



**Elmridge  
Primary School**

BRIGHT FUTURES EDUCATIONAL TRUST

# **Behaviour Regulation Policy**

<b>Approved by:</b> Local Governing Body	<b>Date:</b> October 2022
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<b>Next reviewed by:</b> Nov 2023	

## School Vision

***“Empowering children to shape the world of tomorrow”***

### Rationale

Our school vision “Empowering children to shape the world of tomorrow” expresses our approach to behaviour at Elmridge Primary School. The Behaviour Regulation Policy empowers our school community to build a positive environment and **culture** through our whole school approach to supporting emotions and feelings. We promote **wellbeing and resilience** by developing emotional literacy and regulation through a consistent and adaptive approach informed by evidence-based practice.

At Elmridge Primary School, we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Regulation Policy is grounded in the belief successful **relationships** between pupils, staff and carers are the building blocks for children to feel safe and a sense of belonging. This will help them to demonstrate appropriate behaviours to strive to become aspirational learners and leaders.

### Aims

- To provide a shared, consistent and commonly agreed approach to behaviour management.
- Encouraging a calm, purposeful and happy atmosphere within the school.
- Helping our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increasing independence and self-discipline, so that each child learns to accept responsibility for their behaviour.
- A consistent approach to behaviour throughout the school with parental cooperation and involvement.
- Encouraging our pupils to co-operate with one another and with the adults in the school.
- Help create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help to work alongside parents to encourage our children to develop socially, academically, morally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil’s behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn regardless of their background.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Work restoratively with children to promote active citizenship.
- To develop skills necessary to resolve conflict and differences of opinion with sensitivity and to provide a platform for children to agree on a way forward following an incident.
- To provide a system to reward and encourage good behaviour, through a positive approach.
- To build self-esteem and to encourage self-discipline and self-motivation.
- To teach children to accept responsibility for themselves and their actions.
- To foster an attitude of respect and care for others.
- To provide a calm, secure and positive environment.

- To celebrate success.
- To raise standards of attainment and achievement.
- To develop emotional literacy.

### **Golden Rules**

At Elmridge, our rules provide a simple, clear and consistent approach to behaviour. Pupils and parents are made familiar with the 'Golden Rules', via displays, newsletters, progress meetings, etc. The Golden Rules are:

1. Kind hands and feet
2. Always do your best
3. Be kind and respectful to everyone
4. Look after school property
5. Use a quiet voice in school
6. Move around school quietly and sensibly

### **Role of all Staff**

All members of staff must comply with all aspects of this policy and maintain consistency when applying this policy throughout the school. Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to manage expectations.

All staff at Elmridge Primary School must provide a safe environment where pupils' welfare is promoted. Within this environment, we work hard to build pupils' resilience to radicalisation and extremism by promoting fundamental British Values and for everyone to understand the risks associated with terrorism. We want pupils to develop their knowledge and skills in order to challenge extremist views. We have a duty to safeguard children, young people and families from violent extremism. We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. Any concerns will be reported to the Designated Safeguarding Lead. Staff must attend appropriate training sessions on equality; and periodic training on behaviour management to support and maintain high standards of ethics and behaviour within and outside school whilst supporting fundamental British values.

### **Role of the Class teacher**

Class teachers will work with pupils to generate a class contract at the beginning of each year. These expectations are then prominently displayed in each classroom and should be revisited with the pupils at the beginning of each term and at other times when necessary. They are intended to be guidelines of behaviour expectations that both pupils and adults would like to see in their classroom and focus on positive behaviours.

Classroom teachers must model Elmridge's values and build positive learning relationships in the classroom. Consistency and role-modelling expected behaviour is essential in supporting our pupils.

Class teachers must develop empathetic relationships with pupils and ensure that school expectations are applied fairly in their classes. Class teachers must understand and practice restorative skills and approaches; and are responsible for leading the restorative process in their classrooms. All pupils are treated with respect and understanding. Individual behaviour plans that are in place must be adhered to, additional needs of pupils in their care must be understood and visual timetables must be referred to.

Teachers expect their classes to behave in a responsible manner whenever the pupils are in their care; they have high expectations of all pupils with regard to behaviour, and strive to

ensure that all pupils work to the best of their ability. If needed, teachers will support pupils to co-regulate to achieve high expectations, possibly by taking the child to a calm area (Zen zones in classrooms, library etc).

