



Behaviour and Relationships Policy

Approved by: Nadia Gosling

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Behaviour Principles

In accordance with the behaviour principles, at Charlton-on-Otmoor C of E Primary School we believe that:

Our Behaviour Principles:

1. We are an inclusive school. Everyone should be free from discrimination, harassment, victimisation of any sort. Equity is when everyone gets what they need to achieve.
2. All children, staff and visitors have the right to feel safe at all times at school.
3. Every child should be educated in an environment where they feel valued, listened to and respected
4. High expectations for positive behaviours and attitudes towards learning provide the foundations for our children to become confident, resilient and self-assured learners and responsible citizens.
5. Children should be supported to build self-discipline, empathy and emotional resilience.
6. Children should be accountable for their actions and the impact they may have on themselves and others.
7. Helping children communicate effectively promotes self-regulation, positive behaviour and builds resilience.
8. All forms of bullying are unacceptable.
9. Governors, staff, parents and volunteers should set an excellent example of behaviour for children; maintaining, encouraging and promoting positive behaviour and the principles of fairness and justice.
10. The school will work in partnership with parents/carers to develop and promote positive behaviours - and seek advice from appropriate outside agencies wherever necessary.

In order to achieve this, we aim to create and maintain a positive and safe school environment where effective learning can take place and all children can grow socially, emotionally and academically, with mutual respect between all members of the school community, for belongings and the school environment. Therefore, everyone is expected to follow these whole school rules:

- Be kind
- Be ready
- Be safe

At Charlton-on-Otmoor Primary School, 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 wellbeing is high, then children can reach their full potential.

When children experience safety in their relationships they are better placed to engage with life and learning. It is therefore vital that wellbeing is prioritised in order for us to live out our vision - 'Aspire and grow together'.

Our six school values underpin the positive behaviour which we expect from all children. Our six core values are:

Love Respect Resilience Kindness Forgiveness Honesty

The Thrive Approach

Here at Charlton-on-Otmoor we are embracing the Thrive Approach. Thrive is an approach to help support children with their wellbeing emotional and social development by building positive relationships and exploring and understanding feelings. Thrive supports and encourages the development of confident, curious, creative and capable children, who are open to learning and better equipped to deal with life's ups and downs.

The THRIVE Approach draws on the latest research from current neuroscience, recent attachment research, current studies of effective learning and current models of child development, in order to help us to understand the needs being signalled by children's behaviour. Thrive approaches are followed across the whole school, through every interaction in the classroom, at playtimes and lunchtimes, and in one to one or group sessions. It feeds into all the ways we celebrate our children, our relationships with families, knowing the children as individuals, celebrating our diversity and uniqueness. Every child at Charlton-on-Otmoor has their social and emotional needs addressed and nurtured whether that be within their class setting, small groups or during 1:1 sessions.

Thrive helps us to check children's readiness to learn, to identify any gaps and then plan to meet them. It offers practical strategies and techniques supporting us to deliver learning around how to face new challenges, how to become more independent, how to recognise sensations within the body, how to articulate this through our emotions, how to think through subsequent choices and believe in their own abilities. By doing so, we will be able to ensure that all of our children have what they need to make the best possible progress in their learning. This whole-school approach to wellbeing is also proven to improve attendance, behaviour and attainment.

Staff will build relationships with children by:

- Meeting and greeting the children each morning.
- Being a visible presence around the school, especially at transition times.
- Providing children with excellent role models of behaviours and the school values.
- Recognising behaviour is a form of communication.
- Creating an environment that fosters good behaviour through stimulating, engaging and inspiring lessons.
- Setting clear expectations in class, around school and on the playground.
- Providing pre-emptive early intervention such as brain breaks and check-ins to support children's behaviour.
- Recognising, celebrating and rewarding children positive behaviour choices.
- Reminding children of school expectations in positive terms.
- Using PACE and VRF's in all their interactions to support children. (please see details below).
- Using the Relate-Rupture-Repair cycle, seeking both resolution and learning when dealing with behaviour concerns by engaging in a dialogue to repair the rupture. (please see details below).
- Recording behaviour logs on CPOMs within 24hrs and informing class teachers before the end of the school day.
- Informing the headteacher of any significant behaviours concerns.

