



St. Michael's CE Primary School



Diocese of Salisbury
Academy Trust
'Beyond expectations for all of God's children'

Our five core Christian values

Trust, Honesty, Compassion, Respect and Kindness

are centred on **'Do to others as you would like them to do to you.'(Luke 6:13)**

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.

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BEHAVIOUR FOR LEARNING POLICY

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Introduction

St Michael's CE Academy is committed to ensuring that all children make excellent progress, develop outstanding character and, as a result, they are successful in their journey through St Michael's. We want our children to be curious, determined and responsible; whilst living out our vision of 'Do to others as you would want them to do to you'.

We believe that anyone who is successful (in the broadest sense of the word) must develop responsibility and be given autonomy to make the right choices. We also want our children to understand their role in developing a common purpose across our school community and beyond whilst still allowing their individual uniqueness to shine through. We believe that our children will achieve this through clear and consistent routines, high expectations, the teaching of our Christian values of honesty, trust, respect, kindness and compassion, and clear and consistent rewards and consequences.

This policy has been created to provide a framework for staff, pupils and parents in developing and maintaining an ethos of exemplary conduct. Such an ethos will enable pupils to work in, and have responsibility for, a calm, purposeful and orderly environment. It will enable staff to work in, and have responsibility for, an environment where learning and teaching are respected and valued. Finally, the policy will allow parents to have confidence their child is learning in an environment and is safe, respected and equally valued.

The policy is underpinned by the Pupil Code of Conduct as this sets out our expectations of pupils. **The Code of Conduct is not an aspiration but a consistent expectation of every pupil.** We believe in our pupils and we believe each and every one of them wants to conduct themselves to the highest standards and that these high standards will serve them well both at school and into adulthood. The Code of Conduct will enable pupils to develop habits of excellence and foster a sense of self-control and respect for the rights of others.

We maintain high standards of behaviour through consistently high expectations for all. This means teachers being consistent about routines and details. Our approach to behaviour will be underpinned by the strong nurturing relationships between teachers and pupils, and through close links to our families. The principles and techniques by which we will create a strong classroom culture are set out within this policy.

As always, our approach has been underpinned by educational research, a summary of which is shown below:

Our approach can be summarised as

follows: **5 Pillars:**

These 5 pillars underpin everything we do:

- Consistent, calm, adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions (the '30 second script')
- Restorative follow up

Each day every adult will:

- Remind pupils of the high expectations of our school
- Engage in caring conversations
- Pass on the positive

THE EXPECTED BEHAVIOUR EACH DAY BY ALL CHILDREN

Our code of conduct

I will strive to ensure that St Michael's CE Academy is a great school for everyone by:

- Wearing my uniform with pride.
- Following staff instructions.
- Speaking calmly and respectfully. (STAR talking)
- Being ready, polite and respectful at all times.
- Caring for our school, keeping it lean and tidy.
- Always showing STAR learning, STAR walking and STAR manners.
- Being ready and trying my best at all times.

We summarise this as being Ready, Respectful and Responsible

Core Routines

Routines are familiar actions or approaches that a teacher or a child uses on a regular basis in order to set the right climate for learning. Routines should be practiced until they become classroom norms.

In all cases it is important to define the **behaviour** and **responses** we expect for each routine with children.

Behaviour is taught, not told.

"Your instincts will tell you that you are wasting time [teaching routines], but the opposite is true. Look at it as making an investment."

- Doug Lemov, 'Teach Like a Champion'

Principles behind routines

- **Low narration:** Once they are fully taught (though they must be explicitly taught to begin with), a good routine needs only short prompts and reminders. These are often non-verbal. This lets teachers acknowledge success.
- **Least invasive intervention:** When children have slipped and are not behaving as you want them to, use non-verbal cues and/or correct them anonymously.
- **Plan what you want:** Be specific and teach routines e.g. how to hand books out, how to

enter the classroom, how to line up, how to engage with partner talk, how to get ready for learning.

- **Tight transitions:** Interruptions are not part of the procedure: plan for and practise routines until the transition is tight and interruption-free.
- **Procedure is culture:** Shared routines must feel like they belong to everyone in your classroom. Teachers can change the culture by creating and teaching routines.

Acknowledgement and praise

We want children to be motivated by the intrinsic value of achievement; however, we are committed to acknowledging children for developing good learning habits. Children will be told individually and collectively (as a teaching group, class or year group) when they have met the expectations for good behaviour. We want them and their parents to know how they are doing with what is expected of them. Good behaviour will be recognised both informally and formally.

