Charlton Kings Junior School

Behaviour Policy

Governor Committee Responsible:	Full Governing Body	**Governor Lead(s)**:	Head teacher
Status	Statutory	**Review Cycle**	Annual
Last Review	October 2026	**Next Review Date**	October 2027
Date ratified:			

Document Version Control:

Issue No.	Issue Date	Summary of changes
1	October 2025	Amendments to Rewards section and Appendices 2 and 3
2	October 2026	Amendments to use of reasonable force and restrictive interventions

This policy is written in line with the DfE guidance, 'Behaviour and discipline in schools', January 2016 and acknowledges the school's legal duties under the Equality Act 2010 in respect of safeguarding and pupils with SEND. An update has been included following the publication of KCSIE 2025 and the September 2022 DfE update on behaviour including exclusions, searching and confiscation.

Rationale

We believe that good behaviour is pivotal to a school's success and is promoted through the creation of a happy caring environment where everyone feels valued, respected, secure and free from all forms of anti-social behaviour. We will actively promote fundamental British values[1] through our teaching and wider curriculum.

Our behaviour curriculum encourages pupils to achieve in a learning environment where self-discipline is promoted and good behaviour is the norm. We believe pupils are more able to achieve their full potential in a happy, stimulating and ordered school environment. We understand and consider both learning and general behaviour are linked directly to a child's success.

The views of the children in our school are key in establishing effective policies and procedures. As such, the School Council, and others, routinely discuss the impact and effectiveness of this policy and adjustments are made accordingly.

Aims

Our vision is to ensure our children are exceptionally well prepared for the next steps in their lives. We aim to provide them with the knowledge and skills they need to be successful, enthusiastic learners and responsible individuals. We will do this by providing a positive, safe and stimulating environment where all are included and achievements are celebrated.

[1] Promoting Fundamental British Values as part of SMSC in schools Departmental Advice 2014

To achieve our vision, our behaviour policy has the following aims:

- To create an ethos that enables everyone in the school community to feel valued and respected.
- To encourage empathy.
- To promote good behaviour by forging sound working relationships with everyone involved with the school and seek to address any situations in which this behaviour is not established.
- To promote self-discipline and appropriate regard for authority among pupils and respect for all.
- To prevent all forms of bullying among pupils by encouraging good behaviour and an open atmosphere based on respect.
- To ensure that pupils complete assigned work to the best of their ability.

Principles

The behaviour curricula objectives of the school will only succeed if there is a strong and clearly understood behaviour policy that has a positive effect on children's behaviour. The guiding principles of our policy acknowledge that:

- Parents/carers are the child's first educators and continue to have a powerful influence on their child's learning whilst in school. It is therefore essential that staff and parents should work together closely.
- Positive relationships between staff and children are vital. By staff getting to know the children as individuals they will become aware of their interests and needs. They will then be better able to monitor progress and offer caring and formative guidance to the child.
- The development of a broad and engaging curriculum that appeals to all children is linked directly to pupil engagement in learning.
- We wish to promote full involvement of children in the life of the school. This encourages a sense of ownership and a feeling that this school belongs to us all.
- The school fosters attitudes based on respect. Pupils are encouraged to value themselves and others equally, to develop self-confidence and self-reliance and to realise their own self-worth – encompassed by the school motto, 'Believe in Yourself'.
- A positive ethos, promoted by good behaviour and demonstrated by all, needs to pervade the school at all times.
- The opinions of parents and the community about the effectiveness of the school are strongly influenced by the behaviour of the children.

School Expectations

Everyone will act with courtesy and consideration to others at all times

In addition, we encourage the following:

Always try to understand others people's point of view

- Respect other people's ideas and beliefs, listen and seek to understand other people.

Always show politeness to others

- Always be prepared to share and take turns.
- Always allow people their own space and time to reflect.
- Always use acceptable language.

In class, make it as easy as possible for everyone to learn and for the teachers to teach

- Help to make the classroom a pleasant and friendly place of work.
- Co-operate in class and help others when appropriate.
- Consider people who are working and do not disrupt or interrupt them.

- Take care of all things. Care for your own possessions and those of other people.
- Have respect for quiet areas and quiet times.

Move quietly about the school

- Walk inside the building and be ready to help by opening doors and by allowing others to pass.

Take pride in yourself and in the school

- Take pride in all you do.
- Welcome visitors to the school in a warm and friendly way.
- Try to be neat and tidy at all times and keep the school clean.

