



Policy and Guidance: Behaviour and Relationships

September 2024

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Policy Statement

William Davis 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 to encourage others to do the same. William Davis is a Restorative School and we believe that strong relationships are the basis for excellent Teaching and Learning. Our behaviour and relationships policy echoes our core values of **integrity** - in emphasising self-discipline and respectful behaviour, **collaboration**- promoting a partnership approach to managing behaviour and **quality**- of both relationships and interventions that support staff and pupils.

All members of the William Davis Community seek to adhere to our three simple rules:

1. Ready
2. Respectful
3. Safe

Aims of the policy

- To create a culture of exceptionally good behaviour based on strong relationships.
- To build a school community which values kindness, care, good humour and empathy for others.
- To ensure that excellent behaviour is a minimum expectation for all.
- To ensure that all pupils are treated fairly and respectfully.
- To help pupils take control over their behaviour and be responsible for the consequences of it.

Purpose of the policy

To provide simple, practical procedures for staff and pupils that:

- Ensure a consistent approach to behaviour across the school
- Recognise and positively reinforce behavioural norms (this is how we do things here)
- Promote self-esteem and self-discipline and a restorative approach to managing behaviour
- Teach appropriate behaviour through positive interactions

Our behaviour policy is based on the work of Paul Dix and his book 'When the adults change, everything changes'. A key feature of behaviour management in action is that children are praised in public and reminded/reprimanded in private.

Consistency

Consistency lies in the behaviour of adults and not simply in the application of procedure. Responsibility for behaviour management lies with every single staff member. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every staff member to 'hold firm'. Consistency should ripple through every interaction on behaviour. Where pupils feel treated as valued individuals they respect adults and accept their authority.

All staff will:

1. Take time to welcome pupils at the start of the day
2. Seek to catch children doing the right thing and positively acknowledge these good choices
3. Promote and reinforce the expectations around 'legendary lines' and 'wonderful walking'
4. Never walk past or ignore students who are failing to meet expectations
5. Always reinforce behaviour expectations by referring to the 'Ready, Respectful or Safe' rule when they are redirecting children's behaviour
6. Praise in public, reprimand/redirect and restore in private
7. Teach and model the behaviours associated with our three rules: Ready, Respectful and Safe
8. Follow up every time, retain ownership and engage in reflective dialogue with learners

Senior Leaders will:

1. Take time to welcome pupils at the start of each day
2. Be a daily visible presence around the school, especially during whole school transitions and lunchtimes
3. Regularly celebrate pupils and staff whose efforts go above and beyond expectations
4. Encourage use of verbal praise, positive postcards home and sharing good news stories with parents and carers
5. Ensure staff training needs are identified and targeted
6. Use behaviour data to target and assess interventions
7. Regularly review provision for pupils who fall beyond the range of written policies

Members of staff who manage behaviour well:

- Persistently and consistently catch children doing the right thing and praise them publicly for this
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm, saving an emotional response for enthusiastically celebrating excellent behaviour that goes over and above
- Show unconditional care, putting children at the heart of all they do
- Are 'relentlessly bothered'

Behaviour and Relationships Charters

In the first week of school in September each class works together to create a class charter that reflects

the school values and rules and considers what they mean for their classroom. We believe that it is through empowering the children to create their own charter that their rights and responsibilities to each other, and to others in the community, will become meaningful to them. This charter unites the children around shared values and a common point of reference for good behaviour, agreed and signed jointly with their teacher, which serves as the 'social glue' within the class that binds the children together.

Online behaviour

Pupils are expected to follow the same rules and values when completing remote learning online as when in school.

Mobile Phones

In accordance with the Department for Education's guidance, Mobile Phones in Schools (February 2024), the school prohibits the use of mobile/smart phones throughout the school day.

Recognition and Rewards

We recognise and reward pupils who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of professional praise can be as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships with pupils.