- Precise Praise
- Messages sent home and personal phone calls to parents
- Proud places in every classroom to celebrate work the child is proud of
- Weekly Celebration Assemblies
- Annual Awards – Good Samaritan, Sportsmanship and Rotary Club Achievement Awards
- Student Ambassadors

Precise Praise

Staff will reinforce behaviours as specifically as possible.

Differentiate Acknowledgement from Praise:

- **Acknowledge** when expectations have been met (“Thank you for being ready on time”; “I see that we’re ready on time.”)
- **Praise** when expectations have been exceeded (“I love that some people are going back and checking even though I didn’t ask you to.”)

Praising when expectations have simply been met undercuts those expectations

Modulate and Vary Your Delivery:

Generally, privacy is beneficial with critical feedback (as private as possible). With positives, unpredictability of form can make the feedback memorable and provide “cover” for critical private interactions. Pay attention to volume and degree of privacy and vary your delivery.

Use Learning Driven Praise:

You can (and should) reinforce not only behavioural and social actions but academic ones as well. (“I see people carefully lining up the decimal place as they work. Well remembered.”)

Note: This implies that positive reinforcement is something you can strategically plan into your lessons and your culture more broadly.

Genuine Positives:

Children discount insincere praise and often read it as an indication that their work is inferior. Balance positive reinforcement with constructive criticism. Be honest and constructive. Talk to children directly (a quiet, "Thanks for working so hard, Jack.") as often as you talk 'about' them ("Jack is really showing our value of [honesty, trust, respect, kindness and compassion] today!").

Attitude to learning – Showing [honesty, trust, respect, kindness and compassion – V&V].

This will be celebrated every half-term through a 'celebration assembly' where parents are invited to attend. Children that have gone above and beyond to live out our school values will be recognised and celebrated.

Messages and Personal Phone Calls: Messages or a personal phone call will be used for particular achievements and are given in recognition of noteworthy effort or success. For example, continued outstanding effort, an act of outstanding citizenship and continued demonstration of our school vision and values.

Annual Awards

Name	What is the Award for?	When is the Award given?
The Good Samaritan Award	Awarded to a child who has consistently adhered to the School's Values.	End of year leavers
The Sportsmanship Award	Awarded to a child who has consistently demonstrated good sportsmanship across all areas of school life.	
The Rotary Club Overall Achievement Award	Awarded to any member of our school community who has consistently gone above and beyond for the local, national or global community, being 'curious, determined and responsible; whilst living out our vision of 'Do to others as you would want them to do to you'.	

CONSEQUENCES OF POOR BEHAVIOUR

To help prevent the need for consequences, staff will ensure the following:

- Positive relationships have been established with all children and staff.
- Expectations have been made clear and the desired behaviours have been taught explicitly to the children.
- In the case of children requiring a slightly different approach, e.g. children with SEND, EHCPs, looked after children, and those with significant pastoral needs, individual behaviour plans may be required where potential 'triggers' to poor behaviour are explored and managed. These children may fall outside of the remit of this policy.

At St Michael's CE Academy, we aim to develop a culture where pupils are engaged in all aspects of school life and choose to behave in an appropriate manner. These behaviours are modelled by all adults at all times and children are supported to make the right choices by the adults in school.

Behaviour is taught not told.

Pupils thrive best where there are respectful, trusting and appropriate interactions between staff and pupils. As adults and professionals, we all have a responsibility to ensure our interactions with children are measured and respectful.

Staff will need to be proactive and positive in their approach to behaviour management. However, we understand there will be occasions when children don't make the right choices.

Staff must not race through and issue consequences too quickly: the principal aim is to ensure children's learning is uninterrupted. Teachers need to make sure children are clear on what will happen if they choose not to follow school expectations and to ensure that as adults we deal with poor behaviour fairly and consistently.

At St Michael's CE Academy we want to ensure that disruption to children's learning is minimal and a rarity. The typical types of lesson disruption include:

- talking unnecessarily or chatting
- calling out without permission
- being slow to start work or follow instructions
- showing a lack of respect for each other and staff
- not engaging in the lesson, e.g. by not showing 'STAR' learning

If a child disrupts the learning for themselves or others the teacher will follow the behaviour policy and assign the appropriate technique and/or consequences

Dealing with disruption:

'Teacher's Toolkit'/Positive learning environment

Consequences for poor behaviour

Consequences for continued poor behaviour

'Teacher's Toolkit'/Positive learning environment

Teaching and support staff will create a classroom environment that empowers pupils to show exemplary behaviours. This environment will be created through the implementation of the routines/techniques below. All staff will have training in the key routines and they will be an integral part of our induction process, via the staff code of conduct, and ongoing CPD.

