Behaviour for Learning Policy

Ryton-on-Dunsmore, Provost Williams CE Academy

'Let your light shine'



Senior Member of Staff Responsible:	Sherrise Cullen (Headteacher)
Written by:	Leah Baddeley (Initial issue as Executive Head) Sherrise Cullen (Headteacher)
Governor Responsible:	Rachel Hands (Chair of Governor)
Ratified by Governors:	October 2025
Reviewed	1st September 2026

Version	Date	Author	Changes
2	October 2022	Leah Baddeley	Change from fixed term exclusion to suspension (in line with DFE) terminology.
3	January 2023	Sherrise Cullen	Framework for managing disrupted behaviour
4	September 2024	Sherrise	Change made in line with DFE terminology.
5	September 2025	Sherrise Cullen	Change made in line with DFE KCSIE which included all updates
6	March 2026	Sherrise Cullen	Update to managing challenging behaviour and children then working in different areas supported by staff
7	June 2026	Sherrise Cullen	Revision of Restrictive Intervention and use of Reasonable Force section, in line with: Restrictive *interventions, including use of reasonable force, in schools Guidance for schools in England April 2026*
8	September 2026	Sherrise Cullen	Reviewed and updated flow chart for behaviour

'Let your light shine'

Our vision for our community is for everyone, children and adults, to flourish and shine brightly as the best and fullest version of their unique selves. We aim high and do not let circumstances limit us. In the Old Testament, we see that God created all human beings in his image as unique, loved individuals. It was God's plan for all of creation, including human beings, to flourish. God's desire is for us all to be amazing – loved, valued, represented, celebrated, and fulfilled.

Genesis 1:27: "So, God created human beings, making them to be like himself." Psalm 139:13-14: "For you created my inmost being you knit me together in my mother's womb. I praise you because I am fearfully and wonderfully made; your works are wonderful."

John 10:10: "I came so they can have real and eternal life, more and better life than they ever dreamed of."

Our behaviour policy is firmly rooted in Christian values, and the behaviour and safety of pupils is of paramount importance. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance and is rooted in positive practices that celebrate good behaviour in line with our school values which are:



These values underpin the way in which we play and learn together. Staff are expected to identify when children demonstrate the values and use verbal praise, Dojo's or Value awards.

<u>Aim of the policy</u>

At Ryton-on-Dunsmore, Provost Williams CE Academy, we believe that fostering acceptable behaviour in all aspects of school life is essential to enable effective teaching and learning. Rooted in our Christian vision, our behaviour policy aims to ensure that all stakeholders—pupils, staff, parents/carers, and the wider community—work together to create a positive, respectful, and safe environment.

We are committed to:

- Promoting desired behaviour and creating a culture of praise and encouragement where all pupils can flourish.
- Ensuring everyone has a clear understanding of what is right and wrong, and the expected standards of behaviour.
- Helping pupils understand and demonstrate the impact of Christian values in their everyday lives.
- Developing self-esteem, self-discipline, and proper regard for authority.
- Encouraging cooperation, care for others, and mutual respect in all relationships.
- Ensuring equity and fair treatment for all, and maintaining a safe environment free from disruption, violence, discrimination, bullying, and harassment.

- Praising and rewarding good behaviour while challenging and addressing misbehaviour consistently and fairly.
- Working in partnership with parents/carers and involving pupils in the development and implementation of behaviour expectations.
- Enabling early intervention through strong, supportive relationships between staff and pupils.

Legislative and Statutory Framework

This policy is written with regard to:

- DfE Behaviour in Schools: Advice for Headteachers and School Staff (2022)
- Keeping Children Safe in Education (2026)
- The Equality Act (2010)
- The SEND Code of Practice (2015)

It should be read alongside our policies on Safeguarding, SEND and Online Safety.

Roles and Responsibilities

Promoting positive behaviour is a shared responsibility across our whole school community. At Ryton-on-Dunsmore CE Academy, we believe that consistency, collaboration, and strong relationships are key to creating a safe, respectful, and nurturing environment where every child can shine.

Governors, leaders, staff, pupils, and parents/carers all play an important role in supporting and upholding the school's behaviour expectations. By working together, we promote high standards of behaviour, positive relationships, and a culture rooted in our Christian vision and values, enabling all pupils to thrive academically, socially, emotionally, and spiritually

The responsibilities outlined below highlight how each member of our school community contributes to the successful implementation of this Behaviour Policy.

