

Behaviour policy

Earl Soham Community Primary School



Approved by: Nicole Gaunt (Chair of Governors)

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1. Introduction

At Earl Soham Community Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Earl Soham Community Primary School. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

2. Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

Adult behaviours' create children's responses and behaviours.

3. Aims

Through this policy we aim to:

- ensure a consistent and calm approach to and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- to promote the use of restorative approaches in place of punishments;

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- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as After School clubs, we aim to:

- teach specific social skills e.g. sharing, turn taking, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

**It is the everyday habits of adults
that provoke a
change in pupils' behaviour.**

4. Behaviour for Learning: The Earl Soham Way

Be Ready, Be Respectful and Be Safe

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules*, *relentless routines* and *visible consistencies* that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

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“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

Our school has three simple rules: ‘Be **Ready**, Be **Respectful** and Be **Safe**’, generated through discussions with staff, pupils and parents and which are applicable to a wide variety of situations. These rules are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Adult Strategies to Develop Excellent Behaviour

At Earl Soham Community Primary School, adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect
- Explicitly **TEACH** behaviour
- **MODEL** the behaviour we are expecting
- **PRACTISE** behaviour
- **NOTICE** excellent behaviour
- **CREATE** conditions for excellent behaviour

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Where necessary, parents and the headteacher will also be informed.

Sanctions

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Sanctions should always:

- make it clear that *unacceptable behaviour affects others* and is a serious offence against the school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by *all staff* to help to ensure that children and staff feel supported and secure at all times.

Sanctions need to be in proportion to the offence.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Our behaviour pathway



- Reminder
- Warning
- Final warning (reflection card taken home)
- Space to cool off / calming time
- In class > in another class > in another designated space (Parents informed)
- Follow up / reparative conversation

Should an adult feel, using their professional judgement, that the headteacher needs to be part of the Follow up/Reparative Conversation then the following guidelines should be used:

- Pupil is taken to the Headteacher
- Parents contacted
- Parents called to school
- Internal Exclusion
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion



5. Shared scripts and expectations

Good behaviour is recognised sincerely through awarding of Dojo points, public praise and recognition that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes 'above and beyond'.

Children are praised publicly and reprimanded in private.

Our three simple school rules are further explored and explicitly taught in class, assemblies and other school experiences. For example, they might be expanded as follows:

□ Be ready

- I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.

□ Be respectful

- I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.

□ Be safe

- I will be kind and look after myself and others, following appropriate instructions from adults.

Visible Adult Consistencies

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

- **Children are greeted at the classroom door** and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. The headteacher will also meet and greet children and parents at the gate or in other areas of the school.
- **Staff will be calm, consistent and fair** in their treatment of children, parents and colleagues. Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- **Staff will 'pay first attention to the best conduct'** and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Above and Beyond Recognition

Children will be recognised for their good behaviour.

- **Dojo Points**
In order to create the feeling of a team effort, a target number of dojos will be set for a whole class reward. Dojos will be awarded for excellent behaviour for learning.
- **Certificates, good news postcards and other positive messages** will be sent home regularly by teaching assistants, class teachers and headteacher to inform parents of good behaviour.

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Stepped Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

6. Our Behaviour Blueprint

Our Rules	Visible Adult Consistencies	Above & Beyond Recognition
Be ready Be respectful Be safe	Daily meet & greet Calm, consistent and fair First attention to best conduct -catching children 'doing the right thing'	Star of the week certificates Good news postcards & calls Headteacher praising Dojo points

Stepped Sanctions

Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away!

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1. REMINDER (reinforce 3 rules, privately if possible):

I noticed you chose to ... (state the noticed behaviour).

This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe).

You now have the chance to make a better choice.

Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'

2. FINAL WARNING:

I noticed you chose to ... (state the noticed behaviour).

This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.

(Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / thinking mat, etc.

Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.

Thank you for listening. (Give child 'take up time' and DO NOT respond.)

Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

SPACE TO COOL OFF:

3. IN CLASSROOM

3. IN CLASSROOM

I noticed you chose to ... (state the noticed behaviour).

You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc)

Child sent to designated area of the classroom.

5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.).

I will come and speak to you in two minutes.

Child to complete an appropriate task depending on the situation e.g. sitting till calm, reflection sheet, continuing with work, etc.

Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

If behaviour improves, return to class. If not or if child refuses, move to Step 4.

For regular occurrences:

Discussion with SENCO: consider Behaviour Intervention.

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4. IN ANOTHER CLASS

I noticed you chose to ... (state the noticed behaviour).

You need to go to ... (state the classroom or other space need them to go to). I will come and speak to you at the end of the lesson..

Teacher must provide work / activity for the child to complete and

- Child escorted to designated classroom. Remainder of lesson working alone without causing further disturbance.
- Possible removal of privilege / playtime

DO NOT describe the child's behaviour to other adults in front of the child

If behaviour improves, return to class.

If not or if child refuses to move, move to

- Step 5.

Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful.

You have now chosen to go and sit in Mrs Duffy's classroom. I will speak to you at the end of this lesson. Thank you for listening.

