



Positive Behaviour Policy

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Statement of Intent, Approach and Definitions

At Laddingford St Mary's CofE Primary School & Nursery, our overarching ambition is to create an inclusive, caring community where children's behaviour is not merely managed but positively modified. We aim to nurture responsible, respectful, and resilient citizens who contribute positively to their communities.

Our approach to behaviour is rooted in the belief that every child deserves a positive, supportive environment that encourages kindness, respect, and responsibility. Building strong relationships, establishing clear routines, and setting high expectations are fundamental to creating a safe and emotionally secure space for all.

Positive behaviour is explicitly taught, modelled, and reinforced through praise, recognition, and restorative practices. We view behaviour as a form of communication and aim to support children's emotional and social development. Our strategies include proactive classroom routines, high expectations, and consistent reinforcement of positive conduct.

Where low-level disruption occurs, staff will use a supportive process involving reminders, opportunities to reset, and restorative conversations. For more serious behaviour, SLT will intervene directly, and appropriate sanctions or support plans will be implemented, adhering to statutory guidance.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of child-on-child abuse, including but may not be limited to:
 - Bullying
 - Abuse in intimate personal relationships between children
 - Physical abuse
 - Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as sexual comments, physical behaviour, and online sexual harassment
 - Causing someone to engage in sexual activity without consent
 - Upskirting
 - Initiation/hazing type violence and rituals
 - Consensual and non-consensual making or sharing of nudes and semi-nudes, including those generated using AI
- Misogyny/misandry
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member 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)
- Mobile phones, smart watches with communication functions
- Any other personal electronic device capable of recording, photographing, accessing the internet or communicating with others.

Mobile Phones and Smart Devices

Pupils are not permitted to use mobile phones, smart phones, smart watches with communication capabilities, or other personal electronic devices during the school day unless specifically authorised by the Headteacher.

If a pupil brings a mobile phone to school, it must be switched off and handed into the school office on arrival or stored in accordance with school procedures. The school accepts no responsibility for loss or damage to unauthorised devices.

Any mobile phone or electronic device used without permission may be confiscated and returned to a parent/carer at the discretion of the Headteacher. Pupils must not use personal devices to take photographs, make recordings, access the internet, communicate with others, or share content during the school day unless authorised by a member of staff for educational purposes.

The inappropriate use of mobile phones or electronic devices, including online harassment, bullying, sharing images, or behaviour that affects the safety, wellbeing or reputation of members of the school community, will be dealt with under this Behaviour Policy and may also be managed as a safeguarding matter where appropriate.

Legislation and Guidance

This policy is based on legislation and guidance from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Preventing and tackling bullying: advice for headteachers, staff and governing bodies](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(KCSIE\)](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Bullying: Prevention and Response

Laddingford St Mary's is committed to providing a safe, caring and inclusive environment in which every pupil is respected and valued. Bullying is unacceptable and will not be tolerated.

For the purposes of this policy, bullying is understood as behaviour that is:

- repeated or persistent;
- intended to hurt, harm, intimidate or humiliate another person;
- involves an imbalance of power, whether physical, social, emotional or otherwise; and
- may be physical, verbal, emotional, relational, discriminatory or online.

A single serious incident may also require a response under this policy, even where it does not meet the definition of repeated bullying.

Laddingford St Mary's will seek to prevent bullying by:

- establishing clear expectations for kind, respectful and inclusive behaviour;
- teaching pupils what bullying is and how it differs from ordinary disagreements or one-off incidents;
- explicitly teaching pupils how to recognise, report and respond safely to bullying;
- promoting positive relationships between pupils and a strong sense of belonging;
- ensuring that staff model respectful and inclusive behaviour at all times;
- providing appropriate supervision at playtimes, lunchtimes and other less structured periods;
- identifying pupils who may be particularly vulnerable to bullying and putting appropriate support in place;
- addressing prejudice-based and discriminatory behaviour promptly, including behaviour relating to protected characteristics;
- teaching pupils about online safety, appropriate online behaviour and the potential impact of their actions on others;
- maintaining effective communication with parents and carers; and
- regularly reviewing behaviour and safeguarding information to identify emerging patterns or areas of concern.

Laddingford St Mary's recognises that, in a small village community, pupils may know each other outside school. Staff will therefore remain alert to relationships and incidents that may have started or continued beyond the school gates.

How pupils, parents/carers and staff can report incidents of bullying

All members of the school community are encouraged to report concerns about bullying at the earliest opportunity.

