

Behaviour Policy

November 2024

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We strive to create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging, exciting learning environment enables everyone to go forward as champions of compassion, curiosity and courage.

Jesus answered, love the Lord your God with all your heart, with all your soul, and with all your mind. This is the greatest and the most important commandment. The second most important commandment is like it: love your neighbour as you love yourself. Matthew 22:v.37-40

Behaviour (and Discipline) Policy

We believe this policy relates to the following legislation:

- School Standards and Framework Act 1998
- Education and Inspection Act 2006
- Apprenticeships, Skills, Children and Learning Act 2009
- Education Act 2011
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- [The Education \(Independent School Standards\) \(England\) \(Amendment\) Regulations 2014](#)

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is regularly reviewed, made available to all stakeholders and is consistent throughout the school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that are connected with this policy.

Our Mission Statement

Our small school community welcomes everyone and aspires to meet the needs of all through high expectations, Christian values and compassionate support. We create a firm foundation for all to fulfil their potential as future citizens of the world. Our challenging and exciting learning environment enables everyone to go forward as champions of **compassion, curiosity and courage**.

We aim to:

- Nurture an understanding of Christianity and respect for world faiths
- Work in partnership with the local community, Church and external agencies and instil a responsible attitude towards the environment and sustainability
- Show **compassion** and **respect**, sharing responsibility for our School, our Church and the wider community
- Provide a happy, secure and stimulating school, which encourages **curiosity**, positive attitudes to learning and independence
- Develop a sense of personal worth, equality and inclusion, all of which are underpinned by **Christian Values**
- Provide a broad, balanced and creative curriculum, linking together areas of learning
- Develop enquiring minds and the ability and desire to become lifelong learners
- Promote well-being amongst our School Community, so that everyone feels **safe** and valued, through celebration of success
- Promote good behaviour by forging positive working relationships with everyone involved with the school
- Develop self-awareness, self-regulation and an understanding the consequences of one's actions on others

- Prevent all forms of bullying among pupils by encouraging compassion and respect for others.
- Promote a framework of rights, responsibilities and rules. These three strands should work together to create a caring Christian community based on our Values: compassion, courage, curiosity
- Use restorative and relational practices to enable everyone to thrive in a safe and caring environment
- Work with other schools and the local authority to share good practice to improve this policy. E.g. Lincolnshire Ladder of Behaviour Intervention, Pupil Reintegration Team

The Aims and Vision of Partney Church of England Primary School.

At Partney Primary School, we believe that all children should have a safe and happy place to learn. To do this, we have considered the **EEF (2019) Improving Behaviour in Schools** Guidance, alongside the work of Paul Dix (2023)

*'Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish'. **Paul Dix - When the Adult Change, Everything Changes.** independentthinkingpress.com*

We aim for all children to demonstrate impeccable behaviour, both in and out of the classroom. Our aim is to promote positive relationships and create a restorative culture, where children learn to learn to manage their own behaviour and learn to be responsible for their own actions, preparing them for learning, for community, for life. Every day is a fresh start. Everyone is welcome.

We promote a climate of **compassion** and want the best for every child. We expect everyone in school to act as role models, promoting our core values of:

- **Compassion**
- **Curiosity**
- **Courage**

Our aim is for children to be:

- **Ready**
- **Respectful**
- **and Safe**

These values are modelled consistently across the school and the children are taught (through assemblies, the school curriculum and PSHE lessons) how to demonstrate these values at different ages and in different places, in and out of school. All classrooms have our **values displayed** and they are regularly referred to as part of the children's learning. Children are praised for demonstrating these core values.

Our school is committed to:

- Promoting positive behaviour

- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging poor behaviour through restorative practice
- Providing a safe learning environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents/carers
- Safeguarding adults and children
- Developing positive relationships with our children to enable early intervention
- A shared and consistent approach, which involves everyone in the implementation of the school's policy and procedures
- Promoting a culture of praise and encouragement in which all children can achieve
- Promoting restorative practice
- Ensuring all children and adults in and around the school community are **Ready, Respectful and Safe.**

Our children want adults to:

- Have a sense of humour
- Make them feel safe and secure
- Be kind and caring
- Be fair and listen
- Communicate the school rules clearly
- Help them remember their good points
- Teach them to and help them to make better choices

Our compassionate school, ethos underpins all that we do to ensure school is a place of safety and a positive learning environment for all children.

All adults invest in building relationships with the children they work with.

All children are treated with kindness and valued as individuals.

- Golden Assemblies celebrate one of our school values each week which ensures that time is invested in developing and maintaining relationships and learning behaviour over the school year. **Core Values Champion**
- Every week each class will nominate a **Values champion** to a child who has shown **excellence** in demonstrating that week's core value. The teacher (or another child) will explain why that child has been chosen, in Golden Assembly, and the child will receive a golden sticker, a certificate home to parents.
- All staff support at playtimes, modelling and promoting expected behaviours and further embedding positive relationships.

Teachers follow the principle from Paul Dix book (When the adult changes everything changes) of "praise in public, reprimand in private" to support the culture of kindness.

Relationships are built through:

- Consistent caring adult behaviour
- Clear high expectations for behaviour and learning
- Consistent routines and practice in all areas in school

At Partney we have three basic rules – we are all Ready, Respectful and Safe.

Our approach to behaviour is restorative and it is relational, we see behaviour as a communication of need. We recognise current research in neuroscience, restorative and attachment theory which shows that positive relationships that promote high levels of care alongside high expectations are essential to children's personal and academic success in school. We recognise restorative practice as 'working with children to develop a shared commitment to learning, choices and each other. We encourage the children to take responsibility for their actions and choices, supporting them to make more positive ones in the future. Using a relational approach we build positive relationships, respond calmly when children are struggling and repair and restore relationships, starting each day afresh.