The Academy Governance Committee has overall responsibility for:

- Monitoring the implementation and effectiveness of the Behaviour Policy and procedure.
- Ensuring the policy is fair, inclusive, and does not discriminate against any individual or group. Promoting a positive whole-school culture where calmness, dignity, and consistency are valued.
- Overseeing and responding to complaints relating to behaviour in line with the school's Complaints Procedure.

The Head Teacher is responsible for:

- Reviewing and approving the Behaviour Policy alongside Senior Leaders in school.
- Creating a positive environment that promotes good behaviour and supports staff in managing behaviour effectively, through training and coaching.

- Monitoring the consistent and fair implementation of rewards and consequences across the school.
- Ensuring the Behaviour Policy is published and shared with staff, parents, and pupils annually.

The SENDCO is responsible for:

- Working with school leaders to develop and review behaviour and social, emotional and mental health (SEMH) provision across the school.
- Supporting the implementation of behaviour and SEMH policies for pupils with SEND, alongside relevant school staff.
- Helping staff to assess pupils' strengths and needs and ensuring appropriate support strategies are put in place and reviewed effectively.

Teaching and Support Staff are responsible for:

- Modelling positive behaviour and managing behaviour fairly, consistently, and respectfully.
- Creating a safe, engaging, inclusive, and stimulating learning environment that supports pupils' academic, social, and emotional development.
- Promoting positive behaviour through praise, recognition, and celebration of success.
- Supporting pupils to develop social skills, self-esteem, and an understanding of relationships and conflict resolution.
- Following the school's behaviour procedures consistently, addressing inappropriate behaviour calmly and using restorative approaches to help pupils learn from their choices.
- Monitoring and recording behaviour concern appropriately, including on CPOMS where necessary.
- Working closely with colleagues, parents, and external agencies to provide additional support for pupils experiencing behavioural, social, emotional, or mental health difficulties.
- Recognising that behaviour may be linked to an underlying need and taking appropriate steps to identify and support this.

Children are responsible for:

- Follow the school's behaviour expectations, which are based on Christian values and the teachings of Jesus.
- Show kindness, friendship, and respect to everyone.
- Always try their best and support others to do the same.
- Care for themselves, other people, and the school environment.
- Listen to and follow instructions from school staff.
- Take pride in their achievements and celebrate their successes.
- Take responsibility for their actions and understand the consequences of their choices.
- Work with staff to reflect on mistakes, learn from them, and make safer choices in the future.

Parents are responsible for:

- Take an active interest in their child's school life and celebrate achievements.
- Foster positive relationships with the school and model respectful behaviour and friendships.

- Support their child in understanding and demonstrating appropriate behaviour, working in partnership with the school to uphold the behaviour policy.
- Work collaboratively with staff when consequences are necessary, presenting a consistent approach to behaviour expectations.
- Encourage independence and self-discipline, ensuring children are prepared for the school day with the correct equipment and completed homework.
- Ensure children arrive at school and are collected on time.
- Promote their child's wellbeing by ensuring they have adequate sleep, nutrition, and rest.

Our Behaviour Expectations

Respectfulness is the key expectation of everyone within our school. All staff and pupils are aware of this Christian value and how it underpins all behaviours. These include demonstrating:

- Ready for learning
- Respectful to others and our environment
- Safe as we move in and around school

These three core rules are the overarching principles which guide the expectations of pupils and staff in the school. To build character, we define the behaviours and habits that we expect students to demonstrate. We want to support our pupils to grow into adults who are polite, respectful, and who put others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Will Durant states, "We are what we repeatedly do. Excellence, then, is not an act, but a habit." (1926)

Each classroom should display the schools Ready, Respectful, Safe poster which outlines what this looks like for the children. These should also be on display throughout the school. This can be found in appendix 3

Promoting Positive Behaviour

At Ryton-on-Dunsmore CE Academy, we believe that positive behaviour is taught, modelled, and celebrated. Through clear expectations, strong relationships, and the development of social and emotional skills, we create a safe, nurturing environment where children are encouraged to make positive choices and flourish.

