

Bluebell Primary School: Behaviour and Anti Bullying Policy



Reviewed: May 2022

Signed:

H. Rowman

Headteacher

Signed:

J. V. Ralph

Chair of Governors

1. Introduction

- 1.1. This policy has been developed using an evidence-informed approach, combining the work of key documents, literature, peer reviewed journals and meta-analyses (see below) as well as our in-depth knowledge of the community we serve.

2. Aim

Being kind to ourselves, each other and our world.

- 2.1. Everything we do at Bluebell is guided by our school vision. We aim for all our pupils to:
- **Be kind to ourselves:** Have the intrinsic motivation to have high expectations and feel positive about ourselves. Everyone has the responsibility to create a calm and productive learning environment where we can all achieve our potential.
 - **Be kind to each other:** Be kind to one another, be respectful members of society and contribute to our community.
 - **Be kind to their world:** Respect the world we live in and strive to make it better.

3. Principles

- 3.1. Children will not learn to behave by themselves and therefore all adults at Bluebell work together to teach children how to achieve our aims.
- 3.2. Three core principles guide how adults at Bluebell approach behaviour management:

Compassion, Consistency and Consequence

Principles guiding adult behaviour management		
Compassion	Consistency	Consequences
<p>Relationships: Staff work on building and maintaining positive relationships with children. It is the behaviour that is rejected, not the child.</p> <p>Understanding: All behaviour is communication and staff understand that children may be using their behaviour to express themselves or demonstrate their feelings about traumatic experiences or challenging situations happening in their lives.</p>	<p>Consistency: Staff are kind to each other and the children by all using the same approach and supporting one another. There is an inevitability about what will happen through the use of tools like checklists and clear protocols.</p> <p>Role Models: Staff remain calm and model good behaviour with one another and all children.</p>	<p>Reflect, Repair, Restore: Using the Norfolk STEPS approach, staff understand that negative behaviour will not change through punishment. Instead we focus on a restorative approach. Children should be guided to accept responsibility for their actions and consequences.</p> <p>Reliable consequences: Recognition for good learning behaviours but also fair and consistent consequences for negative behaviours.</p>

Table 1

3.3. The school rules followed by everyone are:

Be safe; be kind; be ready.

3.4. Table 2 summarises what good behaviour will look like. There are further explanations and examples in [Appendix A](#)

School rules: What good behaviour looks like		
Be safe	Be kind	Be ready
<ul style="list-style-type: none"> ● Openness: Share feelings and concerns ● Compliance: Follow instructions of how to use and do things safely 	<ul style="list-style-type: none"> ● Respect: Respect ourselves, each other and our school environment ● Understanding: Listen to one another and show empathy 	<ul style="list-style-type: none"> ● Presence: Have good attendance and punctuality ● Learn: Demonstrate good learning behaviours

Table 2

4. Active Ingredients

4.1. Quality first teaching

■ Effective Curriculum:

- **Vision:** The school vision and school rules are woven through the entire curriculum.
- **Learning behaviours:** These are taught and recognised.
- **Regular teaching of behaviour and self regulation:** For example, social stories, use of scaling, zones of regulation
- **PSHE:** Weekly PSHE / RSE lessons address key elements of school rules.
- **Cross curricular:** Other opportunities within the curriculum, for example using the power of stories (Willingham 2004), are used to help embed learning but also explore and consider the feelings and actions of others. These opportunities also help children to develop their own empathy and understanding.
- **Preventative approach:** Teachers regularly educate children on key topics such as their rights, bullying, peer-on-peer abuse and discrimination.
- **Assemblies:** Assemblies are planned throughout the year to supplement in-class teaching.

■ Inclusive Pedagogy

- **A routine of calm classroom management:** All staff are trained to use effective classroom management techniques (see Behaviour Checklist - [Appendix B](#)).
- **Quality of instruction:** Staff use evidence-informed pedagogy to reduce cognitive load and support all pupils to access the curriculum. This includes identifying SEND issues and scaffolding for all pupils.
- **Self regulation / Metacognition:** Staff model metacognitive strategies and explicitly teach self-regulation when problem solving.
- **Scaffolding:** Ensuring there are no barrier to any learner accessing the curriculum
- **Assessment:** Effective assessment is used to identify and close gaps in learning so that every child can access the full curriculum.

