

Attachment Aware Behaviour Policy

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Paddox Primary School is an attachment-aware school, which means we focus on building positive relationships between children and staff to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils self-regulate their own emotions and behaviour. Through this, we actively encourage reflective thinking and help pupils understand their own emotions and feelings and make positive choices.

Underpinning our behaviour policy is the belief that exemplary behaviour is at the heart of productive learning. Our behaviour policy guides staff to teach self-motivation and self-discipline, not blind compliance. We believe that exemplary behaviour is not about being passive, quiet, following rules and doing what you are told. Instead, we guide children to manage their conduct calmly and courteously, act responsibly, try their best and encourage those around them to do the same.

Children learn this through modelled good practice. All adults model positive learning attitudes, develop harmonious relationships with the children and accept responsibility when they make mistakes. We believe that behaviour is learnt and therefore can be changed or re-learned.

2 Aims

Paddox is a place where everyone is valued and cared for. We aim to enable everybody to achieve their full potential: intellectually, physically, emotionally, morally and spiritually.

We deliver this through the following values:

- **R**especting all who contribute to our school community
- **E**ncouraging excellence and enjoyment in the academic and extra-curricular life of school.
- **A**chieving high-quality results, through good progress, ensuring each person is the very best they can be.
- **C**aring for each other and embracing the differences that make each person special, while promoting and protecting the emotional well-being and mental health of all.
- **H**ard work which fosters a lifelong love of learning

3 Objectives

The objectives of this policy are:

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that agreed boundaries of acceptable behaviour are clearly understood by all learners, staff and parents
- To maintain a calm and purposeful working environment
- To help learners to become resilient, and self-disciplined, accept responsibility for their actions and make positive choices.
- To ensure that all adults take responsibility for managing behaviour and follow up on any issues personally

4 School Rules

We have three school rules that everyone is expected to follow. These are:

“Ready, Respectful, Safe”

We have discussed with our children what these words mean, how they can use these words to help them in school and what their behaviour may look like when they are ready, respectful and safe. This is what they think:

We are **ready** to learn: we arrive at school on time, we have our equipment ready, we line up when we are asked and we show that we are listening.

We are **respectful**: we listen when others speak and we speak to everybody showing respect. We also respect the property of our friends and the school.

We are **safe**: we safely move around school, we follow instructions to keep ourselves safe around school and on school trips, we use equipment safely and we stay safe online.

We are supportive of each other, as we work collaboratively, to ensure we are all ready, respectful and safe.

5 Policy Links

- SMSC / PSHE policy
- Equality policy
- Health and safety policy
- Safeguarding policy
- E-safety policy

6 Roles and Responsibilities

All staff will:

- Meet and greet at the door.
- Refer constantly to 'Ready, Respectful, Safe'.
- Model positive behaviours and build relationships.
- Use an approach that recognises positive behaviour throughout the day
- Remain calm and give 'take up time' when going through the stepped approach.
- Aim for prevention before sanctions.
- Use the Dojo point system of rewards to recognise positive behaviour and promote others to do the same.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore, or walk past, learners who are behaving badly.
- Operate principles of restorative practice with all pupils.

Senior Leaders will:

- Drive consistency and certainty that ripples through every interaction on behaviour in school
- Be a visible presence around the school, especially at transition times
- Celebrate staff, leaders and learners whose effort goes 'above and beyond' expectations
- Support staff in managing learners with more complex needs

- Support and empower staff to have restorative conversations
- Actively use the Class Dojo point system of rewards to recognise positive behaviour and encourage others to do the same.
- Stand alongside staff members, showing a united front, and empowering them to take ownership of the behaviour within their own class.
- Use CPOMS to track behaviour data and target and assess school-wide policy and practice.
- Ensure induction of new staff in this policy

Pupils will:

- Follow the school rules of "Ready, Respectful, Safe"
- Take growing responsibility for their environment and for their own learning and conduct.
- Be a good role model to others.
- Participate in restorative conversations with class teachers if they encounter difficulties and complete a written restorative conversation when required.
- Use the friendship bench if they want to play with new friends.

Parents will:

- Provide support for the discipline within the school and for the teacher's role.
- Be realistic about their children's abilities and offer encouragement and praise.
- Participate in discussions concerning their children's progress and attainments.
- Reinforce the expected standards of behaviour on the school site with their own children.
- Model expected behaviours while in and around the school site.
- Be open-minded and willing to have honest conversations with the child's class teacher about behaviour.

7 Expected Behaviour of Visitors and Families on School Premises

At Paddox Primary School we aspire to excellence for the whole community, celebrating the strengths and unique qualities of every member of our school. We want children and staff to enjoy coming to school and to feel safe, healthy and confident in doing so.

