

# Flying High Trust Partnership



## Greythorn Primary School Behaviour and Relationships Policy September 25

Review date	By whom	Summary of changes made	Date implemented
Sep 25			

Tae Carpenter



## Greythorn Rules

Be Ready, Be Safe, Be Respectful

## Greythorn Values

Aspiration, Confidence, Creativity, Kindness, Pride,  
Resilience, Respect and Responsibility

## 1. Introduction

Greythorn Primary School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential and that opens up a world of opportunities.

It is a place of safety where firm boundaries guide and support; where high expectations lead to lifelong learning; where kindness and respect build self-esteem and self-belief.

At Greythorn, we want our children to be safe and not to be hurt or bullied. We want our children to be able to learn free from distraction. We want everyone to speak respectfully to each other.

At Greythorn Primary School, we believe that every member of our school community should have an equal opportunity to achieve their potential, regardless of race, colour, gender, sexual or gender orientation, disability, special educational need or socio-economic background.

Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour, will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy sets out the framework for the relationships, behaviour, responsibilities, values and attitudes expected of all our community members within a restorative approaches philosophy. Restorative approaches aim to build Greythorn community, to repair and strengthen relationships within this community.

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

This policy is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school.

## 2. Our Core Beliefs

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

## 3. Aims

Through this policy we aim to:

- Create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work, learn and play positively
- Ensure a consistent and calm approach to and use of language for managing behaviour
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents
- Embed the use of Restorative Approaches in all aspects of school life
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- To reward students for academic achievement, completing and returning homework, being equipped for school, demonstrating our values and behaving well in lessons.

- Ensure our pupils are polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and others' property.
- Foster good citizenship and self-discipline.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

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

#### 4. Behaviour for Learning: Rules and Routines

We have three simple rules which we expect children to follow at all times:

##### Be ready

I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

##### Be safe

I will be kind and look after myself and others, following appropriate instructions from adults.

##### Be respectful

I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.

**Routines: -**

Wonderful Walking  
Lovely lining up  
Superb Sitting  
Marvellous Manners

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules*, *relentless routines* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Our school has three simple rules: Be Ready, Be Safe, Be Respectful', generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules and our Gem values;

Aspiration, Confidence, Creativity, Kindness, Pride, Resilience, Respect and Responsibility are displayed in each classroom and are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

## 5. The Five Pillars: - How we support behaviour

Our Behaviour Policy is based on these Five Pillars:

### 1. Consistent, calm adult behaviour

It is our expectation that every child will receive the following from the adults they come across in school:

- Daily meet & greet
- Calm, consistent and fair treatment

### 2. First attention for best conduct.

- Catching children doing the right thing

### 3. Relentless routines

These routines will be consistently and relentlessly promoted in school to support the three school rules and ensure that all children are clear about the expectations of all adults.

- **Wonderful Walking** - All children must walk around school quietly, hands by their sides, one behind the other.
- **Superb Sitting** - The expectation is that children 'Show me five'
  - eyes on me
  - ears listening
  - mouth closed
  - hands in lap
  - body upright

If children are sitting on a chair, all four feet of the chair are always on the ground.

- **Lovely lining up** - When children line up, they go straight to their line, one behind the other and in lining up order, showing they are ready with hands by their sides and not talking.
- **Marvellous Manners** - Children will greet one another and adults. Be courteous and respond politely to questions and ask others how they are.

### 4. Scripting difficult interventions

- 5. **Restorative follow up** - What needs to happen to put things right to make things better for the future.

## 6. Roles and Responsibilities

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

All adults in the school are responsible for the consistent reinforcement of the behaviour policy.

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

### All staff will:

- Always redirect students by referring to 'Be Ready, Be Safe, Be Respectful'
- Focus on effort not achievement
- Celebrate when children go above and beyond expectations
- Never ignore or walk past children who are behaving badly
- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Relentlessly work to build mutual respect
- Demonstrate unconditional care and compassion

## 7. Rewards

It is our aim that children will develop good behaviour which is intrinsically motivated. However, we understand that in order to establish this, extrinsic rewards need to be given in order to reward and encourage the right behaviours and attitudes.