We promote positive behaviour by:

- Teaching social and emotional skills through the curriculum and collective worship.
- Establishing class charters with pupils to create shared behaviour expectations.
- Recognising and rewarding positive behaviour, effort, and achievement through praise, Dojo points, stickers, and certificates.
- Celebrating successes and Value awards in Celebration Worship.
- Providing opportunities for pupils to take on leadership and responsibility roles.
- Promoting school values and behaviour expectations consistently across the school.
- Using restorative approaches to help pupils reflect on their actions and make positive changes.

- Encouraging children to recognise and celebrate the positive contributions of their peers.
- Working closely with parents and carers to share and celebrate pupil success.

By fostering a culture of encouragement, respect, and recognition, we help pupils develop self-discipline, resilience, responsibility, and a love of learning.

Support for Pupils

At Ryton-on-Dunsmore CE Academy, we recognise that some pupils may need additional support to meet behaviour expectations and develop positive relationships. We take a nurturing, inclusive approach, recognising that behaviour can sometimes be a way of communicating an underlying need.

We support pupils by:

- Identifying behavioural, emotional, social, or learning needs at an early stage.
- Working collaboratively with pupils, parents/carers, and relevant professionals to understand and address individual needs.
- Recognising that changes in behaviour, difficulties with emotional regulation, social interaction, or following expectations may indicate a need for additional support.
- Providing regular check-ins with a trusted adult to offer guidance, encouragement, and emotional support.
- Helping pupils set positive goals, reflect on successes and challenges, and develop self-regulation skills.
- Building strong, trusting relationships that promote confidence, wellbeing, and positive behaviour.

Through tailored support and early intervention, we help all pupils feel safe, valued, and able to succeed both socially and emotionally.

Behaviour Support Plans

Where pupils require more targeted support, an Individual Behaviour Plan (IBP) may be put in place. These plans are designed to provide personalised strategies that help pupils achieve success and develop positive behaviour patterns.

Behaviour Support Plans:

- Identify specific behaviours, triggers, and areas of need.
- Outline agreed strategies to prevent difficulties and support positive behaviour.
- Set clear, achievable targets and appropriate rewards to encourage progress.
- Are developed collaboratively with the pupil, parents/carers, staff, and the SENDCo.
- Are reviewed regularly to monitor progress, celebrate success, and adapt support where necessary.

Behaviour Support Plans provide pupils with the consistent support they need to develop confidence, self-regulation, and positive behaviour.

Use of Calm Spaces and Sensory Tools

We provide access to dedicated calm spaces or "quiet zones" within the school where pupils can take a break when feeling overwhelmed. These areas:

- Offer a safe, low-stimulation environment to help pupils self-regulate
- Are equipped with sensory tools such as stress balls, weighted blankets, or calming visuals, tailored to individual needs
- Are supervised and used as part of a planned support strategy rather than a punitive measure

Calm spaces help prevent escalation and teach pupils positive coping techniques

Liaison with SENDCO and Outside Agencies

The Special Educational Needs Coordinator (SENDCO) plays a central role in supporting pupils with complex needs related to behaviour. The SENDCO:

- Coordinates multi-agency involvement (e.g., educational psychologists, speech and language therapists, CAMHS)
- Supports staff in implementing strategies and adjustments
- Ensures statutory assessments and provision plans (EHCPs) are in place when necessary

Where appropriate, we work closely with external professionals and families to create a consistent support network around the pupil, ensuring that behavioural interventions are informed by expert guidance and meet statutory requirements.

While staff will support pupils in making safe choices, each pupil remains ultimately responsible for their own behaviour. All actions will be responded to in accordance with the behaviour policy, although reasonable adjustments may be made at the discretion of the senior leadership team.

Framework for intervention for unwanted behaviour

At Ryton-on-Dunsmore CE Academy, we are committed to maintaining high standards of behaviour through a consistent, supportive, and restorative approach. Pupils are given clear guidance and opportunities to make positive choices, enabling them to learn from mistakes and successfully re-engage with learning.

Staff follow a graduated behaviour process when responding to inappropriate behaviour. However, where behaviour is more serious, staff may move directly to a higher-level consequence to ensure the safety and wellbeing of pupils and others.

Our approach includes:

- Providing clear reminders and guidance to help pupils make better choices.
- Using appropriate consequences that are proportionate to the behaviour displayed.
- Ensuring pupils remain focused and engaged in learning; this may include changes to seating arrangements where necessary.
- Encouraging pupils to complete work and achieve their best, including revisiting tasks where expectations have not been met.
- Working in partnership with parents/carers when behaviour concerns arise.

