

Behaviour policy and procedures



SS Peter and Paul Catholic Primary School



Approved by:	Governing Body	Date: 10 th December 2024
Last reviewed on:	October 2024	
Next review due by:	December 2025	

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Our Mission:

God made us all to be different and unique, this is what makes us special. God created us to be part of his family.

We live our school vision 'let our light shine' in all that we do, we follow the example of Jesus as he is the light of the world.

Jesus Christ said, **"Your light must shine before people, so that they will see the good things you do and praise your Father in heaven."** (Matt.5:16)

Revised 2024

At SS Peter and Paul Catholic Primary School we listen to each other and reflect on our behaviour with fairness, sympathy and forgiveness. We set high expectations of behaviour. Our management of behaviour encourages and praises good behaviour. We encourage everyone to be confident to make appropriate choices. Children are listened to and supported in times of difficulty. We believe everyone is unique and has the opportunity to achieve, succeed and mature. Pupils' gifts and talents are recognised and nurtured.

Our safe and secure environment enables children to communicate freely and express their joys and fears. Children are encouraged to develop a greater awareness of the wonder of God's creation and the presence of Christ in our faith community. We try to ensure everyone develops spirituality and a deeper understanding of Christian values through our behaviour procedure.

At SS Peter and Paul Catholic Primary School Catholic Primary we aim to honour and fulfil The United Nations Convention on the Rights of the Child. This guidance reflects and upholds the articles.

At SS Peter and Paul Catholic Primary School we believe that a positive and structured approach to the management of behaviour will enable children to learn and teachers to teach. Together, we promote positive behaviour in our pupils and create an environment in which this can flourish.

The aim of this policy is to ensure that our school has a positive atmosphere, where each member of the community feels valued and in which there is a joint approach and shared responsibility between the parent, pupils, governors and the school.

Discipline within our school stems from our Catholic values and principles of love, care and respect for each other. As a school community we endeavour for our children to grow and learn together in the footsteps of Jesus.

VALUES

We strive to:

- Know and understand each individual child
- Explain the school promises, sanctions, rewards and ensure these are understood
- Avoid tensions and frustrations
- Help the children to become independent learners and thinkers and be responsible for the consequences of their own actions
- Develop a respectful, forgiving and nurturing environment
- Foster Catholic values and live out the school's mission
- Ensure children have high esteem
- For children to respect each other as well as adults

We believe that emphasising positive behaviour in school will marginalise poor behaviour.

A well-managed environment will encourage children to fulfil the Catholic values in their own behaviour.

On joining SS Peter and Paul Catholic Primary School, parents will be asked to sign a Home-School agreement which outlines the responsibility of the parent, pupil and the school.

Collaboratively, staff, pupils, parents and governors have established a clear set of Golden Promises and school values which describe expected behaviour at SS Peter and Paul Catholic Primary School. We expect children at SS Peter and Paul Catholic Primary School to take responsibility for their behaviour and make good choices in order to demonstrate positive caring attitudes towards one another and towards their environment. We believe that children learn to manage their own behaviour through praise, encouragement and reward. The whole school approach to behaviour management helps to ensure that every teacher and child becomes aware of the importance of developing good habits around behaviour for learning, and through investigation, understands that there are consequences for poor choices of behaviour.

Our policy consists of:

GOLDEN PROMISES AND SCHOOL VALUES - which are reasonable, easily understood and clear to all.

REWARDS - which encourage and reward good behaviour choices. All adults within school are able to reward children accordingly.

SANCTIONS - which are chosen when a child chooses to break a rule or make a very poor choice. Sanctions are to be issued by class teachers, teaching assistants, lunchtime supervisors, SENCO, Mental Health Lead or members of the SLT.

To ensure every member of the school community feels valued, respected and treated fairly.

