St. Anne's and Guardian Angels Catholic Primary School

Behaviour Policy
(inc. Use of Reasonable Force)

Approved by:	St Anne's and Guardian Angels Primary School Governing Body	**Date:** October 2026
Last reviewed:	September 2026	
Next review due by:	September 2027	

1. Policy statement

Everyone at St. Anne's and Guardian Angels Catholic Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-regulation. It has a heavy emphasis on respectful behaviour, a partnership approach and dynamic interventions that support staff and pupils. It requires consistency from everyone within the school. It echoes our mission statement, 'Excellence together with Christ at the Centre' and our core values.

- Humility: We see life as a gift and celebrate our differences and achievements together.
- Kindness**:** We are kind and gentle in our thoughts, actions and words.
- Courage: We stand up for what is right and true without fear and have the courage to overcome challenges.
- Justice: We value our responsibility for creating a fairer world.
- Compassion: We are inclusive, supportive and empathetic.
- Forgiveness: We follow in the Lord's example of being merciful. Integrity: We are honest and accountable for our actions.
- Peace: We promote peace and are active peacemakers in our community.

2. Purpose

The policy will provide simple, practical procedures for staff and pupils. These will,

- Outline behavioural norms
- Positively reinforces behavioural norms
- Detail the role and expectations of the adults in the school
- Promote self-esteem, self-regulation, and self-discipline
- Provide a blueprint for behaviour for the school community

3. Aims

1. To create a culture of good behaviour, both for learning and to live as Jesus guides us.
2. To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
3. To help pupils take control over their behaviour and be responsible for the consequences of it.
4. To build a community, which values kindness, care, good humour, and empathy for others.
5. To ensure consistency so excellent behaviour is a minimum expectation for all.

4. Three Rules (behavioural norms)

- Ready
- Respectful
- Safe

These are the school rules. There are only three and they will be taught at the beginning of the year, each class will spend time discussing what they mean. These lessons repeat throughout the year at the teacher's discretion. Every member of staff is expected to verbalise the three rules throughout the school. Adults are expected to model good behaviour. Adults will deal with any negative behaviour by referring to the three rules. The three rules are displayed around the school site. **(Appendix 1)**

5. Expectations of staff

All staff

Consistency is the key to all systems. All staff have a responsibility to uphold the standards expected of the pupils and of each other. Adults within the school will model positive relationships with pupils and each other by,

1. Meet and greet every day at the door/gate
2. Value, respect and listen to all pupils
3. Plan lessons that engage, challenge, and meet the needs of all pupils
4. Use a visible recognition mechanism throughout every lesson, recognising best conduct
5. Apply the three rules
6. Follow up every time – retaining ownership and not passing on

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. They are there to help support and guide colleagues, as necessary. They will,

1. Be a visible presence around school
2. Meet and greet at the start/end of the day
3. Share good practice
4. Encourage relentless routines, positive postcards sent home and positive phone calls home
5. Support staff in managing pupils with more complex negative behaviours
6. Review the provision regularly for all pupils and those with behavioural support plans

6. Home school agreements

This is a partnership between pupils, parents and school. It outlines the importance of good working relationships, and its purpose is to serve as a reminder about the expected conduct within our school community. **(Appendix 2)**

7. Recognition

Only agreed recognition of behavioural norms are used, this is to ensure consistency across the school

- Recognition comments about effort; verbal praise
- Dojo points **(Appendix 3)**

- Positive Postcards **(Appendix 4).** Each week the whole school will focus on one of the school values. The 'value of the week' is introduced during Monday's worship assembly. The positive postcards that week will be printed and awarded for this value.
- Telephone calls home
- Weekly STAR Awards
- Sharing reasons for Positive Postcards during Friday Awards assembly

8. The Blueprint

This is a concise A4 document for adults to refer to ensure a consistent approach to the behaviour Policy and ensure expectations are clear. **(Appendix 5)** This is for reference not for display.

8a. Zero-noise

The purpose of zero-noise is to make a request that everyone listens. It is a non-verbal signal to indicate that everyone needs to stop and listen to hear an instruction or something of importance.

This non-verbal signal is used in all areas of the school, classrooms, corridors, playgrounds, and the hall. It is used in Breakfast Club and in After School Club. It is a raised hand, palm out. Nothing else is added.