- Prioritising the safety of all pupils and staff, taking immediate action when behaviour presents a risk to individuals or property.
- Using restorative conversations to help pupils reflect on their actions, understand their impact on others, and identify positive ways forward.



Where a pupil reaches stage 4 or 5 of this process it may be appropriate for parents/carers to be informed of the circumstances of the incident. This can be done in discussion with the class teacher at collection at the end of the day, or by telephone call or in writing if necessary.

In the case of pupils who present particularly challenging behaviour, it may be appropriate to provide additional support to manage and improve behaviour. This may include additional steps or interventions to prevent incidents of misbehaviour.

When behavioural incidents occur, adults will start each day afresh and will encourage children to do the same.

The Severe Clause

This comes into effect where misbehaviour is of such a serious nature that the hierarchical consequences are not appropriate e.g.:

- Child wilfully inflicts physical harm on another person.
- Child wilfully destroys property.
- Child is defiant and refuses to co-operate
- Child shows a wilful lack of respect to adults anything which prevents the rest of the class functioning, (i.e. screaming, swearing, general disruption etc)

If any of the above behaviours are seen the Headteacher/SLT should be sought to intervene, who will in turn communicate with parents. It is important that this clause is used with discretion. Other agencies are likely to be involved if these behaviours are repeated.

Restrictive Intervention and use of Reasonable Force

Restrictive intervention refers to actions that restrict a pupil's movement, liberty, or freedom to act independently. This includes physical intervention and, in some circumstances, seclusion: a non-disciplinary intervention involving keeping a pupil confined to a place away from others and preventing them from leaving.

The school is committed to ensuring that any use of restrictive intervention, including reasonable force, is lawful, proportionate, and used only when necessary; proportionate - the least amount of force for the shortest possible time; reasonable in the circumstances - taking account of the pupil's age, needs, and vulnerabilities.

This approach is guided by both statutory requirements and best practice expectations and DfE guidance on the use of restraint must be always followed (Restrictive interventions, including use of reasonable force, in schools Guidance for schools in England April 2026)

All members of school staff have a legal power to use reasonable force in certain circumstances to prevent:

- Injury to themselves or others
- Committing a criminal offence
- Damaging property

- Causing disorder among pupils at the school, whether during a teaching session or otherwise

The school does not operate a "no-contact" policy. Appropriate physical contact may be necessary in a range of situations, including:

- Ensuring safety
- Providing first aid
- Comforting a distressed pupil
- Supporting positive relationships (e.g. appropriate encouragement)

However, staff must always:

- Follow safeguarding procedures
- Consider context, environment, and presence of other adults
- Ensure contact is appropriate and proportionate.

The school will provide relevant training to staff based on need; ensure risk assessments and behaviour/positive handling plans are in place where required; support staff in understanding safe and lawful.

All incidents involving restrictive intervention or seclusion must be recorded and following any incident, a staff debrief will be undertaken where appropriate to support reflection and continuous improvement.

Suspension and Permanent Exclusions

Suspension

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using suspension as a sanction where it is warranted. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period and can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period.

For some children the route to suspension from school may take a period of months whereby a child accumulates a series of misbehaviours which violate the school and classroom rules or disrupt or prevent the education of most of the children in the class. Before suspension occurs, it is assumed that all other sanctions have been tried and failed, leaving no other alternative.

The other route to suspension can be due to an action in school which requires immediate response, when the child has:

i. Deliberately physically injured another child
ii. Verbally or physically abused an adult i
iii. Deliberately caused damage to the school property

iv. Shown behaviour of malicious intent

Where appropriate, any decision to suspend a pupil for a fixed period will be taken in consultation with the Headteacher. In all circumstances the school will have regard to the guidance set out in the government guidance at:
https://www.gov.uk/government/publications/school-exclusion

Permanent Exclusion
In exceptional circumstances, it may be appropriate to permanently suspend a child from Ryton-on-Dunsmore, Provost Williams CE Academy. This decision will be considered as a last resort in response to a serious breach or persistent breaches of the school's behaviour policy; and where it is felt that a child's continued attendance at the school would seriously harm the education or welfare of other pupils in the school. As with all suspensions, decisions will be taken in consultation with the Head of Education, and in line with both the Department for Education regulations and Warwickshire guidance on permanent exclusions

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, head teachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

Incidents involving serious issues such as arson, assault, bullying (verbal or physical), theft, knives or persistent disruptive behaviour are likely to lead to permanent exclusion. In such cases parents are always notified and their right to appeal explained. In any of these cases the school may also involve the police, governors and Local Education Authority.