The class teacher is a social, emotional, and learning role model for pupils. When required, the class teacher is expected to restore relationships in order to maintain the correct climate for learning in their classrooms. Teachers must provide well-planned, stimulating and demanding lessons which will contribute to maintaining positive behaviour. Lessons must be pitched at an appropriate level to challenge all pupils in order to maintain motivation. Pupil behaviour and discipline must be discussed regularly at staff meetings. Parents and carers must be informed about their child's progress and behaviour at school; and any parent concerns must be dealt with quickly.

### **Role of the Pupil**

Across the school, we expect children to demonstrate our school values and follow our golden rules. In addition to this, children must follow the agreed class contract which will be generated and agreed upon by teachers and pupils at the start of each academic year. We expect all children to understand what positive behaviour is and to model positive behaviour. Pupils will learn the value of friendship and the importance of caring for others, whilst treating everyone within the school with courtesy, consideration and respect at all times. We will use Emotion Coaching to support children to understand, regulate and reflect on their behaviour, which will support children in learning how to self-regulate and self-manage independently.

### **Role of the Senior Leadership Team**

All members of the Senior Leadership Team will maintain a regular visible presence throughout the school day; especially when pupils arrive and leave, at break times and lunchtimes. They will ensure that all school personnel understand and follow this policy whereby positive behaviour will be praised and successes celebrated; and will support staff or take other necessary measures if it is not adhered to. Members of the SLT will make sure school personnel understand the additional needs of all pupils in their care and have in place clear strategies for pupils who may experience difficulties when following the behaviour expectations. The SLT will ensure school personnel are aware of these strategies and support mechanisms in place; and that they are applied effectively.

### **Role of the Head of School**

The Head of School will ensure all school personnel, pupils and parents are aware of and comply with this policy consistently. They will ensure the health, safety and welfare of all children in the school by modelling the expected behaviour whilst creating an ethos that makes everyone in the school community feel valued and respected. All forms of bullying and discrimination will be prevented by encouraging positive behaviour and respect for others and equality.

The Head of School will promote positive behaviour by forging sound working relationships with everyone involved within the school, promote self-discipline and proper regard for authority among pupils and ensure all stakeholders are absolutely clear about the expected standards of pupils' behaviour. We understand that Head of Schools and school personnel authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item (Searching, screening and confiscation, DFE, 2018).

The Head of School will annually report the successes and developments of this policy to the Governing Body. They will make effective use of relevant research and information to improve this policy, and will monitor the effectiveness of this policy by analysing:

- Pupil attitudes to school and learning
- the views of pupils, parents, school personnel and governors
- The number of fixed-period and permanent exclusions
- Incident logs, rewards and sanctions
- The number of reported cases of bullying
- Strategies to improve behaviour and discipline

### **Role of the Governing Body**

The Local Governing Body has the responsibility of approving this policy, reviewing its effectiveness and holding members of staff to account where necessary. The Head of School has the day-to-day authority to implement the school Behaviour Regulation Policy, but governors may give advice to the Head of School about particular disciplinary issues. The Head of School must take this into account when making decisions about matters of behaviour.

### **Role of Parents and Carers**

Parents and carers should work in partnership with the school and are expected to comply with this policy, whereby they support positive behaviour and ensure their children understand and value the meaning of positive behaviour. Parents must support the home/school partnership agreement.

We encourage parents to help us improve the standards across the school by giving their views. They will be invited to respond to periodic surveys conducted by the school to ensure the smooth running of the school, and are expected to attend family consultations to discuss progress and behaviour of their children. We have a duty to ensure that all parents are aware of our 'legal powers to use parenting contracts, parenting orders or penalty notices to address poor attendance and behaviour in school.'

Parents have a duty to ensure their children are well behaved and attend school regularly and punctually, giving reasons for absence.

### **A Positive Approach**

- At all times we try to speak to the children positively.
- We speak about the behaviours that we want to encourage, rather than suggesting those which we do not.
- We draw attention to examples of good behaviour and children keeping to rules but minimise the attention given to children who show poor behaviour.
- We use "Do ...." expressions, rather than "Do not ...."
- We promote a calm atmosphere in school where all shouting is discouraged and where children move around in a quiet and orderly way.
- We celebrate achievement in good behaviour and communicate this to the children and parents at every possible opportunity.

