

# Parish CE Primary School



## Positive Relationships and Behaviour Policy

## 1. Vision

As a Church of England school, the Christian vision for our school states how at Parish “Learning and Growing Together in Faith, Hope and Love” is central to all we do. This strong Christian ethos nurtures children’s spirituality, character and personality. We expect children to demonstrate our Christian Values in all they do: do all in Faith, Hope and Love.

Our Christian vision is rooted in the theology of the apostle Paul writes about these three core Christian virtues in his letter to the church at Corinth: “And now these three remain: faith, hope and love. But the greatest of these is love.” (1 Corinthians 13:13) These three virtues are not only important in Christian discipleship; they are also important to how we live our lives at Parish CE Primary School. These values give us strong links to our PAST, as well as acting as a reminder of what is most important to us in the PRESENT and forming a basis for how we want to help the children in our care to learn and grow in the FUTURE. They also connect our school ethos to the wider Church of England vision for education.

## 2. Aim of the Policy

- To provide a clear, fair, and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To use our Christian Values to underpin our nurturing and relationship-focused approach.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

## 3. Purpose of the Policy

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focussed approach to behaviour management. This will allow the pupils at Parish to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Our Positive Relationships and Behaviour policy is not primarily concerned with rule enforcement, but is a tool used to promote positive relationships with peers and adults with the common purpose of helping everyone learn in a nurturing, empathetic and respectful environment. Consistency, and clear, calm adult behaviour underpins this.

## 4. Consistency of Approach

In implementing this Positive Relationships and Behaviour policy Parish acknowledges the need for consistency.

- Consistent **language** and consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: ensuring “certainty” at the classroom and Senior Leadership level. Teachers taking responsibility for behaviour interventions, seeking support only where needed.
- Consistent **positive reinforcement**: routine procedures for reinforcing, encouraging, and celebrating.

- Consistent **consequences**: defined, agreed, and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent **expectations** referencing promoting appropriate behaviour.
- Consistent **respect from the adults**: even in the face of disrespectful learners.
- Consistent **models of emotional control**: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- Consistently reinforced **rituals and routines for behaviour**: in classrooms, and at the school reception.

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.” Paul Dix

Regularly, staff will remind children of the school rules

- ***Be ready***
- ***Be respectful***
- ***Be responsible***



<u>Be Ready</u>	<u>Be Respectful</u>	<u>Be Responsible</u>
I attend school on time every day.	I demonstrate the 3 core Christian Values at Parish of Faith, Hope and Love in all I do.	I complete Home Study on time.
I arrive positively and show excellent behaviour at all times.	I say please and thank you - I have marvellous manners.	I remembering to bring equipment to school.
My STAR learning behaviours show I'm always ready to learn.	I hold doors open for adults.	I tidy up my own workspace and the classroom
I line up sensibly and walk quietly and calmly around school (wow walking)	I speak to people in a kind and caring way.	I follow my teacher's instructions and guidance that keeps us safe at all times.
I work hard on tasks given - I aim to be the best that I can be.	I try my best to make people feel happy.	I report or speak to an adult if I don't feel safe or if I feel anyone else is not safe.
I am always in the right place at the right time	I am respectful of myself and celebrate my strengths.	I accept responsibility if I make a mistake and say sorry.
		I behave in a safe and responsible way at all times.

In doing this, staff will encourage pupils to reflect on how we as a school community 'live well together.'

## Staff Induction

All staff will receive behaviour management CPD during INSET day at the start of each academic year. Regular CPD sessions will be part of staff meetings throughout the year. Staff will each receive a copy of 'Running the Room' by Tom Bennett and 'Teaching Walkthrus' by Tom Sherrington. Both these texts are central to our behaviour culture.

As a school, we have created the following 'cluster' of behaviour Walkthrus for all staff to follow. Staff receive training on this and a login to the online versions of each book.



Based on induction...

**All staff will:**

1. Meet and greet children at key transition points.
2. Refer to Ready, Respectful, Responsible- the behaviours they expect to see and link to Christian Values.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge, and meet the needs of all learners.
5. Use a standard acknowledgement system throughout every lesson to acknowledge positive learning behaviours (STAR). This will be refreshed each morning with the focus behaviour introduced to the children.
6. Use Class Dojos to recognise pupils who are adhering to the school rules of ready, respectful, and responsible in 'little ways.'
7. Be calm and "give take up time" when going through the steps to success.
8. Follow up every time, retain ownership and engage in reflective dialogue with learners.
9. Never ignore or walk past learners who are not adhering to school rules.
10. Develop positive relationships with parents, involving them in their child's positive and negative choices.
11. Record any significant incidents on CPOMs to support leaders and parents understanding of behaviour over time.