Lesson routines: Routines are familiar actions or approaches that a teacher or a student uses on a regular basis in order to set the right climate for learning and to aid efficiency. Please see 'Core Routines' for more information.

- a) **Least invasive intervention:** We never want to give children a stage when they are poorly behaved, we want to **narrate the positives** and (when appropriate to do so) quietly correct the negatives. When children have slipped and are not behaving as you want them to, use non-verbal cues and/or correct them anonymously, e.g. a student swinging on his or her chair can be corrected by a non-verbal signal or a gentle tap on the back of the chair as you walk past.
- b) **STAR:** we use the acronym STAR to summarise the behaviours we expect during lessons and must be taught to the children. **S**it up straight, arms folded; **T**rack the adult, Magnet eyes; **A**sk & answer questions like an expert; **R**eady and respectful at all times. We also use this for STAR walking and STAR manners.
- c) **No Hands Up:** this strategy increases the likelihood that all children are listening and thinking when a question is asked because there is an expectation that it could be them that has to answer. It is not to catch out children who appear to not be listening.
- d) **No Opt Out:** It is important that all children are expected to answer questions and actively

take part in lessons. If a student cannot/doesn't want to answer a question, ensure that they do not have the opportunity of opting out. Appropriate questioning strategies or think pair share strategy will help avoid this happening and ensure it is done positively.

- e) **Say It Better:** Set a high standard of correctness – do not accept partially right answers, even if they have tried hard. Be positive and supportive but always hold out for the correct answer. “We’re almost there. Can you find the last piece?” or “That’s a good start, now I want you to use this mathematical vocabulary.”
- f) **Presentation Matters:** If we ensure that children take pride in the format of their written work and the oral communication, children will want to do better and will model our school vision be determined and responsible.
- g) **Seating Plans:** Seating plans, including talk partners, can be an effective way of managing your classroom space. Use seating plans as a means of supporting children and also a way to ensure that you have your most concerning children apart but in a place where you can be proactive in challenging their behaviour before it effects the learning in your class. Seating plans are shared with all staff including cover teachers.
- h) **Step to success (7 step lesson design):** Through small-steps learning, guided practice and clear modelling, lessons meet the needs of all children. Ensuring the lessons are engaging and children have success will help ensure appropriate behaviour.
- i) **Strong voice/body posture:** Varying tone nonaggressive, not shouting, varying pace and/or posture can help to indicate your disapproval of a certain behaviour without unduly interrupting the learning during your lesson.

Tidy room and learning spaces: There are reasons why it is important to have a tidy classroom. A tidy classroom sets a good example for children and implies that you care about your work, their learning and the work they complete.

- j) **Don't Dive in (7 step lesson design):** After direct instruction and guided practice, lessons will then sometimes involve an element of independent work. Once the task/activity has been set don't rush in to help and support a child. Instead wait, observe and allow children to begin their work. This allows the adult (s) to ensure all are actively engaged in their learning and develops independence.
- k) **Front-load instructions:** be explicit over how you want children to do something before giving the task/instruction, by modelling clearly e.g. “With voices off and by yourself, write down the meaning of...” “Without calling out.....” “Showing STAR, talk to your partner about....”
- l) **Stop Show/ Call:** similar to cold call, children are made aware that at a point in the lesson (this could be part-way through or towards the end) a random child could be chosen to display their work under the class visualizer to receive feedback. This creates a culture of engagement and wanting to produce work of a high quality. It also allows the teacher to spotlight positives and next steps in the form of whole-class feedback.

Learning Spaces

These must be purposeful and support children's learning. In order to achieve this, we aim to create learning spaces that do not add to children's cognitive load but instead support it. Evidence shows that excess noise, visual distractions and unnecessary learning content can limit children's ability to attend to learning. We therefore expect learning environments that are clean, tidy, clutter and distraction free.

Further detail can be seen in appendix 1 and 2.

Consequences for poor behaviour

At St Michael's CE Academy we have a clear consequence system for dealing with children who have behaved poorly within lessons. We are keenly aware that our pupils will make mistakes and this is part of the learning process and growing up. Where pupils act in a manner that is detrimental to their own learning or well-being or that of others there will be consequences to deter this behaviour, followed up with supportive work to ensure long term changes in behaviour. This may also apply for incidents that happen off-site, before or after school.