According to researchers 'schools with a whole school restorative ethos support belonging rather than exclusion, social engagement over control and meaningful accountability instead of punishment.'



Developing relationships

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- **Relationships are built through:**
- Consistent caring adult behaviour
- Clear high expectations for behaviour and learning
- Consistent routines and practice in all areas in school

Celebrating good behaviour

At Partney we recognise that children should be rewarded for their good behaviour, and it is important that this is shared and celebrated.

This encourages positive self-esteem and positive relationships across the school.

We want the children to be proud of their achievements and their contributions to school life and beyond and celebrate with them their triumphs and success.

We want the children to also recognise how important it is to show empathy, **compassion**, kindness, consideration and forgiveness and we acknowledge and celebrate good citizenship in a range of ways including:

- Verbal and non-verbal praise
- Individual stickers
- Positive chat/phone call with parents and carers
- Postcards/notes home
- Collect class points to build up to whole-class rewards
- Named in the Golden Book
- Family Golden celebration assemblies to showcase excellent learning

Setting boundaries, promoting positive behaviour and rewards

- Good and expected behaviour is modelled and promoted by all staff at all times.
- Around school children are given regular, specific praise for **excellent** behaviour.
- Our school reward system is giving recognition on the affirmation board and balls in the bucket or marbles in the jar.
- The reward system is designed to celebrate and encourage the skills and traits that are needed for children to develop a positive attitude towards their learning and development. To support them to become responsible members of the school community.

- The children collaborate as a class to collect as many balls or marbles as they can, developing positive relationships and a sense of community.

Collecting balls/ marbles

- These can be rewarded to children by any adult in school.
- When awarding these, it is important that the adult is specific about the reason for giving the Value xxxx to reinforce the positive behaviour that the child is showing.
- The children will collect the balls or marbles in their class and they will be counted each week.
- During a weekly assembly, the totals will be shared, and each class will be challenged to improve their class total the following week.

Consistent boundaries

Through teaching and promoting the core values, children at Partney Primary learn that to achieve well and succeed in school they must be **curious**, work hard, concentrate and show **courage** when faced with difficult challenges.

To do this the climate and ethos in the classroom needs to promote good behaviour for learning. To ensure this can happen every day, in every lesson, teachers and assistants ensure that the classroom is calm, well organised, resources for lessons are prepared and all classes have established routines that maximise learning time.

To develop the effective use of routines across the whole school we have key routines:

- Use of shaker (EYFS) and count down 3,2,1 with handheld up for children to stop
- My turn, Your turn signal
- Turn and talk to your partner signal
- 1,2,3 for moving to tables silently, ready to start a task.

Setting clear, high expectations

In all areas in school children are reminded to be:

- **Ready**
- **Respectful**
- **Safe**

All children are encouraged to learn to be responsible for their behaviour, their classroom and their school. To do this, children are given different responsibilities as they move up through school.

These responsibilities include:

- Roles in the classroom- collecting the diary, cleaning the board, table monitors, line leaders/enders etc
- Playground/play leaders- Year 5-6

- Cloakroom monitors- Year 2,4,6
- Student Council- Year 1-6 (EYFS in the summer term)
- Setting up for Golden Assembly- Year 5-6

Supporting inclusion

We recognise that some children find it difficult to respond to praise and positive behaviour strategies and have difficulties in self-regulation and managing their own feelings and behaviour resulting in disruption to learning or relationships.

When children are struggling with managing their feelings and behaviour we will follow the behaviour policy. Children will always be given the opportunity to reflect on their behaviour and make better choices. In all cases it is the poor behaviour that should be rejected, not the child. A child should always feel that they can have a fresh start and that they are a valued member of the school.

After teacher intervention, if children are regularly displaying unacceptable behaviours they will be referred to the school's pastoral team. A behaviour audit will be started, and a support programme of work planned with an assigned learning mentor e.g. ELSA

Responding and calming

- To support children to make the right choices and to learn to self-regulate their behaviour reinforce our expectations of: **Ready, respectful, safe**
- These are used by all adults to support children to make the right behaviour choices, the language of the values should be used to help the child reflect on and choose their behaviour.
- All classes have their own calming area for children to use to aid self-regulation, children are taught to use these resources and to understand how this is helping them be ready to learn again. Children are taught breathing techniques, mindfulness and calming strategies. Children can access the sensory/break-out room if this is needed to support regulation and a readiness to learn.
- All adults in school will always respond to in a calm and consistent way. In the classroom adults use the "30 second script" to support children in making positive behaviour choices. (appendix).
- This sets a high expectation for behaviour along with a positive affirmation that the child can achieve this. Children will always be given time to correct the behaviour after the script is delivered. All children are entitled to a calm and safe place to learn and if a child's behaviour is continually disrupting, they will be asked to leave the classroom as part of the 30 second script.
- Every classroom should be a positive learning environment, and children should feel safe in all parts of the school.
- If a child continues to not follow instructions to keep themselves or others safe, then parents will be informed, and a behaviour audit and plan will be started.

EYFS

In EYFS Nursery and Foundation Stage the development of children's personal and social skills is very much at the heart of the curriculum. Children will have regular discussions about different types of behaviour and the consequences each behaviour has on others. The values of **compassion, curiosity and courage** will be taught alongside the expectations of being **ready, respectful and safe**.

If a child displays unwanted behaviour the following actions will be taken:

- A discussion using the 30 second script at the child's level.
- If the behaviour continues thinking time will be given, with an adult, to support the child to reflect on their behaviour and how they can improve it.
- If a behaviour is dangerous to the child or others around them they will be guided to a safe place. The other children will move to a safe place if this is more appropriate- depending on the behaviour being exhibited.
- The reason for thinking time will always be clearly explained so the child understands which core value they are learning. Following thinking time children should be praised for good behaviour to ensure positive reinforcement of the school's values.
- We also understand that for some children following all our behaviour expectations is beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Adult Strategies to Develop Excellent Behaviour:

- IDENTIFY the behaviour we expect.
- Explicitly TEACH behaviour.
- MODEL the behaviour we expect.
- PRACTISE behaviour.
- NOTICE excellent behaviour.
- CREATE conditions for excellent behaviour.