**Senior Leaders will:**

1. Meet and greet learners at the beginning of the day
2. Be a visible presence across the school and especially at transition times
3. Celebrate staff, leaders, and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support staff in managing learners with more complex or entrenched negative behaviours
6. Monitor school wide behaviour policy and teacher practice
7. Regularly review provision for learners who may need additional support.

Key Senior Leaders are:

- Mrs Beechey (Deputy Headteacher)
- Mrs Moore (Inclusion Lead)
- Mr Hardy (Deputy Headteacher Partnership)
- Mrs Young (Executive Headteacher)

**Pupils will:**

1. Be ready
2. Be respectful
3. Be responsible

**Parents / Carers will:**

1. Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education
2. Foster good relationships with the school and support the school in the implementation of this policy
3. Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

## **5. Getting the Basics Right**

Visible Consistency makes everyone feel safe. These simple consistencies are key to the success of the policy and need to be adhered to by all staff. With this in mind, our 'Parish Way Curriculum' allows us to make expectations explicit to all and enables us to progressively remind children across the academic year. Please refer to the 'Parish Way Curriculum Document.'

## **6. Recognition and Rewards for Effort**

We recognise and reward learners who consistently meet our standards.

However, there will be children who regularly exceed this and go 'above and beyond.' We wish to give recognition to pupils who go 'Over & Above' too.

'Over and above' behaviours include consistently exhibiting our school values, impacting the wider school community, and living out our Rainbow Promises.

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'* Paul Dix

### **Classroom Level:**

1. Praise for choices
2. Class Dojo Reward for adherence to school rules and 'doing the little things well.'
3. Use of class recognition boards for Learning Behaviours.

For pupils who go "over and above" in one of the 3 ways stated (consistently exhibiting our school values, impacting the wider school community, and living out our Rainbow Promises) additional rewards are in place such as:

1. Phone calls home to parents.
2. Praise Card from Class Teachers or Senior Leaders.

### **School Level:**

1. HT Awards with Rainbow Promise link each week.
2. Each half term, a 'Living Values' award will be awarded to one child in each class who has lived out our Christian Values this term. These children will be invited for a Hot Chocolate with a member of SLT.
3. Our Annual Awards Evening will reward pupils who have consistently gone 'over and above' in relation to our Rainbow Promises. These will mean that 7 children per class will be recognised each year.

## **7. Managing Daily Behaviour in the Classroom**

### **a.) Positive Strategies**

#### **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, with an appropriate number of squares, based on the STAR approach.



**S** - Sit up.

**T** - Tune in.

**A** - Ask and answer questions.

**R** - Respect everyone and everything.

When pupils are noticed for exhibiting the star behaviours, they will achieve a number on the recognition board. The class will also agree a short reward activity should the target number be achieved. There is no material prize for class completion. Each class chooses a celebration when all names are on the board, e.g. teacher juggles, special celebration dance or song etc.

### **Class Dojos**

Class Dojos are used to reward adherence to the school rules through the 'little things.' We encourage pupils to understand the importance of 'doing the little things well.' Dojos are used simply with positive points being awarded to pupils. There is no material prize for having the most points, instead teacher will issue a certificate at the end of the week to those deserving.



### **'Over and Above' Phone Call Home**

Teacher or SLT phone parents to share child's success.

### **'Over and Above' Positive Praise Cards**

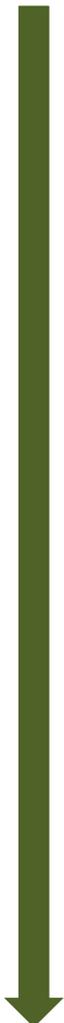
The Positive Note is also a high-level recognition for consistently going over and above. It can be given to any child by any adult in the school, staff members or visitors. There is no set amount each week- again it must be sincere to keep its value. Letters may also be sent home from the head teacher to recognise outstanding children.