4.2. Targeted Support

- **Tailored approaches:** Specific children will need personalised behaviour and risk management plans based on rigorous assessments. These will be created in consultation with the Norfolk Inclusion Team and Norfolk Steps Team where appropriate and shared with parents.
- **SEND assessments:** All SEND needs will be considered when applying the behaviour policy. Regular assessments will take place to ensure up-to-date information is given to all staff so effective decisions are made.
- **Nurture provision:** Trained staff use evidence-informed interventions to address emotional issues identified using the Boxall profile or those arising from Adverse Childhood Experiences (ACEs).

4.3. Whole School

- **Compassion, Consistency and Consequences:** The principles adhered to by adults (see Table 1) are essential components. Effective communication between staff is essential to ensure consistent and effective management (in particular, for those children who have behaviour plans).
- **Effective Training:** The needs of all staff are regularly assessed and regular, effective training is provided.

5. Behaviour Management Procedures

5.1. Recognition for positive behaviour

- **Verbal Praise:** Recognising good behaviour and giving specific positive reinforcement.
- **Class Dojo Points:** Recognise good learning behaviours (see Section 4.1) and award points in class.
- **Individual rewards:** Children can 'spend' their Class Dojo points on rewards as agreed by the class teacher.
- **Class rewards:** Teachers will set targets for classes to achieve and give whole class rewards accordingly.
- **Communicate to parents:** Recognition of good behaviours to parents via Class Dojo.
- **Star of the week:** Teachers award a pupil each week who is celebrated for showing good learning behaviours (see Section 4.1).
- **MSA Certificates:** MSAs give out weekly certificates for good behaviour on the playground.

5.2. Disruption to learning

- A detailed description of these stages can be found in [Appendix C](#)
 - **Stage 1 - Informal Warning:** Give a reminder of expectations and school rules.
 - **Stage 2 - Formal Warning:** State the negative behaviour, link to the rule and identify the chain of consequences.
 - **Stage 3 - Reset:** Explanation given (as in Stage 2) and the child moves from the location (e.g. works elsewhere or goes for a walk).
 - **Detention:** If the behaviour persists, a detention will be given (see section 7.2)

5.3. Unstructured times (Break and Lunch)

- These situations follow the same structure as in class.
 - **Stage 1 - Informal warning:** Give a reminder of expectations and school rules
 - **Stage 2 - Formal warning:** State the negative behaviour, link to the rule and identify the chain of consequences.
 - **Stage 3 - Reset:** Explanation given (as in Stage 2). Sit on a bench supervised by an adult.
 - **Detention:** Physical unkindness or 'rough play' will result in an immediate detention. During lunchtimes, a member of SLT will be available to facilitate these.

5.4. Serious Behaviours

- Serious incidents may include:
 - When all previous strategies have not been effective
 - Dysregulated behaviours. E.g. fighting, leaving the classroom for an extended period of time without permission, emotional or physical outbursts, repeated strong language, physical violence towards others.
- **Actions**
 - **De-escalate**
 - Use the scripts calmly and compassionately to de-escalate (see [Appendix D](#) for further suggested strategies). In some cases, physical handling may be necessary (see Section 5.6).
 - Consider the reasons for the behaviours (see [Appendix E](#)) as this may inform what you are saying to the child, and the next steps.
 - Often children will have a behaviour plan with specific strategies and scripts in place. Staff should be aware of these and feel empowered to help the child de-escalate.
 - If necessary, discretely contact a member of the nurture team and/or SLT to assist.
 - **Consequences** - Once calm, establish facts from all parties and explain any appropriate

consequences (see Section 7).

- **Reflect, Restore, Repair** (see Section 8) - It is important that if the behaviours began in class, the class team members that dealt with the initial behaviour lead this process.

5.5. Searching, screening and confiscation

- The school follows the DfE Searching Screening and Confiscation guidance (2018)
- School staff can search a pupil for any item if the pupil agrees. Schools are not required to have formal written agreement from the pupil.
- Prohibited items include: knives and weapons; alcohol; illegal drugs; stolen items; tobacco; fireworks; pornographic images; and, any article that the searcher reasonably suspects has been or is likely to be used to commit an offence, cause personal injury or damage to property.
- If staff have reasonable grounds for suspecting the pupil is in possession of a “prohibited item”, headteachers and members of school staff authorised by the headteacher can search the pupil without their agreement.
- The member of staff can instruct the pupil to turn out his or her pockets or bag and if the pupil refuses, they can apply an appropriate punishment as set out in the school’s behaviour policy.
- The member of staff may not require the pupil being searched to remove clothing other than outer clothing. The teacher conducting the search must be of the same sex as the pupil being searched and there must be another member of staff present as a witness.
- Parents would be informed that the search had been conducted and what was found. Where appropriate the police would also be informed.

