

# Behaviour Policy

**The Bythams Primary School**



**Reviewed and updated:** October 2025

**Next review:** September 2026

## Section 1 – Why we do what we do

### Policy Aims

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole -school approach to maintaining high standards of behaviour.
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management, based on a trauma informed, relational approach , that is applied consistently to all pupils and yet reflects the needs of individual children.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.

### Policy Objectives:

- To provide a framework for our understanding and insight into human behaviour and how this relates to pupils' educational attainment.
- To build a community which values kindness and empathy for others.
- To provide guidance to class teams , parents and carers, governors and other stakeholders on how to support our pupils to self-regulate, manage their behaviour and feel safe to they are ready to learn.
- To provide a holistic, whole -person, inclusive model for our understanding of self-regulation and behavioural needs .
- To underpin our beliefs with evidence -based practice and current research.

## 2. Legislation, statutory requirements and statutory guidance

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

[Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Searching, screening and confiscation at school 2018](#)

[Searching, screening and confiscation: advice for schools 2022](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

The rationale:

At the Bythams' we recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. If well-being is high, then why attempt to crush behaviours with punishment when you can grow better ones with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.

(Paul Dix – 'When the Adult Changes Everything Changes')

When children experience safety in their relationships they open up to new learning; it is therefore vital that wellbeing is placed at the foundation of our school offer.

We recognise that behaviour is a form of communication, and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We recognise the link between understanding the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how, as caregivers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, lifelong learners.

Guided by the Thrive Approach, we will focus on relational connection and regulation first. We will do this by putting relationships at the heart of our approach by truly hearing and responding to our children's voices, to create and foster a safe and happy environment where all feel secure and respected.

## Being Trauma Informed:

The Bythams' is committed to ensuring that all staff develop a Trauma and Mental Health Informed Approach which will protect our school community members – staff, children and parents – alike. There is a strong body of research on the impact Adverse Childhood Experiences (ACEs) have on long term mental and physical health. To ensure every child develops positive mental health and resilience our aim is to:

- Support children to make sense of their experience(s)
- Find ways to manage their emotions and feelings
- Create an environment of safety, connection and compassion at all times
- Build a school network of strong, positive, supportive relationships through training
- Ensure children maintain the capacity to learn, despite difficult and recurrent events that may occur.

We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all; however rigorous support is offered to those who have difficulty meeting those expectations.

The Bythams' has embraced a wide definition Adverse Childhood Experiences (ACEs) encompassed by any event that is experienced as frightening, painful or out of control, characterised by there being no one available to support or mitigate the impact of traumatic toxic stress. Day -to-day exposure to events such as divorce, loss of a loved one, physical or mental illness within the family or moving to a new house can be experienced as traumatic.

To achieve these aims we will:

- Create and maintain a positive and safe school climate where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment.
- Create a culture of exceptionally good behaviour for life -long learning through a positive and safe school climate.
- Provide a nurturing environment and restorative approaches to foster appropriate behaviour.
- Promote self -awareness, self-control and acceptance of responsibility for our own actions through explicit curriculum experiences.
- Ensure all staff have high expectations and always maintain agreed boundaries.
- Provide pupils with excellent role models
- Create a school atmosphere which is consistent, safe and caring.

## Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes.
- Non-completion of classwork where the child's decision is based on defiance rather than understanding or a social/emotional concern.
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Physical attacks on staff members where the child is not at a point of crisis.
- Any form of bullying
- Sexual violence and / or harassment
- Vandalism
- Theft
- Fighting
- Smoking/vaping
- Swearing, racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

## **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

## **Type of bullying**

Emotional; being unfriendly, excluding, tormenting

Physical; hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice -based and discriminatory, including:

- Radical
- Faith-based
- Gendered
- Homophobic
- Disability based Taunts, gestures, graffiti or physical abuse focused on a particular

characteristic (e.g. gender, race, sexuality)

Sexual Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, inappropriate touching.

Direct or indirect verbal Name-calling, sarcasm, spreading rumours, teasing

Cyber – bullying Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

## **The approach**

We believe that a trauma-informed , relational approach is the foundation of resilience and life-long learning.

