Nursery Hill Primary

Relational Behaviour Policy

Status of policy – Statutory/Non-Statutory

DATE REVIEWED: September 2026

DATE APPROVED: September 2026

By

NEXT REVIEW DATE: September 2027

Signed: **Simon Roberts** **Chair of Governors**

Signed: **Sarah Jeans** **Headteacher**

Vision and Values

Our vision is to develop well-rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe and supportive learning environment in which everyone is known and valued and all achievements are celebrated.

Our values are built upon the vision and support us in achieving our ambitions.

Respect Kindness Perseverance Tolerance

Co-operation Positivity Empathy Resilience

We work best when we work together

1. Policy Statement:

Nursery Hill Primary School is committed to creating an environment of high expectations where pupils understand the link between learning, their well-being and self-esteem. As such they are clear on the need to regulate their behaviour in a way that supports the highest quality learning and demonstrate their high expectations for themselves and others.

Our behaviour policy guides staff to teach self-regulation and the ability to make highly successful learning choices. It echoes our core values with a heavy emphasis on respectful behaviour towards themselves and others, a partnership approach to managing deregulation and unsafe behaviour and dynamic interventions that support staff and pupils.

Regulated behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments, which children want to attend and where they can learn and thrive. Being taught how to regulate appropriately and make choices which support learning within the context they're in is vital for all pupils to succeed personally.

Well-managed schools create cultures where pupils and staff flourish in safety and dignity. The headteacher leads the creation and reinforcement of this culture, ensuring it permeates through every aspect of school life. Staff are trained to make sure that they collectively embody this school culture, always upholding the schools' behaviour policy.

The school policy reflects the consensus of the whole teaching staff and has the support and agreement of the governing board. Parents are expected to support this policy through the home – school agreement. The implementation of this policy is the responsibility of all members of staff. This policy will be consistently and fairly applied and will promote the idea that every member of the school has a responsibility towards the whole community. The policy will be monitored by the Headteacher and Senior Leadership Team and will be reviewed annually.

2. Aim of the policy:

- To create a culture of exceptional behaviour: for learning and for community for life.
- To educate pupils so that they clearly understand what regulated behaviour looks like and the choices that are expected and encouraged, what is prohibited and ensures safety.
- To ensure that all pupils are treated fairly, shown respect and to promote good relationships.
- To promote, among pupils, self-discipline, and proper regard for authority.
- To help pupils take control over their behaviour and be responsible for the consequences of it.

- To encourage a calm, purposeful and happy learning environment within school.
- To foster positive attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To build a community which values kindness, care, good humour, good temper, obedience, and empathy for others.
- To promote community cohesion through improved relationships.
- Have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To prevent all forms of bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- To ensure that pupils complete any tasks reasonably assigned to them in connection with their education and otherwise regulate the conduct of pupils.
- To ensure that excellent behaviour is a minimum expectation for all.

It is our aim to educate pupils about acceptable behaviour and to give pupils the tools, skills, and knowledge to show a greater understanding of their behaviour. For this reason, restorative practice is built into our responses to behaviours of concern to ensure that pupils are given the opportunity to reflect, repair and reset. This approach maintains a focus on accountability of actions with a specific emphasis on empathy and repairing of harm. Please refer to ***Appendix 2*** on our Restorative Approach.

3. Purpose of the policy:

To provide simple, practical procedures for staff and pupils that:

- Recognise behavioural norms and routines
- Positively reinforces behavioural norms and routines
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

4. Expectations:

At Nursery Hill Primary School, we aim to promote positive attitudes and respect through our three school rules: ***Ready, Respectful, Safe.*** (Please refer to ***Appendix 1*** for what these rules look like in practice).

Staff use these rules to highlight the behaviour they want to see around school. These simple rules ensure rewards and consequences are applied consistently. Expectations are reinforced through assemblies and in the way that staff and pupils interact throughout the school.

5. Behaviour Curriculum:

Well-regulated behaviour reflects the values of the school, readiness to learn and respect for others. It is established through creating an environment where good choices are more likely and poor choices less likely.

In our school we expect a high standard of regulated behaviour from everyone. We have a set of behaviours that we expect to see from our pupils.

With the proper support and adjustments, we expect all pupils to be able to understand and respect the need for the following behavioural expectations.