Children may report bullying or suspected bullying to:

- their class teacher;
- another trusted member of staff;
- the Headteacher;
- a lunchtime or other support staff member; or
- another adult they feel comfortable speaking to.

Our children will be encouraged to tell an adult if they experience bullying themselves or see someone else being bullied. They will be reassured that reporting a concern is not "telling tales" and that concerns will be taken seriously.

Parents and carers can report concerns by speaking to the class teacher or Headteacher, contacting the school office, or using the school's usual communication arrangements. Parents and carers should provide as much factual information as possible, including what has happened, when and where it occurred, who was involved and whether there have been previous incidents.

Staff must report suspected bullying promptly to the Headteacher or the member of staff designated within the school's behaviour/safeguarding arrangements. Staff should not dismiss a concern because it appears minor or because they have not personally witnessed the behaviour.

Where a concern may constitute a safeguarding matter, staff will follow the school's Child Protection and Safeguarding Policy and report it to the Designated Safeguarding Lead (DSL) in accordance with safeguarding procedures.

Laddingford St Mary's will ensure that reporting routes are clearly communicated to pupils, parents/carers and staff. Schools are required to have measures within their behaviour policy to prevent bullying.

How the school investigates allegations of bullying

All allegations of bullying will be taken seriously and investigated proportionately.

The member of staff receiving the concern will:

1. listen carefully and calmly to the person reporting the concern;
2. ensure that any immediate safeguarding or welfare needs are addressed;
3. record the concern and the relevant factual information;
4. inform the Headteacher and/or DSL where appropriate;
5. speak separately to the pupils involved and any relevant witnesses;
6. establish, as far as possible, what happened, when, where and how often;
7. consider whether the behaviour meets the school's definition of bullying or represents another form of unacceptable behaviour;
8. consider whether there are safeguarding, discriminatory, prejudice-based or online-safety concerns;
9. speak with parents/carers where appropriate;
10. decide what action is required, including any sanctions or pastoral support; and
11. monitor the situation afterwards to ensure that the behaviour has stopped and that the pupil affected feels safe.

Investigations will be conducted fairly and without making assumptions about any pupil involved. Pupils will be given an opportunity to give their account of events.

The school will avoid requiring pupils to confront each other as part of an investigation or resolution where this could cause further distress.

Where an allegation involves a member of staff, the school's safeguarding, complaints and staff disciplinary procedures will be followed as appropriate.

Where bullying involves sexual harassment, sexual violence, abuse or another safeguarding concern, the school will follow the relevant safeguarding procedures rather than treating the matter solely as a behaviour issue. *Keeping Children Safe in Education* requires schools to have effective procedures for safeguarding children, including child-on-child abuse.

Bullying and behaviour occurring off school premises or online

The school's expectations for respectful behaviour apply beyond the school gates.

The school may sanction pupils for misbehaviour outside school where permitted by Section 89 of the Education and Inspections Act 2006. Laddingford St Mary's may apply sanctions where a pupil's behaviour outside school brings the school into disrepute, poses a threat to another pupil, member of staff or member of the public, adversely affects the orderly running of the school, or could have repercussions for the school community. This includes behaviour:

- on school trips and visits;
- while travelling to or from school;
- while wearing school uniform;
- while representing the school;
- online; and
- at any time where the conduct has an impact on the school community.

The school will investigate reported bullying which occurs:

- on the journey to or from school;
- in the local community;
- during school trips or activities;
- in other circumstances where pupils are together outside school; or
- online, including through messaging services, social media, gaming platforms or other digital communication.

Where behaviour outside school or online has an impact on pupils, staff or the school community, the school may take appropriate action under its Behaviour Policy. Current government guidance confirms that schools may sanction pupils for online behaviour that threatens or causes harm to another pupil or that impacts the school environment.

Laddingford St Mary's will work with parents/carers to address online bullying and will provide appropriate advice about preserving evidence, blocking/reporting accounts and using platform safety tools.

Where online or offline behaviour may constitute a criminal offence, including violence, threats, harassment or hate crime, the school will consider whether the matter should be referred to the police or other appropriate agency.

Recording, analysing and monitoring incidents

The school will maintain appropriate records of bullying concerns and incidents. Records will include, where appropriate:

- the date and location of the incident;
- pupils involved;
- a factual description of what was reported;
- whether the incident was witnessed;
- action taken;
- parents/carers contacted;
- sanctions applied;
- support provided;
- follow-up and monitoring undertaken; and
- the outcome.