To help us maintain our high standards of pupil behaviour, it is important that we all set good examples of the very best behaviour in school. Visitors, parents, carers and family members must behave with respect towards pupils and staff when in our school buildings, in the playground or anywhere on the school site

Examples of behaviour of adults (and children) which are not acceptable in our school, this is not an exhaustive list, include:

- Verbal abuse of staff, either in person or over the telephone
- Sending rude or demanding written messages to staff
- Unwelcome physical contact and/or intimidation towards a member of staff or pupils
- Swearing or use of discriminatory language
- Writing defamatory messages about the school or members of our school community, including and not limited to on social media
- Turning up to school and demanding an immediate meeting.

Procedure

All staff, volunteers and members of our school community have the right to work without fear

of violence or intimidation. In those rare cases where unacceptable behaviour occurs by any individual on the school site, there are actions that the school can and will take where deemed appropriate, for example:

The head teacher or other member of senior staff will try to resolve the situation. If this is not possible, a formal letter will be written to the parent or carer setting out the school's concerns. In both cases, a warning will be given that a repeat of such behaviour will lead to action being taken, and that this could include restricting access to the school's premises (without impacting on child's attendance).

During the discussion with the family member/visitor, they will be given a copy of the school's complaints procedure and encouraged to use this if the situation cannot be resolved by the initial discussion. If a complaint is received following the discussion/meeting with the Headteacher/senior staff member the complaint will be dealt with through the normal complaints process.

In the unlikely event that the unacceptable behaviour is repeated/continues, where there is an act of violence or other action deemed in violation of this policy, a parent, carer or visitor may be barred by the head teacher or Chair of Governors from the school premises. Any such barring shall be reviewed by the Governing Board within 2 weeks and may be extended.

The school will assess if any behaviour requires intervention by the Police, the Local Authority or other professional bodies immediately or retrospectively.

8 Our Approach:

At Paddox, we strive for consistency in everything we do. Every adult regardless of role, should follow, the same consistent approach to managing behaviour. It is everyone's responsibility to promote a positive and orderly environment where everyone can flourish.

Transitions

At Paddox, all children and staff are expected to show '**Wonderful Walking**' when moving around the school. They walk quietly and sensibly, ensuring they are following our school rules at all times. Everyone walks on the left-hand side using a quiet voice.

When lining up, children should stand in alphabetical order, facing the person in front, with hands by sides and voices off. This is known as '**Legendary Lining up**'.

Class teachers can use breaktime, lunchtime or REACH time to practice these whole class transitions if necessary.

Classroom Management

At Paddox, all children are expected to maintain high classroom expectations, ensuring our ethos and rules are at the heart of what we do. In order for teachers to establish and maintain these expectations they use a variety of individual techniques. These techniques however, will be based on our no shame, attachment aware approach.

9 Rewards and recognition for effort

We recognise and reward learners who go 'over and above' our standard expectations. 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. To celebrate learners showing our REACH values we will be awarding Dojo points, using Class Dojo.

Reward	Purpose	What it looks like	Key notes
Verbal feedback	<p>To recognise positive behaviour or excellent effort in work.</p> <p>To celebrate the child in assembly for collecting a specific number of dojo points.</p>	<p>"Thank you for holding the door open for me Preeyanl, that is very kind of you. When you get back to the classroom, you can collect a dojo point for showing excellent manners."</p> <p>"Amira and Otis are being super role models by demonstrating Wonderful Walking. When we are back in the classroom, you can collect a dojo point from me."</p>	Only one point to be awarded at any one time. Awarding points may encourage others to show positive behaviours, thus growing a culture of good behaviour built on praise.
Classroom praise Public/private	<p>To give positive and specific feedback / celebrate the child</p> <p>To promote positive behaviour for everyone to follow</p>	"Well done Joseph, super clear reading. Your use of intonation for the different characters really helped me to identify what they were each feeling."	This can be public or private dependent on the circumstances and individual needs of the child.
Send child to another teacher to show work / receive praise	To share and celebrate child's achievements.	"Wow Lucy – you've gone over and above! Go and show Mr T your amazing work!"	This can be particularly motivating for children who have built positive relationships with a range of adults within school.

Phone call / note / email sent home / postcards	To maintain positive home/school relationships. To share and celebrate child's achievements.	All staff have access to SIMs for parent emails and phone numbers. All parents have staff email addresses.	This allows parents to reward children for going over and above in whatever way they see fit.
Gold sticker from headteacher	To recognise particularly outstanding work or behaviour, linked to the school REACH values.	Child is sent / brought to the headteacher's office to show work / recognise behaviour. Work is awarded a gold sticker and put on display board outside headteacher's office.	This is a really special award for going 'over and above' what is expected. Be careful not to use it as a bribe, e.g. "If this is really good, we can go and show..."
Celebration Assemblies	To share and celebrate collective achievements within the class each week.	During weekly celebration assemblies, each class teacher gives a summary of the successes of the class, linking to the value shared in the weekly values assembly. Individual children's successes can also be recognised and celebrated.	
REACH time	To encourage children to work hard and meet expectations set out by the teacher.	All classes have 20 minutes a week to do a chosen activity (e.g. Play outside, iPad time, colouring).	If a child has not met the minimum expectations for a piece of work (accounting for individual needs), they must use this time to catch up on it (as identified by the teacher). This time can also be used to reinforce whole school expectations.
Whole class reward every half term.	To encourage children to work hard and earn dojo points for their class.	For every 50 Dojo Points a child's class will be entered into a draw, at the end of a half term one class in each phase will earn a whole class reward.	Classes choose their reward from student-led and agreed list. <ul style="list-style-type: none"> • Bring something from home for REACH • Extra playtime

