

Russell Hall Primary School



Behaviour Policy



Behaviour Policy

Rationale

The most important element of developing and maintaining the behaviour that we want from children comes through the relationships that we form with them. Children want to know that we like them and respect them, so developing excellent relationships in the first few weeks, which we develop and grow across the year and throughout their time at Russell Hall is vital. At Russell Hall, we devote time during transition and in the first few weeks in a new class, to getting to know as much about our children as we can. We take an interest in their home lives, families, hobbies and skills. We respect what children have to say and we try to reflect the interests of our children in what we do in the classroom and through extra-curricular provision so that they feel valued and have a sense of belonging.

Staff at Russell Hall start every day with a 'Meet and Greet', where we welcome children into the classroom at the door. We say 'good morning' and we use children's names to greet them. We ask children how they are or comment and ask questions about things we know matter in their lives.

Staff at Russell Hall Primary School operate a positive discipline approach in order to establish and develop relationships with children. Within this relationship, children must understand that there are clear boundaries, which we must all adhere to in order for school to run smoothly and be a harmonious place.

As with everything we do at Russell Hall, Developing Lifelong Learners sits at the heart of this policy. We aim for all children to leave our school with the ability and understanding that good behaviour and a positive attitude to life are fundamental to future success. In developing lifelong learners, we aim to ensure that all children develop an understanding of the world around them. We aim for them to recognise and show empathy to those whose needs differ and, as a result, may need a different approach to their behaviour management.

Positive Discipline

Positive discipline is a whole school approach to the management of behaviour. It encompasses the whole school day including break times. Rules are few in number and are very clear. It is expected that rules are on display in all classrooms and revisited regularly. Pupils have a clear choice as to whether they keep to the rules or not. Pupils should see the programme as fair because it is consistent, and any consequences are known to them in advance of them breaking a rule.

Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

This policy has been put together in line with statutory guidance and legislation (links below, the research of Bill Rogers (**see appendix 2**) and Tom Bennett's [Independent review of behaviour in schools](#)).

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101597/Behaviour_in_schools_guidance_sept_22.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101454/Keeping_children_safe_in_education_2022.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on: Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils.

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Procedure

- At Russell Hall Primary School, all classes operate a positive discipline programme.
- School rules are on display in every class.
- Good behaviour is praised verbally and through the use of Class Dojo. Stickers are also used to celebrate positive behaviour.
- Each class will use CPOMS to record behaviour. This is to be done as soon as possible after the incident should the incident warrant it and there will be a specific category for this.
- If a child breaks 1 rule in a day – verbal warning and child asked to explain the rule they have broken and how they have broken it. This is not recorded in the behaviour book.
- If a child breaks 2 rules in a day – Record on CPOMS with the rules broken and how if required.
- If a child breaks 3 rules in a day – Record as an action on CPOMS log and go to another classroom for 5 minutes to reflect.
- If a child breaks 4 rules in a day – go the SLT
- When a child breaks 4 rules they will be spoken to by the adult they have broken a fourth rule with and a member of the SLT. They will take home a letter stating that they have broken 4 rules. They will be asked to return the letter the next school day, after it has been signed by their parents. They will also miss 30 minutes of lunchtime play on the following day.
- A Dojo message will be sent to the child's parents informing them that a behaviour incident has occurred, the incident will be recorded on CPOMS.
- We work on the principal that every day is a new day, therefore we start each day on a positive note with a clean slate.

Our School Rules

1. Do as you are told by an adult first time.
2. Keep your hands, feet and objects to yourself.
3. Always walk sensibly around school.
4. Do not swear or use rude words.