5.6. Physical Handling

- There are situations when use of reasonable force may be necessary (see [Appendix D](#))
 - *“Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.”* (DfE, 2022)
 - *“The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. ‘Reasonable’ in these circumstances means ‘using no more force than is needed.’”* (DfE, 2022)
 - At Bluebell Primary School, key members of staff are trained by Norfolk Steps trainers in how to safely use physical intervention.
- Staff should risk-assess a situation and be aware of the child’s age and individual circumstances when moving them.
- If physical handling is required a Behaviour and Risk Management Plan will be put in place (see Section 7.4).
- If physical restraint has been used, school staff will record the details of this and inform parents. They will also debrief after to discuss how it went and what they learnt from the incident.

6. Specific types of behaviour

6.1. Bullying, prejudice-related incidents or child-on-child abuse

- Definitions:
 - Bullying
 - Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.
 - Bullying can be in the form of: physical, verbal and emotional
 - Bullying is not a one off incident, but where the behaviour from one individual is repeatedly targeted at another individual, or group.
 - Prejudice-related
 - A prejudiced-related incident is any incident which is perceived by the victim, or any other person, to be prejudiced towards an individual, due to one or more of the protected characteristics (Race and Ethnicity; Religion or Belief; Sexual Orientation; Sex; Disability; Age; Gender Reassignment; Pregnancy and Maternity; Marriage and Civil Partnership)
 - Child-on-child abuse

- Child on child abuse is any form of physical, sexual, verbal, emotional and financial abuse, and coercive control exercised between pupils, and within pupils' relationships, friendships, and wider peer associations.
- More details can be found in our Child Protection and Safeguarding Policy and Keeping Children Safe in Education (2021)
- Any of these incidents will be dealt with quickly and effectively:
- **Stage 1**
 - **Establish facts:** Staff will:
 - Be vigilant to spot the signs themselves.
 - Fully investigate any allegation.
 - Reassure and listen. Use non-judgmental language.
 - Look for any patterns and hear all the evidence. It is important that staff pay particular attention to pupil voice as their perceived harm or intentions may not be clear or apparent.
 - **Report:**
 - Any allegation must be clearly recorded and actioned on CPOMS for future reference and to notify SLT, even if the allegation appears unfounded.
 - **Consequences:**
 - If the allegations are found to be true, parents of both parties must be contacted and informed as soon as possible. These incidents are reported to the Governors and prejudice-based incidents are also reported to the local authority.
 - A restorative educational consequence will be put into place for the abuser(s) with input from the class teacher, SLT and parents.
 - Teachers will decide upon consequences that are proportionate to the level severity (see Table 3).
 - Victims will be offered emotional support.
- **Stage 2:**
 - If abuse continues, this moves to a higher level of severity and SLT will consider support from external providers (e.g. inclusion team, social services, police) or consider suspension/exclusion.

6.2. Online child-on-child abuse

- **In school:** If the incident takes place entirely within school
 - All the above procedures apply. Isolated incidents will follow the normal behaviour management procedure; whereas, repeated offences will follow bullying procedure (See Section 6.2)
 - This works in line with our Online Safety Policy and Acceptable Use Agreements
 - Staff will work with all parties involved, including ICT support, to establish facts.
- **Out of school:** If the incident takes place out of school.
 - As above, however, it will be necessary to coordinate with parents and possibly other external parties e.g. other schools, platform operators, CEOPS, local police etc...

7. Consistent consequences

7.1. Reasonable consequences for negative behaviour

- **Purpose:** Negative behaviour should be dealt with using consequences which have opportunities for children to learn from their actions. Sometimes a protective consequence (see Table 3 and 4) is required to manage specific inappropriate behaviours. Consequences should:
 - Restore a safe, orderly environment in which all pupils can learn and thrive;
 - Attempt to prevent the recurrence of misbehaviour;
 - Maintain the culture of the school by reinforcing the need for safety, calm and dignity.
- **Detentions:**
 - Detentions will be in the next available period of free time (e.g. break, lunch or after school) and last 15 minutes.
 - Staff must have followed Stages 1-3 of the normal behaviour management protocols
 - Staffing: In most circumstances, staff giving the detention should facilitate it, allowing time to hold a restorative conversation.