Celebrating Good Behaviour

Positive interactions with individual children are key to developing a positive atmosphere in the classroom. It is the key to developing positive relationships, including with those children who are the hardest to reach. Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms including celebrating the positive behaviours you want to see. All children's best efforts should be celebrated.

We praise and reward children for good behaviour in a variety of ways:

- **Celebration Assembly** every Friday, children from each class are recognised for demonstrating our vision to 'Aspire and grow together' through one of the six school values.
- **Head teacher awards** are also given out each week linked to the value that the school is focusing on that term.
- **'Ask me why I am proud' stickers** will be used in all classes. This is to encourage children to share their moments of celebration with everyone around them both within school and at home. These will be for either academic achievements, effort or for positive choices made.
- **In the moment** marking through discussions with the child, celebrating their achievements and sharing these successes with other classes and the headteacher.
- **House points** are given for examples of good behaviour shown around the school. House points may be awarded throughout the school day. House points will be counted weekly and announced in the Celebration Assembly. Each half term the winning house will receive a house award.
- **Class reward systems** that each class may set up their own award system that all the children can contribute to.

Behaviour that does not reflect the school values or rules

Any behaviour that does not reflect the school values or rules - which is disrespectful, disruptive to learning or dangerous will be considered a concern that needs to be responded to in order to restore a calm and safe learning environment and to prevent the recurrence of the behaviour.

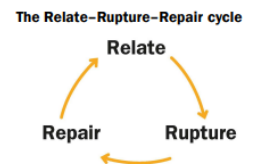
These behaviours include the following:

- Calling out in class
- Refusing to get on with a learning task
- Persistently disturbing other children who are working (e.g. making tapping, clicking or whistling noises)
- Persistently getting up and wandering about the classroom
- Not using learning resources appropriately
- Leaving the classroom without permission
- Rude or inappropriate comments to adults or others (teasing, gestures, lack of respect towards others)
- Questioning authority
- Behaviours which put children at risk of being hurt.

This is not an exhaustive list and there may be other situations where the class teacher or teaching assistant makes a judgement that a child's behaviour is unacceptable and seeks to support the child as needed to move away from these behaviours.

The Relate-Rupture-Repair cycle

This approach prioritises repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishments set out to humiliate or undermine a child's self-confidence. An awareness of the individual and their needs is at the heart of addressing their behaviour.



We recognise that there are, on occasion, times when mistakes can and will be made. We understand behaviour communicates unmet needs and can separate the child from their behaviour. The children are learning their way in the world and may need help and guidance.

At Charlton-on-Otmoor, our aim is to be proactive in supporting children to learn from and take ownership of their own choices. Using the Relate-Rupture-Repair cycle we repair conflict and tackle concerning behaviour. We encourage children at our school to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours. We seek to repair relationships and change behaviours rather than punish the actions a child may have taken.

Relate

The 'relate' phase refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person.

Rupture

The 'rupture' phase refers to those times in a relationship where there is a misunderstanding or misattunement, in other words, when we don't get it right for the other person and we feel like the relationship experiences a setback. At this point the bridge of connection might feel weakened. They are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child's resilience.

Repair

The 'repair' phase of the cycle involves correcting the misunderstanding or misattunement of the rupture by trying to share understanding of intentions, feelings, thoughts and actions in order to come back into a relationship. The repair part of the cycle is an essential component of healthy growth, boosting resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved.

Supporting children to make positive behaviour choices

Our goal is to help the children learn to make informed and positive decisions and to choose a better way. If a child does make poor choices, whether it is deliberate or unintentional, we seek to repair the rupture. This may mean accepting consequences for these actions. All consequences have a learning outcome and aim to teach children that there are always repercussions for poor choices. These may be natural consequences or may be agreed actions resulting from the discussion during the repair stage. These may involve time away from a game but will not involve missing break times,

being sent out of the class without a purpose, missing out on learning experiences or other activities planned for the children. Equally, applying sanctions to whole groups or classes is not an acceptable consequence.

