

NAWTON AND ROSEDALE ABBEY FEDERATION

Supporting Behaviour Change Policy 2025/2026

Named personnel with designated responsibility for Behaviour:

Academic year	Designated Senior Person	Deputy Designated Senior Person	Special Educational Needs Co-ordinator	Chair of Governors
2023/2024	Nichola Oxtoby - Headteacher	Catherine Medley – Behaviour Lead	Claire Smith	Sally Clifford
2024/2025	Nichola Oxtoby - Headteacher	Claire Owuor – Deputy HT	Claire Smith	Sally Clifford
2025/2026	Nichola Oxtoby - Headteacher	Claire Owuor – Deputy HT	Claire Smith	Sally Clifford

Policy Review dates:

Review date	Changes made	By whom	Date shared with staff	Date shared with parents
21.11.2023	Review in line with finding of undertaken NPQ/ New posters implemented	N.Oxtoby	28.11.2023	29.11.2023 – published on website
05.09.2024	No changes	N.Oxtoby	03.09.2024	06.09.2024 – published on website
16.06.2025	Reviewed amendments made to ensure precision and consistency of expectation when implementing	N.Oxtoby	09.09.2025	

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The Written Statement of Behaviour Principles:

It is a statutory requirement for all schools to publish a written statement of behaviour principles.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that Governors expect to be followed.

The governing body has agreed to the following statement for the Nawton and Rosedale Abbey Federation:

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others.
- All pupils, staff and visitors are free from any form of discrimination.
- Staff and volunteers model exemplary behaviours to pupils at all times.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the Supporting Behaviour Change Policy.
- The Supporting Behaviour Change Policy is understood by pupils and staff.
- The DfE and LA exclusion guidance will be used to guide practice and outline the processes involved in permanent and fixed-term exclusions.
- Pupils are helped to take responsibility for their actions.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Supporting Behaviour Change Policy

Guidance

The Education Act 2002 (specifically section 175)

Children Act 2004, Children and Young Persons Act 2008, and Children and Families Act 2014

These acts relate to child protection and safeguarding, ensuring that schools are safe environments for children.

Equality Act 2010

This act aims to protect individuals from discrimination and promote equality in various areas, including education.

Working together to safeguard children

Education and Inspections Act 2006:

This act places a duty on governing bodies to create and maintain policies promoting good behavior and discipline. The headteacher is responsible for implementing these policies, and staff must be clear on their purpose.

DfE Guidance:

The DfE has issued guidance on various aspects of school behavior, including:

Behaviour in schools (2024): Provides advice for headteachers and school staff on managing behavior, promoting respect, and preventing bullying.

Suspension and Permanent Exclusion (2023): Outlines the process for suspending and permanently excluding pupils

Use of Reasonable Force: The DfE is consulting on revised guidance about the use of reasonable force, emphasizing proactive measures like early support and de-escalation.

Purpose

Teachers have statutory authority to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants. Heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Expectation:

We expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables:

- emotional development
- effective learning
- high standards
- and the smooth functioning of the school as an orderly community.

Aims:

- To develop a moral framework within which children can mature emotionally and in which sound relationships can flourish.

- Enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children feel safe, secure and respected.

Objectives:

For children to show:

- Self confidence
- Self-control
- Respect, courtesy and tolerance towards teachers, other staff, parents and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others feelings
- Respect for their environment and community
- Develop resilience

Teachers and all staff are **expected to be** good at managing and improving children's behaviour.

It is **expected** that parents will support the school in encouraging their children to show respect and support the school's authority when disciplining its pupils.

A whole school approach of positive reinforcement is taken to the management of behaviour and it is essential that this is followed consistently. In this way we can create a secure climate of mutual respect where children are aware of expectations and receive positive guidance whilst learning to play a responsible role both within the school and wider community.

The Law states:

The head teacher must set out measures in the behaviour policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;
- regulate the conduct of pupils.

When deciding what these measures should be, the head teacher must take account of the governing body's statement of behaviour principles.

The head teacher must also take account of any guidance or notification provided by the governing body, including in relation to screening and searching pupils, the power to use reasonable force, other physical contact, the power to discipline beyond the school gate and pastoral care for school staff.

The head teacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.

Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.

The head teacher must publicise the school Behaviour Policy, in writing, to staff, parents and pupils at least once a year and on the School Website.

Discipline in schools – teachers' powers

Key Points

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 91 of the Education and Inspections Act 2006).

The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.

Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.

Teachers can also discipline pupils for misbehaviour outside school.

Teachers can confiscate pupils' property.

