



## Bude Primary Academy Juniors: Behaviour and Positive Relationships Policy 25.26

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**Approved:** James Pritchard, Head of School   
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At Bude Juniors, we are committed to celebrating and supporting behaviour that underscores and mirrors our fundamental **Ways of Being – Ready, Respectful, Safe – Together** through providing a calm, safe and supportive environment. Understanding that children learn best within positive, consistent and trusting relationships informs our approach to managing and then helping children to self-regulate.

*Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.*

[Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](#)

### Our Simple Rules

**Be ready! Be respectful! Be safe!**

At Bude Juniors all behaviour is understood as communication and poor behaviour is understood to result from an unmet need or as an adapted, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We expect our staff to work to identify the need and provide developmentally appropriate support to remove the barriers to successful engagement in school life. Our expectations underpin our understanding that positive, trusting relationships enable learning.

Every pupil in our school knows the standard of behaviour that we expect through exploring what expectations mean in a variety of ways e.g. assemblies, high quality Texts, class discussions, drama, photographs, dance, art, SCARF - PSHE, Trauma Informed School (TIS) activities, forest school, educational trips etc.

## **Policy Aims**

- Provide clarity in our approach to understanding, supporting and managing behaviour by creating a rich, consistent and kind environment.
- Ensure that all members of the school community have the knowledge and skills so that everyone has high expectations of behaviour through clear rules, routines, systems and consequences.
- Identify the roles and responsibilities of adults within school and how they support children with additional needs, which may affect their behaviour, to ensure that all pupils can learn.
- Ensure our pupils take control and accountability for their behaviour and be responsible for the consequences of it.
- Build a community which values readiness, respectfulness, safety and togetherness through improved relationships and high expectations.

## **Policy Purpose**

The purpose of this policy is to provide simple, consistent and practical procedures for our community that:

- Recognises behavioural expectations for all members of our community.
- Positively reinforces behavioural expectations.
- Promotes self-discipline, self-esteem and personal development.
- Explicitly teaches appropriate behaviours.

## **Consistency**

*Visible consistency with visible kindness allows exceptional behaviour to flourish.*

*Paul Dix 2017*

Our Behaviour Policy champions consistency as the cornerstone of positive behaviour fostering a positive, respectful and conducive learning environment.

- Consistent expectations: clear, simple guidelines for behaviour are communicated and upheld in all discussions.
- Consistent routines: predictable and reinforced routines guide behaviour throughout the school, promoting a stable learning environment.
- Consistent follow-up: every staff member actively addresses and resolves behaviour issues, maintaining accountability without shifting responsibilities.
- Consistent positive reinforcement: appropriate behaviours are systematically acknowledged and celebrated to encourage a positive school culture.
- Consistent consequences: fair, predictable consequences are applied uniformly by all staff, alongside structured approaches for serious incidents.
- Consistent respect: Staff model consistent respect in their interactions, setting a standard for pupils.
- Consistent emotional regulation: adults exemplify consistent emotional control, serving as models for managing emotions.
- Consistent environment: our spaces reflect our Ways of Being consistently, fostering a cohesive and supportive atmosphere.
- Consistent school rules development: school rules are regularly reviewed, updated, and communicated clearly to ensure they remain effective and relevant.

This approach is implemented through our Behaviour Norms (**See Appendix 1**). These norms are the culture and systems that we have embedded, maintained and reviewed to ensure that our aims of this policy are put into practice.

### **Staff Responsibilities**

- Refer constantly to 'Ready, Respectful, Safe.'
- Model positive behaviours and build relationships.
- Establish and embed relentless routines across the school.
- Plan lessons that engage, challenge and meet the needs of all our pupils.
- Use an approach that recognises positive behaviour throughout the day.
- Be calm and talk through the behaviours we would like to see and establish how this can be achieved.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record incidents, when applicable, using My Concern.
- The management of behaviour is everyone's responsibility – poor behaviour must always be challenged.