Our Three Rules: Always try to be

- Ready
- Respectful
- Safe

These three rules underpin the behaviour we expect to see in school from all staff and children. When discussing behaviour , we expect to hear the language of Ready, Respectful, Safe being used by children and staff. In the classroom, teachers will work with children to develop 'charters' which exemplify 'Ready, Respectful and Safe' so that everyone fully understands the expectations.

## **Consistency in Practice**

Consistency lies in the behaviour of adults and not simply the application of procedure. A truly sustainable and consistent approach does not come in a toolkit of strategies but in whole school community having an agreed understanding of behaviour in the context of neuroscience. The key is to develop a consistency that ripples through every interaction on behaviour. Where children feel heard and treated as valued individuals, they respect adults and accept their authority. Thrive is not an intervention, but a way of being. As such, when children attend social/emotional intervention staff should not use the language 'going to Thrive,' instead name the member of staff leading the piece of work.

### **Recognition and rewards for effort**

The best form of behaviour intervention acknowledges and enhances the positive.

‘It is not what you give but the way that you give it that counts.’

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are the hardest to reach. We promote a growth mindset when using praise by rewarding the process of learning; through interaction that identifies the key skills and attributes that lead to intrinsic motivation, resilience and lifelong learning through our Skills builder program. We will reward those children who demonstrate positive behaviours in and around school through verbal praise, stickers, house points, and certificates.

Our Celebration Assembly also recognises positive behaviours related to our school values as well as achievement in class at a personal level.

### **Consistent routines**

Through teaching and promoting the rules, values and virtues, children at the Bythams’ learn that to achieve well and succeed in school they must work hard, concentrate and be resilient when faced with difficult challenges. To do this the climate and ethos in the classroom needs to promote good behaviour for learning.

To ensure this is able to happen every day, in every lesson teachers always ensure that the classroom is calm, well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

### **Setting high expectations**

In all areas in school, children are reminded to demonstrate the school rules by:

- Working with pride in the classroom so that their learning is always their best,
- Talking with kindness to one another and to adults,
- Ready to discuss with learning partner and contribute,
- Be motivated to improve their learning using the feedback given,
- Trusting an adult to support them when they feel dysregulated,
- Using the ‘Safe Spaces’, and Thrive Room to self-regulate emotions so they can continue learning,
- Show resilience to solve problems and make things right.
- In reflection, use the time to take responsibility to improve their actions towards others.
- Play with kindness on the playground, use kind hands, kind feet and kind words.
- Collaborate to look after the school environment, use equipment responsibly, taking care with it, putting it back in its correct place after using it – it is the responsibility of adults in school to model, remind and support children with these expectations.

- During whole class teaching (when on carpet or at tables), children will always ensure they are looking and facing forwards. A minority of pupils with SEN , who experience sensory overload from the learning visuals may need adjustments here.

### **Supporting Inclusion**

We recognise that some children have difficulties in self-regulation and managing their own behaviour, resulting in disruption to learning or relationships. Our expectations for all children are that they will follow our school-based routines with support, so that they do not impact on the learning of others. After teacher intervention, if children are regularly displaying unacceptable behaviours that impact on the calm, learning environments for all, they will be referred to the Thrive Practitioner, Headteacher or SENCo. Support may include:

- Movement breaks
- Accessing Thrive programme
- External referral to specialist provision

### **Responding and Calming**

The core three rules are used by all adults to support children to make the right behaviour choices, the language of the rules should be used to help the child reflect on and choose their behaviour. All pupils have their own ' Safe Space' for children to use to aid self-regulation; children are taught to use these spaces and to understand how this is helping them to be ready to learn again.

Through PSHE and Thrive sessions, children are taught breathing techniques, mindfulness and calming strategies. All adults in school will always respond in a calm and consistent way. In the classroom adults use the '30 second script ' to support children in making positive behaviour choices (Appendix 1). This sets a high expectation for behaviour along with a positive affirmation that the child can achieve this. Children will always be given time to correct their behaviour after the script is delivered. All children are entitled to a calm and safe place to learn and if a child's behaviour is continually disrupting, they will be asked to leave the classroom as part of the 30 second script.

### **Step 1 – Relate**

Consistent high-quality teaching. Use positive praise, recognise and name good behaviour , move around the space, refocus through direct questioning, use polite but firm reminders.