KS1 and KS2

Teachers will use their judgement in a fair and consistent manner when dealing with unacceptable behaviour.

In all cases the child should be dealt with fairly, respectfully and not feel humiliated.

In the first instance, the teacher will discuss with the child their behaviour, reminding them of the three rules: **ready, respectful, safe**, using the 30 second script to support their discussions. If the behaviour continues, the teacher will have another conversation and follow the behaviour policy depending on the level of the behaviour.

It's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

- A restorative conversation will always take place at an appropriate time.

- If a behaviour is dangerous to the child or others around them, they will be guided to a safe place. The other children will move to a safe place if this is more appropriate- depending on the behaviour being exhibited.

Adult Strategies to Develop Excellent Behaviour

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Lunchtime behaviour

- Lunchtime supervisors will follow the same behaviour policy as teaching staff. They will always role model good behaviour, be positive and praise children for good behaviour choices and **compassion** towards others.
- Lunchtime staff will remind children of the behaviour values- **Ready, Respectful, Safe**

We would like children to:

- **Be ready** to go to lunch and back into class after lunch
- **Be respectful** to staff and each other at all times- e.g. talk using indoor voices, put up a hand and wait patiently if they need help, demonstrate good manners
- **Be safe** Use the crockery, cutlery and glassware correctly and carefully

Lunchtime supervisors can award values points to children clearly explaining why they are giving to the child referencing the behaviour and school values.

Unacceptable behaviour at lunchtime:

- Lunchtime supervisors will use the 30 second script to support children to make good behaviour choices at lunchtimes.
- If the behaviour continues or if it is felt it is not safe for the child to stay on the playground the child may be supported by a member of staff outside or support from a teacher or SLT be requested. This **should be clearly explained** to the child. If a child will not cooperate or their behaviour is dangerous then a senior teacher or SLT will be called to support.
- **Reporting to Teachers**
- Lunchtime supervisors are expected to deal with behaviour issues that occur at lunchtime, but any rough, aggressive or unkind behaviour must be logged on My-Concern by the person dealing with the behaviour and fed back to the teacher or learning assistant at the end of lunchtime. Care should be taken to minimise disruption to learning time.

Trips and tournaments

Our rules will be consistently reinforced on School Trips with an expectations and safety talk carried out by a teacher beforehand in conjunction with the completed risk assessment.

We would like children to follow the rules and be **Ready, Respectful and Safe** at all times by: -

- Being responsible for themselves and help one another
- Being responsible for their own possessions
- Being aware of their personal safety and that of others
- Being aware that they are representing the school
- Being aware of the needs of members of the public
- Acting courteously and speaking politely
- Walking quietly and sensibly
- Staying together in their designated groups
- Encouraging and supporting one another
- Responding quickly to instructions

The impact of SEND in behaviour

- At Partney we recognise that pupils' behaviours may be impacted by a special educational need or disability (SEND). When incidents of unwanted behaviour arise, we will consider a pupil's SEND, although we recognise that not every incident will be connected to their SEND. Decisions on whether a pupil's SEND has impacted on a behaviour incident will be made on a case-by-case basis. When dealing with behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan will be secured and the school will co-operate with the local authority and other bodies.
- As part of meeting these duties, the school will anticipate, as far as possible, any likely behaviour triggers and put support in place support to minimise these from occurring. Preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These could include:
 - Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
 - Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
 - Training for staff in understanding conditions such as autism
 - Use of calm spaces where pupils can regulate their emotions during a moment of sensory overload
 - Other reasonable adjustments

Calming

Children will receive help with co-regulation through the support of predictable and emotionally regulated adults. Staff will:

- Be alert to how the child is feeling.

- Validate their perspective/experience/feeling. Validate the feeling not the behaviour.
- Contain the behaviour- Catch it, match it and digest it by thinking about it out loud and offering it back, named, in small digestible pieces. To make the experience manageable for the child.
- Calm/ Soothe: demonstrate emotional regulation by soothing and calming their distress, enabling them to address the behaviour.
- **Supporting Regulation for children with attachment difficulties**

Children with attachment difficulties will find self-regulating their emotions a challenge. They need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right. An adult will have to lend their “thinking brain” by talking out loud with the child.

- I can see that you are feeling.....I understand that this must have upset you.
- When I am upset/ cross I need to.....but it is not ok to.....if you are angry you can.....
- I am going to help you make the right choice and put this right.....
- Plan small steps how to correct behaviour. First we are going to..... (and complete this step), now we are going to..... We may need to voice this thinking out loud for the children.

Only when the child has been supported to calm themselves must the consequences of the behaviour be discussed. Adults should make a clear distinction between validating the emotion whilst still highlighting the unacceptable behaviour and alternative positive choices for actions.

Levels of Behaviour

Level 1: behaviour that can be effectively managed within a classroom environment by the class teacher or assistant. From following the **30 second script** children may lose a couple minutes of playtime or lunchtime to complete any learning or to have a restorative conversation with an adult if needed.

Level 2: more serious negative behaviour that is not so easily managed in the classroom environment and may need an additional adult to support. Teachers should log level 2 behaviours on My-Concern. The children will need time to reflect with an adult. Parents will be informed by the class teacher at the end of the day.


Level 3: serious negative behaviour where the child has deliberately chosen to hurt or damage, or persistent level 2 behaviour, involvement of a senior teacher or SLT. Teachers must log all level 3 behaviours on My-Concern. The child will need time to reflect with the senior teacher or SLT. Parents will be informed by the class teacher.