Examples of Negative Behaviour versus Severity				
	Severity			
	Level 1	Level 2	Level 3	Level 4
	No offence was intended or taken	Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.	Hurt or distress was caused, and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.	Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility, prejudice, and/or the behaviour may be repeated
Low-level negative behaviour (e.g. chatting, disruption to learning, fidgeting)	Normal behaviour management (Section 5.2)	Normal behaviour management (Section 5.2)	PC (e.g. Detention) REC (e.g. Restorative letter)	PC (e.g. Behaviour Plan) REC (e.g. Completing missed learning)
Disruptive or poor behaviour (e.g. being unkind, damaging property, foul language)	REC (e.g. Education)	PC (e.g. Detention) REC (e.g. Assisting with repairs)	PC (e.g. Differentiated teaching space) REC (e.g. Rehearsal)	PC (e.g. Behaviour plan) REC (e.g. Restorative justice)
Serious behaviour (e.g. physical violence, bullying or prejudice-based incidents)	REC (e.g. Education)	PC (e.g. Detention) REC (e.g. Education)	PC (e.g. Internal exclusion) REC (e.g. Restorative justice)	PC (e.g. Suspension) REC (e.g. Education and nurture package)

Table 3 - Examples of Restorative Educational Consequences (REC) or Protective Consequences (PC)

Example Consequences	
Restorative Educational Consequence (REC)	Protective Consequence (PC)
All consequences must involve a restorative discussion (see Section 8) as soon as the child is calm and ready.	
<ul style="list-style-type: none"> ● A restorative letter (to parent/carer or staff member) ● Completing missed learning ● Rehearsing what they should do next time ● Assisting with repairs ● School-based community service ● Educational opportunities ● Research ● Circle time ● Restorative justice 	<ul style="list-style-type: none"> ● Behaviour report ● Behaviour plan ● Isolation from an area ● Increased staff ratio ● Limited access to outside space ● Escorted in social situations ● Differentiated teaching space ● Learning in a different space ● Internal suspension ● Suspension ● Managed move ● Permanent exclusion
<p style="text-align: center;">Support following a consequence.</p> <p>Staff may offer further support following a consequence, such as: a supportive phone call/message to parents; discussing the behaviour during class team behaviour briefings; DSLs may inquire into circumstances at home; or, inquiries made into the pupil's conduct with staff involved in teaching, supporting or supervising the pupil in school; take advice from Norfolk Inclusion Team</p>	

Table 4

7.2. Persistent negative behaviour

- All behaviour is communication. Teaching staff and SLT have a duty to identify when some children are regularly exhibiting behaviours.
- We operate a graduated response with the class team initially addressing any behaviour issues.
- **Behaviour Intervention (Classroom Management)**
 - In regular behaviour briefings, class teams (with support of SLT) will evaluate behaviour in a functional behaviour assessment and consider different approaches and methods to adapt lessons or the environment to alleviate issues.
 - If a pattern in behaviour is identified:
 - **Step 1 - Assess:**
 - Report changes in behaviour to DSLs as this may be a safeguarding concern.
 - Define the challenging behaviour.
 - Evaluate the cause of the behaviour. Behaviours broadly fall into two categories: Avoid or escape; obtain or access. Staff may use the matrix (see [Appendix E](#)) to help evaluate the behaviours.
 - Liaise with SENDCo if there are SEND concerns.
 - If applicable, use assessments to establish triggers and/or needs (e.g CPOMS, Teacher assessment and Boxall Profile).
 - **Step 2 - Plan:**
 - Class team, Nurture team and SLT develop ways to support and reduce the behaviours. Examples may be scaffolding or adapting class routines.
 - Communicate with parents.
 - Consider measures to evaluate success (it is often effective to set short, medium and long-term goals).
 - **Step 3 - Deliver**
 - As a team, share and follow the plan as agreed.
 - **Step 4 - Review**

- Set a time when the team will review the impact.
- **Further escalation of behaviour.**
 - When other approaches have not worked or there has been an incident where physical handling was necessary a behaviour plan should be implemented (see Section 7.4).
 - If there are serious concerns about a pupil's behaviour that lead the school to believe there are safeguarding concerns, the school will consider whether a referral to Early Help or Children's Services.

