



'Growing together to be the best we can be through respect, resilience and responsibility'

School Behaviour Policy

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| Date of Policy Issue: | September 2024 |
| Review Date: | September 2025 |
| Name of Responsible Manager/Headteacher: | Jamie Dodson |
| Signature of Responsible Manager/Headteacher: | <i>Jamie Dodson</i> |
| Signature of Chair of Governors | <i>Caroline Horne</i> |
| Date: | 01/09/2024 |

The Governing Body accepts this policy and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. The Behaviour Policy takes account of the DfE Guidance, "Behaviour and Discipline in Schools" (April 2013) and also acknowledges the school's legal duties under the Equality Act 2010 and in respect of pupils with SEN. The Equality Act obliges us to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Equality Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it
- foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

In line with the Equality Act, the school will ensure that the Behaviour Policy and practice is fair and non-discriminating and that all are treated equally and fairly, irrespective of gender, race, gender identity and sexuality or ability. This includes fair treatment for those with parents or carers who have protected characteristics. The school will also ensure that, where appropriate, reasonable adjustments are made to support disabled children.

The above duties must be considered whenever decisions are made under this policy which should be read in conjunction with the Anti-Bullying Policy, the Suspension Policy, the Safeguarding Policy, Special Educational Needs Policy and the Single Equality Policy.

Aims

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour where children are able to keep to our promise of being the best we can be in all that we do.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.



STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus, the school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of **respect, resilience and responsibility**. It follows that acceptable standards of behaviour are those which reflect these principles.

School Ethos

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- ensure that no child is 'invisible'
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

Classroom Management

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. All classrooms will use a tambourine to stop children within lessons and learning activities. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to maintain their positive relationship.

Rules and Procedures

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

The Behaviour Policy written with the children who will be consulted in line with Article 12 United Nations Convention on the Rights of the Child states:

- Be the person you want others to be
- Be polite to everybody; show care and consideration

All members of staff have a responsibility:

- To raise the children's awareness and understanding of the agreed rules
- To ensure that they are applied consistently and fairly
- To address behavioural issues (good or bad) as close to the event as is reasonable
- To be aware of the school's obligations under the Equality Act and to avoid making assumptions or taking action that may lead to claims of unlawful discrimination.

As a result of these rules, these are some of the outcomes we would expect to see:

- Children walking quietly and purposefully at all times in the learning environment (as appropriate) and on entry and exit to and from school.
- Children arriving in a quiet and composed manner for assembly and engage in the assembly as appropriate in a respectful way.
- Children learning and playing together successfully and cooperatively.
- Children interacting with adults and their peers in a polite, friendly and respectful manner.
- Children contributing towards maintaining a clean and tidy school.

Policy for Promoting Good Behaviour – Behavioural Rewards

Every class has a Recognition Board clearly displayed at the front of the classroom (exceptions, Year R/Year 1).

- Each day every child's name off of the Recognition Board.
- Staff seek opportunities to recognise and reward good behaviour by allowing children to move their names on to the Recognition Board.
- Behaviours that are recognised as 'good' should relate to our three school values, respect, responsibility and resilience. E.g. Thank you for sitting on the carpet and listening, you are showing me and the other children respect.
- If children earn their name on the Recognition Board they stay there for the day because they have earned that for a specific behaviour.
- At the end of the day, if 15 children or more are on the Recognition Board, the class will earn a class gem for displaying our school values. Each class has 30 class gems to earn before they can achieve their class reward time. This is an organised event by the class teacher which may include a reward such as visiting the Woodland Walk, a scavenger hunt or extra PE/art. Rewards need to be education based.
- Each day a child is selected by the class teacher in each class as the 'Best Learner' for that day and is recognised as such by being given a sticker to wear at the end of the day as well as **3 house points**; the next day opportunities are found to 'reward' the 'Best Learner' with praise, positive reinforcement for their behaviour and responsibilities to undertake; 'Best Learners' are also praised by their peers; the 'Best Learner' for the day has their photograph displayed in class. 'Best Learners' will be recorded on the behaviour record by filling in the box for the day in yellow.
- When a child displays negative behaviours, the adult dealing with the behaviour needs to follow the procedure and behaviour script (appendix 5). The behaviour script is available to all members of staff on their lanyard.
- Children can put their names on the Recognition Board even if they have displayed negative behaviours in the day.
- The class behaviour record should be used throughout the day to record and ensure information is up to date for any adult to view. For example, this is helpful for PPA staff and teachers covering.
- A comment should be added to the behaviour record so all stakeholders are aware of what the behaviour is. This will allow for patterns to be noticed and action to be taken accordingly.
- Each child will have an individual record of achievement (Appendix One and saved on the server) that will follow them through the school. For every half term they complete without having a cross, the teacher will stamp their record of achievement. Six stamps in succession will earn the child a certificate.

