



Hadleigh
Junior
School

Behaviour Policy

Version: September 2025

Signed by:

_____ Head of School

Date: _____

_____ Chair of Governors

Date: _____

Statement of intent

Hadleigh Junior School believes that, in order to facilitate teaching and learning, pro-social behaviour (socially acceptable behaviour) must be nurtured and demonstrated in all aspects of academy life.

The school is committed to:

- maintaining high expectations of behaviour from pupils and staff;
- promoting socially acceptable behaviour;
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ensuring equality, based on need, and fair treatment for all;
- acknowledging pro-social behaviour;
- dealing with anti-social behaviour with appropriate reflection and consequences, ensuring consistency, fairness and proportionate action;
- providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment;
- encouraging positive relationships with parents/carers;
- developing positive relationships with our pupils to enable early intervention;
- a shared approach which involves pupils in the implementation of the school's policy and associated procedures;
- promoting a culture of challenge and encouragement in which all pupils can achieve.

Legislation and statutory requirements

This policy acknowledges advice from the Department for Education (DfE) in:

- Behaviour in schools (September 2022)
- Searching, screening and confiscation at school
- Equality Act 2010
- Use of Reasonable Force – advice for school leaders, staff and governing bodies
- Sexual violence and sexual harassment between children in schools and colleges (from September 2021)
- Keeping Children Safe in Education September 2023
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement September 2023

It also takes account of

- Special educational needs and disability (SEND) code of practice.

In addition, this policy takes account of:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require 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

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

This policy should be read in conjunction with other appropriate policies and documents including Anti-Bullying Policy, e-Safety Policy, SEND Policy, Physical Intervention Policy, Child Protection Policy, Anti-terrorism, Harmful Sexual Behaviour Child on Child Abuse Policy and the DfE's Exclusion guidance documents.

Ethos

In our school we want to foster an atmosphere where all children feel safe, secure and respected. Children learn more easily if they feel good about themselves and if they are in a safe and caring environment. We want to establish a whole school code of behaviour which is fair and reasonable, which is founded on good relationships and which ensures the rights and responsibilities of all members of the school community are respected. We want to ensure that all members of the school community work towards our core values so that pupils are Resilient, Independent, Creative and Inquisitive. We recognise that high quality teaching and learning alongside effective behaviour management strategies and high expectations, promote high standards of behaviour but we also recognise that if these standards are not achieved then sometimes consequences are necessary. We begin our process with the principles of Restorative Justice alongside reflective support. These aim to help young people resolve their own conflicts in the first instance, by recognising the impact of their behaviour on others and themselves and by considering how they might do things better next time.

Aims

To ensure high standards of behaviour we aim to:

- provide a stimulating learning environment through an engaging curriculum based on experiences, mastery and a growth mind-set;
- create a safe environment where learning can take place;
- create an environment where everybody is listened to and treated with respect and understanding;
- create a behaviour management system which encourages all members of the school community to make the right choices to promote pro-social behaviour;
- develop children's self-esteem, confidence and self-discipline including the implementation of Behaviour Management Plans and Consistent Management Plans where necessary;
- foster a caring attitude towards members of the school community and the school environment;
- establish embedded routines;
- value, appreciate and respect one another irrespective of age, gender, disability, faith or ethnicity.

We expect all adults in the school community to meet these aims and to encourage pupils to meet them and to take ownership of their own behaviour. To enable them to do this, staff will be given appropriate training and support. Adults will highlight good examples of pro-social behaviour to positively reinforce them and to help others achieve as well. We know that the role of parents/carers in the success of this behaviour policy is vital. It is essential that parents are kept well informed in order that children see that all the adults involved with them co-operate and give the same messages.

Pupils also contribute to this policy and the school's chosen behaviour system via the School Parliament. Class representatives pass on the views of their peers and these are incorporated into our strategies, particularly in relation to relevant rewards and consequences. Pupil and parent surveys are conducted regularly to enable feedback to be incorporated as appropriate.

We embed the policy in a variety of ways including PSHE lessons, assemblies, SMSC development and the promotion and understanding of British Values.

Appendix 1 details our expectations of behaviour at different times during the school day. Teachers ensure that the children are aware of and understand them and it is the responsibility of all staff to ensure that these standards are met by reminding and challenging children accordingly.

