

### Behaviour is a curriculum

Being well-behaved is a combination of skills, aptitudes, habits, inclinations, values and knowledge. These must be taught, similarly to how we would teach an academic or practical subject. (*Running the room, Tom Bennett*)

**Our Vision:** *Aim high, believe; Fly high, achieve* and **Rainbow Values:** *Happiness, Perseverance, Co-operation, Kindness, Courage, Honesty and Respect*. The vision and values are the foundations of the ‘why’ we do what we do. It is the basis and purpose of every interaction and every relationship.

At Archbishop Wake we:

- believe in all children:
  - our culture is based upon **relational practice**; providing calm, safe and supportive environments which children and young people want to attend and belong
- are ambitious for all children
  - we want all children to achieve and thrive; our values are demonstrated, and learning is valued - **completing the learning is always the goal**.

### Guiding Principles

- All behavioural interactions are reinforcement of belonging and a process to reintegration into the classroom and learning.
- Behaviour is viewed as communication, with staff adopting responsive and relational strategies to support valued behaviour.
- Staff focus on promoting empathy, kindness, and restorative conversations to address conflicts and inappropriate behaviour.
- High expectations, clear boundaries and consequences are essential to maintain a safe, secure environment. Consequences are applied consistently but proportionally, ensuring that the focus remains on learning from mistakes.
- Partnership with parents and carers is central to promoting valued behaviours, with regular communication regarding both positive achievements and areas for improvement.

### School Rules

	Ready	Respectful	Safe
Children	We follow the routines and value our learning	We live our Values of Happiness, Perseverance, Co-operation, Kindness, Courage, Honesty & Respect	We make responsible, kind decisions
Adults	Recognise children may need an intervention to support with being ready. However ready is always the goal. ( <i>the work will get done, reintegration to learning is the goal</i> )	Use relational practice, prioritising the development and maintenance of positive relationships ( <i>actively triage - can't or won't, use restorative practice</i> )	recognise that some children's stress-regulation systems can be triggered and underdeveloped and will support them to manage this safely through a relational approach ( <i>e.g. PACE</i> )

## Teaching the Climate / Culture (the valued behaviours)

We aim to have safe, calm and dignified spaces through building positive norms.

We do this by:

Teach	Maintain
<ul style="list-style-type: none"><li>• Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection &amp; understanding)</li><li>• Proactively, explicitly teaching our values, routines and expectations for our learning spaces (valued behaviours).</li><li>• Model our values, routines and expectations, drawing attention to what we are doing and providing time to rehearse and practice our valued behaviours.</li><li>• Create a culture of certainty through consistent adult behaviour: we recognise that when children know that sometimes something is a norm and sometimes it is not, they learn that the norm is uncertainty itself.</li></ul>	<ul style="list-style-type: none"><li>• Promote valued behaviours through drawing the classes attention to a child demonstrating them; recognise and reward with positive attention and reinforcement (Rainbow certificates)</li><li>• Deliberate, proactive efforts to maintain relationships through positive interactions, e.g. 5:1 praise and fully present meet and greet at the door</li><li>• Respond to detrimental behaviours through overtly challenging when the norm is not demonstrated, followed by restorative conversations.</li></ul>

## Teaching the Rules: Ready, Respectful, Safe







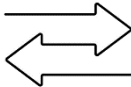



Ready: We follow the routines and value our learning.

At Archbishop Wake we have routines for learning behaviour and learning habits. A routine is a sequence of behaviour or habit that you need to use frequently in order to achieve a goal. They support us in building the expectations for the classroom and school community. The advantage of building strong habits in the classroom is that become easy and automatic reducing the need for children to think about them and therefore reducing cognitive load. We aim to build learners.

To teach children routines we:

1. Identify the routines we need.
2. Communicate the detail of our expectations and ask questions to check for understanding
3. Practice the routines until everyone can do them
4. Reinforce, maintain and evaluate the routine constantly.

Routines for learning habits:

<p><b>Marvellous Manners</b></p> <p>To know that <b>respect</b> is shown through words and actions.</p>  <p>We will...</p> <ul style="list-style-type: none"> <li>✓ say please and thank you</li> <li>✓ respond to a greeting</li> <li>✓ knock on the door of a room and wait to enter</li> </ul>	<p><b>Legendary Line</b></p> <p>To come together for a transition.</p>  <p>We will...</p> <ul style="list-style-type: none"> <li>✓ line up quietly in the order our adult has told us</li> <li>✓ line up one behind each other</li> </ul>	<p><b>Wonderful Walking</b></p> <p>To move around school <b>safely</b> and <b>considerately</b>.</p>  <p>We will...</p> <ul style="list-style-type: none"> <li>✓ walk quietly around the school</li> <li>✓ walk on the left hand side</li> <li>✓ keep our hands to ourselves and by our side at all times</li> </ul>	<p><b>Wonderous Worship</b></p> <p>To collaborate <b>respectfully</b> in our worship.</p>  <p>We will...</p> <ul style="list-style-type: none"> <li>✓ enter and leave the hall in silence</li> <li>✓ sit with our legs crossed, straight back and our arms and hands are still and safe</li> <li>✓ participate actively in the singing and respectfully during prayers</li> <li>✓ be respectful of other's views and opinions</li> </ul>	<p><b>Correct Clothing</b></p> <p>To proudly represent our school.</p>  <p>We will...</p> <ul style="list-style-type: none"> <li>✓ tie up any long hair with an appropriate hair band</li> <li>✓ wear the correct uniform correctly and smartly</li> <li>✓ wear appropriate clothes for other activities: PE/Forest School</li> </ul>
<p><b>Delightful Dining</b></p> <p>To have a <b>happy</b> and <b>respectful</b> time to eat.</p>  <p>We will...</p> <ul style="list-style-type: none"> <li>✓ walk around the dining hall</li> <li>✓ use quiet voices</li> <li>✓ listen carefully and respectfully to the adults at all times</li> <li>✓ use the cutlery appropriately to eat our food</li> </ul>	<p><b>Terrific Transitions</b></p> <p>To move around school <b>safely</b> and <b>considerately</b>.</p>  <p>We will...</p> <ul style="list-style-type: none"> <li>✓ leave for breaktime quietly and calmly when instructed by adults</li> <li>✓ 'Stop!' on the first whistle</li> <li>✓ return to class on the second whistle</li> <li>✓ enter our classrooms ready for learning</li> </ul>	<p><b>Pleasant Play</b></p> <p>To have <b>happy</b>, <b>safe</b> and <b>respectful</b> playtimes.</p>  <p>We will...</p> <ul style="list-style-type: none"> <li>✓ follow Ready, Respectful, Safe in our play at all times</li> <li>✓ listen to the adults who help us to show our school values in our play</li> </ul>	<p><b>Ready to learn</b></p> <p>To make the most of our learning time.</p>  <p>We will...</p> <ul style="list-style-type: none"> <li>✓ have all equipment ready for the learning</li> <li>✓ sit quietly and respectfully</li> <li>✓ actively track and listen carefully to the speaker</li> </ul>	<p><b>Shared Spaces</b></p> <p>To have <b>respect</b> for our environment and learning space.</p>  <p>We will...</p> <ul style="list-style-type: none"> <li>✓ look after our shared spaces and respect our environment</li> <li>✓ make sure we keep our cloakrooms and corridors tidy and safe</li> </ul>

## Beyond the Gates

*To know our values are important beyond the school gate*

We will...

- ✓ take pride in being part of the school and show our best selves
- ✓ respect our neighbours and the people who live around the school



## Respectful: We live our values

At Archbishop Wake we believe that our Rainbow Values shape our culture. They are a way of being or believing that we hold most important. We take care that our words, thoughts and behaviours align with our values.

To teach children our values we:

- Consistently model positive behaviour and language, including body language.
- Promote dignity and respect in all our interactions; with each other and with all members of our school community.
- Work together to produce Class Charters that outline expected valued behaviours based on the school Rainbow Values.
- Use positive and differential reinforcement as celebration of valued behaviours ('catch them getting it right').



## Safe: We make responsible, kind decisions

At Archbishop Wake we believe that we are all responsible for keeping ourselves and others safe. We support children to increase their vocabulary for describing their feelings so that they can increasingly use the strategy of 'use your words' to communicate.

To teach children to be safe we:

- Explicitly teach the safeguarding curriculum, alongside PSHE.
- Model naming our own emotions and noticing where the emotion is felt.
- Model empathising with others and noticing how our emotions make others feel.
- Respond to detrimental and harmful behaviours through stating what behaviours are acceptable through the use of positive phrasing, limited choice, disempowering language and de-escalation scripts.
- Recognise that some children's stress-regulation systems can be triggered and underdeveloped and support them to manage this safely through a relational approach (e.g. PACE)

## Responses to and reduction of detrimental and harmful behaviour (Relational):





‘Punishment doesn’t teach better behaviour, restorative conversations do’ - Paul Dix


All behavioural interactions are a process to reintegration into the classroom and learning. We recognise that children and young people need boundaries and to understand that there are consequences for detrimental behaviour. Consequences can be educational or protective. We recognise that consequences should be applied as consistently as possible. However, in order to be successful we have to tailor our strategies, including those for behaviour, to the individual needs of each pupil. In some cases, a Pastoral Support Plan (PSP see Appendix 1) may be employed to support the pupil, the parents/carers and agencies in order to structure the support needed for success.

When responding to detrimental and harmful behaviour we hold in mind:

- We need to be emotionally regulated and consistent
- Use relational practice, prioritising the development and maintenance of positive relationships (actively triage - can’t or won’t, use restorative practice)
- Recognise that some children’s stress-regulation systems can be triggered and underdeveloped and will support them to manage this safely through a relational approach (e.g. PACE)
- Use positive framing, which is clear, uncomplicated, unambiguous instructions delivered with clarity.
  - Stand next to me
  - Put the pen on the table
  - Walk in the corridor
  - Switch the computer screen off
  - Walk with me to the library
  - Stay seated in your chair
- Use a range of ‘nudges’ to promote positive change in behaviour:
  - Take up time
  - Face saving
  - Task correction
  - Reinforcing norms
  - Positive framing and language
  - Questions and choices
  - Tactical pauses
  - Reminders
  - Praise compliant by name

