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# POSTIVE BEHAVIOUR and DISCIPLINE POLICY (Primary)

## Neyland Community Primary School

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*Agreed by the Governing Body*

*Chair Mr D Western*

*Date: September 2025*

Review Date	Reviewed by
Sept 2023	Governors, pupils, staff and families
Sept 2024	Governors, pupils, staff
Sept 2025	Governors, pupils, staff

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### **1. Introduction**

Neyland Community Primary School sees each person as an individual, capable of making the right choices to develop intellectually, physically and emotionally whilst at our school. Our Positive Behaviour policy is designed to enable all to feel safe, to learn in a positive environment and to go forward from our school into the wider community with self-worth and an awareness of the importance and dignity that each and every person deserves. Our positive behaviour and discipline policy is therefore centred around three key words: **READY, SAFE, and RESPECTFUL**. And these values underpin all our behaviour expectations and follow Pembrokeshire's agreed process as outlined in ***Pembrokeshire's Positive Behaviour Management (primary)*** document.

The vision of the school regarding behaviour is "An **inclusive** school, which **inspires** staff and pupils to **improve** and excel within a caring environment".

By simplifying the importance of these values and striving for consistency from staff, a culture change can quickly take effect.

- Consistency will be striven for in the following areas:
- Language and responses from teachers
- Follow up from staff and SLT
- Positive reinforcement
- Consequences
- Simple rules and expectations
- Respect from adults
- Emotional control from adults
- Behaviour routines and rituals
- Environment

In order to allow each pupil in Neyland Primary to reach their full potential, we believe that appropriate behaviour should be displayed and modelled by all of the adults around them. This is supported by encouraging pupils to be **ready** to learn, **respect** themselves and others and to be **safe**.

## ***2. Teaching and Learning***

### ***Strategies to promote positive behaviour***

Neyland Community Primary School is a school where pupils come to learn. When pupils' behaviour and attitude are good, and they are engaged in their learning experiences, this will contribute to a positive outcome.

In order to enable the best teaching and learning to take place, desired behaviour in all aspects of school life is essential. The staff at Neyland Primary seek to promote an inclusive learning environment by the use of a range of strategies, including but not limited to:

- ✓ Giving all pupils the optimum chance to achieve
- ✓ Rewarding pupils when appropriate
- ✓ Promoting high self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- ✓ Promoting a culture of praise and encouragement in which all pupils can achieve
- ✓ Allowing pupils the responsibility for their own behaviour
- ✓ Being aware that all pupils are individuals
- ✓ Offering strategies\* to minimise inappropriate behaviour

- ✓ Being consistent across whole school, enabling staff and pupils to maintain clear understanding of expectations while having due regard for any additional learning needs they may have
- ✓ Encouraging a positive relationship with parents and carers to develop a shared approach which involves them in partnership with the school;

\*These will be tailored to the particular needs of the pupil and, where appropriate, be in line with any IDP/IBP or behaviour plan in place for the pupil

***In order for this policy to be effective, it is very important that every member of the school community knows and understands it and is aware of their part in its successful implementation.***

## ***2.1 Teaching Environment***

Within each teaching environment there are expectations which all pupils need to adhere to. When pupils live up to these, it enables the teacher to teach, pupils to concentrate and for all to enjoy the learning experience.

## ***2.2 Staff Responsibilities***

Staff are also expected to adhere to the values of **READY, SAFE** and **RESPECTFUL**<sup>1</sup> and encourage a positive learning environment. It is the responsibility of staff to manage their curriculum area and the behaviour of all pupils. Teaching staff will ensure that all pupils are able to access the curriculum and **MUST** ensure that all reasonable efforts are made to put appropriate strategies in place to enable this.<sup>2</sup> The Pembrokeshire Behaviour Approach<sup>3</sup> systems should be evident throughout the classroom and school. When these values are practised, learning improves.

### ***3. READY, SAFE, RESPECTFUL in the classroom***

The School has established expectations for the promotion of positive behaviour (See 2 above). These are reviewed regularly and form the basis of classroom expectations.

These expectations are communicated to pupils and parents, are non-discriminatory and clear and are based on the principles that everyone at Neyland Primary is expected to be **READY** to learn, **RESPECT** each other and to keep themselves and others **SAFE**. Governors will support the school in maintaining high standards of desired behaviour of pupils and staff.