Whilst we have high expectations of the whole school community, we are an inclusive school and there may be times when our procedures are adapted to suit the needs of individual pupils who may have additional needs.

School Rules

Our school rules are reviewed periodically by the School Parliament and amended accordingly.

Our current school rules are:

- ***We respect and care for one another***
- ***We take pride in ourselves and our work***
- ***We use our growth mind-set***

Class teachers will discuss these rules in detail at the start of each academic year so that pupils have a clear understanding of the expectations for each rule. They will be referred to appropriately throughout the year.

Restorative Justice Approach

We begin our process of developing positive behaviours through the principles of Restorative Justice, which aim to help young people remember, adhere to and have ownership of the school rules, resolve their own conflicts in the first instance and recognise the impact of their behaviour both on others and also themselves.

Appendix 2 gives more detail about Restorative Justice strategies.

Rewards

Recognition of positive learning behaviour can be given in many ways and by a variety of people within the school community. We must be even handed in our praise, celebrating consistent pro-social behaviour as well as the child who is trying hard to improve. All pupils are in house teams and are encouraged to earn points for their team.

Celebration of good learning behaviour may occur through:

- verbal praise by the adult;
- a sticker from the adult;
- a Star Card awarded during celebration assembly which is published in the weekly newsletter;
- class system of individual reward points;
- a whole class reward, e.g. a short period of extra play;
- names of children showing pro-social behaviour/making the right choices recorded in the class behaviour chart;
- team points which are collected on a weekly basis with the winning team announced in celebration assembly.

Classroom displays

The school's core values, rules and a school-format behaviour chart will be placed in a prominent area in all classrooms.

Anti-social choices and infringements of school rules

Whilst the school's behaviour policy begins with positive reinforcement strategies including Restorative Justice, there may be times when further, more serious consequences are necessary.

It is vital that all members of the school community know what will happen if a child persistently displays anti-social behaviour including what support will be given and what consequences may be necessary, and that the policy is administered consistently and with high expectations.

Before any consequence is implemented the teacher will ensure that the child knows that they have made a poor choice. They will be reminded that their behaviour is unacceptable because it compromises the learning and/or safety of other children or it is disrespectful. Staff will deploy 'Restorative Justice' techniques to support the pupils through this process (e.g. How has your behaviour affected your learning/ the learning of others? How will you move forward from this?).

In instances where poor choices are made, the following system will be applied consistently throughout the school. Each class teacher will implement the school's Behaviour Chart in accordance with the system. Class teachers may decide to use a variety of additional positive behaviour strategies and rewards as long as they are in line with the school's over-arching procedure.

	Strategy	Examples of how this might be applied (where relevant)
1. 	Making excellent behaviour choices. Engaged in learning.	Team points
2. 	• Positive ignoring including highlighting the pro-social behaviour of others • Non-verbal warning • A quiet warning/reminder to the child of expected behaviour and to make the right choice	• Class team points • Hand signals, shake of the head, expression on face, behaviour chart showing the level of all members in the class, etc. • “(name), we listen when others are speaking, thanks • “(name), if you choose to call out again, you will move on the behaviour chart”
3. 	Move on the behaviour chart Miss break (managed by class teacher - ensure that pupils have time to eat snack, have a drink and go to the toilet)	“(name), you have chosen to call out again (state behaviour). You will now miss more of your free time.”
4. 	Move on the behaviour chart Miss half of lunchtime (managed by class teacher) Add to behaviour record (Safeguard)	“(name), you have chosen to continue to ... (quote behaviour). You will now miss half your lunchtime.”
5. 	Move on the behaviour chart Sent to year group SLT or year group lead with work for a relevant period but no more than to the end of the day Twice in one week to HT or AHT = miss a lunchtime for reflection	“(name), your behaviour is impacting negatively on your learning and that of others. You will now need to work in Class..., thank you.”
6.	Sent to SLT in another year group with work for a relevant period but no more than to the end of the day	“(name), your behaviour is impacting negatively on your learning and that of others. You will now need to work in Class..., thank you.”
7.	Class teacher speaks to parents (regularly if necessary to ensure parents are fully aware of the situation) At this stage consider the need for a BMP and/or CMP	Focus on the behaviour, the school’s behaviour expectations and strategies to move forward. Arrange follow-up communication to update the family on improvements, etc.
8.	Out of hours detention (whilst this option is available, it is unlikely to be used as a consequence)	The school reserves the right to apply out of hours detentions to pupils whose behaviour is deemed to have severely contravened the school’s Behaviour Policy. The Head of School must sanction any such form of detention. This strategy is rarely implemented. If it is required, parents will be given advance notice.