Rewards

- Positive behaviour is reinforced both verbally and through the use of rewards. We use the system of Class Dojos to reward positive behaviour, good work and good effort. Class teachers are able to award Dojo points to children which are recorded on an online system. We also use stickers to celebrate good behaviour.
- Children are given certificates in key stage assembly when they reach 100, 200, 400, 750 and 1000 Dojos.
- Each week, one child from each class will be chosen by their class teacher to have hot chocolate with the headteacher on Friday afternoon. The chosen child will be one who has followed the school rules all week.
- Each week, one child will be chosen to be honoured in assembly. They will have their name put in the honours book and parents will be invited into assembly to see them receive a certificate. Honours can be for outstanding work, outstanding behaviour or for using one of our learning muscles. In the afternoon, they will be invited to have hot chocolate with the headteacher.
- If a child shows exceptional behaviour or work, they may be taken to the head teacher where they will be praised, given a special sticker and a message will be sent home informing parents of their achievement.

Consequences

- If a child breaks 1 rule in a day – a verbal warning will be given and the child will be asked to explain the rule they have broken and how they have broken it. This is not recorded in the behaviour book.
- If a child breaks 2 rules in a day – Record on CPOMS with the rules broken and how if required.
- If a child breaks 3 rules in a day – Record as an action on CPOMS log and go to another classroom for 5 minutes to reflect.
- If a child breaks 4 rules in a day – go the SLT
- When a child breaks 4 rules they will be spoken to by the adult they have broken a fourth rule with and a member of the SLT. They will take home a letter stating that they have broken 4 rules. They will be asked to return the letter the next school day, after it has been signed by their parents. They will also miss 30 minutes of lunchtime play on the following day.

A Dojo message will be sent to the child's parents informing them that a behaviour incident has occurred and that a letter has been sent home. The incident will also be recorded on CPOMS.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour in line with the expectations of the school.

These could include but is not limited to:

- Reintegration meetings
- Daily contact with the Family and Pupil Liaison Officer
- An individual behaviour plan
- Restorative conversations

This will be assessed on a case-by-case basis.

Restorative conversations

This is a vital part of teaching children about where they went wrong and what they could do differently next time. Without this stage, children's behaviour is unlikely to improve (**appendix 1**).

Being 'Restorative' focuses on building positive relationships based on responsibility, respect and fairness. In turn, this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The restorative framework is based upon 'knowing the effect that I have on others. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of restorative practice and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

Restorative conversations should take place when:

- trust has been broken
- behaviour has gone below the minimum standard
- tempers have frayed
- manners have disappeared and things have been said that should not have been said.

More information about restorative conversations can be found in the appendix.

Serious Behaviour

On occasion, it may arise that a pupil's behaviour is deemed to be more severe than the scope of the school rules. This is in agreement with either the Headteacher/Deputy. If an adult considers a pupil's behaviour to be severe because they are refusing to comply with an instruction, the pupil should be

isolated within class and an adult sent to the Headteacher/Deputy to request them to come to class. If the Headteacher/Deputy deems the behaviour severe, the child will be brought to the office to discuss the incident and will receive a letter home informing their parent/guardian of the behaviour. They will be asked to return the letter the next day, after it has been signed by their parent/guardian.

Where necessary, further support may be gained from external agencies e.g. Educational Psychologist. In addition to this, relevant staff will also be provided with the appropriate training e.g. TEAM TEACH. This will be assessed on a case-by-case basis.

Serious behaviour could include, but is not limited to:

- Racism
- Extreme violence
- Proven theft
- Proven bullying
- Biting
- Spitting at another person
- Open defiance to an adult
- Disrespectful behaviour to an adult
- Sexist, homophobic or discriminatory behaviour
- Extreme vandalism
- Any item a staff member reasonably suspects has been used, or is likely to, cause personal injury or damage to the property of any person (including the pupil themselves).

In some circumstances, it may be necessary for the Headteacher to exclude a pupil. This may take the form of an internal exclusion, suspension or permanent exclusion. These incidents are rare and are usually extreme circumstances.

