

Positive Relationships and Behaviour Policy



For I know the plans I have for you, plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11

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Date Reviewed:	April 2023
Next Review Date:	April 2024
Chairs Signature:	See Paper Copy

Mission Statement of Nutgrove Methodist Primary School

Nutgrove Methodist Primary School strives to provide a caring environment in which every individual can achieve his or her full potential, without limits.

This is encompassed by our Bible verse For I know the plans I have for you,” declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future. Jeremiah 29:11.

To achieve this, we wish to create a happy, secure and purposeful culture throughout the school, which is conducive to learning and high standards, and is based on our Christian values, love, hope and respect.

Our school’s motto and vision is ‘My Best, Always, Everywhere’ which is interwoven within our curriculum intent and design.

Safeguarding Statement

At Nutgrove Methodist Primary School we recognise our moral and statutory responsibility to safeguard and promote the welfare of all children.

We work to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

The procedures contained in the Child Protection and Safeguarding Policy apply to all staff, volunteers and governors.

Statement of intent

Our vision is for each member of our school family to provide a caring environment in which every individual can achieve his or her full potential. To achieve this, we wish to create a happy secure and purposeful atmosphere throughout the school, which is conducive to learning and high standards, and is based on our main Christian values of Respect, Hope and Love.

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 Nutgrove 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.

- 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.

This policy should be read in conjunction with:

- Care and Control Policy
- Inclusion /SEND Policy
- Early Years Policy
- Anti-bullying Policy
- Attendance Policy
- Educational Visits Policy
- Equality Policy
- Online Safety Policy
- Safeguarding Policy
- Complaints Policy
- Whistleblowing Policy

Key roles and responsibilities

- 1.1. The Local Advisory Board (LAB) have overall responsibility for the monitoring and implementation of this policy and of the behaviour procedures at the school.
- 1.2. The Local Advisory Board (LAB) have overall responsibility for ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Local Advisory Board (LAB) promote a whole school culture where calm, dignity and structure encompass every space and activity.
- 1.4. The Local Advisory Board (LAB) have responsibility for handling complaints regarding this policy, as outlined in the school's Complaints Policy.
- 1.5. The Headteacher is responsible for the day-to-day implementation and management of this policy.
- 1.6. The Headteacher is responsible for establishing the standard of behaviour expected by pupils at school.
- 1.7. The Headteacher is responsible for determining the school rules and any disciplinary sanctions for breaking the rules.
- 1.8. The Headteacher is responsible for reporting to the Local Advisory Board on the implementation and effectiveness of this Positive Behavioural Policy in addressing the needs of all children.
- 1.9. The SLT are responsible for providing guidance and support to staff within the delivery of the Positive Behaviour Policy.
- 1.10. The SENDCO will co-ordinate with mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour and refer pupils with SEMH related behaviour difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- 1.11. The HT will co-ordinate with the SENDCO and Pastoral Assistant in overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.
- 1.12. The SENDCO and Pastoral Assistant will engage with parents where children's SEMH difficulties impact on their behaviour or where behaviour choices create significant barriers to learning.
- 1.13. The SENDCO and Pastoral Assistant will liaise with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- 1.14. The SENDCO and Pastoral Assistant will liaise with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and smooth transition is planned.
- 1.15. The SENDCO is responsible for undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.
- 1.16. The Local Advisory Board, HT, SLT and Pastoral Assistant will work collaboratively in the review and development of the Positive Behaviour Policy.
- 1.17. Staff, including teachers, support staff and volunteers, will be responsible for following the policy and for ensuring pupils do so too. They will also be responsible for ensuring the policy is implemented fairly and consistently.
- 1.18. Teaching staff are responsible for being aware of the signs of SEMH related behavioural difficulties;