			<ul style="list-style-type: none">• Arts and crafts Afternoon• Lego kits• Slippers day
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10 Procedures for managing behaviour

All staff should recognise that behaviour is a form of communication. Engagement with learning is always the primary aim. For most children, a gentle reminder and a nudge in the right direction is all that is needed. We start by:

- Putting relationships first
- Taking a non-judgemental, curious and empathic attitude towards behaviour. We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.
- Maintaining clear boundaries and expectations around behaviour.

However, we understand that occasionally children will behave inappropriately for whatever reason. When children display this behaviour, there are several layers of consequences in place to encourage them to manage their behaviour positively.

In cases of dysregulation, we employ a progressive approach to consequences. Below is a list of consequences we may use one or more of the following sanctions in response to unacceptable dysregulation, this is by no means an exhaustive list:

- Verbal Reminders and Discussions:
 - An initial step to address and understand behaviour.
- Restorative Conversations, written and verbal:
 - These conversations can take place during break time, lunchtime, or REACH time, whichever is more suitable for the child.
- Parental Involvement:
 - Possible escalation if necessary, this could be via phone calls, emails, letters or face-to-face conversations.
- Meeting with school staff, parents and child if necessary:
 - For serious or repeated dysregulation. To address behaviour and develop a tailored improvement plan.

All adults in school should use the reward and recognition system to encourage good behaviour.

To support with this, staff have a procedure they can follow regarding written restorative conversations and informing and involving parents with challenging behaviour.

Every three restorative conversations, teachers will send an email (Appendix 1) home to inform parents of the child's behaviour. If the behaviour continues, after another two conversations, teachers will send a paper letter (Appendix 1) home. If the behaviour still persists, teachers are encouraged to arrange a meeting with parents/carers and the child (where appropriate) to discuss the behaviour, alongside the class teacher and behaviour lead.

Pupils with significant emotional and behavioural difficulties will have individual education plans drawn up to meet their needs.

Children who are unable to engage with normative disciplinary practices Where children are unable to engage with a restorative practices approach, because of immaturity, for example caused by developmental trauma, alternative strategies need to be implemented. These children will be known by their class teacher and are likely to have a regularly reviewed PIP (Positive Intervention Plan) in place. The PIP should be shared with all staff who come into contact with the child.

The PACE approach (Playfulness, Acceptance, Curiosity, Empathy) will be used in these cases, with an emphasis on nurture rather than reward, punishment or separation from the group. Removal or exclusion of any type simply reinforce the child's perceptions of being unworthy and unlovable, and invoke shame, so the child should be brought closer to the teacher or key worker at times of stress rather than removed from them, so a 'time in' rather than 'time out'. If they need to be removed from a room or situation, this will have a positive emphasis and will focus on re-establishing a calm state and reconnecting with key adults. Engagement with external agencies will also be sought where necessary.

Managing Dangerous Behaviour

Use of Reasonable Force

The Department for Education document 'Use of reasonable force: Advice for headteachers, staff and governing bodies' from July 2013 provides clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of headteachers and governing bodies in respect of this power. Schools do not require parental consent to use force on a student.

The key points of the document are:

- All members of school staff have a legal power to use reasonable force.
- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

At Paddox, we use the Team Teach positive intervention approach.

Suspensions and Exclusions

Following the Statutory DFE guidance, entitled: "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England" September 2022, school may consider exclusion for dangerous behaviour where necessary.

11 Anti-Bullying Policy

Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a 'TELLING' school. This means that anyone who knows that bullying is happening is expected to tell the staff. We are also a 'LISTENING' school and we are committed to listen to pupils and parents who report issues of bullying and to take their concerns seriously.

Definition of Bullying

The Anti-Bullying Alliance define bullying as "The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online."

Please note: Parents will be kept up-to-date throughout the whole process.
Details of the wellbeing team can be found in the Pastoral Flow Chart (Appendix 3).

Anti-Bullying Pledge

At Paddox Primary School, we have an Anti-Bullying Pledge, for all members of our school community to follow (Appendix 7).

Appendix 1: Example Email and Letter



13th October 2023

Dear Parent/Carer,

We really value our three school rules of being ready, respectful, and safe. We've noticed that your child hasn't been consistently following these rules, and we think it is important for all of us to work together to address this together.