- When a child has not made the right choice a set of carefully constructed sanctions prevent disruption to the learning of others. These are shared with the children discreetly:

W Warning - The children is spoken to discreetly to remind them of expectation (this is recorded as a W on the behaviour record)

Below demonstrates steps to take when a child is continuing to display negative behaviour (step 3 of the behaviour script).

- X Class teacher to take immediate, appropriate action e.g. child has a brain break, moves to a more appropriate place in the classroom to help them learn
- XX Child is sent to parallel year group classroom to be reminded of appropriate behaviour and to work for no more than 10 minutes
- XXX Sent to Deputy Headteacher / Assistant Headteacher for restorative conversation about continued behaviour and expectations moving forwards.
- XXXX Sent to Headteacher and parents may be contacted subject to severity of incident

In relation to sanctions, the school understands that their use must be reasonable and proportionate to the circumstances of the case and that account must be taken of a range of individual pupil needs in determining the appropriate use of such sanctions, including the pupil's age, any special educational needs or disability, any religious requirements affecting the pupil and any other appropriate factors.

As a general rule if a child reaches XXXX on a number of occasions, the Headteacher will communicate with the parents on a regular basis.

At break times and lunchtimes children who break the rules will have their names taken by any adult on duty and recorded on the lunch time incident form (appendix 4). These should be handed to the class teacher at the end of lunch time unless further action is required by a senior member of staff due to continued behaviours.

For children who regularly get 1 to 2 crosses a day, but who do not go any further, or for children who regularly get 3 crosses and see the Assistant Headteacher/Deputy Headteacher, there is the possibility that sanctions can be escalated sooner. This is subject to our duties under the Equality Act (see below) and following discussion between class teacher and Headteacher. In such an eventuality it is important that the parents are informed of such a decision prior to it being implemented.

Occasionally children can be asked to remain inside at break time or lunchtime if unacceptable behaviour has resulted in work not being completed to the required standard. This is at the class teacher's discretion and should be no longer than 10 minutes. Children's additional needs should be considered when making this decision.

Reasonable adjustments under the Equality Act and Special Educational Needs

Behavioural issues may be a manifestation of special educational needs or disabilities. It is understood that this means that some children will need greater support to achieve acceptable behaviour. Children with these additional needs will be given as much support and understanding as possible, so that they may achieve and so that their impact on the rest of the children is minimised. Thus, staff will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. The school also understands and respects its duties under the Equality Act in relation to such children, in particular the obligation to make reasonable adjustments to policies and practices. Consequently, the pastoral team will be involved in decision-making where appropriate and support from relevant agencies will be sought wherever necessary.

The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the schools' safeguarding policy and statutory guidance on safeguarding.

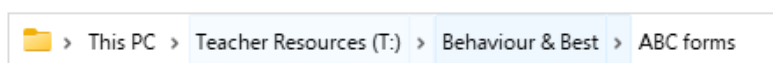
For instances of extreme unacceptable behaviour *(use of walkie-talkie to be used to alert additional adults in these instances)*

- e.g. -
1. continued and deliberate defiance
 2. fighting or deliberately hurting other children or adults e.g. biting
 3. running out of the classroom and/or off the premises
 4. deliberate damage to equipment
 5. abusive language
 6. actions which are deemed to be dangerous to self or others

The course of action will be at the Headteacher's discretion and as a general guide it is likely that the parents will be notified immediately and asked to come into school to discuss the problem. Should such behaviour continue suspension may be considered but this must be in accordance with statutory guidance on suspension and school's own behaviour policy. Accurate and up-to-date records are kept detailing negative consequences given to the child on the behaviour record. These records will be viewed every half term by the senior leadership team.

Annotation: R – Recognition Board
 W – warning
 1X - 1 cross
 2X - 2 crosses
 3X - 3 crosses
 4X - 4 crosses

- For instances of extreme unacceptable behaviour (see above) the ABC form is completed, a copy sent to the headteacher (class teachers should retain a copy for their own records) and a copy uploaded to CPOMS. These forms need to be completed as soon after the incident occurred as possible, preferably before the end of the school day. The pro-forma (Appendix 3) is available on the school server.