Consequences for Inappropriate Behaviour

Inappropriate Behaviour Includes:

Behaviour considered unacceptable' may be determined by the Governing Body where the Headteacher feels it is necessary to bring to their attention any behaviour that does not fit into an already listed category:

- Disobedience to a reasonable instruction – for example shouting out
- Biting, spitting, hitting and kicking.
- Foul language, swearing and sexualised language.
- Making unkind remarks, this includes the use of social media
- Damaging property.
- Answering back, rudeness or aggression to adults and children
- Stealing.
- Carrying knives, drugs, alcohol or any offensive weapon into school.
- Truancy.
- Racist comments or behaviour that causes offence.
- Fighting or encouraging others to fight
- Forming gangs for the purpose of intimidating others
- Bullying
- Wearing of any symbols that could cause offence to individuals and or groups, either by gender, sexuality, race, colour, disability or religion.
- Putting themselves, other children or adults at risk
- Leaving the classroom or school premises
- Bringing non age-appropriate materials into school i.e. DVD/games/magazines

Consequences for inappropriate Behaviour

Warnings and Wobbly Behaviour

A verbal warning stating why the behaviour is not acceptable with reference to the wobbly behaviour poster displayed in all areas is expected to be sufficient to correct most inappropriate behaviour.

If a child fails to modify their behaviour they will be moved to 'Wobbly Behaviour'.

Unacceptable Behaviour

If the inappropriate behaviour continues the child will be moved to 'Unacceptable Behaviour'.

The child is sent to complete work under the supervision of the Headteacher or a Senior Member of Staff for a period of one hour. If the Headteacher is not available the child will complete work with the Deputy Headteacher. Parents will be informed if a child has been removed from their classroom and a meeting convened to discuss the incident and potentially the implementation of a Behaviour Change Support Plan.

A record will be kept of the behaviour and consequence on CPOMS.

A record will be kept on CPOMS with a written record of the meeting attached to the report.

If the above sanctions do not lead to a modification of behaviour the following actions may be considered.

- Exclusion from the right to represent the school.
- The establishment of a behaviour record, home school behaviour book or daily parental meetings.
- A referral to the North Yorkshire SEMH Hub for support
- Implement a Behaviour Change Support Plan
- Other sanctions following discussion between parents, class teacher and Head Teacher.
- Exclusion from school [LA guidelines to be followed]

Use of Reasonable Force

(Use of Positive Handling in Supporting Behavioural Change – Appendix 3)

All members of school staff have a legal power to use reasonable force to prevent pupils:

- Committing an offence
- Injuring themselves or others
- Damaging property
- Disturbing good order, discipline and learning in the classroom, eg failure to leave the classroom when requested to do so.

Force is never used as a punishment, but is used to bring pupils under control and to prevent them from hurting themselves, others or damaging property.

Reasonable adjustments will be made for those children with a disability and/or Special Educational Needs.

What the law allows:

Teachers can discipline pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the head teacher;
- The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff;

- It must not breach any other legislation (for example in respect of disability, special educational needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Head Teacher limits the power to apply punishments to adults employed within the Nawton and Rosedale Abbey Federation to work with and support children directly, this includes Teachers, Teaching Assistants and other support staff.

If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harms the schools' Safeguarding Policy will be followed.

If the behaviour might be the result of unmet educational or other needs staff will implement a Multi Agency Assessment.

Corporal punishment is illegal in all circumstances.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The School Code of Conduct and Consequences will be adhered to when:

- the child is taking part in any school-organised or school-related activity or travelling to or from school or wearing school uniform or in some other way identifiable as a pupil at the school.
- at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils: The general power to discipline (as described in the bullets under the heading "Discipline in Schools – Teachers' Powers" on pages 3 and 4) enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item and the school behaviour policy may set this out; and

Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items'). The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives must always be handed over to the police otherwise it is for the teacher to decide if and when to return a confiscated item.

If an item is confiscated by a teacher it will be placed at the teacher's station and returned at the end of the day, or in the case of a residential visit on the child's return to school. As stated above the teacher is not liable for any damage or loss to confiscated items.

Power to use reasonable force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Head teachers and authorised school staff (Teachers, Teaching Assistants and Lunchtime Supervisors) may also use reasonable force when conducting a search without consent.

(Please refer to Positive Handling Policy)

Application

This policy applies to the head teacher, all teachers and support staff employed by the school except:

- teachers on contracts of less than one term;
- those undergoing induction; or
- those who are the subject of capability procedures.

Positive Reinforcement of Behaviour

A variety of methods are used to encourage and support pupils to behave appropriately:

Strategies to encourage pupils to behave appropriately	Systems and documents to support Pupils to behave appropriately.
PSHE Curriculum/Citizenship/Assemblies/ Spirit values Embedding British values Good Work Assembly/ Stickers Message sent to parents Roles and responsibilities within school Dojo points Praise shared on the Federation page of Class Dojo	School Council Code of Conduct Supporting Behaviour Change Policy Supporting Behaviour Change Policy posters Anti-Bullying Policy My Happy Mind Ambassadors

School Council

The purpose of the School Council is to encourage mutual respect between members of the school community, to help develop strong values and attitudes and to enable all pupils to feel that their views and opinions are important within the context of the whole school.