Could you chat with _____ about their behaviour at school? Stress to them how important it is to stick to the school rules in all situations, from the classroom learning environment to break and lunch times.

During your conversation with _____, it would be helpful to explore any underlying reasons for their behaviour that may be influencing their ability to adhere to the school rules consistently. We understand that there may be personal challenges that could be contributing to this behaviour, and we would greatly appreciate it if you could inform us of any insights you gain during your discussion. Your input will allow us to better understand your child's needs and help us develop appropriate strategies to support them. Additionally, please ensure that your child is aware that this discussion is being held out of concern, with the shared goal of helping them become the best version of themselves.

Please inform us of the outcome of your conversation through the school's communication channels. We are eager to work with you to develop appropriate strategies and provide the necessary support to ensure that your child can fully benefit from their educational experience at Paddox Primary School.

Thank you for your cooperation and ongoing support.

Yours sincerely,

Class Teacher



Paddox



13th October 2023

Dear Parent/Carer,



I hope this letter finds you well. I am writing to inform you that we have noted some concerns regarding your child's adherence to our three school rules of being ready, respectful, and safe. It is important for us to address this issue promptly to ensure a positive and conducive learning environment for all students.

At our school, we strive to create a safe and inclusive environment where all students can thrive academically, socially, and emotionally. Our three school rules form the foundation for maintaining this environment, fostering respect, and encouraging responsible behaviour. However, it has come to our attention that your child may not be consistently following these rules.

We kindly request that you have a conversation with your child, reminding them of our school's expectations. Reinforcing these guidelines is vital to ensure that all children can actively participate in a safe, supportive, and effective learning environment. By working together, we can provide the best possible educational experience for your child.

During your conversation with your child, please try to determine if there are any specific reasons or circumstances that may be contributing to their behaviour. We understand that sometimes external factors may impact a child's ability to fully adhere to our school rules. If any issues or concerns arise during this discussion, I encourage you to share them with me. By cooperating and addressing these matters proactively, we can find appropriate strategies and support to help your child succeed.

As always, your involvement and support are crucial in maintaining a positive and disciplined learning environment. We greatly appreciate your continued cooperation in reinforcing the importance of our school rules with your child. Together, we can guide and inspire them to become responsible, respectful, and engaged members of our school community.

If you have any questions or would like to discuss this matter further, please do not hesitate to contact me. Thank you for your attention to this important matter.

Yours sincerely,

Class Teacher



Appendix 2: Emotion Coaching

Connect	Empathy Connect with child	"I am sorry to see you are upset"
Accept	Label emotion	"I'm wondering if you are feeling sad"
Reflect	Setting limits on behaviour	"It's okay to feel sad but it's not okay to pull someone's hair"
Empower	Problem-solving with the child / young person	"I'm thinking about what we could do to sort this out. What are your ideas?"

Appendix 3: Pastoral Support Team

Headteacher and DSL – Kate Guymer				
Deputy Headteacher – Jackie Unwin			Deputy Headteacher – Vicky Tant	
Assistant Headteacher (Behaviour and Attitudes, Pastoral and Pupil Leadership) – Jack Goodbody		SENDCO – Beth Thompson		Assistant Headteacher (Assessment and Staff Voice) – Martin Hickling
Pupil Premium Lead – Stephanie Ayris			Pastoral Support Manager - Kim Clarke	
EYFS Pastoral Phase Leader – Stephanie Bolton	KS1 Pastoral Phase Leader – Charlotte Withers	Year 3 and 4 Pastoral Phase Leader – Dominic Hammond	Year 5 and 6 Pastoral Phase Leader – Gemma Key	Pastoral Team – Grace Mills, Lisa King, Donna Allen
Deputy Safeguarding Leads – Jackie Unwin, Vicky Tant, Kim Clarke, Joel Baldwin, Jack Goodbody, Grace Mills, Bethany Thompson, Sue Chakrabarty, Kelsey Westgate				
Early Help Leads – Kate Guymer, Kim Clarke, Grace Mills			Educational Psychologist – Rachel Lander	School Counsellor – Liz Headley

Appendix 4: Classroom Behaviour Guidance

Managing behaviour in the classroom

Children are ready, respectful and safe.

Check in 1 - "I am just checking in to make sure,"

Pupil is starting to show signs of **low-level** disruption, eg. chatting, fiddling with equipment, generally off-task.

A friendly check-in made – “Are you okay?” “Do you understand?” Body language is really important here – thumbs up, smiling.



Check in 2 - "I am checking in for a second time,"

Pupil continues to show signs of **low-level** disruption.

‘Drive by’, quiet but firm, so attention is not drawn to them. “Stop, thank you.” – thank you implies they must do it, please suggests it is optional.

“Right now, you aren’t following the rule (*ready, respectful, safe*). Let’s turn this around.” Offer support and encouragement – continue to smile, this reminds them of the positive relationship you have with them.



