



# BEHAVIOUR POLICY

Name	Behaviour Policy		
Agreed by	GB School Improvement Committee		
Date agreed	04/02/26	Review date	Spring 2028
Signed & dated			

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Our Behaviour Policy is rooted in our positive approach to behaviour management, underpinned by our school values for children and adults. Our aim is to proactively establish positive relationships with and between pupils, to create a positive school culture in which we learn together, to acknowledge our similarities and differences, and build a school community in which adults and pupils feel a sense of belonging.



**Children don't care how much you know, until they know how much you care.**

### Our school values

Our Malmesbury Values are an integral part of our vision, serving as guiding principles that shape both our thinking and behaviour – they give us a shared purpose as a school community – this is how we do it here. At Malmesbury, we embrace and appreciate each individual for their unique qualities and contributions to the school community. These values play a crucial role in fostering the personal, social, and spiritual development of every child.

#### PRIDE

We are proud of who we are as individuals and as a community. We have high expectations of ourselves and others. We encourage, motivate and support each other to be the best we can be. We are proud of what we achieve. We value and celebrate each other's successes.

#### PERSEVERANCE

We Persevere. We try hard, even when things are tricky. We acknowledge we can't do some things.... yet. We view asking for help as a strength. We are able to adapt to changing situations. We are comfortable taking chances and making mistakes. We are willing to try new things.

#### CURIOSITY

We are Curious. We want to understand the world we live in. We are keen to learn about others' thinking, ideas and beliefs. We know knowledge gives us power so we ask questions and listen to the answers. We question the things we don't understand. We explore. We build our love of learning.

#### CARE

We care. We look after ourselves and each other. We think of others - taking time to understand what others are thinking and feeling. We are kind, patient and respectful. We are honest with ourselves and each other. We ask 'how can I help?'

#### COLLABORATION

We collaborate. We know that working together makes us stronger and that together anything is possible. We listen, discuss, share and take turns. We include everyone. We build on others' ideas and help each other succeed.

We aspire for our values not just to be words on paper but to come alive in our daily actions and interactions. We firmly believe that these values hold significance not only within the school community but also in the broader context of life. By instilling and 'living the values,' we aim to equip our students with enduring principles that will guide them in their journey beyond the school gates.

We have 3 very clear and simple school rules that are underpinned by our school values. They are displayed throughout the school, the language is used by everyone and they help everyone to understand how we behave at Malmesbury. These rules are versatile, applicable to various situations, and are explicitly taught and demonstrated.

1. We are **ready**
2. We are **respectful**
3. We are **safe**

Our rules are applied to different contexts and here are some examples:

#### READY – are you ready?

Are you ready to listen?  
 Are you ready to learn?  
 Are you ready for PE with your kit?  
 Are you ready for assembly to start?  
 Have you practised your reading?

#### RESPECTFUL – are you being respectful?

Are we treating everyone with respect?  
 Are we using kind words?  
 Are we being polite and showing good manners?  
 Are we including everyone?  
 Are we thinking about others?

#### SAFE – are we all safe?

Are we thinking about how to be safe in the playground?  
 Are we moving safely around the building?  
 Are we managing our bodies?  
 Are our laces tied?  
 Do we tell an adult if we (or our friends) are unhappy?

**Aim of our approach:** we want our pupils to lead successful lives as adults and do our best to enable them to achieve academic success ensuring they grow into self-aware and self-confident learners. Our approach aims to develop and encourage in pupils:

- A belief that they can make a difference to the wider community.
- Respect for themselves including pride in their appearance, behaviour, achievement and high expectations for themselves.
- Respect for others and an understanding of how their actions affect others' feelings.
- Respect for individuality and the rights of others to their own opinions, cultures and beliefs.
- Respect for their environment including school and other people's property.
- An understanding that everyone has a right to feel safe, valued and respected, and to learn free from the disruption of others.