The hand is raised- palm out so it can be seen. The pupils will then stop, raise their hand in return and look directly at the adult who has raised their hand. If there is more than one adult in the room the other adults will look at, the adult who initiated zero-noise. This makes it clear whom the pupils need to direct their attention to. If someone has not noticed the zero-noise signal the other pupils will turn and catch their attention (non -verbally) and show them the zero-noise signal. Adults are expected to encourage the take-up of zero-noise by moving around to catch all pupil's attention. All of this is non-verbal. If they are holding onto any objects, they will place them down immediately. This removes any distractions or the temptation just to finish something. When the adult has the group's attention, they will lower their hand to speak. At this point, the pupils will also lower their hands and are now ready to listen. If an adult needs to speak whilst waiting for everyone to complete zero-noise, adults must lower their hand whilst they are speaking. When a hand is raised for zero-noise, no one speaks; it is non-verbal. This is the agreed system for zero-noise.

9. Behaviour steps for the classroom

Staff will use a 'traffic light' system for dealing with low-level behaviours. Each colour is a step that focuses on reinforcing positive behaviours and seeking restorative endings rather than punitive ones.

All pupils begin the day on green. This is the same every day. If a matter has not been resolved from the previous day, then this is for the adults to rectify; it is not 'carried over' to the next day. This is the same in all classes; there are no exceptions to this.

The traffic lights are set out as standard traffic lights. Red, amber, green **(Appendix 6).** Every pupil in the class has their named pre-printed on card and displayed. The A4 laminated pieces of coloured card are in each classroom in an accessible place for the class teacher.

Green

This is the behaviour expected from everyone. These are the behavioural norms, and a pupil may need to redirection to a task if any behaviours affect their own learning.

Amber

If a pupils' behaviour begins to impact on others their name moves to amber, this is so they are clear that the expectation is to change/stop the current behaviour.

If a pupil's behaviour is taking the teacher's time i.e. Reminders about the expected behaviour, it is detracting from the teaching within a lesson. This is preventing others from learning, so the pupils name moves to amber.

The focus then is for the pupil to display the learning behaviour expected i.e. participating in the lesson; listen to others and completing learning. When the teacher observes the behaviour, or change, then the pupils name moves back to green.

Red

This is when the pupil has not taken up the previous step. They have not changed/stopped the behaviour and have continued or escalated the behaviour. At this stage, the pupil's name moves to red on the traffic light.

The pupil now has 'time-out' in the partner class **(Appendix 10).** This is for a short amount of time of 5/10 minutes. It allows children the time and space to calm down and compose themselves. It provides the teacher time to reset the class and continue teaching.

It is important to understand reaching red is a step in the behaviour system; it is not the end of the process.

When the pupil returns to class the expectation is for them to repair what has happened and join the lesson. The expectation is to show the behaviour norms. When shown then teacher will move the pupils name back to amber and in turn green. The class teacher will speak to them before the start of the next lesson using the repair questions.

The ideal is that our behaviour could change if we chose; this reinforces that pupils are responsible for their behaviour. If they do make the change, their name returns to the green traffic light. The adults need to respond to this change when seen and act immediately to the positive change. Adults need to acknowledge that the pupil has made the positive choice and are able to amend their behaviour for learning.

White

This is a separate square. This is for the non-negotiable behaviours outlined in Section 10. These behaviours are not acceptable. A member of Senior Leadership will speak to pupils who choose to show any of the non-negotiable behaviours. This stage is included in the class display to help pupils realise that some behaviours are not easily retracted, and impact others so will be dealt with outside of the traffic light system. These behaviours could incur a consequence.

A pupils name moved to the white square if the pupil exhibits a behaviour that is 'controlled' and can be dealt with by the class teacher at the end of the lesson. For example if a pupil stumbles and swears inadvertently, the class teacher will remind them it is unacceptable but will speak to them privately at the end of the lesson. In contrast, if the pupil was swearing at others or verbally abusing others, they would sent to a member of SLT.