- Pupils enter the classrooms and learning areas quietly at all times. This includes the hall, and office area.
- Pupils follow adult instruction.
- Pupils show they are ready to learn.
- Pupils speak, respond politely and respectfully to other children and adults.

6. Consistency in practice:

"Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals, they respect adults and accept their authority."
Paul Dix – www.pivoteleducation.com

- **Consistent language:** Consistent response: Referring to the agreement made between staff and pupils, simple and clear expectations reflected in all conversations about behaviour.
- **Consistent follow up:** Seek support, however teachers need to be part of the follow up.
- **Consistent positive reinforcement:** Routine procedures for reinforcing, encouraging, and celebrating appropriate behaviour.
- **Consistent consequences:** Defined, agreed, and applied at the classroom level as well as established structures for more serious behaviours.
- **Consistent, simple rules/agreements/expectations:** Referencing promoting appropriate behaviour, icons, symbols, and visual cues.
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- **Consistently reinforced rituals and routines for behaviour around the site:** In classrooms, around the site, at reception.
- **Consistent environment:** Display the quality of a good primary school, consistent visual messages, and echoes of core values.

All staff:

- Meet and greet at the door.
- Refer to ***'Ready, Respectful, Safe'***
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge, and meet the needs of all pupils.
- Use a visible recognition mechanism throughout every lesson.
- Be calm
- Follow up every time, retain ownership and engage in reflective dialogue with pupils.
- Never ignore or walk past learners who are not meeting our high expectations as outlined in our behaviour curriculum.

Senior leaders will:

- Meet and greet pupils at the beginnings of the day.
- Be a visible presence around the school and on the playground
- Stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.
- Celebrate staff, leaders, and pupils whose effort goes above and beyond expectations
- Regularly share good practice
- Support middle leaders in managing learners with more complex or entrenched negative behaviours
- Use behaviour data to target and assess school wide behaviour policy and practice
- Regularly review provision for learners

7. Recognition and Rewards:

Acknowledging good choices encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos. Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture. It is recognised that to maintain good standards of behaviour great emphasis is placed on acknowledgement and recognition of effort, improvement, and achievement. This will be recognised, encouraged, and congratulated in several ways:

- Verbal praise.
- Communicating praise to parents via phone call or written correspondence.
- Whole-class or year group rewards,

- House points:

House points are awarded for following school rules (***Ready, Respectful, Safe***). These are collected and the total for each house is announced on a weekly basis. Friendly competitions between houses are also held throughout the year.

- Awards presented in whole school assemblies:

Each week, a child in each class are identified to be praised in front of their peers across school. Parents are notified of this excellent achievement and a certificate is awarded.

- Above and Beyond moment celebration

We recognise and reward pupils who go 'over and above' our standards. When children have an Above and Beyond moment and complete something spectacular, they are praised, thanked, and encouraged to share their work with their class. They may also come and show a member of the senior leadership team or Head teacher. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

8. Break and Lunchtime:

Adults outside on duty will deal with deregulated and unsafe behaviour as all other members of staff. If a pupil is not choosing to self-regulate, they may need to stand with an adult so they can co-regulate (support good choices) with them. However, where choices are unsafe, as outlined in ***Appendix 3*** and deliberate action to threaten person or property, the staff member on duty will bring the child(ren) to a member of the Senior Leadership Team or to the Headteacher.

It is the responsibility of the lunchtime supervisors to debrief the Senior Midday Supervisor of any incidents with a child(ren) at lunchtime and to record this in the lunchtime book. The lead MDS will capture any incidents from other MDS and upload to CPOMs tagging in relevant children and teachers. Class teachers will check CPOMs and decide if and what further intervention is appropriate.

If there is a pattern of behaviour is persistent the class teachers will involve the Senior Leadership Team and decide if a positive behaviour plan is needed. If a pupil is unsafe on the playground during this time regularly, alternative provision may be needed or a restricted access to free play.

All staff

- Model positive behaviours and build relationships
- To ensure all children feel safe and valued
- To create an enjoyable and calm lunchtime environment, where children can safely enjoy eating with their friends in a sociable environment
- There is an environment of mutual respect and good behaviour.
- The adults raise their hand, and children are asked to stand still. Children are then asked to line up in their year group, the children line up and walk sensibly to their classrooms.