### **Step 2 – Remind**

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations , a reminder of the expectations for children of Ready, Respect, Safe. Repeat



reminder if necessary but usually no more than two.

### **Step 3**

The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child].
- I am wondering if you are feeling [...]?
- You know we have a Ready, Respect, Safe rule in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke.
- Do you remember when you [did that kind thing for...]? That is who I need to see today.
- When I come back in \* minutes, I want to see your wonderful [...]. Thank you for listening. Now walk away but remember to return at the given time!

The 30 -second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour. Praise in Public (PiP) and Remind in Private (RiP).

### **Step 4 Time in safe space**

If a child reaches this stage, they are beginning to dysregulate. Children will have a 'time in' for regulation in their 'safe space'. There may be occasions where there is significant dysregulation and 'time in' at the 'safe space' is not appropriate. In this instance the child should be moved to the Thrive room to support them to regulate and/or to defuse a situation.

### **Step 5 – Time In**

If step 4 is unsuccessful, or if a child refuses a Time In within the classroom, then a member of the SLT or Thrive will come and collect the child. At the point of need or at a time where reflection, followed by a restorative conversation would lead to a positive outcome. Immediate support with SLT will be provided where the level of dysregulation increases risk for the child, other pupils or the staff member. Staff will always deliver sanctions calmly and with care. It is essential the adults are regulated and if they are not, feel secure to ask for another member of staff to step in.

### **Supporting children to regulate emotions**

Children with many social, emotional and mental health difficulties will find self-regulating their emotions a challenge ; we understand that their behaviour is a way of communication.

‘We wouldn’t punish children for reflex actions, like a leg kicking if the knee is tapped. Nor should we punish pupils for behaving as if their world is not safe; because it may feel unsafe, for them, and that is not a physiological state anyone can be argued out of.’ (Bomber 2020)

Children need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right. An adult will have to lend their ‘thinking brain,’ by talking out loud with the child using the Emotion Coaching Script (appendix 2). Only when the child has been supported to calm themselves must the consequences of the behaviour be discussed. Adults should make a clear distinction between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions. Adults will respond in a predictable, prompt, kind and assertive manner, we will provide additional support where needed so that all children can meet our expectations.

### **Individual children**

We recognise that some children in some circumstances may find it difficult to regulate their emotions with the support of an adult. In these situations, their behaviours ‘ may be dangerous to themselves and /or others. In these cases, children will need to have an Individual Behaviour Plan (appendix 3) which identifies triggers, strategies and adults who can support the child. In all classrooms, to promote a positive, calm climate we will use visual timetables, and recognition boards.

## **Repairing and restoring**

### **Reflection**

All unacceptable behaviours must be dealt with and addressed with the child. A playtime/lunchtime incident should be dealt with during playtime/lunchtime rather than interrupting learning time. Adults will ensure that children understand that an incident will be resolved at a given time during reflection time (playtime/lunchtime/end of a lesson) to ensure the child is able to engage in their learning until this time. Adults will use these restorative interactions to help the child resolve the incident or conflict and understand how to repair the harm caused. The level of behaviour may mean that there needs to be a further reflection time on other days to resolve and repair the incident.

Reflection time aims to:

- Teach children the impact of the behaviours they have shown
- Support children to take responsibility for their own behaviour
- Know how to repair the impact of their behaviour
- Have positive strategies to improve their future behaviour

Reflection Questions – there are the 5 focus questions for reflection. Tell me...

1. Can you tell or show me what happened ? (Dependent on age and ability art might be needed, or puppets/ acting out)
2. Tell me if I'm wrong but I'm wondering if you felt a bit... angry/frightened/scared etc.
3. I imagine that is really difficult to have those big feelings... but it's not ok to... and I can help you with that....
4. How do you think ... is feeling?
5. How can we repair it?
6. Imagine if there were... (a way of putting it right/things you could do differently). What would they be?
7. The adult lends the child their thinking brain to problem solve and find an appropriate solution.

Think about positioning in the room, focus on the issue at hand (do not bring up previous incidents/events that are not relevant) and plan the conclusion. All staff will take responsibility for leading restorative conversations, the Thrive/SLT will support when requested.