### **Senior Leaders' Responsibilities**

- Cultivate a culture of positive behaviour within the school community. Deliver weekly assemblies with safeguarding, rules, routines and expected behaviour reminders as predominant themes.
- Develop and insist on a consistency in school that ripples through every interaction on behaviour.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Support staff in managing learners with more complex needs, support restorative and reflective conversations referring where necessary to support staff for specific interventions (See Appendix 2).
- Use behaviour data to target and assess school-wide behaviour policy and practice.
- Consistently follow up any reported behaviour incidents recorded on My Concern.
- Authorise suspensions and permanent exclusions with guidance from the strategic partner.
- Ensure 'consistency' runs through all levels of the school.
- Ensure induction of new staff in this policy.

Senior leaders are not expected to deal with behaviour referrals in isolation, rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### **Complex Behavioural Differences**

For some children their identified need may mean they have complex behavioural differences. A series of strategies will be used to identify, assess and meet the needs of children with more complex social emotional and mental health needs or special educational needs and disabilities. For these pupils the behaviour expectations and associated sanctions will reflect their identified areas of need and be developmentally appropriate. This may mean a different approach as part of their individual education or positive handling plan. As a school we ensure we are meeting the requirements of the Equality Act (2010), Children and Families Act (2014) and SEND Code of Practice (2014).

## **Supporting pupils with SEND: Expectations for managing behaviour of pupils with SEND**

For some pupils, behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of their provision and something that we can help them understand and manage.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's learning education plans – Individual Provision Maps and use suggestions on these. Teachers need to use IPMs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focusing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they are getting physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour steps should be adapted to suit the needs of individual pupils. Equity is the aim for these high-needs pupils. Their individual plan and adapted expectations for behaviour should be on their Pupil Profiles which will be monitored by the SENDCO. A child's triggers for negative behaviour need to be on their individual plan so that everyone can be aware of these.

## **Supporting pupils with Social Emotional and Mental Health difficulties**

Where there is a need due to an emotional difficulty or trauma in a child's life, we may refer to additional intervention such as Trauma Informed Schools practitioners, appropriate outreach or groups focusing on social skills and emotional literacy. This may also result in a need for a personalised approach to supporting behaviour that will follow the overall principles but be differentiated in outcome.

### **Rewards and Sanctions Overview**

The emphasis of our policy is on reward and praise for behaviour. Pupils must be aware of both the rewards system that is in place and the consequences. These are used to help pupils to think about their behaviour and to develop a positive attitude towards learning in school. This is underscored by Our Ways of Being – '**Ready, Respectful, Safe – Together**'. Our pupils should learn to expect fair and consistently applied rewards for positive behaviour and similarly consistently applied sanctions for inappropriate behaviour. Our approach is flexible to take account of individual needs of the pupils.

## **Systems for Reinforcing Positive Behaviour**

Rewards for individuals who meet our expectations.

- Quiet word of personal praise.
- House point rewards
- Public recognition in class or assembly.
- Shared acknowledgment of Senior Leadership
- Character award recognition
- Recognition of positive behaviours sent home to parents

## **House Teams**

Our pupils belong to four distinct House Teams. Every week, the awarded points are collected from across the school and celebrated during assembly. This creates a sense of belonging and identity among pupils from different year groups and classes and improves engagement and motivation to improve behaviour. There is an end of the year reward for the Team which has collected the greatest number of points.

## **Character Certificates**

Character certificates are awarded during weekly celebration assemblies. These are directly linked to our Ways of Being – Ready, Respectful, Safe – Together. These awards are shared with parents.

## **Class Rewards**

The staff and children in each class will decide on their own whole class reward which allows for different approaches for different ages. Each class has the power to implement their own whole class reward system i.e. marbles in a jar, blocks that build to gain a reward. This is important as it builds a sense of togetherness and recognises the importance of pupil voice. Class reward time will take place on a Friday for a maximum of 20 minutes and will consist of a range of pre-planned activities.

## **Systems for Managing and Improving Poor Behaviour**

### *Certainty over Severity*

It is critical that our pupils understand and learn from poor behaviour. Our pupils will be appropriately held responsible and accountable for their inappropriate behaviour. They will understand the impact of their behaviour and appropriately take steps to both rectify their actions and learn how to improve their behaviour through empathy and self-development.