Class level recognition includes:

- Verbal praise
- Name being added to the class recognition board
- Verbal feedback to a parent

School level recognition includes:

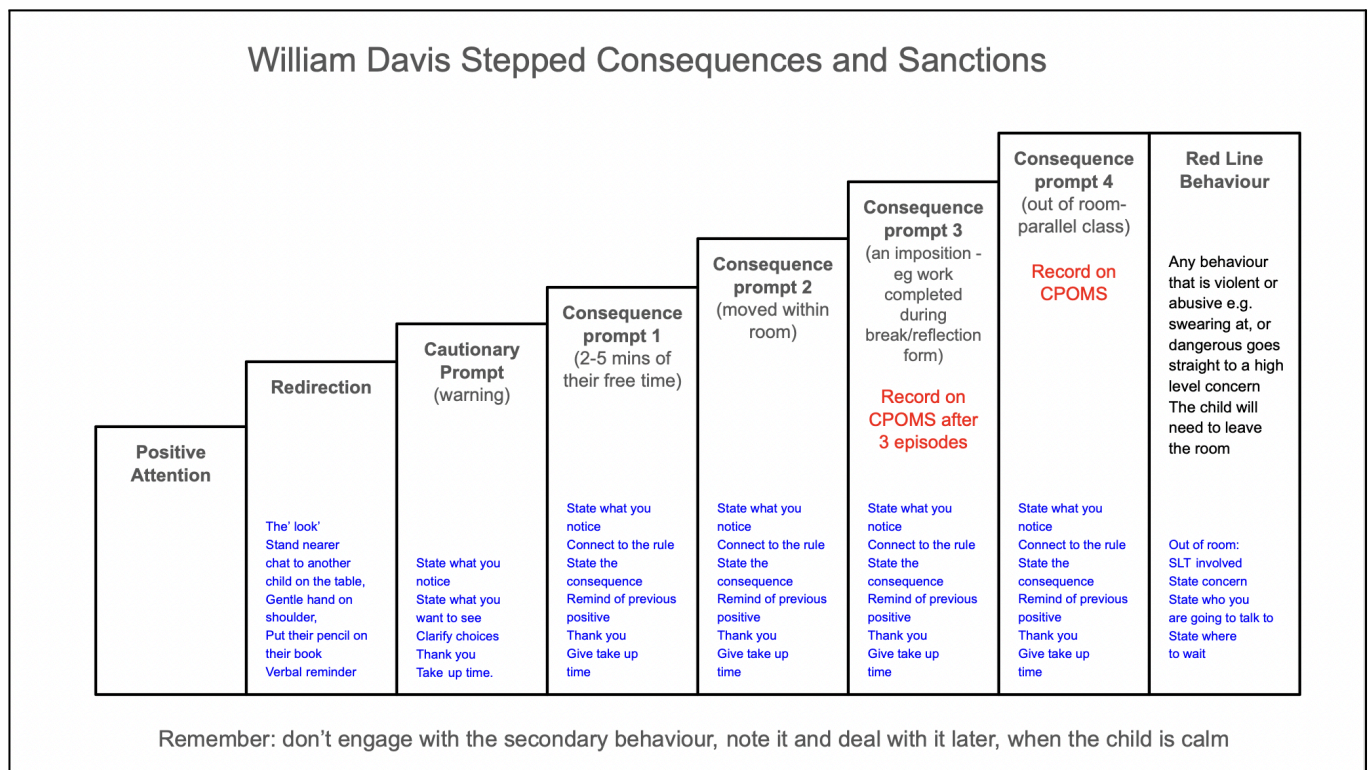
- Visit to the Assistant Headteacher or Headteacher for an entry into the Golden Book and a postcard home for over and above effort in relation to one of the 3 school values.
- Ready, respectful, safe certificates presented in the achievement assembly for pupils who have shown over and above effort
- The highest level of recognition - Stars of the Week - for children who have shown consistent 'over and above' behaviour. These pupils are recognised in the achievement assembly and are invited to share fruit with the headteacher on a Friday afternoon.

Consequences and sanctions

Consequences and sanctions should:

- Be proportionate to the behaviour and the age of the pupil/s
- Make it clear that the unacceptable behaviour affects others and that everyone has responsibility to uphold our school rules
- Allow pupils to make amends including through the use of restorative talk (all staff have restorative talk prompt cards on their lanyards)
- Be consistently applied by all staff to ensure that children and colleagues feel supported

Teachers, as leaders of learning in the classroom, set consequences and sanctions as appropriate, guided by our Stepped Sanctions overview.



