

Behaviour and Ethos Policy

Guidance for behaviour management throughout school to establish and maintain consistent approaches and a respectful Ethos.



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Headteacher: Emma Anderson

Chair of Governors: Anne Clayton

Thorpe Primary School welcomes our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity.

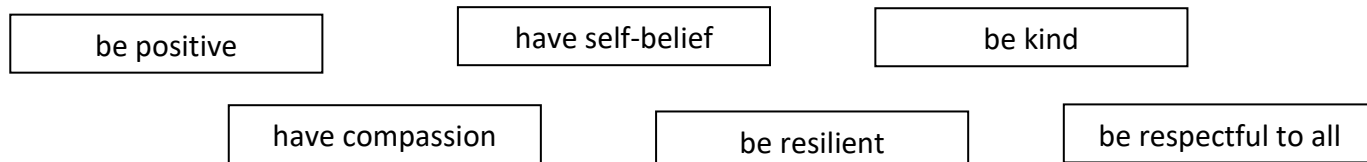
We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

We recognise that these duties reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities, and the Human Rights Act 1998.

Aims

- To establish and maintain consistent approaches towards behaviour management
- To ensure that behaviour strongly supports our school values and rules: **Ready, Respectful, Safe**

Values - At Thorpe we want everyone to:



Recognition of behaviour

At Thorpe we use positive recognition which supports children to present with pro-social behaviour. We believe that the relationships between adults and children are crucial in creating a secure learning environment where children feel safe and supported. We use positive tone / body language, being mindful always of the 'parent on the shoulder'. A therapeutic approach is always adopted where by the pro-social feelings of everyone within the dynamic is prioritised.

All members of our community abide by our three rules: **Ready, Respectful, Safe**.

All adults must be consistent and calm, giving first attention to best conduct. Relentless routines and the use of scripting for conversations / restorative follow ups ensure that high expectations are maintained and emotional support is given when needed. Adults use the 7 Habits of Effective Behaviour Management as a guide (Appendix 3).

Bullying

Bullying will not be tolerated at Thorpe Primary School. Any suspected / reported incidents of bullying must be fully investigated and reported to the Phase Leader (who will liaise with Behaviour Lead). Peer on Peer abuse must also be recorded on My Concern. If bullying is suspected then all details must be recorded by the class teacher in the **Incident Log** and a monitoring system must be established. There should be regular contact / feedback with parents and the Behaviour Lead must be informed. Appropriate interventions for bullying may be used such as, Support Groups, Circle of Friends or mentoring. Details of these interventions can be found in H:\Staff\Non Curriculum Admin\Behaviour\Resources\Bullying

Use of Reasonable Force

Physical intervention and restraint measures may be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. This could be to separate children who are fighting or to hold a child until they are calm, if they are in danger of hurting themselves or others. The school follows the DfE guidance on the Use of Reasonable Force (appendix 10).

How we ensure positive relationships at Thorpe:

All adults must:

- Promote, use and refer to the 3 rules across school – Ready, Respectful and Safe
- Meet and greet at the beginning of am and pm sessions
- Refer, reinforce and support the application of amendments to routines at Thorpe as a result of Covid 19 (Appendix 8 – also see current Risk Assessment)
- Use positive tone/body language, being mindful always of the ‘parent on the shoulder’
- Use verbal praise/positive re-enforcement around school such as ‘fantastic walking’ and ‘super sitting’
- Use affirmations from the Behaviour Wall to support children’s emotional, social, behavioural development (found in recognition boxes in every classroom)
- Share achievements with parents using Seesaw, postcards, certificates, notes home, phone calls and wristbands for EYFS.
- Use emotionless responses to anti-social behaviour using micro-scripts to set out expectations
- Have 1:1 / ‘walk and talk’ conversations (not in view / hearing distance of their peers) to address anti-social behaviour.
- Have restorative conversations using ‘The Restorative Five’ guidance following dangerous or repeated difficult behaviour: these discussions work best when sat alongside the child, focus on the outcome that you want, not the dangerous / difficult behaviour. Consider how the situation can be repaired and restored. Ensure that you have enough time for the conversation, or plan an alternative time to meet (see Appendix 6 for more guidance)
- Allow children some time out when needed
- Use behaviour passports for specific children to ensure consistent approaches and where appropriate support plans / behaviour charts (the policy does not work for all children)
- Keep records of specific incidents on ABC charts, the Incident Log or bespoke forms when needed
- Discuss any possible learning consequences for difficult or dangerous behaviour with a phase leaders before sharing / carrying out with children (use script to postpone decision / consequence)
- Consider the age of the child when issuing learning consequences for difficult or dangerous behaviour and their level of emotional, social development: use emotion coaching to validate how the child is feeling and to clearly outline the expectations
- Separate the anti-social behaviour from the child (I don’t like your behaviour but I believe that you can be a success), always refer back to times when pro-social behaviour occurred.
- Seek support and advice from the Phase Leader/Pastoral Support Mentor and/or the Behaviour Lead when the above strategies are not working for you – some children require something different to the policy!