Type of behaviour	Consequence/Technique
<p>STAGE 1</p> <p>Frequent breach of routines.</p> <p>Disruptive behaviour:</p> <ul style="list-style-type: none"> • Talking unnecessarily or chatting • Calling out without permission • Being slow to start work or follow instructions • Opting out • Distracting others • Consistently not following a STAR routines 	<p>Positive framing of expectations to whole class, e.g. “I can see nearly everyone talking quietly to their partner about this question, now we want everybody doing it.”</p> <p><u>Non-verbal</u>: This should be a ‘look’ followed by positive framing instruction (e.g. indicate sitting up straight). It may involve the adult strategically moving towards the child and placing a hand on their table.</p> <p><u>Verbal</u>: private conversation – explain behaviour seen and then outline what you want to see (“You’re shouting out. You need to put your hand up, which I know you can do. Thank you.”), or crouch down to the child’s level and speak to them, encouraging them to start working. Examples of this may include ‘Is everything ok?’ ‘Is there something you are stuck with/need help with?’ ‘I would now like you to make the right choice and do this in silence. I’ll check in with you in a few minutes.’</p> <p><i>Also see ‘30 second script’ towards the end of this policy.</i></p> <p><u>Behaviour card</u>– a behaviour choices card is discreetly placed on the table where the child can see it. Remove it once the child has corrected their behaviour, show acknowledgement. This is a ‘one off’ card/verbal warning.</p> <p>Allow the child time to respond to the strategy used. Walk away from the child so they can correct behaviour.</p> <p><u><i>These are strategies to support/engage the child and help them make the right choice. There is no consequence at this stage.</i></u></p> <p><i>Not following a STAR routine – always approach in the first instance by praising those showing the routine with positive framing. If this persists, the routine is practiced again (e.g. going to the back of the lunch line or being sent back down the corridor to show STAR walking). Additional practice may be needed during playtime.</i></p>

Type of behaviour	Consequence/Technique
<p>STAGE 2</p> <ul style="list-style-type: none"> Continuation of the above behaviour (this may be more than one incident within a short space of time within a lesson/ activity) 	<p><u>Staff will be expected to support children in making the right choices.</u> Managed movement (with prior agreement) to another table within the class (single table in each class), with a positive follow up statement (“I can see that you are still finding it difficult to make the right choices. This is stopping you & others learning. I am asking you to complete your work on another table to help you focus on your learning and make the right choices”. I am looking forward to having you back in your normal seat once you have shown me that you are Ready, Respectful, Responsible (a STAR learner) .”</p> <p><i>Children need time to respond and process the information given to them, do not react immediately to secondary negative behaviours or responses for example eye rolling or tutting – address this once the child is compliant in a positive way</i></p> <p><i>(I know you are frustrated but our school rules are there to make sure everyone can be ready-respectful-responsible).</i></p> <p><i>Do not move to the next sanction and escalate the situation. Remain calm, walk away from the child so they can correct their behaviour.</i></p> <p>Restorative conversation to follow incident (see 3.4). Continued poor behavior will be logged and tracked electronically on Arbor by the adult who has dealt with the incident.</p>

Type of behaviour	Consequence/Technique
<p>STAGE 3</p> <p>Persistent breach of routines</p> <ul style="list-style-type: none"> Showing a lack of respect for each other and/or staff Continuation of the above behaviour having been moved to new space Refusal to follow instructions 	<p>This will result in the child having to spend their lunchtime or morning play away from their peers with a senior member of staff. They will either complete unfinished work or if no work needs to be completed, they will write a reflection of their behaviour – there is a template (this will be adjusted for children unable to write or for younger children). Restorative conversation to follow incident.</p> <p>Follow a similar script to above.</p> <p><i>Remain calm, walk away from the child so they can correct their behaviour and to avoid escalation by responding to secondary behaviours. Ensure the child feels listened to by allowing to explain why they are frustrated or by making them aware that they will have the opportunity to share their thoughts at a later point.</i></p> <p>Behaviour will be logged and tracked electronically on Arbor by the adult who is dealing with the incidents.</p> <p>The consequence given will be age appropriate but in most cases will be the loss of the child’s whole play time. This is age/stage appropriate. (If this happens children will receive a small comfort and fresh air break for their well-being).</p>