We prioritise certainty over severity in our approach, ensuring that it is the consistency and predictability of consequences, rather than their harshness. This ensures every pupil understands the outcomes of their actions, thus fostering a secure and structured environment conducive to learning and growth.

In line with this policy, staff will deal with behaviour without delegating, always deliver sanctions calmly and with care, reflecting and using the opportunity for learning. Engagement with learning is always the primary aim. As detailed above, there may be pupils for whom this approach is not appropriate, in which case an individual plan detailing alternative and appropriate system will be adapted to support them.

### **Non-Verbal Reminder**

For most learners, a non-verbal reminder such as a look or a gentle verbal reminder or nudge in the right direction is all that is needed. Kindness and consideration, taking individual needs into account where necessary should always be applied when managing and modifying poor behaviour.

## **Ask, Tell, Reflect**

If a non-verbal reminder does not manage to promote the desired behaviour, we use a three-step approach to manage and modify behaviour that does not initially meet our expectations - **Ask, Tell, Reflect**. (See **Appendix 1a**)

**Ask:** For those who do not follow our agreed rules, attention will be drawn to the expectation, and they will be reminded and asked to stop/change their action (a redirection or positive choice may be given). It's an initial, gentle approach that acknowledges that everyone can momentarily forget or overlook rules.

**Tell and Explain:** For those children who fail to respond to this first request, they will be warned that they are now being told to make a change and that failure to follow this instruction will lead to a reflection. It shifts from a request to a directive, making the expectations clear.

**Reflect:** For children who fail to follow this second warning, they will be directed to a period of reflective time during playtime, supervised by an adult. This period involves a temporary loss of privilege, where a restorative structured conversation will occur using the mnemonic REFLECT. This reflection is intended to help them understand why their behaviour was inappropriate and how they can make better choices in the future. A time to reflect facilitates deeper understanding and personal growth. It helps pupils to connect their actions with the consequences and to consider the feelings of others, developing empathy. The involvement of an adult in a supportive role can also provide a valuable opportunity for the pupil to express feelings or frustrations that may be underlying their behaviour, addressing root causes rather than just the symptoms. Using the underlying principles of Trauma Informed School (TIS) practices, the mnemonic **WINE** will facilitate this reflection.

## **Parent Contact**

Should our pupils continue with the undesired behaviours or if there has been continuous reflective time without improvement in behaviours then a next step is necessary.

### **Phone Call**

This would involve a phone call home to make sure that parents are aware of the behaviours being seen at school. Children are more secure and confident when there is consistency between the child's care setting and their home. At this stage senior leadership may well be aware of the behaviours and may be involved in the conversation.

Parents will be encouraged to help by exploring possible reasons for their child's behaviour and ways to support staff in dealing with it. Parents will have opportunities to share and discuss behaviour strategies so that some commonality of approach can be discussed. Notes may be taken for future reference and review of actions.

Parents who agree that additional support will be beneficial may also be offered advice on and signposting to outside services. In certain cases, it may be appropriate to implement an individual behaviour plan.

### **Formal Meeting**

A meeting with the pupil, parents, teacher and a member of the senior leadership will take place if there is no noticeable change in behaviour after the phone call home or the child is continually receiving reflective times and the behaviour has not improved. At this point an individual behaviour plan may be implemented and monitored to improve behaviour.

## **Completing Work**

If a child regularly refuses to complete their work despite support from the class team, parents/carers will be informed, and this work will be sent home to be completed. Teachers will request support from the senior leadership team in the first instance. Having high expectations for learning and outcomes for all pupils sends the message that the learning matters.

## **Internal Exclusions**

If a child is disrupting others, it may be that they spend time in another classroom. This will be recorded on 'My Concern' so senior leadership are aware and can monitor the situation. Parents/carers may also be informed. If the plan is to spend a significant amount of time in another class (whole morning/afternoon/day), parents/carers will be consulted, and this will be logged as an internal exclusion for monitoring purposes.