The main form of recognition is through positive praise, enthusiasm, body language and verbal recognition with feedback.

Specific rewards include:

-Photo on the recognition board in the classroom.

-A dojo message, home.

-An individual token award e.g. sticker, dojo points

-A visit to another member of staff for positive commendation.

-A public word of praise in front of a group, class, key stage or the school.

-School certificates and awards formally presented. (Gem assemblies, Golden Greats assemblies, Flying High Awards evening.

- Gem Jars (class treats)

### Above and Beyond Recognition

Good behaviour is recognised sincerely through class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

Children's names or photos will be moved onto recognition boards when they have exhibited the 'Above and beyond' behaviour. (Daily)

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences.

## 8. Stepped Sanctions

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

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child to process the information.

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

### Steps for dealing with poor behaviour

#### Reminder, Warnings, Traffic light system, Repair

##### 1. Reminder (Reinforce 3 rules, privately if possible)



- I notice you chose to...
- This is a reminder that we need to be...
- You now have the chance to make a better choice.
- Thank you for listening. (Give the child time to process and do not respond)


##### 2. Warning (x2)

- I notice you chose to...
- This is the second time I have spoken to you.
- You need to speak to me for two minutes at playtime.
- If you choose to break our school rules again (child's name), you give me no choice but to put you on yellow.
- Do you remember when (model of previous good behaviour)? That is the behaviour I expect of you. Think carefully,
- I know you can make good choices.
- Thank you for listening. (Give the child time to process and do not respond)

##### 3. Traffic light system-

If the child hasn't engaged after the third reminder they will be placed on a yellow.

	<p><b>3A- Yellow</b></p> <p>If the child continues with this inappropriate behaviour on 2 further occasions over the course of a day, they will then be moved into yellow zone.</p> <p>If a child moves into yellow zone they will miss their playtime or some of their lunchtime. This will preferably take place on the same day as far as possible. We expect the child to improve their behaviour following discussion with their teacher (or relevant adult), by the end of the day. Parents must be notified that their child is on yellow. This must be recorded on CPOMS.</p> <p>If a child is put into yellow on two consecutive occasions, the class teacher will commence a behaviour audit of the child in order to tease out any specific requirements.</p> <p><b>Instant move to Yellow behaviours</b></p> <ul style="list-style-type: none"> <li>- Physical violence</li> <li>- Swearing</li> <li>- Disrespect toward any adult</li> <li>- Stealing</li> <li>- Persistent taunting, teasing and bullying</li> <li>- Spitting</li> </ul>
	<p><b>3B- Amber</b></p> <p>If the inappropriate behaviour continues following 3 placements onto yellow zone within a half term, the child will move to orange zone, which will result in a meeting with the Headteacher, relevant staff and parents.</p> <p>This meeting has the advantage of being a sanction, of throwing more light on the problem behind the behaviour and of providing joint/ consistent action between school and home, thus preventing the children from playing off one against the other. A behaviour report will be formulated as a result of this meeting and the meeting</p>

	<p>minutes will be uploaded onto CPOMS. Significant behaviour incidents may involve children moving straight into either the yellow and orange zone. Such decisions are made on an individual incident basis as decided by the Senior Leadership Team.</p>
	<p><b>3C- Red</b> If the behaviour still fails to improve following the meeting, following the FHP graduated response process, the child will move to red zone and will be temporarily suspended or permanently excluded from school at the discretion of the Headteacher. Serious incidents may also result in a more immediate decision to suspend a child and this is detailed below.</p>

**All Yellow, Amber and Red occurrences MUST be reported on CPOMS.**

On the playground

Adults follow stepped approach as above.