7.3. Behaviour and risk management plan

- Pupils who may need a behaviour and risk management plan are those whose needs are exceptional cases and are only used when usual everyday strategies are not working. This will include pupils who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.
- Pupils whose known behaviours may place themselves and others at a risk of harm must have individual behaviour and risk management plans assessing the risk.
- These are overseen by the Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.
- A plan will:
 - Be based on valid assessments and evidence
 - Consider SEND needs
 - Have evaluation measures
 - Consider the times/places/lessons that give the pupil greater anxiety, triggers that could lead to difficult behaviours
 - Put in place risk reduction measures and differentiated measures that will lower the pupil's anxiety and enable them to show positive behaviours at school
 - Give clear de-escalation strategies and scripts that all adults can follow when speaking to the pupil to lessen difficult and dangerous behaviours
 - Where appropriate, be written in response to advice from the Norfolk Inclusion Team and Norfolk Steps Team.

7.4. Internal suspension

- In some cases it may be necessary for a child to work away from their peers for a limited period of time.
- As much as possible, they will work on the same work as their peers in class.

7.5. Suspensions and Permanent Exclusions.

- In cases of serious behaviour suspensions and exclusions may be necessary and only when all other avenues have been explored (e.g. Functional Behaviour Assessment, Inclusion team etc)
- These will follow our Exclusion Policy, which follows the [DfE guidance on exclusions](#) (2017)
- Types of behaviour that may warrant suspension are:
 - Any incident which poses a risk to other pupils or members of staff, e.g. bringing a weapon onto the premises
 - Any incident which breaches the law
 - Persistent and severe bullying
 - Strong verbal and physical abuse
 - Constant disruption to learning
 - A single, serious and major incident, e.g. serious assault on another individual leading to injury

8. Reflect, Repair, Restore

- 8.1. It is an essential component of this policy that children and adults reflect on the behaviour, repair any damage (focussing on emotional damage to relationships) and restore their relationship after a behaviour incident. Once everyone is calm, relaxed and ready, the experience should be re-visited with an adult by re-telling and exploring the incident with a changed set of feelings.
- 8.2. The adult may use the following counselling prompts:

- What happened – What, when, where (tell the story) – avoid “why?”
- What were you thinking and feeling at the time
- How were you feeling when
- Who has been affected and how?
- What do we need to do to move forward? How can we repair relationships?
- Summarise what we have learnt so we are able to respond differently next time?

8.3. Where appropriate, a restorative justice meeting will be mediated by staff between the abuser and victim.

9. Roles and responsibilities

9.1. Role of the school council

- Listen to feedback from pupils about behaviour and take appropriate actions through the council.

9.2. Role of pupils

- Uphold the school rules.
- Live the school vision.
- Voice any concerns over behaviour and safety to staff or school council
- To not be bystanders.

9.3. Role of parents

- Where possible, engage with the school and its culture
- Keep updated to any changes to the behaviour policy
- Support the school in reinforcing this policy at home
- Communicate regularly with the school

9.4. Role of all staff

- Be aware of the measures outlined in the school’s behaviour policy and how they should implement these measures.
- Develop a calm, positive, structured and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour
- Teach and model expected behaviour and positive relationships,
- Constantly challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- Communicate the school norms, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- Engage with training, be open to feedback and continually develop behaviour management practice.

9.5. Role of designated staff

- DSLs
 - Monitor trends that may raise safeguarding concerns
 - Share with staff the appropriate amount of safeguarding information that might help staff understand changes/what to look for in behaviour.
- SLT
 - Be highly visible and routinely engage with pupils, staff and parents on setting and maintaining the behaviour culture and creating an environment where everyone feels safe and supported.
 - Listen to staff and be available and approachable to discuss behaviour management issues.
 - Identify ways to improve behaviour management through monitoring.
 - Support staff behaviour management techniques and implementation of this policy through instructional coaching.
 - Ensure appropriate and effective professional development opportunities in behaviour management are given to all staff at all stages of their career.

- PSA
 - Home-school liaison
 - Liaise with other agencies
- SENDCo
 - Champion the needs of all SEND pupils.
 - Ensure any SEND needs are considered when deciding upon consequences or behaviour plans.
 - Give additional induction to any new starters with SEND.

9.6. Roles of the headteacher

- Be highly visible, encourage and reinforcing good behaviour and respect for others;
- Secure an acceptable standard of behaviour of pupils;
- Promote, among pupils, self-discipline and proper regard for authority;
- Prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- Ensure that pupils complete any tasks reasonably assigned to them in connection with their education; and otherwise regulate the conduct of pupils.
- Act in accordance with the current statement of behaviour principles made by the governing body and have regard to any guidance provided by the governing body on promoting good behaviour at the school.

