

## **Behaviour Policy**

### **Southwold Primary School**

**Last Review Date: 30.06.25**

**Next Review Date: 01.07.27**

## 1. Introduction

At Southwold Primary School, we aim to create a safe and happy environment where exemplary behaviour enables all to feel secure and respected within an atmosphere of learning without limits. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

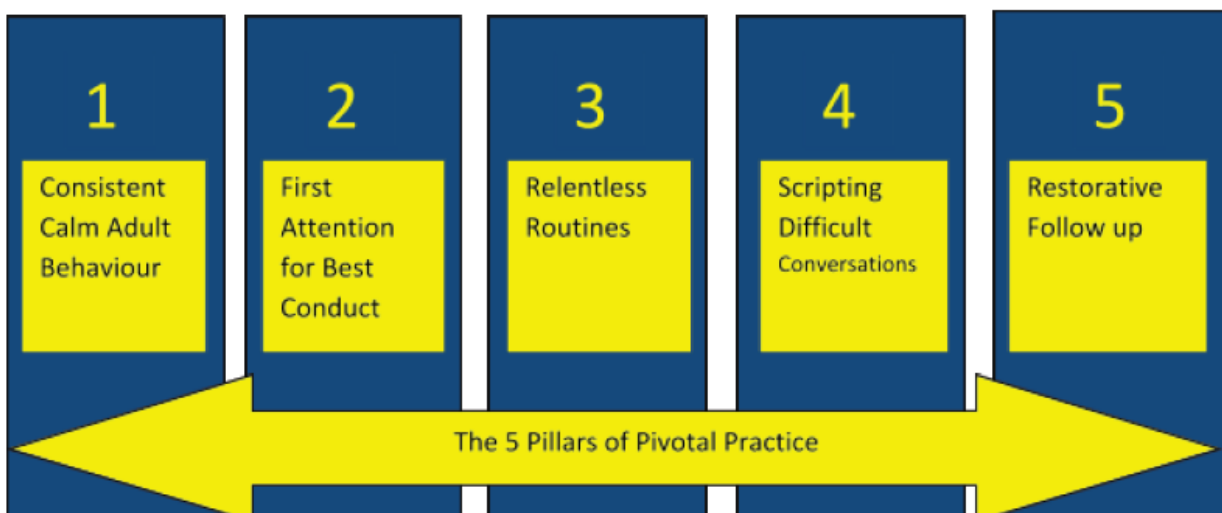
We recognise that each individual child is at a different stage of social learning. Only through a **consistent approach to supporting their behaviour** will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Southwold Primary School. It is a working document designed to enhance the development of positive relationships between pupils, adults working in school, parents and other members of the wider school community. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

## 2. Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self-esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- When the adults change, everything changes.

**Adult behaviours create children's responses and behaviours.**



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

**Adult Behaviours** "When the adults change, everything changes" (Pivotal Education)

### 3. Aims

Through this policy we aim to:

- ensure a consistent and calm approach to and use of language for managing behaviour;
- ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents;
- ensure that all adults take responsibility for behaviour and follow-up any issues personally;
- to promote the use of restorative approaches in place of punishments;
- promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour;
- ensure our pupils are polite, happy and considerate of others' feelings;
- encourage our pupils to respect their own and others' property;
- foster good citizenship and self-discipline;
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs, we aim to:

- teach specific social skills e.g. sharing, taking turns, listening to each other, how to address people politely, etc.;
- teach strategies for children to solve conflicts peacefully;
- teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group;
- agree boundaries of acceptable behaviour with all pupils and regularly remind children of these;
- enable children to recognise, understand and respond to a range of feelings;
- develop vocabulary to enable children to express feelings verbally rather than physically;
- promote equal opportunities and instil a positive attitude towards differences;
- promote an ethos of peer support;
- ensure the atmosphere in the classroom environment is conducive to learning;
- ensure children are aware of the consequences of their words and actions towards themselves and others.

**It is the everyday habits of adults  
that provoke a  
change in pupils' behaviour.**

## 4. Behaviour for Learning: The Southwold Way

### Be **Ready**, Be **Respectful** and Be **Safe**

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the *rules*, *relentless routines* and *visible consistencies* that all pupils and staff follow. It is based on the work of Paul Dix and his book '*When the adults change, everything changes*'. Good behaviour is recognised sincerely rather than just rewarded. Pupils are praised publicly and reprimanded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

Our school has three simple rules: 'Be **Ready**, Be **Respectful** and Be **Safe**'. These rules are explicitly taught and modelled by all members of our school community. For example, they might be expanded as follows:

- **Be ready**
  - I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work.
- **Be respectful**
  - I will listen and talk politely to adults and other pupils; and look after equipment and other people's possessions.
- **Be safe**
  - I will be kind and look after myself and others, following appropriate instructions from adults.