Permanent exclusion is always a last resort

Searching and Confiscation

The Head Teacher and authorised members of staff have a legal power to search a pupil or their possessions where there are reasonable grounds to suspect that they may be carrying a prohibited item. Prohibited items include weapons, knives, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images, and any item reasonably believed to be intended for use in committing an offence or causing harm.

Before a search is conducted, the member of staff will explain the reason for the search to the pupil. The Designated Safeguarding Lead (DSL) will be informed of any search, and a record will be made on CPOMS.

- The date, time and location of the search

- Which pupil was searched
- Who conducted the search and any other adults or pupils present
- What was being searched for
- The reason for searching
- What items, if any, were found
- What follow up action was taken because of the search
- The law states that the member of staff carrying out the search should be the same sex as the pupil. Parents would also be informed.

Recording Monitoring and Evaluation Behaviour

At Ryton-on-Dunsmore, CE Academy, we place great importance on accurately recording, reviewing and evaluating behaviour across the school to ensure a safe and supportive environment for all pupils. This process enables school leaders and staff to respond proactively, identify pupils who may require additional support, and continuously improve our behaviour practices.

Recording Behaviour

Significant incidents of inappropriate behaviour are recorded using the school's secure digital system CPOMS (Child Protection Online Management System). Staff log the following:

- Details of the behaviour incident, including date, time and location
- The pupil(s) involved
- Actions taken by staff at the time
- Any consequences or restorative actions
- Whether parents/carers were informed
- Links to safeguarding concerns, if relevant

Staff also record patterns of persistent low-level behaviour (e.g. repeated disruptions or defiance) that may not require SLT involvement immediately but are important in building a picture over time.

Less formal behaviour tracking tools (e.g. classroom behaviour charts, individual logs or home-school communication books) can also be used, where appropriate, to monitor progress or concerns.

Monitoring and Review by Leaders

Senior leaders, including the SENDCO, and SLT, regularly review behaviour logs on CPOMS and other tracking systems. This monitoring process includes:

- Checks to ensure incidents have been appropriately followed up
- Reviews of trends across classes, key stages, and vulnerable groups (e.g. SEND, Pupil Premium, Looked After Children)
- Behaviour reports for the Headteacher and governors

This oversight ensures that responses to behaviour are consistent, fair, and in line with school policy.

Identifying Patterns and Responding

By tracking recorded data over time, leaders can identify emerging patterns such as:

- Pupils repeatedly involved in similar incidents
- Escalation in frequency or severity of behaviours
- Common triggers or settings for incidents (e.g. playground, transitions, specific lessons)
- Disproportionate representation of vulnerable pupils

When patterns are identified:

- Staff work with the SENDCO to consider underlying needs or barriers
- Behaviour Support Plans may be introduced or reviewed
- Referrals may be made to external agencies (e.g. Early Support Educational Psychology, Social Services)
- Classroom practices may be adjusted, including seating plans, routines or differentiation strategies
- The impact of behaviour strategies is evaluated and adapted accordingly

Regular dialogue between class teachers, teaching assistants, and senior leaders ensures that information is shared, and support strategies are consistent across the school.

Evaluation and Reporting

At a whole-school level, behaviour data is used to:

- Reflect on the effectiveness of the Behaviour and Relationships Policy
- Identify areas for staff training or CPD (e.g. de-escalation techniques, trauma-informed practice)
- Inform strategic planning and school improvement priorities
- Provide updates to the governing body

Pupil voice, staff feedback and parental input are also gathered to ensure the school's approach is inclusive, fair, and understood by all members of the community.

Restorative Approaches and Relationship Repair

At Ryton-on-Dunsmore CE Academy, our behaviour policy is underpinned by our Christian ethos, which calls us to nurture truthfulness, compassion, reconciliation, and forgiveness. In this spirit, we adopt a Restorative Justice (RJ) approach to behaviour management and conflict resolution.