Records will be kept securely and handled in accordance with the school's data protection requirements.

The Headteacher and relevant staff will regularly review behaviour records to identify:

- repeated incidents involving particular pupils;
- patterns between particular pupils or groups;

- locations or times where incidents are more likely to occur;
- patterns relating to protected characteristics or prejudice;
- online or community-based issues affecting the school;
- pupils who may require additional support; and
- whether existing preventative strategies are effective.

The governing body will receive appropriate anonymised information about bullying as part of its monitoring of behaviour, safeguarding and school culture.

The school will use this information to adapt supervision, curriculum provision, pastoral support and preventative strategies where necessary. Consistent monitoring and evaluation are recognised as important elements of effective anti-bullying practice.

Sanction Procedures

Where bullying is substantiated, the school will respond in accordance with the 'managing serious behaviour' section of this policy, as applicable. Sanctions will be:

- proportionate to the seriousness and circumstances of the behaviour;
- consistent with the school's published Behaviour Policy;
- applied fairly and without discrimination;
- appropriate to the pupil's age and level of understanding;
- considered alongside any additional needs or vulnerabilities; and
- accompanied, where appropriate, by restorative, educational or pastoral work.

Possible consequences may include a reminder of expectations, loss of an appropriate privilege, communication with parents/carers, supervised separation or other sanctions identified.

For serious or repeated bullying, stronger sanctions may be appropriate in accordance with the Behaviour Policy and statutory guidance.

Sanctions will not be used as a substitute for safeguarding action. Where bullying indicates a wider safeguarding concern, the school's safeguarding procedures will also be followed.

The school will distinguish between holding a pupil accountable for harmful behaviour and labelling the pupil themselves. Where appropriate, pupils responsible for bullying will be supported to understand the impact of their behaviour and to make positive changes.

Supporting pupils who have been bullied and those vulnerable to bullying

The school will prioritise the safety and wellbeing of pupils who have experienced bullying.

Support may include:

- regular check-ins with a trusted adult;
- increased supervision at identified times or locations;
- help with rebuilding confidence and friendships;
- pastoral support;
- support with emotional regulation and coping strategies;
- support to report further incidents;
- involvement of parents/carers;
- adjustments to routines or seating arrangements where appropriate;
- support from the SENCO or other appropriate professionals where additional needs are identified; and
- referral to external services where this is considered necessary.

Support will continue after the immediate incident has been dealt with. Staff will monitor the pupil to ensure that bullying has stopped and that they feel safe and included.

The school recognises that some pupils may be more vulnerable to bullying because of additional needs, disability, differences, family circumstances, social relationships, personal characteristics or other factors. Vulnerability will be considered on an individual basis, without making assumptions about a pupil.

Pupils who have engaged in bullying will also receive appropriate support to understand the consequences of their behaviour and develop positive ways of interacting with others.

Whole school proactive strategies to prevent bullying

The school will use a whole-school approach to building a positive culture.

Strategies will include:

- teaching kindness, respect, empathy and inclusion through the curriculum;
- regular PSHE/RSE teaching appropriate to pupils' ages and stages of development;
- assemblies and class discussions addressing friendship, respect, difference and bullying;
- explicit teaching about online safety and responsible digital behaviour;
- promoting pupil voice and encouraging pupils to identify concerns;
- encouraging positive playground behaviour and inclusive games;
- effective adult supervision at less structured times;
- celebrating positive behaviour and acts of kindness;
- developing pupils' confidence to seek help;
- ensuring staff use consistent language and responses to inappropriate behaviour;
- working closely with parents and carers;
- identifying and addressing prejudice-based behaviour;
- reviewing school rules and expectations with pupils regularly; and
- using behaviour and safeguarding information to identify and address emerging issues.

The school will promote a culture in which pupils understand that everyone has a responsibility to contribute to a safe and respectful environment.

Safeguarding and child-on-child abuse

Behaviour incidents that may constitute child-on-child abuse will be treated as safeguarding concerns. Such incidents will not be managed solely through behaviour procedures and will be referred immediately to the Designated Safeguarding Lead (DSL) in line with the school's Child Protection and Safeguarding Policy. Appropriate safeguarding action will take precedence over behavioural sanctions where necessary.

Recognition of Positive Behaviour

Values Tokens and Slips

Children earn values tokens for demonstrating our school values of Compassion, Community and Curiosity. They can earn these within the classroom, or on the playground and be awarded them by any member of staff.

When a child demonstrates all three values in a day, they receive a values slip to take home. This is recorded on a central form on teams.