There may be occasions when all steps are necessary for one incident or that you need to go directly to a stage further on in the process because of the nature of the incident.

Teachers will complete a simple weekly log for monitoring purposes. These will be collected and analysed half termly by a member of SLT or the pastoral team who will use it to observe patterns and identify where further support may be needed either for individual children or for the class teacher.

Behaviour concerns and incidents are recorded in the whole school behaviour record on Safeguard, particularly if the behaviour reaches number 4 in the table above. This enables patterns of behaviour to be tracked including any lunchtime issues which subsequently allows us to identify further support for the pupil.

For persistent anti-social behaviour, particularly that which is a constant disruption to the learning of other pupils, the class teacher will consult with the SENCO and/or Learning Mentor. The class teacher (and other members of staff where appropriate), parents and pupil may work together to develop a Behaviour Management Plan (Appendix 4). This plan supports the pupil and class teacher by identifying the area that the pupil needs to improve and outlines a clear plan of how the pupil can work towards more pro-social behaviour and what will happen if the expected behaviour is not achieved.

Additionally, we may use a 5 Step Adult Response Strategy Plan (Appendix 5). This identifies behaviour triggers and gives preventative strategies for use in the wider school environment. It clearly outlines the different levels of behaviour and gives examples of those specific to the child in question. The plan also illustrates possible strategies to be used to de-escalate the situation and reduce anxiety. It outlines steps to be taken for each level of behaviour displayed. The plan may include rewards for pro-social choices made by the pupil, where appropriate. For frequently occurring, more severe behaviour we may complete a STAR Analysis at relevant times, to help identify triggers and patterns so that the pupil can be more effectively supported going forward.

Behaviour on the playground (break and lunch)

Playground behaviour is monitored by the staff on duty (Teachers, TAs and Midday Assistants). The main aim of all staff on duty should be to encourage an environment of positive play. They should help pupils to follow the Playground expectations (Appendix 1) and support them to use strategies to overcome minor issues (Restorative Justice/Conflict Resolution approaches), thus preventing them from becoming bigger issues. For pupils who make anti-social choices at playtime, the class teacher should be informed in order for them to give an appropriate consequence in line with the above behaviour management system.

For pupils demonstrating anti-social behaviour at lunchtime, Midday Assistants should follow this plan using the principles of Restorative Justice and Conflict Resolution (Appendix 2):

1. Remind - Politely remind the child of the expected behaviour – “David, we use the bench for sitting on, thanks”. To support, provide a positive alternative distraction (e.g. play a game with them, send them on an errand, ask them to help with a job, etc.).
2. Warn/give a choice – If you continue to ..., you will go to time out.
3. Send to time out zone (a designated area within each playground zone).

4. A member of SLT (normally the Headteacher or the Assistant Headteacher) will be available to support MDAs if poor behaviour continues or there are more severe incidents. Guidance on possible consequences can be found in Appendix 3.

Classroom based anti-social choices will be dealt with appropriately by the class teacher.

Please note that children with specific needs may have adapted individual plans/strategies which may differ from the above as appropriate.

There is also a Fun Zone for children who may find the playground a challenge and for some, who need more structure, we operate a 20/20/20 system of eating/playground/fun zone.

Child-on-child Abuse (including Bullying and Harmful Sexual Behaviours)

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise

causing physical harm (including on-line threatening of physical abuse)

- all forms of sexual abuse (including physical sexual abuse, sexual image sharing, forcing another pupil to engage in inappropriate sexual activity, upskirting and harassment).

For incidents of this nature, we take a whole school, zero tolerance approach which maintains an attitude of 'it could happen here' and that it is never acceptable. We understand that these kinds of abuse can happen inside and outside of school and online. We also recognise that even if there are no reports, it does not mean that they are not happening. Staff receive appropriate training to enable them to recognise and challenge abusive behaviours. All concerns of this nature are reported to one of the school's DSLs. All reports are taken seriously, without shame or judgment, and are not downplayed or dismissed as 'banter'. The 'victim' will be given appropriate support and protection, both immediate and ongoing. The 'alleged perpetrator' will be supported as appropriate and given relevant post-incident education and consequences. We will engage with both sets of parents/carers accordingly. Relevant records will be kept on Safeguard.