Level 4: very serious unacceptable behaviour or persistent level 3 type behaviour, involvement of SLT, HoS or HT. Teachers must log all level 4 behaviours on My-Concern. The child will be supported by SLT or HoS to discuss what has happened and reflect. After investigation of what has happened parents will be informed of the school’s actions and will be expected to support the school’s decision. An appointment will be made for parents, teacher, child and HT/DHT to discuss the child’s future behaviour. Consequences may include:

- Additional reflection sessions, use of the break-out room

- An improving behaviour plan
- Completing work in quiet space with SLT/HoS
- Fixed period exclusion- as a last resort (1 to 5 days)

Examples of behaviours

Level	1	2	3	4
Possible behaviours seen BEHAVIOUR PATHWAY Reminder Warning Time Out Follow up/Reparative Conversation 	<ul style="list-style-type: none"> • Low level disruption which impacts on learning- Not on task/ wasting time/ distracting others • Refusal/Deliberate work avoidance/not completing work • Impolite/ disrespectful behaviour • Distraction/calling out/ attention seeking behaviours • Accidental damage to property through careless behaviour • Negative body language towards others • Moving around school in an unsafe manner 	<ul style="list-style-type: none"> • Persistence of level 1 • Telling lies • Teasing others/ name calling/ making unkind comments • Persistent play-fighting/ rough or aggressive play • Answering back • Retaliation 	<ul style="list-style-type: none"> • Persistence of level 2 • Stealing • Continued refusal of an adult's reasonable request • Inappropriate bad language • Homophobic or racist language • Deliberate graffiti or damage to school or another child's property • Deliberately hurting another child 	<ul style="list-style-type: none"> • Persistence of level 3 • Serious acts of sustained violence towards children/adults- kicking/fighting/hitting • Dangerous behaviour due to not responding to an adult's request • Bringing dangerous items into school • Racial or prejudice abuse • Bullying • Cyber-bullying

Level 4 behaviours

Completing work with SLT

- To support children who are presenting persistent challenging behaviours in the classroom children may be temporarily work with SLT . The aim is to ensure they understand the acceptable behaviours that are needed to learn successfully in school. They will be supported by SLT and mentors eg ELSA, who will help them practise strategies to ensure they are successful in their classroom.

Short term reduced timetables:

- If children have persistent unacceptable behaviour an individual **Personal Support Plan (PSP)** for improving behaviour will be put into place. This will outline support given by SLT, class teacher, learning assistants, external agencies and will set targets for improved behaviour and the consequence of continued unacceptable behaviour. Support will be sought from the Pupil Reintegration Team and a PSP started.
- A PSP is a school-based intervention to help individual children manage their behaviour in order to successfully complete their education at school. **An PSP will be set up if a child is identified as at risk or permanent exclusion or at risk of failure at school due to disaffection.** School and parents will work together to set targets to improve behaviour, the plan will be reviewed after 8 weeks and 16 weeks to decide if improvements have been significant and no further action is required, if additional external intervention is required a

referral will be made to the Behaviour Outreach Support Service (BOSS). An Early Help Assessment will also be discussed with the family.

- In exceptional circumstances, there may be a need for a temporary, **part-time timetable** to meet a pupil's individual needs. Parents will attend a meeting with SLT/PRT to discuss the reduced timetable and will be given a signed copy of the plan. Children will be provided with work, as appropriate to individual circumstances, to complete during the hours that they are not in school. Information regarding all pupils on a reduced timetable will be shared with Governors and the Local Authority.

The PSP action plan will:

- Specify the support in place and when the child is expected to return to full time education
- Will be reviewed weekly
- Be signed by parents/carers to register their consent and that they are taking responsibility for the pupil when they are not in school and will guarantee that they will supervise when they off site.
- Be shared and understood by parents with recorded times and objectives

Exclusion

If a child has a fixed term exclusion because of their behaviour, appropriate work will be provided while the child is at home and parent and child must attend a reintegration meeting.

Reintegration following a fixed term exclusion:

- If a child has been excluded from school, they will attend a reintegration meeting on their first day back with the HoS/ HT and parents (PRT may also attend). This meeting will be to reflect on the behaviour that led to the exclusion, allow the child to understand how to repair the impact of their behaviour and promote a climate of success and expectation for when they return to class.

Strategies for reintegration include:

- A fixed period transition plan building up a child's time back in school.
- planned use of the sensory/break-out room
- Improving behaviour plan/chart
- Actions for parents to put in place at home.
- Learning support in the classroom.

In extreme cases the child may be permanently excluded, this sanction is used with the greatest reluctance. Fixed term and permanent exclusions will follow guidelines set by DFE.

Repairing and restoring

All unacceptable behaviours will be dealt with and addressed with the child. A playtime/lunchtime incident this should be dealt with immediately, whenever possible, rather than interrupting learning time. Sometimes this is not possible and then adults will ensure that children understand that an incident will be resolved at a given time (making a written note of this if possible) to ensure the child is able to engage in their learning until this time.

Adults will use restorative interactions to help the child resolve the incident or conflict and understand how to repair the harm caused. The level of the behaviour may mean that there needs to be a further reflection to resolve and repair the incident.

Reflection - A reflection session is a circle time approach to:

- • teach children the impact of the behaviours they have shown
- • support children to take responsibility for their own behaviour
- • know how to repair the impact of their behaviours
- • have positive strategies to improve their future behaviour.

The circle time session is led by teachers and/or senior leaders and includes group discussions.

These are the 5 focus questions for reflection. Tell me...

1. What happened?
2. What were you thinking and feeling- before, during and after?
3. How do you think it has made the other person/ people feel and think?
4. What could you do differently in the future?
5. What should we do to put this right?

Adult reflections:

It is essential that **all adults in school reflect on the behaviour of the children** they are working with and try to identify any underlying causes of areas of poor behaviour. We believe that behaviour is a communication of need or circumstances so adults need to understand how a change to provision or practice for the group or individual could help improve behaviour.

