



Behaviour and relationship policy

Weetwood Primary School

Our Mission

'Taking PRIDE in *all* we do'

School Values - PRIDE

Adults and pupils at Weetwood primary School are expected to show the following PRIDE values in all they do:

- ❖ **Positivity** – Encouraging others, having hope and staying happy
- ❖ **Respect** – Treating each other fairly and our belongings with care
- ❖ **Inclusivity** – Recognising and celebrating uniqueness whilst treating all equitably
- ❖ **Determination** – Using willpower to keep going and never giving up
- ❖ **Excellence** – Trying our best and being accountable in everything we do, especially in our learning.

P R I D E also expresses how stakeholders at Weetwood feel about everything that happens at our school.

Adults will model our school mission statement - 'Taking PRIDE in *all* we do' - and this mind-set will be expected of the children.

Weetwood 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 and accountability for their behaviour and encourage others to do the same. Our behaviour and relationship policy guides staff to teach self-discipline and co-regulation not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has a promise incorporating 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke plans which document a systematic skills building program, which may include extrinsic motivation.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To recognise when distress behaviour is an unmet need and offer co-regulation.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that *pro-social behaviour is a minimum expectation for all.

*pro-social are intended to benefit others, groups or communities and include actions such as sharing, caring, comforting, volunteering.

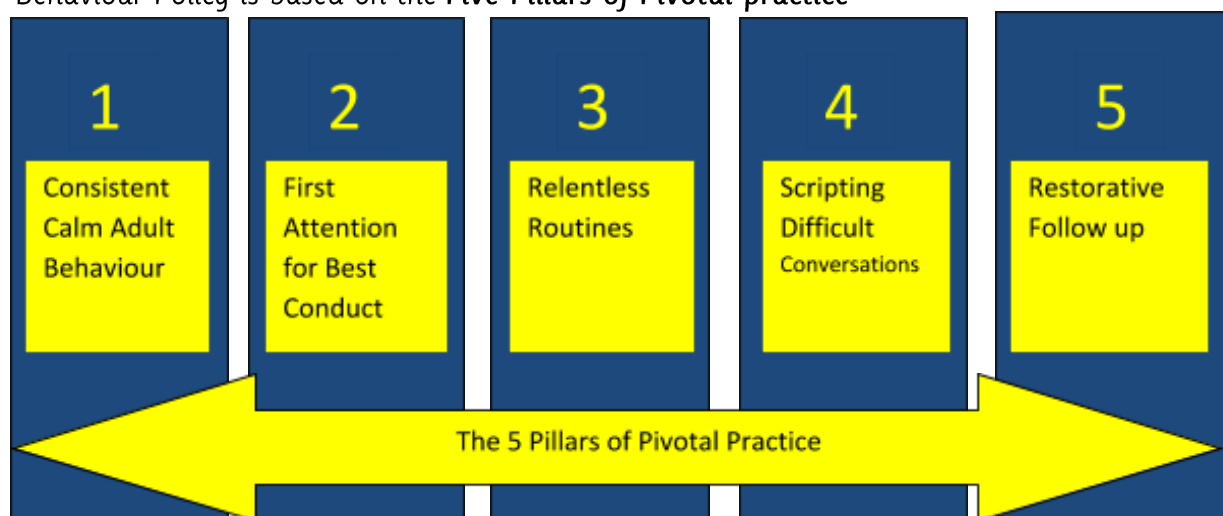
We recognise that most children consistently self-regulate and demonstrate positive behaviour every day without the need for reminders. We want to celebrate and encourage these children, while also supporting those who may occasionally struggle, helping them to develop positive self-regulation skills and make good behavioural choices.

Purpose of the policy

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

- Recognise behavioural norms
- Recognise proportionate behaviours specific for individuals
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Adult Behaviours “When the adults change, everything changes” (Pivotal Education)

Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations. We expect every adult to:

1. **Meet and greet** at the door.
2. Refer to ‘**Ready, Respectful, Safe**’ regularly.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (e.g., Class Dojo, recognition boards)
6. Be **calm** and give ‘take up time’ when going through the steps. **Recognise** teaching points such as coaching, co-regulating, adapting the environment, identifying triggers and responding.
7. **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are showing distressed behaviours.