Walk and Talk

Behaviour is now persistent and highly disruptive. Blue circle sent to the member of staff on behaviour duty. Staff member comes to support class while class teacher initiates a restorative conversation.

“Let’s go for a walk.”

CT to Speak to SENDCO to discuss
If a PIP is necessary.

Offer a change/job

No improvement in behaviour.

Offer a change – do not enforce.
E.g. a distraction job (take this to _____), move seat, work in quiet area, go to another classroom.

Restorative Conversation

If the member of staff on behaviour duty is unavailable and no cover for class is provided, initiate a restorative conversation in ‘private’.

Step outside the classroom with the child and encourage restorative practice.



Check in 3 - "I am checking in for a third time,"

‘Drive by’, quiet but firm, so attention is not drawn to them. “Stop, thank you.” – thank you implies they must do it, please suggests it is optional.

“Right now, you aren’t following the rule (*ready, respectful, safe*). Let’s turn this around.” Offer support and encouragement – continue to smile, this reminds them of the positive relationship you have with them. Remind child of the behaviours you want to see, talk about a time when they showed the desired behaviour and how much you are looking forward to them doing that for the rest of the lesson.

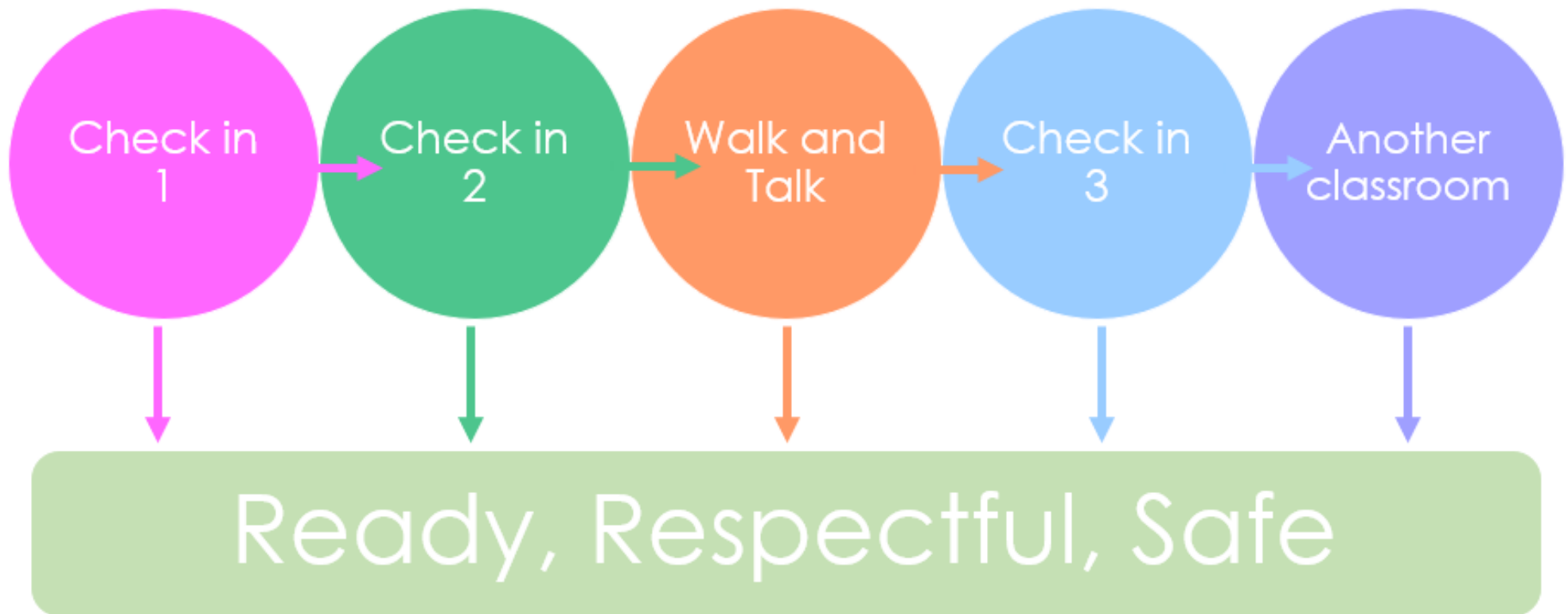


Another classroom

Child is sent to another classroom (phase leader where possible) to reflect on their behaviours and how this has impacted their class. After a restorative conversation with Phase Leader and or work is completed the child can return to their classroom.