A decision to exclude a pupil permanently would only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Guidelines

- All pupils should know and understand rules and accept the consequences.
- When a child breaks a rule, they must be asked what rule they have broken. They will be expected to identify the rule.
- When a child has broken a rule, they should be directed to identify the consequence they have chosen.
- There is a premise behind this behaviour policy which is about children choosing good behaviour, it is really important to set the right conditions to enable this to happen. We must not aim to catch them breaking a rule, therefore we will not use the term - "That is a rule break."
- If a child has broken rule number 1, they must have been given a clear instruction first. They should be asked to explain the instruction they were given.
- When the behaviour policy is implemented, there is no reason to offer children a "chance".
- Remember that practising techniques and learning stock phrases helps us to be consistent. (e.g. Bill Rogers behaviour techniques)
- All staff will behave in an assertive manner (speaking calmly and confidently), not passive or aggressive.
- It is not appropriate to use sarcasm in any circumstance.
- Never use argumentative language, you are the model for the pupil to base their responses on.
- Give clear instructions. Say to pupils "I want you to...." "You will...." "Listen to my instructions first then do them...."
- Use praise more often than checks by at least 3 to 1.
- When you praise, be specific about what they are doing right.
- Use the reward systems effectively to promote good behaviour.
- Never take back a reward.
- Make your praise varied, sincere and accompanied by eye contact.
- As a cue, always praise two children first who are following a rule before writing down the name of a pupil.
- When the consequence is to see the Head, Deputy or other senior member of staff, always ensure that the pupil is supervised by an adult.
- Stay calm, remember the distinction between a raised voice and shouting.
- Remember to acknowledge your own emotions so that you can manage your response, you are the adult helping the child to choose the correct behaviour.
- When dealing with a child in crisis, staff are to use an emotional coaching approach (Appendix 4)

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This could include, but is not limited to:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher and the board.
- Training for staff from external agencies
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload.
- Access to a visual timetable for pupils with SEND where required.
- Individual behaviour plans and reward charts.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- whether the pupil was unable to understand the rule or instruction
- whether the pupil was unable to act differently at the time as a result of their SEND
- whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour. The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disability co-ordinator (SENDco) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from external agencies. For example, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

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 on the Physical Intervention sheet, uploaded to CPOMs and reported to parents.

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. Staff will follow the guidance as outlined in [‘Use of Reasonable Force July 2013’](#).

Confiscation, searches, screening

If a child brings to school an item which could have the potential to cause harm to another person, the item will be removed from them.

These items will not be returned to the pupils but will be returned to the parent of the child at the end of the day if appropriate. We will also remove any item which may disrupt lessons or lead to inappropriate behaviour. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Where searching, screening and confiscation is necessary, it is conducted in line with the DfE’s latest guidance on [searching, screening and confiscation](#).

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity (e.g. school trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a pupil of our school.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil
- could adversely affect the reputation of the school.

Sanctions 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).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- it poses a threat or causes harm to another pupil
- it could have repercussions for the orderly running of the school
- it adversely affects the reputation of the school
- the pupil is identifiable as a member of the school.

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

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 or a member of the Senior Leadership Team 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 sanctions, 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 children's social care, if appropriate.

Zero-tolerance approach to 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.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The decision to suspend or exclude will be made by the Headteacher and only as a last resort and the Headteacher will follow the procedure outlined in '[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England September 2022](#)'.

Training

As part of the school's induction process, new staff are provided with the school behaviour policy to read. A senior leader will meet with new members of staff to discuss the policy and school systems and social norms. Behaviour management also forms part of schools continuing professional development and training sessions will be identified and outlined in the yearly overview.

Bullying

We regard bullying as particularly serious and always take firm action against it. We encourage children to work against it and to report any incidents of bullying. Bullying can be physical, verbal, emotional, sexual, direct or indirect or cyber bullying by a single person or a group.

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.

Everyone in school has a responsibility to stand up to bullying. If a child or parent needs to report an incident of bullying, they should tell a member of staff without delay. This should be the class teacher in the first instance.

