



Meadows First School

Positive Behaviour and Relationships Policy

Managing Behaviour Relationally

Head teacher: Leigh Satchwell

Chair of governors: Jane Barrow

Date agreed: June 2025

Date of review: June 2028





Policy Rationale

This policy reflects our commitment to a relationship-based approach that is inclusive for all and strengthens the wellbeing of the whole school community. As a Thrive and trauma-informed school, we recognise that secure relationships, positive attachments and emotional safety are essential to children's development and to upholding their right to feel safe, respected and valued (UNCRC Articles 3 & 19).

We understand that every child is a unique individual with their own qualities, strengths and experiences. Celebrating these differences supports children's right to non-discrimination and ensures equity in how behaviour is understood and responded to (Article 2). At the same time, we recognise our responsibility to meet and support children who may, at any point, experience difficulties with their behaviour, ensuring they remain treated with dignity, empathy and fairness.

In *Behaviour in Schools – Advice for headteachers and school staff* (DfE, 2022), the Department for Education sets out the legal duties relating to behaviour and attendance. These expectations align with our responsibility to ensure that children learn in an environment that promotes their rights, safety and wellbeing

Section 78 of the Education Act 2002 requires that the curriculum promotes children's spiritual, moral, cultural, mental and physical development—aligning closely with the UNCRC's aims of education (Articles 28 & 29), which emphasise developing children's full potential and preparing them for life as responsible, compassionate citizens. British Values guidance (DfE, 2014) complements these rights by promoting fairness, respect, inclusion and the freedom to express views safely (Articles 12 & 13).

The Governing Body is responsible for establishing the principles that guide this Behaviour Policy. Headteachers are responsible for ensuring these principles are embedded in practice, setting clear expectations for behaviour, rewards and responses to inappropriate behaviour. In fulfilling these responsibilities, leaders uphold children's right to be kept safe, to learn in a supportive environment and to be treated with dignity and fairness (Articles 19 & 28).

All staff and adults working with children—including volunteers—must follow the School Code of Conduct and the Teachers' Standards. These frameworks reinforce the importance of modelling respectful relationships, protecting children from harm and ensuring all interactions uphold children's rights, dignity and emotional wellbeing.

The Behaviour Policy at Meadows First School sets out the behaviours, expectations and relational approaches that support a positive and safe ethos. Every member of the school community is expected to contribute to a calm, welcoming and respectful environment—one that enables children to enjoy their right to learn, play and develop freely (Article 31). Strong relationships underpin everything we do, and positive attachments are central to children's success and emotional wellbeing. We recognise that every behaviour is a form of communication, and respond with empathy and curiosity rather than judgement.



At Meadows, we provide high levels of nurture, empathy and structure. Creating predictability and emotional containment supports children's **sense of safety and security**, meeting their rights while enabling them to regulate emotions and build resilience (Articles **3 & 19**). Our relational approach to behaviour is built on the following principles:

- We understand that behaviour communicates unmet needs and separate the child from the behaviour, promoting dignity and compassionate understanding.
- We recognise developmental stages and use them as opportunities to model and explicitly teach pro-social skills.
- We provide predictable routines and emotional safety, supporting children's right to learn in a secure environment (Article **28**).
- We encourage accountability and reflection in a supportive, solution-focused way that empowers children and strengthens relationships.
- We acknowledge that children are still learning and developing emotionally, socially and cognitively.
- We prioritise **restoring relationships** and supporting positive change rather than punishment. While sanctions may be used, they are applied with fairness, proportionality and respect, upholding children's dignity and their right to fair treatment (Article **2**).

Children have the right to a **safe, sociable and orderly environment** in which to learn and play (Articles **19 & 28**). Staff have the right to feel safe and supported at work; parents and carers have the right to be listened to when they raise concerns. Our ethos fosters strong relationships, positive behaviour and shared responsibility, contributing to effective learning and teaching.

We aim:

- To ensure a calm, respectful atmosphere in which teachers can teach and children can learn, work and play.
- To help children become self-disciplined individuals who take responsibility for their actions, supported with dignity and fairness.
- To increase children's awareness of, and responsibility towards, the **needs and rights of others** (Articles **12, 13 & 29**).
- To promote the value, worth and dignity of every member of the school community.

Our three core expectations—**Be Ready, Be Respectful, Be Safe**—support children in understanding how to behave in ways that uphold their own rights and the rights of those around them.