Adults must never:

- Shout at children, use sarcasm or belittle anyone with their comments or actions. Adults should be aware of their height and ensure that their body-language / position is not intimidating (see sections 10 of Code of Conduct Policy) – when possible speak to children at their level
- Make children perform meaningless tasks as a form of ‘punishment’, such as writing lines, facing the wall – learning consequences must always link to the anti-social behaviour (*“You can’t teach children to behave better by making them feel worse. When children feel better they behave better.” Pam Leo*)
- Hit or push children, wag fingers in their face or physically move them, unless it is for their safety or others (see Use of Reasonable Force section above). In some circumstances physical contact is appropriate (see section 9 of the Code of Conduct Policy) and when frequent contact occurs this must be part of an individual plan (section 9.3)
- Make negative comments, such as: “I knew it would be you again.” “Why is it always you?” “Why can’t you behave?” “Stop being so childish.”
- Use bribery: withhold desirable objects or experiences so children complete a task or present in a pro-social way

- Punish children for their behaviour – all consequences for behaviour must help children to learn and develop pro-social behaviours

Class Teachers must:

1. Establish, display, refer and reinforce routines within their classroom and across school (Appendix 4)
2. Display a daily visual timetable and ensure a clutter free environment (especially at the front of the class where children face)
3. Establish a Recognition Board to recognise learning behaviour in their class, this system should be high profile, consistent and used by all adults that teach the class. Recognition boards (see guidance in Appendix 5) must be linked to learning behaviours; they must be achievable for all children and must be 'wiped clean' either daily or weekly. A celebratory 'cheer' should be given once all children are on the recognition board. These create a team ethos and develop children's learning skills
4. Use other systems of positive recognition. Postcards are compulsory for all teachers (at least 3 every half term). Systems that are optional include:
 - a. 1-10 scale: this can be used to develop whole class reflection on the learning ethos of the classroom / team work etc See Contracting guidance (Appendix 7) for more ideas
 - b. Cubes in the jar leading to whole class / year group reward / celebration
 - c. Dojos, stickers, praise pads, star of the day / week, raffle tickets for pro-social behaviours
5. Not use any system which displays children's names in a permanent way: showing a hierarchy based on performance. If using dojos they must be 'wiped clean' at least weekly. If using a star of the day system, consider if this needs to be announced to everyone – should children appreciate receiving the award rather than the public recognition – how do children feel when they don't get 'star of the day'?
6. Speak directly to the Behaviour Lead if you wish to use a different system of recognition

What happens when . . .

- **Children do not complete homework** (KS2 only): see Appendix 9
- **Children do not come to school in their PE kit:** Teachers must speak directly to parents (face to face, through Seesaw or by phone) and remind them of the days that the kit is needed. If they are wearing suitable footwear then they may be able to still take part in PE. If a child does not wear their PE kit / or suitable PE kit, more than twice in a half-term then ask the Phase leader to speak to the parents also. If the child is Pupil Premium, or there are special circumstances please speak to the PP leaders.
- **Children do not have a reading record book:** Teachers should first contact parents (face to face, through Seesaw or by phone). If the situation continues a letter can be posted home to parents (letters are kept at the office).
- **Children wear incorrect uniform:** minor issues such as wearing jewellery or nail varnish will be dealt with by the class teacher, with a quiet reminder, then speaking to parents. Persistent issues of wearing incorrect uniform should be referred to the phase leader, assistant head before referring to deputy or headteacher

The final 4 bullet points are summarised in a flowchart – see Appendix 1

- **Children present with low-level anti-social behaviour**, such as not following instructions, talking with peers and calling out: Adults should use the strategies bookmarks to apply a range of supportive strategies; this should include use of micro-scripts and 1:1 'walk & talk' conversations at break times. See also 'How We Communicate' posters – found in all classrooms.
- ***Children present with difficult behaviour** to a point where learning for others cannot continue (this could be persistent low-level anti-social behaviour over time or a single occurrence: always follow the script on your lanyard or strategies bookmark. If there is a behaviour passport refer to the strategies on there. If learning continues to be disrupted consider moving the class away from the said child if the

child cannot be guided away / persuaded to leave. For the child who is struggling, de-escalation strategies should be used to:

- distract the child – suggest jobs to do or a visit to another adult
- ignore the behaviour and praise peers
- move the child to another class or call upon adult support from neighbouring classrooms
- give the child limited choices with clear options reminding them of rewards / consequences
- give the child reassurances of belonging and safety with recognition that difficult / dangerous behaviour is not acceptable (We want you here and we want you to be safe. It's okay to be angry, but it is not okay to throw the books)
- use firm language (No, we do not throw items on the floor / that is not safe / I am here to help you)
- swap the adult who is supporting – where possible allow the teacher to make the attachment
- give the child success reminders (Do you remember when . . . That is the XXX I want to see)
- offer time out to think / calm down
- move away to give the child space – do not keep talking at the child
- Once the child is calm and had time to reflect / reverted to pro-social behaviours you will need to have a **restorative conversation** (see Appendix 6) and seek support / advice from your phase leader (consider why the child is behaving in this way – what are they trying to communicate?) Follow up actions may include:
 - Learning consequence such as time to reflect / repair the situation at break / lunchtime and in extreme or persistent circumstances out of class with a senior leader or pastoral support team
 - Contact with parents / discussions with the Family Support Team or Safeguarding
 - Involvement of the Pastoral Support Mentor or Behaviour Lead – this may include the development of a Behaviour Passport, daily tracking or the use of ABC charts
- ***Children present with dangerous behaviour:** Ensure all children are safe and use the above de-escalating strategies where appropriate. Seek support immediately from colleagues in nearby areas if the situation continues to be dangerous (i.e. the child has run away and is unsupervised, the child is throwing chairs / continues to put themselves and others in danger). You may need to use physical intervention / restraint measures to prevent harm to others or the child (see guidance above) Always consider how the child is feeling and the impact the dangerous behaviour is having on other children. Once the child is calm / not presenting with dangerous behaviour consider what next:
 - Give the child time to calm down / do they need to go to a different space? Is there another adult to take them for a walk or read a book?
 - Inform the child that you will get back to them once you have both had time to reflect / calm down – it may be appropriate to keep the child away from their peers during this time
 - Speak to a Phase Leader or a member of Core SLT for guidance / advice.
 - Follow up consequences will always be **restorative**: in extreme cases the use of temporary or permanent exclusion can be considered in line with the DfE *Exclusion from maintained schools, academies and pupil referral units in England*

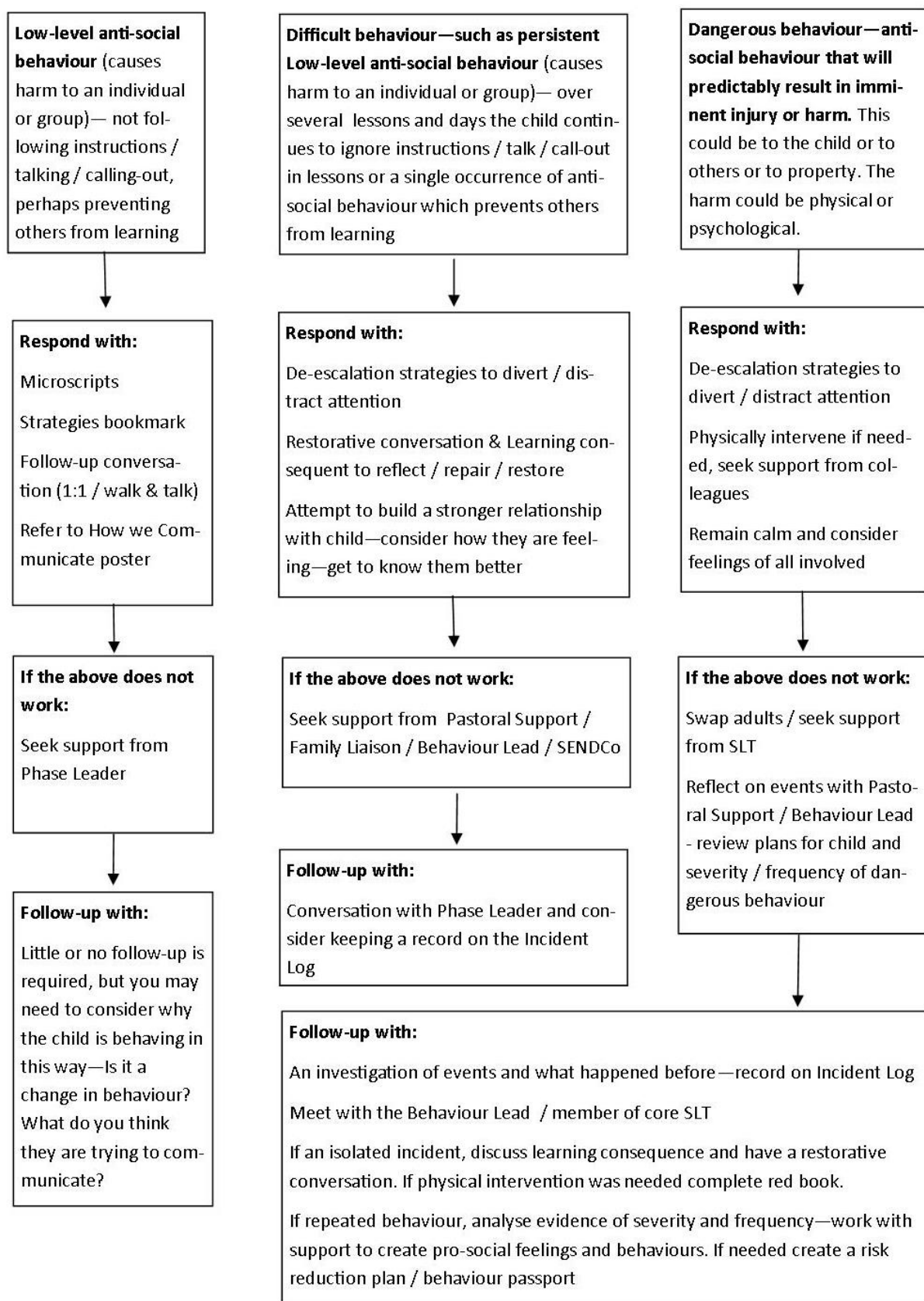
***These incidents must be recoded on the Incident Log – located in: H:\Staff\Non Curriculum Admin\Behaviour and may require an investigation when more than one child is involved.**