Points to remember

- Between each of the steps, 'take-up time' needs considering **(Appendix 7)**
- At each step/colour, the reminder of the school rules is clearly stated. The adult remains calm and restates the behaviour norms. The 30-second script provides teachers with a model to follow.
- For example*, 'By calling out you are stopping others from learning and disturbing the class. The rule that has been broken is being respectful. You need to stop and respect the right of others to learn.'*
- The traffic light system is a whole school behaviour system. A small minority of pupils at our school are, at times, beyond the range of the traffic light system and require additional support. Please see Section 10 for procedures for these pupils.

10. Non- negotiables - Incidents that require further support

There are behaviours, which are never acceptable and will result in pupils immediately taken to either Miss Nottage or Miss Laxton or a member of SLT. This could result in exclusion (internal or external) and can include behaviour outside of school that affects the life of the school.
This is not an exhaustive list. Exclusion is a decision only made by the Head teacher.

- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse/ threatening behaviour against an adult
- Verbal abuse/ threatening behaviour against a pupil
- Swearing
- Theft
- Sexual misconduct
- Bullying (including cyber bullying)
- Racist abuse and homophobic abuse
- Unsafe behaviour
- Persistently disobeying adults' instructions
- Misbehaviour outside of school when in school uniform
- Spitting or biting

Staff must report any of the behaviours to the Senior Leadership Team and record the incident on CPOMS.

The Senior Leadership Team will,

- Will follow up serious incidents and find out what happened
- Will inform class teachers of any further actions or consequences
- Will inform parents and arrange meetings if necessary
- Communicate any pupils to be aware of during playtime and how to deal with them
- Communicate any loss of playtime, or further preventative measures to the class teacher/playground staff

11. Play time and Lunch times

Areas of the playground will be 'zoned.' Some areas have a timetable to ensure that everyone has an equal time allowance on certain activities.

In order to monitor the playground, all staff are in different areas, especially any potential blind spots. All playground staff should be actively monitoring the playground –not stand in clusters.

The Nurture Room will be open at lunch times between 12:30-1:00. The Nurture Room is offered to anyone who finds a long free play session challenging. This can also be a 'Time –out' area for those pupils who need a few minutes to calm down. Please speak to a member of SLT if you feel a pupil would benefit from this.

Sometimes incidents occur that require a child to have time-out of that activity. The pupil is directed to play elsewhere or if necessary, can be directed to a bench to have 'time-out' or to the Nurture room.

If a non-negotiable behaviour occurs during playtime, the pupil will need sending to a member of Senior Leadership.

Tell, Ask and Get

Sometimes children need help from an adult sorting an issue. To ensure more independence we will use the TAG (Tell, Ask, Get) system for playtime issues. **(Appendix 8)**

Tell - Tell the person you do not like it when (insert exact behaviour)

Ask - I am asking you to stop (respect a boundary)

*If they do not respect what you have asked

Get – Get an adult. Explain that you have told them you did not like the behaviour, you asked them to stop they did not. Ask the adult, 'could you help me sort this out please?'

If an incident is reported, remember.

- Ask if they have used TAG
- If yes, then listen to the pupil
- Facilitate the solution using questions or if the incident requires adult help intervene as appropriate to help them find a solution

Often playtime issues/incidents can be resolved, as they happen. Children are often seeking recognition of injustice or an apology. The TAG system can equip them to solve these issues themselves. Some issues will need an adult to facilitate a solution.

12. The range beyond the policy

For the pupils who need additional behavioural provision, the policy needs reviewing. The pupil, teachers and SENCo (SEN Coordinator), will agree a Behaviour Support plan.

The class teacher and SENCo review all behaviour plans at regular intervals.

13. Pupil Conduct Outside the School Gate – teachers' powers

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 head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.
Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehavior when the pupils is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

Or misbehavior at any time, whether the conditions above apply,

- that could have repercussions for the orderly running of the school
- which pose a threat to another pupil or member of the public
- or may adversely affect the reputation of the school.

14. Confiscation of inappropriate items

There are two sets of legal provisions, which enable school staff to confiscate items from pupils:

The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items.

Power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers

- fireworks
- pornographic images
- Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

  Any searches of pupils' property or bag must be carried out with two adults present. All mobile phones must be handed in on entry to school. They are only permitted if a pupil travels to and from school on their own. Any phone found in a pupils' possession during the school day will be confiscated and returned to a parent/carer.

15. Use of reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others or damaging property.

Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm. School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.