	An Individual Behaviour Plan may be needed to be written at this stage and be given time to take effect. Verbal communication with parents necessary by class teacher.
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Type of behaviour	Consequence/Technique
<p>STAGE 4</p> <ul style="list-style-type: none"> • Persistent poor behaviour that isn't corrected from above consequences, or repeats across a week or period of time • Serious incidents (e.g. violence, swearing, racism, purposeful unsafe behaviours, inappropriate touching, leaving a lesson without permission. • Bullying or behaviour that is hurtful/harmful to self or others 	<p>Internal exclusion. Time with class teacher in the first instance (a senior member of staff if this escalates/ progress is not made). Complete normal work. Parents informed by the member of staff.</p> <p>Child is removed from the class to ensure that the rest of the class can learn.</p> <p>Meeting with child, parent and senior member of staff. Incidents of racism or bullying will be recorded.</p> <p>Behavior will be logged and tracked electronically on Arbor by a senior member of staff.</p> <p>If an Individual Behaviour Plan hasn't proved successful then consider a Pastoral Support Plan (PSP). Parents involved and part of this process.</p>

Type of behaviour	Consequence/Technique
<p><u>Playtime behaviours</u></p> <ul style="list-style-type: none"> • Being unsafe (e.g. rough play, play fighting, using equipment dangerously) • Leaving others out purposefully • Using unkind words 	<p>This will involve a 5 minute 'time-out' for children to calm and reflect on what they were doing and why it was unsafe (Stage 1). If necessary, it will involve a '30 second script' and a restorative conversation with those involved.</p> <p>If the problem persists, the child will miss the remainder of their play time and/or their next play time. (Stage 3)</p> <p>In all incidents, the class teacher must be made aware of any play time incidents to ensure they can proactively deescalate any further problems that may arise.</p> <p><i>In the case of serious incidents, please see Stage 4</i></p>

Further detail linked to routines can be seen in appendix 2.

Consequences for continued poor behaviour

For those children who regularly disrupt lessons, there will be additional consequences:

- Parental meetings
- Re-teaching of routines and norms (STAR)
- Internal/Fixed Term Exclusion
- Permanent Exclusion

Serious behaviour incidents

Instances of poor behaviour will be dealt with swiftly. The school applies its processes and procedures for internal exclusions consistently. It follows DSAT policy on fixed term and permanent exclusions. In line with guidance, incidences of racism, homophobia and/or bullying will be recorded and reported

Serious incident protocol

When a serious incident has occurred at the school, the matter will be investigated. This will involve taking statements from children and staff where needed. Parents will always be informed when we are dealing with a serious incident. At times, we may need to isolate a student during an investigation, this may mean that children are removed from planned activities. When we have completed our investigation parents will be asked to attend the school to discuss the incident and possible ways of resolving the situation using a restorative approach.

Internal, Fixed and Permanent Exclusion (Stage 5 and 6)

We follow the DSAT policy which can be found at: <https://www.dsat.org.uk/policies-and-templates/>

3.2.1 Bullying (Please refer to DSAT policy – see website)

The aim of the anti-bullying policy is to ensure that students learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. Only when all issues of bullying are addressed, will students be able to fully benefit from the opportunities available at the school. Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. Within the curriculum the school will raise the awareness of the nature of bullying through inclusion in PSHCE , class time, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour.

3.2.2 Restraint and use of reasonable force (Please refer to DSAT policy – see website)

When faced with an incident and before force is used, staff should:

- Send for adult help;
- Act calmly and in a measured manner;
- Show no anger or frustration;
- Talk constantly and assertively to the pupil, repeating instructions and telling him/her what they are about to do and why;
- Give a commentary to other adults in the vicinity about what you are doing and are going to do;
- Never meet a child's anger with your own – a child who has lost control needs to be met by an adult who is calm and rational;
- Minimise all danger to others and yourself.

Recording and Reporting Incidents

All significant incidents should be recorded on a Physical Restraint Record Sheet (Arbor). These are kept by the Headteacher.

- Parents are informed verbally and in writing by letter if necessary (not a copy of the incident form) within 24 hours of an incident where physical restraint has been used with their child.
- A 'reintegration' meeting will be held with the child and parent(s) upon their return to school.
- Incidents will be reported to the Local Governing Board via the termly Headteacher's report.

3.3 PASTORAL AND INCLUSION

St Michael's CE Academy is an inclusive school and admits pupils with a variety of special and additional needs. The school always works closely with external agencies and families to ensure that individual children are supported effectively. The school will make reasonable adaptations to accommodate children's behavioural needs to help them to make choices that will enable them to be successful in school.