Appendices

1. What Happens When a Child Presents with . . .
2. Key Definitions
3. 7 Habits of Effective Behaviour Management
4. Routines
5. Recognition & How to Create a Recognition Board
6. Restorative Practices
7. Contracting – Beyond Behaviour Guidance

What Happens When a Child Presents with. . .

Every incident is unique, it is important to remain calm, consider the feelings of everyone in the dynamic and support the child in a kind way. This is a guide and may not be applicable for all children.



Appendix 2 – Key Definitions

Anti-social behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. The aim of this policy is to increase pro-social behaviour and reduce anti-social behaviour through planned responses.

Being therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. This policy provides the methodology by which pro-social behaviour replaces anti-social behaviour, through planned and sustained pro-social experiences.

Bribery: The threat or action of withholding desirable objects or experiences until the child has completed the task or activity dictated by an authority.

Conscious behaviours: Those that are the result of thought and planning; a behaviour a child is unwilling to contain.

Consequence: a logical, explainable response to a pro-social or anti-social behaviour; a logical outcome of something occurring earlier; a conclusion reached via reason. Consequences are designed to help children learn and develop pro-social behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictable result in imminent injury or harm, for example injury or harm that may result in first aid being needed. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse. Except within an unpredictable first manifestation, the behaviour described as dangerous will be supported by evidence of severity and frequency of outcomes such as 'three children required first aid for minor bruising as a result of Jane's kicking'.

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context: 'Daniel continually shouting out is difficult within a group teaching activity'.

Dynamic: Any group of people brought together through choice, circumstance or obligation.

Equality: Affording people the same equal status, rights and opportunities.

Equity: The differentiated measures to provide equal opportunities.

External discipline: Authoritarian control of behaviour outcomes and achievement using threat and bribery. Often imposed by adults with the intention of generating a disincentive or a motivation where the child has no investment in the task or required behaviour.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Extrovert: A person who is naturally collaborative and competitive and tends towards social interaction. Extroverts seek and are motivated by public recognition.

Internal discipline: Participate, contribute, and achieve, independent of external control or competition, where behaviour outcomes are achievement are controlled by the individual's motivation.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them, This can impact on the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Introvert: A person who is naturally a quiet and reserved individual. They do not generally seek out attention or social interactions, and tend to avoid public recognition and attention.

Pro-social behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

Punishment: The imposition of an undesirable or unpleasant experience upon a group or individual, meted out by an authority. Punishment is designed to suppress and control behaviour within a specific context.

Reward: A desirable object or experience given to celebrate outcomes already achieved.

Subconscious behaviour: That which is present without any thought or planning; a behaviour a person is unable to contain.

Unsociable behaviour: Not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings.