*'The positive note enables you to mark the moment with the child. You are framing them with their best behaviour, their most determined effort, their greatest show of resilience.'* Paul Dix

## b.) Practical Steps in Managing and Modifying Negative Behaviour

Engaging with learning is always the primary aim. For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Staff should always and consistently in every lesson **be praising the behaviour they want to see**. All learners must be given “take up time” in between steps – allowing pupils the time and space to reset their behaviour. Learners are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. These steps will be applied using adult discrepancy based on the seriousness of the behaviour (this means that there will be times when some stages are missed out due to the seriousness of the incident).

### Steps to Success



<b>Step 1</b>	<b>Redirection</b>	Gentle encouragement/guidance based on your relationship with that child.
<b>Step 2</b>	<b>Reminder</b>	A reminder of the rules delivered privately wherever possible (use 30 second script to help). <i>This does not mean taking the child out of the room.</i>
<b>Step 3</b>	<b>Last Chance</b>	Verbal caution delivered privately (use 30 second script to help), if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Offer a positive choice to do so and refer to previous examples of good behaviour.
<b>Step 4</b>	<b>Time Owed</b>	If the pupil still does not engage, use the 30-second script. Attach, ‘You now owe me two minutes during breaktime/lunchtime.’ to this step. These two minutes cannot be removed or reduced. If this happens in the afternoon, this two minute is paid back after the last class member leaves the room.
<b>Step 5</b>	<b>Internal Referral</b>	Work completed in an alternative location. The class teacher will inform parents if this occurs.
<b>Step 6</b>	<b>Internal Referral to SLT</b>	Child referred to SLT to complete work. A Reflection Sheet may be completed, and parents will be informed by the class teacher/SLT.
<b>Step 7</b>	<b>Formal Meeting with parents/carers</b>	Formal meeting with SLT to discuss child’s behaviour
<b>Tailored Sanction*</b>		In the case of regular or severe misbehaviour, it will be necessary to consider tailored sanctions. These may include a report card, behaviour contract, exclusion from activities, playtime and/ or lunchtime exclusion, internal referral, suspension (short or long term) and permanent exclusion.

A Restorative Conversation should take place with all children who reach Step 4 or above. This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child’s actions. (See restorative questions on appendix)

## **Steps to Success**

### **Step 1- Redirection**

Gentle encouragement, a “nudge” in the right direction based on your relationship with the child.

### **Step 2-Reminder**

A reminder of the expectations. Ready, Respectful, Responsible - delivered privately wherever possible. The teacher makes learner aware of their behaviour. The learner has a choice to do the right thing.

Give take up time, repeating reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

### **Step 3- Last Chance**

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged (see appendix)

### **Step 4- Time Owed**

- The learner is asked to speak to the teacher away from other members of the class.
- The learner is informed that they owe the teacher time (2 minutes).
- Boundaries are reset
- Learner is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning
- Learner is given final opportunity to engage with the learning/follow instructions

### **Step 5- Internal Referral**

If the step above is unsuccessful, then a learner will be asked to leave the room and go to their predetermined partner class. If a child has been out of class/not completed learning based on your shared minimum expectations, they are expected to complete their work during part of play/lunchtime with their class teacher. Whenever an internal referral has been made, the class teacher needs to record this on CPOMs (under Behaviour – Internal Referral) and the child’s parent must be informed.

Staff will always deliver sanctions calmly and with care. It is in nobody’s interest to confront poor behaviour with anger.

### **Step 6- Referral to SLT.**

If poor behaviour continues from Step 5, it may be necessary for the learner to work under the supervision of the leadership team.

### **Step 7-Formal meeting with parent/carer**

If behaviour is consistently poor as shown by internal referrals and several reparation meetings or becomes a cause for concern, there will be a formal meeting with the Executive Headteacher/Deputy Headteacher/Inclusion Leader.

### **Tailored Sanctions**

In the case of regular or severe misbehaviour, it will be necessary to consider tailored sanctions. These may include a report card, behaviour contract, exclusion from activities, playtime and/ or lunchtime exclusion, internal referral, suspension (short or long term) and permanent exclusion.

### c.) Communication with Parents

Informing a parent when concerned about a child's behaviour or emotional wellbeing is essential but the way in which it is done, often influences the way in which it is received.

Mentioning to a parent at the end of the day in the playground is the first step. This should be an objective and brief comment of what was occurring to disrupt learning. This then needs to be followed up with positive feedback when the behaviour has improved.

Be mindful that some parents feel embarrassed to have a conversation about their child's behaviour in front of other parents.