9. Managing Behaviour:

When a member of school staff becomes aware of deregulated or unsafe behaviour, they should respond predictably, promptly, and assertively in accordance with the school behaviour policy. The priority should be to ensure the safety of pupils and staff and to restore a calm environment. It is important that staff across school respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring and school may use pre-agreed scripts and phrases to help restore calm.

The aims of any response to misbehaviour should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

To achieve these aims, a response to behaviour may have various purposes.

These include:

- **deterrence:** consequences can often be effective deterrents for a specific pupil or a general deterrent for all pupils at the school.
- **protection:** keeping pupils safe is a legal duty of all staff. A protective measure in response to inappropriate behaviour, for example, removing a pupil from a lesson, may be immediate or after assessment of risk.
- **improvement:** to support pupils to understand and meet the behaviour expectations of the school and reengage in meaningful education. Pupils will test boundaries, may find their emotions difficult to manage, or may have misinterpreted the rules. Pupils should be supported to understand and follow the rules. This may be via consequences, reflective conversations, or targeted pastoral support.

Where appropriate, staff should take account of any contributing factors that are identified after a behaviour incident has occurred. Knowledge of triggers for individual pupils helps adults deflect and cajole to avoid conflict and escalation of unsafe or concerning behaviour. Similarly, knowledge of the children's home circumstances and potential ACEs (Adverse Childhood Experiences) will influence the response required.

Stepped Approach: How it works

An important part of the Relational Behaviour Policy is the consistent use of the stepped approach. The children need to know that these will be reliably adhered to by all staff. The stepped approach is used for low level behaviours of concern. Conversations around poor choices should happen in private to reduce counterproductive shame and embarrassment on a child(ren), linked directly to the school rules of being ***Ready, Respectful and Safe;*** and how it is impacting on others. A calm, low voice should be used.

Numerous walk-by have taken place before stepped approach.

**Take up time to be given between each step.

1. Reminder of rule - e.g. 'We should be ready to learn'
2. Warning - e.g., 'You are talking, and others can't hear. I need you to...'
3. Final warning (using micro script)
4. Restorative conversation

Walk-by strategy:

This can be used as a positive strategy to keep focus on tasks and support behaviour. They may include:

- Non-verbal gestures
- Giving meaningful praise (Identify what it is that you are valuing. E.g., I've noticed you have tried hard to listen today - thank you.)
- Prompting (e.g., You had some great ideas at the start of the lesson. I'm looking forward to reading your story).
- Explaining task/instruction

Micro script:

The micro script is used to ensure consistency. It is used by all adults in school and is a script that children are familiar with.

- I've noticed that...
- You know the school rules: we expect you to be ready, respectful, safe (pick which one applies)
- Remember when you…That's who I need to see today. I know you can do it.
- I expect you to…
- Thank you for listening.

Restorative conversation: What it looks like

A restorative conversation happens between the child and the person who witnessed/dealt with the behaviour. It allows the child to reflect on, learn from and take responsibility for their behaviour. It is important to remember that some children won't know how to restore and repair, they may need some guidance. It is the consistency of approach repeatedly across the school that will embed this for a child.

1. What has happened?
2. Who has been affected by the actions?
3. How do you feel? How do you think they feel?
4. What could be done to make things right?
5. How might you do things differently in the future? What help might you need to make sure this does not happen again?

The focus of this is to support the child to regulate and return to class so that they are calm and ready to learn. The focus of this is not addressing the behaviour. The restorative conversation should still happen before the end of the school day with the person who witnessed/dealt with the behaviour. Support can be given by SLT.

10. Consequences:

We aim to teach pupils about the consequences of their actions, both positive and negative, and the impact that they have on themselves and others. Instead of focusing on who is to blame, we focus on how to repair the situation and move forward. We do not use

punishments or consequences where the goal is to shame, guilt or impose authority or harm. Instead, we focus on natural and logical consequences in the cases of **low-level concerns.**

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

- **Natural consequences** are those which happen automatically without anyone acting. Natural consequences enable children to make mistakes, learn for themselves and promote choice and self-control. For example, if you break something, you will no longer be able to use it or if you refuse to wear a coat, you will probably be cold.
- **Logical consequences** may be used where adult intervention is necessary. Any consequences that are initiated by an adult are explained in a non-threatening manner and are linked directly to the incident. Adults have private conversations with pupils about what can be done to put things right and take suggestions from the child about what will happen next. These conversations will only happen once a child is calm and able to rationalise, which may not be immediately after the incident.