Additionally, a Racist Incident Log is kept by the Headteacher, who records any perceived racist incidents. All incidents are reported to the Governing Body on a termly basis.

The school also maintains a record of bullying incidents on Safeguard in line with its Anti-Bullying Policy. This contains details of incidents which children have reported as "bullying" – even if the incident does not match school criteria. A record is kept of actions taken. All incidents are reported to the Governing Body on a termly basis.

We aim to educate children on positive relationships through the following:

- A comprehensive Relationships and Sex Education (see policy)
- A comprehensive On-line Safety curriculum – a dedicated week as well as being taught through all computing units (see policy)
- A comprehensive PSHE curriculum – a dedicated anti-bullying week as well as appropriate units within the curriculum (see policy)
- Appropriate assemblies
- Relevant visitors to school

Additional details can be found in the E-safety Policy, the Harmful Sexual Behaviour Child on Child Abuse Policy, the Anti-bullying policy and the Child Protection Policy.

Severe or consistently anti-social behaviour

Occasionally the behaviour of a pupil may be dangerous or extremely disruptive. This behaviour includes physical or verbal abuse to any member of the school community, actions which compromise the health and safety of the school community and frequent occurrences of severe, anti-social behaviour. In such cases, the pupil will be removed from the environment in order to maintain the safety of all and to enable de-escalation and support strategies to take place (a range of strategies may be used). If absolutely necessary, staff trained in positive handling techniques will follow steps outlined in the school Physical Intervention Policy to support a child in these circumstances. Relevant support and consequences will be considered following the incident. Consequences may include a suspension, lunchtime only suspension or permanent exclusion.

In appropriate circumstances the school has the legal power to use reasonable force to maintain the safety of the whole school community. The school has a Physical Intervention Policy which details its legal powers and our Physical Intervention procedures and strategies.

Suspension and exclusions

Suspension (or in rarer cases, permanent exclusion) from school is a legitimate but last resort for pupils who seriously fail to work within an accepted framework of behaviour and where the safety of others from physical and verbal abuse is called into question. The school must follow the Government's suspension and permanent exclusion guidance when considering and carrying out this action:

https://www.gov.uk/government/publications/school-exclusion?utm_medium=email&utm_campaign=govuk-notifications-topic&utm_source=bafd6cad-e99c-4c53-86c0-b5ccc1cf3763&utm_content=immediately

A decision to suspend or permanently exclude a child depends upon a range of factors and will be a decision made by the Headteacher. This step would be carefully considered on an individual basis and guidance may be sought from SEEAT and our legal advisors. Advice in addition to Government guidance and information can be found on the Essex School's InfoLink.

The Headteacher will inform parents, and the Local Authority, as well as the Governors and any other relevant agencies where they are required to do so under the Government Guidance. They will be informed of the severe behaviour and given the date from which the suspension or exclusion will take place. Parents will be informed in writing of a suspension or exclusion and where relevant, be given a return date, when both child and parents will be expected to attend an interview with the Headteacher before returning to school. This written notification to parents will also set out all other information required by the Government Guidance. At times it may be appropriate to use a phased re-introduction to class or implement other strategies to assist the pupil in reintegrating into school life.

Where any decision to suspend or exclude a pupil is entitled to be reviewed by the Governors, a committee of the Governors will review such decision in accordance with the timescales set out in the Government Guidance. At any time prior to review by the Governors, the Headteacher can cancel any exclusion if they deem it appropriate to do so.

Direction off-site to improve behaviour

The Headteacher has the power to direct that a pupil attends an alternative educational placement off-site where this is deemed to be required in order to improve behaviour.

The school will provide details of the off-site educational provision to the pupil and parents/carers at least two school days before the day on which the off-site educational provision is to commence. These details will include the address of the educational provision, details of the person to report to upon attendance, the number of days the requirements are imposed for, the reasons for the direction, and details of the timings of sessions for each day of the educational provision.

Parents can request in writing that the Governors hold a meeting to review any off-site placement.

Any direction off-site will be kept under review by the Governors in accordance with the timescales set out in Government Guidance. Parents will have the option to attend the review meeting or submit written representations. The Governors then have the right to retain, rescind or vary directions as deemed appropriate and will notify parents of their decision after the review meeting.

