



Ovingham Middle School
Relationships, Behaviour and Exclusions Policy
September 2023

Approved by Governors: September 2023
Review Date: September 2024

1. Policy Statement

Ovingham Middle School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

The governing body and staff at Ovingham Middle School believe that positive learning behaviours are fundamental to success in the classroom for both pupils and teachers. Positive behaviour results from excellent relationships between adults and children and a well-planned and delivered curriculum that stimulates pupils to learn, ask questions, debate and challenge themselves. Behaviour for learning is behaviour which encourages learning to take place. Positive behaviour needs to be taught, modelled, expected and praised. Poor or unacceptable behaviour needs to be challenged.

Children learn best and feel safe and secure in an ordered environment. This can be achieved when expectations of learning and behaviour are high and behaviour management techniques are consistently applied throughout the school by all members of the school community. This policy has been updated to reflect the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and are

in a calm, safe, and supportive environment that brings out the best in every pupil.

[Guidance September 2023](#)

Our Relationship, Behaviour and Exclusions policy guides staff to teach self-discipline. It echoes our vision, school aims and values.

At Ovingham we aim to:

- Foster excellent relationships between all members of our community by displaying genuine care, trust and understanding so we can all work together to create the very best learning environment.
- Ensure that all pupils are treated fairly and shown respect so we create a safe, comfortable and nurturing environment where we can all be the best we can.
- Ensure all staff and pupils are aware of the very high standards of behaviour that are expected of them, and take responsibility for promoting these high standards.
- Help pupils develop life skills including self-regulation, empathy and social awareness and recognise that every action has a consequence.
- Use restorative approaches.
- Build a community which values and models kindness, good humour, tolerance and empathy for others.

2. Purpose of the policy

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

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

3. Fundamental principles

All members of our school community have the right to:

- feel secure and safe;
- feel happy and be treated with kindness and understanding;
- be treated fairly and consistently;
- be listened to (at an appropriate time);
- be treated with respect and politeness;
- be treated with empathy.

The fundamental principles which underpin our Relationship and Behaviour policy are:

- Unconditional positive regard for all pupils;
- a no shouting policy;
- a focus on choice: we refer to good choices (which lead to good consequences) and choices which are poor (which lead to negative consequences).

1.1 The main reasons for using a language of choice are:

- Self-management of behaviour and reflection on behaviour choices made i.e., there are always different behavioural options. Any poor behaviour is a result of the choices made rather than negative expectations associated with 'labelling' of a child.
- Recognising, acknowledging and rewarding pupils for their positive choices, use of our three behaviour rules of Ready, Respectful, Responsible.
- Consistency in behaviour management based on our whole school structure where all staff are expected and empowered to effectively manage behaviour.
- Adopting a positive and assertive approach, where clear boundaries are set and enforced consistently, fairly, calmly and firmly.
 - Using 'Pausing to be' and 'Reflection Time' in class to create a positive climate for learning and to create more awareness of how to self-regulate.
- Encouraging pupils to be proud of their school.
- Using form time and PSHE activities to tell children what positive learning behaviours look like and to discuss how to deal with certain situations.

- Encouraging pupils to be responsible for their own behaviour and goals and have a sense of collective responsibility.

2. Consistency of approach

In implementing this Relationship and Behaviour policy, Ovingham Middle School acknowledges the need for consistency.

- Consistent language and consistent response: simple and clear expectations reflected in all conversations about behaviour
- Consistent follow up: ensuring “certainty” at the classroom and Senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating
- Consistent positive reinforcement: routine procedures for reinforcing, encouraging and celebrating
- Consistent consequences: defined, agreed and applied at the classroom level as well as established structures for more serious behaviours
- Consistent expectations: referencing and promoting appropriate behaviour
- Consistent respect from the adults: even in the face of disrespectful learners
- Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning
- Consistently reinforced rituals and routines for behaviour around school and in the classroom.

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals, they respect adults and accept their authority.” Paul Dix

The aims of this policy will be met by everyone observing our 3 agreed rules. These are:



By displaying behaviours linked to following these three rules we will create a safe and positive learning environment which leads to a culture of excellence and success.