Where behaviour does not meet our expectations, the following steps are taken:

- Celebration and highlighting of positive behaviour displayed by other children e.g. through the use of recognition boards focusing on particular behaviours.
- Use of whole class reminders of expectations to re-engage children.
- Reminding of the expectations for children delivered privately to the child making them aware of their behaviour. Staff make them aware of their behaviour through use of PACE and VRFs alongside a reminder of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child.
- Staff to review what might be driving the behaviour, and adapt if necessary to ensure a more positive outcome; e.g. additional support, change of seating, brain break, personalised support plans
- Making repairs through reparative conversations between all parties involved allowing the children to reflect on changes that can be made to allow for the repair. Staff will support children in these discussions by:
 - Ensuring that all children are given the opportunity to speak openly without judgement
 - Asking questions to uncover the full extent of the issue (see appendix)
 - Guiding children to find their own resolution, apologies are not the aim of the reparative conversation.

As in all things, professional judgement should be used by every member of staff.

Children Dysregulating

When a child is exhibiting distressed behaviour, we understand that the behaviour is communicating a level of need within the child. If a child is beginning to dysregulate, the child will have a 'time in' session for regulation – in a space they feel safe in either inside or outside the classroom. One or more adults may be on hand to support the child as co-regulators using PACE and VRF's. These 'time in' sessions will be initiated as early as possible in order to avoid or minimise the level of dysregulation for the child and will include a range of calming activities. Where a child is frequently exhibiting distressed behaviours, 'time in' sessions can also be initiated by the child as they become more aware with the escalation of their emotions.

For many reasons there are times when children will need additional support, this could include:

- Access to a safe space
- Support through access to calming activities.
- Thrive 1-1 or small group support with the licensed practitioner
- Transitional objects.
- Additional notice about change and early warning of activities finishing.
- More structured indoor and outdoor activities based on play and friendship.
- The provision of sensory equipment such as stress balls and stretchy toys for anxious moments
- Visual reminders including 'now and next' boards.
- Sensory breaks

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Vital Relational Functions (VRF's)

The VRFs represent the key techniques that we consciously apply in relationship. They are tools used in Thrive to support a child's emotional development. These are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern).

These techniques provide a relational basis for a child's emotional, social and neurological development. They are:

Attune – Validate – Contain – Regulate

- Attune – demonstrating an understanding of how they are feeling. Redirecting using PACE and small act of kindness. Speaking calmly and slowly. Try and keep eye contact.
- Validate – demonstrating that their feelings are real and justified. Allow them to speak, using the term 'wondering' to try and encourage the child to explore the incident for themselves. Use adult speak to repeat what they've said to make it clear. Let them know that it's ok to feel like that and that everybody feels like that sometimes.
- Contain – Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces- building trust for the child.
- Regulate – Communicating the capacity to regulate emotional states by modelling how to do it. Soothing and calming, their distress. Transforms what was too much to bear alone into an experience that can be tolerated together.

PACE

PACE is the acronym used by psychologist Dan Hughes to describe the optimal adult stance when working with children to reduce stress, enhance connection, promote safety and engender the learning of new social and emotional skills.

- Playfulness: sensitive and appropriate playfulness helps the child feel safe and promotes positivity. involves spontaneity, openness and exploration; have fun and share enjoyment with the child. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the child is less likely to respond with anger or defensiveness.
- Acceptance: unconditionally accepting the child makes them feel safe, secure and loved. Accept the child's inner experience without judgement and make sense of why the child is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour.
- Curiosity: genuine and non-judgemental interest in the child helps them become aware of their inner life. It involves wondering about the reasons behind the behaviours, rather than being angry. This shows the child that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open up discussions with the child.
- Empathy: demonstrating compassion for the child and their feelings supports the child's sense of self-worth Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the child's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

Supporting staff

Dealing with a child demonstrating distressed behaviour can be upsetting. It is okay to feel upset and to feel hurt. If you feel that you are getting angry when dealing with an incident, withdraw, give yourself space and time, and seek support during and afterwards. Managing distressed behaviour when you feel angry can escalate the situation. Staff should avoid arguments and negotiations but continue to give clear choices.

Behaviour Monitoring Timetables and Personalised Support Plan (PSP)

Where the reparative conversations are not having an impact on the child's behaviours. Teachers will introduce a weekly behaviour monitoring timetable to record behaviour concerns on. This will be reviewed weekly to identify any patterns in behaviour and possible adjustments that could be introduced.

A Personalised Support Plan (PSP) will be introduced if the Behaviour Monitoring Timetable is not showing any improvements in behaviour with the aim to help a child to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and may include the lead practitioner working with the child 1:1 weekly in order to unpick the triggers for specific behaviours. The teacher, child, parents and a headteacher, SENDCO or lead practitioner will be involved in the drafting process, and it will be reviewed every six weeks.