9.7. Role of governors

- As detailed in Behaviour and Discipline in Schools: Guidance for Governors (2012), governors will make, review and share a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils.

10. Implementation and Monitoring

10.1. Implementation

- Communication of the policy to
 - Staff: Any changes will firstly go through a consultation process.
 - Parents: The policy will be shared on the website.
 - Children: Notification in assembly and in lessons (see Teaching below)
- Staff Training
 - Staff
 - Regular training: Each half term, time in staff training will be given to evaluate, review and refine behaviour practices.
 - Coaching: Bespoke behaviour management training will be given through the Instructional Coaching programme used at Bluebell Primary School where necessary.
 - 'Tweak of the week': SLT will determine an area for all staff to focus on and share in weekly briefing communication.
 - New starters
 - Training will be given as part of the induction process.
 - Early Career Teachers
 - Particular attention will be given to behaviour management for ECTs by their mentors.
- Teaching
 - Existing Pupils: The behaviour policy will be embedded in the curriculum and regularly taught in class (See Section 4.1).
 - New starters: Teachers have a responsibility to induct new starters and ensure they understand the behaviour policy.
 - Pupil-to-pupil support: Pupils will also be used to support one another; mainly through Head Students and Kindness Champions.

10.2. Monitoring

- Monitoring of behaviour and implementation of this policy
 - Behaviour data: DSLs will monitor data on CPOMS and share any trends with class teams for regular behaviour briefings.
 - Learning walks: Learning behaviours in lessons; behaviours outside the classroom; book scrutiny etc...
 - Surveys: Pupil voice, parent surveys, staff surveys etc.
- Policy
 - The policy will be reviewed annually.
 - Pupil, parent and staff opinions will be used before any review.

11. References and related policies

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Appendix A

It is recommended that classes regularly complete their own versions of this chart to establish class routines and expectations.

School rules: What good behaviour looks like			
	Be safe	Be kind	Be ready
Overall	<ul style="list-style-type: none"> ● Openness: Share feelings and concerns ● Happiness: Learn and play with everyone feeling happy 	<ul style="list-style-type: none"> ● Respect: Respect ourselves, each other and our school environment ● Understanding: Listen to one another and show empathy 	<ul style="list-style-type: none"> ● Presence: Have good attendance and punctuality ● Learn: Demonstrate good learning behaviours
Situation Examples of Expectations			
Morning	<ul style="list-style-type: none"> ● Speak to someone if you have any concerns. 	<ul style="list-style-type: none"> ● Greet teachers and classmates politely. 	<ul style="list-style-type: none"> ● Arrive on time.
Classrooms	<ul style="list-style-type: none"> ● Move around the building safely. 	<ul style="list-style-type: none"> ● Take responsibility for my learning and respect the learning of those around me. 	<ul style="list-style-type: none"> ● Strive to do your best.
Playground	<ul style="list-style-type: none"> ● Use initiative and risk assess own actions. 	<ul style="list-style-type: none"> ● Consider others' feelings. ● Be inclusive, fun and fair. 	<ul style="list-style-type: none"> ● Line up quickly and sensibly when the bell rings
Dinner Hall	<ul style="list-style-type: none"> ● Eat sensibly with good manners. 	<ul style="list-style-type: none"> ● Help tidy up. 	<ul style="list-style-type: none"> ● Wait for your turn.
Off site (e.g. trips or events)	<ul style="list-style-type: none"> ● Stay with the correct adults and follow instructions. 	<ul style="list-style-type: none"> ● Interact with the public respectfully and politely. 	<ul style="list-style-type: none"> ● Look after all my equipment and possessions.

Appendix B

Teachers and class teams should develop their own checklists of effective evidence-informed practices using this as a guide.