The following expectations are also regarded as good practice and are proven to positively influence behaviour within the classroom<sup>3</sup>. The school will embed these strategies in every classroom and with every member of staff so that pupils would have the same expectation in every lesson and be unable to exploit or explore inconsistencies.

#### ● Meet and greet

<sup>1</sup> See Pembrokeshire's Positive Behaviour Management (primary) document for further details

<sup>2</sup> In accordance with SEN Code of Practice 2002 (1.5) to be replaced with ALNTW Bill 2018 ( section 52)

<sup>3</sup> See Pembrokeshire's Approach for Behaviour Management (primary) document and Appendix A for scripts

- Routine for punctuality – exit and entry routines
- Positives not negatives on the board
- A routine for addressing negative behaviour
- A routine for recognising positive behaviour
- RIP and PIP (reprimand in private, praise in public)
- Reduce the power play
- Consistency of consequences
- Consistent language/Script
- Positive framing – know your pupils- building relationships
- Consistency on the walls (school displays reflect consistent behaviour strategy)

### **Maintaining a Positive Learning Environment**

A positive learning environment is best maintained through the focus on and positive reinforcement of good behaviours and not through the confrontational challenge of negative behaviours. We recognise this through the effective use of our staged reward and sanctions systems.

Staff make a commitment to ‘catch pupils being good’ as often as possible and reinforce this through non-verbal and verbal acknowledgement and praise as well as using some of the more formal rewards available. Staff also make a commitment to deal indirectly with some negative behaviours in this fashion too. An off-task pupil can often be redirected through praise of a neighbouring pupil who is working and behaving appropriately. When staff do feel the need to resort to formal last chance and staged sanctions, they are committed to doing so in a calm, non- confrontational and professional manner at all times.

#### ***4. READY, SAFE, RESPECTFUL in the school environment and beyond the gate***

In the playground, a wider range of behaviour becomes acceptable as the children run, shout and generally let off steam. However, they are still expected to have consideration for their own and others’ safety and feelings. It is the responsibility of the Teachers and LSA’s/LTS on playground duty at break time to supervise the children and monitor

behaviour. Any problems are usually dealt with as they occur but the child's class teacher and/or Phase Leader may be informed if any behaviour has caused particular concern.

During the lunchtime, the lunchtime staff assume responsibility for the children but the Senior Leaders are available to support. During wet weather, the children remain in the classrooms. During wet lunch breaks, the lunchtime staff arrange appropriate supervision of, and activities, for the children.

***As part of this policy, a sanction for breaking the rules of Ready, Safe and Respectful, include loss of break and/or lunchtime. In this instance, the child will remain with the staff member on duty or a member of the Senior Leadership Team. Children should only be brought in from the playground in extreme circumstances e.g. a child has been seriously hurt. If children are not following the rules of Ready, Safe and Respectful on the playground, lunchtime staff will need to address this on the playground and complete a behaviour slip to inform the class teacher at the end of lunch.***

***Parents/Carers of any child who persistently disrupts lunchtimes for others may be contacted by the class teacher, Phase Leader or SLT, to discuss ways of supporting the school.***

The guidelines for break and lunch times are as follows:

- ✓ When you play, you must respect the right of other pupils to enjoy their leisure time safely
- ✓ **All equipment should be shared and treated with respect**
- ✓ **All staff should be treated with respect, regardless of who they are and their role in the school**
- ✓ Littering in and around the school site is not permitted and pupils who drop litter will face consequences
- ✓ Inappropriate language and behaviour on school premises will result in consequences
- ✓ Pupils are representing the school when they are travelling to or from school or taking part in a school event off site, such as a sporting fixture, a visit or a school journey. In such circumstances, all our usual expectations regarding respect for yourselves, for other people and for the environment apply.

## **5. Managing Behaviour**

The Head teacher and the Senior Leadership Team are responsible for the implementation and day-to-day management of the policy and procedures.

All staff, including teachers, associate staff and volunteers, will be responsible for ensuring that the policy and procedures are followed, and consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in creating a high-quality learning environment, teaching positive behaviour for learning and implementing the policy and procedures consistently.

The Governing Body, Head teacher and staff **MUST** ensure that pupils do not experience direct or indirect discrimination<sup>4</sup> through the implementation of this policy and procedure and **MUST** have due regard for any reasonable adjustments that may be required<sup>5</sup>. They will ensure that all concerns of pupils are listened to, and appropriately addressed.