Out of school we all should remember that the school's reputation depends on the way we behave; we act appropriately to maintain the outstanding reputation of the school at all times.

Out of school hours, behaviour, including that which takes place away from school premises, which could damage the reputation of the school, or could adversely affect the safety and well-being of children within it, may lead to disciplinary action, including exclusion.

See Appendix 1 for Daily Rules and Routines

How Adults Can Influence Behaviour

It is important that all adults in the school act as a positive role model for the children. In order to do so we must remember to:

Teachers and school staff:

- Set an example through dress, manner, courtesy and care. Always engage in positive interaction in front of adults and always have separate meetings away from children if the meeting may require discussion.
- Always speak positively about the school in front of and to children.
- Focus on what is going well.
- Give praise where appropriate. Try to praise the child immediately when they are behaving as required.
- Draw attention to **good** behaviour.
- Give clear and regular reminders of what we expect.
- Make it clear that it is the inappropriate ***behaviour*** that is not acceptable, not the child.
- Take time to listen to the children as well as give guidance.
- Teachers must uphold the Teachers' Standards and be in full compliance with the most recent version of the School Teachers' Pay and Conditions Document.

Parents and Carers:

- Parents are expected to support the school by adhering to these standards and rules when on the school site.
- Parents are expected to support the school by making arrangements that ensure their children do not arrive at school before 8.15 unless they are attending the Breakfast Club.
- Parents are asked to arrange collection of their child as soon as possible, if they show any symptoms of illness at school.

In September 2019, the staff agreed a Behaviour Blueprint to summarise the expectations of behaviour in the school and this is attached as an appendix to this policy. See **appendix 3** Behaviour Blueprint.

Rewards

The school expects and achieves high standards. Rewards are used therefore to reinforce and promote good behaviour and are acknowledged in a variety of different ways:

- Immediate teacher approval (praise, smiles, House Points, stickers etc.)
- Children giving verbal praise to their peers
- Written comments on work
- Sharing work in Celebration Assemblies
- Showing work to the class; having work on display
- Receiving recognition from the Head/Deputy Heads/SLT
- Sending the child to share work with another class or adult
- Giving a special job or responsibility to the child
- Positive feedback to parents (making this intention clear to the child)

Within our school, the types of rewards given are drawn from some key approaches:

Whole School House Reward System

Each child belongs to a house. The purpose of this sense of belonging is to foster community, teamwork, and school pride, encouraging positive relationships, healthy competition, and a supportive environment where every pupil feels valued and connected. Each child can earn house points to recognise effort, celebrate achievements, encourage positive behaviour, and contribute to the collective success and pride of their house. This sense of belonging helps children feel valued, supported, and part of a wider community, fostering collaboration, mutual respect, and a sense of responsibility for themselves and others. The house with the most house points at the end of the term will receive a non-school uniform day in recognition of their collective effort, teamwork, and commitment to upholding the values of the school.

Year Group Reward Systems

Within their year groups, teachers may also design their own reward system to create a special sense of belonging within each class, celebrating individual and group achievements in a way that is meaningful to their children.

Whole School Merit Reward System

To enhance and celebrate achievement, children can earn merits, which are celebrated in a whole-school assembly. These merits recognise outstanding effort, achievement, or demonstration of the school's values, motivating pupils to strive for excellence and fostering a sense of pride and accomplishment across the whole school community. As children earn merits throughout their school journey, they are then rewarded through a series of badges that acknowledge their consistent efforts and achievements: Red 'Merit' badge (4); Silver badge (8); Gold badge (12); Platinum badge (16); and finally Diamond badge (20).

Golden Envelopes

To acknowledge when a child has made an exceptional effort towards a piece of writing, a teacher can award a 'golden envelope' which celebrates that writing both in a whole-school assembly and through a letter and copy of the writing which is sent home for the child's parents to be able to read and celebrate too.

These rewards are all acknowledged during the school's weekly Celebration Assembly. At this time, We also celebrate achievements outside of school, as well as personal development, recognising pupils' successes in sports, arts, community involvement, and other extracurricular activities, as well as their growth in character, resilience, and

social skills. This approach ensures every child's efforts and progress are valued, both academically and personally, fostering confidence and a sense of pride.

*NB – Teachers will monitor the giving of high-level rewards, such as Golden Envelopes and Merits, to promote consistency within and across classes as well as providing this opportunity for all children.