- To underpin the school ethos and Mission Statement with a policy that encourages good behaviour through positive choices.
- To promote and maintain behaviour which allows pupils to learn and feel safe.
- To encourage a learning environment where positive efforts and behaviours are rewarded.
- To develop children's awareness of the consequences of their own choices about behaviour and to ensure that all members of the school have a clear understanding of the consequences of behaviour choices.

RESPONSIBILITIES

SS Peter and Paul Catholic Primary School is committed to encouraging good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents and pupils in achieving this aim.

THE RESPONSIBILITY OF STAFF

- To respect each individual child.
- To have high aspirations for all pupils and support individuals to achieve their own potential.
- To offer children a balanced curriculum and to ensure that the work offered is related to each child's level of learning and potential.
- To ensure that lessons are interesting and stimulating.
- To inform parents of their child's educational progress and their child's attitude to learning.
- To treat each member of the school community equally regardless of race, creed, gender or sexual orientation.
- To encourage and reward good effort and positive attitudes to learning and behaviour.
- To create a safe, bright and pleasant environment that is purposeful and well-

organised.

- Make known the rules of the school, the site, classrooms and playgrounds.
- To follow the SS Peter and Paul Catholic Primary School policy and use rules, sanctions and reward systems clearly and consistently.
- To be a good role model.
- To make children aware of the Gospel values in their everyday lives.
- Hold regular assemblies on themes of behaviour, respect, British values etc.
- To work together as a team to support children's positive behaviour.
- To be particularly vigilant during computing lessons to ensure appropriate, effective and safe pupil use.
- To support one another as a cooperative staff team.
- To be punctual when on duty.
- To follow the procedure.

RESPONSIBILITIES OF THE HEADTEACHER

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors on the effectiveness of the policy.

It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher supports the staff by implementing the policy, by setting the standards of high expectations of behaviour, and by supporting staff in their implementation of the policy.

The Head Teacher keeps records of all reported serious incidents of misbehaviour.

The Head Teacher has the responsibility for issuing suspensions to individual children for very serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. At each stage of a suspension the Head Teacher will inform the school governors.

RESPONSIBILITIES OF THE GOVERNORS

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in adhering to these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Head Teacher about particular disciplinary issues.

THE RESPONSIBILITY OF PARENTS

- To work in conjunction with the school creating relationships of support and cooperation.
- To be aware of the school rules and expectations and support the school in implementing these.
- To ensure that each child attends school daily, ready for learning (i.e. well rested and fed) and arrives punctually at school when gates open at 8.45am and collect at 3.30pm.
- To encourage each child to make the most of the opportunities presented at school and take pride in his/her achievements.
- To encourage children to do their homework and offer support with this.
- To speak to the class teacher about any concerns and to share information with the school as this may have an impact on their child's learning or behaviour.
- Understand that once the day has started, teachers are unable to speak to you because the children are their first responsibility. Please arrange a mutually convenient time to meet with the class teacher.
- Our Admin Team will take messages and ensure that messages received in good time will be passed on to the teacher.
- If you are concerned about something, please do not speak to the teacher in front of your child or other children.
- Do not approach other people's children to tell them off or threaten them in any way. Always speak to a member of school staff.
- To set a firm foundation at home, encouraging high standards of behaviour, good manners and promoting independence.
- To ensure that contact details are up to date, for use in an emergency.
- To encourage independence and self-discipline
- Act as good role-models for their children

WHOLE SCHOOL GOLDEN PROMISES

Our Golden Promises and Values sets out our template of expectations at SS Peter and Paul Catholic Primary School.



Golden Promises:

- We are kind
- We listen
- We show respect

Golden Values

- Forgiving
- Humble
- Faithful
- Helpful
- Gentle
- United

Our Golden Promises and Values are clearly displayed in class and around school. These rules are known by staff and by pupils and are always referred to when giving praise or when reminding pupils to make better, more positive choices.