7 Habits of Effective Behaviour Management

1. Meet and greet at the door - the best early intervention in behaviour management is at the door.
2. Catch students doing the right thing - nobody wants insincere praise and it can be easy to catch children doing the wrong thing so develop the ability to catch those more challenging students doing the right thing.
3. Deal with poor behaviour privately and calmly - avoid as much as possible the public humiliation or public sanctioning of students
4. Relentlessly build mutual trust - the relationship you have with students sustains you and carries on into the future.
5. Directly teach the behaviours and learning attitudes you want to see - have a plan so that you know the behaviours you are trying to teach and the students know what behaviours they are trying to learn.
6. Talk about values - never talk about behaviours in isolation - always relate them back to the culture you are trying to build and the values and truths you have as a class and as a teacher.
7. Follow up follow up follow up - teachers who follow up are the ones the children decide to behave differently for. Write it down if you have a difficult incident with a student, then you have the control back - you can decide when and how to follow up.

It is your smiling face at the door, your calm in the midst of chaos, your careful ordering of instructions, your set procedure for the end of the lesson: that sets the standard and allows everyone to feel safe.

Appendix 4 - Routines

Relentless routines are a key element of any successful classroom and there are several routines that must be set in every classroom:

- Arriving to the classroom – i.e. polite greetings, hang coat up, look at board for further instructions
- Leaving the classroom / lining up
- Listening to the adult (EYFS& KS1 use the RWI silent hand signal)
- How children answer questions (try no hands up, think about learning behaviours from the DR bookmark, if you use lolly sticks do so selectively)
- How children work with a partner
- How we walk around school as a class/individually
- How we sit in classroom/assembly
- End of playtime/lunch
- Routine in dining hall

You may also want to consider having routines for:

- How to work in a group
- Transition from carpet to tables (EYFS& KS1 use the RWI 1,2,3)
- Use of resources & collection of resources
- Requesting to go to the toilet
- Requesting a drink of water
- Movement around the classroom
- Peer assessment, collaborative work, independent learning

How to set routines:

- Each routine should be displayed, referred to and reinforced
- Use pictures / icons / visual prompts to remind the children of each stage of the routine



- For example:
- Keep routines simple so they are memorable
- Be specific about what behaviours you want to see. Give clear instructions for pupils to follow in these specific situations
- When you have created your routines, choose one to work up into a series of illustrated icons - a poster that you can refer to when teaching, embedding, reinforcing and referring to the routine.
- Don't try to create all of the routines (in this detail) in the first week, take one every fortnight to develop in detail – really establish the routine so children know it thoroughly
- Ask yourself questions to help decide what needs to happen as part of the routine, for example:
 - Arriving late to the classroom:
 - When they are late, are they allowed to enter the room straight away?
 - Do they go straight to their seat or somewhere else?
 - What do they say to you?
 - What do you say to them?
 - At what point are they integrated within the classwork?

Some examples of routines (Create your own routines with your class):

A simple routine for listening to the adult (KS1):

1. Adult raises their hand.
2. Children put down what may be in their hands and raise one hand.
3. Eyes on the teacher and silent.

Routine for listening to an adult (KS2):

1. Bang musical instrument.
2. Children stop and listen.
3. Adult speaks whilst children listen.
4. Child raises hand if they wish to speak.

A simple routine for group work

1. One voice at a time.
2. Take notes.
3. Be kind.

Routine for small group discussion:

1. Allocate roles to each person in the group – chair, timekeeper, note-taker etc.
2. Everyone has one minute to speak in turn – they put their own ideas, points of view, questions to the group.
3. As a group agree on three ideas, three arguments or issues and three questions you want to ask.

Routine for leaving the classroom:

1. Stay on task until the verbal cue from the teacher (even if you know it is break / lunchtime).
2. Tidy your table, put away your equipment.
3. Sit down to show you are ready to leave / stand behind your chair to show you are ready to leave.
4. Calmly walk out of the room when asked to leave by the teacher.

Routine for leaving the classroom during a lesson:

1. Wait until the teacher has stopped talking and they are free (If you are going to have an accident imminently i.e sickness leave).
2. Put your hand up and wait for the teacher to speak to you / come to you.
3. When asked by the teacher explain your need to leave the room.

Routine for walking through school as a class or group:

1. Before leaving your starting space (classroom/hall/Computing room) line up in order (usually boy/girl).
2. Stay in order, one behind another, walking silently.
3. Keep a straight by facing the back of the person in front of you.

Routine for end of playtime:

1. Stand still and stop talking when you hear the whistle.
2. Turn so that you can see / hear the adult who blew the whistle.
3. Wait for your year group to be instructed to walk back to class.
4. Calmly and silently walk to your class.

Routine for attending an assembly:

1. Silently walk in, staying in line order, sit where asked to.
2. Demonstrate Super Sitting by facing the front, listening to the music and crossing your legs.
3. Listen to the adult(s) at the front, take part in the activities and sing.
4. When asked by an adult, stand silently, leave the room staying in your line order.