### **Adults reflecting on behaviour**

It is essential that all adults in school reflect on the behaviour of the children they are working with and try to identify any underlying causes of areas of poor behaviour. We believe that ALL behaviour is a communication of need or circumstances, so adults need to understand how a change to provision or practice for the group or individual could help improve behaviour.

### **Sanctions**

Serious negative and/or unacceptable behaviour where the child has deliberately chosen to hurt another person (physically or verbally including racist /bullying/homophobic language) or damage to school or others property will involve the Headteacher or SENCo. The child will have a meeting with the Head or SENCo to discuss what has happened. After investigation , parents will be informed of the school's actions and will be expected to support the school's decision. An appointment will be made for parents, teacher, child and Head/SENCo to discuss the child's future behaviour.

Consequences may include:

- Additional reflection sessions
- Loss of extra -curricular activities/ any privileges
- An individual Behaviour Plan
- An internal suspension where a child will work in school but not in their own classroom
- Suspension for a fixed period of time (1 to 5 days).

Incidents of poor behaviour will be recorded on a secure electronic system CPOMS which is reviewed and analysed on a regular basis.

Behaviours not in line with our rules

- Not on task, wasting time, distracting others
- Deliberate avoidance, not completing work
- Accidental damage to school or others property through carelessness
- Running indoors
- Not telling the truth
- Teasing others – using unkind words/comments, name calling
- Persistent play fighting/rough play
- Answering back
- Retaliation

High levels of behaviour

- Stealing
- Continued refusal of an adult's reasonable request
- Inappropriate/ bad language: racist language, comments which discriminate based on sex, behaviour or attitudes that create stereotypes of social roles.
- Deliberate graffiti or damage to school or another child's property
- Deliberately hurting another child
- Serious acts of sustained violence towards children or adults e.g. kicking, fighting, hitting
- Dangerous behaviour due to not responding to an adult's request
- Bringing dangerous items into school (vapes , knives, weapons, alcohol, drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that could be used to cause injury/offense/damage)
- Racial or prejudice abuse
- Bullying including cyber bullying

**Criminal behaviour will be reported to the Police.**

### **Child on child abuse:**

Where children's behaviour falls below our expectations, whether on or off-site or online, that is either witnessed by staff or is reported to the school, we will collaborate with parents to resolve them, putting in place sanctions as appropriate. Negative interaction online can damage the school's culture and can lead to school feeling like an unsafe place. Following any report of child-on-child sexual violence or sexual harassment offline or online, we will follow our Child Protection Policy and the information within Keeping Children Safe in Education addressing it through appropriate sanctions. All staff will challenge inappropriate language and behaviour between pupils. Mobile phones are not to be used when on the school premises and should be handed to a member of staff on arrival.

### **Sexism and Sexual Harassment**

The Bythams' wants everyone to feel included, respected and safe in our school. We will not tolerate verbal abuse, which includes name calling and sexist comments. The Bythams' does not tolerate 'banter.'

Sexist comments are those which discriminate based on sex, particularly against females. Sexism also includes behaviour or attitudes that create stereotypes of social roles based on sex.

All staff and pupils are encouraged to call out and/or report this behaviour. If pupils make these comments, we will:

- Ask them to apologise to anyone the comment was directed at
- Support and educate them to improve their behaviour (this may include referrals to outside agencies/ specialist services)
- Monitor behaviour for any recurrence
- Escalate the sanction as appropriate e.g. a letter or phone call to parents or in the most serious of cases, issue a fixed term suspension.

Our PSHE and RSE curriculum will cover what healthy and respectful behaviour towards one another looks like.

### **Short term reduced timetables:**

In exceptional circumstances, there may be a need for a temporary, fixed-term, part-time timetable to meet a pupil's needs. Parents will attend a meeting with SLT to discuss the reduced timetable and will be given a signed copy of the plan at the end of the meeting. Children will be provided with sufficient and appropriate work that they need to complete during the hours that they are not in school. Information regarding all pupils on a reduced timetable will be shared with Governors and the Local Authority.

The action plan will:

- Specify an end date that the child is expected to return to full time education
- Will be reviewed weekly
- Be signed by parents to register their consent and that they are taking responsibility for the pupil when they are not in school and will guarantee that they will be supervised when they are off site.
- Be shared and understood by parents with clearly recorded objectives.