To meet this aim:

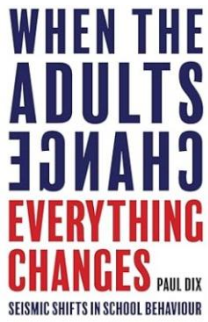
- We are proactive in promoting all children's achievement to the highest possible level
- We find every opportunity to celebrate individual and group success
- We work proactively to make adjustments to ensure that Malmesbury is a highly inclusive community where relationships are based on mutual respect, ensuring our children are taught how to contribute to wider society
- Our focus is always on learning and so behaviour which is disruptive to individual and group learning is addressed promptly, positively and rigorously with the aim of;
  - helping the child realise the impact of their actions
  - recognise and manage their own behaviours in the future
- We expect children to be punctual each day and have excellent attendance (apart from in exceptional circumstances where we sometimes work with families where there are complex medical needs)
- We teach our children how to keep themselves safe from harm; all forms of abuse both on and off line
- We ensure our children are taught how to make healthy life choices

Our behaviour policy is rooted in **Five Pillars or Pivotal Practice** by Paul Dix: These centre around:

1. The role of adults in supporting children with building positive behaviour and relationships
2. A focus on noticing and praising children's great choices
3. Clear, simple consistency in our routines which give our children security
4. Being thoughtful about our language and the support we offer when children are finding it tricky
5. Helping children put it right.



## The Role of Adults *"When the adults change, everything changes"* (Paul Dix)



Our behaviour policy is rooted in this book by Paul Dix. Our values and our ethos at Malmesbury underpins all our actions; they inform the way we respond to our pupils, ensuring everything we do is about securing the best and broadest education possible for all our Malmesbury pupils. Everything we do involves ensuring positive behaviour for learning. We incorporate visible and audible consistencies and establish relentless routines, expecting, modelling and promoting the highest standard of behaviour, personal development and welfare from the entire Malmesbury community.

### **Consistent adult behaviour will lead to pupils consistently meeting our behavioural expectations.**

#### **We expect every adult to;**

1. **Meet and greet** at the door.
2. Refer to **'Ready, Respectful, Safe'**.
3. **Model** positive behaviours and build relationships
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **Recognition Board** throughout every lesson.
6. **Be calm** and give 'take up time' when children need more support
7. **Be emotionally regulated adults** who are here to help children learn
8. **Predict Preventable situations** before the need to implement consequences
9. **Follow up** every time and engage in **reflective dialogue** with learners.
10. **Never ignore** or walk past poor conduct.
11. **Celebrate** learners through use of positive notes and phone calls home.

#### **Senior leaders will:**

- **Take time** to welcome learners at the start of the day
- Be a **visible** presence around the school, especially during transitions and play time.
- **Celebrate** learners and staff whose effort goes above and beyond.
- Regularly **share** good practice
- Use behaviour data (recorded on CPOMS) to **target and assess** school wide behaviour policy and practice.
- Regularly **review** provision for learners who need a tailored Behaviour Plan.

#### **Language around behaviour**

At Malmesbury we recognise that the language we use to promote good behaviour needs to be positively phrased (i.e. say what we want, not what we don't want) and consistently used by all adults. We understand that consistency is essential in creating clear boundaries. Adults should remain respectful and calm at all times. We use non-judgmental language when describing a child's behaviour, for example, describing children as being dysregulated rather than 'kicking off.'

Behaviour discussions must focus on the specific behaviour choices made, they should not be personal to the child. Conversations around behaviour should be conducted in the first instance by the member of staff present at the time, or the class teacher.

## Strategies to promote excellent behaviour for learning

At Malmesbury, we employ a range of methods to teach behaviour expectations, ensuring a tailored approach to the unique needs of our school community. This includes a dedicated Personal, Social, Health and Economic curriculum that is specifically crafted and adapted to address the evolving needs of our students. Through engaging assemblies, we celebrate positive behaviours and reinforce learning around our school values, creating a collective understanding of the behaviour expectations. Additionally, our approach involves timely interventions that are designed to meet the individual needs of each child, ensuring a supportive and responsive framework for their behavioural development.

