St. Helen's College

Behaviour Policy

This is a whole school policy which includes the Early Years Foundation Stage

This policy takes into account the non-statutory advice in Behaviour in Schools (2024)

1. Aims and expectations

1.1 It is a primary aim of the school that every member of our community feels safe, valued and respected and that each person is treated fairly and with respect. Ours is a caring community, and our values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to underpin the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels safe, happy and secure.

1.2 Our school-wide behaviour phrase: *Ready, Respectful, Safe* underpins our behavioural expectations.

1.3 The school rules can be found in the Pupils' Code of Conduct (see Appendix 1) but the primary aim of the behaviour policy is not to provide a system to enforce rules; it is a means of promoting good relationships and conduct, so that people can work together with the common purpose of helping everyone to thrive inside and outside of the classroom. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

1.4 We expect children to:

- support and observe the Pupils' Code of Conduct;
- treat staff, visitors and peers with respect;
- conduct themselves in a calm, orderly, and considerate manner at all times;
- allow others to work without distraction;
- listen carefully to instructions in lessons;
- work attentively and at a suitable pace;
- try their best in all activities;
- take pride in the presentation of their work;
- keep their desks, trays and personal belongings tidy;
- hand in homework on time;
- care for the school environment, buildings, and property;
- move sensibly and quietly around the school to ensure safety and respect for others;
- wear the correct school uniform and follow the school's dress code;
- take responsibility for their actions and support others in doing the same;
- work and play cooperatively with other children;
- represent the school positively in all settings, including outside school and online and
- avoid any activity which might cause distress to another child, particularly in a way which would constitute bullying (see St. Helen's College Anti-Bullying Policy).

1.5 We treat all children fairly, and with respect. We apply this behaviour policy in a consistent way and do not discriminate against any child. (See St. Helen's College Equal Opportunities Policy). We promote equality, diversity and inclusion in line with statutory duties and we are mindful of our duties under the Equality Act 2010.

1.6 Transition at various points throughout the school, particularly from Lower School to Upper School, is managed carefully so that pupils and parents understand expectations of behaviour.
Transition meetings with the new class teacher are arranged at the end of each school year.

This is an opportunity to discuss pupils' strengths, needs and any behavioural needs to ensure they are aware of existing support for the class and any strategies that have proved effective so that they can continue.

Teachers play an important role in helping new pupils settle into school life. They take time to explain the school's behaviour policy, daily routines, and the values that shape our school community. This helps every child to feel safe, confident, and ready to learn.

When pupils move on to another school or setting, relevant information about behaviour, safeguarding and support will be transferred in line with statutory guidance. The school works collaboratively with the receiving school as well as the previous school to ensure that pupils are supported to settle quickly and successfully.

2. Definitions

2.1 Poor behaviour refers to conduct that disrupts learning, undermines the school ethos, or does not meet expected standards. Examples include (but are not limited to):

- Low-level disruption in lessons or around the school site
- Refusal to follow reasonable instructions from staff
- Incomplete classwork or homework without justified reason
- Poor or disrespectful attitude towards others
- Lateness to school or lessons
- Wearing incorrect or inappropriate uniform without justified reason.

2.2 Serious misbehaviour refers to behaviour that poses a greater risk to the safety, welfare, or education of pupils or staff. Examples include:

- Deliberate damage to school property
- Physical violence
- Bullying, including cyberbullying
- Discriminatory behaviour, concerning any of the nine protected characteristics.

2.3 In line with the DfE's Preventing and Tackling Bullying guidance, bullying is defined as:

- Repeated behaviour over time.
- Intentional behaviour designed to cause physical or emotional harm.
- Targeted behaviour, often aimed at individuals or groups because of a characteristic such as race, religion, gender, sexual orientation, disability, or any other perceived difference.

Bullying can take many forms, including but not limited to:

- Physical: hitting, kicking, pushing or other forms of physical aggression
- Verbal: teasing, insults, threats, or name-calling
- Social/relational: excluding someone, spreading rumours, or damaging relationships
- Online (cyberbullying): using phones, email, messaging apps, social media or gaming platforms to harass, threaten or humiliate.

The school treats all forms of bullying seriously. Any incident will be dealt with promptly and in line with both this Behaviour Policy and the Anti-Bullying Policy.

3. Rewards

Children are recognised for their achievement and effort. Developing positive learning

attitudes is fundamental to establishing and maintaining positive behaviour.