Parents and carers will be expected, encouraged and supported to take responsibility for the behaviour of the child both inside and outside the school. The school will encourage parents to work in partnership to assist in maintaining high standards of desired behaviour and will be actively encouraged to raise with the school any issues arising from the implementation of the policy.

Pupils are expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedure and expectations, including by use of a child friendly and suitably adapted ALN format of the policy. Pupils will also be encouraged to take responsibility for the school environment making it both safe and enjoyable by reporting all undesirable behaviour.

## ***6. Rewarding Positive Behaviour***

Neyland Community Primary School believes being **Ready** to learn, **Safe** and **Respectful** should be an expectation for all. Our school uses a variety of systems to recognise positive behaviour such as;

- Recognition Boards
- Hot Chocolate Friday
- Communication with families (on the door, phone calls etc)
- Postcards Home
- Affirmation Cards
- Stickers
- Above and Beyond Assembly and certificates

'Above and Beyond' behaviour is recognised with our school behaviour systems. This sincere recognition is therefore communicated to the home and is an acknowledgement of outstanding contribution to school life.

## ***7. Discipline - Managing Consequences***

### ***7.1 Behaviour Management***

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<sup>4</sup> Equalities Act 2010

<sup>5</sup> SEN Code of Practice 2002 to be replaced by ALN TW Bill 2018- Reasonable adjustments see end of main document for legal definition

If a pupil is judged to be not **Ready** to learn, not **Respectful** or not acting **Safely** whilst representing or being in school then the school consequence system is employed.<sup>6</sup>

## 7.2 Consequences and Sanctions

When a pupil exhibits certain behaviours a range of consequences will result. These behaviours may include; not listening, disruptive, unkind words/actions;

**Walkie Talkies to be used for EMERGENCIES only. Pupil names MUST NOT be used in any communication. Use an adult support to deliver a message to SLT if possible.**

Steps	Actions
<b>Step 1: Reminder</b>	A reminder of the expectations - Ready, Safe, Respectful - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Ensure the pupil not only knows what they have done wrong but also what behaviour you expect of them. If the pupil has ALN, ensure that your approach reflects that outlined in their IBP or behaviour plan.
<b>Step 2: Caution</b>	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Ensure the consequences are reasonable and proportionate to the behaviour and are suitable for the needs and understanding of the pupil especially for those with ALN.
<b>Step 3: Last Chance</b>	Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour to reinforce expectations. Remain calm and keep your body language neutral ( <i>avoid finger wagging or demanding the pupil looks you in the eye – almost impossible for an anxious child or one with ASD</i> ) Use 30-second intervention – see e.g. of script below.

<sup>6</sup> Due regard for any reasonable adjustments to this system MUST be considered for any pupil with ALN

## Example of 30-second intervention

- I noticed you are ... (having trouble getting started/ wandering around the classroom).
- It was the rule about ...(staying on task/ remaining in your seat) that you broke.
- You have chosen to ... (catch up with your work at the start of lunchtime/ move seats).
- Do you remember yesterday when you ... (completed every task/ got a Dojo for 'over and above' behaviour?)
- *That* is who I need to see today ...
- Thank you for listening. (Then give the child some 'take up' time.)

### Step 4: Moving to alternative location within the class

At this point the learner will be referred internally, with work, to another space in the class for limited time in the lesson. A short restorative conversation **should** take place as soon as possible afterwards. This should be a positive conversation where you listen to the pupil and you talk about future expectations rather than another opportunity to tell them off.

If the incident finishes here, the teacher must log the incident and a playtime or lunch time sanction should be imposed.

**SLT are expected to intervene if there are two or more internal referrals from the same class or group in a 5 day rolling period.**

### Step 5: Internal referral

This may be a different teacher's classroom or a different section of the main classroom (the use of a desk in the main corridor is not advised).

This only applies if either:

- a. The pupil refuses to engage with Step 4 or
- b. A serious breach is committed by a pupil that may result in a loss of lunch time/internal exclusion or fixed-term exclusion.

The member of staff on duty must be called to collect the pupil or an LSA may escort the pupil; they should not be sent to the designated member of staff unaccompanied. The teacher should provide work which continues the pupil's learning rather than punitive work such that the missed work from the lesson needs copying up later. However, this work could include activities that address the behaviour or reactions of the pupil to the situation that led up to the incident. A pupil should only remain in the alternative room for as short a period as possible to calm the situation or address the behaviour.