## **Recording Behaviour Incidents**

If a child is directed to **REFLECT** this will be recorded on 'My Concern' so that senior leaders can review patterns of behaviour to make necessary adjustments to support the child. Should a child have several *reflection times* in a short period or are regularly encountering the same issues, class teachers will contact parents/carers to talk about the challenges that their child is facing and develop a shared plan to enable them to behave more appropriately in the future.

## **Exceptional Immediate Response**

As previously stated, it is important that all behaviour is recognised as communication. We seek to find an explanation for behaviour. However, when certain gross misbehaviour has occurred towards pupils and adults an immediate response is necessary such as:

- Serious fighting
- Bullying
- Derogatory behaviour such as racist homophobic or non-inclusive language
- Bad language directed at an adult
- Defiance
- Damage to property
- Physical Assault
- Theft

If necessary, a developmentally appropriate sanction (see also **Appendix 3**) may be required to address the reasons for, and outcomes of, the behaviour displayed and prevent further reoccurrences. The Antibullying Procedure may also be applied (**see Appendix 4**)



## **Suspension/ Exclusion**

Exclusions - Internal, fixed-term suspension and permanent exclusions: An internal exclusion may be issued as a consequence for a serious or persistent breach in behavioural expectations such as those outlined in the above 'Exceptional Immediate Response'. Only the Head of School has the power to exclude a child from the school. The Head of School may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The Head of School may also exclude a pupil permanently. Before taking such a step the Head of school will have taken advice from the Strategic Partner and Hub Councillor, the Aspire Board, the Aspire Inclusion Team, the Education Welfare Service, County Psychological Service or the school medical officer. If the Head of School excludes a child, he/she informs the parents immediately, giving reasons for the exclusion. At the same time, it is made clear to the parents that they can appeal against the decision to the Aspire Board. The school informs the parents of how to make any such appeal. The Strategic Partner informs the Local Authority (LA) and Aspire Board about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. Your child may be excluded from school for several reasons, and for anything from a half-day to permanently. Bude Juniors will adhere to the principal legislation guidance.

[Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Sept 2023](#)

## **Restrictive Physical Intervention**

Some pupils require physical support to ensure their safety or that of staff and other pupils. Staff qualified to use Team-Teach strategies are trained to use the least intrusive positive handling techniques and employ verbal/non-verbal de-escalation strategies in advance of any positive handling strategies. Any incidents where positive handling strategies are used will be recorded and reflected upon with parents/carers and the child, to explore other proactive strategies that may benefit the child and prevent further incidents that require positive handling strategies in the future. Pupils may be removed from the classroom to maintain the safety of all pupils following an unreasonably high level of disruption; to enable a pupil who is dysregulated to be taken to a place where education can be continued in a managed environment; and/or to allow a pupil to regain calm in a safe space.

Further information can be found at <http://www.teamteach.co.uk/>

## **Online Behaviour**

The way in which pupils relate to one another online can have a significant impact on their friendships and behaviour in school. Negative interactions online can lead to school feeling like an unsafe place. Behaviour issues online can be difficult to manage given issues of anonymity, and online incidents occur both on and off the school premises. Even though the online space differs in many ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness and respect.

We are finding that many online behaviour incidents amongst young people occur outside the school day and off the school premises. Children have reported to us that bullying when it does happen is more likely to be outside of school and online. Parents are responsible for supporting their child in staying safe online. We will teach children about online safety and encourage them to report any negative online behaviour as part of our PSHE programme.

We will communicate with parents/carers if we become aware of any unsafe/unkind behaviour so they can take appropriate action. We may also take any relevant action necessary to keep children within the school community feeling safe.

### **Children's Personal Items**

Children do not need to bring personal items into school. In line with the Aspire Digital Safeguarding Policy, pupil devices - mobile phones, smart watches or electronic devices brought into school should not be kept on the child's person but stored securely in the school office. Children who require concentration aids or comfort items will have them provided by the SENCO or class teacher.