Responding to behaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of negative behaviour will be made on a case-by-case basis.

When dealing with behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing this policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned. Preventative measures may include (although other provisions will also be considered):

- Short, planned movement breaks
- Sensory Circuits regularly timetabled
- Adjusting seating plans to consider physical disabilities and sensory needs
- Consider SEMH needs when adjusting seating plans – e.g. children may feel anxious in the centre of the room
- Adjust uniform requirements (as specified in the Uniform Policy)
- Provide appropriate training for staff in understanding conditions such as autism, sensory needs, ADHD etc
- Use of spaces within the school environment where pupils can regulate their emotions during a moment of sensory overload

When considering a behavioural consequence for a pupil with SEND, the school will consider whether the pupil was unable to act differently at the time as a result of their SEND?

If the answer to this question is yes, the school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Roles and responsibilities

Role of the headteacher: The Head teacher has the responsibility of implementing the policy consistently across the school, and to report to Governors on its effectiveness. The Head teacher must support the staff in the implementation of the policy and set the standard for behaviour. The Head teacher will arrange any training that is required by staff and identified through the performance management cycle.

Role of Governors: The Governing body has the responsibility of setting down the principles that the Behaviour Policy is based on and monitoring and evaluating its implementation.

Role of staff: All support staff should follow the policy, seeking support and training from other staff when appropriate

It is the class teacher's responsibility to ensure the implementation of the policy in their classroom, giving direction to support staff if necessary. The class teacher should have high expectations of behaviour at all times and follow the principles outlined in the policy in all their dealings with children. The class teacher will inform parents about incidents regarding behaviour in line with responses to behaviours outlined below as well as referencing overall behaviour as part of parents' evenings and end of year reports.

When on playground duty, staff should ensure repairs take place soon after the rupture, this may require the support of additional staff to take over the playground duty. Walkie Talkies should be used to request support from the headteacher. All staff involved should contribute to behaviour logs.

Role of Parents and Carers

The school aims to work collaboratively with parents and carers so that children receive a consistent message about how to behave. Our school uses the relate-rupture-repair cycle to demonstrate, build and maintain respectful relationships. In this way, the children learn to take responsibility for their actions and understand that they are part of the solution.

So that children receive consistent messages about behaviour from home and school, the school will inform parents and carers if we have concerns about their child's welfare or behaviour. We also encourage an 'open door' policy for parents to approach the school with any concerns either via the school office or by talking to the teacher or head teacher at the start or end of the school day.

Parents are expected to behave in a reasonable and civilised manner towards all school staff, as professionals. Incidents of verbal or physical aggression to staff by parents/carers of children in school will be reported immediately to the head teacher and/or governors who will take appropriate action in line with Local Authority policy.

Recording Behaviour concerns

We have a clear process in place to record behaviour concerns or incidents using the online system CPOMs. These are important to ensure a full picture of any concerns relating to a child can be seen. These logs are not for low level disruption unless it is on-going as identified by the class teacher.

All CPOMs reports should include:

- Accurate and factual description of what happened, where it happened and the things you saw that may have caused it to happen and how everyone is now. This includes things that happened prior to the incident where relevant.
- Names of all adults involved, they should also be included in the alerts so that any additional information can be added.
- The action(s) already taken including whether parents have been informed.
- Alerts to other relevant staff e.g. Teachers, TA's
- Incidents **MUST** be reported verbally where further action may be required
- Further actions to be added including communication with parents, these will need to be added by a DSL
- All follow up conversations must also be logged as further actions related to the incident logged.
- It is important that the date and time of the incident is recorded accurately, by changing the date of the report. Otherwise, the chronology of incidents cannot be tracked.

All incidents are monitored by the head teacher and DDSL (deputy designated safeguarding lead). The head teacher and DDSL's have additional permissions which allow them to see and act on all reported incidents and undertake analysis of the information stored including reviewing previous incidents to check for possible bullying.

If a member of staff has a concern around behaviour they must update CPOMs as soon as possible after the event and at least by the **start of break time the next day**. If they do not have time to make the report on the same day, they must verbally update the class teacher and headteacher or send a short email to alert them to any incident before the end of the school day. It is always advisable to complete CPOMS as soon as possible, while events are fresh in your mind.