Behaviours that are inconsistent with our school rules are classed as being either low level or extreme/severe (Please refer to ***Appendix 3***).

Managing low level behaviour:

Pupils are held responsible for their behaviour.

- **The reminder:**

A reminder of the expectations for pupils ***Ready, Respectful, Safe*** delivered privately to the pupil. The teacher makes them aware of their behaviour. The pupil has a choice to do the right thing.

Scripted approaches at this stage are encouraged:

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the pupil what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the pupil; allow him/her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

- **Time:**

Time to talk; give time to the child. Beneath all behaviours is a story. The teacher or TA needs to speak to the child away from others. Reflection time to think about their next step. Again, they are reminded of their positive previous attitude/learning.

Restorative questions and scripts support consistency and can be applied.

Acknowledging the child's feelings shows that you have listened to them and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know'.

Use words and phrases that de-escalate, such as:

- I wonder if...

- Let's try...
- It seems like...
- Maybe we can...
- Tell the child what you want them to do rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me'.
- Give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.

If a child reaches step 4 in the Stepped Approach, a restorative conversation is required. If behaviour is severe or 1-4 have been used from the Stepped Approach and the rules are still not being followed support can be given by SLT. This should also be recorded on CPOMS (Child Protection Online Management System).

Persistent low-level behaviour should trigger a phone call home to parents and an appropriate logical consequence may be applied. Examples of this may include apologising to those impacted, completing any missed learning, missing part of a break/lunch. (Please refer to ***Appendix 4***).

Managing extreme/severe behaviour:

Nursery Hill Primary School has a zero-tolerance policy to extreme unsafe and very serious challenge to authority as outlined in ***Appendix 3*** and will lead to personal positive behaviour intervention, which will involve senior leader and parents, if may lead to a suspension from school, if we are unsuccessful in our attempts to support safe behaviour then we will consider exclusion which may be temporary or permanent.

The safety of the children and adults is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher will stop the activity and the child will be removed from the lesson. Parents will be informed on the same day if their child has been removed from the classroom.

Removal will be used for the following reasons:

a) to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.

b) to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.

and c) to allow the pupil to regain calm in a safe space. It is the expectation that the pupil can return to the classroom in a calm and sensible manner before the end of that lesson and that they can then continue with their day.

These situations should go straight to a member of the Senior Leadership Team or to the Headteacher.

It should be explicit to the child displaying this unacceptable behaviour and any victim of the behaviour that the incident has been taken seriously and that adults have responded to try and ensure it does not happen again.

Parents will be informed on the same day that their child has demonstrated extreme/severe behaviour. This will also be recorded on CPOMS (Child Protection Online Management System), and a consequence will be given.

It is against our policy to give whole class punishments.

Suspension and permanent exclusion:

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor choices, which have not improved following in-school consequences and interventions. Please see ***Appendix 4***, which outlines the agreed consequences.

The Headteacher can decide to exclude a pupil for a fixed period or to permanently exclude them. At this school we follow the LA Guidance in relation to exclusion. Suspension and permanent exclusion would always be as a last resort or in response to an incident of extreme unsafe behaviour.

Searching Pupils:

School staff can search pupils with their consent for any item which is banned by the school rules. We would ask children to retrieve items from pockets themselves or if appropriate to empty school bags or drawers. Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs, and stolen items.

Use of Reasonable Force:

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property. Reasonable force will only be used in exceptional circumstances and will follow the guidelines set in Guidance on the Use of Force and Physical Intervention which can be accessed at: https://www.safeguardingwarwickshire.co.uk/safeguarding-children/i-work-with-children-and-young-people/education-safeguarding-service-taking-care-scheme/policies-and-procedures-for-schools.

This must always be logged, and parents informed.