Suspension should not be an automatic response when a member of staff has been accused of using excessive force.

Senior school leaders should support their staff when they use this power.

Please Note: Parental consent is not required to restrain a pupil, but only fully trained staff will restrain a pupil.

15a. What is reasonable force?

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.
- Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom using the caring C approach

15b. What is restraint?

- To hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances and is only carried out by trained members of staff, for example when a pupil exhibits violent behaviour that may be unsafe for him/her or others.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil e.g., if a pupil is a danger to him/herself or to other pupils or adults.
- Schools can restrain a pupil at risk of harming themselves or others through physical outbursts.

15c. When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- The decision on whether to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances.
- The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

1. remove disruptive pupils from the classroom where they have refused to follow an instruction to do so
2. prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
3. prevent a pupil leaving the classroom, where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
4. prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;

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

15d. Staff training

A few members of school staff fully trained in restraint handling - Level 2 Team Teach, are allowed to restrain. Only these members of staff have the authority from the head teacher to restrain a pupil. Please see the Positive Handling Policy for further details.

15e. Telling parents when force has been used

If the use of force has been applied to a pupil, then a record is made, and the parents/guardians will be informed. All staff involved will record the incident using CPOMS. This is in-line with the school policy.

In deciding what a serious incident is, teachers should use their professional judgment and consider the following:

- the pupil's behaviour and level of risk presented at the time of the incident
- the degree of force used
- the effect on the pupil or member of staff
- the pupil's age.

15f. What happens if a pupil complains when force is used on them?

All complaints about the use of force will be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension must not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'Dealing with Allegations of Abuse against Teachers and Other Staff' [DFE-00061-2011] guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person must not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.
- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether to take disciplinary action against the teacher.
- As employers, schools and local authorities have a duty of care towards their employees. It is important that schools provide appropriate pastoral care to any member of staff who is subject to a formal allegation following a use of force incident.

15g. Process and record keeping

Where behaviour is persistently below the standard required the pupil will be entered on the Special Needs register at 'Pre-Action' and strategies set up by the class teacher. Informal notes will be kept by the class teacher and may be discussed at consultations with the parents or at other informal meetings. These will be recorded on the school's CPOMS system as a behavior log incident.

- If the problem is more serious, the pupils will move to 'School Action' when strategies will be reviewed and careful monitoring of events takes place to establish causes, patterns etc. Strategies will be discussed with all who work with the pupils,

the pupils' parents and the pupils themselves where age is appropriate. This will include setting up an IEP (Individual Education Plan) for that pupil.

- Monitoring systems may be used to assess causes, the frequency of events and outcomes of poor behaviour. This is recorded on CPOMS.
- If the behaviour does not improve the pupil's name moves to 'School Action Plus'. This step will be discussed at one of the regular School Based Review meetings. The Individual Education Plan is continued. TA, time and midday supervisor support may be allocated to implement strategies to improve behaviour. External agencies may be involved.
- Where pupils reach School Action Plus and above, a personalised approach may be adopted whereby a framework of rewards and sanctions is agreed with everyone working with that pupil.
- At all times parents are kept informed and encouraged to be active partners in the strategies to meet the pupil's needs.
- In extreme cases where behaviour is not improving in response to the above strategies, the head and SENCo for that Key Stage may set up a Pastoral Support Plan with a view to preventing the pupils from exclusion. This plan will involve the parents, the pupil, teachers and TAs and any external professionals involved with the pupils.
- In extreme circumstances, the Head teacher may exclude a pupil from school either for a fixed period or indefinitely.

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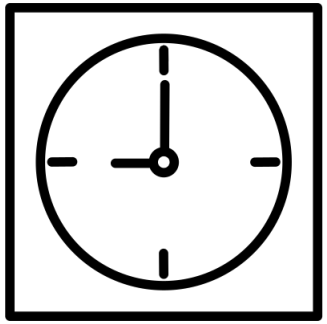
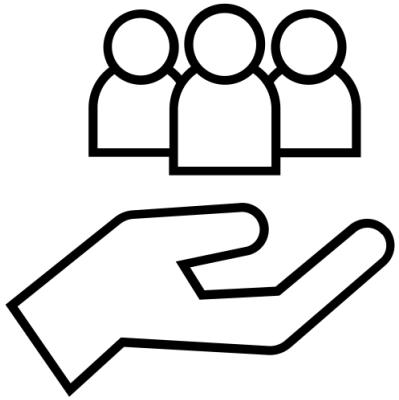
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Appendix 1 - The Rules

		
Ready	Respectful	Safe

Appendix 2 – Home/School Agreement

As a school, we will:

1. Demonstrate our faith in the teachings of Jesus Christ within a safe and welcoming environment.

2. Ensure that all children are valued and helped to make the best progress in their spiritual, moral, emotional, cultural and academic development.