To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied we will:

- promote a secure and happy school environment free from any type of bullying behaviour
- take positive action to prevent bullying from occurring through a clear school positive discipline policy
- make staff aware of their role in fostering the knowledge and attitudes required to achieve the aims
- show commitment to overcome bullying by practising zero tolerance.
- inform pupils and parents of the school's expectations and to foster a productive partnership which helps reduce incidents of bullying
- within the curriculum, raise the awareness of the nature of bullying through inclusion in PSHE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

Bullying Procedures

- If bullying is suspected or reported (including cyber bullying), the incident will be dealt with immediately by the member of staff who has been approached.
- A clear account of the incident will be given to a senior leader.
- The Headteacher or members of the SLT will interview all concerned and will record the incident.
- If the incident is deemed to be a case of bullying, the perpetrators will receive a "severe consequence" in line with the school Positive Discipline Policy.
- Class teachers and parents will be informed of the outcome of the incident.
- All bullying incidents will be recorded on CPOMS.

Pupils who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice
- reassuring the pupil
- offering continuous support
- restoring self-esteem and confidence.

Pupils who have bullied will be helped by:

- discussing what has happened
- discovering why the pupil became involved
- establishing the wrong doing and need to change
- informing parents of guardians to help change the attitude of the pupil.

Staff Responsibilities

- To implement the school's positive discipline policy.
- To implement procedures to confront bullying in any form.
- To listen to parties involved in incidents.
- To investigate as fully as possible.
- To take appropriate action and refer the matter to the Headteacher or members of the SLT for further action.
- To promote the use of a range of teaching and learning styles and strategies which challenge bullying.

Roles and responsibilities

The Governing Body

The Governing Body is responsible for:

- reviewing this behaviour policy in conjunction with the Headteacher
- monitoring the policy's effectiveness
- holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for:

- reviewing this policy in conjunction with the Governing Body
- approving this policy
- ensuring that the school environment encourages positive behaviour
- ensuring that staff deal effectively with poor behaviour
- monitoring that the policy is implemented by staff consistently and appropriately with all groups of pupils
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- 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
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- ensuring that the data from the behaviour record is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

Teachers and staff

Staff are responsible for:

- creating a calm and safe environment for pupils
- establishing and maintaining clear boundaries of acceptable pupil behaviour
- implementing the behaviour policy consistently
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- modelling expected behaviour and positive relationships
- providing a personalised approach to the specific behavioural needs of particular pupils
- considering their own behaviour on the school culture and how they can uphold school rules and expectations
- recording behaviour incidents in the class behaviour book and homework diaries where appropriate
- challenging pupils to meet the school's expectations

- the SLT will support staff in responding to behaviour incidents.

Parents and carers

Parents and carers, where possible, should:

- get to know the school's behaviour policy and reinforce it at home where appropriate
- support their child in adhering to the school's behaviour 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
- take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- take part in the life of the school and its culture
- the school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following:

- the expected standard of behaviour they should be displaying at school
- that they have a duty to follow the behaviour policy
- the school's key rules and routines
- the rewards they can earn for positive behaviour and the consequences they will face if they don't meet the behaviour standard
- the pastoral support that is available to them to help them meet the behavioural standards
- pupils will be supported to meet the behaviour standards and will be reminded of the expectations throughout the academic year
- pupils will be supported to develop an understanding of the school's behaviour policy and wider culture
- pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- extra support and induction will be provided for pupils who are mid-phase arrivals.

Appendix 1 Restorative Conversations

This is a vital part of teaching children about where they went wrong and what they could do differently next time. Without this stage, children’s behaviour is unlikely to improve. A restorative conversation can also be used to rebuild relationships

Restorative conversations should take place when:






- trust has been broken
- behaviour has gone below the minimum standard
- tempers have frayed
- manners have disappeared and things have been said that should not have been said.