However, we also understand that for some pupils, following our behaviour expectations are beyond their current developmental level. In this case, these pupils will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

#### Expectations of Adults

'Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.'

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**'.
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., Recognition boards)
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

### **Middle leaders**

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

#### **Middle leaders will:**

- **Meet and greet** learners at the beginning of the day.
- Be a **visible presence** around school to encourage appropriate conduct.
- **Support staff** in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly **celebrate** staff and learners whose efforts go above and beyond expectations.
- Encourage use of Class Dojo, Positive Notes and Positive Phone Calls.
- Ensure staff training needs are identified and targeted.

### **Senior Leaders**

Senior leaders are not expected to deal with behaviour referrals 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 MyConcern) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

#### **Pupils want teachers to:**

- Give them a **'fresh start'** every lesson
- Help them learn and feel confident
- Be **just and fair**
- Have a sense of humour

## **5. Over and Above Recognition**

We recognise and reward learners who go 'over and above' our standards. Our staff understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. A quiet word of personal praise can be as effective as a larger, more public, reward. Pupils and staff are recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes. Pupils are encouraged to show initiative by playing an active role in good behaviour, rather than passive compliance. Examples of this include to pick up a piece of rubbish and place in the bin rather than walking past it; answering questions in lessons rather than sitting quietly.

At Southwold Primary School, we recognise good behaviour, effort and conduct in the following ways:

#### **Recognition Board**

A Recognition Board will be used to encourage social or learning behaviours. For example, 'One voice', 'Kind words' or 'Over and above' are written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to ensure everyone's name is on the board by the end of a set target time. i.e. week (or longer if required). There is no material prize for class completion. Each class may choose a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song.

*'This 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.'* Paul Dix

## Hot Chocolate Fridays

Pupils consistently going 'over and above' will be invited to have hot chocolate with the Headteacher on some Friday afternoons. There may be some weeks that no child in the class is chosen- it is a sincere high-level recognition and is not to appear devalued.

Praise Method	Approach	
Learning and Effort	House Points	For effort and successes in their learning. House points will be issued using Class Dojo. These will be collected weekly and celebrated in Friday's Celebration Assembly.
Learning Attitudes	Endeavour Award	These awards will celebrate efforts / achievements in learning. They should focus on the learning values set out on the certificates. Teachers will write the certificate and send the child to a member of SLT to show them their work or talk about what they have done. They will return to class with their certificate and the class teacher will bring it to the assembly on Friday and read it aloud. To be written in the second person to address their achievements. Teachers can give more than one certificate each week.
Learning and Achievement	Weekly Celebration Assembly	Friday at 2.40pm in Key Stages. Teachers to read Endeavour Awards to the children and explain the learning / achievement, etc. House point weekly totals to be celebrated. Any other recognitions to be celebrated, including sporting achievements.
Values and Behaviours	Recognition Board	In classrooms, teachers will create recognition boards with a focus on a particular desirable behaviour relevant at that time to that class. Pupils who demonstrate the targeted positive behaviour will have their name displayed on the board. It is expected that the focus of these will change during the term in response to pupils' behaviour.
Values and Behaviours	Positive Postcard	These will focus on pupils going 'over and above' in terms of the school's values and their behaviours over the course of the week. They will be taken home by the child at the end of the day. There is no expectation of the number to be given out by teachers. Teachers will decide how these are handed out dependent on the pupil. Teachers to have a pile of postcards accessible in the classroom for cover teachers. Visitors will also be given them for when they recognise 'over and above' behaviour.
Learning, Values and Behaviours	Southwold Ambassadors	These termly awards, in the form of a certificate home, will recognise pupils who consistently demonstrate the school's core values: respect, resilience, collaboration, perseverance, creativity and aspirations. These will be handed out in the last celebration assembly of each term.
Learning, Attitudes, Values	Positive Calls Home	Any member of staff can call the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.
Behaviours	Always Award	Pupils who consistently demonstrate positive behaviours during the term, will be invited to take part in the Always Award at the end of each term. E.g. skateboarding, circus skills.

## 6. Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults. To achieve positive behaviour for learning, we have to teach pupils routines and expectations.