REWARDS FOR POSITIVE BEHAVIOUR

At SS Peter and Paul Catholic Primary School we believe in noticing and celebrating when children make great choices. We encourage staff to use rewards frequently, and all adults in school may give rewards including class dojos and Good Mentions Certificates. School or class rules should be referred to when giving praise in order to reinforce positive behaviour and expectations.

Our positive approach to behaviour reinforcement means giving praise to those children who are well behaved, polite, hardworking and following our School Rules. In addition to verbal praise, praise may include any of the following:

Non-Verbal Communications

- Look - smile - nod – handshake – thumbs up

Verbal

- Praise - publicly in Good Mention and Celebration assemblies, in class or individually.
- Positive comments –show to class members, other adults or Senior Leadership Team.

MATERIAL REWARDS

- Stickers, badges, stars, Good Mentions certificates, dojos, material rewards

PRIVILEGES

- More responsibility - special tasks, be the special person/Receive Head teacher's Award.

At SS Peter and Paul Catholic Primary School, we are very proud of the excellent behaviour our pupils show both in school and when the children visit other public sites in the local community or further afield.

Our Golden Promises and Values are woven into every aspect of school life we reward children in a variety of ways.

Here are some ways we show our Golden Promises in school:



What being **kind** looks like at SSPP

We greet all people we meet.
"Good morning!"
or
"Hello, how are you?"



We show an interest in others by asking questions.



We say please and thank you.



We take time to check others are okay and try to help when they are not.

We hold the door open for others.



What **good listening** looks like at SSPP

Focus your body:
Sit up and sit still.



Focus your mind:
Think about what is being said.



Look at the person who is speaking.



Use your facial expressions to show you understand.



Wait until it is your turn to speak.

Individual and Class Rewards

Each class use class dojos to reward demonstrating the golden promises and values, class learning behaviour and excellent work.

The children earn dojos each week and these accumulate as the half term progresses. Here are the prizes they can collect once they have enough dojos.



Good Mentions Assembly

Each week we also have our Good Mentions Assembly where we celebrate one child from each class who has shown outstanding work, behaviour, kindness, perseverance, progress or any other quality teachers want to recognise. As part of this assembly, we also recognise children who have received a Headteacher Award. If children have done something exceptional any member of staff can nominate them for a special Headteacher Award.

Certificates given during Good Mentions Assembly are taken home by the children so that they can share with family members their successes. Children are celebrated on our weekly

Newsletter Sway which is sent out weekly and on shared on Facebook too.

Celebration Assemblies

Each half term we will hold a Reception/KS1 and a KS2 Celebration Assembly.

We will let parents know the week before the assembly if their child has been chosen so that they are able to organise to attend or send other family members on their behalf. We hope that parents will enjoy this addition to our assemblies and the chance to hear about their child's successes!

During these assemblies we will also celebrate our sporting and any other school successes. We also invite parents to continue to let us know about their child's achievements outside of school that we can celebrate during this assembly.

SANCTIONS

At SS Peter and Paul, our children behave well and respond to our system of positive behaviour reinforcement. However, pupils do not always keep to our Golden Promises and expectations.

When children make poor choices which affects learning, personal safety, safety of other people or relationships a sanction as consequence of this poor choice will be issued. Consequences for poor choices of behaviour are clearly set out in each classroom.

Children may sometimes need to be reminded of our school rules, but if misbehaviour persists the following may be applied.

Sanctions are progressive as follows:

- An initial expression of disappointment.
- A verbal reprimand.
- A verbal warning.
- Loss of privilege, playtime or lunchtime, always under supervision (*e.g. missing minutes off of break, lunchtime detention, missing football etc.*)
- Loss of responsibility (monitor role, school representative, team place, place on an after school club)
- Remove child/children within their own class, within the key stage, to another key stage/ member of staff
- Behaviour discussion with the Head/Deputy Head/member of the senior leadership team
- Parental involvement – Parents will be invited into school to talk about pupil behaviour and to work in collaboration to review next steps.
- Internal exclusion- This is a sanction for poor behaviour. The pupil is removed from their class, not from the school site, for disciplinary reasons. The pupil is then expected to work in another class for a specified period of time. There is a shared understanding between staff, pupils and parent/carers for this sanction and a shared

goal for improved behaviour of the pupil.