### **Rewarding Good Behaviour**

We, at Elmridge Primary School, not only promote and teach positive behaviour and attitudes with our children; we also greatly value and reward them. The emphasis of this policy is on the positive and consistent reward of positive behaviour and attitudes. As already stated we believe our pupils learn best when they are happy in school.

All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

Rewards include the following:

- Dojo Winner of the Week
- School Values Certificates
- Written comments and house points in books
- Sending the child to another teacher, member of SLT or Head of School for praise
- Special responsibility jobs for pupils e.g. House Captains, School Councillors, Head Boy, Head Girl, Ambassadors etc.
- Dojos – awarded for positive behaviour, attitudes and work.
- Phone calls & messages on Seesaw sharing positive news to parents
- Stickers, house points, certificates and verbal praise are all used by staff to reward pupils for effort, behaviour, manners and achievements
- Super star stickers
- Verbal praise and smiling at children
- Half termly dojo shop

### **Good News Assembly**

Our weekly Good News assembly celebrates success and high standards in work, attitudes and behaviour.

Awards include:

- Two children are rewarded from each class.
  - 1) Dojo winner – a child who has the most dojos.
  - 2) School Values Award – for demonstrating one or more of our school values
- Team points
- Class with the best attendance
- Overall best lunchtime behaviour award

### **Playground Leaders**

In recognition of their senior position in school and to help foster self-discipline and a sense of responsibility, KS2 pupils are encouraged to be Playground Leaders. As a Leader, KS2 pupils undertake various roles, playing positively with younger children and ensuring they develop socially.

### **House Points and House Captains**

Elmridge Primary has adopted a house values system that fosters a sense of belonging and identity and encourages children to do their best in their learning. Children are divided into one of four Houses:

- Pine

- Elm
- Oak
- Chesnut

Dojo Points are awarded for following the school's golden rules and school values.

House Points are totalled each week and a trophy is given in Good News Assembly for the winning house each week.

### **Emotion Coaching**

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. All members of staff must follow the four-step procedure, when needed, to stimulate emotional resilience, empathy and problem-solving skills within pupils. Steps of Emotion Coaching:

- Step 1 – Recognising the child's feelings and empathising with them
- Step 2 – Labelling the feelings and validating them
- Step 3 – Setting limits on the behaviour (if needed)
- Step 4 – Problem solving with the child

We have trained Emotional Literacy Support Assistants in school, who offer additional support regarding children's emotions and social skills. They utilise their additional knowledge surrounding bereavement, social stories and therapeutic stories, anger management, self-esteem, and counselling skills such as solution focus and friendship to support children who have extra needs or difficulties.

### **Zones of Regulation**

Every class must utilise Zones of Regulation. We want children to understand how a feeling relates to an emotion. The Zones of Regulation uses four colours to help children self-identify how they are feeling and categorise it based on colour. Pupils are encouraged to reflect on which 'zone' they are in at several points throughout the day.

Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people (Kuypers, L.M., 2011).

- **Green Zone** – a calm state of alertness
- **Yellow Zone** – a heightened sense of alertness
- **Red Zone** – an extremely heightened state of intense emotions
- **Blue Zone** – a low state of alertness of arousal

Class teachers must ensure they have strategies in place to support children to return to the green zone.

### What I look like in Fight ...

- × Hot & bothered
- × Angry & aggressive
- × Controlling
- × Lie or blaming
- × Shouty & argumentative
- × Pushing away friends
- × Demanding
- × Inflexible



### You can help me feel safe with the following ...

- ✓ Give me a role
- ✓ Support me socially
- ✓ Match my energy
- ✓ Make things predictable
- ✓ Deep breathing
- ✓ Connect & show empathy before exploring the consequences of my behaviour



These images are taken from [www.innerworldwork.co.uk](http://www.innerworldwork.co.uk)

## Consequences

Although the emphasis of this policy is based on encouraging and rewarding positive behaviour and attitudes, we at Elmridge Primary School recognise that it may be necessary to employ several sanctions to enforce our Class Contracts and Golden Rules to ensure a safe learning environment. As with matters relating to rewards, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour. When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- Be calm – all children must be dealt with in a calm, yet firm, manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear what they have done that requires improvement.
- Logical consequences – this is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is a restorative meeting to provide an action that recalls the rules, reinstates the limits and teaches choices.
- Make good choices – remind the pupil they need to make good choices.
- Fresh start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Where additional strategies do not work in an agreed period of time, a child may be added to the SEND register on the basis of social, emotional and mental health difficulties. We may then seek the support of outside agencies.