- Pupils and adults will be expected to demonstrate pride in their **Awesome Appearance** and a high level of expectation when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to assembly, for example.
- Pupils will line up one behind the other, facing the front, arms behind their back and no talking in their **Legendary Lining up**. When classes are ready they will be walked to the required location.
- Pupils and adults will display **Wonderful Walking** by quietly walking around the school and into/out of the building.
- Adults are taught to respond to **Silent Signals** instructions:
  - When an adult holds up their hand, pupils will stop talking.
  - When an adult holds up one finger, pupils will stand up quietly.
  - When the adult holds up two fingers, pupils prepare to move to where instructed.
  - When the adult holds up three fingers, pupils will sit down silently ready to work.
- When adults in school require the full attention of a class or group of pupils, they will use key phrases such as '**magnet eyes**'. Pupils are taught to stop what they are doing, turn to face the adult and *Be Ready* to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- Similarly, adults may use the term '**cinema seats**' indicating that children should turn themselves (and chairs as appropriate) to face a single direction. This may be combined with 'eyes on me' and ensures that pupils understand that they need to be actively engaged in what the adult is doing and saying.

## 7. Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. Incidents are then logged on MyConcern, at the staff member's discretion.

## 8. Managing Behaviour

Engagement with learning is always our primary aim at Southwold Primary School. For the vast majority of our learners, a gentle reminder is all that is needed. Occasionally, it is necessary for a child to leave the classroom for a short period of time, but steps should always be followed with care and consideration, taking individual needs into account. Staff at Southwold Primary School praise the behaviour we want to see and do not focus on the undesirable behaviours. All learners are given take up time in-between steps.

## Steps for Managing and Modifying Poor Behaviour

Learners are held responsible for their behaviour. Staff at Southwold Primary School deal with behaviour without delegating. Staff use the steps below for dealing with poor conduct (Appendix A):

Steps	Actions
<b>1.Redirection</b>	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
<b>2.Reminder</b>	A reminder of our three simple rules: <b>Ready, Respectful, Safe</b> delivered privately. The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
<b>3.Caution</b>	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.'
<b>4.Last Chance</b>	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention: <ul style="list-style-type: none"> <li>• I have noticed that you are...(having trouble getting started, wandering around etc.) right now.</li> <li>• At Southwold, we... (refer to the 3 school rules – ready, respectful and safe)</li> <li>• Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</li> <li>• See me for 2 (or up to 5) minutes after class/during break.</li> <li>• Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</li> <li>• That is who I need to see today...</li> <li>• Thank you for listening... then give the child some 'take up' time.</li> </ul>
<b>5.Time Out</b>	Time out might be a short time away from the classroom with another class/TA/nurture room/calm space It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. 5 minutes maximum. Reset expectations and settle back in.
<b>6.Repair</b>	This might be a quick chat at break-time in or out of the classroom or a more formal meeting Restorative Practice: 5 questions is usually enough from the following: <ul style="list-style-type: none"> <li>• <b>What happened?</b></li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• <b>Who has been affected?</b></li> <li>• <b>How have they been affected?</b></li> <li>• <b>What should we do to put things right?</b></li> <li>• <b>How can we do things differently in the future?</b></li> </ul> <b>(Key questions in bold)</b>
<b>Consequences</b>	Impositions: Up to 5 minutes of time missing break for in-class behaviour Up to 5 minutes of time standing at designated area for in-playground behaviour Additional work to be completed at break time or that evening, countersigned by parent and returned first thing. The latter is to help the child to understand that there are consequences and the responsibility for making up lost learning time is with them not the teacher.
<b>Follow Up</b>	If a child has two incidents in a week requiring reflection (Step 6 - Repair), the class teacher must inform parents. If a child has three or more incidents in a week requiring reflection, a face-to-face meeting between the teacher and parents/carers will be arranged. The Phase Leader or member of SLT may be invited if deemed appropriate. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings to discuss their behaviour. This will be with the teacher, child and member of SLT. The parent will be invited where deemed appropriate.

## 9. Restorative Practice

Southwold Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room (Appendix D - Southwold Behaviour Blueprint) and on the back of staff lanyards. 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 B – Restorative Practice approach at Southwold Primary School School)

## 'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

## 10. Extreme Behaviours

Some pupils exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many pupils they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations. (See Positive Handling Policy)

When dealing with an episode of extreme behaviour, a pupil may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on MyConcern.

Exclusions will occur following extreme incidents at the discretion of SLT. A fixed-term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident.
- The child needs time to reflect on their behaviour.
- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

## 11. Unacceptable Behaviours

Occasionally, some pupils may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. (See Appendix D Minor, Intermediate and Major Incidents)

However, it is important to maintain that all adults can deal with these types of behaviour. Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

## 12. Physical Attacks on Adults

At Southwold Primary School, we take incidents of violence towards staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Positive Handling Policy and call for additional support if needed. Staff who defend themselves will have the full support of the Leadership Team and the Governing Body, as long as their actions are in line with our policy and do not use excessive force. Only staff who have been trained in physical restraint should restrain a child unless there is an immediate risk to that child or another person.