Each Class elects two children to represent them on the council. The communication from each year group, via their representative, leads to discussions which reflect group feelings and opinions. Meetings are held fortnightly and minutes are distributed to year groups for reflection and discussion.

The School Council are responsible for making decisions about certain aspects of school life which affect all pupils - e.g. School Code of Conduct. Having contributed to the decision-making process through their representative, each pupil has some degree of possession of the outcome.

The discussions, feedback and decision making contribute to pupils' own awareness of the need for individual and group discipline. This in turn contributes to improving behaviour, helps to prevent bullying and encourages trust, caring and teamwork.

Anti-Bullying Week (November)

The Nawton and Rosedale Abbey Federation take part in the national anti-bullying week. This is done through assemblies, poster competitions and discussions/debates in classrooms.

School Code of Conduct

In each Class, at every entrance to school and the School Hall, there is a Code of Conduct displayed to remind all children and adults of the expectations of behaviour within school.

Star of the Week and Special Mention

Children from each class are chosen by their class teachers for particular mention in Friday's Celebration Assembly. This may relate to work, attitude, behaviour etc.

Class Dojo App

The ClassDojo App is used to share achievements and special mentions with the Federation community or privately to parents and carers.

Areas of Responsibility

Pupils throughout the school are offered opportunities to take responsibility, to show initiative and to extend their social and cultural experiences. These roles include:

Classroom monitors
School Council Representatives
Equalities Team Representatives
House Captains
Sports Captains
Librarians
Active Play Leaders
Fundraising Team

Mutual Respect

We believe that in order to implement a policy of behaviour management effectively, it is essential that there is an ethos of mutual respect. Everyone has the right to their own opinion and to express that opinion but consideration must be given to how and when that opinion is expressed to show sensitivity and regard for others. Children need to be encouraged to do this by being reminded and prompted, by discussion in circle time, by role play and by good role modelling. Respect needs to be apparent between adults, between children and adults and between children. In this way every member of the school is valued and feels valued.

Implementation

Parents – At the start of each academic year the Supporting Behaviour Change Policy is shared with parents alongside the Working Together to Improve School Attendance Policy. Parents have a clear role in making sure that their child is well behaved at school.

Staff -Treat all children equally, irrespective of age, gender, sexuality, race, religion or disability. Are alert to signs of bullying and racial harassment and deal firmly with it in line with school policy. Model the type of behaviour felt to be acceptable. Play an active part in building a sense of community. Deal sensitively with children in distress. Support each other in maintaining good classroom management and be sensitive to each other's needs. Apply the agreed standards of behaviour consistently.

Children - Should treat others, as they would like to be treated, ie with tolerance and respect for other's views and rights. Should accept responsibility for their choices and actions and should dress appropriately in the agreed school uniform. Respond appropriately and immediately to any reasonable request or instruction made to them by any adult in school.

Racist remarks:

Any words or actions that cause offence to another person and are considered racist by the offended person will be deemed as a racist remark. In this case:

- The pupil will be reprimanded, the Headteacher is informed and a record of the incident is kept.
- The LA, governors and parents are informed.
- In persistent cases, parents may be asked to discuss the matter with the head teacher and a referral made to police in line with the Federation Equality Policy.

Allegations of Abuse Against Staff

All allegations of abuse will be taken seriously; the Chair of the Governing Body and the LADO will be informed IMMEDIATELY and the allegation will be fully investigated with adherence to the Managing Allegations Against a Member of Staff, Child Protection Policy and in a consistent way that provides effective protection for the child and supports the person who is the subject of the allegation.

Exclusion

The Headteacher (or Deputy Headteacher in the Headteacher's absence) will decide whether to exclude a pupil, for a fixed term or permanently, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community and in accordance with the North Yorkshire Guidelines.

The Headteacher may consider the following questions:

Is the behaviour in breach of the school Behaviour Policy? If so, have any other sanctions described in the policy been used and to what effect? Could any other sanctions be used as an alternative with the parents' agreement?

Has the school previously supported the child (what/when/what level of impact did this have?)

Does the child have any recognised behaviour problems? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation eg EHCP, IEP, Risk Assessments) Even if the child does have a recognised behaviour problem the Headteacher has a duty of care to all children. If the risk to others cannot be controlled, then exclusion should be considered.

Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?

Once all other considerations have been made, and the answer to this final question is 'yes' then an exclusion must be applied. In this case, the school will follow Local Authority guidelines.

Monitoring and Evaluation of the Supporting Behaviour Change Policy

The Supporting Behaviour Change Policy will be monitored half termly by all staff and will form part of our annual monitoring cycle that informs the SEF and School Improvement Plan.