Examples of restorative questions:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did the people make you feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Restorative Conversation Record

Names: _____ date _____

<p><i>What happened?</i></p> 	
<p><i>What do you think and feel about that?</i></p> 	
<p><i>Who has been affected and how?</i></p> 	
<p><i>What are the needs of those involved?</i></p> 	
<p><i>What do you think needs to happen next/to make things right?</i></p> 	

Appendix 2 Bill Rogers Behaviour Strategies

Bill Rogers Strategy #1 Direction With Tactical Pausing

Giving a *direction* involves stating what you want the student/s to do. Examples of directions could include statements such as, *face this way and listening please ... Troy, working silently please ... Sam, pop that in the bin thanks*. Pretty simple really. There are only three tricks to doing it well.

- Gain attention, and then pause before giving the direction
- State what you want them to do, not what you want them to stop doing
- Speak in a firm but friendly way

You gain their attention by stating their name, pausing, and then giving the direction once they are looking at you. For example: *Tony (pause) lining up sensibly please*. When directing a whole class you could say: *Everybody, everybody (pause) looking at me and ready to start thanks*. The pause is critical, but often overlooked. Without the pause, you are halfway through your direction (or more) before the student even catches on that you are talking to them.



The second trick is to focus on what you want the students to do, not what you want them to stop doing. There are times when you can't do this, but most of the time you can. For example, it's better to say *working silently* than it is to say *stop talking*.

Finally, you need to speak calmly and confidently. Remember, the whole point of your *direction* is to correct the behaviour with minimal disruption to the lesson. Yelling at a student won't achieve this, and nor will speaking in a timid or pleading voice.

Strategy #2 No Why Questions



This strategy by Bill Rogers is even easier. Don't ask questions such as *Why are you doing that?* Or, *Why would you do that?* These sorts of questions invite long-winded, irrelevant answers. Remember, your goal is to stop the misbehaviour and quickly move on with the lesson.

If you do ask a question, it is much better to use ones that focus directly on the behaviour:

- *What are you doing?*
- *What should you be doing?*
- *Do that please*

Imagine a student hasn't got all the stuff he needs for class. It is easier, quicker and less disruptive to ask him if he needs to borrow a pen and a textbook than it is to delve into why he wasn't prepared. Remember, I'm only talking about on-the-spot reactions. You may need to delve deeper with a student who frequently doesn't have his stuff – but not 'on-the-spot', during a lesson.

Bill Rogers Strategy #3 Blocking With Partial Agreement

Some teachers struggle with this one, but it is one of the most potent behaviour management techniques you could use.

It involves **blocking** secondary arguments and focusing exclusively on what you want the student to do.

Imagine that a pair of students were talking to each other when they should have been working silently. You *direct* them to work in silence, but they respond with a whining complaint, *but we're not the only ones talking*. You refuse to enter the side argument, restate your **direction** and move away.

Partial agreement is one (particularly useful) way to **block** tangent-arguments from taking over. It involves using two words to sidestep the tangent – *maybe* and *but*. In the above example where two boys fire back that they weren't the only ones talking you reply by stating ... MAYBE you aren't ... BUT I need you two to work silently.

Strategy #4 Conditional Permission

There is a time and place for everything, and Bill Rogers recommends that you use **conditional permission** to reinforce this.

The *when-then* structure offers you an easy way to use **conditional permission**. *When* you have finished your notes, *then* you can search for suitable images for your assignment. *When* you have eaten your fruit, *then* you may go to play.

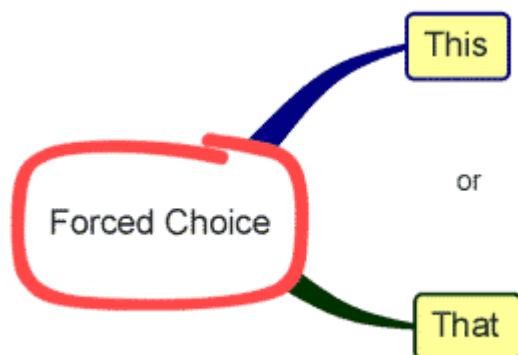
You can also use the *yes-when* structure to answer students as they ask for permission. *Yes*, we can have the air-conditioner on, *when* it's hotter than 24°C.