### Using Jigsaw to support personal, social and emotional learning

The Jigsaw Programme encourages positive relationships within children and young people, fostering essential aspects such as self-esteem, self-respect, and assertiveness skills. Additionally, it plays a pivotal role in shaping a clear understanding of the expected behaviours within our Malmesbury School community. This program goes beyond academics, and students to develop a sense of self and the interpersonal skills necessary for positive engagement within the school environment.



### Recognition and rewards for effort

We recognise and reward learners who go **'over and above'** our standards. Our staff at Malmesbury Primary School recognise the significance of praise in cultivating a positive classroom atmosphere. They understand that a subtle, personal word of praise can be just as impactful as a more public reward. This approach is crucial for building positive relationships, especially with learners who may be more challenging to engage.

Positive rewards include positive messages home for behaviour that is **'over and above'**. These messages may take the form of a positive note, a phone call home, or a face-to-face conversation. Additionally, children can be recognised and rewarded during our weekly celebration assemblies, acknowledging their efforts both inside and outside the classroom.

### Celebration Assembly

Our celebration assemblies are held every week. Children will be celebrated for going **'over and above'** in English, Maths, Reading and as the **'Star of the week'**. The child who receives the **'Star of the week'** will have gone **'over and above'** with their own behaviour and in showcasing our values to others.

### Managing Behaviour

At Malmesbury Primary School, our foremost objective is to ensure active engagement in the learning process. For the majority of our learners, a gentle reminder is sufficient to keep children focused and on task. In instances where a child may need to temporarily leave the classroom to regulate themselves and regain focus on learning, careful and considerate steps are taken. Before such a decision is made, individual needs are taken into account, emphasising a personalised approach to support each student effectively.

## Practical steps in managing and modifying poor behaviour choices

Learners at our school are held accountable for their behaviour and the ensuing consequences. Staff members follow a structured approach, employing a staged approach when addressing poor behaviour choices. The primary goal is to refocus children on learning and making positive behaviour choices with the smallest amount of intervention which will have the biggest impact.

## Responding to inappropriate and challenging behaviour

Consequences and sanctions should:

- Be proportionate to the behaviour and the age of the pupil/s
- Make it clear that the unacceptable behaviour affects others and that everyone has a responsibility to uphold our school rules
- Allow pupils to make amends including through restorative conversations and actions to 'put it right' and understand where it went wrong and how to do it differently next time
- Be consistently applied by all staff to ensure that children and colleagues feel supported.

We use a range of responses to help children make better choices, these include;

Steps	Actions
<b>1. Redirection to refocus</b>	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules, <b>Ready, Respectful, Safe</b> , delivered privately if possible. Repeat reminders if necessary. De-escalate where reasonable and take the initiative to keep things at this stage. Praise will be given to the learner when they are able to model the correct behaviour as a result of reminder.
<b>2. Consequence prompt</b>	A clear verbal warning delivered privately if possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. They will be reminded of their good previous conduct to prove they can make the right choices.
<b>3. Scripted response with consequence</b>	Speak to the learner privately and give them the final opportunity to refocus.  <b>Use the 30 second scripted response</b> <ul style="list-style-type: none"> <li>• <b>I have noticed</b> that you are... (having trouble getting started, wandering around the room, disturbing others)</li> <li>• <b>At Malmesbury, we...</b> (refer to the school rules of ready, respectful, safe)</li> <li>• <b>Because of that you need to...</b> (refer to action to support behaviour e.g. moving to another table)</li> <li>• <b>See me for</b> 5 minutes after lesson/during break</li> <li>• <b>Do you remember yesterday/last week when you...</b> (refer to previous positive behaviour)</li> <li>• <b>That is who I need to see today...</b></li> <li>• <b>Thank you for listening...</b> then give the child some <b>'take up' time.</b></li> </ul> <p>If the warning is not heeded and the behaviour continues this must be recorded on C-POMS, and the learner will be informed they will need to spend some time at break/lunch reflecting on their choices and talking them through or catching up on lost learning time. Children will be expected to have a meaningful reflective dialogue. For serious incidents at lunch times, the pupil will be expected to reflect in a calm, quiet space</p>