2.1 All staff every day will:

- Meet and greet children at the classroom door.
- Refer to Ready, Respectful, Responsible- the behaviours they expect to see.
- Model positive behaviours and build relationships.
- Plan and support lessons that engage, challenge and meet the needs of all learners.
- Be calm and “give take up time” when going through the steps, prevent before sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Record all incidents on Classcharts or CPOMS (or both).
- Never ignore or walk past learners who are making / displaying poor behaviour choices.

2.2 Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence across the school and especially at transition times.

- Celebrate staff and pupils whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex or entrenched negative behaviours.
 - Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

2.3 Pupils will:

- Be ready
- Be respectful
- Be responsible

2.4 Parents / Carers will:

- Encourage independence and self – discipline, to show an interest in all that their child does in school and to offer a framework for social education.
- Foster good relationships with the school and support the school in the implementation of this policy.
- Make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.

3. Rewards

Praising children will raise their self-esteem, reinforce appropriate behaviour, help them to learn to accept praise with good grace, enable them to appreciate their strengths, and recognise the success of others and help them to become positive members of society.

Praise can be linked to effort, willingness, contribution, co-operation, teamwork, thoughtful actions towards and for others and personal achievement (Our school HEART values); and should be given when:

- it is above the standard for that group (class, form, year, school)
- it is above the standard for that child
- it is of a consistently good standard

Types of rewards Include:

- Positive comments in class, and/or reinforcement at the end of lesson.
- House points awarded via Class Charts. Parents are informed of the house point and reason via Class Charts.
- Positive referral to other staff, for example the class teacher, subject coordinator or leadership team.
- A note home to parents in the homework diary
- A phone call home to parents
- Parents' Evenings– use these as a means of praising where appropriate.
- Postcards home to celebrate success

4. **Managing Daily Behaviour in the classroom**

“The advertising of poor behaviour to the rest of the class doesn't help, but routinely advertising the behaviour that you do want does” Paul Dix

Practical steps in managing and modifying poor behaviour

Engaging with learning is always the primary aim. For the vast majority of pupils, a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when more is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. **Staff should always and consistently in every lesson be praising the behaviour they want to see.**

Pupils are held responsible for their behaviour. Staff in the vast majority of situations will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct and wrong choices. All learners must be given “take up time” in between steps.

5. **Stages of behaviour**

If a child has an individual behaviour plan this should be followed

Stage 1 – Redirection/reminder – Positive reinforcement of other children around them “X thank you for sitting so beautifully. A visual cue to the child that you want them to make a good choice this could include

- a 'look'
- a visual point to what you expect.

Stage 2 – Reminder

A reminder of the expectations **Ready, Respectful, Responsible** delivered privately wherever possible. The adult makes the learner aware of their behaviour. The learner has a choice to do the right thing. (Give take up time)

If appropriate, make links with the zones of regulation.

Praise them when they positively change behaviour, acknowledging the positive change.

Stage 3 – Opportunity 1

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the choice to do the right thing. Learners will be reminded of their good previous conduct to prove that they can make good choices
Scripted approaches at this stage are encouraged (see appendix)

If appropriate, make links with the zones of regulation. Praise them when they positively change their behaviour, acknowledging the positive change.

Stage 4 – Opportunity 2

- The learner is asked to speak to the teacher away from the others.
- Boundaries are reset – child is informed if their behaviour continues, they will miss their lunchtime.
- Pupil is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning.

Stage 5 – Lunchtime reflection

If the behaviour continues then a lunchtime reflection is issued.

- Boundaries are reset – child is informed if their behaviour continues they will be removed from the classroom.

- Pupil is asked to reflect on the next step. Again, they are reminded of their previous conduct/attitude/learning.
- Pupil is given a final opportunity to engage with the learning/follow instructions. At this point if necessary to cool down/ diffuse the situation the pupil can go to a time out /space in the classroom to reflect on their behaviour. (3- 5mins in general should be enough).

Stage 6 – Removal

If the step above is unsuccessful, or if a learner refuses to take a time out then a member of SLT will be called and the pupil will be removed from the classroom. The pupil will work with a member of SLT.

If a child has been out of class/not completed learning based on our shared minimum expectations, they are expected to complete their work during lunchtime reflection with a senior leader. This will also be used as a reflection time where the adult will discuss with the child the choices they made and how this can be improved.

Non-negotiable behaviours

If a child displays a non-negotiable behaviour, they will automatically spend lunchtime with SLT.