All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on MyConcern. We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each pupil under our care. It is important for us as adults to reflect on the situation and learn from our actions. Pupils who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the pupil. Exclusion will only happen once we have explored several options and have created a plan around a pupil.

**Together: everyone matters. Together: everyone succeeds.**

## 13. Recording

All members of staff are trained to use MyConcern (secure online recording system) to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with SLT for the following type of incidents:

- All forms of bullying
- Racist, sexist or homophobic comments
- Physically striking an adult
- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent Low-Level Disruption

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

## 14. Exclusions

### Fixed Term Exclusions

At Southwold Primary School, we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for pupils to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a pupil 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 a 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 pupil has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

### Permanent Exclusion

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

### **15. Pupils' conduct outside the school gates**

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 Headteachers 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 misbehaviour when the child is:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

### **16. Children with Social, Emotional and Mental Health Needs**

Children who exhibit behavioural problems as a result of identified social, emotional and mental health issues are placed on the school's SEND register and provided with individual plans to support them.

In these cases, the Inclusion Manager will be involved, as well as parents/carers. Strategies already listed will inevitably be used, as well as other therapies such as Lego Therapy and Time to Talk, as advised by the SENDCo, outside agencies, and according to advice from the educational psychology service where appropriate.

### **17. The role of the parent**

At Southwold Primary School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that pupils 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.

### **18. 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 off site, etc. but the same principles of promoting good behaviour will always apply.