### **Pupils' conduct outside the school gates**

#### **The law allows:**

- Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'such as is reasonable'.

#### **The school may discipline a child for any misbehaviour when the child is:**

- Taking part in any school-organised activity or school related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school

#### **Or misbehaviour at any time, whether the conditions above apply, that:**

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school depending on the incident

## **Appendix 1 Behaviour Norms and Expectations**

The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty.

*Paul Dix 2017*

### **Our Simple Rules**

## **Be ready! Be respectful! Be safe!**



- Be on time
- Stay engaged with the speaker
- Be attentive and ready to learn
- Follow instructions promptly
- Keep our work areas tidy
- Engage actively in learning
- Sit up straight
- Wear the correct uniform
- Be prepared
- Follow routines



- Respect differences
- Treat everyone kindly
- Wait for our turn to speak
- Say "please" and "thank you"
- Always use each other's names
- Respect school property
- Take turns
- Keep our voice and tone kind
- Include everyone
- Win and lose gracefully



- Use kind hands, feet and voices
- Move safely around the school
- Use the playground spaces safely
- Wash our hands regularly
- Tell an adult if something is wrong
- Use equipment safely
- Sit correctly on seats
- Respect personal space
- Stay digitally safe

## Appendix 1a – ASK TELL REFLECT

| Ask                    |  |
|------------------------|--|
| <b>Principle</b>       | This first step is grounded in the concept of positive reinforcement and the belief that pupils often need a reminder of the expectations. It's an initial, gentle approach that acknowledges that everyone can momentarily forget or overlook rules. Ready, Respectful and Safe - Together.   |
| <b>Benefits</b>        | This approach is non-confrontational and gives pupils an immediate opportunity to correct their behaviour without escalating the situation. It respects the pupil's autonomy and ability to make a better choice. By offering a redirection or a positive choice, it also provides a clear pathway to desirable behaviour, reinforcing the right actions instead of focusing on the negative.  |
| <b>Tips</b>            | <p><b>Use positive language:</b> Focus on the behaviour you want to see, rather than what you do not want.</p> <p><b>Be specific:</b> Clearly describe the expected behaviour so there is no ambiguity.</p> <p><b>Acknowledge the pupil's feelings:</b> Showing understanding of their emotions validates their experience and can defuse tension.</p> <p><b>Offer choices:</b> When possible, give pupils a choice between acceptable behaviours. This supports autonomy and decision-making.</p> <p><b>Express gratitude:</b> Thanking pupils in advance for making the right choice reinforces your expectation that they will comply and acknowledges their ability to self-correct.</p>   |
| <b>Worked Examples</b> | <p><i>"I've noticed you're having a hard time keeping your voice down, use your indoor voices so everyone, together, can concentrate, can you show me how you do that, thank you. "</i></p> <p><i>"It looks like you're finding it hard between joining the activity or carrying on what you're doing, remember it's important to participate. Would you like to start on the activity or help me. It is important that that you're involved."</i></p> <p><i>"I can see you're feeling really upset right now, and that's okay. It's important to express our feelings, but we also need to ensure we're not disrupting our friends. How about we take a deep breath together and then you can tell me what's wrong? I'm here to listen."</i></p> <p><i>"We're all part of the same team here, and every team member's contribution is valuable. I've noticed some interruptions when others are speaking. Let's practise listening when someone else is talking and wait for our turn to share ideas. This way, everyone feels respected. Thanks for being such a great team player!"</i></p> |