1. Stand by a member of staff for 2 minutes
2. Sit on the bench
3. Go inside (to speak to member of SLT who is not teaching)

Any lunchtime incidents that are reported on CPOMS by the lunchtime supervisor manager will also be notified to the class teacher on a post-it with warning or yellow and the child's name. This alerts the teacher to the CPOMS entry and allows teachers to know where the child is in the traffic light system.

**Follow-up, repair and restore**

Behaviour incidents should always be followed up and repaired by the adult who initiated the stepped sanctions. This is important to repair the relationship and give the child the opportunity to put things right. This might be a quick chat at breaktime, in the playground or a more formal meeting.

The restorative conversation outlined below should be completed.

**Restorative Conversations**

The aim of a restorative conversation is that the child or children who have been affected by inappropriate behaviour, understand the following:

- What happened?
- Who was affected?
- What can be done to put things right?

We aim to ensure that children develop an understanding that they are responsible for their own behaviour and that unacceptable behaviour is not acceptable, not because it breaks the rules but because when behaviour is not good, someone will be harmed- indeed sometimes a whole group or community can suffer.

In a restorative conversation the following questions will be asked:

1. **What happened and who has been affected?**
2. What are you feeling?
3. **What can we do to put it right?**
4. How can we make sure it doesn't happen again?

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

This conversation will be conducted both with the perpetrator and those that have been affected. Usually this will happen separately so that the truth of what has occurred can be established. Once this has happened, the pupils will be brought together so that each can hear how the other is feeling and how they have been affected by what happened.

As a result of the conversation, everyone involved should be clear about what the consequences of the behaviour were and what will be done to put things right.

Consequences may be natural or logical consequences as well as traffic light system consequences which will be discussed with the child. If a child refuses to restore, the parents will be involved.

**NATURAL CONSEQUENCES**  
Natural consequences are the logical outcomes or results of a person's actions and do not require human intervention to occur.

**EXAMPLES**

- If you are rude to people, you won't make friends.
- If you don't wear a jacket outside when it's cold, you'll feel cold.
- If you don't clean your teeth, you get bad breath.
- If you don't study for a test, you may get a low grade.

**NATURAL VS LOGICAL**

- **Natural consequences:** occur naturally in the environment. For example, leaning back in one's chair will lead to it falling over.
- **Logical consequences:** Require that a person fix what they have done wrong. So, if a child breaks something, then they must fix it.

### Persistent Poor Behaviour

Repeated poor behaviour (more than one Yellow and Restorative Conversation in a day) results in a 'Yellow'. This results in parents being notified either through class dojo, phone call or direct conversation. Yellows should be recorded on CPOMS.

As a school, we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, class teachers will work in conjunction with parents/carers, SLT, SENCo and the pastoral team to devise an individual behaviour support plan.

### Uncompleted Work

Any work which is not completed due to poor behaviour choices, will be sent home. If this does not happen, it will be completed in school at break or lunchtime. We hope that all parents will work in partnership with us.

# Greythorn Behaviour Blueprint



## Adult Behaviour

1. Calm, consistent and fair
2. Give first attention to best conduct
3. High expectations
4. Recognise "Over & Above Behaviour"
5. Relentlessly bothered

## Over & Above Behaviour

1. Praise
2. Dojo message, home
3. Recognition Board
4. Gem Values award
5. Greythorn Golden Greats "Over & Above"
6. Dojo points (Exceptional work)

## Greythorn Rules

1. Be Ready
2. Be Safe
3. Be Respectful

## Greythorn Routines

1. Wonderful Walking
2. Lovely lining up
3. Superb Sitting
4. Marvellous Manners

## Greythorn Values

Aspiration, Confidence, Creativity, Kindness, Pride, Resilience, Respect and Responsibility

## Stepped Sanctions- In private

- **Reminder of Rules**-repeat as necessary
- **Warning**- "Think carefully about your next step."
- **Yellow**- Chat with adult who issued the then missed playtime with SLT member
- **Restorative conversation**- 5 minutes with key adult

## Micro script

I've noticed that...You know the school rules, be ready, be safe, be respectful.  
Can you remember when you ... (*time they did this really well!*) ...and how that made you feel? I expect you to...  
Thank you for listening.