Behaviour Checklist	
Daily	<p>Routines</p> <ul style="list-style-type: none"> ● Control the entrances <ul style="list-style-type: none"> ○ Greet at the door ○ Have a task to direct focus ● Social stories ● Hand signals <p>Pedagogy</p> <ul style="list-style-type: none"> ● Scaffold lessons appropriately ● Use examples in reading, history etc to build empathy ● Model: <ul style="list-style-type: none"> ○ Zones of regulation ○ Scaling ○ Metacognition <p>Praise</p> <ul style="list-style-type: none"> ● Recognise good behaviour and give dojo points ● Aim for 5-to-1 ratio of positive to negatives
Weekly	<p>Routines</p> <ul style="list-style-type: none"> ● Regular class team behaviour meetings: <ul style="list-style-type: none"> ○ Evaluate current behaviours ○ Revise and share any behaviour plans ● Let children spend their dojos ● Celebrate star of the week ● Send some positive messages to parents on dojo
Termly	<p>Routines</p> <ul style="list-style-type: none"> ● Update expected behaviours (see Appendix A)

Appendix C

Stages of Behaviour Management			
	Description	Objective	What you might say and do
Pre	<p>Proactive early intervention</p> <p>If there are early indications of negative behaviours, be adaptive</p>		<ul style="list-style-type: none"> ● Praise positive behaviour from other learners. ● Give a non-verbal warning (e.g. changing position in the classroom to be nearer gain their attention) ● Review what is causing this learner to behave in this way, put actions in place and adapt to lessen this pupil's anxiety or anger
Stage 1	<p>Informal Warning</p> <ul style="list-style-type: none"> ● Negative learning behaviours (e.g. disruption, unkind words or actions etc) 	<ul style="list-style-type: none"> ● A clear reminder of expectations linked to the school rules and learning behaviours. ● Children are reminded of previous good conduct to prove that they can make the right choice. <p>Restoration:</p> <ul style="list-style-type: none"> ● Direct focus back to learning through use of de-escalation strategies such as redirection, refocusing, distraction or positive interaction. 	<ul style="list-style-type: none"> ● Remind them of an example of their good behaviour: <i>"Do you remember [last week] when you ... That is the person I need to see today."</i> ● Don't give the behaviour your energy and ensure you give them thinking time: <i>"Thank you for listening."</i> (walk away, don't engage in a discussion about it)
Stage 2	<p>Formal Warning</p> <ul style="list-style-type: none"> ● A persistence of negative behaviours following Stage 1 within the same learning session. 	<ul style="list-style-type: none"> ● A clear verbal warning linked to the behaviour, with reference to the school rules. ● Clearly outline the consequences and return your focus to learning immediately. <p>Restoration:</p> <ul style="list-style-type: none"> ● Move swiftly and clearly back to learning time; e.g. <i>"Now, let's get back to learning."</i> 	<ul style="list-style-type: none"> ● State the negative behaviour; e.g. <i>"You have just disrupted the learning."</i> ● Link it to the rule that has been broken; e.g. <i>"That is not being kind."</i> ● Link it to the chain of consequences; e.g. <i>"This means you are on your formal warning."</i> ● State what you expect to happen to restore good behaviour; e.g. <i>"You need to be respectful to your classmates from now on."</i> ● If needed, address the incident further outside of learning time; e.g. <i>"We will talk about this at break-time."</i>
Stage 3	<p>Reset</p> <ul style="list-style-type: none"> ● The child is directed to work in a new location, ideally within the classroom. 	<ul style="list-style-type: none"> ● Reset lasts for approximately 5 mins or until mutually agreed time to return. <p>Restoration:</p> <ul style="list-style-type: none"> ● Following the reset, the adult sending the child to reset 	<ul style="list-style-type: none"> ● As above: <ul style="list-style-type: none"> ○ State the negative behaviour; ○ Link it to the rule; and, ○ Identify the chain of consequences. ● Staff should decide if necessary for an adult to support the child

		<p>should assist in supporting them back to their learning.</p> <ul style="list-style-type: none"> ● ASAP after the lesson, complete a restorative meeting (see below) 	<p>outside the room for instance taking them for a walk.</p> <ul style="list-style-type: none"> ● Regular resets should be recorded on CPOMS
	<p>Detention</p> <ul style="list-style-type: none"> ● If the behaviour continues or a reset is refused then the child will receive a detention (15 mins) at the next available slot (e.g. the next break, lunch or afterschool) 	<ul style="list-style-type: none"> ● This must be recorded on CPOMS <p>Restoration:</p> <ul style="list-style-type: none"> ● The adult giving the detention will meet with the child as soon as practical to discuss the reasons why they were received it and strategies to alter behaviour to stop it reoccurring. 	<ul style="list-style-type: none"> ● Parents must be informed in advance of after school detentions (contact the office to call).
Restorative Discussion			
<p>Reflect, Restore, Repair</p> <p>If sanctions have been given, such as a rest or detention, it is essential the relationship is repaired and the behaviour is addressed as soon as possible.</p>	<p>With the offender/abuser</p> <ul style="list-style-type: none"> ● What happened – What, when, where (tell the story) – avoid “why?” ● What were you thinking and feeling at the time ● How were you feeling when ● Who has been affected and how? ● What do we need to do to move forward? How can we repair relationships? ● Summarise what we have learnt so we are able to respond differently next time? <p>Victim (if applicable or appropriate)</p> <ul style="list-style-type: none"> ● What did you think when you realised what happened? ● What impact has the incident had on you and others? ● What has been the hardest thing for you? ● What do you think needs to happen to make things right? 		

