

# Barnfield Primary School

## Relationships and Behaviour Policy



| Relationships and Behaviour Policy |                   |
|------------------------------------|-------------------|
| Written by:                        | Catherine Goodwin |
| Date:                              | September 2025    |
| Approved by:                       | Wendy Kravetz     |
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| Target Audience:                   | All Stakeholders  |

## 1. Policy Statement

Barnfield Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The Governing Body and staff at Barnfield Primary school believe that **positive learning behaviours** are fundamental to success in the classroom for both children and teachers. Positive behaviour results from excellent relationships between adults and children and a well planned and delivered curriculum that stimulates children to learn, ask questions, debate, and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged and improved.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community.

Our Relationship and Behaviour policy guides staff to teach self-discipline. It echoes our vision, school aims and values.

## 2. At Barnfield we aim to:

Foster excellent relationships between all members of our Barnfield community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.

Ensure that all members of our community are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.

Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.

Help learners develop life skills including self-regulation, empathy, social awareness and recognise that every action has a consequence.

Use restorative approaches.

Build a community which values and models kindness, good humour, tolerance and empathy for others.

## 3. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- recognise behavioural norms;
- positively reinforces behavioural norms;
- promote self-esteem and self-discipline;
- teach appropriate behaviour through positive interventions.

#### **4. Fundamental principles**

All members of our school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.

**The fundamental principles which underpin our Relationship and Behaviour policy are:**

- unconditional positive regard for all pupils;
- a no shouting policy;
- a focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

##### **4.1 The main reasons for using a language of choice are:**

Self-management of behaviour and reflection on behaviour choices made i.e. there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.

Recognising, acknowledging and rewarding pupils for their positive choices, use of our three behaviour rules of Ready, Respectful, Responsible.

Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.

Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.

Using 'Zones of Regulation' and 'Check in board' in class to create a positive climate for learning and to create more awareness of how to self-regulate.

Encouraging pupils to be proud of their school.

Using 'Circle Time' activities as appropriate to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.

Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

## 5. Consistency of approach

In implementing this Relationship and Behaviour policy, Barnfield Primary School acknowledges the need for consistency.

Consistent:

**language** and consistent response: simple and clear expectations reflected in all conversations about behaviour

**follow up:** ensuring “certainty” at the classroom and Senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating

**positive reinforcement:** routine procedures for reinforcing, encouraging and celebrating

**consequences:** defined, agreed and applied at the classroom level as well as established structures for more serious behaviours

**expectations:** referencing and promoting appropriate behaviour

**respect from the adults:** even in the face of disrespectful learners

**models of emotional control:** emotional restraint that is modelled and not just taught, teachers as role models for learning

**reinforced rituals and routines** for behaviour around the site: in classrooms, around the site and at the school reception

**environment code of conduct** evident of our values

*“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix*

The aims of this policy will be met by everyone observing our 3 agreed rules. These are:

1. Responsible
2. Respectful
3. Ready to learn

**By displaying behaviours linked to following these 3 rules we will create a safe and positive learning environment which leads to a culture of excellence and success.**

### 5.1 All staff every day will:

- Meet and greet children at the classroom door.
- Refer to Ready to Learn, Respectful, Responsible- the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Use consistent recognition mechanisms throughout every lesson (count down from 5, noise levels and ‘Eyes on me’).
- Be calm and use words aligned with Zones of Regulation when going through the steps, using positive strategies and relationships to get the best from each pupil.

- Follow up on children in your class, even if original incident(s) have been under the supervision of another adult, retain/regain ownership and engage in reflective dialogue with learners.
- Record incidents on CPOMS (school recording system) and refer to SLT where required.
- Never ignore or walk past learners who are making / displaying poor behaviour choices.
- Encourage and celebrate positive behaviour for learning through praise and rewards including: stickers, verbal praise, book of honour (send to SLT), Star of the Week and class Dojos (individual and class reward goal).
- Utilise the noise level indicator display which is in each classroom to set expectations for learning behaviours.

## **5.2 Leaders**

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to our learners

- Meet and greet learners at the beginning of the day.
- Be a visible presence to encourage appropriate conduct.
- Support staff in returning learners to learning by sitting in a reparation meeting and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of all rewards and recognise positive behaviour trends to all stakeholders.