	inside for the remainder of the lunch break.
<b>4. Cool off time</b>	Cool off time might be a short time away from the classroom or the source of the dysregulation. This would be a predetermined place e.g. another class, a safe space, SLT office. It is time allowed to calm down, look at the situation from another perspective and compose themselves.
<b>5. Restorative conversation</b>	<p>Five questions is usually enough</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking at the time?</li> <li>3. How were people affected?</li> <li>4. What should we do to put things right?</li> <li>5. How can we do things differently in the future?</li> </ol> <p>The details of this conversation should be shared with the affected parties. This should mean more than just an apology. Restorative sheet to be completed if suitable, this will be shared with parents/carers and saved on C-POMS.</p>
<b>Additional consequences</b>	<p>If a child is having regular incidents which require a restorative conversation further action may be required, such as; weekly behaviour meetings, a formal meeting with SLT and parents/carers or a behaviour report card.</p> <p>If it is a Serious Behaviour Incident: this will be dealt with in line with our approach to managing Serious Behaviour Incidents</p>

Depending on the individual child these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

### **Responding to inappropriate behaviour including bullying** (see also Anti-Bullying policy)

At Malmesbury Primary School, we define bullying as a pattern of behaviour, whether by an individual or a group, that is repeated over time and is intentionally designed to harm another individual or group, either physically or emotionally. This harmful behaviour can take various forms, including physical or verbal aggression, psychological intimidation or threatening behaviour, ostracism, peer exclusion, taunting, through verbal or text communication, and cyberbullying via the internet, online gaming or mobile phones.

It's crucial to recognize that bullying can extend beyond individual actions and may target aspects such as race, belief, religion, sexual orientation, gender (including sexist bullying or gender reassignment), disability, special educational needs, family circumstances, appearance, or any other characteristic of an individual's life that can be exploited to cause distress. It might be motivated by actual differences between children, or perceived differences.

At Malmesbury, we are committed to fostering a safe and inclusive environment, and we take a strong stance against all forms of bullying. We strive to create awareness, promote understanding, and implement preventive measures to ensure the well-being of every member of our school community.

Malmesbury has an Anti-Bullying Policy to deal with potential bullying as soon as it is detected. Our aim is to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and pupils which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond.

We aim to embed a deeper empathy for others through our values learning in assembly/class and restorative conversations, supporting our children to understand how their actions affect others.

If/when bullying is suspected, we create chronologies of events to enable accurate communication between staff and pupils and their parents. It also enables us to measure the impact of any intervention that is decided for all involved.

### **Working with parents/carers**

At Malmesbury Primary School, we recognise the importance of collaboration, particularly in addressing and supporting children with their behaviour. Whether challenging behaviour appears at school or at home, our commitment is to work together with parents/carers to ensure that children receive the necessary support.

Understanding that children may occasionally make mistakes as a natural part of their development, we see these instances as opportunities for learning and growth. We believe that the most effective way to guide children through these learning experiences is by fostering a collaborative relationship between the school and parents. We are always ready to listen, understand, and provide support in the best possible way, recognising that a united effort contributes significantly to the overall well-being and development of the child.

### **Children with additional Social, Emotional and Mental Health Needs**

We understand that, for a wide range of reasons, a small minority of children may find it harder to follow our behaviour expectations. In these cases, children will have bespoke positive behaviour plans which may include small tailored rewards to help them recognise and reinforce positive behaviour.

In most instances, it may be necessary to include them on the Special Educational Needs and Disabilities (SEND) register specifically for social, emotional, and mental health issues. In such cases, the collaboration of parents/carers, the Headteacher, SENCo (Special Educational Needs Coordinator), SLT, and external agencies will be sought. A comprehensive approach involving various strategies and therapies will be implemented to facilitate the child's success and well-being within the school environment.