Behaviour scripts

At William Davis, we recognise that the language we use to promote good behaviour needs to be positively phrased (i.e. say what we want, not what we don't want) and consistently used by all adults. Adults should follow WD's behaviour script guidance and remain respectful and calm at all times. Behaviour discussions must focus on the specific behaviour choices made, they should not be personal to the child. Conversations around behaviour should be conducted in the first instance by the member of staff present at the time, or the class teacher.

Re-drawing the lines

Following a behaviour incident a re-drawing the lines conversation is held outside of class time to re-establish expectations (break, lunch, assembly, home time start of following day) It is an act of deliberate botheredness to show it matters and it helps to rebuild the relationship. These conversations give certainty (certainty not severity).

Restorative conversations

When trust has been broken or red lines have been crossed we use restorative conversations as a way to teach pupils about behaviour and relationships by encouraging them to:

- reflect on what has happened

- repair harm caused by an incident
- reconnect relationships

Zones of Regulation

In order to support children to self regulate their emotions, we teach children across the school to use the **Zones of Regulation**. The Zones of Regulation organises our feelings, states of alertness, and energy levels into four coloured Zones – **Blue, Green, Yellow, and Red**. The simple language and visual structure of The Zones of Regulation helps make the skill of regulation more concrete for all learners.

The Zones of Regulation (ZoR) teach children to:

- self-identify feelings, energy, and levels of alertness
- build self-awareness of body signals as they relate to emotions
- identify, practice, and utilise effective regulation and wellness tools/strategies
- understand when and how to use tools
- identify triggers and sparks that impact regulation.

High level concerns and red line behaviour

A high-level concern is any behaviour that is violent, abusive or dangerous. A red line behaviour is a high-level concern behaviour that has a fixed consequence. The fixed consequence ensures consistency across the school and underlines the serious and unacceptable nature of the behaviour choice.

At William Davis we understand that behaviour can sometimes be the result of educational needs, mental health needs, or other vulnerabilities. Where this is the case for any individual child, the school will map out an individualised, specific and graduated response, this is created with support from the school's inclusion lead.

On rare occasions, there may be times when a pupil has an episode of extreme behaviour and, whilst we know that this behaviour is a way of communicating their emotion, it is not an appropriate choice and will need to be addressed through timely intervention typically involving a member of SLT, followed by discussion with consequences once the pupil is calm.

Intervention should not immediately involve the use of restraint or the application of force unless it is an emergency. In most situations, it is possible to apply strategies to manage the behaviour and to prevent the situation escalating further.

Physical intervention will only be used as a last resort and be in line with the school's Use of Physical Intervention and Restraint policy.

<https://docs.google.com/document/d/1S4mxVYKn0bTIY1L7jKPicHI6Eorg5TNYQ3TBq5bkJ7s/edit>

Exclusion

Exclusion is an extreme step and is used only used when

- The risk to staff and other children is too high e.g. extreme threat/violence including threat with a weapon
- The impact on staff, children and learning is too high e.g. extreme persistent disruption
- As a last resort when long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. Where this is the case, the pupil will be considered to have a Special Educational Need and the Inclusion Leader will work with colleagues, parents and other professionals as necessary to address the child's needs.

In all cases where a fixed term exclusion is put in place, the school will endeavour to work with parents/carers and an individual support programme will be drawn up to prevent a reoccurrence of similar behaviour in the future.

Permanent exclusion will be a last resort.

In all instances, what is best for the child will be at the heart of all our decisions.

[Application and review](#)

This Behaviour Policy is for all our school community. If it is to be effective everyone must use it with confidence and consistency.

This policy will be reviewed annually by the Headteacher, who will make any necessary changes and communicate these to all members of staff, children and the wider community as appropriate.



Our School Rules



Ready

- Come to school and be on time.
- Have all my equipment.
- Enter the classroom calmly.



Respectful

- Use a calm and polite speaking voice.
- Stop when an adult raises their hand.
- Look after school property.



Safe

- Kind words and actions.
- Wonderful walking and legendary line ups.
- Name and manage my emotions.