Monitoring behaviour incidents

- Logged behaviour incidents will be viewed daily and monitored on a weekly basis by the HoS/HT. This will allow any persistent issues/ children to be identified.
- If a child is persistently making poor behaviour choices this may indicate a safeguarding issue or signal an unmet learning or developmental need, these children will be referred to the pastoral/SEND team.
- An initial concern form will be completed by the class teacher and HoS/SENCo/HT and a meeting arranged with parents/carers.

Physical attacks on staff

At Partney, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'proportionate, reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force guidance. Staff should try to call for support in these situations. Only staff who have been Team Teach trained and feel confident to do so should use positive handling techniques to restrain a child.

All staff must report incidents directly to the HoS/HT and they should be recorded documented and then recorded on My-Concern. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are always unacceptable, 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 lash out at an adult may do this for several reasons, this will be considered. We, as adults, will show **compassion** and care for the child. Exclusion may be considered but will only happen once all procedures have been followed; a plan will be created for the child.

Use of reasonable force

Reasonable force is always a last resort but can be used to prevent a pupil from doing, or continuing to do, any of the following: -

- Committing a criminal offence.
- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).
- Engaging in any behaviour prejudicial to maintaining good order and discipline.

There are a variety of situations in which reasonable force/positive handling intervention might be appropriate, or necessary:

- A pupil attacks a member of staff, or another pupil.
- Pupils are fighting.
- A pupil is engaged in or is on the verge of committing deliberate damage or vandalism to property.
- A pupil is, or at risk of causing injury or damage by accident by rough play, or by misuse of materials.
- A pupil running in a corridor or stairway in a way in which they might cause an accident.
- A pupil absconds from a class or tries to leave the school.
- A pupil persistently refuses to obey an order to leave a classroom.
- A pupil is behaving in a way that is seriously disrupting a lesson.

The use of reasonable force is never used as a substitute for good behavioural management.

Throughout the process it is important to try to diffuse the situation by using some or all these methods: -

- Using a calm voice.
- Isolating the area so that there is no audience.
- Bringing in a second member of staff.
- Offering alternatives to behaviour e.g. "You can do this, or you can do that, but you cannot continue to do what you are doing."

•
Application of positive handling techniques (should be conducted by Team Teach Trained Staff, other staff can support)

- Physically interposing between pupils.
- Blocking a pupil's path.
- Holding.
- Leading a pupil by the hand or arm.
- Shepherding a pupil away by placing a hand in the centre of the back.

If physical intervention is necessary, the following principles apply: -

- The pupils will be warned verbally that physical restraint will be used.
- Minimum force only will be applied.
- Every effort to secure the presence of other staff will be made.
- Restraint will be an act of care and control, not punishment.
- Acts of restraint will be carried out in a firm and calm manner without being aggressive towards pupils.
- Following incidents, the removing teacher takes the pupil to a quiet place and interviews the pupil to allow him/her to speak about the incident.
- The pupil is made aware of the seriousness of the incident and what will happen next.

Roles and responsibilities:

The responsibility of the Governing Body. The Governing Body has:

- the duty to set the framework of the school's policy on pupil discipline after consultation with the parents and pupils of the school where appropriate.
- responsibility to ensure that the school complies with this policy
- delegated powers and responsibilities to the Headteacher to ensure that school personnel and pupils are aware of this policy
- delegated powers and responsibilities to the Headteacher to ensure all visiting staff or regular volunteers to the school are aware of and comply with this policy
- the duty to support the Headteacher and school personnel in maintaining high standards of behaviour
- responsibility for ensuring that the school complies with all equality's legislation
- nominated a designated Pupils and Curriculum committee to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy
- responsibility for ensuring funding is in place to support this policy
- responsibility for ensuring this policy and all policies are maintained and updated regularly
- responsibility for ensuring all policies are made available to parents;
- responsibility for the effective implementation, monitoring and evaluation of this policy

The Head teacher and The Senior Leadership Team will:

- Be a visible and positive presence around the school
- Regularly celebrate children whose efforts go over and above expectations

- Model and encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour tracking records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours
- Make it clear that there's no such thing as a bad child, it is bad behaviour that is the challenge
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem, self-discipline, empathy, compassion and tolerance.
- Teach appropriate behaviour through positive intervention.

All staff are expected to:

- Teachers (support assistants if teachers are not available) must meet and greet at the door each day
- Refer to '**Ready, Respectful, Safe**' and share this in all areas of learning
- Model positive behaviours and build relationships, following the School's Staff Behaviour Code of Conduct
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a visible recognition mechanism throughout every lesson
- Be calm and use de-escalation strategies
- Prevent before sanction
- Follow up every time and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving poorly.
- Use scripted conversations to promote positive behaviours
- Forgive and allow children to move on, a fresh start each lesson
- Model high standards of respect and positive behaviour themselves in the way they conduct themselves and interact towards adults and children
- Uphold British Values and the Rights Every Child
- Be responsible for the Safeguarding of all children
- Involve and work alongside parents and Carers
- Be Calm, Consistent, Caring.

Parents and carers agree to:

- Be responsible for the safe and respectful behaviour of their child(ren) inside and outside of school
- Support the school in following this policy
- Uphold positive and supportive Home/School relationships
- Work with the school to support their children.

Children are expected to:

Children are expected to follow the school Code of Conduct which requires them to:

- Follow reasonable instructions given by the teacher and be **ready** to listen and learn
- Behave in a **respectful** and **safe** manner towards all staff and children
- Conduct themselves around the school premises in a **safely** and **respectfully**

They should:

- Be **ready** to try their best and complete classwork to the best of their ability
- Show **respect** for the school environment

- Show **respect** for the opinions and beliefs of others- Uphold British Values and the Rights of Every Child.