### **Suspension**

If a child has a fixed term suspension, as a result of their behaviour, work will be provided while the child is at home, and parent and child must attend a reintegration meeting.

### **Reintegration following a fixed term suspension**

If a child has been suspended from school, they will attend a reintegration meeting on the first day back with the Head teacher and parents. This meeting will be to reflect on behaviour that led to the suspension, allowing the child to understand how to repair the impact of their behaviour and promote a climate of success and expectations for when they return to class.

Strategies for reintegration include:

- A fixed period transition plan building up a child's time back in school
- A planned period of time in internal exclusion room
- Improving behaviour chart
- Actions for parents to put in place at home
- Access to our Intensive Thrive
- Adult support in direct work and/or in the classroom

In extreme cases the child may be Permanently Excluded (PEX), this sanction is used with the greatest reluctance. Fixed-term suspensions and permanent exclusions will follow guidelines set by DFE. If children have persistent unacceptable behaviour an individual improving behaviour plan will be put into place. This will outline support given by class teacher, Thrive practitioners, external agencies and will set targets for improved behaviour and the consequence of continued unacceptable behaviour.

If children are behaving in an unacceptable, threatening, dangerous, aggressive or out of control way, they have not yet learned how their strongest emotional reactions can be contained, channeled and communicated safely. This may cause some children to exhibit some behaviours that may be dangerous to themselves, others, school property or that they may be at risk of suspension. On these occasions, staff may have to physically intervene in order to keep the child or children at risk safe using Safer Handling. Members of staff have the power to use positive

handling in school but will do so in a reasonable and proportionate way. In such circumstances we will always inform parents and may then put in place a Safer Handling Plan for a particular child.

### **Monitoring of Behaviour Incidents**

Logged behaviour incidents will be viewed daily. If a child is persistently making poor behaviour choices this may indicate a safeguarding issue or signal an unmet learning or developmental need, these children will be referred to the DSL or Thrive practitioner .

### **Lunchtime Behaviour**

Lunchtime Supervisors will follow the same behaviour policy as teaching staff. They will always role model good behaviour, be positive and praise children for good behaviour choices.

Lunchtime supervisors will award House Points. When these are given to children, they will clearly explain why they are giving them to the child referencing the values or rules.

### **Unacceptable behaviour at lunchtime**

Lunchtime supervisors will use the 30 second script to support children to make good behaviour choices at lunchtimes. If the behaviour continues after a time out or if it is felt it is not safe for the child to stay on the playground , the child may be taken to reflection. This should be clearly explained to the child. If a child will not cooperate or their behaviour is dangerous then a Thrive practitioner or member of SLT will be called to support.

### **Reporting to Teachers**

Lunchtime supervisors are expected to deal with behaviour issues that occur at lunchtime, but any rough, aggressive or unkind behaviour must be fed back to the teacher at the end of lunchtime .

### **Malicious Allegations against staff**

Any allegation against staff will be fully investigated by the Headteacher and if the allegation is found to be malicious, consequences will be put in place that may lead to suspension or permanent exclusion.

### **Physical contact with pupils**

On rare occasions, it may be necessary to use reasonable force to prevent children from hurting themselves or others, from damaging property, or from causing disorder. This may be to control

a situation by standing between children who are going to fight, leading a child by the arm to remove them from a situation.

Restraint may need to be used to prevent a child from attacking another child or a member of staff, or to prevent a child from causing harm to themselves through physical outbursts. Physical intervention should be avoided where possible and other strategies should always be used if possible. It is essential to never use any more force than is necessary and to try to ensure there is no physical injury to the child or staff member.

Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported. The decision on whether to physically intervene is down to the professional judgement of the staff members concerned and should always depend on the individual circumstances. Any incident involving physical intervention requires full details of what happened, and the intervention used should be logged onto CPOMs and reported to Head teacher.

When a child needs to be handled on a regular basis, a Positive Handling Plan will be created with parents to safeguard the child and staff wellbeing. Adults in school have had Safer-Handling de-escalation and restraint training. All incidents are reported on CPOMs and reported to Governors. This is to be completed by the senior member of staff involved in the incident .