Be ready - Am I a focused, determined, organised, enthusiastic learner (clever me) -Am I ready to listen and learn?

Be respectful -• Am I respecting the rights of others? • Am I using kind words? • Am I being polite and showing good manners? • Am I including everyone? • Am I thinking about others? (unique me)

Be safe – Am I being kind and looking after myself and others? Am I following instructions from adults. -Am I keeping myself and others safe? -Do I tell an adult if I am unhappy? (Active & safe me)



How do we do this in our school?

These expectations are used to promote positive behaviour and learning by encouraging and developing strong, respectful relationships throughout the school community. Staff consistently model these expectations through **all interactions**, ensuring that every child is treated with **dignity, fairness and respect**, in line with their rights under the **UNCRC (Articles 2, 12, 19, 28 & 29)**.

Our approach is firmly committed to safeguarding and promoting the **emotional and physical health**, wellbeing and safety of every individual in our school. By doing so, we uphold children’s **right to be safe** (Article 19), their **right to learn in a supportive and inclusive environment** (Article 28), and their **right to develop their full potential** (Article 29). We recognise that children learn best when they feel emotionally secure, valued and heard—an entitlement supported by Article 12, which states that children have the right to express their views and be taken seriously in matters that affect them.

- This policy has due regard to all relevant legislation and statutory guidance including, but not limited to:
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) ‘Use of reasonable force’ *out for consultation*
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2022) ‘Behaviour in schools: Advice for headteachers and school staff’
- DfE (2023) ‘Keeping children safe in education 2023’
- DfE (2022) ‘Searching, Screening and Confiscation: Advice for schools’
- DFE (2023) ‘School suspensions and permanent exclusions’

These statutory sources align with our rights-based practice, ensuring that our behaviour systems promote **equity**, protect children from harm, and support the removal of barriers to learning—particularly for pupils with SEND, social vulnerabilities or additional needs (Articles **2 & 23**).

At Meadows First School, we work towards creating a learning environment that is **accessible for all** and a classroom culture that reflects our core expectations: **READY, RESPECTFUL and SAFE**. These values help children understand how their behaviours impact their own rights and the rights of others:

Each year, our classroom charters are revisited **with the children**, ensuring pupil participation and shared ownership. This process directly reflects Article 12 of the UNCRC, which entitles children to help shape the expectations and routines that affect their daily experiences in school. Revisiting these charters reinforces a culture where rights, responsibilities, dignity and mutual respect are lived out in daily practice.

<p>Children will...</p> <p>Be focused, determined, organised, enthusiastic learners.</p> <p>Be ready to listen and learn.</p>	<div style="border: 2px solid green; padding: 5px;">  <h3>Be Ready</h3> <p>I have the right to an education.</p> </div>	<p>Duty bearers will...</p> <p>Encourage and recognise good choices.</p> <p>Motivate you to learn.</p>
<p>Use kind hands and feet.</p> <p>Walk sensibly around school</p> <p>Follow instructions from an adult.</p> <p>Tell an adult if they feel unsafe.</p>	<div style="border: 2px solid blue; padding: 5px;">  <h3>Be Safe</h3> <p>I have the right to be safe.</p> </div>	<p>Listen to you if you are worried and feel unsafe.</p> <p>Keep you safe in school.</p>
<p>use kind words.</p> <p>Be polite and show good manners.</p> <p>Show good listening</p> <p>Look after their classroom and keep their things tidy.</p>	<div style="border: 2px solid green; padding: 5px;">  <h3>Be Respectful</h3> <p>I have the right to be treated fairly.</p> </div>	<p>Listen to you and treat everyone fairly.</p> <p>Keep the classroom organised and tidy</p>



We also demonstrate:

Visible Consistencies

Daily meet & greet
 Children line up smartly
 Quiet calm walking around school
 Calm and caring ethos
 PIP RIP (praise in public, reprimand in private)

Over & Above

Celebration station (board/ table)
 Home contact by teacher/ phone call
 Certificates, stickers
 Postcards
 Meadows mouse badges
 In class rewards
 Refer to SLT

Relentless Routines

Praise in Public, remind in private.
 Staff will be calm consistent and fair.
 Praise and recognise desired behaviours.
 High expectations of moving around the school.
 Never walk past or ignore students who are failing to meet expectations. *
 *Be mindful of children who are already being supported