No warnings need to be given for this consequence.

Depending on the severity of the behaviours shown, the consequence may be an internal exclusion or fixed term suspension. This decision will be made by the Senior Leadership Team.

- Sexist / racist / homophobic comment
- Swearing
- Physical aggression towards an adult or child
- Verbal aggression towards a peer
- Rudeness towards an adult
- Deliberate damage to school property
- persistent defiance to follow instructions
- a disproportionate amount of staff time being spent on behaviour management of a pupil

❖ The member of staff who dealt with this incident is required to complete Classcharts and log incidents on CPOMs.

Staff will always deliver any of the above sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

8.1 Supporting behaviour at lunchtimes

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, lunchtime staff will consistently 'catch children being good' and share this with them. Lunchtime staff are encouraged to hand out house points to reinforce this message. Behaviour incidents should be managed at lunch time in line with the policy. Pupils who are displaying 'silly behaviours' should be spoken to first and given a warning. If this continues, they should be given a short time out and asked to stand near the adult during the consequence. Serious incidents of non-negotiable behaviours should be addressed by staff and referred to the Senior Leader on duty.

8.2 Restorative conversations

As part of our approaches to managing behaviour, adults should hold a restorative conversation for any pupil who reaches stage 5 or above. This conversation will normally take place during lunch time reflection. Sometimes it may include other adults/children. Staff will have a script for the restorative conversation that they feel comfortable with. SLT will choose the appropriate questions from below and address each together, recording responses.

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

8.3 Positive Behaviour Report

If behaviour is consistently poor as shown by internal referrals, lunchtime reflections or becomes a cause for concern, a formal meeting will take place. This will be led by a member of SLT. There will then be agreed targets that will be monitored over the course of two weeks. This will be known as the child being placed on 'Positive Behaviour Report'. Parents will be informed at this stage and invited in to work with the school. Behaviour towards agreed targets will be done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

8.4 Exclusions/Suspensions

The [government](#) recognises that school exclusions, managed moves and off-site direction are essential behaviour management tools for headteachers and can be used to establish high standards of behaviour in schools and maintain the safety of school communities *'...government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.'* For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. Fixed term suspensions will be used in response to more serious breaches of behaviour expectations. Parents will always be informed at the earliest opportunity and a meeting will be arranged to discuss the reasons for the suspension. A reintegration meeting will be held before the pupil returns to school to discuss expectations and any support required.

For very serious offences, the head teacher will consider exclusion in line with statutory guidance. Only the Headteacher can exclude a pupil which must be for behaviour issues . For a permanent exclusion it must be;

- 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 in the school.

For a permanent exclusion the governing body must convene a meeting within 15 school days from the date of exclusion to consider whether the pupil should be reinstated. They must invite the parents (who can be accompanied by a friend or representative), the Headteacher and a representative of the Local Authority may also be invited to attend unless the parents do not want them to. In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the pupil's needs, in consultation with parents, with a view to identifying a new placement.

9.Getting the Basics Right – Ensuring visible consistency

These simple consistencies are key to the success of the policy and need to be adhered to by all staff

At the start of the day – Children should line up alphabetically with all of the equipment out they need for the day. Each pupil will be welcomed into school and into the classroom. This includes the SLT being visible in the playground and staff standing at their classroom door.

On arrival at each lesson – Pupils should be greeted at the door by the teacher. Children walk calmly straight into the classroom and start bell task or starter activity.

Break times / end of lunch time – Teachers need to be out promptly at the end of breaktimes/lunchtimes and be proactive in ensuring children are ready to go into class. Pupils should line up.

Transition – Children are expected to walk calmly and quietly in the corridors. Staff should be out in corridors greeting pupils and ensuring behaviour expectations are met.

Lunchtimes – Pupils eat calmly and without raising their voices. Sensible walking around the dining area and corridors. Pupils ensure they have cleared their space when they have finished eating. All staff, including lunchtime staff are proactive in responding to incidents.

End of the day – Once the pupils have their belongings, they can walk calmly out of school. Adults say goodbye to children. All teaching staff should either be in locker areas or on the bus yard. Visible presence by SLT.