11. The Role of Pupils:

- ✓ Expect high standards of themselves in all that they do.
- ✓ Every pupil should be made aware of the school behaviour standards, expectations, and consequence processes.
- ✓ Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules and should contribute to the school culture.
- ✓ Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture.
- ✓ Whole school reminder once per term of behaviour expectations
- ✓ Every pupil should have the opportunity to complete a pupil questionnaire about their experience of behaviour and provide feedback on the school's behaviour culture.
- ✓ Be ready
- ✓ Be respectful
- ✓ Be safe

12. The Role of Parents:

- ✓ The role of parents is crucial in helping schools develop and maintain good behaviour.
- ✓ To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- ✓ Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- ✓ Help children to understand safe and respectful behaviour.
- ✓ Encourage independence and self-discipline.
- ✓ Value and show an interest in all that their child does in school.
- ✓ Foster good relationships with the school.

- ✓ Support the school in the implementation of this policy.

13. The Role of the Adults:

- ✓ Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour.
- ✓ Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- ✓ Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- ✓ All staff should communicate the school expectations, routines, values, and standards both explicitly through teaching behaviour and in every interaction with pupils.
- ✓ Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations.
- ✓ Staff should also receive clear guidance about school expectations of their own conduct at school.
- ✓ To follow the behaviour policy to ensure consistency of routines across the school
- ✓ To follow the restorative practice approach when supporting children
- ✓ Ensure consideration when teaching and learning is taking place.
- ✓ Take account of children's social and emotional needs and adapt how we (as adults), communicate to children in respect of these.
- ✓ Value and respond to every individual within our school irrespective of colour, race, religion, gender, sexual orientation, or background.
- ✓ Use CPOMS (Child Protection Online Management System) to log any severe behaviour or persistent low-level behaviour. These will be regularly monitored by the HT. Incidents of racist or homophobic language must also be logged.
- ✓ Ensure effective communication with parents/carers.

14. The Role of the Headteacher:

The head teacher is responsible for ensuring that this policy is implemented and reports back to governors on its impact.

15. Further support for pupils:

Children who continue to show unregulated behaviour on a regular basis will be brought to the attention of the Headteacher. An appropriate course of support will be agreed with the class teacher, pupil, and parents.

Strategies may include:

- Specific and appropriate plan to support unmet need
- Behaviour specific plans formed by the teacher and SENDCO. The child and parents will be informed of this and will agree the targets. This will support the child in improving behaviour through manageable targets, and consistent responses from the adults. This will help avoid more serious consequences such as exclusion.
- Referral by the SENDCO to the Educational Psychologist, Behaviour Support or other agencies for advice and further support.
- Meeting with parents at regular intervals.

16. Bullying (Child on child abuse)

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can include emotional bullying, physical bullying, prejudice-based and discriminatory bullying, sexual bullying, direct or indirect verbal bullying and cyberbullying. Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

17. How we monitor success of this policy:

The behaviour policy will be consistently applied by all adults who will each take responsibility for promoting and encouraging appropriate behaviour around the school.

This will be monitored through:

- Pupil feedback
- Staff feedback
- Formal and informal monitoring by members of the Senior Leadership Team
- CPOMs (Child Protection Online Management System) analysis
- Parent feedback
- Governor visits.
- Parents and children will be confident that the ethos of the school is being upheld through the behaviour and attitudes of its pupils.

18. Links to other policies:

- Anti-Bullying Policy
- Safeguarding Policy
- Annual Home/School agreement
- Physical Intervention Policy
- Teaching and Learning Policy
- Special Educational Needs Policy
- Suspensions and permanent exclusion from maintained schools, academies, and pupil referral units in England – September 2022 (DfE)
- Behaviour in schools Guidance – September 2022 (DfE)

Other:

- Paul Dix – When Adults Change, Everything changes
- Paul Dix – How to write an outstanding Behaviour Policy 2016 (Pivotal Education)

Appendix 1 - ***'Ready, Respectful, Safe'*** rules and what this looks like
Appendix 2 - Restorative Approach Summary
Appendix 3 - Outlines Low level and Extreme/severe behaviour
Appendix 4 - Agreed consequences
Appendix 5 - Home-School Agreement