3. Deliver a balanced and carefully planned curriculum, which meets the needs of all children.

4. Ensure provision of homework tasks that reflect your child's learning needs.

5. Provide regular opportunities to discuss your child's progress throughout the year.

6. Provide an annual report on your child's progress and attainment.

7. Keep you informed about school policies and guidelines regarding your child's health, safety and welfare needs.

8. Treat all adults and children with respect.

As parents/carers, we will:

1. Support the Catholic values of the school community.

2. Ensure that my child attends school regularly, does not take holidays during term time, is punctual and notifies the school on the first day of any absence.

3. Ensure that my child is ready to learn and is dressed in the correct school uniform.

4. Support the school's guidelines for behaviour for learning, health, safety and welfare*.

5. Support my child in all home learning activities.

6. Attend parent meetings and discussions about my child's progress and well-being.

7. Encourage my child to be enthusiastic about learning, to enjoy school and to achieve to the best of their ability.

8. Treat all adults and children with respect.

As a child, I will:

1. Follow Jesus' example and help others.

2. Follow the school rules, **Ready, Respectful, and Safe**.

3. Try my best in work and play.

4. Be honest about my words and actions.

Appendix 3 – Dojo points

Pupils gain Dojos for positive behaviour in the classroom, the playground and around the school.

Pupils will be given Dojo points for five learning behaviours, one of the learning behaviours must be for 'School Values' and teachers will use this for points awarded outside the classroom i.e., for playground conduct or behaviour in assembly.

1. All pupils have an avatar and are awarded points when they earn a recognition
2. Dojo points are awarded for;
   a. Showing the school values (2 points)
   b. Following the school rules (2 points)
   c. Active listening, to adults and peers (2 Points)
   d. Asking questions of others (2 points)
   e. Showing effort when completing learning (2 points)
   f. This is a class focus and can change throughout the year
3. Points are only be added, not taken. Pupils who disrupt are dealt with privately and with a different response
4. Pupils can nominate or highlight other pupils for a recognition
5. Use the point system to catch them displaying the right learning behaviours
6. If 300 points are collectively earned by the class in a week the whole class have 10 minutes extra playtime. In EYFS pupils, the reward for **300** points will be a celebration song and a sticker for each pupil
7. Before the start of the next school week teachers will reset the Dojos and all pupils will begin the new week with a clean slate



Appendix 4 – Positive postcards

Positive postcard

Dear parents,

Just to let you know that your child has shown this week's school value of **kindness**

They did this by

_____

_____

_____

_____

_____

Best wishes, _____

Date

To the parents of

_____

Appendix 5 – Blueprint plan

Visible adult consistencies

1. Meet and greet
2. Model our school values
3. Listen to all pupils
4. Recognise the best conduct
5. Apply the 3 rules and follow-up

Rules

1. Ready
2. Respectful
3. Safe

Steps

1. The Reminder
2. The Caution
3. The Time-out
4. The Repair

Relentless routines

1. Zero noise
2. No hands-up
3. Behaviour norms

The script

'I noticed you are **(*state the behaviour)***

'It was the rule about **(*being ready / respectful /safe)*** that has been broken