10. The Power to discipline beyond the School Gate

Whether to discipline children regarding behaviour outside the school gates is at the Headteacher's discretion (or at the discretion of staff authorised by the Headteacher) in conjunction with DfE guidance. If sanctions are deemed necessary, they will be applied in line with the Behaviour, Relationships and Exclusions Policy. The Governing Body strongly believes that it is the parents' responsibility to ensure that they are well-behaved outside school hours and in particular on their way to and from school.

11. Searching pupils

The Headteacher and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal and legal drugs and stolen items. If a search is thought necessary this is always carried out by two members of staff. The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions without consent if they have reasonable grounds to suspect:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

Any article that the member of staff reasonably suspects has been, or is likely to be used to:

- Commit an offence
- Cause injury or damage
- Any item banned by school rules

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff.

12. **Positive Handling**

For Positive Handling and Reasonable force Ovingham Middle School makes use of the DfE guidance: Use of reasonable force in schools (2013) Any force used should always be the minimum needed to achieve the desired result. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

13. **Supporting pupils**

For pupils with SEND, attachment needs or that have experienced trauma their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that

for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage. However, it is important to reinforce that there are consequences to behaviours and that a trauma informed approach to behaviour management does not dispense with consequences.

Using the zones of regulation approach will help identify the child's feelings, triggers and appropriate way to respond.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's ILP- Individual Learning Plans. Teachers need to use ILPs to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, taking away their break or lunchtime could be detrimental to their behaviour for the rest of the day as they require physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour scripts and systems can be adapted to suit the needs of individual pupils.

If a child does not respond to policy systems, evaluate why and what would work better for that child. Their individual plan and adapted expectations for behaviour should be on their ILP which will be monitored by the SEND coordinator. A child's triggers for negative behaviour need to be on their ILP so that everyone can be aware of these.

Teachers who are preparing their classes to be covered by someone else must ensure ILPs and adapted approaches are left out and/or communicated with covering teachers / adults so the approach to managing their behaviour is always consistent. Teachers will need to be particularly aware when leaving a child with attachment needs or who have previously suffered trauma.

Behaviours that children with additional needs might exhibit to try and communicate with you:

- work avoidance- this might be because they have not understood instructions or require reassurance that they are doing the right thing.
- focusing their attention on the adults- following and asking repeated questions this might be for more reassurance that they are doing the right thing or that they are liked.
- calling out- this might be so they feel noticed and to also feel reassured

14. Parent concerns

If a parent is not satisfied with the manner in which their child has been sanctioned, then they should take the following action:

- Contact the child's teacher – either via email or call the school office
- Arrange an appointment with the teacher
- Arrange an appointment to see the Deputy Headteacher or Headteacher. If, after talking with teachers and/or the Headteacher, parents are still not satisfied then they should contact the Chair of Governors.

15. Accountability

It is the responsibility of the Head Teacher to:

- Provide a framework for consistent behaviour monitoring in school.
- Ensure that all staff are following the policy and review the policy accordingly.
- Issue fixed-term and/or permanent exclusions to individual pupils.

16. Governors

The governing body has the responsibility of setting down this policy and establishing overall aims on standards of discipline and behaviour, and of reviewing the effectiveness of this policy. The governors support the Head Teacher in implementing this policy. The Head Teacher has day-to-day responsibility to implement the school relationship and behaviour policy, but must keep governors updated.

17. Is the policy working?

With all of the above we need to constantly evaluate:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?

- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted (within the constraints of school resources) to suit particular needs of children (including children with SEND)?
- Do children actively use their school Values to make positive choices rather than just use them to reflect on behaviours after negative choices?

18. Support for Staff

It is important to remember that all members of staff work collectively to ensure and maintain the highest standards of behaviour. Support is available at every stage and in every situation. Rather than work in isolation it is much better to seek help and use the procedures that exist. A number of staff will have more detailed knowledge about a given child or group of children and there will be information available that could prove useful in assisting your classroom management. Use of form teachers as a point of contact will be beneficial as they can provide a wide overview of a child's behaviour. Any member of SLT can be approached to provide support when issues arise.

Enlisting a colleague to visit and observe can help behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit. Staff can be assisted in their work by related INSET.

Management of behaviour requires all staff to have an open attitude and a willingness to take advice. Our collective responsibility to promote good behaviour will help to ensure a consistent approach across the school and keep us a school where all children know what is expected of them.