### **Induction of staff**

Leaders will ensure that all new staff are fully inducted into school, so that they fully understand our school culture, values and routines and know how best to support all pupils to participate in learning, ensuring that they create a calm, supportive climate within the area of school that they work. All induction will be fully aligned to our relational behaviour policy and the Early Career Framework (ECF).

### **Role of leaders**

School leaders will always act as role models, demonstrating a consistent, predictable approach to children. They are highly visible throughout the school day, with leaders routinely engaging with children, parents and staff on setting up and maintaining the behaviour culture and the environment where everyone feels safe and supported.

All staff are required to adhere to this policy, including temporary, volunteers or supply staff.



## Appendix 1

### 30 Second Script

#### FOR EVERYBODY TO USE WHEN CHILDREN ARE BREAKING THE RULES

I noticed you are...

I am wondering if you are feeling...?

You know we have a Ready, Respect, Safe rule in the classroom

It was the rule about... that you broke.

Do you remember last week when you...

That is who I need to see today.

When I come back in \* minutes, I want to see your wonderful...

Thank you for listening.

(Then walk away!!!)

The 30 second script, at the child's level, involves a conversation with the pupil that goes to redress their behaviour in the first instance. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- I noticed you are having trouble with [state the behaviour you see to separate the behaviour from the child].
  - I am wondering if you are feeling [...]?
  - You know we have a Ready, Respect, Safe rule in the classroom. It was the rule about [lining up / bringing toys into school / not allowing others to learn] that you broke.
  - Do you remember when you [did that kind thing for...]? That is who I need to see today.
  - When I come back in \* minutes, I want to see your wonderful [...]. Thank you for listening.
- Now walk away but remember to return at the given time!

The 30-second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour.

## Appendix 2 – Emotion Coaching Script

### **Step 1: Internally recognise the child's feelings and empathise with them.**

Also consider:

Are you the right person to speak to this child?

Are you emotionally ready to speak to this child?

Do you need help from another adult?

### **Step 2: Label and validate the feelings:**

Label You seem... to me

I can see that you are feeling...

I can tell that you are...

The way you are feeling is making you feel...

Validate

I am sorry that this has happened to you...

you must feel...

I would feel... if that happened to me too.

It's ok to feel...

I understand why you feel...

If the child is struggling to calm down at this point keep repeating the above whilst completing some soothing activities e.g. singing, colouring, scribbling, jumping, running, mindfulness, carrying heavy objects.

### **Step 3: Only when the child has calmed down... Set Limits and Problem Solve:**

Set Limits

It's not ok to behave like that...

At the Bythams', one of our rules that we must follow is...

Doing that, is not ok...

Behaving like that is not helpful/safe/acceptable...

Problem Solve

What made you feel like that?

Have you ever felt that way before?




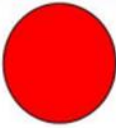
Let's think of what you could have done instead...

I can help you think of a different way to cope...

Try and do this next time you feel like this...

Let's decide what you can do next time you feel like this...

## Behavioural flow chart for classroom guidance

	<p>Every one will start their day on green; you can stay here by following your class rules, being a great role model, showing your teachers and classmates that you are ready to learn and being consistently well behaved.</p> <p><b>Report Score: 3</b></p>
 Verbal warning—Stop!	<p>You will receive a verbal warning if you...</p> <ul style="list-style-type: none"> <li>• Disturb other children and yourself from learning in class or in assembly.</li> <li>• Are unkind or rude to other children or members to staff.</li> </ul> <p><b>Report score: 1</b></p>
 Yellow <i>You will lose 5 minutes from your playtime</i>	<p>If you continue to make the wrong choices in lessons or in assembly it is serious. It means you are ignoring adults and not doing as you have been told.</p> <p><b>Report score: 0</b></p>
 Red You will lose 10 minutes of your break time and your parents will be told by the class teacher. You may have to work outside of the classroom if you are disturbing the learning of others.	<p>This happens if you choose to keep on disturbing learning. This also happens straight away if you hurt someone.</p> <p><b>Report score 0</b></p>
<p>If you do not learn from your mistakes and receive a few Yellow and Reds then you may be put on a behavioural report. This will scale each lesson and the report will be signed by the Headteacher or a Senior Leader each day. It will be shared with your parents.</p>	