William Davis Behaviour Blueprint



Our 3 Values

Integrity
Quality
Collaboration

Adult Behaviour

- Calm, considered, consistent
- Deliberate botherdness
- First attention to best conduct
- Meet and greet with a smile

Our 3 Rules

Ready
Respectful
Safe

Positive Recognition

- Verbal praise
- Recognition boards
- Golden Book and certificates
- Fruity Friday

Relentless Routines

Wonderful walking

Legendary line ups

Stopping hands

Stepped Sanctions

In private:

- Reminder
- Caution
- Consequence
- Time out
- Redraw lines
- Restorative conversation
- Red lines- SLT

Microscripts

I notice that...

It's the rule about.. you are breaking.

Do you remember when (previous good behaviour) That's what I need to see today

Thank you

Restorative Talk

What happened?
What were you thinking at the time?
What do you think about it now?
Who was affected and how?
What is needed to put it right?
How can we make sure this doesn't happen again?

It's not the severity of the sanction that is important - but the certainty it will be followed up.

Appendix 3: Stepped consequences and sanctions

William Davis Stepped Consequences and Sanctions

<p>Positive Attention</p>	<p>Redirection</p> <p>The 'look'</p> <p>Stand nearer</p> <p>chat to another child on the table,</p> <p>Gentle hand on shoulder,</p> <p>Put their pencil on their book</p> <p>Verbal reminder</p>	<p>Cautionary Prompt (warning)</p> <p>State what you notice</p> <p>State what you want to see</p> <p>Clarify choices</p> <p>Thank you</p> <p>Take up time.</p>	<p>Consequence prompt 1 (2-5 mins of their free time)</p> <p>State what you notice</p> <p>Connect to the rule</p> <p>State the consequence</p> <p>Remind of previous positive</p> <p>Thank you</p> <p>Give take up time</p>	<p>Consequence prompt 2 (moved within room)</p> <p>State what you notice</p> <p>Connect to the rule</p> <p>State the consequence</p> <p>Remind of previous positive</p> <p>Thank you</p> <p>Give take up time</p>	<p>Consequence prompt 3 (an imposition - eg work completed during break/reflection form)</p> <p>Record on CPOMS after 3 episodes</p> <p>State what you notice</p> <p>Connect to the rule</p> <p>State the consequence</p> <p>Remind of previous positive</p> <p>Thank you</p> <p>Give take up time</p>	<p>Consequence prompt 4 (out of room- parallel class)</p> <p>Record on CPOMS</p> <p>State what you notice</p> <p>Connect to the rule</p> <p>State the consequence</p> <p>Remind of previous positive</p> <p>Thank you</p> <p>Give take up time</p>	<p>Red Line Behaviour</p> <p>Any behaviour that is violent or abusive e.g. swearing at, or dangerous goes straight to a high level concern</p> <p>The child will need to leave the room</p> <p>Out of room:</p> <p>SLT involved</p> <p>State concern</p> <p>Connect to the rule</p> <p>State who you are going to talk to</p> <p>State where to wait</p>
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Remember: don't engage with the secondary behaviour, note it and deal with it later, when the child is calm

Behaviour Scripts: Redirection/ Cautionary

PUBLIC	Reminder prompt to class/ group	<ol style="list-style-type: none"> 1. State what you notice 2. State behaviour you want 3. Thank 4. Give take up time 	<p><i>Thank you, S - your eyes are looking at me. Thank you T, M and G - your lids are on your pens. I notice some people are still writing on their board, lids on, pens down, eyes up. Thank you. Take up time</i></p>
PRIVATE	Reminder prompt to individual	<ol style="list-style-type: none"> 1. State what you notice 2. State behaviour you want 3. Thank 4. Give take up time 	<p><i>I notice that you haven't started. You need to write the date and do question one within the next five minutes. Thank you. Take up time</i></p>
	Cautionary prompt	<ol style="list-style-type: none"> 1. State what you notice 2. State behaviour you want 3. Clarify their choices 4. State the consequences 5. Give take up time 6. ignore any low-level secondary behaviours (you may choose to follow these up at a later point) 	<p><i>I notice that you are repeatedly flossing. You need to join in with the skills practice. If you choose to join in your ball skills will improve and you'll get to go out to play. If you choose to keep flossing, then you will write the instructions for dribbling a ball with control, during your break time. I'll leave you to make your choice. Thank you. Take up time</i></p>