	<p>The teacher must log the incident.</p> <p>A reconciliation meeting <b>should</b> take place before the next session. If the learner does not attend or does not engage with the reconciliation a SLT sanction will be issued, assuming the procedure has been followed.</p>
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### **7.3 Attendance**

Pupil attendance is extremely important in Neyland Primary Community School.

Neyland Primary operates an early home contact policy for any absent pupil. If a pupil has not come to school parents/carers are informed immediately and sanctions are put in place on their return. For safeguarding reasons, pupils at Neyland Primary are not allowed to leave site in the school day without prior consent from their parent/carer. Should a pupil leave school without consent then the school's emergency procedures<sup>7</sup> will be followed.

### **7.4 Offensive Weapons**

Offensive weapons are defined in the Prevention of Crime Act 1953 as 'any article made or adapted for causing injury to the person or intended by the person having it with him/her for such use.' This includes 'any article which has a blade or point or is sharply pointed.' We define this further by making it clear that all pocket knives are included in this definition for the purposes of maintaining school discipline and the safety of the whole community.

Pupils who have an offensive weapon will have it removed from them. It will not be returned to the pupil. The parent/carer will be informed and may request permission to pick the article up from the school. A decision about whether this will be granted will be made in liaison with the police.

The pupil may be excluded either for a fixed term or permanently as a result of this act. This decision will be taken when full information is known. A referral to the Youth Offending Service **MUST** be made.

All of the above also applies to fireworks and other explosive material.

### **7.5 Sharing of offensive material**

This is as unacceptable and inappropriate. Pupil will be isolated until relevant outside agencies have been contacted and advice taken. Where appropriate consequences are imposed.

This includes internet safety and any actions that may place the school in disrepute, either using IT equipment in school, or at home.

### **7.6 Drugs, alcohol and illicit substances**

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<sup>7</sup> See Child Missing From School policy

If staff or pupils report a suspicion of any person involved with drugs or alcohol then the person/s will be interviewed, possibly searched and parents contacted. This situation raises the same kind of issues as where a pupil refuses to stay in a detention or refuses to stop any other unacceptable behaviour when instructed by a member of staff – in such circumstances the pupil will receive appropriate consequences. In some circumstances a search may take place without consent, provided it is carried out within the boundaries set by the Department of Education ([www.gov.uk/school-discipline-exclusions/searches](http://www.gov.uk/school-discipline-exclusions/searches)).

Any item found will be confiscated. Drugs (and any paraphernalia) will be removed from the school site by the police; alcohol will be destroyed.

Any incident relating to illegal substances will be reported to the linked police officer to the school or via phone contact to 101 or 999 depending upon the seriousness of the incident. In addition to this, appropriate consequences will be considered by the school. The pupil may be excluded for a fixed term with appropriate support provided. If offences continue, either a longer fixed term or permanent exclusion, as a result of the investigation and the seriousness of the incident, may be issued. The school will also refer pupils to external support agencies. If a pupil is found with tobacco or e-cigarettes, parents will be informed and appropriate sanctions will be issued.

### ***7.7 Use of Mobile phones***

The use of mobile phones is prohibited during the school day. Any mobile phones brought to school **must** be dropped off at the school office on arrival and picked up at the end of the school day. Phones **must not** be used until pupils have left the school premises.

All parents/carers should have signed a mobile phone disclaimer (refer to the Mobile Phone policy) before allowing it to be stored in the school.

All staff must be vigilant to mobile phones in schools and regular reminders to children are required.

See separate Mobile Phone Policy for further information.

### ***7.8 Smart Watches***

The use of smart watches by pupils is prohibited during the school day. This approach has been adopted in view of the increasing misuse of such items during assessments and examinations and the escalating risk of theft. If seen, they will be confiscated by a member of staff and only returned in line with the school mobile phone policy.

**Children may wear simple 'step' watches, such as Fit Bit watches.**

### ***7.9 Incidence of Racism or Discriminatory Behaviour and Language including Bullying***

Following an incident the matter will be investigated by a member of SLT. An informal procedure will be used to address the behaviour where the investigation shows that the racism, discrimination or slur may have been unintentional, and that the perpetrator may not

have been aware of the fact that his or her behaviour was offensive or unacceptable. If it is deemed to be a deliberate act of discrimination, then the school's sanction and restorative practice process should be used. If it is further deemed that the behaviour was deliberately based on any of the protected characteristics<sup>8</sup> then an uplift to the severity of the sanctions should be considered.