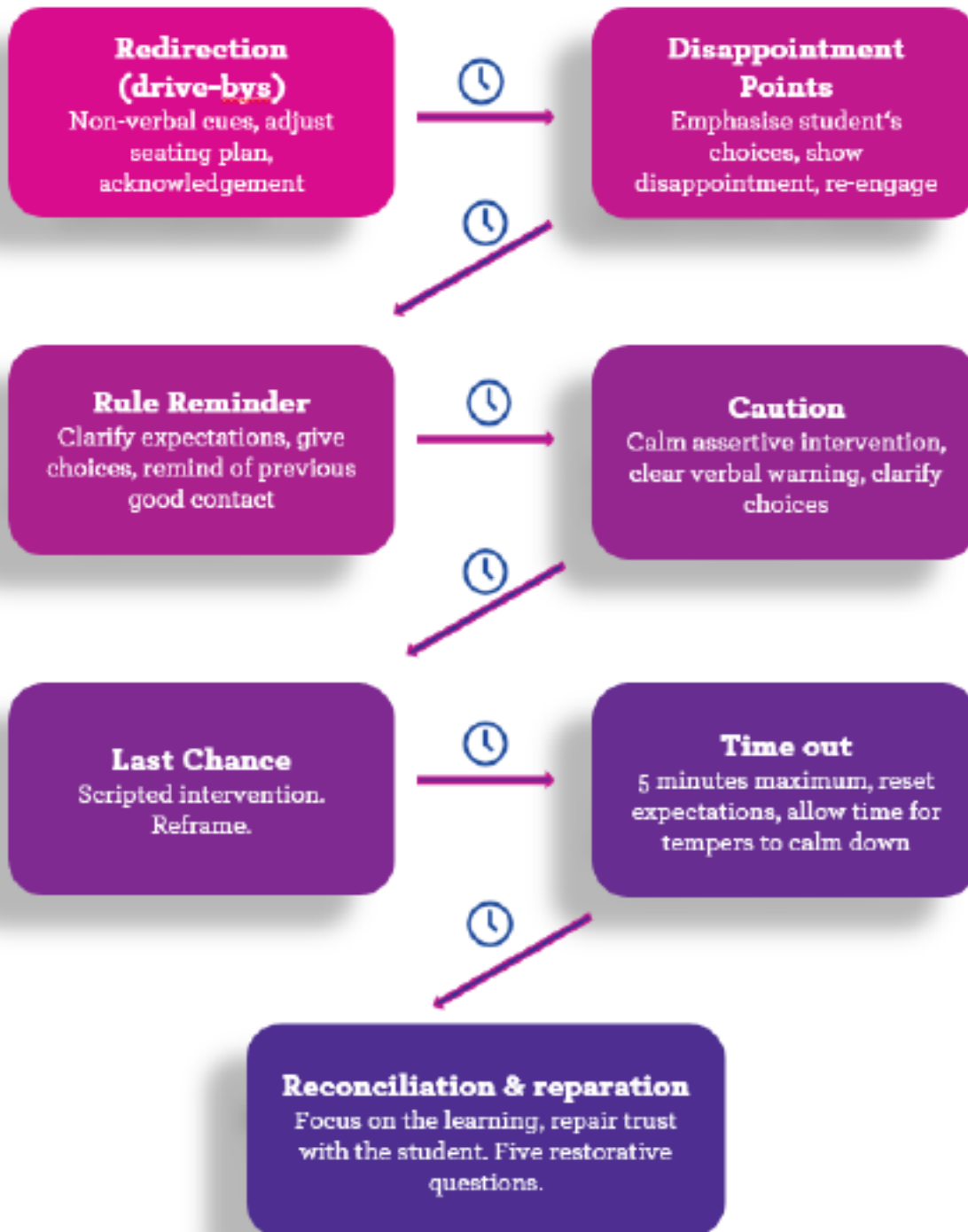
### **19. Monitoring & Evaluation**

The school's Leadership Team will monitor the effectiveness of the policy annually 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.

‘Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.’ **Paul Dix**

**Appendix A: Management and Learning Steps**



## Appendix B – Restorative Practice at Southwold Primary School

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

Why use a restorative approach?

- To build safer, happier schools
- To *change* behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions
- To encourages children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalisation. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be three or four simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process.

The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed.

The child(ren) involved will agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

### Restorative Questions 1: To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

### Restorative Questions 2: To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?

## Appendix D

### Minor, Intermediate and Major Incidents

At Southwold Primary School there is a hierarchy of sanctions for dealing with minor, intermediate or major incidents.

Minor incidents become more serious through repetition. It is important there are small sanctions for minor incidents as this reinforces the certainty of consequences for behaving unacceptably.

The following is a guide.

#### Minor incidents

- pushing in
- interrupting the teacher
- attention seeking
- clowning around
- spoiling games
- avoiding work
- time wasting
- teasing
- being noisy
- running inside
- arguing
- swearing (accidentally)
- cheekiness
- wearing jewellery or inappropriate hairstyles
- carrying unauthorised items such as toys, sweets or money
- throwing small things in class or outside
- carrying other children or picking up younger children

#### More serious incidents

- repeated minor incidents
- interfering with other pupils' work
- arguing back
- rudeness
- name calling
- telling lies
- graffiti
- spitting
- refusal to follow instructions
- swearing (with intent)
- leaving the room without permission
- play fighting
- rough or aggressive play e.g. wrestling
- deliberately upsetting others or excluding from games

#### Major incidents

- fighting
- vicious kicking
- hitting back
- throwing dangerous objects
- persistent lying
- vandalism
- swearing at staff
- verbal abuse of staff
- physical abuse of staff
- stealing
- running out of school
- bullying
- racist incidents
- homophobic incidents
- sexist incidents
- bringing dangerous items onto school premises



## The Southwold Way

This is how we do it here...

At Southwold Primary School, high expectations of learning, behaviour and respect for others underpins everything we do.

- ### Visible Adult Consistencies
1. Meet and greet
  2. First attention to best conduct
  3. Calm and caring

- ### Rules
- Ready
  - Respectful
  - Safe

- ### 'Over and Above'
1. Values
  2. Attitudes
  3. Effort
  4. Initiative

### Relentless Routines

1. Awesome Appearance
2. Wonderful Walking
3. Legendary Lining Up
4. Silent Signals
5. Magnet Eyes
6. Marvellous Manners

- ### Behaviour Management Steps
1. **Redirection** (Non verbal clues)
  2. **Reminder** (3 rules privately)
  3. **Caution** (Outlining behaviour and consequences)
  4. **Last Chance** (30 second intervention)
  5. **Time Out** (Cool off elsewhere)
  6. **Repair** (Restorative conversation)

- ### Microscript (30-Second Intervention)
- **I have noticed that you are...** (having trouble getting started, wandering around etc.) right now.
  - **At Southwold, we** (refer to the 3 school rules – ready, respectful and safe)
  - **Because of that, you need to...** (refer to the action to support behaviour e.g. moving to another table, complete learning at another time)
  - **See me for 2** (or up to 5 mins) after class/during break.
  - **Do you remember yesterday/last week when you...** (refer to positive behaviour)?
  - **That is who I need to see today...**
  - **Thank you for listening...** then give the child some 'take up' time.

- ### Restorative Conversation
- 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?