Rewards are used consistently and fairly, so that pupils clearly understand the link between their actions and the recognition they receive.

3.1 We praise and reward children for good behaviour in a variety of ways, including but not limited to:

- verbal praise in lessons and around the school;
- use of stickers, badges and stamps;
- house points for behaviour, showing initiative and helpfulness. The house cup is awarded to the winning house team at the end of the academic year;
- class of the week competition – class points awarded for lining up properly, moving around the school in an orderly way with an incentive of 5 minutes of extra play time;
- awarding of certificates and commendations in assembly;
- peer and staff recognition of outstanding values through our school 'golden notes' cards in the Lower School and 'values spotters' in the Upper School;
- the use of school reports to comment favourably on good behaviour, community involvement and a positive attitude to school and
- affording children the opportunity to undertake some specific areas of responsibility.

3.2 The following rewards are used throughout Lower School and from the Summer Term in our Cygnets Nursery.

- Golden notes are used to recognise pupils who demonstrate our school values and notes are sent home to parents detailing how their child has surpassed expectations.
- Chosen as 'Star of the Week' for the week to lead class lines and receive certificate and stickers
- Teddy Bear Competition – a class is rewarded for positive behaviour in the playground each week.

Certificates and commendations awarded in assembly are recorded on the school's management information system, iSAMS.

3.3 The annual Year 6 Prizegiving event celebrates achievement and effort, while recognising good citizenship and those who uphold the school values.

3.4 The School Council provides opportunities for children to be consulted about and involved in school development, including behaviour.

4. Consequences

4.1 The school uses consequences to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation, on the understanding that the desired outcome is an improvement in behaviour. It is essential that children are aware that it is an aspect of their behaviour which is not acceptable, not the children themselves.

4.2 As a school, we stress the positive approach of encouragement and praise, but even in a well-ordered environment such as ours, it may be necessary for consequences to be applied from time to time.

4.3 Consistency is key: staff will challenge all misbehaviour and respond in a manner that is fair, proportionate and predictable, so pupils understand that inappropriate behaviour will always be addressed.
Consideration will be given to any underlying factors that may have contributed to the incident and decisions will take into account individual circumstances, whilst ensuring the need for consistency and fairness across the school.

4.4 Upper School Procedures

If pupils do not fulfil the school expectations, for the first, or an occasional occurrence, a reminder of the expectations will be issued followed by a verbal warning. If the behaviour is repeated again, a second warning will be issued.

At this stage, a brief (approximately 30 seconds) intervention may be used. This intervention should be non threatening and delivered calmly, with the member of staff positioned side on and at eye level or lower. The observed behaviour should be clearly identified, along with the rule or expectation it breaches. The learner should be reminded of the stated consequence and referred to previous positive behaviour as a model for success. The member of staff then walks away, allowing the learner time and space to make a positive choice.

Any further instance of such behaviour will lead to the pupil being asked to attend a Reflective Break. Reflective Break takes place for 10 minutes at break time and is an opportunity for the teacher to invite the pupil to reflect on their behaviour and take part in a restorative conversation (see Appendix 2).

For more serious unacceptable behaviour such as abusive language, a teacher may issue a Reflective Break immediately without warnings.

Reflective Breaks are recorded on the school's behaviour system, Reward & Conduct Manager, and this is communicated to parents by either the member of staff who issued this or the Form Teacher. When a behavioural incident which requires a reflective break occurs, the member of staff present who dealt with the incident should conduct the reflective break with the child. If this is not possible (with part time staff, for example), the matter should be discussed with the Deputy Head Pastoral to reschedule a timely rearrangement.

If a pupil attends Reflective Break more than twice in a period of three school weeks, the Form Teacher will have a conversation with the child and contact the parents by telephone. Pupils who receive their third Reflective Break of the term attend a 'Deputy Head Reflective Break' in the Deputy Head's office. There is a follow up meeting with parents, the Form Teacher and Deputy Head Pastoral. Pupils also attend part of this meeting. Pupils who receive their fourth reflective break of the term attend a 'Head's Reflective Break' in the Head's office. There is a follow up meeting with parents, the Form Teacher, the Deputy Head Pastoral and the Head.

A single event of serious misbehaviour may result directly in a Deputy Head's Reflective Break or even a Head's Reflective Break. The school will move directly to this level on the discretion of the Deputy Head and/or Head and parents will be informed.