Screening and Searching Pupils

- School staff are permitted to confiscate items from pupils when dealing with misbehaviour. Such items can be retained and returned at later date (or to a parent) or disposed of as long as it is reasonable in the circumstances.
- If a member of staff feels a pupil should be searched, they should speak to the Headteacher (or another member of the SLT in the Headteacher's absence). Any search will be carried out by a member of the SLT accompanied by another member of school staff.
- If prohibited items, such as illegal substances or weapons, are found on pupils, they will be confiscated and handed to the police as appropriate. Designated staff members have the power to search without consent for prohibited items and to use reasonable force to conduct a search.

The use of reasonable force and restrictive interventions

This section forms part of the school's Behaviour Policy and is written in line with Section 550A of the Education Act 1996 and the DfE guidance *Use of reasonable force in schools* and *Restrictive Interventions, including use of reasonable force in schools (April 2026)*. It should be read alongside the school's Child Protection Policy. The school is committed to ensuring that restrictive interventions are only ever used where absolutely necessary to safeguard children or others, and that practice is child-centred, trauma-informed, and focused on the least restrictive response.

The school recognises that normal and appropriate physical contact between staff and pupils is sometimes necessary and appropriate in a school context. This includes non-restrictive contact such as guiding a child by the arm or hand when they are at risk of harm, offering comfort or reassurance in a way that is appropriate to the child's age and needs, providing first aid, supporting learning activities (for example in practical subjects or physical education), and using positive, non-restrictive touch as part of pastoral care where this is safe, reasonable, and consistent with professional boundaries. Such contact is not considered a restrictive intervention where it is non-restrictive, supportive, and not intended to control or restrict the child's liberty of movement.

The school promotes a proactive approach based on positive relationships, early intervention, and de-escalation strategies to reduce the need for restrictive intervention. Staff are expected to use preventative approaches wherever possible, including clear routines, consistent boundaries, communication strategies, distraction, offering choices, and seeking support from colleagues at an early stage.

Restrictive intervention, including the use of reasonable force, will only be used as a last resort and only where there is an immediate risk of harm to the child or others, serious damage to property, or to prevent a serious criminal offence. At all times, staff must apply the following decision-making principles:

- **Is it necessary?**
- **Is it proportionate?**
- **Have we considered the child's welfare?**

These principles must underpin all decision-making and ensure that any intervention is justified, minimal, and in the best interests of the child.

Only staff who have received appropriate training should use restrictive interventions, and they must act in line with that training at all times. Staff at CKJS are trained in SHADES™ (Safe Handling and De-escalation Skills), a two-day certified training programme for professionals and carers designed to increase skills in managing high-risk behaviours through trauma-informed practice and reducing the need for physical restraint. This training emphasises de-escalation, relational approaches, and the safe, proportionate use of physical intervention only where absolutely necessary.

Actions following an incident of restrictive intervention
Following any use of reasonable force or restrictive intervention, staff must:

- ensure the immediate safety and wellbeing of all children involved
- provide reassurance and emotional support to the child
- check for and respond to any injuries, seeking medical attention where required
- support the child to regulate in a safe and appropriate manner
- inform the Designated Safeguarding Lead (DSL) and Headteacher as soon as possible
- complete a detailed written record on the same day, including:
    - context and triggers
    - de-escalation strategies used
    - reasons for intervention, including necessity, proportionality, and consideration of welfare
    - details of the intervention (type, duration, outcome)
    - impact on the child and any injury or distress
- inform parents/carers on the same day
- participate in a structured post-incident debrief
- reflect on practice and identify learning to reduce future incidents
- support restorative work where appropriate, including listening to the child's voice and experience

Senior leaders will review all incidents to identify patterns, consider additional support needs, and inform behaviour and safeguarding planning.

The school will monitor all incidents to identify patterns, reduce recurrence, and inform behaviour planning and safeguarding responses. The overarching aim is to reduce and, where possible, eliminate the need for restrictive intervention through effective early help, behaviour support, and inclusive practice.

The school recognises that restrictive interventions can have an emotional and psychological impact on children. Following any incident, there will be a proportionate review and, where appropriate, a restorative conversation and debrief with both staff and the child, ensuring that the child's voice and lived experience are understood and recorded.

The school recognises that children with Special Educational Needs and Disabilities (SEND), including those with communication differences, neurodevelopmental needs, sensory processing differences, or social, emotional and mental health needs, may be more likely to experience distress or dysregulation that could lead to situations where restrictive intervention is considered. In line with the April 2026 guidance, the school will take all reasonable steps to anticipate and reduce such situations through early identification of need, individual risk assessment where appropriate, and tailored support strategies. Restrictive intervention will never be used as a substitute for appropriate support or planning.