- Suspension
- Permanent exclusion.

For more serious incidents, sanctions may operate straight away.








EYFS & KS1 Reflection Sheet












Name: _____ Year: _____ Date: _____


Which Golden Rule have I broken? Be kind Listen Show Respect

What happened?


Next time you could...

 count to 10	 go to a calm space	 walk away	 take deep breaths
 play with someone else	 play a different game	 share	 take turns
 walk and talk	 talk to someone	 something else	









What could you do to



put things right?

 say sorry	 check they are ok	 finish my work	 something else
 tidy up	 clean up	 share	

Supervising member of staff: _____

Date: _____ Time: _____

Comments:



KS2 Reflection Sheet

Name: _____ Year: _____ Date: _____

Which Golden Rule have I broken?

Be kind

Listen

Show Respect

What happened? What were you feeling? Who has been affected?

What should you do next time?

What could you do to make things better?

Say sorry to my teacher	
Say sorry to my friend or friends	
Do what I am asked to do straight away	
Try to speak more quietly to those around me	
Stop shouting out - be polite and show more respect	
Try not to distract other children who are trying to work hard	
Say something kind to someone I have upset	
Learn to keep my hands, feet and objects to myself	
Count to 10 before I get angry with others	
Think about my own behaviour - take time out if I need it.	
Concentrate on my work and settle quickly	
Try to listen more carefully	
Set a good example to other children	
Clean up the mess I have made	
My idea:	
My idea:	

Supervising member of staff: _____

Date: _____ Time: _____

Comments:

Restorative Conversations

Following incidents of poor behaviour, we encourage a restorative conversation between pupils and members of staff. At SS Peter and Paul, we understand the importance of nurturing positive teacher-pupil relationships whilst supporting individuals to reflect upon any poor choices.

The questions used will depend on the age and individual needs of the pupil. We have adapted reflection sheets which contain visual widgets; these can be used for to support pupils in their reflections and support restorative conversations.

Extreme behaviour

A children will be dealt with by a member of the senior leadership team for extreme behaviour choices such as:

- Kicking
- Spitting
- Biting
- Pinching
- Punching
- Swearing
- Threatening behaviour
- Discriminatory language/ name calling
- Stealing
- Vandalism of school property or property of others
- Deliberate or immediate risk of danger to self or others

On most occasions this will result in the class teacher or senior leadership team contacting parents to discuss the incident.

Inappropriate behaviour choices which result in breaking the Golden Promises result in the children completed a Reflection Sheet and serious behaviour incidents are recorded on CPOMS. The reflection sheets are collected by the DHT and monitored on a weekly basis.

If a child's name appears negatively three times within a half term, the DHT will meet with the class teacher to discuss the child's behaviour other SLT and/or SENCO may be present to discuss strategies to bring a solution together with a discussion to establish if we are aware of any significant difficulties the child may be facing. Parents will be alerted to concerning behaviour patterns so they are best able to support their child in school.

If the above procedures do not have the desired impact upon the behaviour of the child over a period of time, or for incidents of a more serious nature, staff may use the following options:

- Refer to Deputy Head Teacher or Head Teacher
- Positive Handling by trained members of staff
- Share concerns in team meetings
- Further contact with parent/s
- Refer to other agencies for support this might include the following:
 - Referral to BSAT team

- Fair Access Panel (FAP)
 - AFC Telford
 - Arthog Outreach
 - Pre-Suspension Hotline
 - Linden Intervention
 - BSATs/EPs
 - AP directory
 - Multi-agency assessment
- Initiate an internal exclusion for a specified period of time i.e. the child spends time in another class or area of the school
 - Parental Meeting
 - Initiate a suspension (Head Teacher)

EARLY YEARS

Within the Early Years we recognise that learning self-regulation and socially appropriate behaviour is a developmental process and that through modelling positive behaviour at all times, we can provide for the needs of the individual as well as ensuring the safety and well-being of everyone.