Restorative approaches provide a framework for repairing relationships, promoting accountability, and encouraging respectful dialogue following incidents of harm or conflict. Rather than focusing solely on punishment, restorative practices help children understand the impact of their actions, take responsibility, and actively contribute to resolving issues.

What is Restorative Justice?

Restorative Justice is a structured process that supports both the person who has caused harm (the "harmer") and the person who has been affected (the "harmed"). It is based on the understanding that:

- Telling the truth and acknowledging harm creates accountability.
- Taking personal responsibility promotes emotional growth and empathy.
- Everyone involved has a voice and can contribute to a solution.
- Restoration and reconciliation strengthen the school community.

By encouraging pupils to recognise and address the consequences of their behaviour, RJ builds stronger, more respectful relationships and helps prevent future incidents.

The Four Rs of Restorative Justice

At Ryton-on-Dunsmore CE Academy, we embed the core values of restorative practice through the Four Rs:

- Respect – Listening to others and valuing their perspective.
- Responsibility – Owning one's behaviour and its impact.
- Repair – Finding ways to make things right and restore trust.
- Reintegration – Supporting pupils to move forward and remain positively engaged in school life.

Restorative Processes in Practice

We operate restoratively by holding high expectations for behaviour while providing high levels of support and care for everyone. Staff use the following approaches depending on the situation:

1. Restorative Conversations (Informal)

These take place shortly after an incident and are led by a member of staff. Pupils involved are guided to:

- Describe what happened
- Reflect on how others were affected
- Consider how to make things right
- Agree on how to move forward

This may occur during playtime, class time, or in a quiet space, depending on the situation.

2. Restorative Conferencing (Formal)

For more significant or repeated incidents, a formal Restorative Conference is arranged. In this process:

- A member of staff facilitates the meeting.
- All participants are given equal time and opportunity to speak.
- The focus remains on the harm caused, rather than blame.
- Both parties explore how their actions contributed to the conflict.
- A shared agreement or contract is created, outlining how they will treat each other moving forward.

This process ensures fairness, promotes truth-telling, and encourages genuine remorse and reconciliation.

The Role of Staff

All staff at Ryton-on-Dunsmore CE Academy are expected to use restorative language and approaches in their day to-day interactions with pupils. Staff:

- Model respectful behaviour and language
- Intervene in conflicts using restorative strategies
- Encourage pupils to reflect and repair relationships

- Work closely with parents, carers, and colleagues to support children through the process

Senior leaders provide support and training to ensure restorative approaches are consistently and effectively embedded across the school.

Aims of Restorative Practice at Ryton-on-Dunsmore CE Academy

Our use of Restorative Justice is guided by the following aims:

- To educate pupils toward self-directed, positive behaviour
- To nurture and protect healthy relationships within the school community
- To hold pupils meaningfully accountable for the real consequences of their actions
- To enable resolution without exclusion wherever possible

By focusing on repairing harm and restoring relationships, we build a school culture that is safe, respectful, inclusive and rooted in Christian values.

This policy should be read in conjunction with:

- The Diocese of Coventry Multi Academy Trust Written Statement of Behaviour Principles.
- The Warwickshire Staff Behaviour Policy (Code of Conduct) for all staff and volunteers in schools;
- The Diocese of Coventry Multi Academy Trust's Whistleblowing Policy.
- The Diocese of Coventry Multi Academy Trust's Academy Complaints Policy;
- Ryton-on-Dunsmore, CE Academy's SEND Information Report;
- Ryton-on-Dunsmore, CE Academy's SEND and Inclusion Policy;
- Ryton-on-Dunsmore, CE Academy's Accessibility Plan. This policy is reviewed and updated, at the minimum, on an annual basis. However, the Senior Leadership Team will conduct systematic reviews of the policy's effectiveness. This will incorporate:
- Analysis of incident data, and perceived impact of the consequent actions;
- Analysis of the perceived impact of the rewards system;
- Feedback from staff on the manageability and impact of the policy;
- Comments by the School Council on the fairness and motivation that the policy generates;
- Opinions of parents/carers about the accessibility and impact of the policy and its implementation

Appendix 1

<u>Scripting conversation a sharp Intervention</u>

- Removes 'magic' systems and bribes
- Relationship management allows adults to become more skilled at defusing behaviour.