For regular occurrences:

- Discussion with Headteacher: consider Behaviour Intervention and/or additional support.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.
- Parents contacted by teacher to inform them that behaviour is a cause for concern.

5. SOMEWHERE ELSE

I noticed you chose to ... (state the noticed behaviour).

I will now contact ... and you will need to go to ... / with them

(tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.

Teacher must provide work / activity for child to complete as soon as possible after removal.

- Child escorted to / collected by appropriate adult.
- From remainder of lesson through to a half day working alone without causing further disturbance.
- Possible removal of a privilege / playtime.

For regular occurrences:

- Discussion with SENCO / Head Teacher as appropriate.
- Parents informed of withdrawal by teacher or headteacher

DO NOT describe the child's behaviour to other adults in front of the child

Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mrs Carlyle and you will need to complete your learning outside her office. I will come and speak to you at the end of the day. Thank you.

- Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.'

Possible referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.

SPECIFIC PLAYGROUND SANCTIONS

Adults MUST follow the stepped sanctions above, adapting steps 3-5 as below.

You need to: 3. Stand by other staff member 4. Sit on the bench 5. Go inside to ...

I will come and speak to you in two minutes. (ENSURE YOU DO!)

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FOLLOW UP, REPAIR AND RESTORE

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. **Who has been affected?** (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)
6. How have they been affected?
6. **What should we do to put things right?**
7. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

***Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.**

7. Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Behaviour Plans' that detail additional support, strategies and expectations.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour.

Suspension will occur following extreme incidents at the discretion of the headteacher. A fixed-term suspension will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

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8. Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by the headteacher. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened.

However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

9. Physical Attacks on Adults

At Earl Soham Community Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and call for additional support if needed.

Staff who defend themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person as outlined in Appendix F.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on an incident form. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Together: everyone matters. Together: everyone succeeds.

10. Suspensions and Exclusions (Fixed Term & Permanent)

Exclusion is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered. The pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

11. The role of the parent

At Earl Soham Community Primary School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

12. Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the hall, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

13. Monitoring & Evaluation

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The Headteacher will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. She will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Headteacher in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

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Appendix A

Rights and responsibilities

Pupils' Rights	Pupils' Responsibilities
<p>To be able to learn to the best of their ability. To be treated with consideration and respect. To be listened to by the adults in the school. To know what is expected of them. To feel safe. To be treated fairly.</p>	<p>To treat others with consideration and respect. To do their best and let others learn. To follow instructions from teachers and other staff. To support and encourage each other. To take responsibility for their own actions. To care for and take pride in the environment of the school. To sort out difficulties appropriately, seeking adult help if needed.</p>
Staff Rights	Staff Responsibilities
<p>To be treated with respect by pupils, parents and colleagues. To be able to teach without unnecessary interruption. To work in a supportive and understanding environment. To feel safe.</p>	<p>To create a safe and stimulating environment in which all children can learn. To treat pupils with consistency and respect at all times. To foster good relationships, leading by example. To involve parents when children are consistently finding it difficult to meet expectations of behaviour. To work as a team, supporting and encouraging each other.</p>
Parents' Rights	Parents' Responsibilities
<p>To be sure their children are treated fairly and with respect. To know their children are safe. To be able to raise concerns with staff and be told when their child is experiencing difficulties.</p>	<p>Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. Ensure children attend regularly and on time. Be aware of the strategies of the school and reinforce these at home. Promote good behaviour, politeness, courtesy and consideration for others.</p>

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	Inform the school of any concerns that may affect the behaviour of their child.
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Appendix B

A model of positivity - tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Make positive phone calls home at least one every week.
- Send positive notes - at least one per week.
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.

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- They keep their emotion for when it is most appreciated by the learners.

Non verbal skills/attitudes that work with more challenging behaviours

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your promises
- At times ignoring defensive behaviours in the moment but not forgetting
- Commitment to building an appropriate relationship
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

Assertiveness

Many teachers [and other adults working in schools] recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'. The shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management strategies.

Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response. Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable.

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(from 'Taking Care of Behaviour' by Paul Dix, Pearson/Longman)

Appendix C

Intervention Scripts - Effective 30 second interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.' □
Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script.

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This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes sometimes I may appear unfair...'
'It's boring.'	'Be that as it may...'
'You are a ... (name calling).'	'I am sorry that you are having a bad day.'

Get out line

If the conversation is becoming unproductive, what line will you leave on?

Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."*

Appendix D

First steps in restorative practice

Saying sorry?

A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. It must not be, however, a prelude to a forced apology.

We take responsibility for our behaviour in different ways and at different speeds. Some can see the reflection of their own behaviour in an instant. For others the reflection is clouded and takes longer to come into focus. The problem is that we seek assurance from the student that they are taking responsibility and an apology seems to satisfy immediately. Perhaps a truly restorative process does not finish at the meeting or conference.

With the spectre of the apology lurking the conversation is tainted, trust reserved. In conversations where mutual trust can develop the shadow of control is cast.