Appendix 1

Ready	Respectful	Safe
We are ready to learn. What does this look like? We arrive at school on time. We have the correct uniform and PE kit. We have our equipment ready. We show that we are listening. We start our work straight away. We focus on our work and try our best. We manage any distractions. We are ready in the line.	***We are respectful to each other and school property.*** What does this look like? We are kind and helpful. We use good manners. We share and take turns. We follow instructions. We will show respect for ourselves by making good choices. We listen when others are speaking and wait for our turn to speak. We look after the property of our friends and the school. We respect that people have different ideas, beliefs, and backgrounds.	***We keep ourselves safe in and out of school and online.*** What does this look like? We tell a trusted grown up if we are worried about anything. We stay safe online. We walk when moving around school. We follow instructions. We use equipment safely. We use our loud voices outside. We keep our classrooms and school tidy. We keep hands, feet, and unkind words to ourselves. We use the playground zones. We make safe choices in our school and in the wider community.

Appendix 2

Restorative Approach Summary

Restorative approaches are based on our four key features:

- **RESPECT** - for ourselves and others by listening to other opinions and learning to value them.
- **REFLECT** - taking responsibility for your own actions
- **REPAIR** - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- **RESET** - working through a structured, supportive process that aims to solve the problem and allows young people to reset their behaviour

Our school uses restorative approaches to encourage everyone to take responsibility for their behaviours. This approach starts with a restorative enquiry and will contrast with a more traditional "blame culture" approach.

Traditional		Restorative	
What's happened?	→	What's happened?	What do you think happened?
Who's to blame?	→	Who has been hurt and in what way?	How did you feel? What were you thinking? How do you feel now? What are you thinking now? Who has been affected?
How should we punish them?	→	What needs to happen to put things right and ensure this never happens again?	What needs to happen now to fix this?

Emotional Coaching will be used within the restorative conversation.

Emotional Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child about more effective responses. Emotion Coaching is a way of supporting children who are struggling to regulate their feelings and behaviour. It enables us to potentially diffuse and de-escalate situations where children become upset, angry, or aggressive. When we emotion coach we consider what the feelings, needs and emotions are behind the behaviour. In addition, we use mindfulness and breathing techniques.

PAUSE – recognise feelings and empathise.

1. **Become aware of emotion.** Especially if it is low intensity.
2. **Connect.** This is an opportunity for connection.
3. **Accept.** All emotions are okay and you understand that, even if it's a difficult feeling for you.
4. **Reflect.** Say what you see, use words to describe feelings.
5. **End stage.** Scaffold building problem solving, encourage ideas from them or set boundaries and how it could be better next time.

The use of mindfulness and breathing can:

- Strengthens self-control
- Lower's anxiety and stress
- Increases positive moods
- Enable better decision making
- Improves Emotional Regulation Skills
- Increases self-esteem
- Improves Health and Body Image
- Improves social skills and communication

Appendix 3

Low Level unacceptable behaviour These should be dealt with in the moment using the stepped approach and restorative conversation. In these instances, adults will determine a logical consequence. Examples of this may include completing any missed work, apologising to those impacting or missing part of a break or lunch.	**Extreme/Severe Level behaviour – zero tolerance** May lead to a suspension from school. An exclusion may be temporary or permanent. To be dealt with by SLT or Headteacher
• Unkind words • Interrupting lessons • Interrupting the person who is speaking • Rudeness towards others • Not following instructions • Play fighting/horseplay • Prodding, pushing, pinching • Teasing	• Physical assault against a pupil or adult. • Verbal abuse or threatening behaviour against a pupil or adult. • Verbal abuse including a profanity against a pupil or adult. • Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by our school's behaviour policy (please refer to page 9) • Removal from the classroom (please refer to 'Managing severe/extreme behaviour' subheading on page 8) • Evacuation of class due to unsafe behaviour of pupil(s) • Bullying • Racist abuse • Abuse against sexual orientation or gender reassignment • Abuse relating to disability • Swearing • Aggressive, homophobic, or racist language • Stealing • Spitting • Throwing objects • Damaging property • Leaving the learning area without permission • Continued defiance when faced with reasonable requests and failure to follow adult instruction • Health and Safety Risk