## Responding to not ready or respectful; detrimental behaviour

<p>1. <b>Reminder</b> of what you have asked them to do with:</p> <ul style="list-style-type: none"> <li>• ‘Thankyou’ at the end</li> <li>• Use language of <i>ready, respectful, safe</i>.</li> </ul>		<p>Take up time (1 - 2 minutes)</p>	<p>Not resolved - step 2</p>
<p>2. TA preferable to have a <b>shoulder conversation</b> (1:1)</p> <ul style="list-style-type: none"> <li>• ‘I believe you can do this, let’s try’</li> <li>• Do you remember earlier/yesterday/last week, when you worked with so much determination? That is who I need to see today’</li> </ul>		<p>Take up time (1 - 2 minutes)</p>	<p>Not resolved - step 3</p>
<p>3. TA/ CT - <b>step outside</b> with child to have conversation - Now directing:</p> <ul style="list-style-type: none"> <li>• “What do you need from me to get started / be successful and respectful?”</li> </ul>		<p>Is child in planning problem solving mode and convincing?</p>	<p>Yes - return and take up time No - step 4</p>
<p>4. <b>Attune and triage</b> - is it can’t or won’t?</p> <ul style="list-style-type: none"> <li>• ‘I can see you are not ready to go back in the classroom yet, so I’m thinking you either need to go to the rainbow room or I can take you to another classroom to work. I think where you would be best placed for the moment is X</li> <li>• (You will be able to have made this decision seeing their reaction to the mention of either the intervention room or another class).</li> </ul>		<p><b>Won’t</b> - can regulate themselves with enough time.</p> <ul style="list-style-type: none"> <li>• Walk them to the paired classroom and ‘<i>I’m really looking forward to seeing you back in class and I will come and see how you are getting on in X (e.g. 5 minutes)</i>’ (send them with work to complete)</li> <li>• TA from the class goes to check on the child after 5 minutes. If they are ready to come back, bring them back ready for the threshold conversations.</li> <li>• Rehearse the restorative conversation to check that the child is ready.</li> <li>• On returning to class - do not interrupt the learning - pre-warn the child they may have to wait for a few minutes for the teacher to be ready.</li> </ul>	<p><b>Can’t</b> - cannot self-regulate</p> <ul style="list-style-type: none"> <li>• start PACE (if needed - call on PACE support.)</li> <li>• Relocate to safe PACE space for emotional, regulation support</li> <li>• Coach - use of the ‘I wonder’ language to raise awareness of emotions and triggers</li> <li>• Prepare and rehearse the restorative conversation - give it plenty of time. Include conversations with positive framing about the need to complete the work.</li> <li>• Use positive framing and adjust work expectation if needed - <i>How can I help you get this work done?</i></li> </ul>

<p><b>5. Continued detrimental empowered behaviour</b></p> <ul style="list-style-type: none"><li>• give as little interaction as possible while waiting to empower (interact positively) with any valued behaviour as soon as it is evident</li><li>• The message is that detrimental behaviour is pointless and valued behaviour is powerful<ol style="list-style-type: none"><li><i>i. You can listen from there</i></li><li><i>ii. Come and find me when you come back</i></li><li><i>iii. Come back into the room when you are ready.</i></li><li><i>iv. We will carry on when you are ready</i></li></ol></li></ul>		<p>Call for support from SLT to continue the approach, manage the class and value the learning of others.</p> <p>If needed, positive phrases and limited choices should be punctuated with take up time</p> <ul style="list-style-type: none"><li>• Where shall we talk, here or in the library?</li><li>• Put the pen on the table or in the box.</li><li>• I am making a drink, orange or lemon?</li><li>• Are you going to sit on your own or with the group?</li><li>• Are you starting your work with the words or a picture?</li></ul>
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**Responding to not safe; harmful behaviour**

**Triage - can't or won't** - this may change in the moment - stay attuned to theirs and your own emotions

Won't - can regulate with enough time.	Can't - cannot self-regulate
<ul style="list-style-type: none"> <li>Address the behaviour and state which behaviours are acceptable                             <ul style="list-style-type: none"> <li>Use disempowering language and approach</li> <li>3-part apology / threshold conversation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>De-escalation Script: any element can be chosen as an appropriate response to the aggression or challenge presented by the pupil.                             <ul style="list-style-type: none"> <li>Child's name</li> <li>I can see something has happened</li> <li>I am here to help</li> </ul> </li> <li>Talk and I will listen</li> <li>Come with me and.....</li> </ul>
<ul style="list-style-type: none"> <li>Time for reflection away from class</li> </ul>	<ul style="list-style-type: none"> <li>PACE approach                             <ul style="list-style-type: none"> <li>Playfulness - light, hopeful, open and spontaneous</li> <li>Acceptance - Listening to understand</li> </ul> </li> <li>Curiosity - No-judgemental, not knowing-wondering</li> <li>Empathy - all communication starts with compassion and care</li> <li>Once regulated coach through the use of 'I wonder language' to raise awareness of emotions and triggers</li> <li>Explore the events through a 'map my behaviour', approach if appropriate</li> </ul>

- SLT follow up conversation about RRS
- Coaching in restorative conversation / 3-part apology

- Restorative conversation with adult and or child receivers of the harmful behaviour

- Further proportionate, contextual and productive consequences agreed
- Value the work - work missed completed

- Parents/carers informed and incident and action taken recorded using the school system

## Restorative Conversations

Coaching and debriefing are carried out at an appropriate level for each pupil. It is used to explain the protective consequence (if it is necessary to remove a freedom to protect from harm) and to support understanding and future learning - it is an educational consequence.