- 1.19. Teaching staff are responsible for planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENDCO and Pastoral Assistant, and where appropriate, the pupils themselves.
- 1.20. Teaching staff are responsible for setting high expectations for every pupil and aiming to teach them, the full curriculum, whatever the prior attainment.
- 1.21. Teaching staff are responsible for planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and to ensure all pupils are able to study the full curriculum.
- 1.22. Teaching staff are responsible for being responsible and accountable for the progress and development of all pupils in their class.
- 1.23. Teaching staff are responsible for being aware of the needs, outcomes sought, and support provided to any pupils with SEMH-related behavioural difficulties.
- 1.24. Teaching staff are responsible for keeping the relevant staff up-to-date with any changes in behaviour. The staff include: SENDCO/headteacher/subject leader.
- 1.25. All members of staff, volunteers and support staff are responsible for adhering to this policy and ensuring all pupils do too.
- 1.26. All members of staff, volunteers and support staff will create a supportive and high quality learning environment, teaching and modelling positive behaviour for learning and implementing this policy.
- 1.27. Pupils are responsible for controlling/managing their behaviour both inside school and out in the wider community
- 1.28. Pupils are responsible for their social and learning environment and agree to report any behaviour which is not in line with the school's positive behaviour policy, vision and values.
- 1.29. Parents/carers will be expected to take responsibility for the behaviour of their child(ren) inside and outside of school.
- 1.30. Parents/carers will be expected to take responsibility for promoting positive behaviour for learning and modelling acceptable behaviour in the home and in the school playground.

Training of staff

- 1.1. At Nutgrove Methodist Primary School, we recognise that early intervention can prevent inappropriate behaviour. As such, staff will receive training in de-escalation techniques and restorative practice.
- 1.2. Teachers and support staff will receive training on this policy as part of their new starter induction.
- 1.3. Teachers and support staff will receive regular and ongoing training as part of their development.
- 1.4. Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- 1.5. The school will provide training for staff around the specific needs of pupils with continual behaviour problems.

Consistency of Approach

In implementing this Positive Relationships and Behaviour policy Nutgrove 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 adult and accept their authority.” Paul Dix

Staff will use our school motto and Christian Values to encourage pupils to reflect on how we as a school community work together.

Welcoming Children	At the start of the day, children should be welcomed into school and into the classroom.
Playtimes/ end of lunchtimes	Teachers and staff need to be in classrooms promptly at the end of playtimes/lunchtimes and be proactive in ensuring children are ready to begin learning
Collective Worship	Children need to come into and leave Collective Worship in quietly. It is the Class teacher's responsibility to ensure this. Children should remain silent throughout the worship as appropriate
In the corridors	Children are expected to walk quietly in the corridors
In the playground	Children should not climb on furniture or fences
Dining room	Children should use quiet voices to talk to others in immediate vicinity.

All staff will:

1. Meet and greet children at key transition points.
2. Refer to our motto, 'My Best, Always, Everywhere', the behaviours they expect to see and link to our 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 visible recognition board throughout every lesson to acknowledge positive learning behaviours.
6. This will be refreshed each morning with the focus behaviour introduced to the children.
7. Use 'Wow ticket' to recognise pupils who are adhering to the school/classroom rules.
8. Be calm and discuss behaviour during 'reflection time'
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.

Senior Leaders will:

1. Meet and greet children 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.

Pupils will:

1. Aim to live out our school motto, My Best, Always, Everywhere.
2. Show respect
3. Be responsible

Parents / Carers will:

1. Encourage independence and self - discipline, to show an interest in all that their child does in school.
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 expectation.

Classroom Management

Classroom management, positive interactions and teaching methods influence children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption and be well labelled to promote independence. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work and the completion of assigned work.

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 recognition boards. The recognition Board will focus on positive behaviour or learning behaviours.
- KS2- yellow (doing well), green (exceeding expected behaviour)
- Reception, KS1- sun (doing well), rainbow/stars (exceeding expected behaviour)
Each class will also agree a short reward activity/prize.
- Thinking emoji (how can I do things differently?).