### **Serious Behaviour Incidents**

A Serious Behaviour Incident is any behaviour that is violent, abusive or dangerous. Such behaviour is treated seriously and there will be a clear consequence. This consequence ensures consistency across the school and underlines the serious and unacceptable nature of the behaviour choice (see appendix). At Malmesbury we understand that behaviour can sometimes be the result of educational needs, mental health needs, or other vulnerabilities. Where this is the case for any individual child, the school will map out an individualised, specific and graduated response, this is created with support from the school's inclusion lead.

On rare occasions, there may be times when a pupil has an episode of extreme behaviour and, whilst we know that this behaviour is a way of communicating their emotion, it is not an

appropriate choice and will need to be addressed through timely intervention typically involving a member of SLT, followed by discussion with consequences once the pupil is calm.

Intervention should not immediately involve the use of restraint (managed holds) or the application of force unless it is an emergency. In most situations, it is possible to apply strategies to manage the behaviour and to prevent the situation escalating further. Examples of de-escalation strategies include, but are not limited to:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language, that is phrased positively e.g. you need to...
- Allowing take up time
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member no direct response should be given
- Ignoring secondary behaviours and responses to stay focussed on the initial behaviour. Secondary behaviours can be noted and dealt with later when the child is calm.
- Providing adequate personal space and not blocking a pupil's escape route (unless there is a health and safety concern e.g. a road)
- Showing open, accepting body language, e.g. not standing with their arms crossed • Reassuring the pupil and creating an outcome goal
- Identifying any points of agreement to build a rapport
- Offering the pupil a face-saving route out of confrontation, e.g. a choice
- Deflective conversations or behaviour e.g. an adult starting to engage in an alternative activity like reading a story book (may be appropriate for younger children or children with SEND)

### **Restrictive Interventions, including the Use of Reasonable Force**

At Malmesbury we take incidents of violence towards others very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves, others and the child safe and to manage the situation effectively. All members of school staff can use a restrictive intervention – including reasonable force – to prevent or stop a child from:

- Causing injury to themselves or others
- Damaging property
- Causing disorder among children at the school, whether during a teaching session or otherwise

This is in line with the DfE's 'Restrictive interventions, including the use of reasonable force' (April 2026) Before using a restrictive intervention with a child, staff consider:

- **If it's necessary:** there might be alternative ways to manage the situation and achieve the desired outcome, and staff should consider whether the intervention is likely to reduce risks or might escalate the situation further
- **If it's proportionate:** staff should use the least restrictive intervention for the least amount of time, and consider the individual circumstances of the child such as their age, size and any medical conditions
- **The pupil's welfare:** staff consider the impact that the use of force or restrictive interventions can have on a child, for example for pupils who have experienced adverse life events. They should also seek to maintain respect for their dignity.

In rare cases where a child is experiencing high levels of emotional or behavioural dysregulation, it may be necessary to keep them separate from other children in order for everyone to be safe (Seclusion). This may be by keeping the child in their classroom, the playground or another space we know the child is likely to regulate in. In these instances, an adult may remain in front of the door to support the child remaining safely in the space. As soon as the risk of harm is reduced, the child is always allowed to leave.

Key staff members are trained in positive handling (restraining or restricting) through programs such as Team-Teach which are designed to assist in calming children and de-escalating challenging situations. This training also equips staff to safely hold children if deemed necessary, with such intervention being limited to situations where safety is a concern and for the shortest duration possible. Physical intervention is solely employed to prevent physical harm to others or if there is a risk of self-inflicted harm.

Both children and adults' explanations of what happened during the incident, and why, are heard. This information is used to evaluate the incident as soon as possible after the event to understand why the restrictive intervention was used, the impact on pupils and staff, any patterns or trends, and how we can avoid using restrictive interventions in future – for example by introducing, or amending, a behaviour support plan for the children. Restorative conversations are then planned and held in order to repair and rebuild relationships, and foster a culture of continuous improvement. These are led by an adult who wasn't involved in the incident. The wellbeing of the pupil and staff members is monitored and additional support is provided, where needed. Other children who witnessed the incident may also need support.

We appreciate that these incidents can cause distress for the adults involved - all staff are entitled to take some time away from the classroom to recover their composure. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons, but as adults we need to still show compassion and care for the child.