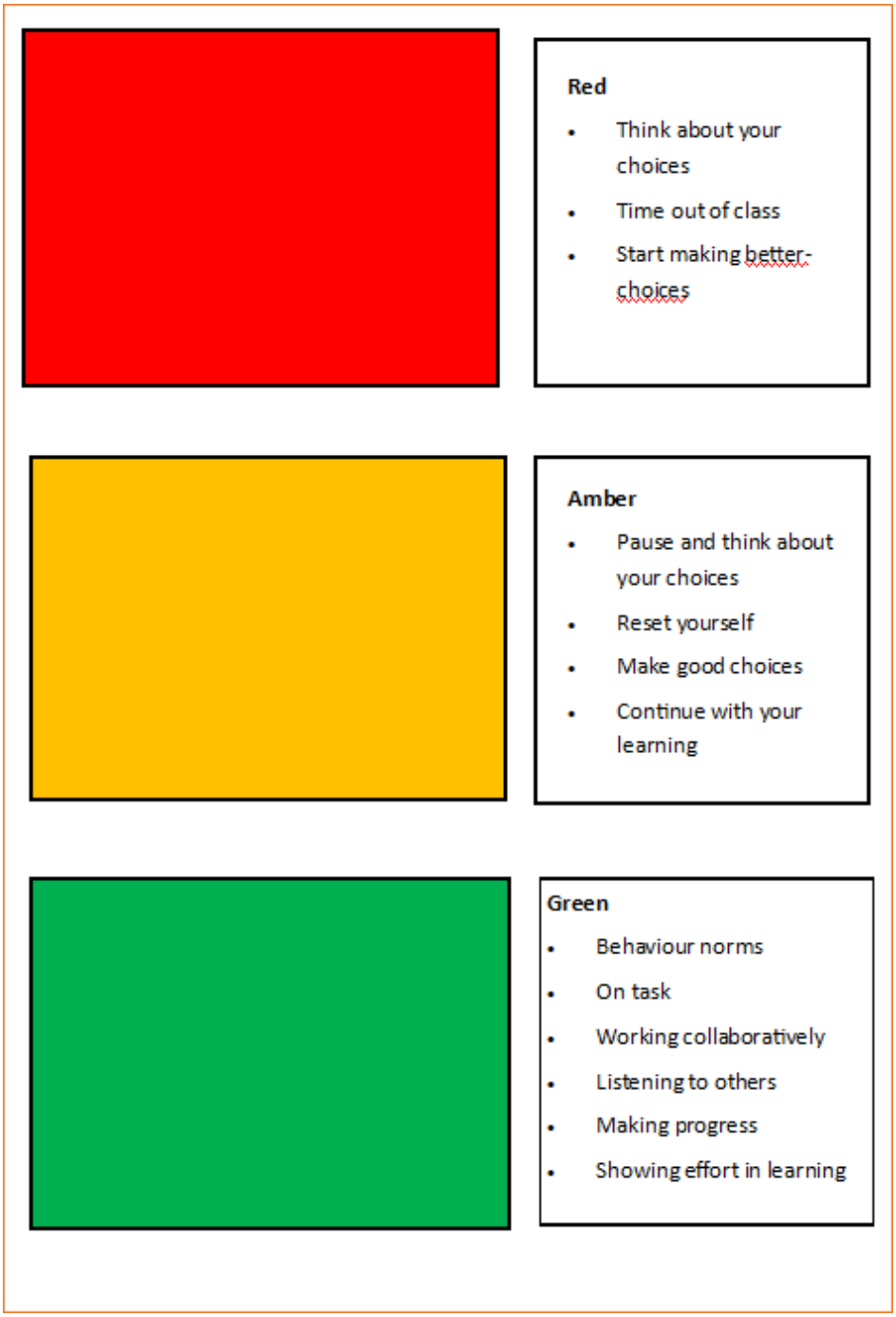
'You have chosen to **(*state their actions)*** and because of that you will need to ***(explain the next step or resolution/ consequence)***

'Do you remember yesterday/last week when you **(remind them of a positive action)** that is what we need to see today/that is the effort we need to see today. 'Thank you.'

Repair

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. What needs to happen next time?

Appendix 6 – Traffic light system



Red

- Think about your choices
- Time out of class
- Start making better-choices

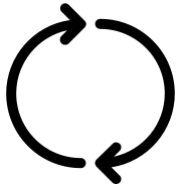
Amber

- Pause and think about your choices
- Reset yourself
- Make good choices
- Continue with your learning

Green

- Behaviour norms
- On task
- Working collaboratively
- Listening to others
- Making progress
- Showing effort in learning