Accumulating slips allows children to earn a **Bronze** (25 slips), **Silver** (50 slips) or **Gold** (100 slips) star brooch to wear on their school uniform. These are presented in celebration worship and the child's parents are invited to this presentation. This resets at the beginning of each school year.

Over and Above Certificates

Children who achieve something 'extra special' are recognised with an 'Over and Above' certificate in celebration worship each Friday.

Parents are invited to these celebrations.

Children are also nominated to share 'proud work', this is a piece of work that their teacher is particularly proud of that week.

Positive Phone Calls/Conversations

Staff will make positive phone calls / have positive conversations to praise children's achievements and reinforce positive behaviour.

Roles and Responsibilities

Laddingford St Mary's recognises that all stakeholders have roles and responsibilities.

Everyone is responsible for:

- Being positive role models
- Creating a calm and well-ordered environment for teaching and learning and promoting and taking pride in our school
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected
- Demonstrating mutual respect and tolerance towards the entire community
- Recognising bullying and unkindness if it occurs and taking the necessary steps immediately dealing with unacceptable conduct in a constructive manner (see Antibullying policy)
- Consistently promote pro-social behaviour 'treat others as you would like to be treated'
- Facilitating learning about relationships and behaviour

What do we expect from our governors?

- To uphold our positive behaviour policy
- To monitor and evaluate the effectiveness and impact of the policy

What do we expect from the Senior Leadership Team?

- Promote a positive school ethos
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school
- Effective monitoring and reviews of behaviour teaching throughout the school
- Recording and monitoring of incidents, taking steps to ensure they do not reoccur
- Regular training, on a whole school basis and for individuals as part of the school's induction process and relating to individual's training needs

What do we expect from the staff?

- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability to enable them to achieve their full potential.
- Prioritise strong, kind, trusting relationships between staff, children and their parents/carers. Being in support of the child rather than against, with the core belief that when people feel better, they do better.
- Expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support (with the child, not done to the child) for any pupils who are not yet able to meet those expectations.
- High expectations should always be teamed with a spirit of kindness and unconditional support.
- Teach all children to be aware of the Zones of Regulation (see appendix 2) and how to recognise and develop strategies to move within them.
- Ensuring there is effective supervision of pupils at all times
- To create a class charter which will permeate to whole school practice which will be reinforced every half term and whenever necessary

What do we expect from our parents?

- To follow the parent code of conduct
- Accept, contribute towards and support the school's positive behaviour policy
- Accept responsibility for the conduct of their children and offer encouragement or sanctions when appropriate.

- Liaise about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attend meetings when requested.

What do we expect from our pupils?

- Follow school rules and guidelines
- Become increasingly responsible for the school environment and their own learning and behaviour
- Take responsibility for their actions and know the sanctions they will have if these do not align with the school's policy
- Show respect to themselves and others
- Take pride in their learning, actions and appearance
- Value the opinions of others

School Rules



Be Ready

Children and staff are ready to teach and ready to learn. Their equipment and resources are ready and they are in a good frame of mind.

Be Respectful

We are proud to be part of Laddingford St Mary's. We look after ourselves, each other, our community and our environment.

Be Safe

We move around the school calmly, using 'wonderful walking', we listen and follow instructions and use a 'reset' if we need it.

School Values



Community

We care for each other and our school.

Compassion

We are kind, understanding and considerate.

Curiosity

We are enthusiastic, engaged and ready to learn.

Rooted in community, growing through curiosity, guided by compassion.

Expectations and Strategies

Our behaviour expectations:

- **Be Ready:** Prepared to learn, with equipment and a positive mindset.
- **Be Respectful:** Look after ourselves, others and our environment
- **Be Safe:** Move calmly around school, demonstrating 'wonderful walking' and follow instructions to stay safe

Strategies to promote positive behaviour

- **Inclusive classrooms:** all of our classrooms are designed to enable all children to achieve success. All classrooms have:
 - A visual timetable
 - Sensory support systems (wobble cushions, fiddle tools, sand timers, ear defenders)
 - Regular movement breaks
 - A calm reading area
 - Zones of regulation prompts
- **First attention to best conduct:** use positive, specific praise such as "wonderful walking" or "brilliant listening"
- **Reminders and praise:** children will be privately reminded of expectations if they are not meeting them, with an emphasis on gentle redirection.
- **Calm Cabin:** the calm cabin is a space in school where our children can develop skills to support successful inclusion in the classroom and wider spaces of the school, including the playground. Children can access the calm cabin for check ins / transitional support / a place to reset before returning to the whole class setting
- **Hobbit Hut:** our sensory room provides a place of calm for children to reset

Low level disruption

1. **Reminder:** Private reminder about the behaviour and what the child can do differently
2. **Reset:** The child will be given a further reminder and provided with an opportunity for a reset, a short time out of the classroom with an adult to discuss the incident.
3. **Reflection:** If the behaviour persists, children will miss their next break/lunch and complete a restorative conversation with the staff member who was impacted by the behaviour, discussing what happened, how it affected others and how to put things right.