There are other words that you can use (e.g. after-then), but the principle remains the same.

Bill Rogers' Strategy #5 Forced Choices

Students choose how they behave. The **forced-choice** technique is a way of highlighting this while clarifying what the choices are. You often use it after, or in combination with other strategies.

For example, you may **direct** Sarah to work silently. Soon after, she starts chatting again. You then **force her choice** by something like, *Sarah, you can choose to work silently, or I will have to move you.*



Tony provides another opportunity to **force a choice** when he is playing with his music player in the class. You can force the choice by saying something such as, *Tony, you can put that away or on my desk – you choose.*

Sometimes, choices may be more serious. *Shenae, you can choose not to wear makeup again, or I will call your parents.*

There are various ways you can **force a choice**, but the keyword is always *or*.

Forced choices work well, but only if you consistently follow through when needed. When forcing a choice:

- Only give options that you can realistically follow-through on
- Start with small consequences
- Talk in a calm but confident manner
- Don't wait for an answer, move on with the lesson
- Only intervene further if needed

Appendix 3 Learning behaviours

Learning behaviours

Through establishing learning behaviour, we seek to encourage the children in developing a thirst for learning. Each Year group, from 1-6, will focus on a particular Learning Muscle for the whole year and children will work towards earning a Learning Muscle Badge in the colour of their year group. By the time that they leave Russell Hall at the end of Y6, we hope that all children will have earned six badges, one for each of the learning muscles.

Year 1 – Red – Collaboration

Year 2 – Orange – Curiosity

Year 3 – Yellow – Perseverance

Year 4 – Green – Resourcefulness

Year 5 – Blue – Respect

Year 6 – Purple - Reflectiveness

Nursery – Staff in the Early Years understand that praise and rewards need to be instant and clear.

Therefore, we develop positive behaviour through the use of personalised stickers which will give a brief explanation of the positive behaviour observed. This enables parents/carers to support school as they are able to reinforce the praise when they see the sticker.

Appendix 4 emotional coaching

Emotion Coaching

As a school, staff have all received training in the use of Emotion Coaching which is a technique that helps children to understand and regulate their feelings and actions. It allows children to learn how their emotions work and how to adapt these feelings in healthy ways.

Emotional coaching is:

- 'In the moment' relational approach
- Teaches about emotions
- Encourages self-regulation
- Long term intervention that can be delivered at any time by all adults
- Natural communication – no timetabling required
- It can happen anywhere
- The more coaching they receive, the better able they will be to self-regulate.

There are 4 stages to Emotional Coaching:

Acknowledge

- I can see that what happened made you really cross and that's understandable

Label and validate

- I can see you're getting frustrated by the amount of writing. It's hard to stick with things we don't enjoy very much

Set Limits

- I know you're angry I took your phone away but we can't use them in class. These are the rules and everyone has to follow them. I will keep it safe for you.

Joint Problem Solving

- Next time you feel really cross, what do you think you could do that might help?

Example scripts

Acknowledge

- I can see that what happened made you **really cross** and that's understandable

Label and validate

- I can see you're **getting frustrated** by the amount of writing. **It's hard** to stick with things we don't enjoy very much

Set Limits

- I know you're angry I took your phone away but **we can't use them in class**. These are the rules and **everyone has to follow** them. I will keep it safe for you.

Joint Problem Solving

- **Next time** you feel really cross, **what do you think you could do** that might help?

1. I understand ... (that you are angry/upset/livid).
2. I need you to ... (come with me so that we can resolve this properly).
3. Maybe you are right ... (maybe I need to speak to them too).
4. Be that as it may ... (I still need you to join in with the group).
5. I've often thought the same ... (but we need to focus on ...).
6. I hear you ... (it's not easy but I know that you can do it brilliantly).