<p>Stepped Sanctions Gentle approach > use child's name > down to child's level > make eye contact > deliver message > walk away! This initial approach prioritises connection and emotional safety. It protects the child's dignity and avoids escalation, consistent with our trauma-informed practice.</p>	
step	approach
1. <u>Gentle encouragement</u> , a 'nudge' in the right direction.	a 'nudge' in the right direction. NB _Don't go straight for reminder warning etc – might need a stop, no or a nudge or hand on shoulder rather than straight into the reminder warning –followed by positive praise comment if request followed
2. <u>Reminder</u> privately if possible A reminder of be: Ready, Respectful, Safe	A reminder to be either: Ready, Respectful, Safe (pick appropriate) Giving reminders privately helps protect the child's dignity, equity and emotional wellbeing.
3. <u>Warning</u>	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4. <u>Consequence (in class)</u>	teacher choose appropriate consequence (eg move table / time out during break/ lesson for up to 5minutes (followed by 'repair' discussion)
5. <u>Time Out</u> -	If behaviour continues-disrupting lesson/on playground:. 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.
6. <u>Repair & Consequence</u> -	This might be a quick chat at break-time in or out of the classroom or a more formal meeting
Persistent undesirable behaviour	If the undesirable behaviour escalates or persists then SLT, SENco and parents will meet to discuss planned next steps. This may lead to the head teacher following a procedure for suspension or temporary fixed term exclusion (see below)



In the classroom

High **quality first teaching** is vital in supporting children to manage their behaviour, and working with children who have higher levels of need is the responsibility of all adults in the school. This aligns with our commitment to ensuring that every child experiences equitable access to learning, consistent with their **right to education (UNCRC Article 28)** and their **right to develop to their fullest potential (Article 29)**.

Adults in the classroom draw on a range of **relational approaches** to manage needs in a supportive and proactive way. Responding to behaviour through connection, consistency and emotional safety helps uphold children's **right to dignity, protection and respect (Articles 2 & 19)** and recognises that behaviour is a form of communication, especially for children with additional needs (Article 23).

By managing low-level disruption through relational approaches and inclusive, high-quality teaching, staff contribute to a **calm, emotionally safe learning environment** where children can learn, regulate and thrive. These approaches foster children's **sense of belonging, voice and agency**, supporting their **right to be heard (Article 12)** and their right to feel safe and supported.

The following approaches support children to feel safe, secure and able to regulate their feelings so they can access learning:

- Reminding children of the **READY, RESPECTFUL and SAFE** expectations at all times, reinforcing rights to safety and fairness (Articles 2 & 19).
- Each adult knows the children in their class—their learning needs, emotional needs and potential triggers—ensuring equity and personalised support.
- Using a **calm and consistent approach** with firm, fair and clear boundaries that uphold the child's right to emotional safety (Article 3).
- Effective management of transitions through routines and greetings that build connection and predictability.
- Effective management of change, pre-warning children and supporting them to prepare—promoting emotional security.
- Using simple, accessible language so that all children can understand expectations (Article 2: non-discrimination).
- Supporting children to develop **healthy peer relationships** (Articles 15 & 29).
- Managing the physical environment to support sensory and emotional needs, ensuring learning is accessible for all.
- Providing effective, constructive feedback with clear guidance and expectations.
- Using positive praise (PIP) to reinforce strengths and celebrate effort.
- Recognising early warning signs and supporting emotional regulation.
- Repairing and restoring relationships to preserve dignity and connection (Article 29).
- Involving parents and communicating regularly to support consistency and shared understanding.
- Using positive language and giving "first attention to best conduct" to promote confidence and wellbeing.
- Believing that all children can succeed, upholding their right to opportunity and equity (Article 2).
- Using agreed school reward systems (stickers, Meadows Mouse Awards, class points, verbal praise).
- Maintaining an organised, clutter-free environment to support focus and emotional regulation.
- Applying adaptive teaching so all children can access learning regardless of need.
- Implementing carpet places and lining-up orders that are responsive to children's needs.
- Ensuring all learners receive appropriate adult support when needed.
- Giving clear instructions using multiple methods so all children understand.
- Using class visual timetables and pre-empting changes to reduce anxiety.
- Ensuring an appropriate level of challenge to promote engagement and success.



Playtimes & lunchtimes

The **READY, RESPECTFUL** and **SAFE** expectations remain in place at all times during playtimes and lunchtimes. These expectations help promote children's **right to play safely and enjoy positive social interactions** (UNCRC **Article 31**), as well as their **right to feel physically and emotionally safe** (Article **19**).