- 30 second conversations for one-to-one interventions for poor behaviour (*See script*).

1. **Gentle approach, personal, non-threatening, side on, eye level or lower.**

2. **State the behaviour that was observed, and which rule was broken.**
   You need to understand that every choice has a consequence, and your behaviour is disruptive/dangerous.
   Ask the child: What rule have you broken?

3. **Tell the learner what the sanction is.**
   If you choose to (insert desired behaviour), that would be fantastic.
   If you choose not to, then this will happen… (consequence)
   Immediately refer to previous good behaviour as a model for the desired behaviour.
   Do you remember earlier today when you… that's who I want to see now.
   I'll leave you to make your decision.
   Follow with: You are going to be brilliant. I believe you can be a success. I care about what happens.

4. **Walk away; allow the learner time to decide what to do next.**
   If there are comments as you walk away write them down and follow up later.

5. **Look around the room with a view to catch somebody following the rules.**
   A copy of the script can be displayed in your classroom, readily available for all adults to use

Appendix 2

30 second script

Limit 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 walk away.

As you walk away, the child may attempt to hook you back; if you rush back to confront secondary behaviour you pass over control to the child. For some children, a full-blown confrontation is exactly what they want. **Walk away and write down what just happened, so that you can speak to the child about it when they are calm.**

Scripted response:

"I have noticed you are…" (having trouble getting started etc.)

"It was our rule about… that you broke."

"You have chosen to…" (catch up with your work at break, come and talk to me at break etc.) Do you remember last week when you (positive)? That's who I need to see today." "Thank you for listening."

Repair script

1. "What happened?" Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.
2. "What were you thinking at the time?" This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.
3. "Who has been affected?"
4. "How have they been affected?" It is important that the child considers others and the impact of their behaviour.
5. "What do you think about what happened now?"
6. "What should we do to put things right?" This may not always be an apology as a forced apology is worthless.
7. "How can we do things differently in the future?"

Appendix 3

Ryton-on-Dunsmore, Provost Williams CE Academy

Ready. Respectful. Safe

At Ryton-on-Dunsmore, we achieve excellence because we are…

Ready

- **In school on time**
- **Look and listen to the person who is speaking**
- **Correct equipment in school and on desk**
- **Focused attention ready for to work**

Respectful

- **Greet adults politely when we arrive at school**
- **Looking after the learning environment**
- **Speaking in a positive tone to others**
- **Do things for other because it feels good**

Safe

- **Move calmly around the school and outside**
- **Kind hands and feet**
- **Tell adults if we ever feel unsafe – they will listen**
- **Use the equipment properly**

Appendix 4

In the following situations, staff must judge whether a physical intervention would be reasonable or appropriate:

- Risk to the safety of staff, children or visitors;
- Where there is a risk of serious damage to property;
- Where a child's behaviour is seriously prejudicial to good order and discipline;
- Where a child is committing a criminal offence

Non-verbal strategies

It is useful to remember this when you are trying to de-escalate. Ensure you are modelling the behaviour you want the child to emulate, relaxed and open body language can be helpful. Non-verbal techniques include the following. •

- **Appear calm and self-assured.** Make sure you are not displaying the same signs of agitation that can be seen in the child, unclench your fists, do not hold eye contact for too long and avoid standing square to the child;
- **Maintain a neutral facial expression**. Even our eyebrows can indicate we are surprised or angry, and similarly our mouths can betray our emotions unwittingly. Another natural reaction we often have when under stress is to smirk or giggle, which must be controlled;
- **Allow space.** Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive;
- **Control your breathing.** When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Verbal strategies

- **Lower your voice and keep your tone even**. It is hard to have an argument with someone who is not responding aggressively back to you;
- **Distraction and diversion are extremely useful**. When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions. Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window;
- **Give choices**, repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you;
- **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.

Acceptable Behaviour	Unacceptable Behaviour
Respecting others and their property	Rudeness and aggression towards others
Being helpful	No fighting or physical attacks of any kind
Saying 'please' and 'thank you'	Name calling
Being fair	Refusal to follow instructions
Considering other	Threating behaviour or bullying
Valuing others point of view	Stealing or damaging property
Playing well together	Leaving the classroom/school without permission
Trying your best with all you do	Behaving in an offensive way to others