The next step is to organise a meeting with the family. The meeting should take place in school. A member of the Senior Leadership Team should accompany the teacher in the meeting. There should be a record of the meeting on CPOMS, including notes of the discussion and actions. A review meeting should be set up quite quickly after the meeting (if necessary) to monitor progress.

It is at that point that the SENCO/Inclusion Leader be involved in relation to adding the meeting notes to the child's SEN+D record on CPOMS, referrals to outside agencies or with a view to devising an Individual Behaviour Plan if necessary.

The Executive Headteacher/Deputy Headteacher will contact parents in relation to all serious incidents.

### d.) Persistent Challenging Behaviour

Sometimes there is need to devise specific responses to inappropriate, persistent, or challenging behaviours in the classroom which has led to a loss of learning or the playground which may have been unsafe. This may require teaching and/or support staff to consider additional, alternative, or specialised approaches. *See Tailored Sanctions.*

### e.) Pupils with SEMH concerns/behavioural difficulties

For some pupils, the above 'Steps to Success' may not be fully appropriate. In fact, for some pupils, this strategy further upset and cause emotional harm.

In this case (SLT will make you aware of such pupils), and these cases a trauma-informed approach will be used.

<b>Regulate (Brainstem)</b>	<b>Relate (Feeling Brain)</b>	<b>Reason (Thinking Brain)</b>
Co-regulator gives time, space & safety Repetitive & rhythmic activity (rocking, throwing & catching, drumming, dancing, reading, swinging) Use large muscles (wall push ups, plank, walking, hockey & puck, obstacle course yoga ball) Environmental support –what does the space offer the child?	Repair& restore connection (I'm here, I care, it's ok to be mad when you're ready) US vs Problem (we will get through this) Do together Solve problem, not punish	Reflect and learn Remember and articulate Rehearse for next time Solve a problem Learn a new skill –teach explicitly Rehearse

## **8. Responding to Inappropriate Behaviour:**

### **a.) Bullying**

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take a variety of forms (for instance, cyber-bullying via text messages, social media, or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups. For example, on grounds of race, religion, gender, sexual orientation, special educational needs, or disabilities. It might be motivated by actual differences between children, or perceived differences.

Parish CE Primary School has a Management of Bullying, Harassment and Hate policy in place to deal with potential bullying as soon as it is detected. Our aim is to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and pupils which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond. We aim to embed a deeper empathy for others through restorative conversations, supporting our children to understand how their actions affect others.

If bullying is suspected, we use CPOMS to develop chronologies of events to enable accurate communication between staff and pupils and their parents. It also enables us to measure the impact of any intervention that is decided.

### **b.) Child on Child Abuse**

Parish CE Primary School recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated as “banter” or “part of growing up.” Please refer to the school’s Safeguarding/Child protection policy for further details.

### **c.) Interventions**

If one or more children is struggling with inappropriate behaviour our Pastoral Team will work to support the struggling child in developing personal awareness, social and self-management skills.

This support will be monitored over a set period of time.

### **d.) Suspensions and Exclusion**

The Executive Headteacher/Deputy Headteacher has the responsibility for issuing suspensions for serious acts of misbehaviour. For repeated or very serious acts of misbehaviour, the Executive Headteacher may permanently exclude a child. The Headteacher/Deputy Headteacher will be guided by DFE and LA advice on exclusions. The Chair of Governors will be informed if either of these sanctions are used.

[https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/media/64ef773513ae1500116e30db/Suspension_and_permanent_exclusion_guidance_september_23.pdf)

## **e.) Reasonable Force**

All members of staff are aware of the regulations regarding the use of reasonable force by teachers. School refers to the guidance released by the DfE in regard to the use of reasonable force. This guidance is linked below.

[https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

At Parish key members of staff are trained in Team Teach. Team Teach is “A toolkit of holistic strategies on de-escalation and crisis intervention, both verbal and non-verbal for supporting with disruptive and distressed behaviours.” It also trains staff to hold children safely if it becomes necessary.

Should this occasion arise; children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take, under these circumstances, are in line with government guidelines on the use of reasonable force of children. Records are kept and parents or carers are informed.

## **f.) Pupils with Special Educational Needs**

Where pupils have special educational needs, there may be situations where the sanctions and rewards may need to be modified accordingly to suit the pupil concerned. This will be done in consultation with the SENCO, Headteacher and class teacher. The SENCO may need to liaise with external agencies, as necessary.