Don't demand an apology. Show them your humility and give them yours. Ask for nothing in return.

Reparation meeting

A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.

The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next

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lesson. Reparation will not give you, the adult, the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term.

A good Reparation meeting is often structured in 5 steps:

1. What's happened?
2. What were your choices at the time?
3. Who else was affected by your behaviour?
4. What have you thought since?
5. How can we make this right now?

Links

This policy links to the Earl Soham Child Protection Policy; the Prevent Policy; and the SEND policy

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To further support children who are exhibiting more extreme behaviours, we use the following principles to support the creation of individual plans:

The Relationship Principle

The extent to which a child sees an adult as a 'secure base' will influence the trust they give, the connection they seek and the compliance they show (particularly 3-8yrs).

The 'Stress Principle'

Children's state of 'stress' constantly fluctuates - as stress rises, children will use (helpful or unhelpful) behaviours that aim to make them feel safe'.

The Positive Reinforcement Principle

When a child experiences a positive consequence for a behaviour they are more likely to repeat it (particularly 3-8yrs).

The Attention Principle

Children repeat behaviours for which they get attention. Children will use positive or negative behaviours if it gets our attention. Our attention can change behaviour.

The Consequence Principle

A consistent consequence will begin to reduce or weaken a behaviour.

The Learning Principle

If discipline is focused on learning from mistakes, children experience your hope for them. If discipline is focused on punishment, the action will 'shame or fame' a child, undermining the other principles.

Children 'misbehave for a wide variety of reasons' Principle!

When dealing with an episode of extreme behaviour adults should consider:

- the safety of the child □ the safety of others.

Only when a person/people are unsafe will we act to restrain or remove people.

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PHYSICAL INTERVENTION & USE OF REASONABLE FORCE POLICY

1. DEFINITIONS

- **'Reasonable force'** - actions involving a degree of physical contact with pupils; it can be used to prevent pupils from hurting themselves or others, damaging property, or causing disorder.
- **'Force'** can mean guiding a pupil to safety, breaking up a fight, or restraining a student to prevent violence or injury.
- **'Reasonable in the circumstances'** means using no more force than is needed.
- **'Control'** is either passive – e.g. standing between pupils, or active e.g. leading a pupil by the arm out of a classroom.
- **'Restraint'** means to hold back physically or to bring a pupil under control.

2. THE LEGAL POSITION

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force, and it can apply to other adults, e.g. unpaid volunteers or parents accompanying students on a school trip.

Staff should use their professional judgement of each situation to make a decision to physically intervene or not.

Staff should avoid causing injury, pain or humiliation, but in some cases it may not be possible. Schools do not require parental consent to use force on a pupil.

3. WHEN CAN PHYSICAL FORCE BE USED

Schools can use reasonable force to:

- remove disruptive pupils if they have refused to follow an instruction to leave □
prevent a pupil:
 - who disrupts a school event, trip or visit
 - leaving the classroom where this would risk their safety or disrupt others
 - from attacking someone
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot use force as a punishment – this is always unlawful.

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Appendix G

THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE

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 Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the Headteacher or other senior member of staff, who will apply appropriate sanctions in relation to the general principles laid down in this Behaviour Policy.

In all of circumstances, the Headteacher will consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the Local Authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's Safeguarding Policy.

Appendix H

What Is Bullying?

Bullying is the ongoing use of aggression or intimidation with the intention of hurting another person.

Bullying results in pain and distress to the victim. It is persistent and targeted.

Bullying is not 'one off' actions of aggression or intimidation.

Bullying can be:

- Emotional being unfriendly, tormenting (e.g. hiding books, threatening gestures)
- Physical pushing, kicking, hitting, punching or any use of violence
- Racist racial taunts, graffiti, gestures
- Sexual unwanted physical contact or sexually abusive comments
- Homophobic because of, or focussing on the issue of sexuality
- Verbal name-calling, sarcasm, spreading rumours, teasing
- Cyber All areas of internet ,such as email & internet chat room misuse
- Misuse of associated technology , i.e. camera & video facilities

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying.

Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Earl Soham Community School has a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

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A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these possible signs and that they should investigate if a child:

- is unwilling to go to school (school phobic)
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- has unexplained cuts or bruises
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Procedures

- 1) When bullying is reported to staff a 'Bullying incident report form' will be completed (TA's MDSA's and teachers will share this information)
- 2) Staff will investigate the incident and make notes of any action taken and if appropriate contact parents for a discussion. (This may involve parents of the bully and/or the child being bullied)
- 3) If necessary and appropriate, police will be consulted
- 4) The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
- 5) An attempt will be made to help the bully (bullies) change their behaviour.

Outcomes

- 1) The bully (bullies) may be asked to genuinely apologise. Sanctions imposed.
- 2) In serious cases, fixed term exclusion or permanent exclusion will be considered
- 3) If possible, the pupils will be reconciled
- 4) After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

Prevention

The school will teach children about the issues of bullying through our PSHE curriculum – Jigsaw