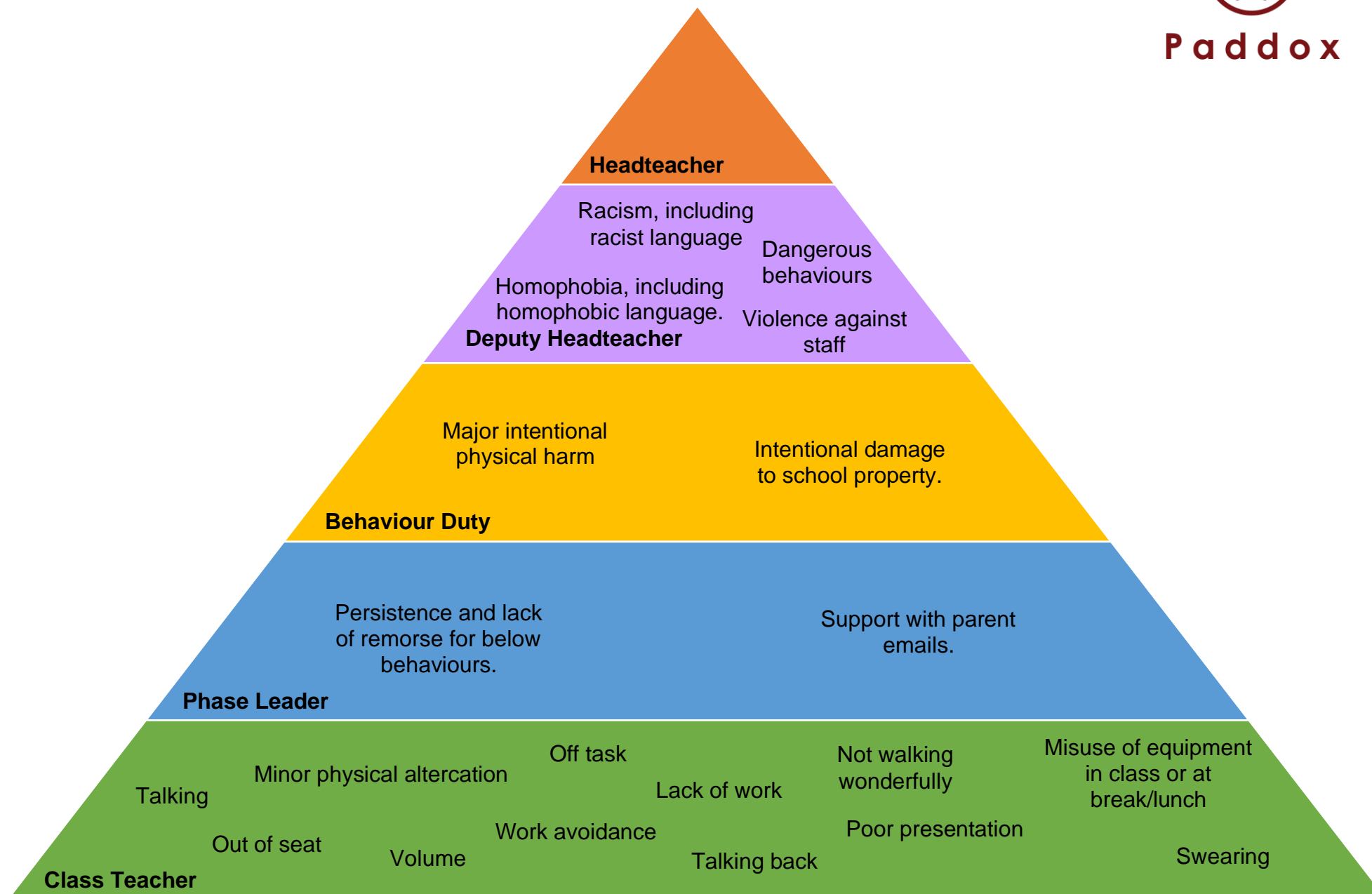
Line drawn under behaviour incident – it is not referenced to the child again by the class teacher.

Depending on the level of behaviour, parents will be informed by an email from the CT.





P a d d o x



Appendix 5: Managing behaviour at break times, lunch times and the orchard.

Children are ready, respectful and safe.

Low-level behaviour	Possible solution	Not working? Where to go next...
Friendship disagreement	Use emotion coaching strategies to get to the root cause and help guide the children with repairing their relationship.	Speak to the class teacher for advice at the end of lunchtime. In the meantime, suggest the children play a different game with a Play Leader but reassure them that you care and you will help to sort it out.
Disagreement over equipment	Use emotion coaching strategies to explain the importance of sharing. Remind children of the three rules, particularly being 'respectful' towards each other.	Remove the equipment from the scenario. Inform class teacher at the end of lunch time.
Running in the dining hall	Praise children who are walking sensibly. Remind children of the three rules, particularly 'safe' and explain gently why this can be dangerous. Ask the child to return to the starting point and walk sensibly.	MDS to praise positive behaviour of other children. Ask lead MDS so have a restorative conversation with the child. Speak to class teacher at the end of lunchtime.
Not using table manners	Praise children who are showing good manners. Remind others of the three rules, particularly showing 'respect'.	MDS to praise positive behaviour of other children. Ask lead MDS to have a restorative conversation with the child. Speak to class teacher at the end of lunchtime.