Senior Leaders

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Class Dojo or CPOMS) to target and assess school-wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Children want teachers to:

- Build skills to enable them to have a positive and hopeful reintegration.
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

We expect the Governing Body will:

- know that staff are constantly striving to provide a safe, happy and stimulating environment
- be fully informed of matters concerning behaviour and significant positive handling incidents
- support the staff in the implementation of this policy
- play a full and active role in ensuring our aims are met

Recognition and rewards for effort

We recognise and reward learners who go '**over and above**' our standards. Our staff understand that at Weetwood Primary School we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Rewards include positive messages home for behaviour that goes 'over and above' expectations. These may be shared through Class Dojo, a phone call, or a face-to-face conversation. Children who consistently demonstrate the PRIDE values will be recognised with Class Dojo points. Additional rewards and acknowledgements of achievement include stickers, PRIDE Certificates, and being named a PRIDE Champion.

Class Dojo points (Linked to pride)

100 – Dip in the box

200 – Small Chocolate bar

300 + - Consider nomination for Golden Dinner

Dojos are awarded for value aligned behaviours that are specific to individuals.

Hot Chocolate and Golden Dinner

Pupils that go 'over and above' can be nominated by their class teacher or any other member of staff to attend hot chocolate with the SLT team. At the end of the year if pupils have consistently

gone 'over and above' they can be nominated for Golden Dinner by their teacher or any other staff member.

Celebration Assembly

Our celebration assembly will take place each Friday, where children from each class will be chosen for a superstar certificate or a wizard certificate. Superstars certificate will reflect the PRIDE values and Wizard certificates recognise academic achievement.

Positive Recognition Boards

"The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does" Paul Dix

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on.

Examples could include 'One voice,' for classes who constantly talk over each other, 'speak politely' to emphasise manners or 'hands and feet to yourself,'. The focus can also relate to learning behaviours 'Accurate peer feedback,' or 'show working'

When the teacher sees children demonstrating the behaviour well, relative to the child's behavioural skillset, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

Nine ways to sharpen use of recognition boards – Paul Dix

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not "simply something they can already do well."
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.
5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working.
7. Pupils are recognised for effort not achievement.
8. When everyone's name is on the board a collective "whoop" is appropriate. Large rewards are not necessary
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

Managing Behaviour

Engagement with learning is always our primary aim at Weetwood Primary School. For the vast

majority of our learners, a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom with an attuned adult to meet regulation needs or reduce environmental stresses. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Connection seeking is recognised and responded to. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Stepped Sanctions

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

Steps	Actions
1) Redirection /Reminder	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe delivered 1:1 wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. For example: co-regulation, social buffering, connection, listening, unconditional professional love. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2) Caution	A clear verbal reminder delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. "Stop (ensure the child is regulated) "Think" (skill building teaching) "Make a change." (modelling scaffolding, supporting)
3) Last Chance (restorative conversation / reflection time)	Speak to the pupil 1:1 and give them a final opportunity to engage. Use the 30 second scripted intervention • I have noticed that you are...(having trouble getting started, wandering around etc.) right now. • At Weetwood, we... (refer to the 3 school rules – ready, respectful

	and safe) • Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • We will work together at break/dinner time. • Do you remember yesterday/last week when you... (refer to previous Positive behaviour)? • This is what I need to see today... • Thank you for listening... then give the child some 'take up' time. *Chat – At this point you would assume the child has heeded the warnings and corrected their behaviour. Therefore, a conversation, thanking them for listening and reminding them on the rule and encouraging them to continue with making the right choices. 'Thank you for making the right choice in the lesson, just to remind you, we are ready, respectful and safe at Weetwood. Keep making the right choices, you may go out to break/lunch.'
4) Cool Off	Cool Off might be a short time away from the classroom with another class/TA/nurture room/calm space. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. If the warning is not heeded and the behaviour continues this must be recorded on CPOMS. At this point the learner will be informed that they will complete skills building during the next break/lunch time in reflection time. Children will be expected to have a reflective dialogue. The reflection time is dependent on the stage of ability of the child. A rough guide is as follows: • Reception = 1 minute • Year 1 = 2 minutes • Year 2 = 3 minutes • Year 3 = 4 minutes • Year 4 = 5 minutes • Year 5 = 6 minutes • Year 6 = 7 minutes
5) Repair Restorative Conversation	Chose 5 questions from the following: • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Consequences	If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS.
Communication with parent/ carer	If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS.
A formal meeting with SLT and parents/carers.	Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour.
Weekly behaviour meetings	A serious breach may lead to a fixed term exclusion.
Exclusion	

Persistent Poor Behaviour

This results in parents being notified either through Class Dojo, phone call or direct conversation. These conversations should be recorded on CPOMS.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour-class teacher's will work in conjunction with parents/carers, SLT, SENDCo and the pastoral team to devise an individual support plan.

Uncompleted Work

Any work which is not completed due to value misaligned behaviour, will be completed in school with their class teacher at break or lunchtime.