All new staff will have induction regarding behaviour and the school's behaviour policy and regular staff training will take place regarding behaviour and school policy throughout the year.

Appendix

Information for Parents

Behaviour at Ovingham Middle School



Our 3 **Golden** Rules
mean we are :



Ovingham Middle School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. 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 system echoes our HEART values with a heavy emphasis on respectful behaviour.

All staff are always looking for pupils who go 'above and beyond' expectations.

House Points

Each child is placed into one of our three houses (Roman, Norman or Saxon) when they join school. Pupils can receive house points for demonstrating the OMS HEART values (Honest, Excellence, Acceptance, Resilience and Teamwork). House points are collected weekly, and announced in house assemblies. Parents will be notified of any house points their child receives via Class Charts. At the end of each half term, the house with the most points will receive a non-uniform day, the winning class will receive a 'golden time' lesson and the top house pointers from each class will be invited to afternoon tea with the head or deputy.

Head Teacher Awards

Amazing work and achievement will continue to be recognised. If a pupil has gone above and beyond our expectations, they can be nominated by

any member of staff for a Head Teacher Award. These awards will be received in Key Stage assemblies. Pupils will receive a special badge and certificate.

Our Sanctions

It is extremely important to us that all pupils are allowed to learn in a safe environment. The following steps will be taken to allow this to happen:

- **Reminder** – quick, quiet reminders about behaviour, delivered privately where possible will be given to pupils. Gentle encouragement to engage in positive behaviour will be given. Children will be reminded of our school rules **Ready, Responsible, Respectful.**
- **Repeat reminders** – if necessary, reminders will be repeated to de-escalate and decelerate behaviour. Praise will be given where the

child is modelling good behaviour. Pupils will be given time out if necessary.

- **Opportunity 1** – if the behaviour continues pupils will be issued with an Opportunity 1. This will be delivered privately if possible. The child will be made aware of their behaviour and the next steps/consequence if it continues. Pupils will be given a final opportunity to engage and offer a positive choice.
- **Opportunity 2** – If the behaviour continues, a second opportunity will be issued.
- **Reflection** – If the child continues to not engage then the child will be given a lunchtime reflection. Parents will be informed of this via Class Charts. During reflection restorative conversations will take place and any missed work will be completed.
 - **Removal** – If the child still does not engage and the child is preventing the class from learning and the teacher from teaching the child will be removed from the lesson by a member of the senior leadership team. Parents will be contacted by phone to be informed of this.

The same steps will be followed during break and lunchtimes.

RED BEHAVIOURS

We have identified some behaviours as Red Behaviours. It has been decided that there are some behaviours, which need to be dealt with immediately and may not follow the normal steps. These are behaviours, which are unacceptable. They include:

Swearing

Physical

Racist related

Homophobic related

Confirmed bullying

When appropriate a restorative conversation will take place to discuss the behaviour with the child and with the parent/carer present if appropriate.

Appendix - Examples of Scripts

Privately where possible, calm approach, use child's name, child level, eye contact, deliver message then move away to give take up time.

Reminder: I noticed you chose to.... (noticed behaviour). This is a reminder that we need to be (Ready, Respectful, Responsible) You now have the chance to make a better choice. Thank you for listening

Opportunity: I noticed you chose to..... (noticed behaviour) This is the _____time I have spoken to you. If you choose to break the rules again you will move to the table at the back/outside. This will also mean you will miss some of your lunchtime. (learner's name), do you remember when_____ (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully, I know that you can make good choices. Thank you for listening.

Lunchtime reflection - I noticed you are still choosing to (noticed behaviour) You need to go to sit at the table at the back I will come and speak to you in three minutes.

If need-be – call the office to request support of SLT

Suggestions for resetting and returning routine:

Start with curiosity and a space for the child to speak: 'Are you ok? I thought it would be better to talk away from everything. I was wondering what was up'.

Accept where we are: 'I asked to speak to you because I noticed you were struggling to keep to our rules'.

Signal where we are going: 'This is just a pause – I want to get you back and working'.

Reset expectations: 'We have agreed that "safe" is one of our rules. I need you to ...'

Offer help: 'What do you need most right now to help you get back to learning?' or just: 'How can I help now?'

I know to talk to you about our 'ready, respectful, responsible' rule.

You know the routine for ...

You could make this right by

Where in the room would you learn best?