We would like children to be **safe and respectful** when they see a visitor in school:

- To notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff
- Be welcoming, courteous and helpful to any authorised visitor
- If they think someone is not authorised, let a known adult know immediately

Anti-bullying

Partney CofE Primary School takes the issue of bullying very seriously. It is vital if there is any suspicion of bullying taking place that we consider all aspects. Bullying is defined as 'a wilful, conscious desire to hurt, threaten or frighten someone, whether physically, verbally or both, over a period of time.' Children are encouraged to inform a teacher if any incident occurs in school. This is a key issue in overcoming any problem of this nature.

- During PSHE and other areas of the curriculum, measures are taken in an attempt to prevent all forms of physical, verbal and emotional bullying related to:
 - Race, religion and culture
 - Homophobia
 - Bullying of pupils with SEND
 - Sexist bullying
 - Cyber bullying
- By its very nature, bullying can be underhand and secretive and so children must help us be aware of their problems. We must emphasise to the children that we deal with the problem sensitively. Every complaint will be investigated.
- We may become aware of an incident through our own observations or through being informed by a parent or child.

There is never one clear set of actions that are appropriate to every situation. However, the following guidance is followed.

- 1) Incidents should be recorded on My Concern, by the person who deals with the matter. Incidents of a racist nature will be recorded in the racial incident book, kept in the Head Teacher's office.
- 2) Analyse the incidents carefully. You may find that a pattern of situations is revealed. It is then possible to pursue appropriate courses of action considering the pupils involved, circumstances and the consequences.
- 3) Parental co-operation should always be sought from all pupils involved.

Anti-bullying Action Plan:

We wish to address any issue of bullying in Partney CofE Primary School and the actions taken may include:

- Investigating the report of bullying.
- Dealing with perpetrators and supporting victims.
- Measuring occurrence, frequency, type/form.
- Raising awareness to children, staff and parents.

- Preventing bullying through curriculum inputs, including PSHE and the Goodness and Mercy resources.
- Encouraging children to report occurrences.
- Encouraging children to adopt the right responses when witnessing incidents.
- Ensuring a copy of this policy is available on the school website.
- Displaying the 'Childline' contact number in school.

Children often give signs that they may be being bullied

They may:

- Be frightened of walking to or from school.
- Not want to come to school.
- Feel sick in the mornings.
- Start to do their work badly.
- Become quiet and withdrawn.
- Wet the bed.
- Lose their appetite.
- Ask for money (to pay a bully).
- Become aggressive and unreasonable.

What staff should do if they suspect bullying:

- Ask other staff if they have noticed anything.
- Inform all staff so they can look out around school and on the playground.
- Ask the child concerned what is wrong – they might be looking for an opportunity to 'open up'.
- Inform the Headteacher who will talk to the child.
- Keep a record of incidents on My Concern.
- Voice any concerns to parents.
- When facts have been gathered the Headteacher will take action.

What children should do if they think someone is being left out or bullied:

Children should be encouraged to:

- Ask the child being bullied to join in their game.
- Not smile or laugh with the bully.
- Tell a member of staff.
- Tell the bully to stop.
- Show the bully they don't approve by walking away.

Children are responsible for:

- Their own behaviour both inside school and out in the wider community
- Following the School Rules of Ready, Respectful and Safe

They should be encouraged to:

- Positively support other children
- Report any unacceptable behaviour, bullying, by other children to a member of staff.

What a child should do if someone is being unkind or bullying them:

The child should be encouraged to:

- Look the bully in the eye and tell them to stop.
- Get away from the bully as quickly as possible.
- Tell a member of staff straight away.
- Keep on talking to ensure they have been heard.
- Not put up with it.
- Not blame themselves.

Monitoring the effectiveness of this policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

Appendices

1. 30 Day Pledge- Paul Dix
2. Our School Rules on a page
3. Consistent behaviour management on a page
4. Strategies for promoting and maintaining good behaviour management
5. Behaviour support steps on a page
6. Serious incident form
7. 30 second script
8. 30 second script visual prompt
9. Restorative practice information
10. Restorative practice information 2
11. De-escalation script
12. Early intervention meeting
13. Positive handling plan
14. KS2 pupil conferencing
15. KS1 pupil conferencing
16. School Rules poster

17. School rules and values poster
18. Behaviour management for staff handbook

30 day pledge

- Meet and greet all pupils – smile!
- Make learners feel important, valued, like they belong
- Use 'deliberate botheredness
- Be clear with our three rules – on display, say everyday
- Refuse to shout – keep in control
- Give **first** attention to those doing the right thing
- Take the fame out of the badly behaved
- Make a point of praising behaviour that is over and above
- Have high expectations
- Scripts – practise everyday

Paul Dix - Behaviour

- Be Ready
- Be Respectful
- Be Safe



Our School Rules	VISIBLE DAILY CONSISTENCIES	OVER AND ABOVE RECOGNITION
BE READY	<ol style="list-style-type: none"> 1. Daily meet and greet 2. Persistently catch children doing the right thing and praise them publicly 3. Consistently praise children who go above and beyond 4. Consistently notice and deal with children who are failing to meet the behaviour expectations 5. Praise in public (PIP) and <i>remind in private (RIP)</i> 6. Consistent use of language which builds trust and a feeling of security for children 	<ol style="list-style-type: none"> 1. Star of the week 2. Aspiration board in each class 3. Special mentions 4. Rewards 5. Messages home to parents/carers- above and beyond notes 6. Verbal praise from all adults 7. Show work to other adults in school 8. Rewards and recognition from SLT
BE RESPECTFUL		
BE SAFE		

Consistent behaviour management

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message

Reminder

I noticed you chose to (noticed behaviour)

This is a REMINDER that we need to be (Ready, Respectful, Safe)
You now have the chance to make a better choice.
Thank you for listening.

Example - 'I notice that you're running. You are breaking our school expectation of being safe. Please walk. Thank you for listening.'