Medium-level behaviour	Possible solution	Not working? Where to go next...
Verbal altercation (e.g. Being unkind or rude to other children)	Use emotion coaching strategies to get to the root cause. Remind the child of the rule 'respectful' and the impact their words might have had on the other child. Allow opportunity for children to repair the relationship.	MDS to have a restorative conversation with the child. Speak to the class teacher at the end of lunchtime.
Improper use or damage to equipment	If using equipment incorrectly, gently remind children of the 'respectful' rule and model correct use if required. If damage has occurred on purpose , use emotion coaching strategies to find the root cause of the behaviour. When calm, explain the importance of 'respecting' equipment.	MDS to have a restorative conversation with the child. Remove the equipment from the scenario. Inform class teacher at the end of lunchtime.
Failure to demonstrate 'Legendary Line ups'	Remind of MABEL. Remind the children who are not lining up of the rule 'ready' and that if they are not showing 'Legendary Line ups' then they will spend part of the following lunchtime having to practise lining up. This must be specific to the children who are not lining up correctly.	Praise positive behaviour in the line. Inform class teacher at the end of lunch time.
Talking too loudly in the dining hall	Praise the children who are being quiet. "In the dining hall, we use our 'Table Voice' – this is so everyone can feel safe and their voices can be heard."	Ask lead MDS so have a restorative conversation with the child. Speak to class teacher at the end of lunchtime.

High-level behaviour	Possible solution	Not working? Where to go next...
Any high-level behaviours must be reported and recorded on CPOMS at the end of each lunchtime. There is an iPad in the staffroom which is specifically for lunchtime supervisors to use.		
Physical altercation (e.g. Pushing during sports game, hurting another child).	If the behaviour is dangerous, blow whistle and ask child to stop. Show the children you are calm and try to de-escalate the situation. Use the 'walk and talk' strategy to remove the child from the situation or if more appropriate remove other children away from the incident. Use emotion coaching strategies to get to the root cause. Remind the child of the rule 'safe' and the impact their actions might have had on another child. Allow opportunity for children to repair the relationship.	Send blue circle to member of SLT on duty. Speak to the class teacher at the end of lunchtime.
Refusal to follow adult instructions after reminders of 'ready, respectful, safe'.	Using the blue circle , seek help from SLT member on duty.	SLT member to phone or email home dependent on behaviours portrayed.

Please note: Children with specific SEMH needs will have their own individual Positive Intervention Plan (PIP) which will be shared with midday supervisors by the class teacher.

Appendix 6: Scripts

Managing Behaviour – Scripts

At Paddox, we operate under the mantra – “my classroom, my responsibility, my consistency”. All adults should use the following ‘micro-scripts’ to help manage behaviour within the classroom and around school.

Managing behaviour in the classroom script

- 1) A reminder of the task. **“Do you understand this? Do you need any help?”**
- 2) A reminder of the three rules **“Ready, respectful, safe”**
- 3) Use ‘drive by’ technique- home in, deliver message, drive on by. This should be direct and supportive: Quietly **“Stop... thank you. That behaviour is not following our rule about... I can see you are tapping your pencil/talking to your friends and that is stopping you being READY to learn...”**
- 4) Be EXPLICIT about what you want to see, using EXPECTANT language using the three rules where possible: **‘Joan, I expect you to be looking at the board ready to learn.’ ‘Oleg pencil down, eyes on me –being respectful.’ ‘Jennifer line-up in order, thanks – we keep safe that way.’**
- 5) Remind them of previous positive choices ... **“Remember how yesterday how you listened when... produced amazing... That’s the behaviour I want to see. I know you can do it.”**
- 6) Walk away and praise others for behaviour you want to see.
- 7) If they stop make sure you go back and recognise this positive choice later on.

Seven assertive sentence stems to set you off on the right foot!

- 1) You need to... (speak to me at the side of the room)
- 2) I need to see you... (following the agreed routine)
- 3) I expect... (to see your table immaculately tidy in the next two minutes)
- 4) I know you will... (help Kyra to clean the pen off her face)
- 5) Thank you for... (letting go of her hair, let’s walk and talk)
- 6) I have heard what you said, now you must... (collect your things calmly and move to the thinking spot)
- 7) We will... (have a better day tomorrow!)

A 30 second script

I noticed you are... (having trouble getting started/wandering around the classroom dabbling)
It was the rule about... (lining up/staying on task) that you broke.
You have chosen to... (move to the back / catch up with your work at lunchtime). **Do you remember last week when you...** (got that positive note / arrived on time every day)? **That is who I need to see today...**
Thank you for listening. (Then give the child some ‘take up’ time to follow instructions)

Restorative Practice

Five questions are enough for KS2. For younger children choose 2 or 3 questions, choose questions that the child will interact well with or questions that suit the behaviour seen leading up to the conversation.

Choose your restorative questions from the suggestions below:

1) What happened?

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgment.