4.5 In situations of serious or persistent disruption, the child may be temporarily removed from the lesson to another supervised space. Removal will only be used after other strategies have been tried, unless the behaviour is so severe that immediate action is necessary to ensure safety and order. Pupils will not be kept out of lessons for extended periods without the Head's approval. Parents will be informed on the same day if a pupil is removed from lessons and this will be recorded, including the reason for removal.

In cases of extreme unacceptable behaviour, the child may be referred to the Deputy Head Pastoral or another member of the SLT team who will speak to the child. Parents will also be informed.

4.6 These sanctions are for behavioural issues only. Organisational issues will usually be addressed by teachers and pupils will be supported to develop their organisational skills rather than sanctioned.

4.7 If behaviour does not change following Reflective Breaks, it might be necessary to support the child further by using a behaviour monitoring card which may help to identify patterns.

If a child requires behaviour monitoring and support, a record is made and contact is made with parents to discuss the reasons and intended outcomes. This is regularly reviewed to ensure the behaviour improves and close monitoring is only required in the short term.

In cases where a child requires a behaviour monitoring card more than twice in one term or behaviour has not improved, the Head will consider whether temporary or permanent exclusion is an appropriate course of action. A temporary exclusion may, in some circumstances, take the form of an internal exclusion, during which the child remains on the school site but is removed from their usual classroom environment.

4.8 An individual serious instance of bad behaviour that breaches this behaviour policy may lead to a temporary exclusion. Persistent poor behaviour that has not improved despite earlier sanctions and interventions may also lead to temporary exclusion. In these cases, parents are invited to a meeting with the Head. At the end of the period of exclusion and on their return to school, the pupil accompanied by parents will have a formal meeting with the Head.

The decision to temporarily or permanently exclude a pupil will be taken by the Head, in consultation with the relevant member of the Governing Body and only after considering all relevant information. Exclusion will always be a last resort.

4.9 The Deputy Head Pastoral monitors Reflective Breaks to ensure consistency of application, and to identify individual or group behaviour patterns which warrant further investigations and/or action. Disciplinary action will be taken against pupils who are found to have made malicious accusations against staff. (See St. Helen's College Child Protection and Safeguarding Policy.)

4.10 A centralised register is kept of all sanctions imposed for serious misbehaviour.

4.11 Lower School Procedures

Lower School pupils create a class charter with their teacher and have a recognition

board in their class, for following the Golden Rules, school values and the Pupil Code of Conduct. They understand that this is how they should behave. In Year 1, this is shared with parents. All staff work hard to form meaningful relationships with the pupils and refer to the Code of Conduct if necessary. From Ducklings to Year 1 inclusive, Jenny Mosely Golden Time is used, along with restorative behaviour management techniques if behaviour does not meet expectations.

If behaviour continues to cause concern, a period of reflection is necessary. Parents are informed and children miss 5 minutes of Golden Time, which is a period of doing particularly exciting activities. If this happens, it is noted in Wellbeing Manager. Children will be encouraged to consider a better choice in the future.

If a child has not behaved in an appropriate way and if it is necessary to provide a sanction for behaviour, it will be carried out in private and on the same day. Parents will always be informed and a conversation will be held so that the child can be supported and encouraged. Positive and negative consequences will always be kept separate.

If the child displays continually difficult but not serious behaviour, such as inability to follow instructions or distracting other children, in the first instance the child meets with the Head of Pre Prep and is reminded about behavioural expectations. If this is not effective, we invite the parents to talk to the teacher, and a Smiley/Sad Face Chart is kept for a few weeks which goes home at weekends, so that the parents and child can monitor behaviour.

The next strategy, if this is not effective, or if there is a more serious misdemeanour, such as violently and wilfully hurting another child, is to go on a behaviour card. For this, the Head of Pre Prep sees the parents with the teacher and it is explained that for three weeks the child will be monitored through a similar system to the Smiley Face Chart, except that this time it is on a weekly card, sent home daily with written explanations of any misdemeanours. The Head of Pre Prep is kept informed and signs the card at the end of the week. It is explained that the parents can back up the reward and sanctions at school by awarding/withdrawing a treat or favourite activity.

5. Support systems for pupils

5.1 Pupils are supported to develop self-discipline, take responsibility for their actions, and understand the impact of their behaviour on others. Opportunities are provided for children to discuss aspects of their behaviour as well as other concerns or issues with key persons, support staff and Form Teachers (as appropriate) in Nursery (Ducklings and Cygnets), the Lower and Upper School. Where necessary, staff may use de-escalation strategies, such as agreed phrases or calming routines, to prevent escalation.