Positive praise

Positive behaviour is consistently reinforced within school. This is also taught through the PSHE curriculum, where pupils learn the skills of self-awareness, self-regulation, motivation and empathy as well as social skills. Through the PSHE curriculum, how am I feeling today, worry boxes, nurture and Worship children have the opportunity to discuss issues and voice concerns. All staff should provide children with consistent positive encouragement and recognition when they demonstrate positive behaviour.

Definitions

For the purpose of this policy, Nutgrove Methodist Primary School defines "serious unacceptable behaviour" as: any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to:

- Discrimination - not giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status
- Harassment — behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals

- Vexatious behaviour-deliberately acting in a manner so as to cause annoyance or irritation
- Bullying - a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual
- Cyberbullying - the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy
- Refusing to comply with disciplinary sanctions
- Theft
- Swearing, racist remarks or threatening language
- Fighting or aggression
- Spitting and biting

For the purpose of this policy, Nutgrove Methodist Primary School defines “low level unacceptable behaviour” as: behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to:

- Shouting in class
- Talking when others are speaking
- Swinging on chairs
- Running around the classroom or school
- Inappropriate body language with others and not keeping hands to oneself
- Failure to complete classwork and not concentrating on tasks
- Rudeness and not using manners
- Being dishonest
- Not following classroom rules
- Graffiti / defacing books

“Unacceptable behaviour” may be escalated as “serious unacceptable behaviour” depending on the behaviour breach or frequency.

Recognition and Rewards for Effort

We recognise and reward learners who consistently meet our expectations.

“If you consistently reward minimum standards then children strive for minimum standards. If you reward children forgoing over and above then there is no limit for excellent behaviour.” Paul Dix.

Classroom level:

1. Praise for choices
2. Class ‘wow’ tickets, tallies, dojo points, table points etc, for showing positive behaviours. (These will be tailored to motivate individual cohorts.

School level:

1. Gold, silver and bronze award badges are linked to positive behaviour or positive learning each week.
2. Each term, medals will be awarded to children who have exceeded our expectations and lived out our school motto.
3. Phone calls to parents or postcards sent home.
4. Praise cards/stickers from HT or Senior leaders.

Unacceptable 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. 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.

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community.

The use of sanctions should be characterised by certain features: -

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- Staff use the language of choice to encourage children to make the right choice.
- It should be the behaviour rather than the person that is reproved.

If children make the wrong choice they are given the opportunity to turn it around.

Step System

The Step System is explained to all children alongside the Class Rules. recognition is given publicly and children who have made wrong choice are spoken to privately.

All teachers will record on CPOMs all incidents that have reached Internal Sanction Step or above.

When to implement the steps system - (see appendix 2).

- Negative attitude to learning
- Disrupting learning of self and others
- Not on task
- Violence, aggression/verbal abuse towards others
- Refusing to follow instructions
- Being disrespectful to other pupils and staff
- Causing damage to property
- Being in an inappropriate place without permission

We are proactive in providing a range of additional support to children with wider behavioural needs and this may run alongside or be an adaption of the step system. This support may include: Personalised rewards charts, home/school diaries, Individual Behaviour Plans, Personalised Support Plans, Positive Handling Plans, Pastoral support, access to Nurture and Early Helps. This list is not exhaustive. Teachers will liaise with the SENDCO and Pastoral Lead in the design of this.

We will work alongside parents/carers and other relevant external agencies to ensure the needs of the child are met.

Redirection - Gentle encouragement guidance based on your relationship with that child.

Reminder - A reminder of the rules, delivered privately wherever possible. Visual of this displayed in the classroom-thinking emoji.

Last Chance - Verbal caution, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Time

Owed- during breaktime/lunchtime

Internal sanction-time away from their class Work completed in an alternative location.

Parents will be informed by the class teacher if this occurs.

Formal Meeting with SLT/Pastoral - Parents will be informed at this stage.

Formal Meeting with HT

However, some behaviours will not be tolerated at Nutgrove Methodist Primary School and this will be deemed as highly unacceptable behaviour.