## **5.3 Senior leaders will:**

- Meet and greet learners at the beginning of the day.
- Be a visible presence across the school and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

## **5.4 Pupils will:**

- Be ready to learn
- Be respectful
- Be responsible

### 5.5 Parents / Carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

## 6. Recognition and rewards for effort

We recognise and reward learners who go “over and above” our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

### 6.1 Classroom level

- Praise for choice
- Book of Honour
- Mention to parents & carers at collection or through a phone call
- Class Dojo points

### 6.2 Whole School level

- Celebration assembly weekly which celebrates the following: Star of the week, Book of Honour, PE star of the week, Barnfield ambassador award, Headteacher award.
- Golden time

## 7. Managing Daily Behaviour in the classroom – Display Boards

*“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does”* **Paul Dix**

Each class will have a check in board. Linking to Zones of Regulation, this gives pupils the opportunity to identify how they are feeling on a daily basis. This further supports pupil voice. Teachers will monitor and support where appropriate.

Each class will have a noise level indicator display. This sets the expectations for learning behaviours and noise level expectation for certain activities.

Children who require the input of brain or movement breaks have these pre arranged by staff and are communicated to them so they have a focus to work towards.

### 7.1 Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should **always and consistently in every lesson be praising the behaviour they want to see.**

Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given "take up time" in between steps.

*It is not possible to leap or accelerate steps for repeated low-level disruption in an isolated lesson however if this is reoccurring behaviours this may be necessary.*

## 8. Stages of behaviour

If a child's conduct is displaying dangerous behaviours they may move to immediately to Stage 5 or 6 at any time.

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| <b>Stage 1 - Redirection</b>  |
| <p>Positive reinforcement of other children around them "X thank you for sitting so beautifully.</p> <p>A visual cue to the child that you want them to make a good choice this could include</p> <ul style="list-style-type: none"> <li>• a 'look'</li> <li>• a visual point to what you expect.</li> </ul> <p>Distraction</p>   |
| <b>Stage 2 - ONE formal Reminder</b> and loss of Golden Time (that can be earnt back)   |
| <p>A reminder of the expectations <b>Ready, Respectful, Responsible</b> delivered privately wherever possible. The adult makes learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time) <b>"I have spoken to you already now this is a formal reminder"</b> Remove Golden Time with the readiness for the child to earn it back.</p> <p>If appropriate, make links with the zones of regulation.</p> <p>Praise them when they positively change their behaviour, acknowledging the positive change. The aim is to change the behaviour and prevent Stage 3.</p>  |
| <b>Stage 3 - Warning</b> (with a further 5 minutes if beneficial to the students behaviours)  |
| <p>A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices .</p> <p><b>eg. "Following the formal reminder you have continued to display behaviours that do not follow the Barnfield Way. You have already lost 5 minutes of your Golden Time and now I will take away 5 minutes more. Let's show our best to prevent a consequence in the reflection room."</b> There is still readiness that the child will earn it all back that lesson.</p> <p>Scripted approaches at this stage are encouraged (see appendix) If appropriate, make links with the zones of regulation.</p> <p>Praise them when they positively change their behaviour, acknowledging the positive change.</p> |
| <b>Stage 4 - Consequence in Reflection Room with a member of staff</b>  |
| <p><b>If the behaviour still persists:</b></p> <ul style="list-style-type: none"> <li>• The learner is asked to speak to the teacher away from the others. SLT are called with codes on the radio. Child is removed from class by SLT/Leader.</li> </ul>  |

- Class teacher to inform parent either at collection, via phone or if no other option send a template text. SLT may be passed messages to inform parents at the gate.
- Boundaries are reset – child is informed they will be in time out (EYFS), visit the reflection room to complete learning.
- Learner is then asked to reflect on the next step. Again they are reminded of their previous conduct/attitude/learning. Social stories may be used to give context to feelings involved.

#### **Stage 5a Internal referral – Reflection with a member of SLT**

##### **If the behaviour escalates / child refuses to move to time out / displays dangerous behaviours**

If the behaviours are dangerous to themselves or others; steps above are unsuccessful, or if a learner refuses to take a time out then a learner may need to work outside their teaching area with a member of SLT. Staff must use the radio to call for SLT, code B must be used for behaviour along with the child's initials and the location.

If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work with a senior leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.

- Whenever an adult is called, staff are to log incident– under 'behaviour' or 'cause for concern' category.
- Adult who was present when the initial stages of behaviour will start the log.
- After reflection has been completed, SLT will record the incident and actions.

#### **Stage 5b – Non negotiable behaviours**

Certain behaviours are treated as non-negotiable and will normally lead to an internal SLT reflection and, depending on severity, may result in a suspension (fixed-term exclusion) or a permanent exclusion. No prior warnings need be given for non-negotiable behaviours. Where behaviour is judged to require exclusion, the Headteacher (or nominated deputy) may exclude immediately where necessary to maintain safety and order. Examples include (but are not limited to): sexist, racist or homophobic abuse; religious discrimination; serious verbal aggression or swearing at staff or pupils; physical aggression causing harm; bullying or threats; deliberate significant damage to property; sexualised behaviour; bringing prohibited items onto the site.