## Sanctions

A system is in place to ensure that every child is treated fairly, with all staff personnel applying rewards and sanctions consistently.

### If the behaviour is repeated:

#### Stage 1:

Children are first given a verbal warning making it clear what type of behaviour was unacceptable and referring to the school value or golden rule broken if possible. At this

stage, a restorative chat or emotion coaching may be necessary. That is the end of the matter. When appropriate, praise the child for amending their behaviour. The next session is a fresh start.

### **Stage 2:**

**YELLOW CARD** – the child is told they have a yellow card (a card may be given if helpful) and that it is for repeating the behaviour they were asked to stop earlier with the warning. The yellow card is recorded on the class behaviour log. Five minutes of break/ lunch time will be lost.

Positive relationships should be maintained and a positive acknowledgement of a child's actions should be made as soon as possible. If the child demonstrates improved behaviour, then they will not progress up the consequences any further.

### **Stage 3:**

**If the child continues to break the school's golden rules or values, they progress onto:**

**RED CARD** – the child is told they have a red card (a card may be given if helpful) and 10 minutes of break/ lunch time will be lost. The red card is recorded on CPOMS. The child is expected to take the time out in the ZenZone to reflect on their behaviour. It provides space for the child, as well as allowing the Teacher and the rest of the class to get on with their lesson without disruption. After reflection, the child is expected to have used the time to calm down and be prepared to get on with their work.

Returning with the right attitude and an apology to the staff member is an indication that the child has understood that this signals a fresh start. The apology, however, should not be demanded or sought publicly. A quiet, personal apology at an appropriate time is much more meaningful.

Parents will be contacted and informed of the incident either via telephone call or face-to-face at the end of the day.

### **Stage 4:**

**A Restorative Meeting needs to take place and be recorded. (Appendix 5)**

This is for behaviour that has failed to stop throughout Stages 1 – 3 or a one-off serious incident. The Head of School will at this point intervene. The Head of School will then deal with the incident and use professional judgement with regards to sanctions. Parents will be contacted by the Head of School, or in her absence, the Deputy Head teacher or a member of the leadership team. In extreme cases, where there is a severe breach of the behaviour policy this may warrant a suspension.

**At all times, this process must have minimum disruption to the lesson being taught.**

## **Written Log of Incidents**

Every adult is responsible and held accountable for reporting behaviour incidents using our online monitoring system (CPOMS). This system is monitored by the Head of School and the Senior Leadership Team. Class teachers and the Designated Safeguarding Lead keeps a record of any behaviour patterns emerging and notifies the Senior Leadership Team of these during weekly meetings. Strategies are then implemented and adapted to suit the children's needs whereby children may be given an individual behaviour plan. Patterns, trends, actions and impact are reported to the Governing Body termly, however individual pupils are not identified.

## **Risk Assessment**

At times, it may be necessary to conduct a risk assessment for the particular behaviour displayed by a child. We will attempt to reduce risk by managing the environment, our body language, the way we talk to the children, the way we act, as well as by personalising our curriculum and other learning programmes. Risk assessments and the behaviour of children must be monitored regularly and Elmridge Primary School will adapted where necessary.

## **Suspensions and Permanent Exclusions**

In our school it is rare that school support will not have a positive impact upon pupil behaviour, development and regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, and violent and prevent the efficient education of others, suspensions or permanent exclusions may be applied. The Exclusion policy should be read for further information on the handling of exclusions.

## **Preventing bullying at Elmridge Primary School**

At Elmridge Primary School we adopt a proactive approach to bullying. Through assemblies, our Golden Rules, the School Values and recognising and modelling positive behaviour. We are committed to ensuring that the school community work together to create a happy, safe, caring and stimulating learning environment. We continually reinforce the importance of treating others well, rather than simply reacting to incidents when they occur. We raise awareness of bullying through the school curriculum, particularly PSHE, and ensure children have the opportunity to talk about bullying through circle time and Anti-Bullying week. We also have worry boxes in each class room and an ELSA staff member who holds anxiety drop in sessions twice a week at break times.