Behaviour support for vulnerable pupils

The school recognises that behaviour may be influenced by social, emotional, mental health, safeguarding, trauma or other vulnerabilities. Staff will seek to understand and support underlying needs whilst maintaining high expectations for behaviour. The school recognises its duties under the Equality Act 2010. Reasonable adjustments will be made where appropriate to ensure that pupils are not disadvantaged and that behaviour expectations, support and consequences are applied fairly and proportionately. Staff will work closely with the SENCo, parents/carers and other relevant professionals when concerns arise.

Managing serious behaviour

When serious behaviour occurs, such as swearing or physical actions or altercations, SLT will intervene directly and parents will be informed.

Authorised staff may use reasonable force where necessary to prevent a pupil from:

- hurting themselves or others
- damaging property
- causing serious disruption

Any use of reasonable force will be proportionate, reasonable and recorded in line with school procedures.

- **Immediate support:** SLT will provide direct support to the child and spend the next breaktime / lunchtime completing a reflection with the child
- **SLT check in:** If necessary, the child will check in with SLT at each breaktime and lunch time for a designated period
- **Behaviour support plan:** If behaviour persists, a support plan will be developed by SLT and parents

Searching, screening and confiscation

School staff may search a pupil or their possessions where there are reasonable grounds to suspect that the pupil may have a prohibited item, in accordance with DfE guidance "Searching, Screening and Confiscation".

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- e-cigarettes or vapes;
- fireworks;
- pornographic images; and
- any item that could be used to commit an offence or cause injury or damage.

Any prohibited items found will be confiscated and dealt with in accordance with statutory guidance. Where appropriate, the police or other agencies will be informed.

Suspension and Permanent Exclusion

In some cases, behaviour may be deemed as serious enough to warrant more serious sanctions. The Headteacher will consider all relevant circumstances before deciding whether suspension is appropriate.

If a pupil fails to comply with the above sanctions, and this then has a negative impact on their learning and the learning or safety of others, or they have committed a more serious or dangerous offence in school, SLT may choose to impose an internal exclusion or suspension.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour. DfE

- **Internal exclusion:** This is a half-day or an agreed timescale away from the child's class and playtimes with appropriate supervision and support. The pupil would carry out learning within this time and be given a break at a time different to other pupils. Parents/carers would be informed by telephone call and letter.
- **Suspension:** a suspension would be given under the following circumstances:
 - Physical assault against a pupil or adult
 - Verbal abuse or threatening behaviour towards a pupil or adult
 - Use of, or threat of use of an offensive weapon or prohibited item
 - Bullying
 - Racist or sexist abuse
 - Abuse relating to disability

A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year.

- **Permanent Exclusion:** A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a

serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school

Appendix 1 – Pre-emptive stage for behaviour management

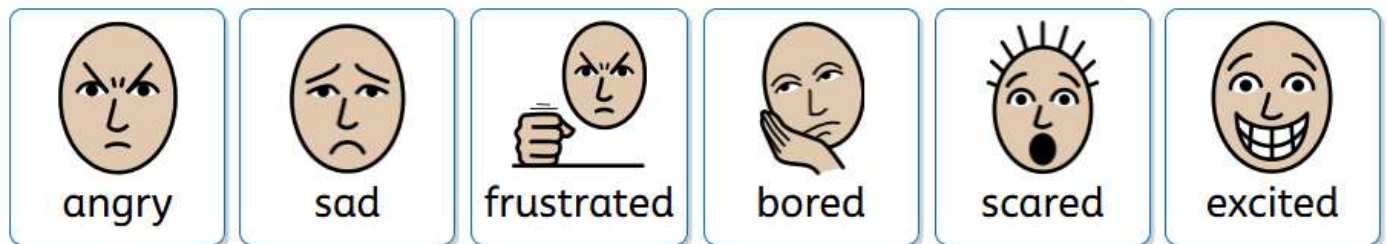
It is important that all adults recognise that they play a key role in teaching and reinforcing appropriate social and learning behaviours which support children to meet the behaviour expectations in school. Children need to feel that the adult has dealt with them fairly and given appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection (delivered factually not emotionally) will help to ensure that children are encouraged to meet the behaviour expectations. The following strategies should be evident and embedded in everyday practice around school:

- Teach/use clear classroom routines: seating plans, lining up, coming into class. These need to be regularly practised and rehearsed so that they are habitual.
- Build the relationship: listen without giving advice/opinions, show you understand how a child feels “I can see you are cross....”, reject the behaviour, not the child.
- Build children’s self-confidence: find out what they are good at, give them responsibilities, have them keep records of new things they learn and can do, photocopy good pieces of work for them to take home.
- Acknowledge when children are demonstrating expected and prosocial behaviours and use specific recognition such as: “I like the way you put your hand up to answer the question”.
- Behavioural direction and “take up time”: Use child’s name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thank you, keep direction brief: “Jake, turn around, thank you”
- Use “First...then...”: This keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- Chunk tasks (verbally and visually): “Write the date and the first sentence - I’ll come back to check in with you in 5 minutes”.
- Be consistent, insistent and persistent. Remember that building a positive relationship is fundamental.

Reflect and Reset

What happened?

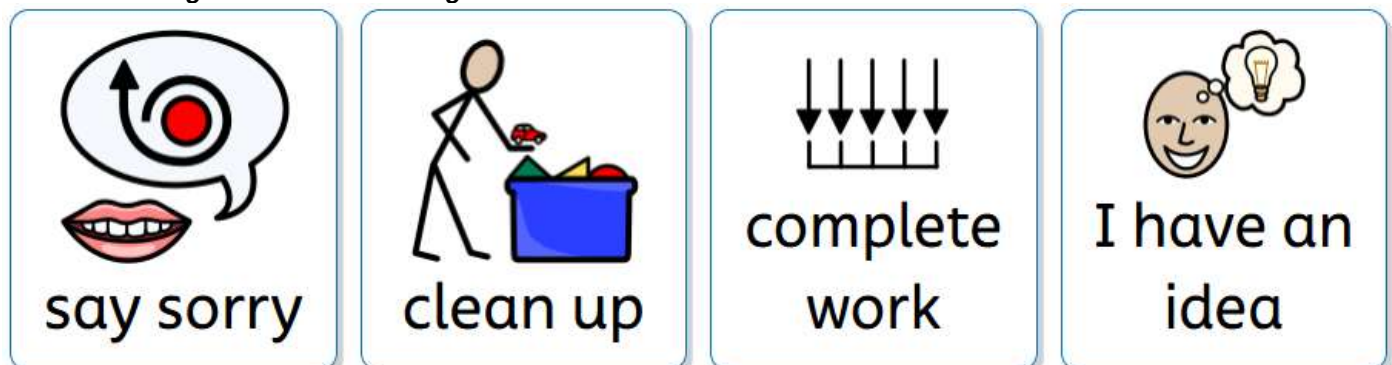
How were you feeling?



What was the impact of your choice?



How can you make it right?



Name of staff member:

Date:

READY – RESPECTFUL – SAFE

COMMUNITY We care for each other and our school.	COMPASSION We are kind, understanding and considerate.	CURIOSITY We are enthusiastic, engaged and ready to learn.
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MAKE THE RIGHT CHOICE



You are meeting our expectations. Thank you.

- Values tokens → values slips → work towards **BRONZE (25)**, **SILVER (50)**, **GOLD (100)**

REMINDER

A quiet, private reminder.

What expectation am I not meeting? What can I do differently?

RESET

A clear reminder of what needs to change and a short time to reset

Am I being ready? Am I being respectful? Am I being safe?

REFLECTION

A restorative conversation at break or lunch time.

What happened? Who was affected? What could I have done differently? How will I put it right?

- Reflection Sheet sent home
- Return to classroom positively

SERIOUS BEHAVIOUR

PHYSICAL BEHAVIOUR OR SWEARING

Serious behaviour **does not** follow the usual warning sequence → **SLT involvement**

- SLT break/lunch time reflection
- SLT check in every break/lunch time
 - Parent/carer contact
 - Behaviour plan
- Suspension, where appropriate

EVERYONE GETS A CHANCE TO RESET.

REMIND → REFLECT → REPAIR → RESET

Rooted in community, growing through curiosity, guided by compassion.