On the rare occasion of a sanction, parents are informed and a verbal communication takes place. Further meetings may be arranged to discuss any behaviour strategies that need to be introduced.

TO DISCUSS AN ISSUE CONCERNING YOUR CHILD:

When possible, please speak to your child's teacher when collecting your child from the classroom at the end of the day, once all children have been dismissed. The class email address can also be used to arrange a meeting or share your concern with your child's class teacher.

If a longer appointment time is needed, please contact the school office. They will be able to check the availability of the teacher to enable an appointment to be made. Every effort will be made to see parents as soon as possible. If after speaking to your child's teacher you wish to discuss the matter further, please make an appointment to see the Deputy Headteacher.

Staff will endeavour to answer questions and concerns which parents have and will deal with issues as quickly as possible.

In resolving a persistent problem, it is necessary to have the support of the parents in developing effective strategies to improve behaviour, while fostering positive self-esteem within a child.

However, please understand that there are some issues which a teacher will need to

investigate further. This may take a little more time and a further appointment will be made to report on investigations and steps which have been taken. We hope that all issues can be dealt with in a calm and positive way.

If a member of staff feels threatened or abused, the meeting will end and parents will be contacted to attend a further meeting with the Head Teacher. Violence, threatening behaviour and abuse towards any members of the school staff will not be tolerated. This behaviour may result in the right of a parent /carer to be refused access to the site for a period of time. Under section 547 of the Education Act 1996 it is a criminal offence for a person to be on school premises without lawful authority and cause a nuisance or disturbance to the annoyance of those who are lawfully on the school premises.

Serious incidents of unacceptable behaviour by a pupil may be referred directly to the Head or Deputy Head Teacher. It is important to involve parents at an early stage. It may be necessary to involve the SENCO, our Mental Health Lead or outside agencies such as the Educational Psychologist or the Behaviour Support Advisory team.

INCLUSION

At SS Peter and Paul Catholic Primary School we value the contribution of every child in the life of our school. We recognise that some children may need additional support to manage their behaviour and achieve their potential. Where children display persistent disruptive behaviour, further assessment and investigation may be needed to determine if there is an underlying cause for this such as an unmet need, a mental health issue or home circumstances.

Parents and carers will be involved in the process of identifying the child's needs and asked for their views. With a clearer understanding of the child's difficulties, appropriate action can then be taken to provide support.

For some children an individually tailored approach is needed to support their behaviour choices. Strategies may need to be personalised and agreed between those working closely with the child. The SENCO or Mental Health Lead may be involved in providing direct support.

Some children may have special educational needs identified in the area of Social, emotional and mental health difficulties. These may include displaying challenging, disruptive or disturbing behaviour or becoming withdrawn and isolated. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or other physical symptoms. Other children may have condition such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Please refer to the special educational needs policy for further information about provision for pupils with SEND.

For further support and advice, school may seek parents /carers consent to refer to an outside agency such as the educational psychology service, community paediatrics or Early Help support.

For children with identified special educational needs, individual targets, strategies and interventions can be recorded on their Individual Provision Map.

Where a child's behaviour poses a risk to their own safety or the safety of others, an individual risk assessment may be completed.

ANTI-BULLYING

At SS Peter and Paul Catholic Primary School we provide a safe supportive environment in which to learn. We have clear strategies for preventing, countering and responding to bullying. Our anti-bullying policy explains these in full. At SS Peter and Paul Catholic Primary School we strive to make positive changes in anti-bullying attitudes, empathy and constructive bystander behaviours.

Our definition of bullying is

'Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally'.