All practice is underpinned by safeguarding principles, ensuring that every decision is made in the context of the child's safety, wellbeing, and best interests.

Sanctions and Punishments

There will of course be occasions when sanctions and punishments need to be applied but these should be used *appropriately* in a way that is *fair and consistent,* **taking account of individual pupil needs**. The school employs a restorative approach and this will be used to support children to develop the positive behaviour expected.

It is important to remember:

- Teachers and all staff at the school have the power and responsibility to discipline pupils for misbehaviour, but it must be in line with this behaviour policy.
- Punishments and sanctions take account of the child's circumstances, age and any specific identified needs.
- The school relies on the professional expertise of its staff in judging individual cases.
- Support is provided through a restorative approach (see behaviour blueprint).
- Volunteers will uphold effective behaviour through modelling and verbal feedback to the child. All other sanctions will be referred to a member of school staff.

It is essential that everyone has a clear knowledge of the possible consequences of inappropriate behaviour. Every child should be aware of what may happen if inappropriate behaviour continues and every parent has the right to know how the school may act in such cases.

The school does reserve the right to consider an appropriate response to certain, more complex situations regarding the behaviour of individual children.

The behaviour stages detailed in **appendix 2** are designed to provide a guide to a possible progression of sanctions. However, it is important to point out that these stages **do not represent a necessary order *in all* cases**. Some behaviour may require a serious sanction, even exclusion in the first instance; others may require an alternate route to the best solution for the child and school. In all instances, specific information that is available about the child will be used when making a decision.

Whilst this behaviour policy is created to cater for the vast majority of children in the vast majority of situations, there may be occasion when a **child's needs** dictate an alternative plan which will be devised by the school in collaboration with parents and other appropriate agencies. Behaviour will be considered with any child's SEND and support will be provided using the graduated method and the modification of this policy.

Sanctions against children for Child on Child abuse will be considered under this policy in conjunction with the Anti-bullying and anti-hate policy.

Exclusions

In relation to any exclusions, both suspensions (fixed term) and permanent, the school will follow the latest guidance from the DfE: *Exclusion from maintained schools, academies and pupil referral units in England; Statutory guidance for those with legal responsibilities in relation to exclusion when deciding how to support children most effectively who may be at risk of exclusion.*

If the child is at risk of permanent exclusion, a meeting with Gloucestershire's Education, Entitlement and Inclusion Team will be arranged to consider alternative arrangements, such as a Managed Move or alternative provision.

Involvement of Parents

In the pursuit of the highest standard of behaviour, we work with parents to support their child's development. However, one-off incidents at a lower level may not lead to parents being informed unless the child's behaviour continues to cause concern.

Should staff determine that a child's behaviour is adversely affecting the well-being and learning of others, an action plan or individual behaviour plan may be developed to support improvements.

Involvement of Governors

We value the commitment and support shown to us by our governors. The Headteacher will report routinely to the Governing Body on behaviour incidents in support of strategic decision making and monitoring.

A panel of governors will be convened to hear specific incidences according to the fixed term and exclusion guidance from the DfE in accordance with the guidance above.

Involvement of Support Services

When a child's behaviour causes a concern to the school and the use of standard school-based strategies is not effective, the school will seek external advice and support from other services such as Educational Psychology; Advisory Teaching Service; Early Help.

Except in the cases of determined un-necessary by law (Child Protection) parental support will be sought and actively encouraged. The school will gain consent from either parent with parental responsibility.

Bullying Incidents

Bullying and harassment of any kind will not be tolerated at school. **See Anti-Bullying and Anti-hate Policy.**

Appendix 1

Daily Routines and Expectations for Children

Before School Starts

- Arrive at your allocated time. Go straight to the outside door of your classroom.
- Come into class quietly, sit at your allocated desk and start the work that your teacher wants you to do.
- If you arrive after the Glynrosa gate is shut, go straight to Reception.

During Classtime

- Do your best and apply yourself fully to your work.
- You are trusted to look after all equipment and furniture so always be sensible and take care not to waste materials (paper glue, etc.). If you intentionally break something, you may be charged to replace it.
- Only go into your own drawer or bag and never touch other people's possessions.
- Only leave the classroom when you have permission.
- Be polite to all children and adults and never talk when someone else is talking to the class.
- Put things back in the correct places and in the right way always clearing up after yourself.