Managed moves

In some circumstances, it may become clear that it is in the best interests of a pupil to move to a different school in order to avoid the need for a permanent exclusion and allow for a reset and fresh start. The school can agree a permanent move to another mainstream school if such a move is agreed by all of the parties involved. The school will follow the protocols set out by the Local Authority when implementing a managed move.

Prohibited items

Pupils who bring into school “prohibited items” will have those items confiscated and returned to their parents. Prohibited items could include:

- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence, or to cause personal injury to, or damage to the property of any person (including the pupil).

The school reserves the right to act in accordance with the DfE’s ‘Searching, Screening and Confiscation’ advice to Headteachers, school staff and governing bodies.

Searches will only be carried out in circumstances where the pupil concerned has agreed to be searched, or there are reasonable grounds for suspecting that the pupil is in possession of a prohibited item.

The decision to search a pupil will be considered and taken on a case by case basis and the search will be undertaken and any items discovered will be confiscated in accordance with Government Guidance. Searches will only be carried out by the Headteacher or a member of staff authorised by the Headteacher including the Designated Safeguarding Officer, Deputy Safeguarding Officer or a member of the Senior Leadership Team.

The pupil will be told why they are being searched, how and where the search is going to take place and be given the opportunity to ask questions. In the event that a pupil fails to cooperate with a search, sanctions may be imposed in accordance with this Behaviour Policy and the pupil will be supervised until the search has been carried out or it is decided a search is no longer necessary. Reasonable force can be used to undertake a search for prohibited items in the circumstances set out in Government Guidance. The school will keep records of all searches undertaken and inform parents as soon as possible. External agencies may be contacted where deemed necessary.

The Designated Safeguarding Officer will be informed of any searching incidents.

Pupils' conduct outside the school gates

The school will act upon any anti-social behaviour outside of school.

This behaviour could occur when the pupil is:

- taking part in any school related activity;
- travelling to and from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school.

Equally, cases of anti-social behaviour at any time will be investigated whether or not the above conditions apply, that:

- could have repercussions for the orderly running of the school;
- pose a threat to another pupil or member of the public;
- could adversely affect the reputation of the school.

School consequences will be applied as appropriate.

Pupil Support - Transition

The school works closely with Hadleigh Infants & Nursery School and all local secondary schools to carefully plan transition for all pupils yearly. On a case by case basis the Pastoral Team (Learning Mentor, SENCO) will plan additional transition if a child has specific needs of any kind.

We recognise the importance of effective transition between one school and another and indeed between one year group and another within our own school.

Pupil Support - Induction

All mid-year admissions will receive an induction consisting of:

Week 1: Support settling into class: peer relationships, school rules and expectations, additional tours of the school and a Class Buddy.

Week 3: By the end of this week the child will have been formally and fully assessed against age related expectations and the class teacher will feed back to parents as necessary. Additional work or relevant interventions may be provided as necessary.

This process will assist new students in settling into life at Hadleigh Junior School, meeting our behaviour and learning expectations.

Responsibilities

All staff

- Are responsible for supporting the safety and other needs of children across the school.
- Use the key principles outlined in this policy to support the needs of all pupils
- Take responsibility for their own personal safety and wellbeing
- Contribute actively to risk assessment, and be familiar with policies, guidelines, control measures, instructions and reporting procedures
- Participate positively in appropriate training.

Executive Headteacher

- Is authorised to exclude a pupil
- Is authorised to make an off-site direction

Headteacher

- Is authorised to exclude a pupil
- Is authorised to make an off-site direction
- Leads on all aspects of this policy
- Ensures that risk assessments are carried out when required and that appropriate measures are implemented
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Support the specific needs of all pupils across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

Classroom Staff

- Plan the teaching and learning for all pupils
- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult a CYP may be having.

Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Have open conversations with the school
- Engage with support offered by the school and other agencies to further support their child's needs

Governors

- Ensure that appropriate policies are in place, that they are regularly reviewed, and their effectiveness monitored
- Consider families' representations about an exclusion
- Undertake their statutory role around exclusion
- Ensure that all staff receive purposeful training in order that they can undertake their role

The school feels the above programme promotes positive and pro-social behaviour, a sense of what is right and wrong and the need to make good choices. Where deemed necessary, the school will involve and work with relevant outside agencies. The school also reserves the right to implement a specific programme to the whole school, a year group or a class, when required to address a specific issue.