| Tell                   |  |
|------------------------|--|
| <b>Principle</b>       | Moving beyond a simple reminder, this step involves a clear instruction to change behaviour, coupled with an explanation of the consequences if the behaviour does not change. It shifts from a request to a directive, making the expectations clear.   |
| <b>Benefits</b>        | This step underscores the seriousness of the situation to the pupil and the need for immediate action. By explaining the reasons behind the rules and the consequences of not following them, it also engages the pupil's reasoning and understanding, fostering a sense of responsibility and awareness of the impact of their actions.   |
| <b>Tips</b>            | <p><b>Be clear and specific:</b> Clearly state what behaviour needs to change and what the specific consequences will be if it does not. Avoid ambiguity to ensure the pupil understands both the expectation and the stakes.</p> <p><b>Maintain a calm and firm tone:</b> It is crucial to convey the seriousness of the message without showing anger or frustration. A calm and firm tone communicates authority and control.</p> <p><b>Use "I" statements:</b> Frame instructions and consequences from your perspective to avoid sounding accusatory, which can help in maintaining a respectful tone (e.g., "I need you to...").</p> <p><b>Explain the reasoning:</b> Help pupils understand why the rule or expectation is in place. This can make the directive feel more reasonable and grounded in logic.</p> <p><b>Offer a path forward:</b> Emphasize that the pupil has the power to choose their next actions. This reinforces their agency and the idea that they can correct their course.</p> <p><b>Express confidence in their ability:</b> Let them know you believe in their capacity to make the right decision. This can motivate pupils to rise to the expectations set for them.</p>   |
| <b>Worked Examples</b> | <p><i>"I asked you to lower your voice so we can all have a good environment to learn in. You've continued to be loud, which is disrupting the class. If this happens again, I'll have to ask you to reflect on your behaviour during playtime. I know you can choose to follow the class rules. Let's make that choice now, okay?"</i></p> <p><i>"You've been reminded about talking out of turn without raising your hand. We need to respect everyone's chance to speak. If I notice you interrupting again, you will need to spend some time thinking about how we can communicate respectfully, away from the group. Remember, ready, respectful, safe - together."</i></p> <p><i>"We talked about staying in your seat during lesson time, yet I've noticed you're still moving around. It's important to stay seated so everyone can learn without distractions. If you choose not to stay seated, the next step will be to miss some of your playtime for a reflection session. I'm sure you'd prefer to join your friends instead, so let's make the right choice."</i></p> <p><i>"You've been reminded about the importance of participating in our group activities. Choosing not to participate affects not just your learning but everyone's. If you continue to opt-out, we'll need to reflect further during a time meant for your break. I believe you can contribute positively, and I'd love to see that."</i></p> |

| Reflect                |   |
|------------------------|---|
| <b>Principal</b>       | This final step involves a structured reflection period, where the pupil is removed from their current environment and given time to think about their behaviour, usually with adult guidance. This reflection is intended to help them understand why their behaviour was inappropriate and how they can make better choices in the future. It is structured with the mnemonic – <b>REFLECT</b> .  |
| <b>Benefits</b>        | Reflection time facilitates deeper understanding and personal growth. It helps pupils to connect their actions with the consequences and to consider the feelings of others, developing empathy. The involvement of an adult in a supportive role can also provide a valuable opportunity for the pupil to express feelings or frustrations that may be underlying their behaviour, addressing root causes rather than just the symptoms.   |
| <b>Tips</b>            | <p><b>WINE:</b> With all of these questions use <b>W</b>onder, <b>I</b>mage, <b>N</b>otice and <b>E</b>mpathy to start.</p> <p><b>Ensure a calm setting:</b> Make sure the reflection takes place in a quiet setting where the pupil feels safe to express themselves.</p> <p><b>Listen actively:</b> Give the pupil your full attention, showing that you value their thoughts and feelings. This encourages them to engage more deeply in the reflection process.</p> <p><b>Ask open-ended questions:</b> Encourage deeper thinking and self-exploration by asking questions that require more than a yes or no answer.</p> <p><b>Guide, don't lecture:</b> The aim is to help the pupil come to their own understanding and conclusions about their behaviour, rather than simply telling them what they did wrong.</p> <p><b>Follow up:</b> After the reflection session, check in with the pupil later to see how they are applying what they learned. This shows that you care about their progress and reinforces the importance of the reflection process.</p>  |
| <b>Worked examples</b> | <p><b>R – Responsibility</b> "Let's start by talking about what happened. It is important to take responsibility for our actions. Can you tell me what you did and acknowledge your part in the situation?"</p> <p><b>E – Empathy</b> "Now, think about how your actions affected others. How do you think they felt? Showing empathy means understanding and sharing the feelings of another."</p> <p><b>F – Forgiveness</b> "It's okay to make mistakes as long as we learn from them. Forgiving ourselves and asking for forgiveness from others is a big step. How can you make amends to those affected?"</p> <p><b>L – Learning</b> "Every situation gives us a chance to learn something. What have you learned from this? How can this learning help you make better choices in the future?"</p> <p><b>E – Expectation</b> "We have expectations for behaviour in our school to keep everyone safe and happy. Can you tell me what the expectation was in this situation and why it is important?"</p> <p><b>C - Choice</b> "Remember, we always have choices in how we react and what we do. What different choice could you make if a similar situation happens again?"</p> <p><b>T - Thank You</b> "I appreciate you taking the time to reflect on your actions and how you can improve. Thank you for your honesty and willingness to grow. I am here to support you in making positive choices."</p> |