If the Headteacher considers the behaviour to be sufficiently serious, the consequence may be an internal exclusion, a suspension (fixed-term exclusion) or permanent exclusion. The Headteacher will record the circumstances and notify parents and the governing body in accordance with statutory guidance. [GOV.UK](https://www.gov.uk)

#### **Stage 6 – Unsafe behaviours**



A single very serious incident of non-negotiable behaviour, repeated non-negotiable behaviours, or behaviour which the Headteacher judges makes it impossible to keep the pupil, other pupils or staff safe may result in permanent exclusion. The decision to permanently exclude will be made in line with DfE statutory guidance and after consideration of all circumstances. Parents will be informed immediately and given information about their rights and representation routes.

**Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.**

## Golden Time

Early intervention is key before issuing time lost for unwanted behaviours for learning. Redirection and reminders must be given with parental intervention prior to losing golden time. (Y1-6)

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| <b>increments of 5 minutes (up to 15 minutes in a week)</b> |
| Homework/ reading records not signed<br>Incorrect uniform   |
| <b>10 minutes</b>   |
| Incidents in class that resulted in reflection              |

## 7. Behaviour Support strategies

### 7.1 Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, MTS staff will consistently 'catch children being good' and share this with them. MTS staff are encouraged to distribute stickers and Class Dojo points to reinforce this message. Behaviour incidents should be managed at lunch time in line with the policy. Children who are displaying behaviours that do not show Barnfield expectations should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty.

### 7.2 Reparation conversation

As part of our approaches to managing behaviour, adults should hold a reparation conversation for any child who reaches stage 4. Sometimes it may include other adults / children.

Staff will have a script for the restorative conversation that they feel comfortable with. SLT will choose the appropriate questions from below and address each together, recording responses.

## **Script**

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

Responses should be recorded.

### **7.3 Behaviours for Learning Report**

If behaviour is consistently poor as shown by internal referrals, golden time consistently being lost or becomes a cause for concern, a formal meeting will take place. This will be led by a member of SLT. There will then be agreed targets that will be monitored over the course of two weeks. This will be known as the child being placed on 'Behaviours for Learning report'. Parents will be informed at this stage and invited in to work with the school. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give increased attention to those who choose not to meet our high standards of behaviour.

### **7.4 Suspensions (fixed-term exclusions) and Permanent Exclusions**

For very serious offences, the Headteacher (or a named deputy in the Headteacher's absence) may consider a suspension (fixed-term exclusion) or permanent exclusion in line with statutory DfE guidance. Suspensions and permanent exclusions are used only as a last resort when other appropriate strategies and interventions have been exhausted, or where a pupil's behaviour poses a serious risk to the safety or education of themselves or others. The Headteacher may, where necessary and proportionately, issue an immediate suspension (fixed-term exclusion) if this is required to restore safety and maintain good order in the school.

When issuing a suspension or permanent exclusion the school will:

- Ensure the decision is lawful, reasonable and procedurally fair and that the circumstances are properly investigated.
- Notify parents without delay, giving reasons for the exclusion, the length of any fixed-term exclusion, arrangements for the pupil's education during the exclusion and information about parents' rights to make representations to the governing body and to appeal where relevant.
- Notify the governing body and the local authority as required by statutory guidance and follow all procedural timelines.
- Ensure arrangements are made for the pupil to continue their education during any fixed-term exclusion and organise a reintegration meeting on return.

A fixed-term exclusion cannot exceed the statutory limit for the cumulative number of days in one school year; the school will follow DfE guidance in all matters relating to suspensions and permanent exclusions. (See DfE Suspension and Permanent Exclusion guidance.)

### **7.5. Visible consistency**

These simple consistencies are key to the success of the policy and need to be adhered to by all staff.

|                               |   |
|-------------------------------|---|
| At the start of the day       | Children should be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door.   |
| On arrival                    | Children walk calmly straight into the classroom, put belongings away and start early morning activity (known as EMW).  |
| Playtimes / end of lunch time | Teachers need to ensure that a member of staff is out in the playground before leaving their class. Teachers need to be out promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to go into class.   |
| Transition                    | Children are expected to walk calmly and silently in the corridors.   |
| Lunchtimes                    | Children eat calmly and without raising their voices.<br>Sensible walking around the dining room / school ' / classroom. Children ensure they have cleared their space when they have finished eating. All staff, including MTS are proactive in responding to incidents. All MTS have radios to communicate and a first aid bag. |
| End of the day                | Once the children have their belongings, they can work calmly on their end of day activity before being dismissed.<br>Adults say goodbye to children.<br>Visible presence by SLT.   |

## 10. The Power to discipline beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance.

If sanctions are deemed necessary, they will be applied in line with the Behaviour Policy. The Governing Body strongly believes that for pupils of primary school age it is their parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

## 8 Searching pupils

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal

drugs and/or stolen items. If a search is thought necessary this is always carried out by two members of staff. Police may also be informed.