PRIVATE	Consequence prompt	<ul style="list-style-type: none"> • State what you notice • Connect to the rule • State the consequence • Remind of previous • Correct choice • Thank • Give take up time • Ignore any low-level secondary behaviours (you may choose to follow these up later) • Have a short, redrawing the lines talk at the end of the session 	<p><i>I notice that you are continuing to write notes to Y on your whiteboard. It is the rule about being ready for learning that you are breaking. You now need to go and sit at the quiet table and get your work done. In maths yesterday, you were able to finish your practice questions and complete the challenge activity. This is what I need to see today. Thank you.</i></p>
	Time out prompt (for calming down)	<ul style="list-style-type: none"> • State what you notice • Direct to take time to calm down • State time frame (use a timer) OR • Use 'when you..., then you...' • Ignore any low-level • Secondary behaviours (you may choose to follow these up later) • Have a short, 1:1 redrawing-the-lines talk at the end of the session 	<p><i>I notice that you are shouting, you need five minutes calm- down time. Go to the reading corner (hand them the timer) then I'll come and speak to you.</i></p>

Behaviour Scripts: Red line behaviour/ repairing

PRIVATE	Red line behaviour prompt	<ul style="list-style-type: none"> • State concern • State who you are going to talk to • State you will then make a decision about the consequence 	<p><i>I am very concerned that you chose to shove past X. It is the rule about being safe that you have broken. I need to talk this through with C and then I will make a decision about the consequence. You need to come with me and sit outside C's office and think about what you might need to do to make this better.</i></p>
	Re-drawing the lines (following a consequence or time out)	<ul style="list-style-type: none"> • A conversation held outside of class time to re-establish expectations • An act of deliberate botheredness to show it matters– helps to rebuild the relationship • Gives certainty (certainty not severity) 	<p><i>You needed to take time out today because you got angry and frustrated with your work. If you are finding the work challenging, what can you do? That is what I expect to see next time, and remember we use quiet, calm voices in class"</i></p>
	Restorative conversation (following redline behaviour)	<ul style="list-style-type: none"> • When trust has been broken, manners have disappeared, things have been said that shouldn't have. 	<p><i>What happened? What were you thinking at the time? What do you think now? Who has been affected by what you did and how? What's needed to make things right? How can we make sure this doesn't happen again?</i></p>

Reflection Form KS2

Name:	Class:	Date:
Which of the school rules did I break (Tick) ✓ <input type="checkbox"/> <i>ready</i> <input type="checkbox"/> <i>respectful</i> <input type="checkbox"/> <i>safe</i>		
What happened? <i>I need to reflect on my behaviour because...</i>		
What was I thinking at the time?		
Who has been affected by what I did? How?		
What am I thinking now?		
What is needed to make things right? <i>I will need to...</i>		
How can I make sure this doesn't happen again?		

Restorative Talk Prompts EYFS: The Three Steps (For children to use)

I didn't like it when....

It made me feel....

Next time please remember...

Restorative Questions EYFS/KS1

- Let's stop and use our words
- Tell me what happened / I'll tell you what I saw
- So, you felt / I wonder if you felt (to both children)/ how did you feel?
- How can we make this better (should we shake hands, say sorry, play together)?
- So next time you need to (ask for a turn, use a timer, choose something else)?

Restorative questions KS2

Reflect Repair Reconnect

Restorative Prompt Card

To the person responsible...

- What happened?
- What were you thinking at the time?
- What do you think now?
- Who's been affected by what you did? How?
- What's needed to make things right?
- How can we make sure this doesn't happen again?