All pupils are encouraged to report and or discuss any bullying issues to a member of staff. Information will be handled discreetly and in line with the agreed policy.

Through our behaviour and anti-bullying policies we hope to ensure that victims of bullying receive support to increase their self-esteem and social skills, and that bullies develop social skills, an improved sense of self-worth and are helped to change their behaviour.

BEHAVIOUR WHEN NOT ON SCHOOL PREMISES

The Governors and the Head teacher reserve the right to sanction any pupil whose behaviour may adversely affect other individuals or affects the reputation of the school, even whilst the pupil may not be on the school premises.

SEARCHING PUPILS

The DFE has published 'Searching, screening and confiscation' guidance (updated July 2022) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing environment, it is not possible to have an exhaustive list of banned items. However, to be clear, alcohol, drugs, cigarettes, knives and any other potential weapons are prohibited. The school is not required to inform parents before a search takes place and does not need to seek consent.

USE OF REASONABLE FORCE

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE document 'Use of Reasonable Force', published 2013. Staff will only intervene physically to restrain a child if the child is at risk of causing harm to themselves or others and damaging property.

SUSPENSIONS AND PERMANENT EXCLUSIONS

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

The DfE has published Suspension and Permanent Exclusion (updated September 2023) and the school will refer to this guidance in any decision to suspend a child from school.

In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a suspension or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in either a suspension or permanent exclusion.

Only the Head Teacher has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a suspension into a permanent exclusion, if the circumstances or further investigation warrant this. Following the LA procedure, the Head Teacher will make contact with the Local Authority Pre-Suspension Hotline to help support the child prior to a suspension or fixed term exclusion being issued.

If the Head Teacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The letter issued to parents includes all the relevant information.

The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any suspensions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the suspension period made by the Head Teacher.

The governing body has a discipline committee which considers any suspension/exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated. If the governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

Suspension from the school on a temporary or permanent basis will be a last resort and will follow the policy and LA guidance.

ALLEGATIONS OF ABUSE AGAINST STAFF

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

Please refer to our school policy for managing low level concerns and allegations.

At SS Peter and Paul Catholic Primary School appropriate disciplinary action may be taken against pupils who are found to have made malicious accusations against school staff in any form.

MONITORING AND EVALUATION

This policy and the procedures it outlines are subject to constant monitoring and evaluation through the SLT and the Governing Body. Governors and the SLT will secure the availability of continuous professional development which ensures that all staff understand and can demonstrate effective, positive behaviour management strategies. CPD needs will be addressed in line with the school development plan, or in response to individual staff appraisal.

Appendix A: A model of positivity - tweaking teaching to transform trouble

- Smile!
 - Convince your class that there is no place that you would rather be.
 - Find out what makes a learner feel important, valued, like they belong.
 - Reward learners for going 'above and beyond' expectations, not simply meeting them.
 - Let children lead learning, share responsibility, delegate jobs.
 - Mark moments with sincere, private verbal praise.
 - Send positive notes and give wrist bands – approximately 2/3 per day.
 - Show learners their ideas and experiences have real value.
 - Catch learners doing the right thing, don't let sleeping dogs lie.
 - Use subtle, private praise and reinforcement.
 - Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
 - Class displays and classroom environments that scream high expectations.
 - Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.
-
- **Habits of adults who manage behaviour well:**
 - They meet and greet.
 - They persistently catch individuals doing the right thing.
 - They teach the behaviours that they want to see.
 - They teach learners how they would like to be treated.
 - They reinforce conduct/attitudes that are appropriate to context.
 - They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
 - They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
 - They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
 - They keep their emotion for when it is most appreciated by the learners.

Appendix B: A model of positivity –Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; 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.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes sometimes I may appear unfair...'
'It's boring.'	'Be that as it may...'
'You are a ... (name calling).'	'I am sorry that you are having a bad day.'

Get out line

If the conversation is becoming unproductive, what line will you leave on?

Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back, we can have a polite, productive conversation."*