Written by: Sarah Thompson

Date: September 2025

Review Date: September 2026

APPENDIX 1 – Expectations around school

In the playground

- Use only sponge balls for football.
- Play football only in the designated area of the playground.
- Be considerate to others playing in the area.
- Only bring small pocket size toys to school and nothing valuable.
- Walk into school sensibly and quietly.
- Play fighting/rough games are not allowed.
- Choose games which are respectful to others and which do not cause upset.
- At the end of break a whistle indicates all children to stop (staff on duty must challenge those who do not).
- A second whistle indicates that the children should walk sensibly to their lines (staff on duty must challenge those who don't).

Assembly time

- Enter the hall silently and sit down quickly and sensibly.
- Listen to the music.
- Pay attention to the story and show “good listening”.
- Leave silently and return to the classroom, led by the class teacher, following the normal corridor expectations.

In the dining room

- Wait quietly in the corridor.
- Show good manners (please and thank you).
- Keep eating area tidy.
- Talk quietly when eating.
- Clear trays appropriately or put lunch box back on class trolley.

In the corridors

- Walk in a single line on the left hand side of the corridor.
- Walk quickly and quietly without disturbing other children.
- Teachers will accompany classes to the playground at break and lunchtime.

APPENDIX 2 – Principles of Restorative Justice

Inappropriate behaviour

- Polite reminder of the behaviour expected – “Dave, we play football in the football area, thanks” or “Sarah, we listen while others are talking, thanks”.
- Give a choice – “Dave, if you choose to play football outside the football area, I will send you to time out” or “Sarah, if you choose to call out again, I will move you on the behaviour chart.”
- Issue the consequence – “Dave, you chose to play football outside the football area, go to time out, thanks” or “Sarah, you chose to continue calling out, stay behind at breaktime for a chat, thanks.”

Resolving conflict with Restorative questions

- What happened?
- How were you feeling?
- How has this affected others?
- What do you need now? Do you need any help with that?

Avoid:

- Negative phrases
- Using ‘you’ or ‘you are’ (can be confrontational)
- ‘Why’ questions (wastes time when focus should be in getting pupil back on task)
- Saying ‘no’ or ‘don’t’ (it doesn’t tell the pupils what you want to see)
- Lecturing, nagging or moaning (children switch off after approximately 6 seconds – make your message clear and succinct)
- Saying ‘please’ (it suggests there is a request – saying ‘thanks’ adds courtesy and assumes the instruction will be carried out)

APPENDIX 3

Guidance on possible consequences

Behaviour	Consequence (number of days of supervised lunchtime)
Using inappropriate language including swearing	Up to 2 days
Disrespectful behaviour towards adults	Up to 2 days
Play fighting	1 day
Physical harm to another (hitting, punching, kicking, pinching, biting, etc.)	1 – 3 days (use discretion)
Damaging school property/equipment	1 day

APPENDIX 4 – Behaviour Management Plan

Behaviour plan – Date

Name:

Things we like about you:
•
What we expect from you:
•
What we will do to support you:
•
Consequences of not meeting the expectations:
•
I will show success by:
•
Moving forward E.g. We believe that you can achieve this because you have shown this before. We will keep a record of each week that you receive full reward time. If you achieve this we will review your position on the 'ambassador' project at half term.

Signed:

Pupil: _____

Parent: _____

Teacher: _____

APPENDIX 5 – 5 Step Adult Response Strategy Plan

5 Step Adult Response Strategy Plan

Pupil:

Year Group:

COMMUNICATING BEHAVIOURS	COMMUNICATING BEHAVIOURS	COMMUNICATING BEHAVIOURS	COMMUNICATING BEHAVIOURS	COMMUNICATING BEHAVIOURS
Level 1 If s/he is:	Level 2 If s/he is:	Level 3 If s/he is:	Level 4 If s/he is:	Level 5 Will now be in crisis, will present with fight or flight. If s/he is:
Adult Responses	Adult Responses	Adult Responses Call for Support	Adult Responses	Adult Responses

PUPIL NAME	
Strengths	• - • - • - • -
Likes	• - • - • - • -
Key Triggers	• - • - • - • - • - • -
Situations and Approaches to avoid	• - • - • - • - • -
Preventative strategies	• - • - • - • - • -