Appendix 4

Agreed Consequences

<table>
<tr><th>Behaviour</th><th>Consequence</th></tr>
<tr><td>LOW LEVEL BEHAVIOUR</td><td rowspan="2">5–10-minute restorative conversation in own time (e.g., break/lunch) and repair. Examples of repair may involve apologising to somebody, completing any missed work, writing a letter.</td></tr>
<tr><td>• Unkind words
• Interrupting lessons
• Interrupting the person who is speaking
• Rudeness towards others
• Not following instructions
• Play fighting/horseplay
• Prodding, pushing, pinching
• Teasing</td></tr>
<tr><td>EXTREME/SEVERE LEVEL BEHAVIOUR</td><td></td></tr>
<tr><td>• Physical assault against a pupil or adult.
• Verbal abuse or threatening behaviour against a pupil or adult.
• Verbal abuse including a profanity against a pupil or adult.
• Removal from the classroom (see ‘Managing severe/extreme behaviour’ subheading on page 9)
• Racist abuse
• Abuse against sexual orientation or gender reassignment
• Abuse relating to disability
• Swearing
• Aggressive, homophobic, or racist language
• Stealing
• Spitting
• Throwing objects
• Damaging property
• Leaving the learning area without permission
• Continued defiance when faced with reasonable requests and failure to follow adult instruction</td><td>Time will be taken to unpick the behaviour and the reasons behind it.

Where there is intent, at least 15 minutes detention during next break or lunch. During this time the behaviour will also be discussed, and any missed learning will be completed.
No after-school clubs to be attended.

Parents will be asked to attend school to discuss behaviour and review meetings will be arranged. If appropriate, a behaviour contract will be developed.

These behaviours may also lead to suspension/exclusion (see below).</td></tr>
<tr><td>SUSPENSION/EXCLUSION</td><td></td></tr>
<tr><td colspan="2">• Serious incidents
• Bullying
• Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by our school’s behaviour policy
• Evacuation of class due to unsafe behaviour of pupil(s)
• Health and Safety Risk

Suspension or exclusion may also be used in response to persistent poor behaviour as detailed above, which has not improved following in-school consequences and interventions.</td></tr>
</table>

Appendix 5

Nursery Hill Primary School

Home School Agreement

School	Pupil	Parent/Carer
The school will do it's best to: • Provide a safe and happy environment where all children are valued, respected, and listened to. • Provide excellent teaching and deliver a broad and balanced curriculum, which meets the needs and interests of all children. • Regularly share the progress of your child, through books being sent home and regular parent consultation meetings. • Achieve high standards of behaviour by providing opportunities for children to develop positive social relationships, self-esteem, and a sense of responsibility. • To value parent input and actively welcome parents/carers into the life of school and ensure staff are available, by mutual arrangement to discuss any concerns about a child's progress or general welfare. • Provide information to you about our school, including relevant policies, meetings, workshops, and events by keeping our website up to date, emailing a weekly newsletter and updating an annual calendar of events/diary dates at regular intervals. • Encourage children to do their very best, celebrating all achievements. **Signed:** _____ **Headteacher**	**I will do my best to:** • Come to school regularly and be on time. • Wear school uniform (or PE kit on appropriate days), be tidy in appearance and hygienic. • Follow our school rules: ***Ready, Respectful, Safe***. • Use good manners. • Make good behaviour choices. • Accept responsibility for the things that I do. • Take care of the property of my friends, and school equipment, building and grounds. • Talk to a trusted adult if I am worried or unhappy. • Follow instructions. • Complete my homework. • Respect that people have different ideas, beliefs, and backgrounds. • Always try my best. **Signed:** _____ **Pupil**	**I will do my best to:** • Ensure my child attends school every day (unless ill) and arrives at school by 9am and is collected promptly at the end of the school day. • Ensure that my child is wearing school uniform (or PE kit on the appropriate day). • Let the school know of any concerns or worries that may be affecting my child's learning, well-being, and behaviour so this can then be resolved quickly. • Support our school rules: ***'Ready, Respectful, Safe'*** by encouraging my child to develop a positive attitude towards our every member of our community and beyond. • Attend Parent Consultations and discussions about my child's progress at school or make alternative arrangements to be updated. • Support and work with the school to ensure that it's policies and guidelines on behaviour and equal opportunities are maintained. • Respect the confidentiality of each child. • Support my child in their homework and, where possible, promote opportunities for out of school learning. • Encourage my child to always do their best. • Regularly read information on the website, weekly newsletters so that I am kept up to date with important details of relevant policies, meetings, events, and information about my child. **Signed:** _____ **Parent/Carer**