The deepest desire in human nature is the desire to feel important. That's why we praise and reward work/effort. Each class teacher is given a Recognition Box at the beginning of the year. In that box are ideas on how to recognise positive behaviours and resources to set up a System of Recognition.

Systems of Recognition - The best systems do have some things in common and here are some questions that you should ask yourself when thinking about how you recognise and celebrate positive behaviour in your classroom.

1. Is it possible for all pupils to earn recognition? Just as you would differentiate with academic work you need to differentiate your expectations when it comes to behaviour; for some pupils just sitting and listening for five minutes can be a huge achievement. Even the youngest children know that it is harder for some of their classmates to behave than it is for them and do not resent you recognising these achievements for those that need it. However, there is a common pitfall that teachers can fall into of noticing the pupils that perform above the expected for their age and those challenging pupils who manage to stop disrupting your lesson for two minutes but neglecting the 'average' pupil! Make sure that you find time to notice everyone and do not make the mistake of setting the bar too low for those learners who set out to disrupt your lessons!

2. Do all pupils understand what is expected of them? The target behaviours need to be explicit so that learners know what they need to do to meet expectations. This may need breaking down into steps and time may need to be spent teaching the skills needed. For example, "listening to each other" may be too difficult for some learners and they will need support to understand exactly how to do this (including looking at the person who is speaking, not speaking at the same time and, where appropriate, repeating back what the person has said to check that they understand what was meant) – KS2 should use the learning behaviour bookmarks from DR.

3. Is the Recognition System manageable? Many of us start the new school year with elaborate plans and the intention to relentlessly follow them through. However, many of us also find that things start to slide as other pressures such as extra-curricula activities, report writing or assessment preparation take up much of our time and energy. Whatever system you have in place it needs to be manageable alongside all of your other commitments. Better something simple and straightforward that you are able to apply consistently than a complex system that does not always get followed through.

4. Is the system personal? Do not underestimate the power of your personal attention when recognising pupil's achievements. Knowing that their efforts have been noticed and are appreciated by you is very motivating for learners of all ages (and that includes adult colleagues!).

5. Is the system fair? Do you ever remember being punished as part of a whole class because of the behaviour of some of your classmates? Systems that aim to promote positive behaviour will only work if pupils have genuine control over the behaviour that is going to impact upon their experience of the system. Whole class consequences for negative behaviour are not permitted at Thorpe.

6. Does the system predominantly focus on positive behaviour? The most effective systems ensure that most effort and energy is focused on the behaviour that you want to see most of! Remember; the behaviour you comment on most is the behaviour that you will see most often!

7. Should I use public praise or private praise? There are pros and cons to recognising pupils' efforts either publicly or privately. There is no clear 'right way' for any pupil and this could vary for different year groups too. Various factors will come into play, such as whether individual pupils are introverts, extroverts, or easily embarrassed in front of their peers. Consider:

- Keeping the praise authentic, specific, and in proportion to what is being praised is really important in all cases.
- When high-quality praising becomes a key ingredient of classroom culture, it becomes 'normal' in the pupils' eyes, and therefore easier to accept.
- High-quality praising should go some way in generating that desirable warm glow of productivity during learning.

Recognition Boards:

A Recognition Board could form part of your System of Recognition within your classroom. This needs to focus on a particular rule or learning attitude, which can change over time, and should be achievable for all children. Key things to consider are:

- Catching students doing the right thing, you can use a tally on the board or children's names
- Names or tallies are never removed from the board. Learners who disrupt are dealt with privately.
- Learners can nominate others to be put on the board.
- The key is to generate peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name up.
- Recognition boards need refreshing daily or weekly.
- Learners are recognised for effort and not for achievement.
- When everyone has their name on the board a collective 'whoop' is appropriate.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the right learning

When designing your board make sure:

- Learning attitudes listed are age-appropriate
- There is a range of attitudes available so that all pupils can access at least one learning attitude
- Pupils are not competing with one another
- Adjustments can be made for pupils who do not respond well to public praise
- The board is kept practical and realistic, so that it's use does not 'run out of steam' mid-term
- The board can be tailored to suit specific short-term projects
- The learning attitudes displayed are not overly 'formulaic' and they genuinely represent and nurture specific behaviours that will support learning

Examples:

	Teamwork	Active listening	Respect	Contributes
Student #1				
Student #2				
Student #3				
Student #4				
Student #5				

Nominate your fellow students who exhibit the qualities we all strive to embody.



Appendix 6 - Restorative Practices – reflect, repair & restore – (ideas from Paul Dix)

The restorative approach at Thorpe is value-based and needs-led. It is part of the broader ethos of the Thorpe community where mutually respectful relationships are at the foundation that good teaching and learning is built upon. This in turn allows pupils to take responsibility for decision-making on issues that affect their lives, their learning and their experience of school.