Policy for Promoting Good Behaviour – Response to Extreme Behaviour

In the event of a serious breach of the school's Code of Conduct, a member of the School Leadership Team will be informed as soon as possible. The incident must be fully reported, in writing (**ABC form**), by the member of staff who witnessed the incident and the report must be copied to the headteacher. This must be completed as soon after the incident as possible.

If a member of staff requires immediate assistance, you must use a walkie-talkie to contact another adult. There are walkie-talkies in central places around the school. When using the walkie-talkie, the location and, if necessary, **initials** of the child only must be stated. Adults in the nearby environment should be made aware of the need to supervise the class during the teacher's absence if applicable, or can summon help on the teacher's behalf. Children should not be left unsupervised after a significant disruption. Any such incident must be fully explored with the child and any other children who were directly or indirectly involved, either as active participants or as witnesses. Children must be given every opportunity to present their accounts and be encouraged to explain any contributory factors. These should be recorded by the senior member of staff investigating the matter.

Having considered all circumstances, it will usually be appropriate to inform parents/carers of the incident and any consequences/sanctions. It is important that parents are made aware of issues affecting their children's learning and behaviour. Parents can often offer an important perspective that may need to be considered when imposing a sanction.

Incidents reported and recorded on CPOMs and will be retained by the headteacher and referred to in the event of subsequent serious breaches of the school's Code of Conduct.

Possible sanctions/consequences which can be applied include:

- Formal meeting with parents, child and headteacher.
- Time out of class, supervised.
- Written/spoken apologies to the injured party.
- Lunch/break time spent inside

In extreme cases, the decision to suspend a child either temporarily for a fixed period or permanently may be taken, if appropriate and in accordance with statutory guidance and statutory rights to appeal. See school's policy on suspension and 'Suspension from maintained schools, academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to suspension January 2015.

National standard list of reasons for suspensions

This list provides descriptors of reasons for suspensions and the main reason for suspension should be used on the electronic reporting form. The 12 categories should cover the main reasons for suspensions and the 'other' category should be used sparingly. The further detail suggesting what the descriptors cover should be used as a guide and this list is not intended to be used as a tick-list for suspensions. In reaching a decision on whether to exclude, head teachers need to refer to the Department's guidance published in January 2015 entitled: 'Suspension from maintained schools, Academies and pupil referral units in England: Statutory guidance for those with legal responsibilities in relation to suspension January 2015.

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|---|--|---|---|--|
| <p>Physical assault against pupil Includes:</p> <ul style="list-style-type: none"> ➤ Fighting ➤ Violent behaviour ➤ Wounding ➤ Obstruction and jostling | <p>Physical assault against adult Includes:</p> <ul style="list-style-type: none"> ➤ Violent behaviour ➤ Wounding ➤ Obstruction and jostling | <p>Verbal abuse / threatening behaviour against pupil or adult Includes:</p> <ul style="list-style-type: none"> ➤ Threatened violence ➤ Aggressive behaviour ➤ Swearing ➤ Homophobic abuse and harassment ➤ Verbal intimidation ➤ Carrying an offensive weapon | <p>Bullying Includes:</p> <ul style="list-style-type: none"> ➤ Verbal bullying ➤ Physical bullying ➤ Homophobic bullying ➤ Racist bullying | <p>Racist abuse Includes:</p> <ul style="list-style-type: none"> ➤ Racist taunting and harassment ➤ Derogatory racist statements ➤ Swearing that can be attributed to racist characteristics ➤ Racist bullying ➤ Racist graffiti |
| <p>Sexual misconduct Includes:</p> <ul style="list-style-type: none"> ➤ Sexual abuse ➤ Sexual assault ➤ Sexual harassment ➤ Lewd behaviour ➤ Sexual bullying ➤ Sexual graffiti | <p>Drug and alcohol related Includes:</p> <ul style="list-style-type: none"> ➤ Possession of illegal drugs ➤ Inappropriate use of prescribed drugs ➤ Drug dealing ➤ Smoking ➤ Alcohol abuse ➤ Substance abuse | <p>Damage Includes:</p> <ul style="list-style-type: none"> ➤ damage to school or personal property belonging to any member of the school community ➤ Vandalism ➤ Arson ➤ Graffiti | <p>Theft Includes:</p> <ul style="list-style-type: none"> ➤ Stealing school property ➤ Stealing personal property (pupil or adult) ➤ Stealing from local shops on a school outing ➤ Selling and dealing in stolen property | <p>Persistent disruptive behaviour Includes:</p> <ul style="list-style-type: none"> ➤ Challenging behaviour ➤ Disobedience ➤ Persistent violation of school rules |