## Appendix 2 Escalation of Behaviour Management Strategies

| Behaviour  | Action  | Involvement  |
|--|---|--|
| 1.Child needs initial support to demonstrate positive behaviour                            | Non-verbal reminder.<br>Supported by embedded classroom strategies  | Teaching Staff                                       |
| 2.Child does not follow school rule: Ready, Respectful, Safe.                              | <b>ASK:</b> This first step is grounded in the concept of positive reinforcement and the belief that pupils often need a reminder of the expectations. It's an initial, gentle approach that acknowledges that everyone can momentarily forget or overlook rules. Ready, Respectful and Safe - Together.  | Teaching Staff                                       |
| 3.Child does not change behaviour or follow request.                                       | <b>TELL</b> Moving beyond a simple reminder, this step involves a clear instruction to change behaviour, coupled with an explanation of the consequences if the behaviour does not change. It shifts from a request to a directive, making the expectations clear.  | Teaching Staff                                       |
| 4.Child still does not modify behaviour.   | <b>REFLECTION:</b> This final step involves a structured reflection period, where the pupil is removed from their current environment and given time to think about their behaviour, usually with adult guidance. This reflection is intended to help them understand why their behaviour was inappropriate and how they can make better choices in the future. It is structured with the mnemonic – <b>REFLECT</b> . This period involves a temporary loss of privilege, where a restorative conversation will occur. The duration of this reflection is flexible and based on the conversation's outcome, there may be an extended loss of privilege. | Teaching Staff                                       |
| 5.Child still does not modify behaviour or has behaved in this way several days in a row.  | <b>SLT informed.</b> Escalation of sanctions may be agreed e.g being sent to another class to complete work or sending work home or being sent to directed activities at playtimes.<br>SENCo to review provision.<br>A report card may be used monitored daily by senior leadership   | Class Teacher<br>Senior leadership<br>Parent Contact |
| 6.Child still does not modify behaviour or has behaved in this way for an extended period. | Child still does not modify behaviour. SLT will speak with the child. Escalation of sanctions may be agreed as above and further<br>Individual Behaviour Plan and adaptation to timetable considered  | Class Teacher<br>Senior leadership<br>Parent Meeting |