Basic principles and values include:

- Genuineness – honesty, openness, sincerity.
- Positive regard for all individuals – valuing the person for who they are.
- Empathic understanding – being able to understand another’s experience.
- Individual responsibility and shared accountability.
- Self-actualisation – the human capacity for positive growth.
- Optimistic perspectives on personal development – that people can learn and can change for the better.

Adults must take responsibility for behaviour that happens in their teaching space and follow-up is imperative. It is you who has to teach the child tomorrow morning, it is you they need to respond to, to account for their behaviour to, to build a worthwhile relationship with. Invest time in following up every time.

Ten reasons for following up incidents personally:

1. The adult best placed to have an impact on the behaviour of any pupil is the class teacher.
2. Senior colleagues cannot control the behaviour of pupils remotely.
3. The pupil may come to the next lesson feeling resentment towards you if they have been passed up to another member of staff. You have no control over what happens and how that pupil is treated by others.
4. Inclusion is about building relationships with every learner regardless of their individual needs.
5. You have a responsibility to talk to the pupil about their behaviour, repair trust and reinforce high expectations for the next lesson.
6. If you pass responsibility to a senior colleague the pupil begins to imagine that you are not able to manage their behaviour.
7. You can use the opportunity to build your relationship with the pupil.
8. Many young people with chaotic home lives are testing whether the adults around them are going to give up and pass them onto someone else.
9. You may discover information about the incident or background to it that will prove useful when managing the pupil in future.
10. Colleagues see that you are committed to managing the behaviour of all learners; when you ask for support it is more likely to be provided enthusiastically.

Often follow up will be a 1:1 conversation either during a lesson or at the end of the lesson. Conversations work best when the adult and pupil are also engaged in another activity: tidying, walking etc. The use of micro-scripts supports the adult in enabling the child to understand the expectations and the impact that their behaviour may have on others. Occasionally restorative conversations will need to take place.

Although the preference is always to notice and promote positive behaviours in the classroom and across school, there are times when sanctions may be required. We have a professional duty to put things right with

pupils and any consequences must be proportionate and fair responses that may vary according to the age of the pupil, and any other special circumstances that affect the pupil.

For restorative conversations to be successful adults need to:

- Establish respectful rapport with pupils
- Listen and respond calmly, empathically and without interruption or judgment to all sides of an issue
- Inspire a sense of safety and trust
- Encourage pupils to express their thoughts, feelings and needs appropriately
- Appreciate the impact of pupils thoughts, feelings, beliefs and unmet needs on their behaviours
- Encourage those involved in the problem to find their own solutions

Having structured restorative conversations is not an instant solution. **They work best when trust has been damaged as a result of serious misconduct rather than as a response to low level disruption** (therefore use 1:1 'walk and talk' discussions and micro-scripts for low level disruption). This is a chance for you to hold up the mirror to your pupil and let them see their behaviour reflected back at them.

- A restorative conversation should take no longer than 15 minutes and cannot be delegated to a colleague.
- It is not a prelude to the pupil apologising – this may happen, but do not expect it to.
- It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.
- New teachers may want to invite an experienced colleague to sit in on the meeting.
- The meeting should take place soon after the event but not too soon.
- It is vital that everyone is in a calm and reflective mood for the meeting.
- Pupils and teacher discuss their behaviour and not the pupil's character.
- The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson / day.
- At times it is appropriate for the adult to account for their own behavioural responses.
- Reparation will not give you 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.

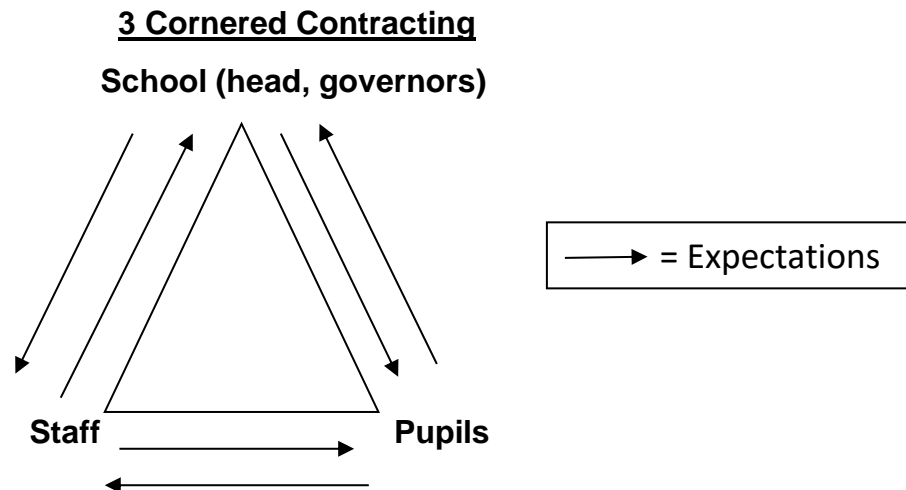
Questions to use during a restorative conversation:

- What has happened?
- What were you thinking at the time? (teacher and pupil)
- Who has been affected by the actions?
- How have they been affected?
- What needs to be done now to make things right?
- How can we do things differently in the future?