Adults on duty must:

- Ensure that all children are **READY, RESPECTFUL and SAFE**, protecting their right to a safe environment (Article **19**).
- Encourage and teach new games, ensuring inclusion and fairness (Article **2**).
- Space themselves out around the playground/field to maintain vigilance and emotional safety.
- Be vigilant to emerging needs and early conflict signs.
- Use positive, respectful language at all times, modelling how to treat others with dignity.
- Apply PIP (Praise in Public) and RIP (Remind in Private) to support children's emotional safety.







Adults on duty should be proactive and intervene early to prevent most friendship disputes. This supports children's **right to be supported in developing social skills and positive relationships** (Articles **29 & 15**).


When resolving friendship issues, adults use restorative, dignity-centred questions that uphold children's **right to express their feelings and be heard** (Article **12**):

- What happened?
- What were you thinking/feeling?
- How are you feeling now?
- Who has been affected?
- What is needed to make things better?
- How can we move forward?

These restorative questions reinforce responsibility, empathy and emotional literacy equipping children with lifelong relational skills while restoring harmony and protecting each child's dignity.

Playground Charter

 <p>Be Ready I have the right to an education.</p> 	 <p>Be Respectful I have the right to be treated fairly.</p> 	 <p>Be Safe I have the right to be safe.</p> 
<p>Children will....</p> <ul style="list-style-type: none">• Have their coat and snack (breaktime) ready.• Put their lunchbox away.• Follow adult instructions.	<p>Children will....</p> <ul style="list-style-type: none">• Use good manners.• Put rubbish in the bin.• Respect the toys and equipment.• Include others in their games.• Listen to each other and not shout.• Treat everyone with respect.• Make sure everyone is having a good playtime.	<p>Children will...</p> <ul style="list-style-type: none">• Take care when they are running and always look where they are going.• Use kind hands and feet.• Tell an adult if they feel unsafe.• No bullying (STOP)• Play on the equipment and use toys carefully.





Support for Children

Where a child might need further provision, a support plan may be drawn up outlining clear targets and support, following the Assess–Plan–Do–Review (APDR) process described below. This ensures that every child receives equitable, consistent support based on their individual needs, in line with their right to non-discrimination (UNCRC Article 2) and their right to be supported in reaching their potential (Article 29).

Further support may include:

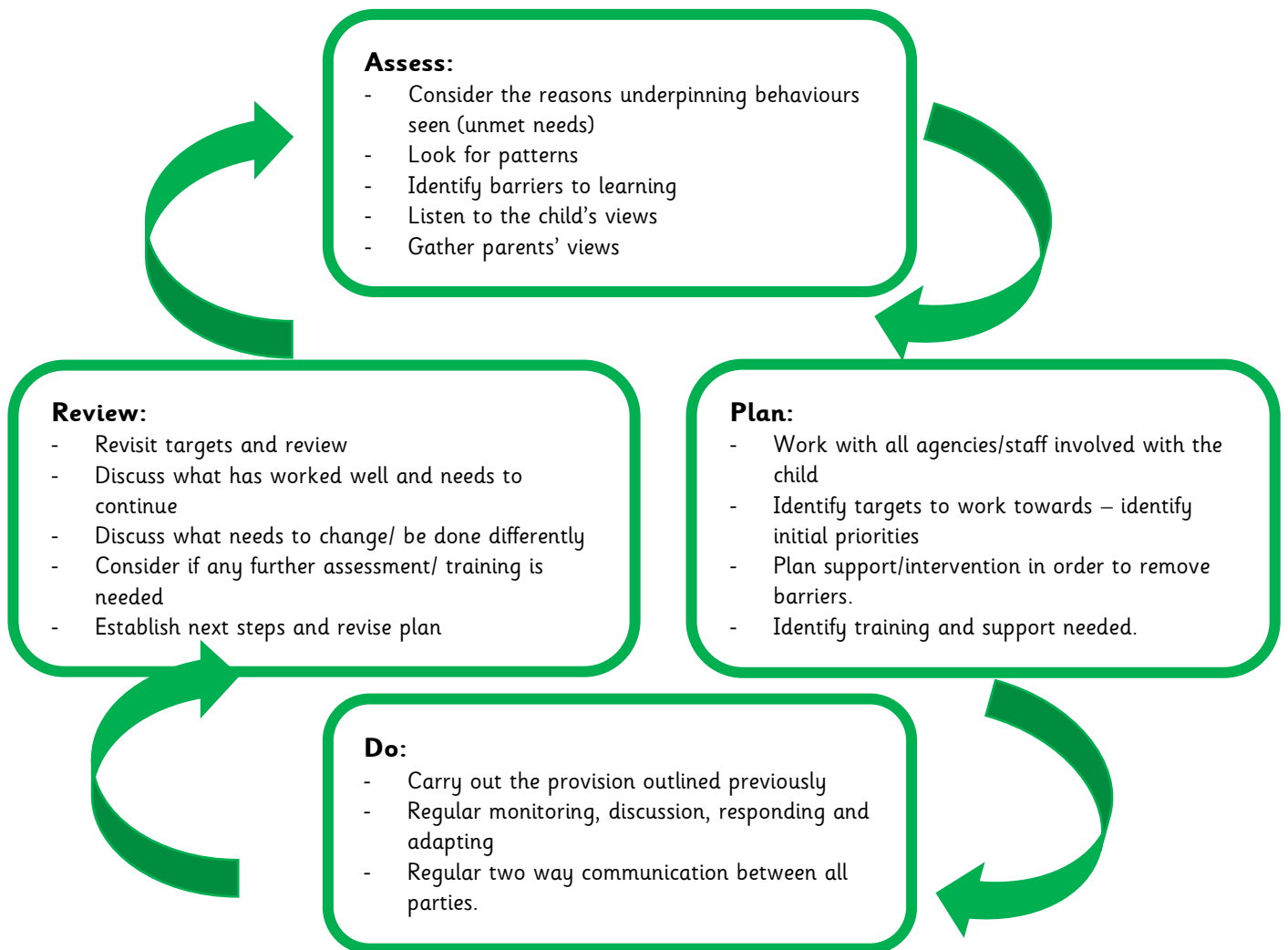
- Reward charts
- Time out of the classroom for focused activities
- Limited choices
- Adult checking in regularly
- Emotions cards
- Visual timetable
- Now and next card
- Change of face