All incidents will be reported and logged according to LA policy<sup>9</sup>.

This includes online bullying or inappropriate activity,

### **8. Parental Involvement – Neyland Community School**

At Neyland Community School, we believe that positive behaviour and self-discipline start at home and grow over time. We welcome and value the close involvement of Parents and Carers in supporting our Policy.

We provide regular opportunities for Parents and Carers to talk with class teachers about their child's learning and behaviour. This includes:

- Daily contact on the playground at drop-off and pick-up times.
- Parents' Meetings twice a year to discuss progress in more detail.

We also encourage informal chats with teachers before or after school. For more specific concerns, Parents and Carers can arrange a meeting with the class teacher, Phase Leader or SLT.

If a child's behaviour causes concern, we will involve Parents and Carers straight away so we can work together to help the child make positive changes.

#### **8.1 Internal exclusions<sup>10</sup>**

When a pupil's behaviour has escalated to a point where it is deemed unacceptable a member of the Senior Leadership Team will be contacted and make the decision regarding the outcome for the pupil. If the pupil is placed into internal exclusion, the member of staff dealing with this completes the paperwork. While removal from the classroom can be a

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<sup>8</sup> As defined under the Equalities Act 2010

<sup>9</sup> Challenging Bullying-Rights, Respect and Equality

<sup>10</sup> Schools MUST follow the Exclusions from Schools and Pupils Referral Units Guidance (255/2019) on use of exclusions including internal exclusions and 1.19 on LAC

valuable tool to de-escalate a situation and afford a pupil time to cool-off, the decision to utilise it as a punishment MUST NOT be taken lightly and due regard for any other action or reasonable adjustment MUST be considered for pupils with ALN<sup>11</sup> and the possible impact of such exclusions on LAC<sup>11</sup> pupils should also be considered. The decision on the duration of their stay in internal exclusion and a route forward rests with the Head Teacher.

Individual behaviour strategies should be identified and put in place for the pupils (IDP/BSP/IBP) and then employed on the pupils return to mainstream classroom. In the case of pupils with IDPs/IBPs or behaviour plans, these should be reviewed if appropriate. The number and frequency of referrals of pupils to internal exclusion should be monitored carefully to identified trends early and consider the efficacy of the sanction for individual pupils who may then be referred to the LA Behaviour Service for early intervention. It is good practice for this information to be regularly reported to Governors.

While a pupil is in Internal Exclusion suitable learning activities are provided for them from their lessons, where appropriate. If work is not available relevant work is provided which contributes to the learner making progress.

### **9. Fixed Term Exclusions**

The use of exclusion from school, whether it be for a fixed term or permanently, is always the last resort. 'Exclusions should not be used if alternative solutions are available e.g PSPs, RP, Internal Exclusion'<sup>12</sup> and 'Individual exclusions should be for the shortest time necessary.' Periods of exclusion should never be 'rounded up' to the next break in the school week, i.e. a Friday or an INSET day. Only the Head teacher can exclude a pupil. In their absence the Assistant Headteacher or in their absence the most senior teacher may exercise the power but the parent/carer needs to be informed in the letter sent home that this was in the absence of the Head teacher. The Head Teacher cannot routinely, or on an ad hoc basis, delegate the power to another teacher.

The decision to exclude a pupil is not taken lightly and a thorough investigation into the events that led to this poor behaviour need to be looked at closely. When the Head teacher feels that there is no other appropriate sanction for the behaviour displayed they will exclude. However, the Head Teacher should satisfy themselves that reasonable alternatives to exclusion have been investigated, especially for those pupils with ALN or LAC. In the case of pupils with ALN the Head Teacher MUST have due regard for the pupil's ALN and MUST<sup>13</sup> also have considered a range of alternative consequences to address the behaviour. The Head Teacher MUST come to the conclusion that it is reasonable and proportionate to exclude the pupil on this occasion. It is good practice for the Head Teacher to record all of these alternatives that have been considered and the reasons that they deem them to not be sufficient given the nature of the incident and so why Exclusion is the only appropriate sanction left for them. Parents/Carers are contacted by school and informed of the decision and an explanation is given to why this action is deemed necessary. We at Neyland Primary School follow this good practice.