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| <p>Use or threat of use of an offensive weapon or prohibited item</p> <p>Includes:</p> <ul style="list-style-type: none"> ➤ Deliberately bringing an offensive weapon to school in order to cause harm ➤ Threatening others with an offensive weapon ➤ Using an offensive weapon or prohibited item to harm someone ➤ possession | <p>Abuse against sexual orientation & gender identity</p> <p>Includes:</p> <ul style="list-style-type: none"> ➤ verbal/threatened /taunting/ mimicking/ mocking/ harassment abuse ➤ written abuse/derogatory comments and/or publishing on social media ➤ physical abuse/contact | <p>Abuse relating to disability</p> <p>Includes:</p> <ul style="list-style-type: none"> ➤ verbal/threatened /taunting/ mimicking/ mocking/ harassment abuse ➤ written abuse/derogatory comments and/or publishing on social media ➤ physical abuse/contact ➤ | <p>Inappropriate use of social media or online technology</p> <p>Includes:</p> <ul style="list-style-type: none"> ➤ Filming staff or pupils without permission ➤ Circulating/distributing filmed footage to cause deliberate offence ➤ Creating web pages or social media accounts relating to staff &/or pupils ➤ Commenting on web pages or social media accounts relating to staff &/or pupils ➤ Hacking into school IT systems and deliberately misusing systems to cause offence or disruption | <p>Wilful & repeated transgression of protected measures in place to protect public health</p> <p>Includes:</p> <ul style="list-style-type: none"> ➤ Refusal to follow health & safety rules ➤ Refusal to follow social distancing rules/bubble cross over ➤ Refusal to follow one-way system ➤ Refusing to wear a mask ➤ Misuse of antibacterial spray |
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Other includes incidents which are not covered by the categories above, but this category should be used sparingly

Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. All staff will record concerns through the use of CPOMS.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. The school also works with other agencies as appropriate in order to support children. Other agencies include the Local Authority Primary Behaviour Support Team and the Educational Psychology Service.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Monitoring and Evaluation

This policy is monitored on a regular basis through the Headteacher's Report to Governors and it will be monitored under the Public Sector Equality Duty. The impact of interventions will be considered as part of this monitoring.

Kings Worthy Primary School
INDIVIDUAL RECORD OF ACHIEVEMENT
Half-Termly Behaviour Stamps



Name:

Date Record Started:

Reception September – July

Class Teacher:

1st half - Autumn

1st half – Spring

1st half – Summer

2nd half - Autumn

2nd half – Spring

2nd half - Summer

Notes:

Year 1 September – July

Class Teacher:

1st half - Autumn

1st half – Spring

1st half – Summer

2nd half - Autumn

2nd half – Spring

2nd half - Summer

Notes:

Year 2 September – July

Class Teacher:

1st half - Autumn

1st half – Spring

1st half – Summer

2nd half - Autumn

2nd half – Spring

2nd half - Summer

Notes:

Year 3 September – July

Class Teacher:

1st half - Autumn

1st half – Spring

1st half – Summer

2nd half - Autumn

2nd half – Spring

2nd half - Summer

Notes:

Year 4 September – July

Class Teacher:

1st half - Autumn

1st half – Spring

1st half – Summer

2nd half - Autumn

2nd half – Spring

2nd half - Summer

Notes:

Year 5 September – July

Class Teacher:

1st half - Autumn

1st half – Spring

1st half – Summer

2nd half - Autumn

2nd half – Spring

2nd half - Summer

Notes:

Year 6 September – July

Class Teacher:

1st half - Autumn

1st half – Spring

1st half – Summer

2nd half - Autumn

2nd half – Spring

2nd half - Summer

Notes:

APPENDIX 2: UNACCEPTABLE BEHAVIOUR THAT INVITES SANCTIONS

NB this list may not be comprehensive

| Behaviour | Sanction |
|--|--|
| Play fighting Talking when a teacher or another child is talking Interrupting/calling out Not following instructions Not listening Inappropriate language Disrespecting property Not being in the correct place Not lining up correctly Wasting time during transitions Breaking one class rule Fiddling with equipment Name calling Off-task behaviour Tantrums | School sanctions May inform parent if persistent or serious |
| Swearing Discriminatory comments Fighting Spitting Bullying Vandalism Leaving class without permission Shouting at an adult | Parent will be contacted May result in an suspension |
| Deliberate physical/verbal violence towards a child/adult Discriminatory harassment Bullying (on-going) Theft Possession of drugs/materials Persistent refusal to obey rules Leaving the school without permission Serious actual or threatened violence against another student or a member or staff | These behaviours are likely to result in an suspension |
| Sexual abuse or assault Supplying an illegal drug Carrying a weapon Arson | Permanent suspension |



If you show our school values of Respect, Responsibility and Resilience, you will be praised and rewarded.