Depending on the nature and severity of the undesired behaviour, this may include an immediate fixed term exclusion or a permanent exclusion. The school may introduce, where agreed with outside agencies, a reduced timetable.

Fixed Term Exclusion

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The school complies with current DFE Exclusion Guidance (September 2017)

- If an incident is deemed serious enough to involve fixed term exclusion, the Headteacher will endeavour to contact the parent/carers on the day of the incident.
- A letter will be sent home outlining the reasons for the exclusion and the measures parent/carers can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents should meet with a member of SLT on the day that the child returns to school to ensure such events do not reoccur.

- We ensure a restorative conversation regarding the exclusion is had with the child on their return to school with either a member of the SLT or Pastoral Team.

The Chair of the Local Advisory Board and CEO are notified when an exclusion has been made. The Headteacher informs the Local Advisory Board about any fixed term exclusions beyond 5 days in any one term. Exclusion information is included in Headteacher's termly report to the Local Advisory Board.

Permanent Exclusion

The decision to exclude a child permanently is a serious one and can only be made by the Epworth Education Trust's CEO. The Local Advisory Board should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but, in extreme cases a permanent exclusion may be appropriate. However, permanent exclusion would only be used as a very last resort, in response to a serious breach, or persistent breaches, of the school's Behaviour policy where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school. The CEO informs the Trust Board and Local Advisory Board about any permanent exclusions. The Local Advisory Board has a duty to consider parents' representations about an exclusion. The requirements of the Local Advisory Board to consider an exclusion depends upon a number of factors - see DFE Exclusion Guidance, September 2017.

Safeguarding

A risk assessment will be carried out prior to any school trips or extended school activities that will include looking at every child's behaviour in school. On rare occasions, it may be necessary for the School to decide that a child is not able to attend the visit due to their behaviour which could lead to health and safety issues. In the event of this happening and as part of the risk assessment the teacher, SLT, Pastoral Staff, Headteacher will discuss in detail the potential risks and speak directly with parents/carers of their decision.

Outside school and the wider community

- Pupils are encouraged to represent their school in a positive manner.
- The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.
- Complaints from members of the public about inappropriate behaviour by pupils at the school, are taken very seriously and will be dealt with in accordance with the Complaints Policy.

Monitoring and review

- This policy will be reviewed by the Headteacher and the Local Advisory Board on an annual basis, who will make any necessary changes and communicate this to all members of staff.

Appendix 1

Questions

Everyone involved in an incident is taken through restorative questions to support discussion through a no blame approach that places emphasis on repairing the harm done and restoring positive relationships.

Restorative questions.

1. What happened?
2. What were you thinking at the time?
3. What do you think now?
4. Who has been affected?
5. How have they been affected?
6. What needs to happen to put it right?