2) What were you feeling at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes. (Visual prompts can be used for younger/ SEND children)

3) How have you felt since?

Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology.

4) How did this make other people feel?

The child may be unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath, it is important to shine a light on it.

5) Who has been affected?

The child may initially think it is only them but with some gentle encouragement they can help to see the bigger picture. You are teaching them to use their conscience.

6) How have they been affected?

You are teaching them to develop empathy with others.

7) What should we do to put things right?

In many restorative conversations, this is the point where the child may offer an apology, but don't force it. Even if an apology is the 'obvious' step from the adult's perspective, resist the urge to guide the conversation that way. Everyone knows a forced apology is worthless.

8) How can we do things differently in the future?

This will encourage forward thinking and visualisation. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

Three things to do when a pupil 'clams up'

Try using:

- 1) **"Ok, imagine if there were...** (people affected / a way of putting it right / things you could do differently). What would they be?"
- 2) 1-10 scales: **"On a scale of 1-10, how angry were you?"**
- 3) Offer a postponement and some support if the child is not ready to speak. **"I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later and have Mrs Tait sit with you and help you with the answers?"**

Phrases to reframe a confrontation

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

Appendix 7: Anti-Bullying Pledge



Paddock Primary School's Anti-Bullying Pledge



Paddock Primary School is a friendly, caring school. We believe that everyone has the right to feel happy and safe in school. **No-one deserves to be bullied.**

What is bullying?

Bullying is a behaviour repeatedly done by individuals or groups to hurt someone or to make them feel unhappy.

Bullying can be:



Verbal



Physical



Cyber

At Paddock:

We make a commitment to take a stand against bullying.

We will treat others with respect and kindness.

We will have the compassion to not bully others and the courage to not be a bystander.

It is our responsibility to help others being bullied and to report bullying.

If you or someone else is experiencing bullying behaviour, the best thing to do is **tell**;

Who?

A teacher, a TA, a midday supervisor, a friend, the headteacher

What?

What happened?
Who was involved?
When did it happen?
How often did it happen?

How?

Use your peg to speak to an adult. Tell all of the facts. Write it down if you are worried about saying it out loud.

What will happen once bullying behaviour has been reported?

Class teacher to speak to both children separately, and then speak to them together. Use a restorative approach to help them to re-build a positive relationship.

Parents will be kept up to date throughout the whole process.

Class teachers to continue to monitor any cases of bullying.


If it is not resolved, raise concerns with Phase Leaders to feed into the Wellbeing team.

If the child needs further support (eg. Social skills, anxiety etc), seek guidance from the Wellbeing Team.

If bullying continues, both sets of parents and children to meet with Headteacher.

If the children or parents feel that a suitable outcome has not been reached, they must follow the Schools Complaints procedure and speak to Governors.


Appendix 8: Behaviour on a Page



**Respect
Encourage
Achieve
Care**

Paddox

Behaviour at Paddox Primary



Brambles

We use restorative conversations to regain trust and build empathy within our pupils. Our restorative conversations are under pinned by eight key questions.

1) What happened? It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgment.	2) What were you feeling at the time? This reflection helps the pupil to reconsider their actions and replay their thought processes. (Visual prompts can be used for younger/ SEND children)
3) How have you felt since? Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology.	4) How did this make other people feel? The child may be unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to shine a light on it.
5) Who has been affected? The child may initially think it is only them but with some gentle encouragement they can help to see the bigger picture. You are teaching them to use their conscience.	6) How have they been affected? You are teaching them to develop empathy with others.
7) What should we do to put things right? In many restorative conversations, this is the point where the child may offer an apology, but don't force it. Even if an apology is the 'obvious' step from the adult's perspective, resist the urge to guide the conversation that way. Everyone knows a forced apology is worthless.	8) How can we do things differently in the future? This will encourage forward thinking and visualisation. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

Depending on the age and understanding of the pupil we will use all or some of the questions in our restorative conversations. For younger children 2 or 3 questions can be enough.

At Paddox we are:

- **Ready**
- ⇒ We are **ready to learn**: we arrive at school on time, we have our equipment ready, we line up when we are asked and we show that we are listening.
- **Respectful**
- ⇒ We are **respectful**: we listen when others speak and we speak to everybody showing respect. We also respect the property of our friends and the school.
- **Safe**
- ⇒ We are **safe**: we move around school in a safe manner, we follow instructions to keep ourselves safe around school and on school trips, we use equipment safely and we stay safe online.

Our ethos

Our aim is to enable every child to achieve their full potential: intellectually, physically, emotionally, morally and spiritually.

We deliver this through the following values (REACH):

- Respecting all who contribute to our school community
- Encouraging excellence and enjoyment in the academic and extra-curricular life of school.
- Achieving high quality results, through good progress, ensuring each person is the very best they can be.
- Caring for each other and embracing the differences that make each person special, while promoting and protecting the emotional well-being and mental health of all.
- Hard work which fosters a life-long love of learning.