**All incidents we deem to be bullying-related will be recorded on CPOMS**

## **Dealing with Bullying - *Guidance for parents and carers and other members of the community:***

If you suspect that bullying may be happening that involves pupils from Elmridge Primary School, please take the following action:

- Encourage the victim to tell a parent, guardian or teacher.
- Report it to a member of the school staff as soon as possible.
- If appropriate school staff will let the parents of the victim and/or bully know.

## **Procedures for Reporting and Responding to Bullying Incidents**

All staff will respond calmly and consistently to all allegations and incidents of bullying at Elmridge Primary School. They will be taken seriously by all staff and dealt with impartially and promptly. Staff will protect and support all children involved whilst allegations and incidents are investigated and resolved. In cases of bullying, incidents will be recorded on CPOMS if necessary. After the incident has been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

The following sanctions may be used if bullying occurs:

- Apologise to the victim(s) verbally or in writing
- Parents will be invited into school
- Be removed from class and work in isolation
- Report to the Head of School or Deputy Headteacher
- Fixed-term exclusion
- Permanent exclusion

## **Reasonable Force**

The reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

### **Confiscation**

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Searching a Pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the Head of School.

Subject to the exception below, the authorised member of staff searching will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of different sex to the pupil can search without another member of staff as a witness if:

- The authorised member of staff searching reasonably believes there is a risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is of the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff searches without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary but is not required urgently, they will seek the advice of the Head of School, designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil has a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before searching the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not searching would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil

- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Allow the pupil to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Head of School/ designated safeguarding lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether searching will prevent the pupil from harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions mean any items that the pupil has or appears to have control of, including:

- Trays
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still search prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who searched should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil had a prohibited item
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items including incidents where no items were found, will be recorded in the school's CPOMS safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Links with other Policies**

This Behaviour Policy is integral to all school policies. It has key links with policies such as:

- Child Protection
- Anti-Bullying
- Attendance
- Staff Code of Conduct
- Safeguarding

## **Appendix 1:**

### **Strategies for dealing with difficult situations**

In dealing with difficult situations, adults need to make professional judgements based on their experiences and the knowledge of the individual pupil.

Listed below are some points to remember and some strategies which may be useful in managing difficult situations.

- Stay calm.
- Use a quiet voice.
- Use neutral language and keep it to a minimum.
- Avoid invading personal space unless necessary.
- Avoid prolonged eye contact.
- Stand still.
- State expectations.
- Remind the pupil of the consequences (use cautiously).
- State what will happen next.
- It may be necessary to remove the audience.
- Withdrawal – move the pupil away from the group for a short period. These models a non-violent response gives “cooling off” time and a time for reflection. It also teaches that inappropriate behaviours will not be tolerated and protects the rights of all.
- Exiting – refer to Safe Handling Policy (DFE, 2004).

Always remember to give a thought driven professional response to a pupil’s behaviour to de-escalate the situation.

- All behaviour is a means of communication. Habitual behaviour serves a purpose but more appropriate behaviour can be learned. How we, as adults, choose to respond is very important in teaching and achieving the desired behaviour.
  - Ensure consistency of approach from all adults
  - Give the following messages to all pupils: “I want you to succeed in my class.”
- Only shout to bring about safety, to raise an alarm or to de-escalate a situation if necessary.

## Appendix 2: Levels of Misbehaviour

It is important to recognise that some misbehaviour is more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

LOW LEVEL	MODERATE LEVEL	SERIOUS LEVEL
Fidgeting	Constantly shouting out	Fighting
Dropping Litter	Poor effort	Stealing
Noisy e.g. talking / shouting	Distracting others	Serious assault
Failing to keep on task	Disregarding Midday Supervisors	Vandalism e.g. damage to school property/graffiti
Leaving seats without permission	Threatening / aggressive behaviour	Physical/verbal threats made to staff
Unkind remarks	Telling lies (persistent)	Violent outbursts (verbal or physical)
Time wasting	Swearing (one-off)	Leaving school without permission
Telling lies (one-off)	Breaking a golden rule persistently	Refusal to cooperate / defiance
Running in corridors		Swearing (persistent)
Pushing inline		
Borrowing without permission		
Not walking quietly and sensibly in school		