Debriefing sessions will follow positive listening principles:

- Take time to listen. *I can see you have had a tough day meeting the rule...*
- Listen to the pupil's perspective first. *Can you tell me in your own words what you think went wrong?*
- Try to understand how all those involved felt and why they did what they did. *How do you think it made others feel?*
- Explain why staff took the actions that they took.
- Try to connect feelings with behaviours.
- Talk about future strategies, using visual prompts as appropriate, that the pupil can use when they are feeling anxious, angry or upset. *What will you do next time?*
- Talk about how staff will help the pupil to respond with more valued behaviour in the future.
- Conclude: *Great - We're are really glad to have you back with us. How can I help you get this work done?*

## Joint Working with Parents/Carers (stem sentences and script)

When a child has accessed either the PACE room or a paired classroom this will then require a phone call home. This is to notify the parent/carer that their child has had a tricky day and giving information about what you have done to support them:

- You matter
- Your child matters
- Their learning matters
- Their behaviour matters
- I care about all of these
- I need your help to help them
- Let's make things better together
- *X is fine. I wondered if this is an ok time to chat about how he was today? Thanks*
- *X has done some great work in my lessons. Did you see ... he did last week? He can behave really well when he wants to.*
- *I'm afraid X has let himself down a bit today.*
- *And I need your help getting him back on track.*
- *Have you got 5 minutes to talk about that?*
- *Can we work together to support...*

If this is happening several times in a week, or several times over a short space of time, have one phone call where you explore patterns and joint problem solve.

- *We are noticing some patterns of behaviour for X*
- *We think some common triggers for X may be*
- *We are going to put in some addition support in the form of ...we will make sure we communicate with you each week (instead of every day) about how they are doing in school.*
- *I will send you a copy of what we have agreed - or if it is better for you we can do this with a meeting in school.*

**Tracking Behaviour:** All behaviour Tracking is completed on Arbor

We track behaviour incidents in order to support putting in place the 6 recommendations from the EEF reports into Improving behaviour in schools [EEF Improving behaviour in schools Report.pdf](#). It allows us to:

1. Know and understand your pupils and their influences	Tracking allows us to look at the whole picture for the child over time will help us understand their influences and therefore find effective responses to misbehaviour.
2. Teach learning behaviours alongside managing misbehaviour	Tracking allows us to identify the learning behaviours which need specific teaching for groups or individual as well as identifying possible areas of the curriculum or the day, that children may be struggling to access.
3. Use classroom management strategies to support good classroom behaviour	Tracking can highlight areas of need for staff CPL to ensure that effective classroom management reduced challenging behaviour, pupil disengagement, bullying and aggression
4. Use simple approaches as part of your regular routine	Through tracking, we can identify which school routines or systems may be required.
5. Use targeted approaches to meet the needs of individuals in your school	Tracking allows us to understand the triggers for children behaviour and therefore adapt approaches to meet the needs of individuals with more complex and challenging needs.
6. Consistency is key	We recognise that, behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level. Tracking allows us to monitor our consistency and identify further areas for improvement.

The four levels of behaviour are broadly:

Level 1 - Minor disruption calling out etc. (-1)	We would note these but not record them on Arbor, if the issue can be resolved quickly (without loss of learning time) and are not regularly repeated.
Level 2 - Continuation of Level 1 despite warning, deliberate disruption etc. (-2)	These should be recorded when there is a continuation of disruptive behaviour which is taking adult time to manage and can result in loss of learning time for individuals or a group. This is likely to be a record of a few days' worth of incidents.
Level 3 - Physical aggression, swearing etc. (-3)	This should be reported to HT, AHT or SLT to ensure a discussion about immediate next steps for the child, victims of the behaviour, child witnesses and class can be had before the end of the session (am or pm). Incident should be recorded on Arbor that day.
Level 4 - Deliberate physical violence, vandalism etc. (-4)	




Initial Recording:				Follow Up		
Pupils	Incident Summary	Staff involved	Create as separate incidents	Take Action	Resolve	Monitor
Record only students who exhibited the behaviour, not those who were witnesses or victims of the behaviour.	<p>Brief Notes:</p> <p>A: What happened before - Antecedents, time, context to support id riggers and drivers</p> <p>B: what happened - record professionally, factually, without emotion or opinion, considering that this could always be open to scrutiny.</p> <p>C: what was the consequence for the child (e.g. avoided maths) not a consequence given or action taken.</p>	Please always include the class teacher as well as staff involved in incident	Click this if you want the following notes to be different	Complete with the action you have taken e.g. risk assessment put in place, script for adults, transition plan, curriculum adaption made to reduce frustration, consequence given.	Once action has been taken and all relevant people have been informed the issue needs to be resolved.	Monitoring for patterns in behaviour needs to take place at class teacher level as well as SLT level to continually support the implementation of the 6 recommendations.

### Adaptation

While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied when teaching the curriculum unimpeded. We use the following programmes and tools to provide additional support when necessary.

- PSPs
- Therapeutic Thinking
- ELSA

**School Rules:**

Ready	Respectful	Safe
<p>We follow the routines and value our learning</p> 	<p>We live our Values</p> 	<p>We make responsible, kind decisions</p> 

**Responses to detrimental and harmful behaviours**

Detrimental: When we are not <b>ready, respectful</b>	Harmful: When we are not <b>safe</b>	When we are not regulated
<ul style="list-style-type: none"> <li>• Reminder</li> <li>• Quiet conversation</li> <li>• Alternative workspace</li> <li>• The work will be valued and completed; this may be in my own time</li> <li>• Relationships will be valued and restored; this may be in my own time</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate removal from situation</li> <li>• Disempowered, limited choices</li> <li>• Alternative space</li> <li>• Proportionate, fair consequence, this could be loss of my play times</li> <li>• The work will be valued and completed; this may be in my own time</li> <li>• Relationships will be valued and restored; this may be in my own time</li> </ul>	<ul style="list-style-type: none"> <li>• PACE <ul style="list-style-type: none"> <li>○ Playfulness - light, hopeful, open and spontaneous</li> <li>○ Acceptance - Listening to understand</li> <li>○ Curiosity - No-judgemental, not knowing-wondering</li> <li>○ Empathy - all communication starts with compassion and care</li> </ul> </li> <li>• Coach - How can I help restore?</li> </ul>

## Restorative Conversations

### Perseverance and Co-operation: we value our relationships

#### Adult coaching

- *I can see you have had a tough day meeting the rule*
- *Can you tell me in your own words what you think went wrong.*
- *How do you think it made others feel?*
- *What will you do next time?*
- *Great - We're are really glad to have you back with us. How can I help you get this work done?*

#### Child 3-part apology

- I am sorry I ...
- I can see it made you feel ...
- Next time, I will try to ...