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT. Such incidents could include:

- Fighting
- All forms of bullying, including:
 - **Prejudice-based bullying** – bullying that is motivated by prejudice against certain groups, for example on the grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities
 - **Discriminatory bullying** – bullying that directly relates to protected characteristics under the Equality Act 2010, including age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity
- Racist, sexist, homophobic or misogynistic comments
- Inappropriate name calling
- Using abusive/offensive language targeted at another person
- Physically striking adults or other children with intent to harm
- Intentional damage to property

Any of these behaviours will result in an instant move to Reflection Time (see above) as well a natural or logical consequence that is specific to the child and behaviour. This will be determined by the class teacher in conjunction with SLT.

Serious incidents will also result in either a phone call home from the class teacher, or a face-to-face conversation between the parent/carers and class teacher at the end of the day. (Depending on the severity, this may be from the Head Teacher or a member of SLT) All Serious incidents should be

recorded on CPOMs.

Suspensions

Weetwood Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Further information can be found within the Suspension and Exclusion policy.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Weetwood Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Relational and Restorative Practice (RRP)

Weetwood Primary School uses RRP to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room (Weetwood Primary School Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix 5 – Restorative Practice approach at Weetwood Primary School)

Children with Social, Emotional and Mental Health Needs

Children who exhibit behavioural needs will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to be added to SEND list for social, emotional and mental health issues. A SEND assessment and support may also be appropriate.

In these cases, the Head/SENCo/SLT will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Reasonable Force

Weetwood Primary School makes use of the DfE guidance: [Use of Reasonable Force in Schools](#)

[\(2013\)](#) as well as Safer Working practice Guidance. Any force used should always be the minimum needed to achieve the desired result. Key staff at Weetwood Primary School have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our system. The alternative, adapted procedure will be formed in agreement with the child, their parents, and relevant school staff, and outlined on the child's individual plan.

Equal Opportunities

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are, regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality. We will take reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Support agencies

If behavioural difficulties continue the Head, SLT, SENDCo or Pastoral Team will become involved. The advice and input of outside agencies will be sought as necessary. These may include Inclusion Advisory Team (IAT) and the AIP to provide support for pupils and families.

Professional Development

All staff to have access to the relevant training provided by both internal and external speakers/trainers.

The role of the parent

At Weetwood active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

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

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

Application and scope of this policy

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

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once every two years and report back to the Governing Body. The Leadership Team will also monitor the visible consistencies

around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken.

Related Policies / Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Appendix 1 – Behaviour Blueprint

Behaviour Blueprint

Adult Behaviour

- Calm Consistent and fair
- Give first attention to best conduct
- High Expectations
- Recognise 'Over & Above Behaviour'
- Relentlessly bothered

Over & Above Behaviour

- Praise
- Certificates
- Recognition board/Display
- PRIDE Certificate
- PRIDE Champion-consistently 'Over & Above'

The Weetwood Way

- Be Ready
- Be Respectful
- Be Safe

Characteristics of Learning

Positivity, Respect, Inclusivity, Determination and Excellence.

Stepped Sanctions- 1:1

- 1.Reminder of the rules.
- 2.Cautious- 'Think carefully about your next steps'
- 3.Last Chance -use micro-script and a 2-minute inconvenience at next break/lunch.
- 4.Time out-in class in the corridor.5 minutes.
5. Restorative conversation- 5 minutes with key adult.

Serious incident

Physical violence, swearing, racism, homophobia or deliberate damage to property
Straight to step 4 & 5 above with additional restorative conversation with SLT.

Micro Script

I've noticed that...You know the school rules, be ready, be respectful, be responsible, be safe. Can you remember when you...(time they did this really well)... and how that made you feel? I expect you to...Thank you for listening.

Restorative Questions

- 1.What has happened?
- 2.What were you feeling at the time?
- 3.Who has been affected by the action?
- 4.How have they been affected?
5. What needs to be done to make things right?
- 6.How can we do things differently in the future?

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

Appendix 2 – Rights and Responsibilities

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

Appendix 3 - A model of positivity - tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.
- Habits of adults who manage behaviour well:
 - They meet and greet.
 - They persistently catch individuals doing the right thing.
 - They teach the behaviours that they want to see.
 - They teach learners how they would like to be treated.
 - They reinforce conduct/attitudes that are appropriate to context.
 - They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
 - They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
 - They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
 - They keep their emotion for when it is most appreciated by the learners.

Appendix 4 - A model of positivity – Effective 30 Second Interventions

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

How to land a difficult message, softly:

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

Refocusing the conversation

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

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

Or...

- Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

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

Get out line

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

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

Appendix 5 - Restorative Practice at Weetwood Primary School

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?