These tools help adults respond with empathy and clarity, supporting children’s right to feel emotionally safe (Article 19) and their right to participate in learning (Article 28). They recognise that children communicate through behaviour and therefore deserve responses that protect their dignity, emotional wellbeing and sense of belonging.

Responses may differ when dealing with situations due to the needs of individual children. This reflects our commitment to equity, ensuring that each child receives what they need without lowering expectations for safety, respect or inclusion. Our adaptations honour the child’s right to tailored support, especially where SEND, trauma or additional needs are present (Article 23).

Each child has differing needs in school, and we follow the Assess–Plan–Do–Review system when behaviours arise. This approach:

- Ensures children’s voices and views are listened to and included when appropriate (Article 12).
- Promotes partnership with families and other professionals, supporting the child’s best interests (Article 3).
- Provides a structured, fair and supportive method for identifying unmet needs and planning effective interventions.
- Maintains the child’s dignity by focusing on support rather than blame.
- Ensures children experience consistency and predictability, helping them feel safe and able to regulate.



Addressing Undesirable Behaviour

Adult intervention must focus on the undesirable behaviour and not the child, preserving the child's dignity and emotional safety. This approach is rooted in our commitment to relational, trauma-informed practice and supports children's right to be treated with respect and fairness (UNCRC Articles 2 & 16).

There must be direct reference to the behaviour, alongside clear reminders of our core expectations: READY, RESPECTFUL and SAFE. These expectations uphold children's right to learn (Article 28) and their right to be safe (Article 19).

If the behaviour continues, the child will be given a clear, calm warning such as:

"I have already spoken to you about _____ which is not ready, respectful or safe behaviour. I need you to stop that now and I will be watching you to make sure that happens."

This ensures that expectations are communicated transparently, supporting children's right to understand what is expected of them and why (Article 12).



If the behaviour continues, the child will be asked to accompany the adult with a simple, respectful instruction:

“Come with me. Thank you.”

This protects the child’s dignity, reduces potential shame or escalation, and provides space for regulation.

Physical Aggression and/or Abusive Language

Any physical aggression or use of abusive language—including inappropriate gestures or any discrimination linked to protected characteristics—must result in the child being taken straight to a member of the Senior Leadership Team (SLT).