Map my Behaviour.






Name:		Date:	
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What happened before?	What did I do?	What happened after?
How did it make me feel?	How did it make others feel?	How did that make me feel?

Action Plan

When I feel ...	What is ok?	What is not ok?

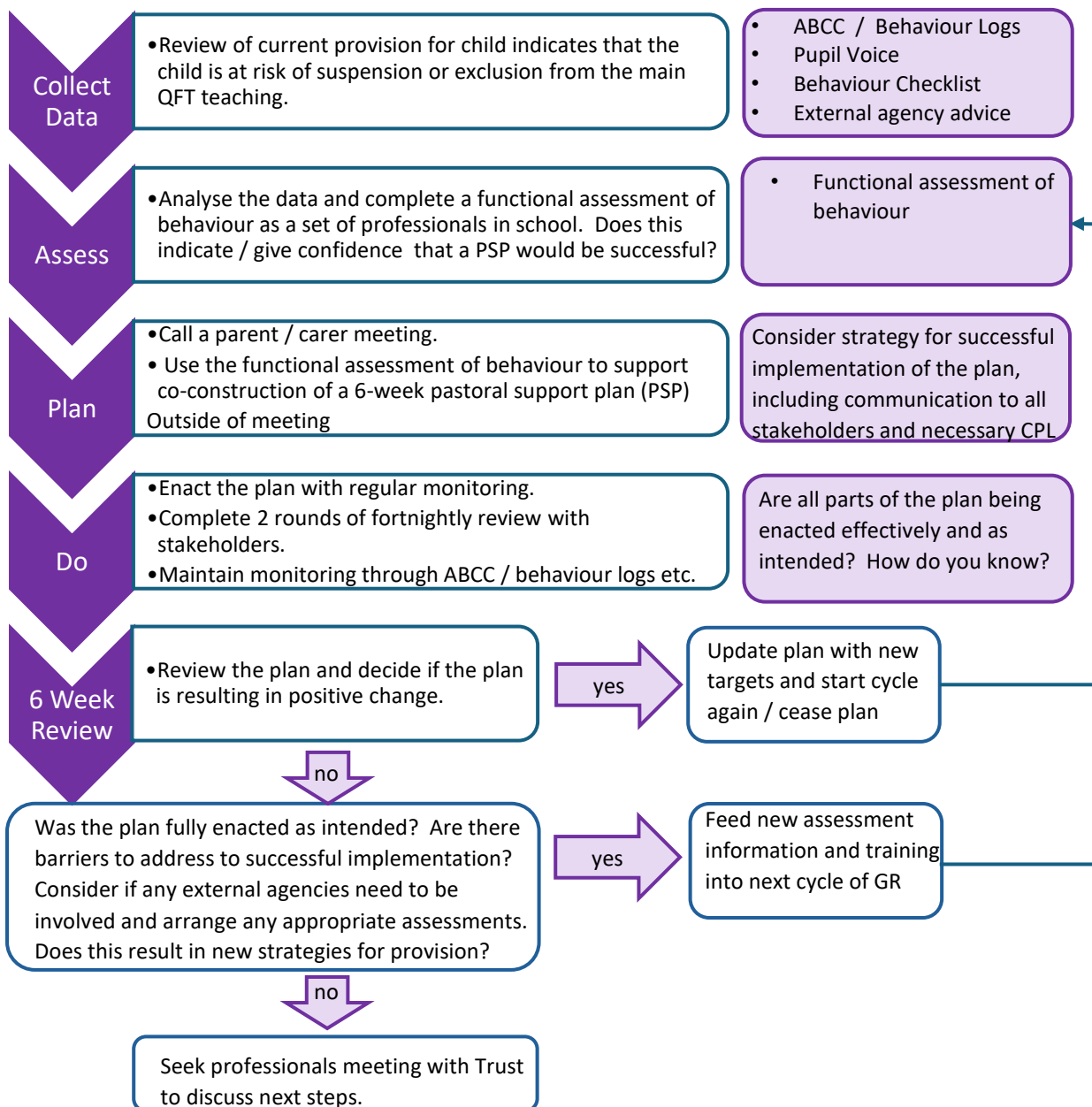
Adults		Children
<p>We will...</p> <ul style="list-style-type: none"> <li>✓ say please</li> <li>✓ say thank you</li> <li>✓ greet all children at the door for every session, respectfully and with positivity</li> </ul>	<p><b>Marvellous Manners:</b> To know that <i>respect</i> is shown through words and actions.</p> 	<p>We will...</p> <ul style="list-style-type: none"> <li>✓ say please and thank you</li> <li>✓ respond to a greeting</li> <li>✓ knock on the door of a room and wait to enter</li> </ul>
<p>We will...</p> <ul style="list-style-type: none"> <li>✓ direct children to line up in an appropriate order</li> <li>✓ leave once everything and everyone is ready</li> </ul>	<p><b>Legendary Line:</b> To come together for a transition.</p> 	<p>We will...</p> <ul style="list-style-type: none"> <li>✓ line up quietly in the order our adult has told us</li> <li>✓ line up one behind each other</li> </ul>
<p>We will...</p> <ul style="list-style-type: none"> <li>✓ regularly remind children of expectations and praise children for meeting them</li> <li>✓ organise the class into appropriate order in class and check smartness of pupils before moving</li> <li>✓ only set off with a class or group where expectations are met</li> </ul>	<p><b>Wonderful Walking:</b> To move around school <i>safely</i> and <i>considerately</i>.</p> 	<p>We will...</p> <ul style="list-style-type: none"> <li>✓ walk quietly around the school</li> <li>✓ walk on the left hand side</li> <li>✓ keep our hands to ourselves and by our side at all times</li> </ul>
<p>We will...</p> <ul style="list-style-type: none"> <li>✓ lead our class into hall and explicitly show children where to sit</li> <li>✓ participate actively in the worship, modelling expectations with a quiet voice</li> <li>✓ ensure an orderly exit from the hall and return to class</li> </ul>	<p><b>Wonderous Worship:</b> To collaborate <i>respectfully</i> in our worship.</p> 	<p>We will...</p> <ul style="list-style-type: none"> <li>✓ enter and leave the hall in silence</li> <li>✓ sit with our legs crossed, straight back and our arms and hands are still and safe</li> <li>✓ participate actively in the singing and respectfully during prayers</li> <li>✓ be respectful of other's views and opinions</li> </ul>
<p>We will...</p> <ul style="list-style-type: none"> <li>✓ remind pupils of the expectations for uniform</li> <li>✓ support pupils when and where we can</li> <li>✓ praise pupils for smart appearance and Correct Clothing</li> </ul>	<p><b>Correct Clothing:</b> To proudly represent our school.</p> 	<p>We will...</p> <ul style="list-style-type: none"> <li>✓ tie up any long hair with an appropriate hair band</li> <li>✓ wear the correct uniform correctly and smartly</li> <li>✓ wear appropriate clothes for other activities: PE/Forest School</li> </ul>
<p>We will...</p> <ul style="list-style-type: none"> <li>✓ provide a safe and respectful environment for everyone to enjoy their lunch</li> <li>✓ be role models for the behaviour expectations</li> <li>✓ make sure everyone has the opportunity to eat their lunch before going outside</li> </ul>	<p><b>Delightful Dining:</b> To have a happy and <i>respectful</i> time to eat.</p> 	<p>We will...</p> <ul style="list-style-type: none"> <li>✓ walk around the dining hall</li> <li>✓ use quiet voices</li> <li>✓ listen carefully and respectfully to the adults at all times</li> <li>✓ use the cutlery appropriately to eat our food</li> </ul>