Appendix 7 –Classroom Steps/Colours

Step		Actions
1		<u>The Reminder</u> A reminder of the expectations for pupils **Ready, Respectful, Safe** delivered privately to the pupil The teacher makes them aware of their behaviour. • The pupil has a choice to do the right thing. • The pupil remains on **green**
2		<u>The Caution</u> A clear verbal caution given privately, outlining consequences if they continue. The pupil has the choice to do the right thing. Remind pupils of their previous good conduct to prove they can make good choices. **Use the script** • Allow the pupil time to think and give space to change behaviour. • If not their name moves to **amber**
3		<u>The Time out</u> Speak to the pupil away from others with a final opportunity to engage. Ask the pupil to reflect on the next step. Reset the boundaries and detail the instruction/learning. • If unsuccessful, the pupils moves to **red.** • Time out of the classroom to allow the pupils to calm down, think, compose themselves and defuse the situation. • This should be no longer than 5/10 minutes.
4		<u>The Repair</u> Speak to the pupil at the end of the lesson This should take only 2 minutes. **Use the blueprint**

Intervention/ script

Limit your formal one-to-one interventions for poor behaviour to 30 seconds each time, do not pander to attention seeking.

Get in, deliver the message, anchor the pupils' behaviour with an example of previous good behaviour, then get out. Allow 'take-up time.' Win-win.

There is no one magic script for all situations. For this, you will need to insert the situation at the time into the brackets.

The Script

'I noticed you are… (*Having trouble getting started/struggling for ideas/wandering around the classroom)*

'It was the rule about … (*Being ready to learn/ respectful to others/safe in the classroom*) that has been broken

'You have chosen to … (*move seats, disrupt others …)* and because of that, you will need to *(...payback the time to finish the learning at play/ clean the table….)*

'Do you remember yesterday/last week when you… (*Completed the maths task/worked independently/received the positive note for...?) 'That* is what we need to see today' or 'That is the effort we need to see today.'

'Thank you for listening.'

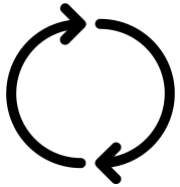
The Repair

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make other people feel?
5. What needs to happen next time?

Appendix 8 – TAG



Appendix 9 – Playground steps

Step	Playground steps	Actions
1		<u>The Reminder</u> A reminder of the expectations for pupils **Ready, Respectful, Safe** delivered privately to the pupil. The adult makes them aware of their behaviour. **Use the script** The pupil has a choice to do the right thing.
2		<u>The Caution</u> A clear verbal caution delivered privately outlining consequences if they continue. The pupil has the choice to do the right thing. Remind pupil of their previous good conduct to prove they can make good choices. **Use the script** Allow the pupil time to think and give space to change behaviour. Direct the pupil to play on different part of the playground if necessary.
3		<u>The Time out</u> Speak to the pupil away from others with a final opportunity to engage. Ask the pupil to reflect on the next step – time-out. Reset the boundaries and detail the instruction. If unsuccessful, a short time-out to compose themselves and defuse the situation. This should be no longer than 5 minutes.
4		<u>The Repair</u> Speak to the pupil before the end of playtime or lunchtime. This should take only 2 minutes.

30-second intervention/ script

Limit your formal one-to-one interventions for poor behaviour to 30 seconds each time, do not pander to attention seeking.

Get in, deliver the message, anchor the pupils' behaviour with an example of previous good behaviour, then get out. Allow 'take-up time.' Win-win.

There is no one magic script for all situations. You will need to insert the situation at the time into the brackets.

The Script

'I noticed you are (*state the behaviour)*

'It was the rule about (*being ready to play/ respecting others play/safe in the playground*) that has been broken

'You have chosen to (*state actions)* and because of that you will need to *(apologise / play elsewhere….)*

'Do you remember yesterday/last week when you (*state a positive action/received the positive note for...)* 'that is what we need to see today/ the effort we need to see today.'

'Thank you '

The Repair

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. What needs to happen next time?

Appendix 10 – Partner classes

Class		Sent to	Partner class
Nursery	St Anne	?	Reception
Reception	St Francis	?	Nursery
Year 1 & 2	St Peter & St Paul	?	EYFS
Year 3 & 4	St Vincent de Paul	?	Y6
Year 4 & 5	St Oscar Romero	?	Y3 & 4
Year 6	St Theresa	?	Year 4 & 5

*Where there are individual behavior plans in place then these systems do not apply.