This response is required in order to uphold children’s:

- right to safety (Article 19)
- right to protection from discrimination (Article 2)
- right to be treated with dignity and respect (Article 28)

Appropriate, proportionate sanctions will be decided once a restorative conversation has taken place, ensuring the child has the opportunity to express their feelings and understand the impact of their actions (Article 12: right to a voice).

The incident will be recorded on Arbor, and the child’s main caregiver will be informed. If a pattern begins to develop, staff will meet with SLT or the class teacher to identify next steps, ensuring interventions remain fair, equitable and supportive (Article 3: best interests of the child).

Bullying (Child-on-Child Abuse)

Bullying or intimidation of any kind is not tolerated. Any concern raised by a child or parent must be taken seriously and investigated promptly. This is essential in protecting children’s:

- right to safety and protection from harm (Article 19)
- right to dignity and respect (Article 28)
- right to participate and be heard (Article 12)

The Headteacher is always informed of any bullying incident, including cyber-bullying. All incidents must be recorded on Arbor.

The whole school community shares responsibility for preventing bullying, reflecting children’s right to a safe environment in which to learn and play (Article 31).



Partnership with Parents/Carers

We work collaboratively with parents/carers to support children's social and emotional development, recognising that partnership working strengthens outcomes for children and aligns with the principle of acting in the best interests of the child (Article 3).

We communicate in a range of ways, including:

- Phone calls or emails
- Multi-agency meetings
- Home–school diaries and planners (KS2)
- Provision Map access, showing support strategies and targets

This partnership supports children's right to consistent care, understanding and advocacy, particularly when facing behavioural, emotional or social challenges (Articles 5, 12 & 23).

Support for Staff

Responding to distressed behaviour can be emotionally challenging. It is normal for adults to experience a range of feelings. If a member of staff feels themselves becoming overwhelmed, they are encouraged to step back, seek support, and return when calm. This protects both the adult's wellbeing and the child's right to safe, confidence-building interactions.

- To support staff effectively, Meadows provides:
- Training, coaching and mentoring
- Supervision for individual or class-based work
- Observation followed by discussion, feedback and guidance
- Opportunities to share good practice
- Support within the classroom to regulate a child or take the class
- Provision for short, supported breaks for children who need to reset
- Facilitation of restorative meetings
- Access to external agencies for specialist advice
- Support in communicating with parents

These supports ensure staff feel confident and equipped to uphold children's rights to dignity, safety, regulation and fair treatment (Articles 2, 3, 19 & 28), while maintaining their own wellbeing.

Special and Exceptional Circumstances

Support is implemented for each child depending on their individual needs. This approach reflects our commitment to equity, recognising that fairness is not about treating every child the same, but about giving each child what they need to thrive. This aligns with children's right to non-discrimination (UNCRC Article 2) and to appropriate support for additional or special educational needs (Article 23).

For some children, in exceptional circumstances, support may need to be more targeted and personalised. This is especially important where a child has identified SEND, social-emotional vulnerabilities, trauma-related needs, or other factors affecting their behaviour. Modified or personalised timetables may be used to enable the child to have a positive, successful experience while in school, supporting their right to education (Article 28) and emotional security (Article 3).



In some cases, children may attend a session at an alternative provision, where this is deemed to be in their best interests and supports their safety, wellbeing and learning. This ensures that the school's actions uphold the child's right to development and support (Article 29).

Suspension and Exclusion

In extreme circumstances—or where behaviour is significantly affecting the education, safety or welfare of other children—the Headteacher has the legal authority to suspend or exclude a pupil. All decisions will follow national DfE and LA guidance and the School's Suspension and Exclusion Policy.

However, the school seeks to avoid permanent exclusion wherever possible, in line with our duty to act in the best interests of the child (Article 3) and uphold their right to education (Article 28). Exclusion will only be considered when all other avenues have been explored and when it is required to keep others safe (Article 19: protection from harm).

During the Headteacher's absence, responsibility for managing fixed-term exclusions is delegated to the Deputy Headteacher.

All exclusion decisions will be:

- fair,
- proportionate,
- based on clear evidence,
- and carried out with dignity and respect ensuring the process does not shame the child but supports future reintegration.

Use of Individual Behaviour Plans

If there is consistent negative behaviour displayed by a child, and the use of the school reward systems is not effective, the SENDCo will work with the class teacher to develop an Individual Behaviour Plan or action plan. These plans provide structured, personalised support in line with children's right to tailored help (Article 23) and their right to participate in strategies that affect them (Article 12).