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<sup>11</sup> See SEN Code of Practice 2002 and ALNTW Bill 2018

<sup>12</sup> Exclusions from Schools and PRU 255/2019 section 1.5.1 and 1.7

<sup>13</sup> SEN Code of Practice 2002 to be replaced with ALNTW Bill 2018

It is good practice for a meeting to be arranged with the Parent/Carer on the pupil's return to school, this is to address the behaviour displayed and also agree strategies that could be used in future to minimise their unacceptable behaviour. The pupil's IDP/IBP or behaviour plan is updated and reviewed if appropriate, or a new Behaviour Plan to aid the successful re-integration of the pupil back into school is considered. Following an exclusion, pupils return to school and will have a debriefing meeting with the Head Teacher or another suitable member of the SLT, during which the pupil is able to reflect on their behaviour and any additional strategies that have been agreed to help address the pupil's future behaviour are reinforced. This is a time for positivity and ways forward and to ensure the pupil is aware of the school's future expectations.

The governors of the school **MUST** be informed of all fixed term exclusions.

The Behaviour Support Teachers should be involved at an early stage to help support the pupil and the school with strategies and training to prevent exclusions from being issued.

### **10. Permanent Exclusion**

A permanent exclusion is the most severe consequence within the school system. This is only considered when all other avenues have been exhausted<sup>14</sup>. The decision to permanently exclude can only be made by the Head teacher. The Head teacher raises this with the relevant Governor's committee and the LEA within 1 working day. As for fixed term exclusions, Head Teachers **MUST** have due regard to explore all other sanctions including all reasonable adjustments to current policy and practice and have come to the conclusion that a permanent term exclusion is a reasonable and proportionate response to the pupil's actions even given their ALN.

### **Signatures**

Headteacher: 

Chair of Governors: .....

Responsible Senior Member of staff: .....

Pupil Representatives:

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<sup>14</sup> Exclusions from schools and pupil referral units 255/2019

## **Definition of Reasonable Adjustments**

### **Equalities Act 2010 section 4.13**

“Reasonable adjustments and when they have to be made -The duty to make **reasonable adjustments** applies only to disabled people. For schools the duty is summarised as follows:

- Where something a school does places a disabled\* pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils. Schools are not subject to the requirement of reasonable adjustment duty concerned with make alterations to physical features because this is already considered as part of their planning duties. “

*\*For the purposes of this policy, any pupil with a recognised ALN is deemed to have a disability whether they have an additional defined ‘disability’ or not, and so will be afforded reasonable adjustments*

Appendix A - Examples of posters to summarise strategies for staff to use (add school logo to each poster):

# Five Pillars for managing behaviour -non negotiable

1. Consistent, calm, adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

# Absolute Consistencies in Adult Behaviour

There are 5 consistencies that all staff will uphold in all interventions:

1. Model positive behaviours
2. Meet and greet at the door. 'Ready, Respectful, Safe' displayed and taught.
3. We will not shout at learners. Praise publicly and reprimand privately!
4. Disruptive learners will be calmly and slowly stepped through sanction steps giving 'take up time', every time.
5. We will personally follow up every time and engage in reflective dialogue with learners.

# Rules



We have three school rules that we constantly reinforce

 Ready

 Safe

# Respectful

## Restorative Questions

(Reflective Dialogue)

1. What's happened?
2. What was each person thinking?
3. Who feels harmed and why?
4. What has each person thought since?
5. What behaviours will each person show next time?

6. Reaffirm your commitment to building a trusting relationship

### **30 Second Intervention** *(suggested script)*

Non-threatening, on their level and by their side

I've noticed....

It is the rule...

I need you to...

You have chosen...

Do you remember...

That is the behaviour I need to see today...

Thank you for...

## Appendix B

### **Quick Tips on Writing Incident Reports (to be completed on Edukey)**

- Try to avoid writing reports when still agitated or annoyed by the incident.
  
- Write it in a neutral tone as soon as practically possible after the event
  
- Follow the school's policy on reporting and use the appropriate forms
  
- Stick to the facts - who, what, where, when
  
- Avoid judgemental and inflammatory terms such as 'offender' and 'victim'
  
- Describe the behaviour clearly and unambiguously – the phrases 'kicked-off' and 'lost it' should be avoided
  
- If you didn't see it happen, don't speculate

Remember – in rare cases, incident reports can be used in an Educational Tribunal or other court of law and so it is important that your reports are factual, fair and unbiased.