5.2 The purpose of any sanction is not only to address inappropriate behaviour, but also to help pupils learn how to make better choices in the future. After a serious sanction has been applied, the school will put in place strategies to support the pupil in reintegrating successfully into the school community and meeting expectations more successfully in the future. Pupils will be encouraged to reflect on their behaviour and its impact on others. Staff will use restorative conversations where appropriate, to help repair relationships and rebuild trust.

5.3 Staff will identify whether additional interventions, such as counselling, targeted group work, or SEND support, are needed.

In the Upper School, pupils can self refer, or be referred by staff or parents to the School Counsellor for a 'Time2Talk' session. Parental consent is sought prior to a pupil's attendance at any counselling sessions.

6. Bullying

6.1 The school does not tolerate bullying of any kind. We do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable, and by discussing bullying in Circle Time and PSHE sessions. If we discover that an act of bullying or intimidation has taken place (including cyberbullying, prejudice-based or discriminatory bullying), we act immediately to stop any further occurrences of such behaviour. When pupils display controlling behaviour, staff respond promptly and consistently by setting clear boundaries, implementing appropriate sanctions, and providing structured support to help the child understand and modify their behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school happily and free from worry and fear (see St Helen's College Anti-Bullying Policy and Staff Handbook).

7. Use of Reasonable Force

7.1 Corporal punishment is illegal. Teachers, other members of staff and volunteers may not hit, push or slap children. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting themself or others.

7.2 Members of staff have the legal power to use restrictive interventions including reasonable force as a last resort to prevent harm, damage, or serious disruption if the situation requires it: for example, to prevent pupils committing an offence, injuring themselves or others or seriously damaging property.

7.3 Any physical intervention must be proportionate (minimal as required by the circumstances) and avoided wherever possible. It must also be recorded and correctly managed: the pupil must be given an explanation for the intervention and the Head must be informed. Parents must also be informed on the same day.

7.4 Guidance from the DFE Use of Reasonable Force is available here.

8. The Role of Staff

8.1 Staff play a key role in shaping the culture of behaviour and learning within the school. It is the responsibility of the Nursery Manager, Form Teachers in Lower and Upper School, and specialist teachers to ensure that:

- the children are aware of the Pupils' Code of Conduct or, in Ducklings Kindergarten and Lower School, their class charter
- school rules are enforced in their class
- the Behaviour Policy is followed at all points during the school day including the recording of any incidents.
- they communicate with parents promptly where behaviour is causing concern and
- their class behaves in a responsible manner during lesson time.

- the SLT are informed of any incidents

8.2 Staff in our school have high expectations of the children's behaviour, and they strive to ensure that all children work to the best of their ability by:
- embedding clear routines that help pupils feel secure;
- making learning engaging;
- establishing good relationships;
- insisting on high standards;
- differentiating appropriately and being clear about what is expected and
- setting achievable targets supported by praise and encouragement.

8.3 Staff treat each child fairly, follow the Code of Conduct consistently and deal with all children in their class with respect and understanding.

8.4 Staff act as role models for the children, in respect of courtesy, smartness, speech, diligence, punctuality and relationships. Their actions set the standard for pupils and establish the climate in which learning takes place.

8.5 If there are incidents of anti-social behaviour, the Nursery Manager or Form Teacher may discuss these with the whole class/group during 'circle time'.

8.6 Problems are dealt with on an individual or small group basis and the whole class is never sanctioned for the misbehaviour of a few.

8.7 Staff are aware that discussing difficulties with senior or more experienced colleagues is an appropriate strategy in gaining support for solving problems. Staff are encouraged to seek advice and coaching from senior leaders, the SENDCo, or pastoral leads where they feel they need additional support. Peer learning is promoted through shared practice and professional dialogue.

8.8 All staff are aware of the need for good working relationships with parents and that many problems can be solved quickly and informally by contacting parents should there be any cause for concern.

Parents are engaged as key partners in supporting positive behaviour, and are involved in the resolution of incidents to strengthen the link between school and home.

8.9 Written reports to parents focus the progress of each child and include comments on behaviour and personal and social development, in line with the whole–school policy. Subject teachers may refer to behaviour if this has been a significant factor in a child's progress. Behaviour may also be discussed with parents during Parents' Evening.