Warning

I noticed you chose to (noticed behaviour)

This is the second time I have spoken to you.

You need to speak to me for two minutes after the lesson.

If you choose to break the expectations again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc.) (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 / I'm glad we had this conversation.

Example - 'I have noticed you are not ready to do your work. You are breaking the school expectation of being ready. You have now chosen to catch up with your work at ... Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

Consequence

I noticed you chose to (noticed behaviour)

You need to..... (Go to quiet area / Go to sit with other class / Go to another table etc.)

Playground: You need to (Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc.)

I will speak to you in two minutes

Example - 'I have noticed you chose to use rude words. You are breaking the school expectation of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'

DO NOT describe child's behaviour to other adults in front of the child

Repair and restore

What happened? (Neutral, dispassionate language.)

What were you feeling at the time?

What have you felt since?

How did this make people feel?

Who has been affected? What should we do to put things right? How can we do things differently?

*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Strategies for Promoting and Maintaining Good Behaviour

- Fostering a genuine rapport and connection with all individuals within the class
- Make expectations explicit to pupils and refer to them regularly.
- Consistency of enforcing the expectations '**Be Ready, Be Respectful and Be Safe**'.
- Actively, catch the children following expectations and acknowledge it with praise.
- Praise individuals as well as the whole class
- Be firm but fair.
- Keep everyone occupied and interested.
- Reinforce good behaviour by praising.
- Do not accept low-level disruption/poor behaviour.
- Make good use of: Posture; Eye contact ; Facial expression ; Voice modulation ; Silence.
- Be well-prepared for appropriately pitched lessons, with all appropriate resources ready prior to the start of the lesson.
- Expect high standards of work and presentation.
- Do not start a lesson or talk to the class until all pupils are paying attention. (N.B: Children are not ready until they are quiet, have nothing in their hands and they are watching you)
- Always be polite and show respect to - all adults and pupils around school.
- Use verbal prompts to maintain on-task behaviour during lessons.
- Use time prompts for pieces of work to ensure pace.
- Do not get drawn into an argument with a child or give them an audience.
- Allow a child to explain their behaviour at an appropriate time and place (**this will mostly not be in front of the class**) using restorative questions to guide the conversation and ensure fair process.
- Ensure pupils understand they are responsible for their actions, to accept consequences and restore relationships.
- If a child presents with an angry, upset demeanour separate them from the class, give them quiet time to calm down and then instruct the child to think carefully about what they will say and to speak calmly.
- Demonstrate respectful behaviours between staff and towards pupils at all times.
- Proactively identify possible difficulties in advance and implement strategies to diffuse the situation.
- Maintain appropriate professional boundaries (pupils are not friends)
- Be consistent and mean what you say.

Dos	Avoid
<ul style="list-style-type: none"> • Reward and recognise good behaviour. • Always be polite and respectful. • Be firm but fair. • Ensure pupils understand they are responsible for their actions, must accept consequence and restore relationships. • Show an interest in a child's well-being and conversation. 	<ul style="list-style-type: none"> • Standing a child outside the classroom. • Accepting poor levels of behaviour. • Accepting poor levels of work. • Standing a child against the wall at playtime . • Treating a child like a friend or refer to them as 'mate' etc. • Sanctioning the whole class for the misdemeanours of a few.

Behaviour support steps	Strategies
First steps	Reward positive behaviour Ignore negative behaviour
Classroom sanctions	Private discussion Moving places 'Time in'
Low level sanctions	Time in another area Playtime or lunchtime meeting Restorative conversations
Communication	Regular contact with parents/carers Regular contact with SLT- HoS/HT/SENCO External behaviour support
Interventions	Meeting with parents/carers Daily meet and greet- child and adult mentor in school PSP/risk assessment/support and de-escalation plan ELSA/play therapy/restorative activities Personalised timetable

Serious incident form

Behaviour reporting form for *serious unacceptable* behaviour. This must be filled out accurately, factually and promptly and passed the Head or Head of School on the day of the incident. Low level disruption and less serious incidents can be reported on *My-Concern*

Name of Child		Year group	
Date		Time	
Location of incident		Name/s of staff involved	

Before the incident: What led to the behaviour

During the incident: what did the child do? What did the adult do?

After the incident: what were the consequences of the behaviour?

Additional comments

Review:

30 Second Script for managing classroom behaviour.

Step 1

- I've noticed that you are not focusing on your work today and are talking to others.
- You are not showing our core value ofand trying to produce your best work. If you continue to do this you will be choosing to loose 2 minutes playtime.
- Do you remember the fantastic writing you did yesterday and how great you felt when you focused and worked hard.
- That is who I need to see today. Thank you for listening.

Step 2

- I've noticed that you are continuing to distract others
- You are not showing our core value of..... and trying to produce your best work. You have chosen to miss 5 minutes playtime. If you continue to do this you will be choosing to.....
- Do you remember that you are amazing atwhen you focus and try your best.
- That is who I need to see today. Thank you for listening.

Step 3

- I've noticed that you are continuing to distract others from their learning.
- You are not showing our core value of pride and trying to produce your best work. You have chosen
- Do you remember the fantastic writing you did yesterday and great you felt when you focused and worked hard.
- That is who I need to see today. Thank you for listening.

30 Second Script for managing whole school behaviour.

Stop, Notice and Move on

- e.g. 'I'm on my way to get my class. You know the rule about walking with pride in the corridor and I am sure you will do this. Thank you for listening'
- 'I need to work with _____. You know the rule about working with pride and I expect to see you doing that when I come back. Thank you for listening'



Reminder

"I've noticed that – *reminder of rule.*

I need you to – *relate to rule.*

Do you remember . . .? – *relate to positive behaviour observed.*

That's who I need to see today!"



Warning

"I've explained that you're not – *reminder of rule.*

You know what the consequences are.