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

## **9. Positive Handling**

### **Use of Reasonable Force & Searching**

Barnfield follows DfE guidance on the use of reasonable force; any force used will be the minimum necessary, recorded in the school's incident records and reported to parents as required. Staff trained in Team Teach (or other approved methods) should use those techniques only where appropriate and proportionate. The school will comply with revised DfE expectations regarding recording and reporting of physical interventions and restrictive practices. Schools should also follow the DfE Searching, Screening and Confiscation advice when carrying out searches or confiscations.

## **10. Procedure in the event of a child running away from an adult**

If children run out of class or the building and do not respond to requests to return, parents will be called and asked to come to school. Staff will not chase children as this may cause them to run into further danger, but will observe from a distance and keep in contact with the school via mobile phones and/or school radios. Staff will, wherever possible, cover exit points.

If a child leaves the school site the police may be contacted for the safety and wellbeing of the pupil.

## **11. Equality**

The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise children because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For children with SEND, this includes a duty to make reasonable adjustments to policies and practices.

- Reasonable adjustments for pupils will be recorded on an individual behaviour plan or an SEN pupil profile outlining the provision needed for a particular individual. This may include the development of behaviour modification strategies with the advice of external agencies eg. Educational Psychologist, behaviour consultant, Social services or CAMHS.

- A reduced timetable may be put in place in line with guidance from the Borough. Children on reduced timetables will be reported to the Governors and the Primary objective is for these children to return to full time provision as soon as possible.
- A risk assessment based on prior behaviours may result in the pupils being restricted from some activities such eg. attending school trips but only if the behaviour is dangerous.

## **12. Supporting pupils with SEND**

Expectations for managing behaviour of pupils with SEND:

For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's IEP- Individual Education Plans and Pupil Passports. Teachers need to use IEPs and Pupil Passports to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed.

Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their IEP which will be monitored by the SENCO. A children's triggers for negative behaviour need to be on their IEP so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure IEPs and Pupil Passports and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with SEND that might exhibit to try and communicate with you:

- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focussing their attention on the adults- following and asking repeated questions- this might be for more reassurance that they are doing the right thing or that they are liked.
- calling out- this might be so they feel noticed and to also feel reassured

## **13. Parent concerns**

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Think about why their child may have been sanctioned. Take time to reflect. Remember school staff and leaders undertake their vocational job because they want the best possible outcomes for children.
- Avoid discussing this with other parents and carers or taking to whats app groups/social media to express opinions or gauge reactions.
- Contact the child's teacher – either via email or call the school office.
- Arrange an appointment with the teacher / phase leader.
- Arrange an appointment to see the Deputy Headteacher or Headteacher.

If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors. [governors@barnfield.barnetmail.net](mailto:governors@barnfield.barnetmail.net)

#### **14. Accountability**

It is the responsibility of the Head Teacher to:

- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the policy and review the policy accordingly.
- Issue fixed-term and/or permanent exclusions to individual pupils.

#### **15. Governors**

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The Head Teacher has day-to-day responsibility to implement the school relationship and behaviour policy, but must keep governors updated.

#### **16. Is the policy working?**

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit particular needs of children (including children with SEND)?
- Do children actively use their school Values to make positive choices rather than just use them to reflect on behaviours after negative choices?

### Related policies

- Safeguarding and Child Protection
- Home School Agreement
- DfE guidance – Beyond the School gate  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour and Discipline in Schools -  
\\_A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
- DfE guidance – Searching, screening and confiscation
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/674416/Searching screening and confiscation.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf)
- DfE Statutory Guidance - Exclusion <https://www.gov.uk/government/publications/school-exclusion>
- DfE Statutory Guidance – Reasonable Force  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

## **Appendix - Examples of Scripts**

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

### **Reminder:**

I noticed you chose to.... (noticed behaviour).

This is a reminder that we need to be (Ready, Respectful, Responsible)

You now have the chance to make a better choice.

Thank you for listening

### **Warning:**

I noticed you chose to..... (noticed behaviour)

This is the \_\_\_\_time I have spoken to you.

If you choose to break the rules again you may lose golden time.

(learner's name), do you remember when\_\_\_\_\_ (model of previous good behaviour)? That is the behaviour I expect from you.

Think carefully, I know that you can make good choices. Thank you for listening.

### Consequence/ calming time

I noticed you are still choosing to ..... (noticed behaviour)

You need to .... (consequence) because.... (reason for consequence) . I will come and speak to you in three minutes.

If need-be – use radio (code B) to request support of pastoral leader / SLT.