For pupils who struggle to manage their behaviour, but who do not have a special educational need or disability, there are three waves of pastoral support at St Michael's CE Academy.

It is vital to intervene at the earliest opportunity to ensure each child receives the most appropriate support to prevent exclusion. This may include writing a 'Behaviour Plan' or 'Pastoral Support Plan'.

Wave 1: Early Intervention (EI)

Work in collaboration with the pastoral team, class teacher, parent and child to identify the area/s of need and any triggers.

- Class teacher needs to check:
 - ✓ Rewards and sanction are being used appropriately to encourage positive behaviour.
 - ✓ The classroom environment/ where the child sits/ seating plan
 - ✓ Level of work/ access to the curriculum
- The meeting will consist of an assessment of need through discussion with staff and parents. It is important at this stage to evidence the child's views and any changes which might affect their behaviour.
- Develop appropriate causes of action with all parties involved to enable the child to make reasonable adjustments to address their behaviour.
- The review date will be set 4 weeks from the initial meeting.
- Review – If targets have not been met, they need to be escalated to wave 2.

Wave 2: A Behavioural Support Plan (BSP)

- For pupils at risk of fixed term exclusion.
- A meeting will be held with the SLT and pastoral team to discuss the child's behaviour and look at the behaviour incidences (An ABCC chart should be used to ascertain potential triggers).
- Look at for patterns for example trends in behaviour thus highlighting any areas of concern whilst also highlighting areas of good practice.
- Targets are set and agreed, these will be checked and reviewed every 2/3 weeks.
- The pupil's behaviour will be monitored, e.g. using a home-school communication book or regular end- of-day communication with the parent(s), with interim and final reviews to decide whether the pupil is making progress, or whether they need to be escalated to wave 3 support.
- It may be necessary to engage with external agencies to seek and offer further support (see list below, detailed under 'wave 3')
- Support from the Trust Inclusion Lead may need to be sought at this stage in discussion with the school's Regional Director of Education.

Wave 3: A Pastoral Support Plan (PSP).

- For pupils who have been placed on fixed term exclusions, and who may be at risk of permanent exclusion.
- Support from the Trust Inclusion Lead should be sought at this stage in discussion with the school's Regional Director of Education.
- A meeting will be held to discuss triggers and set targets, along with interventions to support the pupil to meet these targets.
- Should it be deemed appropriate, the school will access specialist child and family agencies. These may include:
 - Behaviour Support Services
 - Education Welfare Officer

- Education Psychology Service
- Health Service (including Mental Health)
- Social Services
- Youth Offending Team
- Other agencies offering specific, targeted support

3.4 RESTORATIVE CONVERSATION

To ensure children are made fully aware of their behaviour choices and the impact these have had, a restorative conversation will need to take place between the child/ren involved, led by the adult.

1. What happened?
2. What were you thinking/feeling inside when it happened?
3. How are you now?
4. Who else has been effected by this? How/why?
5. What do you need to do to feel better?
6. What needs to happen now to put things right?
7. What needs to happen next time you are in a similar situation to this?

The 30 Second Intervention

Rationale:

- The longer each negotiation around behaviour takes for the few, the less time we can give to the many.
- Children who don't behave well in class will inevitably need more of your time outside lessons – don't give it to them in class too.
- Limit your formal one-to-one interventions for poor behaviour in class to 30 seconds each time. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact.
- The 30 second intervention demands careful and often scripted language.
- It is a carefully planned, utterly predictable and safe way to send a clear message to the child: 'You own your behaviour. You are better than the behaviour you are showing today.'

A 30 second script

1. ***I noticed you are...***(having trouble getting started/struggling to focus/not sitting nicely).
2. ***It was the rule about..***(lining up safely) ***that you broke.***
3. ***You have chosen to....***(move to the back/catch up on your work at break time)
4. ***Do you remember last week when you...***(sat beautifully/listened careful/produced that wonderful bit of writing)?
5. **That is who I need to see today.**
6. ***Thank you.*** (Then give the child some 'take up' time).