<p>We will...</p> <ul style="list-style-type: none"> <li>✓ be consistent with our expectations when leaving and returning to class - routines will be clear</li> <li>✓ use the two-whistle system to bring break to a close and have consistent expectations of all children returning to class</li> </ul>	<p><b>Terrific Transitions:</b> <i>To move around school <b>safely</b> and <b>considerately</b>.</i></p> 	<p>We will...</p> <ul style="list-style-type: none"> <li>✓ leave for breaktime quietly and calmly when instructed by adults</li> <li>✓ 'Stop!' on the first whistle</li> <li>✓ return to class on the second whistle</li> <li>✓ enter our classrooms ready for learning</li> </ul>
<p>We will...</p> <ul style="list-style-type: none"> <li>✓ model our expectations for behaviour at breaktimes</li> <li>✓ support everyone to have a happy and safe breaktime</li> <li>✓ support our school rules (Ready, Respectful and Safe) and our school values when children are playing</li> </ul>	<p><b>Pleasant Play:</b> <i>To have <b>happy</b>, <b>safe</b> and <b>respectful</b> playtimes.</i></p> 	<p>We will...</p> <ul style="list-style-type: none"> <li>✓ follow Ready, Respectful, Safe in our play at all times</li> <li>✓ listen to the adults who help us to show our school values in our play</li> </ul>
<p>We will...</p> <ul style="list-style-type: none"> <li>✓ remind all children of the expectations: ready, respectful and safe</li> <li>✓ be ready for teaching and learning when the children arrive</li> <li>✓ be clear and consistent with our expectations and start the learning once everyone is ready</li> <li>✓ encourage independence at all times</li> </ul>	<p><b>Ready to learn:</b> <i>To make the most of our learning time.</i></p> 	<p>We will...</p> <ul style="list-style-type: none"> <li>✓ have all equipment ready for the learning</li> <li>✓ sit quietly and respectfully</li> <li>✓ actively track and listen carefully to the speaker</li> </ul>
<p>We will...</p> <ul style="list-style-type: none"> <li>✓ look after our shared spaces and respect our environment</li> <li>✓ make sure we keep our cloakrooms and corridors tidy and safe for everyone</li> <li>✓ have routines to remind pupils to keep our shared spaces ready and safe</li> <li>✓ model Marvellous Manners and Wonderful Walking at all times</li> </ul>	<p><b>Shared Spaces:</b> <i>To have <b>respect</b> for our environment and learning space.</i></p> 	<p>We will...</p> <ul style="list-style-type: none"> <li>✓ look after our shared spaces and respect our environment</li> <li>✓ make sure we keep our cloakrooms and corridors tidy and safe</li> </ul>
<p>We will...</p> <ul style="list-style-type: none"> <li>✓ show our school values no matter where we are</li> <li>✓ respect our neighbours and the people who live around the school</li> </ul>	<p><b>Beyond the Gates:</b> <i>To know our values are important beyond the school gate</i></p> 	<p>We will...</p> <ul style="list-style-type: none"> <li>✓ take pride in being part of the school and show our best selves</li> <li>✓ respect our neighbours and the people who live around the school</li> </ul>

## Pastoral Support Plan

The aim of a pastoral support plan is to proactively plan for the re-engagement of vulnerable learners and mitigate against the negative impact and risk of behaviour. It is based on accurate functional assessment of the behaviour. It takes the form of a 6-week graduated response. As a result of a PSP pupils should be able to better manage their behaviour and /or improve their successful and safe attendance.