These actions align with government guidelines on the restraint of children, with comprehensive records maintained on C-POMS and parents/carers kept informed. As a minimum, the cpoms record should include the following details:

- The names of the pupil(s) and staff involved
- Any relevant needs or circumstances of the pupil, including if the pupil has SEND and their SEN code
- The time, date, location and approximate duration of the intervention
- Details of any physical injuries
- Any support provided after the incident, including any medical treatment for injuries
- A brief account of the incident, including what led up to it, any known triggers that were or may have been involved, and any preventative or de-escalation strategies used
- The type of reasonable force and the degree of force that was used
- A brief account of why the staff member(s) assessed that it was necessary to use force

Identifying details of any other pupil, should not be shared with the parent, as this is likely to be a breach of data protection law. Suspension for the child may happen, but only once we have explored several options and have created a plan around the child.

Restrictive interventions, including reasonable force, can be used on children with special educational needs and/or disabilities (SEND). Where a child's behaviour means that it's more

likely that staff will need to use reasonable force or other restrictive interventions, the school will have a risk assessment in place. It will also work to manage and reduce the risk – for example, by understanding the pupil's triggers and providing staff training. We work with the pupil, their parents/carers, and other professionals to develop:

- Prevention and de-escalation strategies
- A behaviour plan that sets out prevention strategies and the types of physical interventions that will be used

Our school regularly reviews and analyses data on restrictive interventions to make sure that we:

- Identify areas for improvement to policies and practices, particularly where strategies and interventions have not been effective
- Identify areas for training and development for staff, for example on how to use de-escalation techniques effectively
- Understand regular patterns or triggers of behaviour for key pupils, to better support them through behaviour support plans
- Identify when the use of restraint was used disproportionately with vulnerable pupils, including pupils with SEND

**Exclusions** (see also exclusions policy)

### **Fixed Term Exclusions**

Malmesbury Primary School holds the belief that, in general, exclusions are not the most effective method for improving behaviour. However, ensuring the safety of all students and staff from physical and verbal aggression and disruption is paramount for children to achieve their maximum academic potential. If a child significantly violates the school's behaviour policy, and their continued presence poses a serious threat to the education or welfare of others, the Headteacher may decide on a fixed-term exclusion. During this period, the child will be provided with assigned work to complete at home.

Following a fixed-term exclusion, a meeting is scheduled between the pupil, parents, and the Headteacher to discuss the student's reintegration into the school and the most effective way to support them moving forward. At Malmesbury Primary School, each day is regarded as a new opportunity, and upon their return, it is expected that students who have transgressed will be welcomed and treated with an expectation that we want them to be successful and will do all we can to support them.

### **Permanent Exclusion**

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion. The governors of Malmesbury Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education of the pupil concerned, or to other pupils in the school.

## Appendix 1: Behaviour Policy – The Malmesbury Way



### The Malmesbury Way

Adult Behaviour	3 Rules	Over and above Recognition
<ul style="list-style-type: none"> <li>• Calm, consistent, respectful</li> <li>• Positive attention first</li> <li>• Persistently bothered</li> <li>• Seek out and acknowledge over and above behaviours</li> </ul>	<p>We are <b>ready</b></p> <p>We are <b>respectful</b></p> <p>We are <b>safe</b></p>	<ul style="list-style-type: none"> <li>• Verbal praise</li> <li>• Recognition board</li> <li>• Share with parents/carers</li> <li>• Postcard/phone call home</li> </ul>

**Our Malmesbury p's and c's:** the values which reflect 'this is what we stand for here'

**PRIDE**  
 We are proud of who we are as individuals and as a community. We have high expectations of ourselves and others. We encourage, motivate and support each other to be the best we can be. We are proud of what we achieve. We value and celebrate each other's successes.

**PERSEVERANCE**  
 We Persevere. We try hard, even when things are tricky. We acknowledge we can't do some things.... yet. We view asking for help as a strength. We are able to adapt to changing situations. We are comfortable taking chances and making mistakes. We are willing to try new things.