Praise and rewards are given in many different ways and you can expect the following:

- non-verbal praise - a nod, smile, thumbs up, etc
- verbal praise, reinforcement or congratulation;
- a written comment on your work picking out specific points that an adult is proud of
- a visit to show another adult your work
- a public word of praise in front of a group, a class, a year group or the whole school;
- presented with a certificate in Celebration Assembly
- adult will look for opportunities to recognise and reward good behaviour and put your name on the recognition board
- at the end of each day, if 15 or more children are on the Recognition Board, the class will earn a class gem.
- class rewards or treats are awarded once your class have earned 30 gems.
- each day a child is selected by the class teacher, as the 'Best Learner' for that day and is given a sticker to wear at the end of the day as well as **3 house points**. The next day, opportunities are found to reward the 'Best Learner', for example being at the front of the line or going first for lunch. They will also have their photograph displayed in class.
- Outstanding certificates can be awarded and given out by Mr Dodson as recognition for outstanding learning.
- the House system in place allows House Points to be awarded for effort in learning





'Growing together to be the best we can be through respect, resilience and responsibility'

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|--|--|
| Date: | |
| Name of child: | |
| Class: | |
| Staff member responsible at time: | |
| Antecedent: (What was happening before the unacceptable behaviour? i.e. Why is the child behaving like this?) | |
| | |
| Behaviour: (What actually happened?) | |
| | |
| Consequence: (As a result of this behaviour, how has learning/environment/other children/adults been affected?) | |
| | |
| Adults informed: | <input type="checkbox"/> Class teacher <input type="checkbox"/> Phase leader <input type="checkbox"/> DHT/AHT <input type="checkbox"/> HT <input type="checkbox"/> Parents |
| Initially Completed by: | |
| Followed up by: | |



35

| | Week 1 | | | | | Week 2 | | | | | Week 3 | | | | | Week 4 | | | | |
|--|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|--|--|
| | 02.09.24 | 03.09.24 | 04.09.24 | 05.09.24 | 06.09.24 | 09.09.24 | 10.09.24 | 11.09.24 | 12.09.24 | 13.09.24 | 16.09.24 | 17.09.24 | 18.09.24 | 19.09.24 | 20.09.24 | 23.09.24 | 24.09.24 | 25.09.24 | | |
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| <p>Key:</p> <p>R – Recognition Board</p> <p>W – Warning</p> <p>1X – one cross</p> <p>2X – two crosses</p> <p>3X – three crosses</p> <p>4X – four crosses</p> <p>Highlighted/filled box in yellow for Best Learner</p> |
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Lunch Time Behaviour

Child's Name: _____

Class: _____

Behaviour Observed:

Outcome of Incident:

Warning 1 X 2X 3X 4X

Behaviour Dealt with? Yes No

Adult who Dealt with Behaviour: _____

(If applicable)



30 second script

1. **[Name] I have noticed you are...** (*wandering around the classroom/distracting others/not where you are supposed to be*)
2. **I would like to see you showing me...** (*respect, resilience, responsibility*) **Please make the right choice by...** (*tell the child what you want to see*)
If the child makes the right choice, thank them and move on. If not, give them time to process and then continue the script.
3. **Because you have...** (*carried on/ignored instructions/been unsafe*) **You have chosen to...** (*stay behind at breaktime for 5 minutes/work in another classroom/work with SLT*)
4. **Do you remember when you...** (*talk about a positive behaviour to remind them that they can be successful*)
5. **That is what I need to see from you today, thank you for listening.**

If you get to the end of the script and the behaviour continues to escalate, call for support from an additional adult who can provide a change of face. This can be via a walkie talkie or asking another adult in your year group.

State the desired behaviour and value you want to see

State the consequence and reiterate that the child has chosen this through their continued actions

Ending the conversation, always hoping that the child will make the right choice

State the behaviour you can see

We are aiming for a swift turnaround of behaviour

Keeping your relationship positive, letting them know that you know they can do the right thing and you have remembered it from before