### Flow Chart





## Pastoral Support Plan

### PSP

The aim of a pastoral support plan is to proactively plan for the re-engagement of vulnerable learners and mitigate against the negative impact and risk of behaviour. It is based on accurate functional assessment of the behaviour. It takes the form of a 6-week graduated response. As a result of a PSP pupils should be able to better manage their behaviour and /or improve their successful and safe attendance.

Child		Teacher		Class		DOB	
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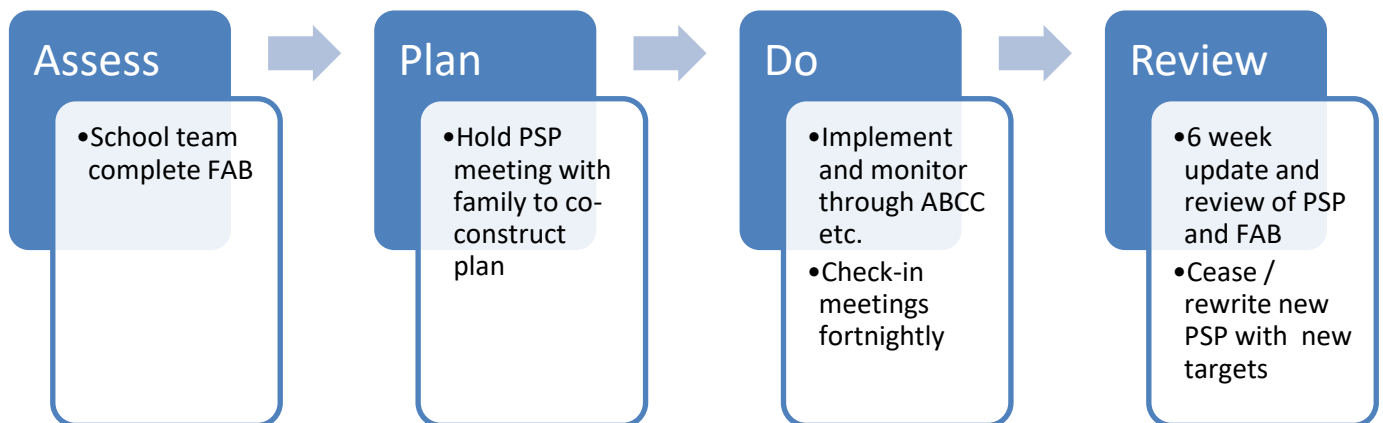
Prior to the PSP meeting, data has been collected and analysed using a functional assessment of behaviour (FAB) tool. This analysis will be used to support the writing of the PSP.

Flow chart of process: *(please mark the supporting documents to be attached)*

**Gather Data**



ABCC		Other (please give details below)	
Behaviour Logs			
Pupil Voice			
Behaviour Checklist			
External agency advice			
FAB			



	Date	Attendees
PSP commenced.		
Fortnightly check-in 1		
Fortnightly check-in 2		
6-week update and review		

What do we want to achieve as a result of this plan?

Aims / Target	Expectation (The pupil will:)	Outcome (Complete in review)

### Supporting strategies

Identify what needs maintaining and what can be done differently to create opportunities for change. Use the FAB assessment to guide the plan of support thinking through avoidance of the triggers and impact of consequences etc. Consider changes in pastoral, curriculum, provision and home support.

	Maintain strategies / support:	New strategies/ support:
The school will:		
The pupil's parent / carers will:		


### External Agency involvement / commitment to the PSP

Agency	Involvement / commitment



Behaviour Consequence System: Ready, Respectful, Safe.

‘Punishment doesn’t teach better behaviour, restorative conversations do’ - Paul Dix