Appendix 2

Step System

Low Level Behaviour <i>Examples, but not limited to:</i> Talking over others, distracting others, swinging on chair, arguing over equipment, calling out etc.		Step 1 - Verbal Warning (A reminder to turn behaviour around).
Low Level Behaviour Continuation of above		Step 2 - Final Warning If the same persistent low-level disruption continues within a 10minute period.
Continuation of above following the choices script or refusal to follow instructions.		Step 3 - Time Out Chair/ Space. Move place to somewhere less distracting. If this behaviour continues then the pupil should have time out (no longer than 5 minutes for EY/KS1 and 10 minutes for KS2). They will have the opportunity to turn their behaviour around.
Continuation of above following the choices script or disrupting the learning of others.		Step 4 - Buddy Class Children should be sent to their phase partner class to complete their work. An appropriate time should be agreed with both teachers. Work should be supplied by the child's own class teacher.
Continuation of above following the choices script or child displays high level behaviour. <i>Examples, but not limited to:</i> throwing/damaging equipment, swearing, refusal to come in after play/ lunch, leaving the classroom without permission, threatening behaviours, standing on furniture etc.		Step 5 - Pastoral intervention / Phone call home. If the adults in the room have followed choices script, a range of approaches and the child is not responding then the Pastoral Assistant will intervene. The Pastoral Assistant will speak to the child (outside classroom e.g. walk around courtyard). The Pastoral Assistant will remain with the child until they are calm and ready to be spoken to by the initial adult involved. They may mediate restorative practice between the adult and the child. It is important that the sanctions come from the adult who initially dealt with the child. Follow up sanctions include Miss the next playtime/ lunchtime
Continuation of above following the choices script or child displays significant high level of behaviour. <i>Examples, but not limited to:</i> racist or homophobic language, deliberately hurting others, throwing furniture, putting their self or others at risk e.g. climbing on fences.		Step 6 - Headteacher/SLT SLT / Phone Call Home SLT will intervene and take the child until they are calm and ready to be spoken to by the initial adult involved. If a child won't leave the classroom, staff will remove the rest of the class from the space and SLT will remain in the classroom with the child and pastoral staff will be asked to support. SLT will support the adult and may mediate restorative practice between the adult and the child. It is important that the sanctions come from the adult who initially dealt with the child. Follow up sanctions include Personalised provision and a phone call home. Where pupils are placed in personalised provision, they will miss their playtimes and lunchtimes that day. Fresh air breaks will be taken with an adult.
Additional Information	Record keeping	If the pupil has reached Step 4, staff to record this on C-POMs.

If a child is disrupting the learning of others, or poses a risk of harm to self, others or damage to school property, positive handling may be required and will be carried out by trained members of staff only. Where this takes place, all incidents will be recorded using the positive handling records and parents will be notified in line with the positive handling policy.

The recording of children on the Step System should be on a Class list (Not displayed on a board for all children to see). These forms will be collected in every Friday by the Pastoral Assistant.

Appendix 3

Choices Script to support the step system. (This should be completed as discreetly as possible)

1. (Name) You are (insert behaviour displayed). I need you to (insert desired behaviour).
Make the right choice. Thankyou.
Allow thinking time.
Praise others who are making the right choices. Give verbal warning if necessary. Move child to Step 1.
2. (Name) you are continuing to (insert behaviour displayed). If you choose to continue, you are choosing a verbal warning. If you choose to (insert desired behaviour) you're choosing a final warning. Make the right choice. Thank you.
Allow thinking time.
Give final warning if necessary. Move child to Step 2. Praise others for making the right choices
3. (Name) you are continuing to (insert behaviour displayed) therefore you have chosen a final warning. If you choose to (insert **desired** behaviour) you're choosing remain where you are. If you choose to continue you are choosing to move places (time out chair/table) Make the right choice. Thank you.
Allow thinking time.
Move child if necessary. Move child to Step 3. Praise others for making the right choices
4. (Name) you are continuing to (insert behaviour displayed). If you choose to (insert **desired** behaviour) you're choosing to remain in class. If you choose to continue you are choosing to move to a buddy class. Make the right choice. Thank you.
Allow thinking time.
Take child to buddy class if necessary. Move child to Step 4. Praise others for making the right choices.
5. (Name) you are continuing to (insert behaviour displayed). If you choose to (insert desired behaviour) you're choosing to complete your work in your buddy class then return to your own classroom. If you choose to continue you are choosing to go to Mr Hewitt. Make the right choice. Thankyou.
Allow thinking time.
Take child to Pastoral Assistant if necessary. Move child to Step 5. Strategies for calming will be used followed by restorative practice and sanction of next playtime/ lunchtime.
6. (Name) you are continuing to (insert behaviour displayed). If you choose to (insert desired behaviour) you're choosing to complete your work in your buddy class then return to your own classroom. If you choose to continue you are choosing to go to Mrs Barlow- Pastoral Assistant. Make the right choice. Thank you.
Allow thinking time.
Take child to SLT if necessary.
Strategies for calming will be used followed by restorative practice and sanction of personalised provision and a phone call home.

At the start of the next session the child moves back to Step 1 to ensure a fresh start.

If a child reaches step 4 this should be recorded on CPOMs.