At Breaktime

- Wash/sanitise your hands before and after breaktime.
- Play sensibly, safely and treat everyone carefully and with respect.
- Put any litter in the bins.
- Remember the code of conduct and no rough play.
- Remember the trees, bushes and plants are to make our school a pleasant place: treat them with care.
- Use the picnic tables sensibly.
- Remember not to go out of the school grounds unless a member of staff has given you permission.
- Stay away from strangers – if you see an adult you don't recognise, report it to a member of staff.
- When the whistle / bell goes stand still and listen.

At Lunchtime

- Wash your hands before and after eating.
- At wet lunchtimes stay in your classroom, enjoy your wet play activities, act sensibly and be ready to start the afternoon sessions at the end of the lunch period, when the lunchtime supervisors tell you to.
- Wait until you have permission before going back into your classroom.

Going Home

- At the end of the day tidy your desk, take your belongings and leave quickly and quietly.
- Year 5 and 6 children should go straight home or to the place where you have agreed to meet your parents.
- Year 3 and 4 children wait until your teacher sends you out to your parents who should be waiting at the Meet and Greet area.
- Walk bikes and scooters in the school grounds to ensure the safety of others.
- If you are expecting to meet someone and they do not arrive as expected, go back into school to your classroom. If your teacher is not there, go to Reception.
- If you walk home, go home directly, do not talk to strangers and do not play around the school.
- Be aware of traffic especially when crossing the road.

Appendix 2 – Stages in Sanctions for Inappropriate Behaviour *

Stages in Sanctions for Inappropriate Behaviour within the Classroom at Learning times

Level	Stage	Behaviour	Response/consequence	Responding adults	Parental involvement
MINOR DISRUPTIVE BEHAVIOUR	A	**- Initial minor, disruption to learning (ie. fiddling, talking, distracting others, etc.)**	***Correction of behaviour and warning of consequences*** Staff member draws attention to the behaviour; pupil is told why their behaviour is unacceptable and reminded what good behaviour looks like. An initial warning of a consequence is given should behaviour continue, eg. name written on board, etc.	Class teacher/teaching assistant	None at this stage
	B	**- Second and third repetition of similar minor disruptive behaviour on the same day**	***Consequential Action:*** Staff member carries out consequential action – loss of a few minutes of playtime (no more than 2 minutes, determined by year group, ie. Y3/4- 1 minute; up to Y5/6- 2 minutes) ***Increased Loss of Privilege:*** Pupil misses 5 minutes of playtime and is asked to write (or verbalise) a bullet point list detailing how behaviour needs to change. Class teacher holds restorative conversation to reset moving forwards.	Class teacher/teaching assistant	None at this stage
	C	**- Repetition of similar minor disruptive behaviour on the same day or subsequent days**	***Greater Loss of Privilege:*** Pupil is sent to Year Group Lead and misses at least 10 minutes of playtime (that day or next). Pupil produces previous bullet point list and Year Group Lead holds restorative conversation to talk this through, reiterating our high expectations of behaviour.	Class teacher →→→ →Year Group colleague speaks with pupil	→ Phone/meet parents to inform them of behaviour choices; ask parents to discuss with child.
SERIOUS BEHAVIOUR CONCERNS	D	**- Continued minor disruptive behaviour over a number of days;** **- Physical behaviour towards property, peer or staff member** **- Swearing**	***Significant Loss of Privilege:*** Pupil is sent to Deputy Head and misses 30 minutes of their lunchtime. During this time, the pupil writes a letter of apology as relevant to the behaviour demonstrated – this should be representative of the age of the pupil. Deputy Head holds restorative conversation to talk this through, reiterating our high expectations of behaviour.	Class teacher records on CPOMS; then →Deputy Head supervises and speaks with pupil at lunchtime	→ Phone/meet parents to discuss behaviour and actions required moving forwards.
	E	**- Continuation of any of the other behaviours** **- Racially motivated incidents**	***Serious Incident Response:*** Pupil is sent to Headteacher who will determine the appropriate level of consequence, ranging from significant loss of privilege to internal exclusion. Consequence discussed with parents and a Behaviour Plan created to support child in modifying behaviour.	Class teacher records on CPOMS; then →Head teacher determines sanction and speaks with pupil	→ Both CT and Head meet with parents to discuss a Behaviour Plan

✸ **Please note that for instances of behaviour that puts the safety of people or property at risk, sanctions will start at least at Stage D and may be at Stage E.**

Stages in Sanctions for Inappropriate Behaviour outside of the classroom at break and lunchtimes