<p>Every consequence decision should be discussed and must consider the following: Historical context, witness statements, the school behaviour policy, contextual factors and patterns in behaviour (Arbor logs/ABCC). Therefore, each incident has a 360 perspective.</p>	<h2>Behaviour / Incident</h2>	<h2>Suggested Consequence/Action</h2>
	<p>Level 1*</p> <p>Disruptive behaviour - calling out</p> <p>Distracting others</p> <p>Ignoring an adult’s instructions</p> <p>Inadequate work</p> <p>Incorrect uniform (unagreed)</p> <p>Lack of manners</p> <p>Making faces</p> <p>Moving around the school without consideration</p> <p>Not sharing</p>	<p>Depending on age, stage and knowledge of the child, consequences may include:</p> <ul style="list-style-type: none"> <li>• Reminder - shoulder conversation</li> <li>• Reminder of Ready, Respectful, Safe</li> <li>• Move within the classroom</li> <li>• Time-out</li> <li>• Removal to an agreed class</li> <li>• Removal of breaktime</li> <li>• 5-minute reflection (written/verbal)</li> <li>• Parent/carer conversation/email communication</li> <li>• Reminder - loss of break if behaviour continues</li> <li>• Reminder - the work will get done in own time (break)</li> <li>• Work sent home for completion</li> </ul> <p>All consequences must then lead to a restorative conversation (3-part apology if necessary)</p>
	<p><b>*Level 1 held by class teacher and recorded on Arbor as appropriate</b></p> 	
<p>Level 2* - <u>Persistence of Level 1 behaviours</u>. In addition:</p> <p>Cumulative Level 2</p> <p>Arguing with staff/peers</p> <p>Disrupted learning</p> <p>Minor physical incident - e.g. pushing</p> <p>Misuse of school equipment</p> <p>Name calling</p> <p>Refusing to follow a request</p> <p>Telling untruths</p> <p>Theft</p>	<p>AS ABOVE</p> <p>In addition (depending on age, stage and knowledge of the child):</p> <ul style="list-style-type: none"> <li>• 3 steps: reminder / shoulder conversation / move to an agreed class</li> <li>• Alternative breaktime/lunchtime</li> <li>• Apology letter (restoration depending on the incident)</li> <li>• Replacement of damaged equipment</li> </ul> <p>Follow the Behaviour Curriculum, “<b>Responding to not ready or respectful</b>; detrimental behaviour”.</p> <p>Follow the three-step plan and scripts - reminder/on the shoulder conversation/step outside.</p> <p>Triage - ‘Can’t’ or ‘Won’t’?</p> <p>Further intervention leading to communication with parent/carer / loss of break (the work will get done)</p>	

**\*Level 2 held by class teacher held by class teacher and recorded on Arbor as appropriate**



**Level 3\* - Persistence of Level 1 & 2 behaviours. Harmful behaviours:**  
**Cumulative Level 3**  
 Absconding within school  
 Exposure  
 Homophobic behaviour  
 Inappropriate touching  
 Leaving the lesson without permission  
 Malicious allegations towards staff  
 Physical aggression towards pupil  
 Physical aggression towards adults  
 Racist incident  
 Sexist Comments  
 Shouting at staff/pupils  
 Swearing  
 Spitting  
 Verbal abuse towards pupils  
 Verbal abuse towards staff  
 Violent assault - pupil  
 Virtual online bullying.

Class teacher with SLT support (depending on age, stage and knowledge of the child)

- SLT conversation - parent/carer informed / loss of break
- PANTS conversation - parent/carer informed
- SLT conversation - parent/carer informed
- SLT conversation - parent/carer informed
- Loss of break
- SLT conversation - parent/carer informed
- SLT conversation - parent/carer informed / loss of break
- Depending on the incident, ½ - full day internal suspension
- Depending on the incident, ½ - full day internal suspension
- SLT conversation - parent/carer informed
- SLT conversation - parent/carer informed
- SLT conversation - parent/carer informed / loss of break
- SLT conversation - parent/carer informed / loss of break
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- Depending on the incident, ½ - full day internal suspension
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- Depending on the incident, ½ - full day internal suspension

**All behaviours recorded on Arbor and parents/carers informed.**

**Level 3 behaviours to be carefully monitored with ABCC/Behaviour checklists to be completed leading to a Pastoral Support Plan (PSP).**

**Triage - can't or won't - this may change in the moment - stay attuned to theirs and your own emotions.**

**Won't - address the behaviour / 3-part apology / time away from class**

**Can't - De-escalation / PACE**

**Both lead to:**

- SLT follow up conversation about RRS
- Coaching in restorative conversation / 3-part apology
- Restorative conversation with adult and or child receivers of the harmful behaviour
- Further proportionate, contextual and productive consequences agreed
- Value the work - work missed completed
- Parents/carers informed and incident and action taken recorded using the school system

**\*Level 3 depending on the behaviour, SLT support if required alongside the class teacher**



<p>Note: All measures are intended to avoid escalation of behaviour and consequences.</p>	<p>Level 4* - <u>Persistence of Level 1, 2 &amp; 3 behaviours</u>. <b>Harmful behaviours:</b></p> <p>Cumulative Level 4</p> <p>Absconding from school</p> <p>Behaviour which affects the safety of others</p> <p>Deliberate physical aggression resulting in injury</p> <p>Deliberate physical aggression towards an adult</p> <p>Vandalism - significant property damage</p> <p><b>*Level 4 held by SLT alongside the class teacher</b></p>	<p><b>Depending on age, stage, knowledge of the child and severity of the incident:</b></p> <p>Immediate ½ to full day internal suspension</p> <p>Immediate 2-day internal suspension</p> <p>Immediate internal suspension at a local Forum Hub school</p> <p>Immediate external suspension (deliberate physical aggression)</p> <p>All and any behaviours at Level 4 will result in an immediate PSP</p>
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- Behaviours listed on this consequence ladder link directly to those on Arbor Behaviour Reporting

Incident / behaviours



Triage and analysis of incident (all levels): taking into account the following:
 

- History
- Events leading up to the incident
- Witness statements
- Can't or won't?
- Pastoral involvement
- Likelihood of this incident recurring following the consequence? Tailor made consequences.



Decision making (level 3&4 incidents):
 

- SLT and other parties discussion and decision making based on evidence
- Parents/Carers informed
- Meeting to be organised
- Further behaviour analysis to take place
- Consultation with support agencies: specialist teacher / Early Help / AP / LA

Graduated increase in consequence (Level 3 and 4 incidents and dependant on severity):

- Half day internal suspension, followed by an additional half day
- Full day internal suspension, followed by an additional 2 days
- Full day internal suspension (accompanied) at a local Forum Hub DSAT school
- External suspension - followed by a graduated response (1, then 2 days etc)
- School to follow the Suspension and Exclusion policy for further action if needed