Think carefully about your next steps."



Last Chance

"This is your last chance to make the right choice.

You will have a time out.

You'll have to speak to me at . . . – *state time.*"



Time Out

"You need some time out."



Repair – consequence if necessary

Restorative Practice Information

Punishment, Shame, Humiliation. -the impact of sanction on children suffering trauma

- For children who fear sanction, it can be a deterrent. Not a particularly sophisticated one, blunt, authoritarian and ugly. But for children who are behaving differently because of emotional trauma suffered at home or because they have communication and learning difficulties the punishment road heaps pain onto problems.
- Inflicting increasingly severe punishment onto vulnerable and damaged children is not just unfair it is cruel. They are not scared of punishment. What they are coping with in their own lives far outweighs any threats that we could impose on them.
- The most enlightened schools are committed to 'We will deal with the behaviours with which we are presented. You are part of our community and we are not letting you go.' Approach.
- **Step 1:** Reminder -we have three simply rules-ready, respectful, safe
- **Step 2:** Caution –clear verbal caution –think carefully about your next step
- **Step 3:** Last Chance –speak to them privately, scripted intervention,
- **Step 4:** Time in –few minutes to breathe or calm down
- **Step 5:** Repair –think it over discussion together.

There are many restorative scripts that can be useful to ensure that everyone involved in harm is heard and everything that needs to be done to repair a situation happens. It may be useful to decide discuss with staff when individual scripts will be most useful or ask staff to devise their own.

Main Restorative Script

What happened?

What were you thinking of at the time?

What have you thought about since?

Who do you think has been affected by what you did and in what way?

Alternative Restorative Scripts

What's happened?

Who's been upset by this?

What needs to happen to put things right?

What could you have done differently?

What's happened?

What choice did you make?

What choice could you have made?

How can you put this right?

What's happened?

What were you thinking?

What needs to happen to put things right?

What are you going to do differently next time?

What do need to do to make things right?

How can we make sure this doesn't happen again?

What can I do to help you?

How can we make sure this doesn't happen again?

Was it the right thing or the wrong thing to do?

Was it fair or unfair?

What exactly are you sorry for?

What's happened?

Who's been affected?

How can we move forward?

How can we do things differently in future?

Appendix - De-escalation Script

An emotionally aroused child (angry or upset) may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel.

To avoid the situation from escalating, we need to:

Acknowledge

Empathise

Reassure

Direct

The following script can be used:

A: I can see and hear that you are feeling upset right now.

(Mood match with your tone of voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down.)

E: I would be upset too, if.....

(State what has happened to upset the child)

R: It's OK to feel upset.

D: When you are ready to.....

(State what it is they need to do)

I will know when you are ready because.....

You may also go on to say:

I need you to be safe/ behave in a safe way.

I am going to do..... now, but I will check to see if you are ready.

REMEMBER!

Say as little as possible!

BACK OFF –if possible!

Positive Handling Plan

Child's Name:	Date of Plan:	Review Date:	
What does the behaviour look like?			
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours	
What are common triggers?			
De-escalation skills			
Skill	try	avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			
Diversion and distractions			

Any medical conditions to be taken into account before using Physical interventions?

De-escalation skills

Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			

Who has been informed/Where has the incident been recorded?

Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a SERIOUS INCIDENT REPORT has been completed.

Teacher:	
Parent/Carer:	
Student:	
Educational Psychologist:	
Social Service (if applicable):	
Headteacher:	

Early Intervention Meeting

Name of child:	
Date of meeting:	
Present at meeting:	
What has happened to trigger this meeting?	
What has the impact of this behaviour been?	
What are the views of the child?	
What are the views of the parents/carers?	
What is the view of the school?	

In the next three weeks:

What will the child do?

What will the parents/carers do?

What will the school do?

Review of the meeting will be held on:

Pupil Conferencing KS2

What happened?

What were you thinking?

What do you think now?

What needs to happen to put this right?

What could you put on the contact?

What could the other person put on the contact?

What's been the hardest thing for you?

What could you do differently next time?

Pupil Conferencing KS1

Pupil	Class	Date	Staff Member
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What happened?



What were you thinking?



What do you think about it now?



What needs to happen to put this right?



How could you make sure this doesn't happen again?



Our School Rules



Ready



Respectful



Safe



Our School Values and Rules



**Curious and ready
to learn**



**Compassionate and
respectful of others**



**Courageous and able
to be safe**



Behaviour Management is detailed in the Staff Handbook:

At Partney Primary School we use a restorative and relational approach to behaviour management, developing children's self-awareness, self-regulation and understanding of the consequences of their actions on others.

All staff demonstrate and encourage **compassion** and **respect** for others and work together to prevent all forms of bullying. Staff model our values of **compassion, courage, curiosity**.

Our behaviour management policy follows three simple rules: to be **ready, respectful and safe**. These rules are constantly and consistently modelled and reinforced by everyone in school.

Ready	We are READY to listen, READY to learn- we are CURIOUS. We are READY for new challenges - we show COURAGE. We show each other how we are ready every day!
Respectful	We are RESPECTFUL to everyone we meet. We are COMPASSIONATE and welcome everyone using kind words. We listen to each other's opinions and share ours in a SAFE way. We RESPECT our school, our environment and nature.
Safe	We are SAFE and we keep each other SAFE. We have kind hands, feet and words- we show COMPASSION to others. We think about where we are and make smart choices with our actions.

Staff show consistently high expectations and acknowledge children who go above and beyond. Recognition is for effort, not achievement, and each class uses a recognition board to highlight pupils who are demonstrating desired learning and behaviour attitudes during a lesson. This offers a fresh start to all children each lesson or session. Learners who disrupt must be dealt with privately. Staff praise in public but reprimand in private, and no child is shamed for their choices. There is an emphasis on peer responsibility, with the whole class working together to help everyone to get their name on the board.