Level	Stage	Behaviour	Response/consequence	Responding adults	Parental involvement
MINOR DISRUPTIVE BEHAVIOUR	A	**- Initial minor, disruption to play (ie. name calling, disrupting a game, etc.)**	***Correction of behaviour and warning of consequences*** Staff member draws attention to the behaviour; pupil is told why their behaviour is unacceptable and reminded what good behaviour looks like. An initial warning of a consequence is given should behaviour continue.	MDSS/teaching assistant (use post-it notes to jot down names which can be collated afterwards)	None at this stage
	B	**- Repetition of similar minor disruptive behaviour on same day**	***Consequential Action and loss of privilege:*** Staff member carries out consequential action – given a 'time-out' with a loss of five minutes of play/lunchtime sat by supervising staff or over beside the first aid station at lunchtime.	MDSS/teaching assistant → inform Class teacher who also speaks to pupil	None at this stage
	C	**- Repetition of similar minor disruptive behaviour on further days** **- Minor physical behaviour (ie. pushing, shoving, etc.; accidental contact through rough playing, eg. tripping)**	***Greater Loss of Privilege:*** Pupil is sent to Year Group Lead* and misses at least 10 minutes of play/lunchtime. Pupil produces a bullet point list detailing how behaviour needs to change and Year Group Lead holds restorative conversation to talk this through, reiterating our high expectations of behaviour. (*NB – in all situations, MDSS informs class teacher who carries out initial talk with child before making decision to pass on to the appropriate stage)	MDSS/teaching assistant → inform Class teacher →→→ who talks to child at first before passing on to: →Year Group colleague speaks with pupil	→ Phone/meet parents to inform them of behaviour choices; ask parents to discuss with child.
SERIOUS BEHAVIOUR CONCERNS	D	**- Continued minor disruptive behaviour over a number of days;** **- Major Physical behaviour towards property, peer or staff member (ie. kicking, punching; deliberate act)** **- Swearing**	***Significant Loss of Privilege:*** Pupil is sent to Deputy Head* and misses 30 minutes of their following lunchtime. During this time, the pupil writes a letter of apology as relevant to the behaviour demonstrated – this should be representative of the age of the pupil. Deputy Head holds restorative conversation to talk this through, reiterating our high expectations of behaviour. (*NB – in all situations, MDSS informs class teacher who carries out initial talk with child before making decision to pass on to the appropriate stage)	MDSS/teaching assistant → inform Class teacher who records on CPOMS; then → Deputy Head supervises and speaks with pupil at lunchtime	→ Phone/meet parents to discuss behaviour and actions required moving forwards.
	E	**- Continuation of any of the other behaviours** **- Racially motivated incidents**	***Serious Incident Response:*** Pupil is sent to Head teacher who will determine the appropriate level of consequence, ranging from significant loss of privilege to internal exclusion. Consequence discussed with parents and a Behaviour Plan created to support child in modifying behaviour.	Class teacher record on CPOMS; then → Head teacher determines sanction and speaks with pupil	→ Both CT and Head meet with parents to discuss a Behaviour Plan

✸ **Please note that for instances of behaviour that puts the safety of people or property at risk, sanctions will start at least at Stage D and may be at Stage E.**

NB – All incidences involving a child with high needs should be handled by those who know the child best, ie, class teacher, teaching assistant, SENDCo

Appendix 3

Charlton Kings Junior School

BEHAVIOUR BLUEPRINT

Adult Behaviour…	Actions …
1. Stay calm – try not to get emotionally involved 2. Model the behaviour you expect 3. Don't take it personally 4. Give them (and you) time to calm down 5. Catch them being good	1. Reward attitude and effort – house points and merits 2. Speak to, phone or email parents to celebrate success 3. Keep golden envelopes special for exceptional effort 4. Aim for 2/3 merits a year (4 in Year 3) 5. Address negative behaviour as the class teacher

HIGH EXPECTATIONS

Consistency

CHALLENGING MISBEHAVIOUR	5 RESTORATIVE QUESTIONS
1. Quick warning 2. Remind what expected behaviour looks like 3. Consequence if challenging behaviour continues 4. Restorative follow-up 5. Seek further support (Year Group Lead/Deputy Head) if necessary (referring to Appendix 2 for guidance)	1. What happened? 2. Why did this happen? 3. Who has been affected and how did they feel? 4. What can we do to put things right? 5. How can we do things differently in the future?

Positive relationships are the key to positive behaviour