## Uncompleted Work

Work sent home for completion. Parents informed.

## Instant Yellow Behaviours

Physical violence, swearing, racism, homophobia.

Straight to Traffic light system with an additional restorative conversation with SLT, and a phone call or conversation with parents.

## Restorative Questions

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.

## 9. SEND pupils

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

## 10. Extreme Behaviour

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. At Greythorn, we recognise that their behaviour is their way of communicating their emotions. We encourage all staff to build positive relationships with children that enable them to develop a sense of trust and safety. Some children will be supported to behave well with 1-1 support.

However, there may be occasions where a child displays extreme behaviour that puts themselves or others at risk or severely disrupts the good order of the school. On these occasions, children may need to be restrained and/or moved to a safe space where they can calm down. This will be done only as a last resort and by experienced, trained staff. All incidents of this nature will follow the process outlined in our Positive Handling Policy and recorded accordingly.

## 11. Internal Isolation

If a child has shown extreme behaviour as outlined above, it may occasionally be necessary to isolate the child from their class for a period of time, into the Nurture room. This will give the child time to calm down, to think about what happened and to reflect on how to restore the relationships that have been broken. The decision to do this should only ever be taken by the class teacher in conjunction with the pastoral manager/ SLT/ headteacher and will always be communicated to parents.

## 12. Support agencies

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

## 13. Exclusions\*

Only the headteacher can exclude (in conjunction with FHP) a pupil from school. If the headteacher is absent, the most senior teacher should contact the headteacher before making an exclusion decision. Exclusion will not be decided in the heat of the moment unless there is a risk to the safety of others in the school.

A decision to exclude a child will be taken in response to very serious breaches of discipline or once a range of alternative strategies have been tried and have failed and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or other pupils.

Before reaching a decision, the headteacher will:

- consider all the relevant facts and firm evidence to support the allegations made and take into account the school's policy on equal opportunities. If there is doubt that the pupil actually did what is alleged, the headteacher will not exclude the pupil
- allow the pupil to give their version of the events
- check whether an incident appeared to be provoked by racial or sexual harassment
- consult others, being careful not to involve anyone who may later take part in the statutory review of their decision

Exclusion is never used as a punishment. Its purpose is to:

- Provide respite for staff following an extreme incident
- Give the child time to reflect on their behaviour
- Give the school time to consult with other agencies who may be able to offer support or advice
- Give the school time to create a plan which will support the child more effectively on their return to school

The headteacher will determine the need and duration of the exclusion and have regard to:

- measures that need to be put in place for the child to return to school
- the severity of the behaviour,
- the frequency of its occurrence
- the likelihood of it recurring
- the child's previous record at the school
- any special educational needs
- whether or not the behaviour occurred on school premises
- the degree to which behaviour was contrary to the behaviour policy
- the child's domestic situation
- any possible recent family changes (divorce, abuse, bereavement etc)
- the extent to which parental, peer or other pressure may have contributed to the child's behaviour
- consideration given to seeking support of outside agencies
- the age and state of health of the child
- whether or not the action impaired or will impair the normal functioning of the child or other children in the school
- whether the child acted on their own or was part of a group

Rules for notifying, contents of communications, reports, timelines and the role of the Discipline Committee are set by law and will be followed in all instances.

\* Suspensions and permanent exclusions are both types of exclusion, and where this document uses the word 'exclusion' this includes both suspensions (fixed-period exclusions) and permanent exclusions.

## 14. The role of the parent

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

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

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

Where a meeting would be beneficial, we will:

- Invite parents/families to attend a meeting whether in person, via phone, or online
- Share with you what the meeting is about
- Be solution focused and look to work together with you to resolve any issues – whether raised by school or parents/families

In return we ask that:

- Parents/families are solution focused in their approach
- Listen to staff and look to support recommendations
- Parents/families do not record meetings. As a school we do not permit this, even for personal use.