All safeguarding concerns (however small) should be logged on the day of the incident as they may be part of a bigger picture or may require immediate action.

Use of Reasonable Force

The government has produced revised guidance DfE: Use of reasonable force (updated: 17 July 2013) The link below will take you to the web site that contains the full DfE version.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

This guidance relates to the Education and Inspections Act 2006 and is aimed at governing bodies, head teachers and school staff in all schools in England.

Definitions

Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom. Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.

Who can use Reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit.

Any restrictive intervention must be legally and ethically justified, be absolutely necessary to prevent serious harm, and be the least restrictive option.

Responding to and recording behaviour

Each log will need to be assigned to one of the 3 predefined categories within the system and actions should be taken as outlined in the table below.

Behaviour related logs		
<u>CPOMs category</u>	<u>Behaviour</u>	<u>Actions to be taken</u>
Negative behaviour	<ul style="list-style-type: none">• Rude or inappropriate comments to adults or others (teasing, gestures, lack of respect towards others)• Questioning authority• Persistently calling out in class• Refusing to get on with a learning task• Persistently disturbing other children who are working• Persistently getting up and wandering about the classroom• Not using learning resources appropriately• Leaving the classroom without permission• Behaviours which put children at risk of being hurt.	Reparative conversations with identification of consequence if necessary.
Level 3	<ul style="list-style-type: none">• Repeated negative behaviours that have not improved through the repair.• Fighting/deliberate aggression (verbally aggressive to peers and/or staff)• Swearing• Stealing	Class teacher to inform parents or carers promptly. Reparative conversations to take place with identification of consequence. (To be recorded on CPOMS and shared with relevant staff) <u>Personalised support plan set up</u>
Level 4	<ul style="list-style-type: none">• 3 repeated level three behaviour in a half term• Bullying• Racial name calling• Homophobic language• Significant damage to school equipment• Putting themselves or others at risk	Reparative conversations to take place with identification of consequence.(To be recorded on CPOMS and shared with relevant staff) Parents and carers informed by Head Teacher Possibility of further action by headteacher

Additional CPOMs categorise to be identified when reporting where relevant:

- Verbal or aggressive behaviour against peers
- Verbal or aggressive behaviour against staff
- Bullying related issues (only to be added by head teacher or DSL)
- SEND to be identified for all children on the SEND register, specifying where relevant if the behaviour is thought to be linked to SEND dysregulation.

One Page Summary

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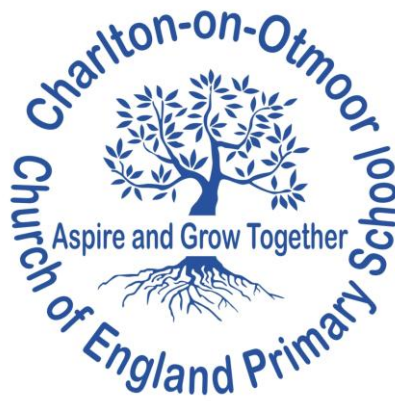
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This is not an exhaustive list and there may be other situations where the class teacher or teaching assistant makes a judgement that a child's behaviour is unacceptable and seeks to support the child as needed to move away from these behaviours.

Parental involvement

The class teacher or headteacher will inform parents about incidents regarding behaviour if there are repeated poor behaviour choices that have not improved following reparative conversations and if their child has been involved in:

- Fighting/deliberate aggression
- Swearing
- Stealing
- Bullying
- Racial name calling
- Homophobic language
- Significant damage to school equipment
- Putting themselves or others at risk



Prompts for staff:

Reminding of the expectations

framing the child in the positive light we know they can exhibit:

- I noticed you are having trouble with (state the behaviour you see in order to separate the behaviour from the child.)
- I am wondering if you are feeling...
- You know we have a rule in the classroom. It was the rule about ...(lining up/bringing toys into school/allowing others to learn) that you broke.
- Do you remember when you... (did that really 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 – remember to return at the given time!

The Reparative conversations

Questions to use:

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel? Who has been affected?

How have they been affected? What should we do to put things right?

How can we do things differently in the future?

How do you think....is feeling?

How can we repair it?

Imagine if there were... (a way of putting it right/things you could do differently). What would they be?