8.10 During break and lunch periods, it is the responsibility of supervising staff and lunchtime supervisors to ensure that the children follow the school rules and that any behaviour incidents are dealt with and recorded appropriately.

8.11 All members of staff should feel empowered to follow and implement our behaviour policy with the children and issue rewards or sanctions as appropriate. Consistency amongst all staff members is key to the policy's overall effectiveness.

8.12 The school recognises that effective behaviour management relies on confident, skilled

and well-supported staff. Behaviour management is embedded within the school's continuing professional development (CPD) programme to ensure staff can implement this Behaviour Policy consistently and fairly. This includes regular updates and refresher sessions on statutory guidance.
As part of their induction, new staff receive training on the school's behaviour policy, expectations and routines.

9. Safeguarding

The school understands that changes in a pupil's behaviour can sometimes signal underlying difficulties or safeguarding concerns. When behaviour issues arise, staff will reflect on whether they may indicate that a child is experiencing, or is at risk of, significant harm.

In such cases, staff will act in line with the school's Safeguarding and Child Protection Policy. This may involve providing pastoral support, initiating early help, or making a referral to children's social care if appropriate. For full details, please see the school's child protection and safeguarding policy.

9.1 The school recognises that pupils' conduct online can have a significant impact on the safety, wellbeing and reputation of individuals and the school community. Where online misbehaviour indicates that a pupil may be at risk of significant harm, the matter will be treated as a safeguarding concern and referred to the DSL without delay.

Examples of online misbehaviour may include (but are not limited to):

- Sending threatening, abusive or offensive messages.
- Sharing inappropriate, harmful or illegal content (including images).
- Online bullying, harassment or peer-on-peer abuse.
- Using school platforms or devices in ways that breach the school's rules for responsible internet use.

Sanctions may be applied for online misbehaviour. Examples may include when:

- It causes, or has the potential to cause, harm, distress or bullying to another pupil or member of the school community.
- It disrupts, or could disrupt, the orderly running of the school.
- It damages, or could damage, the reputation of the school.
- The pupil can be identified as a member of the school, even if the behaviour occurs outside of school hours.

10 The Role of the Head

10.1 It is the responsibility of the Head to oversee the implementation of the school behaviour policy and to ensure that this takes place consistently throughout the school. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

10.2 The Head supports the staff by overseeing the implementation of the policy, by setting

the standards of behaviour, and by supporting staff in the implementation of the policy.

10.3 The Head has the responsibility for giving permanent exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social or disruptive behaviour, the Head may permanently exclude a child.

11 The Role of Parents

11.1 The school works collaboratively with parents so that children receive consistent messages about how to behave at home and at school.

11.2 Parents receive a copy of the Pupils' Code of Conduct (the rules of the school) with the offer of a place and parents sign a Home / School Agreement stating that they will support their child and the school in ensuring that children follow the code of conduct. We expect parents to read these and support them, as it is a condition of remaining in the school that a child complies with these rules. Pupils receive a copy of the St. Helen's College Values as they move up to Upper School. This card serves as a constant reminder of the values we expect to be upheld by the pupils.

11.3 We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

11.4 If it has been necessary for the school to use reasonable sanctions with a pupil, parents should support the actions of the school and encourage their child to take responsibility for their actions. If parents have any concern about the way that their child has been treated, they should initially contact the Form Teacher. If the concern remains, they should contact the Deputy Head Pastoral or the Head of Pre-Prep. Should there be no satisfactory resolution of the problem, the school's procedure for the review of such matters will be available (see St Helen's College Complaints Procedure).

12 Monitoring

12.1 The SLT monitor the effectiveness of this policy on a regular basis.

12.2 The school is committed to regularly reviewing behaviour to ensure that policies and practices are effective, fair, and inclusive. Monitoring allows leaders to identify strengths, address concerns promptly, and continuously improve the behaviour culture across the school.

12.3 The school keeps a variety of records of incidents of misbehaviour.

- Teachers record Reflective Break attendance on the school's management information system, iSAMS.
- The Head keeps records of all serious disciplinary matters referred to her, including those resulting in temporary or permanent exclusion.
- Lunchtime supervisors provide details of incidents in the playground during the lunch break to the Deputy Head Pastoral / Head of Lower School and Form Teachers. At Upper School, the lunchtime supervisors record incidents manually in their behaviour book for information for Form Teachers and where more serious, this is recorded on the behaviour log by the Deputy Head Pastoral.
- All supervising staff including break supervisors, club leaders, wraparound care,

school patrol and holiday club have a duty to follow the behaviour policy and report any incidents to the Deputy Head Pastoral / Head of Lower School to be dealt with accordingly and feed into the weekly pastoral meetings with the Head.