Appendix 1 – Behaviour for Learning Techniques (part of the teacher toolkit)

Technique	Script	Rationale
No hands up	<p><i>“Here comes a question you are going to need to think carefully about. I might choose you to answer. What is similar & what is different about these 2 methods? Name”</i></p> <p>OR</p> <p><i>“Think about this question.....[QUESTION]... turn to your partner and share your ideas, starting with partner 2 Jack, what did Sam think?”</i></p> <p>OR</p> <p><i>“I am going to ask a no hands up question after partner talk...[QUESTION]... Lila, share your thoughts.”</i></p>	<p>Calling on children without allowing hands up has 4 benefits:</p> <ol style="list-style-type: none"> 1. Allows you to check for understanding 2. Increases engagement 3. Ensures pace of lesson 4. Increases % of children thinking
No opt out	<p><i>Adult: What is 5X4? Child: I don't know.</i></p> <p><i>Adult: 5X4 means 5 groups of 4 (show visually). What is 5X4?</i></p> <p><i>Or.....Can someone give Sam a clue about what 5X4 means? Sam, make sure you are listening carefully to [name] so you can explain it next.</i></p> <p><i>Or.....Sam, listen carefully to Ben's answer so you can answer next.'</i></p>	<p>Ensures all children take responsibility for their learning. It rehearses success for learners that genuinely don't know an answer. Over time, it ensures thinking by all rather than reliance on peers. It reduces the chances of a child not engaging in thinking.</p>
Say it better (referred to as 'right is right' in TLAC)	<p><i>“Thank you for your answer Sam. You need to say it even better. I would like you to answer again but using one of our sentence stems to answer in full sentences.”</i></p> <p>Or.....</p> <p><i>“That's a good start. I want you to say it better by using the correct vocabulary by using the word [WORD] in your answer.” Or....</i></p> <p><i>“Thanks [name]. Can you elaborate/add more detail by explaining/discussing.....”</i></p>	<p>Ensures the highest of expectations from children in terms of their thinking, answers and spoken language.</p> <p>It increases the chances that children are thinking hard and deeply.</p>

<p>Don't dive in (referred to as 'Radar/Be Seen Looking' in TLAC)</p>	<p><i>"Make sure you are listening really carefully to this part of the lesson/these instructions because soon you will be starting by yourself....."</i></p> <p><i>It's time to start your work now. The adults are going to watch to see who is starting their work straight away. Thank you [name...name] I can see you with your books open and title done.</i></p> <p><i>We now have nearly half the class writing. Pencil moving on your page, [name]. Thank you."</i></p>	<p>By taking a position at the best vantage point in the classroom, the adult can scan their eyes across the whole class to ensure they start working straight. It ensures all children are on task straight away and also helps to develop independence and help prevent reliance on an adult 'getting them started' or telling the child what to do.</p> <p>It will lead to more/all children engaging with instructions and learning the first time round.</p>
<p>STAR</p>	<p><i>"Let me see who is showing me STAR.....thank you [name]"</i></p> <p><i>"When I am pointing and talking about this (something on the IWB/flipchart), I need to see eyes tracking the learning."</i></p> <p><i>"Thank you, I can see nearly everyone showing me STAR....2 to go...1.....thank you."</i></p>	<p>Ensures that key baseline behaviours for learning are taught and insisted upon. Increases the chances of children listening and thinking and therefore learning. Also helps ensure learning for all.</p>

<p>Narrate the positive</p>	<p><i>"Thank you to [name....name....name...] who are all....."</i></p> <p><i>"Let me see who is going to be the first pair/table/group to show me....."</i></p> <p><i>"I love the way that [name] is [writing straight away/showing me STAR/showing me Ready- Respectful-Safe...]"</i></p> <p><i>"Yesterday/earlier you were fantastic at showing me.....I want to see that again now."</i></p> <p><i>"We nearly have everyone writing in silence. Thank you. Let's make it everyone.....thank you [name]."</i></p> <p>.....</p> <p>.....</p> <p><i>"[name] you are [insert behaviour]. I need you to [insert desired behaviour] like you did [earlier/last lesson/yesterday]. Thank you."</i></p>	<p>Ensures that first attention is given to the positive. Seeking success and happiness will spur stronger action than seeking to avoid punishment.</p> <p>Misbehaviours are still fixed and improved but in the first instance done through an indirect positive interaction. Clear, direct instructions are given to children off-task as to what they should be doing.</p> <p>This technique does <u>not</u> mean avoiding correcting misbehaviours.</p> <table border="1" data-bbox="901 604 1476 1323"> <thead> <tr> <th></th> <th>POSITIVE</th> <th>NEGATIVE</th> </tr> </thead> <tbody> <tr> <td> Corrective Content <i>Responding to insufficient answer</i> </td> <td> Good start. Let me see you write it again but using the words of a scientist. </td> <td> You still haven't used the correct sentence stem. </td> </tr> <tr> <td> Positive Content <i>Responding to a good answer</i> </td> <td> Great. Not only have you used a sentence stem but you gave a worked example. </td> <td> See you can do it when you want to. </td> </tr> </tbody> </table>		POSITIVE	NEGATIVE	Corrective Content <i>Responding to insufficient answer</i>	Good start. Let me see you write it again but using the words of a scientist.	You still haven't used the correct sentence stem.	Positive Content <i>Responding to a good answer</i>	Great. Not only have you used a sentence stem but you gave a worked example.	See you can do it when you want to.
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Appendix 2 – Teaching Routines and Behaviour

Specific routines and behaviours to be taught are detailed in our Behaviour Curriculum.