This policy will be reviewed every 3 years. It should be read in conjunction with the following policies and with “Valuing All God’s Children: Guidance for Church of England schools on challenging homophobic, bi-phobic and transphobic bullying.”

- Parish Spirit Policy
- Management of Bullying, Harassment and Hate policy
- RHSE policy
- SEN policy
- Equal Opportunities policy
- Teaching and Learning policy

## **g.) Screening, searching, and confiscating**

At Parish we may search your child if we think your child has any prohibited or banned items.

The member of staff completing the search should always try to get your child’s cooperation before searching them. If your child does not cooperate, the staff member may still search them if there’s a risk of serious harm.

### **List of prohibited and banned items**

#### **Prohibited items include:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco products

- Fireworks
- Pornographic images
- Any items that a member of staff suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage the property of, any person (including themselves)

### **Banned items**

In addition to the prohibited items identified above and detailed in the DfE Screening Searching and Confiscation Advice there are a number of other items which could cause harm, distress, or injury to pupils or persons. Or 'Adversely affect good order and discipline of the school community'. (DfE Behaviour and Discipline in Schools (Jan 16)

Parish CE Primary School consider that the following items are inappropriate and should not be brought into school: -

- Chains
- Catapults
- Lighters and matches
- Tools (scissors, screwdriver, hammer, nails etc)
- Pepper sprays and gas canisters,
- Any item fashioned to cause injury i.e. a sharpened stick, shard of glass
- Laser pens
- Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)
- Aerosol (including deodorant and hair spray)
- E cigarettes
- Stink bombs
- Solvents
- Chewing gum
- Energy drinks
- Super Glue
- Needles (Syringes if required for medical grounds should be kept in accordance with the pupil's own care plan and the school's own Supporting Pupils with Medical Conditions policy)
- Offensive material - pornographic, racist, homophobic, extremist material (in any medium) – Please see our Acceptable Use Policy.
- Rope, cable ties

This is not an exhaustive list and SLT may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress, or injury to another.

### **What happens during a search**

Searches will always be carried out by someone of the same sex as your child. A witness will also be present unless there's a risk of serious harm if the search is not carried out urgently.

The search witness will also be the same sex as your child if possible. Your child will not be asked to remove clothes, other than outer clothing like a coat.

### **Informing parents**

Parents will always be told about any search for any prohibited or banned item and the outcome - including any sanctions.

### **When an item can be confiscated**

A member of staff can confiscate an item if:

- it's prohibited/ banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence
- School staff may also confiscate, retain, or dispose of pupil's property as a disciplinary penalty, were reasonable to do so.

All screening, searching, or confiscating will be conducted in line with statutory guidance. See link below [https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

### ***Complaining about a screening, searching, or confiscating***

*If you're unhappy with a screening, searching, or confiscating incident at school, talk to the Executive Headteacher/Deputy Headteacher. If you're not satisfied, ask for a copy of the complaint's procedure.*

### **h) Pupil's 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 pupil's 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 way identifiable as a pupil at the school

Or misbehaviour at any time, whether 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

## Appendix

### Appendix 1 - Examples of 30 second scripts

Privately where possible, this should be a calm approach using the child's name, taking place at the child's level giving eye contact and delivering a clear message before moving away to give take up time.

#### **1. Reminder:**

I noticed you chose to.... (noticed behaviour)

This is a REMINDER that we need to be (Ready, Respectful, Responsible)

You now have the chance to make a better choice

Thank you for listening

#### **2. Last Chance**

I noticed you chose to..... (noticed behaviour)

This is the \_\_\_\_time I have spoken to you.

Think carefully about your next step.

I know that you can make good choices.

Thank you for listening/I'm glad we had this conversation

#### **3. Time Owed**

I noticed you chose to ..... (noticed behaviour).

You had at least 4 opportunities to make better choices.

You now owe me 2 minutes at (Break/Lunch/End of Day)

#### **4. Internal referral**

I noticed you chose to..... (noticed behaviour)

You need to 1. go to Year ...../2. HT's office

Playground You need to 1. Stand by other staff member 2. Stand on railings

3. Go to HT's office.

I will come and speak to you in three minutes.

### Appendix 2 - Discipline in Schools- Teachers' Powers Key Points:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside school (Section 89 of the Education and Inspections Act, 2006).
- Teachers have a specific legal power to impose detention outside school hours
- Teachers can confiscate pupils' property.