Notes/minutes of the meeting can be provided and agreed to support agreement and any actions.

- Parents/families are also able to bring in a second person to listen to the meeting if support is required (or where an interpreter or communication support may be required)
- Act appropriately and with respect to all school staff, with staff extending the same courtesy to parents/families

## **15. Allegations against a member of staff**

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

## **16. Physical Restraint**

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

Only staff who have been trained in Physical Restraint (Local Authority trained) should restrain a child.

Incidents of physical restraint must:

Always be used as a last resort.

Only be by experienced, trained staff.

Be applied using the minimum amount of force and for the minimum amount of time possible.

Be used in a way that maintains the safety and dignity of all concerned.

Never be used as a form of punishment.

Be recorded on CPOMS and reported to parents.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

## **17. Application and scope of this policy**

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

## **18. Monitoring & Evaluation**

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

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

## Appendix A: Rights and Responsibilities:

Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> <li>• To be able to learn to the best of their ability.</li> <li>• To be treated with consideration and respect.</li> <li>• To be listened to by the adults in the school.</li> <li>• To know what is expected of them.</li> <li>• To feel safe.</li> <li>• To be treated fairly.</li> </ul>	<ul style="list-style-type: none"> <li>• To treat others with consideration and respect.</li> <li>• To do their best and let others learn.</li> <li>• To follow instructions from teachers and other staff.</li> <li>• To support and encourage each other.</li> <li>• To take responsibility for their own actions.</li> <li>• To care for and take pride in the environment of the school.</li> <li>• To sort out difficulties appropriately, seeking adult help if needed.</li> </ul>
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> <li>• To be treated with respect by pupils, parents and colleagues.</li> <li>• To be able to teach without unnecessary interruption.</li> <li>• To work in a supportive and understanding environment.</li> <li>• To feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>• To create a safe and stimulating environment in which all children can learn.</li> <li>• To treat pupils with consistency and respect at all times.</li> <li>• To foster good relationships, leading by example.</li> <li>• To involve parents when children are consistently finding it difficult to meet expectations of behaviour.</li> <li>• To work as a team, supporting and encouraging each other.</li> </ul>
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> <li>• To be sure their children are treated fairly and with respect.</li> <li>• To know their children are safe.</li> <li>• To be able to raise concerns with staff and be told when their child is experiencing difficulties.</li> </ul>	<ul style="list-style-type: none"> <li>• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy.</li> <li>• Ensure children attend regularly and on time.</li> <li>• Be aware of the strategies of the school and reinforce these at home.</li> <li>• Promote good behaviour, politeness, courtesy and consideration for others.</li> <li>• Inform the school of any concerns that may affect the behaviour of their child.</li> </ul>

## Appendix B: A model of positivity - tweaking teaching to transform behaviour

- Smile! What is your face saying?
  - Convince your class that there is no place that you would rather be.
  - Find out what makes a learner feel important, valued, like they belong.
  - Reward learners for going 'above and beyond' expectations, not simply meeting them.
  - Let children lead learning, share responsibility, delegate jobs.
  - Mark moments with sincere, private verbal praise.
  - Give Dojo points and send Dojo messages
  - Show learners their ideas and experiences have real value.
  - Catch learners doing the right thing.
  - Use subtle, private praise and reinforcement.
  - Differentiate the way you celebrate achievement – everyone likes to feel noticed or valued
  - Class displays and classroom environments that model high expectations.
  - Make learners feel important for the behaviours that they can show
- 
- **Habits of adults who manage behaviour well:**
  - They meet and greet.
  - They persistently catch individuals doing the right thing.
  - They teach the behaviours that they want to see.
  - They teach learners how they would like to be treated.
  - They reinforce conduct/attitudes that are appropriate to context.
  - They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
  - They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
  - They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
  - They keep their emotion for when it is most appreciated by the learners.

Hold children in mind.

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

- 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 sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
- e. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

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

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

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

Get out line

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

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