### **Appendix 3 Exceptional Immediate Response**

| <b>Specific Behaviour<br/>Examples</b>   | <b>Action to take</b>   | <b>Involvement</b>                           |
|--|---|--|
| Swearing or calling other pupils or adult names<br>Refusal to listen to instruction  | Automatic reflection time and restorative conversation with the person they have insulted if appropriate. Incident logged on 'My Concern'. If the incident meets the bullying criteria follow the anti-bullying procedure (see Appendix 4).   | Class Teacher<br>Parent                      |
| Derogatory behaviour such as racist homophobic or non-inclusive behaviour  | Automatic reflection time and restorative conversation with the person they have insulted if appropriate. Incident logged on 'My Concern'. If the incident meets the bullying criteria follow the anti-bullying procedure (see Appendix 4).   | Class Teacher<br>Parent                      |
| Deliberate damage to school property.  | SLT informed. Automatic reflection time. An appropriate task will be given to make up for the damaged property e.g., tidying the area affected. Incident logged on 'My Concern'   | Class Teacher<br>Parent<br>Senior leadership |
| Child deliberately hurts another child or adult.   | SLT informed and judgment made based on context and severity. 'Playground fallout' - reflection time and restorative conversation with class team. Incident logged on 'My Concern'. Loss of whole playtime and direction to supervised activities for a period of time. If the incident meets the bullying criteria follow the anti-bullying procedure (see Appendix 4)   | Class Teacher<br>Parent<br>Senior leadership |
| Serious fighting   | SLT informed and judgment made based on context and severity. 'Playground fallout' - reflection time and restorative conversation with class team. Incident logged on 'My Concern'  | Class Teacher<br>Parent<br>Senior leadership |
| Child displays extreme unsafe behaviour or unprovoked physical/ verbal aggression or assault towards another child or adult. | SLT apply an immediate appropriate sanction - loss of privilege and direction to supervised activities at playtime for an appropriate period of time. Possible internal exclusion (work completed in another class). Possible suspension. Continued extreme unsafe behaviour may result in permanent exclusion. If the incident meets the bullying criteria follow the anti-bullying procedure (see Appendix 4) | Parent<br>Senior leadership                  |



## Appendix 4

### **Reports of harassment/bullying or potential bullying procedure**

**Harassment:** Harassment is when someone is worried or annoyed repeatedly by someone. This could very easily lead on to full-scale bullying if not tackled.

**Bullying definition:** Bullying is defined by the DfE as “behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally” (Preventing & Tackling Bullying DfE 2017).

Bullying can take many forms including persistent name-calling, violence, threatened violence, isolation, ridicule or indirect action such as spreading unpleasant stories about someone. It often involves an imbalance of power between the perpetrator and the victim. The Trust definition of bullying, in “child-speak” is “when a person or group deliberately and repeatedly hurts you physically, or hurts your feelings, making you feel sad or scared.” Our schools work hard to ensure that all pupils know the difference between bullying and the “falling out” that occurs between children and within friendships.

Consider first of all if the incident is a safeguarding concern-peer on peer abuse- and if so, report directly to DSL / DDSL. If in doubt, discuss with the DSL / DDSL – consider peer on peer abuse policy.

#### **Response:**

- never to ignore reported or suspected bullying
- not to make assumptions
- to listen carefully to all accounts (sometimes a written account is more revealing)
- to adopt a problem solving, pro-active approach
- to follow up promptly and repeatedly the response will depend on the severity of the incident. The response may include:
  - discussion between adult and bully(ies) or adult and victim
  - questioning of all individuals involved, including any possible witnesses to try and establish an objective viewpoint of what has happened.
  - note-taking and record keeping (including on 'My Concern') where appropriate.
  - a problem-solving approach, where children find their own solution through discussion with a teacher present, if this is considered appropriate by the victim.
  - class discussion in circle time or other appropriate follow up (no names approach).

## **Anti-Bullying Ambassador Role**

When an adult becomes aware of pupil harassment, bullying or potential bullying behaviour on another pupil, on or off school site, they must follow the procedure:

- Report to class teacher who will listen carefully to all accounts and record the incident on 'My Concern.' Class teacher will act with any consequences as per the behaviour policy. Parents/carers will be informed as appropriate.
- Class teacher to then inform our Anti-bullying Ambassador who will speak to the child/ren involved at an appropriate time.
- Where appropriate an opportunity will be given to support the children through conflict resolution in the first instance and give the child reporting the incident a feelings/emotions log (as long as they are agreeable) which will be completed for two weeks.
- The log will show how the child is feeling during parts of the day and will enable the teacher to 'check in' and see how things are going.
- The Anti-bullying Ambassador will check the form each week and if after two weeks things have improved this will then be saved for future reference and evaluation. Class teacher to be kept updated. Parents/carers will be updated.
- Should the incidents continue, this will then be escalated to SLT where parents will be invited to discuss further actions.
- The number of incidents will be monitored by SLT on a half-termly basis.