**CURIOSITY**  
 We are Curious. We want to understand the world we live in. We are keen to learn about others' thinking, ideas and beliefs. We know knowledge gives us power so we ask questions and listen to the answers. We question the things we don't understand. We explore. We build our love of learning.

**CARE**  
 We care. We look after ourselves and each other. We think of others - taking time to understand what others are thinking and feeling. We are kind, patient and respectful. We are honest with ourselves and each other. We ask 'how can I help?'

**COLLABORATION**  
 We collaborate. We know that working together makes us stronger and that together anything is possible. We listen, discuss, share and take turns. We include everyone. We build on others' ideas and help each other succeed.

**Stepped consequences**

In public use non-verbal cues, positive reinforcement and reminders to gain positive behaviour before any stepped consequences are necessary:

1. Redirection to refocus
2. Reminder prompt
3. Scripted response with consequence
4. Cool of time
5. Restorative conversation
6. Additional consequences – including those for managing Serious Behaviour Incidents (SLT involved)

**Microscripts**

I noticed that... you need to... that's our XX rule... can you remember when you did XX (positive behaviour choice) – that's what I need to see today.... Thank you.

Give child take up time to adjust their behaviour.

**Restorative Talk prompts**

- Tell me what happened ?
- What were you thinking/ feeling at the time?
- What do you think about it now?
- Who has been affected? How have they been affected?
- What is needed to make things right?
- How can we make sure this doesn't happen again?

Relentless Routines		
Meet and Greet	Positive Reinforcement	Our Malmesbury Walk

**Remember:** it is **not the severity** of the consequence **but the certainty** that we always follow up which makes the difference.

## **Appendix 2: Behaviour Policy: Restorative Talk**

Our children need supported to think through and understand the impact their behaviour choices have on themselves and others. Our adults help them do with the following prompts:

### **EYFS AND KS1**

- Let's stop and use our words
- Tell me what happened / I'll tell you what I saw
- So, you felt / I wonder if you felt (to both children)/ how did you feel?
- How can we make this better (should we shake hands, say sorry, play together)?
- So next time you need to (ask for a turn, use a timer, choose something else)?

### **RESTORATIVE TALK: KS2**

- Tell me what happened?
- What were you thinking/ feeling at the time?
- What do you think about it now?
- Who has been affected? How have they been affected?
- What is needed to make things right?
- How can we make sure this doesn't happen again?

### Appendix 3 Behaviour Policy: Serious Behaviour Incidents

Children need to learn that they choose their behaviour and they must take responsibility for making the right choice. A serious behaviour incident involves behaviour that is dangerous, intimidating and extremely disruptive. Serious behaviour should not be allowed to impact on the learning or wellbeing of others and therefore has a consequence that underlines the seriousness of the behaviour.

If a child chooses to:

throw or kick school property	deliberately physically hurts another person	Loudly and intentionally shout, threaten or swear at or around others
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they will need to work in another class for the equivalent of one day (Y5 and Y6) or half a day (Y1-Y4). A judgement will be made by SLT about the very youngest children, or where the sanction spans more than one day. A member of SLT will collect the child and relocate them. The teacher will need to ensure work is in place as soon as they are able to. Senior leaders will make contact with the parents and catch up with the teacher at the end of the day to share relevant information.

Relationships matter, so any serious behaviour incident will always be followed up by a reparatory chat. This is so the child understands that although the behaviour wasn't okay, the teacher still cares about them as a person and believes that they will make a better choice in future. It also separates the child from the behaviour mistake they have made. The reparatory chat will take place before the child re-joins the class to:

- re-establish expectations
- show that they believe in the child and will support them with a fresh start
- be clear the mistake has been made and is now finished

Teachers will then seek to actively catch the child doing the right thing as part of moving forward.

Rationale:

- We need to look after all children. Serious behaviour incidents can be traumatic for others, and this is not okay.
- We get what we accept. We will not usually explicitly share serious behaviour incidents outcomes with other children, but the visible consequence will underline the fact that these types of behaviour are unacceptable.
- Serious behaviour is often attention-needing behaviour – I need you to notice me.