- Behaviour data will be regularly reviewed by the SLT. Analysis will be carried out at multiple levels. Where patterns suggest disparities between different groups of pupils, policies and approaches will be reviewed and adapted to ensure fairness. Findings will also inform staff training, pastoral support strategies, and future updates to this Behaviour Policy.

Person Responsible	MG/JM
Date	January 2026
Review Frequency	1 year
Next review	January 2027

Appendix 1: St Helen's College – Code of Conduct

Ready, Respectful, Safe underpins everything in our daily life at St. Helen's College.

Ready

- Be ready to learn.
- Ensure that you have all the correct equipment for each lesson.
- Come into and out of school smartly, creating a good impression.

Respectful

- Be polite, kind and respectful to all adults, staff and children.
- Always listen attentively, without calling out, and follow instructions from the teacher/adult.
- Be honest and truthful.
- Think before you speak.
- Give way to adults around school.
- Share and be kind to each other.
- Respect the school, school property and other people's property at all times.
- Dispose of litter appropriately, taking care to recycle where possible.
- Remember when you are on school trips you are representing the school.

Safe

- Walk quietly and sensibly around the school.
- Play safely and respect the play zones.
- Only bring electronics or phones to school when given specific permission.
- Keep your personal details private.
- Keep your passwords private.
- Cross the road in silence.
- Only enter buildings when you have been given permission.

Signed..... Date.....

Appendix 2: St. Helen's College - Restorative Conversations

The restorative conversation is more than a process or a set of questions. The behaviour of the adult lies at the heart of it all. The child is likely to be hyper vigilant. Small things matter. Your body language, the set up of the room, your tone, inflection and attitude are all read carefully for signs of judgement or negative assumptions. Children respect teachers who persistently keep track, never let it lie and ensure that every student, regardless of their reputation, is dealt with personally. My classroom, my responsibility, my consistency!
Top Tips to make a restorative meeting actually work;

- If you can walk and talk with the pupil this can be more productive
- If in the classroom, try to sit alongside the pupil, not across from them, behind a desk or on the desk.
- Keep the door open if possible but avoid other pupils coming in and interrupting
- Be careful not to use judgemental language - it may encourage a purely defensive reaction in the child
- Don't nit-pick uniform e.g. coat, hat etc at the beginning of the meeting. It will simply reaffirm the hierarchy and set the conversation/meeting off in the wrong direction
- End the meeting well. Plan how you are going to bring things to a conclusion.

<u>The Restorative Five</u>
Five questions should be enough - below are some suggestions. As you address each question together remember that in-between your truth and their truth is ***the*** truth. With younger pupils two questions may be enough.

1. What happened?

2. What were you thinking at the time?

3. What have you thought since?

4. How did this make people feel?

5. Who has been affected?

6. How have they been affected?

7. What should we do to put things right?

8. How can we do things differently?

When pupils clam up try using;

- 'OK, imagine if there were ……(people affected/a way of putting it right/things that you could do differently). What would they be?
- 1-10 scale. On a scale of 1-10 how angry were you?
- Offer a postponement and some support if the child is not ready to speak.

Appendix 3: Behaviour Policy - Summary

Aims:
• To create a culture of exceptionally good behaviour for learning and for life
• To ensure that all learners are treated fairly and shown respect
• To promote good relationships
• To refuse to give learners attention and importance for poor conduct
• To help learners take control over their behaviour and be responsible for the consequences of it
• To build a community which values kindness, care, good humour, good temper and empathy for others

Adults	**Children**
1. Consistent 2. Calm 3. Kind	1. Ready 2. Respectful 3. Safe

Notes for Staff

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating unless support is necessary.

Reminder
A reminder of the expectations for learners - 'Ready, Respectful, Safe' - delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Warning
A clear verbal warning delivered (privately where possible) to the learner, making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct.

30 Second Intervention
a. Gentle approach, personal, non-threatening, side on, eye level or lower.
b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
d. Walk away from the learner; allow them time to decide what to do next.

Restorative Conversations / Reflective Breaks
What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.