Progress will be monitored over time and plans will be adapted as necessary. When the child no longer requires the plan, it will be phased out.

The procedures detailed in our Whole School Behaviour Policy include clear measures to prevent all forms of bullying—including cyber-bullying, prejudice-based bullying and discriminatory bullying. These procedures protect children's right to safety (Article 19) and right to dignity and respect (Article 28).

This Behaviour Policy works closely alongside the following school policies and procedures, which collectively support children's rights, wellbeing and equity:

- Anti-Bullying Policy
- Child-Friendly Anti-Bullying Policy
- Safeguarding Policy (including Child Protection)
- Child-on-Child Abuse Policy
- Health & Safety Policy



- Online Safety Policy
- Whistleblowing Procedures
- Supporting Pupils with Medical Needs
- Equal Opportunities Policy
- Equality Information & Objectives
- SEND Policy
- Relationships Education Policy
- Suspension & Exclusion Policy
- Admissions Arrangements
- Attendance Procedures
- Missing Child Procedures
- Complaints Procedure
- Positive Handling / Intervention Policy
- Code of Conduct for Staff and Other Adults
- Education Visits & Risk Assessment Policies

These policies collectively ensure that every child is protected from discrimination, harassment and unfair treatment, as outlined in the Equality Act 2010.



Appendix 1: staff summary of behaviour management



The Meadows First School Way:

At Meadows First School, high expectations of learning behaviour and respect for each other underpin everything we do.

We will
Be ready. Be respectful. Be safe.



Be ready – Am I a focused, determined, organised, enthusiastic learner (clever me) Are you ready to listen and learn? (Clever me & Calm me) (Article 28)



Be respectful • Am I respecting the rights of others? • Am I using kind words? • Am I being polite and showing good manners? • Am I including everyone? • Am I thinking about others? (friendly & unique me) (Article 2)



Be safe - Am I being kind and looking after myself and others? Am I following instructions from adults? Am I keeping myself and others safe? Do I tell an adult if I am unhappy? (Active & safe me) (Article 9)

Visible Consistencies

Daily meet & greet.
Children line up smartly.
Quiet calm corridors.
Quiet walking around school.
Calm and caring ethos.
Strong relationships with staff & children

Over & Above

Celebration station (board/ table)
Home contact by teacher/ phone call
Certificates, stickers, badges
Postcards home
Meadows Mouse badges
In class rewards
Refer to SLT

Relentless Routines

Praise in Public, remind in private. (PIP RIP)
Staff will be calm consistent and fair.
Praise and recognise desired behaviours.
High expectations of moving around the school.
Never walk past or ignore students who are failing to meet expectations. *
*Be mindful of children who are already being supported





Behaviour Management Steps

1. Gentle encouragement – (non verbal cues)
2. Reminder – (ready respectful safe - privately)
3. Caution – (outlining behaviour and consequences)
4. Last chance – (up to 2 minute intervention/ private discussion)
5. Time out – (cool off elsewhere – reset expectations)
6. Repair & consequence – (missing break up to 5 mins/ with teacher outside Restorative conversation)



1. Gentle encouragement, a 'nudge' in the right direction. NB _Don't go straight for reminder warning etc – might need a stop, no or a nudge or hand on shoulder rather than straight into the reminder warning –followed by positive praise comment if request followed
2. Reminder A reminder to be either: Ready, Respectful, Safe (pick appropriate)
3. Warning A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
4. Consequence (in class)- teacher choose appropriate consequence (eg move table / time out during break/ lesson for up to 5minutes (followed by 'repair' discussion)
5. Time Out -If behaviour continues-disrupting lesson/on playground:. 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.
6. Repair & Consequence - This might be a quick chat at break-time in or out of the classroom or a more formal meeting.

Microscript

- I have noticed that you are... (having trouble getting started, wandering around etc.)
- At Meadows, we respect everyone's rights... (refer to (choose 1) ready, respectful and safe you are not showing me that you are ...
- Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- Do you remember yesterday/last week when you... (refer to previous 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?

Step 5 Needs recording on Arbor



Appendix 2 proforma Early help Support for families in school

Meadows First School- Early Help support for families Plan of Action					
Name of child:		DOB:	People involved in plan:		
Creating the plan		What needs to happen?			
Date	Person noting concern/ family concern	Concern- (what actions have been identified to happen by family/ concerned person)	Action and by when?	Who will do this? (child/parents/ agencies/ friends)	Impact/ follow up