Contracting With A Class – An Outline

- Creating a positive, working partnership that enables the adults to teach, the pupils to learn and everyone to feel and be safe in a respectful environment.
- Aiming for the rules and expectations to be produced in partnership with pupils – as opposed to being something ‘done unto’ them



Key points:

- **Notice the arrows in *both* directions *and* on each side.** Getting the most out of the time together in the classroom is dependent upon a range of expectations from different people. Spend time teasing this out.
- **Acknowledging the Big Power** – ie the Head and governing body - as they have the ultimate say in the school. Also the government; examination boards. This helps the teacher to place his/her expectations within the bigger picture.
- **Work your way around the triangle and finish with the base** (ie attend to the contract between staff and pupils last). This way, the bigger picture can frame the discussions re: Big Powers and their non-negotiables.
- **Asking pupils they need/expect from the adults is a killer question – in a good way!** Pupils are used to a more one directional approach – the adults tell them what’s expected and they should simply get on and do. Asking them what the adults can do to help them get the best out the lessons draws them into a more co-operative approach.
- **Contracting is as much about saying ‘No’ as it is about saying ‘Yes’.** Where any suggested expectations are unrealistic/unreasonable, it’s a ‘No’.
- **Make the contracting a live aspect of your classroom.** Refer to it, have the pupils refer to it, especially during the establishment phase when you are setting out your stall.
- Contracting is a **process** – not a one-off activity. The discussions may well result in some form of written contract (and this can be a useful visual aid) – but, more importantly, effective contracts are revisited and, where appropriate, amended.

NB Focus the attention upon why things aren't at 1 (even if things are feeling dire!). Tease out the positives; amplify them – and encourage the pupils to keep doing them/do more of the

Key questions:

- **Why** are we here together? – and who determines this?
- **What** are we going to be doing together? – the types of activities – which aspects are **negotiable** and **non-negotiable**? Again, who determines this? Which types of activities do pupils prefer eg kinaesthetic, discussion-based etc etc. What particular challenges do some of these present if they are to go well?
- **How** will we go about doing this? (could link in with preferred learning styles)
- **What could jeopardise/sabotage** us fulfilling our purposes? – “What gets in the way of you learning to the best of your ability?” (in terms of what you do and what others do); “What might you do that could get in the way of me teaching to the best of my ability?;” AND “How are we going to minimise the likelihood of this happening?”
- **How** will we give recognition when people keep to their side of the deal and fulfil their responsibilities? (What would be meaningful for pupils (and reasonable for the adults))
- What will be the consequences for not doing so?

The 5 ‘R’s: Rights, Responsibilities, Routines, Rules and Relationships

Framing the discussion above around **rights and responsibilities** can be a very useful way to lead this discussion. Rights might include eg the right to teach/learn; the right to be and feel safe; the right to be treated with respect. Teaching and ‘training’ the pupils in your classroom **routines** then help with both the establishment and fulfilling of these rights. Clear rights, responsibilities and routines will mean less of an emphasis upon **rules**. Keep these to a minimum – 5-6; be clear as to the difference between negotiable and non-negotiable rules. And all of this is framed within the context of a classroom that creates and nurtures positive **relationships**.

Scaling

This can provide a useful tool or framing the contracting discussions – and for subsequent reviews of it.

Using a scale from 1 to 10: 1 _____ 10

“Imagine you walk into the classroom tomorrow and it is at a 10. It’s the best classroom you could be in for learning and feeling comfortable/safe to learn.

- *What will you be doing?*
- *What will I be doing?*
- *What will be happening during ... specific times discussion-based activities; PE etc etc?*
- *What do you need from one another to get things, perhaps not to 10, but around 8/9?*
- *What can you do to contribute towards this?*
- *What do you need from me?*

The pupils’ responses – and the adults’ additional points – could be captured visually onto a large 1-10 scale that goes up on the wall, perhaps with a copy of the contracting triangle.

The scale can be used at any subsequent point eg if there isn’t sufficient focus on learning. *“Where would you place things on the scale at this point in time? How do you know it’s not at 1? What are you doing to help it not be at 1? To move things forward – ‘What will you keep doing/do more of? Think of one thing you can do to help move it to ‘x’ + 1.”*