Appendix D

Serious or Extreme Behaviour	
<p>Heightened Behaviours</p> <ul style="list-style-type: none"> ● Example situations <ul style="list-style-type: none"> ○ Previous sanctions have not had effective impact ○ Serious dysregulated behaviour 	<ul style="list-style-type: none"> ● Stay very calm ● Use positive language (See Table 5) ● Use of a De-Escalation Script <ul style="list-style-type: none"> ○ Use the person's name: "Duncan" ○ Acknowledge their right to their feelings: "I can see something is wrong" ○ Tell them why you are there: "I am here to help" ○ Offer help: "Talk to me and I will listen" ○ Offer a "get-out" (positive phrasing): "Come with me and....."
<p>Physical Handling</p> <ul style="list-style-type: none"> ● When there is real risk of harm to themselves or others 	<ul style="list-style-type: none"> ● Risk-assess the situation. ● Talk to other adults and agree what is going to happen ● Deliver physical restraint following Norfolk Steps training. ● Review after. ● Inform parents and record on CPOMS ● Update behaviour and risk management plan if necessary.

Example Phrasing		
	Positive	Negative
Phrasing	Stand next to me. Put the book on the table. Walk in the corridor. Switch off the computer. Walk beside me to the kitchen. Stay seated in your chair. Please/thank you.	Stop being silly! Be good! Don't throw the pen! Stop running! Don't talk to me like that! Calm down!
Limited Choice	Where shall we talk - here or in the kitchen? Put the pen on the table or in the box. I am making a drink - orange or lemon? Are you going to sit on your own or with the group? Are you starting your work with the words or a picture?	Open Choice: What do you want to do? Get in here now! Get out! Do as you are told! Give it to me now! Would you like to go inside?
Disempowering behaviour	You can listen from there. Come and find me when you come back. Come out from under the table in your own time. Now you are in the office you can use those bad words if you need to express yourself.	Come back here, NOW! You are not allowed in there. Get down from there! Don't you dare swear at me! I will let you use the computer if...
Scripts	Classroom language. Take turns. Walking feet. Listening ears. Kind words. Kind hands	Do you think you're clever? Do I look stupid? What did you say? Here we go again! How many times.....

Appendix E

Possible Motivation Matrix		
	Obtain or Access	Avoid or Escape
Peer Attention	<ul style="list-style-type: none"> • Child involvement in an action or behaviour that is to engage the attention of another child or child • Disrupting the learning process of peers through repeated talking/non-task activities 	<ul style="list-style-type: none"> • Child failing to join in with other children • Child ignoring children • Child failing to follow another child's explicit direction
Adult Attention	<ul style="list-style-type: none"> • Child involved in an action or behaviour that result in the engagement/attention of another adult staff member • Calling out to teacher 	<ul style="list-style-type: none"> • Child truanting from class • Child leaving classroom without instruction
Tangible object	<ul style="list-style-type: none"> • Child involved in 'acquisition'/theft of object from another or school 	<ul style="list-style-type: none"> • Child avoiding food or sensory item
Activity of event	<ul style="list-style-type: none"> • Child involved in vandalism such as graffiti • Child leaving the school grounds without permission 	<ul style="list-style-type: none"> • Failure to complete set work • Failure to engage in classroom learning tasks results in time out/buddy classing or removal from place of instruction
Instruction task	<ul style="list-style-type: none"> • Negative attention: sometimes desiring a detention or exclusion 	<ul style="list-style-type: none"> • Child given a redirection or statement of the class expectations and they ignore or avoid complying • Child given a clear and reasonable instruction and they ignore or fail to comply
Sensory stimulation	<ul style="list-style-type: none"> • Touch 	<ul style="list-style-type: none"> • Children avoiding sensory stimuli e.g. light, noise, food.

Table 6: Possible motivation matrix showing examples of functional behaviour