual – in-line with CDAT policy
Reviewed and approved by:	Local Governance Committee
Date reviewed/approved:	1 st October 2025
Date of next review:	1 st October 2026