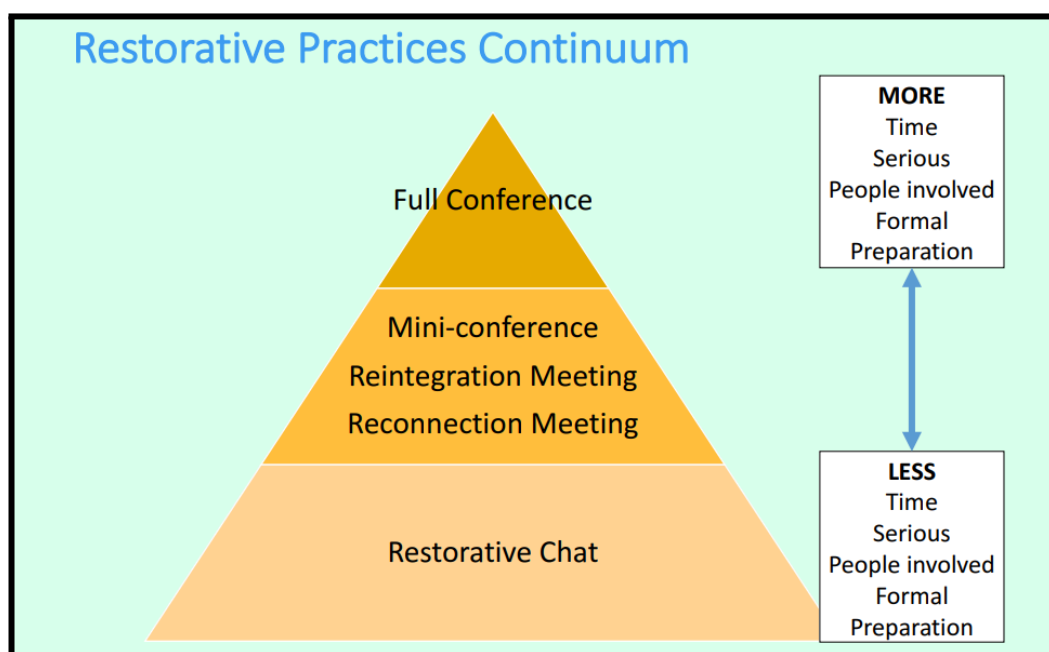
www.thorsborne.com

Reflect Repair Reconnect

To the person harmed...



- What happened?
- What did you think/feel at the time?
- What have you been thinking/feeling since?
- How has this affected you? What's been the worst of it?
- What do you need to make things right?
- How would you like me to follow up with you?

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Red Line information for teachers:

Children need to learn that they choose their behaviour and they must take responsibility for making the right choice.

	<p>Aggressively throwing or kicking school property. Deliberately harming others. Swearing /shouting in a threatening manner</p>	
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A red line is a line that should not be crossed. It is behaviour that is dangerous, intimidating and extremely disruptive. Any red line/ high level concern behaviour should not be allowed to impact on the learning or wellbeing of others and therefore has a consequence that underlines the seriousness of the behaviour.

If a child chooses to throw or kick school property, deliberately hurts another person, or loudly shouts or swears at or around others, they will need to work in another class for the equivalent of one day (Y5 and Y6) or half a day (Y1-Y4). A judgement will be made by SLT about the very youngest children, or where the sanction spans more than one day.

A member of SLT will come and collect the child and relocate them. The teacher will need to ensure work is in place as soon as they are able to. SLT will also make contact with the parents and catch up with the teacher at the end of the day to share relevant information. The teacher must record the incident on CPOMS. SLT will record the actions taken.

Relationships matter, so any incidence of red line behaviour / high level concern will always be followed up by a restorative conversation. This is so the child understands that although the behaviour wasn't acceptable, the teacher still cares about them as a person and believes that they will make a better choice in future. It also separates the child from the behaviour mistake they have made.

The restorative conversation will take place before the child re-joins the class to

- re-establish expectations
- show that they believe in the child
- the mistake has been made and is now finished
- know this is a fresh start.

Teachers will then seek to actively catch the child doing the right thing as part of moving forward.

Rationale:

- We need to look after all children. Red line behaviour can be traumatic for others, and this is not okay.
- We get what we accept. We will not explicitly share red line information with children, but the visible consequence will underline the fact that these types of behaviour are unacceptable.
- Red line behaviour is often attention-needing behaviour – I need you to notice me.

Appendix 8: Red line behaviours