Classroom Routines – Teaching Behaviour

Staff will stand at the doorway of the classroom ready to greet children, and reinforce expectations, in a positive manner. If the teacher is not at the doorway, children wait, lined up outside in a calm, quiet and orderly manner until the teacher arrives. On arrival the teacher is to greet the children and explain the job to be completed (usually date).

Children will line up for play time and collective worship in an orderly manner.

Children will be taught and expected to use the visual timetable to recognise what lesson is next, be ready and responsible.


Books will be organized neatly so that the books can be handed out swiftly. They will be collected back in neatly to ensure that they are ready to be given out swiftly on the next day.

In key-stage 2, wherever possible, toilet breaks will be during morning registration and play times. Staff will encourage children in key-stage 1 to build towards this but understand that some children may find this difficult.

Our STAR Routines


S

Sit up straight,
arms folded.




T

Track the adult
'Magnet Eyes'




A

Ask and Answer
like an expert



R

Ready and respectful
at all times



Learning


Consequences

- Miss 5 minutes of break time.
- Move to another learning space.




S

Say 'Please',
'Thank-you',
'Good Morning'




T

Track the adult
'Magnet Eyes'




A

Ask how others are
feeling



R

Respectful at all
times



Manners

Consequences

- Stand with an adult.
- Practice at break time.



S

Stand straight,
arms by your side



T

Take care, be
safe



A

Allow others to
pass, open doors



R

Respectful at all
times



Walking

Consequences

- Get sent back to where you started your walk.
- Practise at break or lunch time





Behaviour Recording

Level	Description	Main Actions	Recording
Pre - Stage	<ul style="list-style-type: none"> • Breaking routines 	<ul style="list-style-type: none"> • STAR consequences • Catch up on work/ repeat of activity/ 5 min lost/ practise 	<ul style="list-style-type: none"> • None
Stage 1	<ul style="list-style-type: none"> • Frequent breach of routines • Talking unnecessarily or chatting • Calling out without permission • Being slow to start work or follow instructions • Opting out • Distracting others • Consistently not following a STAR routines 	<ul style="list-style-type: none"> • Conversation with child (Non-verbal/ Verbal/ Behaviour card) 	<ul style="list-style-type: none"> • Phone/ email contact with parent/ carers. • Note on Arbor
Stage 2	<ul style="list-style-type: none"> • On going breach of routines 	<ul style="list-style-type: none"> • Class teacher meets with parents • Managed move within the classroom 	<ul style="list-style-type: none"> • Brief note on Arbor
Stage 3	<ul style="list-style-type: none"> • Persistent breach of routines • Showing a lack of respect for each other and/or staff • Continuation of the above behaviour having been moved to new space • Refusal to follow instructions 	<ul style="list-style-type: none"> • Class teacher calls home. • IBP written by class teacher • Child spends their lunchtime or play away from their peers with a senior member of staff. 	<ul style="list-style-type: none"> • IBP on Arbor
Stage 4	<ul style="list-style-type: none"> • Persistent poor behaviour that isn't corrected from above consequences, or repeats across a week or period of time • Serious incidents (e.g. violence, swearing, racism, purposeful unsafe behaviours, inappropriate touching, leaving a lesson without permission. • Bullying or behaviour that is hurtful/harmful to self or others 	<ul style="list-style-type: none"> • SLT calls home • Internal exclusion 	<ul style="list-style-type: none"> • SLT record on Arbor
Stage 5	<ul style="list-style-type: none"> • SLT refusal 	<ul style="list-style-type: none"> • SLT calls home • With intervention 	<ul style="list-style-type: none"> • SLT record on Arbor
Stage 6	<ul style="list-style-type: none"> • Ongoing refusal to SLT 	<ul style="list-style-type: none"> • SLT write PSP 	<ul style="list-style-type: none"> • PSP on Arbor