Monitoring and evaluation Behaviour Change enable us to:

- Find out about standards of behaviour
- Identify strengths and areas for development
- Identify areas for development and take appropriate action
- Ensure consistency in approach and sanctions
- Provide appropriate support and resources
- Ensure the needs of all groups or children are addressed
- Share good practice

The Headteacher monitors:

- Incidents recorded on CPOMS
- Keeps up to date with latest initiatives, research and resources and communicate these to staff
- Attends relevant CPD
- Prepares, organises and delivers appropriate CPD

The SEND Co-ordinator monitors:

- Individual IEPS and Provision Plans
 - The Effectiveness of Intervention Programmes/ Intervention
- Co-ordinates and plans or delivers responsive CPD

All staff:

- Record incidents on CPOMS
- Plan learning that is in response to individual needs
- Plan for effective Intervention Programmes
- Complete and review Individual IEPS and Provision Maps

Review and Evaluation of the Policy

The policy will be reviewed annually, to ensure it is kept in line with any legislation changes that take place within the school or externally and in response to evaluations carried out by the Headteacher and SEND Coordinator.

APPENDIX 1 - Behaviour Change Overview

Our ethos is to notice good behaviour and give attention to children making the right choices; reprimand in private, praise in public.

Our Behaviour Agreement is a way of promoting positive behaviour, rewarding those pupils who consistently behave appropriately, and is a means of being able to track those pupils who find it harder to meet the school's expected behaviour code.

The scheme is very visual, with child friendly resources which allow our pupils to easily see how they are doing in class.

It is important to promote a positive message regarding behaviour management at all times.

It is a means of promoting our high expectations of positive behaviour.

If a child has had a 'bad lesson/day', they can start afresh.

Procedures:

Every child starts their day on a positive note with their photograph displayed on the Good Behaviour Chart.

If, during the day, in lessons, or at break times, a child has to be warned of unacceptable behaviour twice, or has broken a school rule, then they move themselves to Wobbly or Unacceptable Behaviour depending on the category of behaviour (see Appendix).

If a child is already on Wobbly Behaviour, and they have to be told again of unacceptable behaviour, they are moved to Unacceptable Behaviour, which is not displayed visually in the environment but recorded on CPOMS by the member of staff. The child may be asked to work with the Headteacher or Deputy Headteacher for a period of 1 hour outside of the classroom. The Headteacher or Deputy Headteacher will ask the child to reflect on their behaviour and state why their behaviour was unacceptable with reference to the Unacceptable Behaviour Poster and how they can modify their behaviour and return to Good Behaviour (see Appendix - Restorative Questions)

All staff are vigilant to recognise if a child modifies their behaviour and swiftly praise and return to Good Behaviour.

APPENDIX 2 – ADAPTATIONS FOR CHILDREN WITH SEND

In order to support pupils with SEND our Behaviour Change policy is flexible, fair, and rooted in understanding. Our aim is not to lower expectations, but to remove barriers, ensure equity, and help children succeed through proactive, personalised approaches.

Adaptations are underpinned by the following principles:

- Behaviour is a **form of communication**; responses must consider underlying needs.
- Consistency does not mean identical treatment — it means **consistent fairness**.
- Reasonable adjustments are a **legal requirement** under the Equality Act.
- The goal is to **teach** behaviour, not simply sanction it.
- Emotional regulation and sensory needs must be considered before consequences.

<u>CORE OFFER – REASONABLE ADJUSTMENTS</u>		
Environment and Sensory Adjustments	Communication and Instruction	Consistency and Structure
<ul style="list-style-type: none"> • Access to sensory tools (ear defenders, fidgets, weighted items). • Low-stimulation spaces or calm corners. • Flexible seating or movement breaks. • Reduced visual/auditory overload. 	<ul style="list-style-type: none"> • Clear, concise language. • Visual timetables, now/next boards, social stories. • Pre-teaching routines and expectations. • Check for understanding rather than assuming defiance. 	<ul style="list-style-type: none"> • Advance warning of transitions. • Chunked tasks with clear endpoints. • Consistent adults where possible.

Examples of Reasonable Adjustments:

Communication & Interaction	Visual supports; simplified language; modelling; extended processing time
Cognition & Learning	Chunked tasks; scaffolded instructions; reduced writing load
SEMH	Safe space; regular check-ins; predictable routines; access to a trusted adult
Sensory Needs	Movement breaks; sensory tools; reduced noise/light levels
Physical/Medical	Adjusted seating; rest breaks; adapted routines

<u>RESPONSIVE ADAPTATIONS</u>		
De-escalation Approaches	Adjusted Expectations	Staff Knowledge/ Training
<ul style="list-style-type: none"> • Use calm, neutral tone. 	<ul style="list-style-type: none"> • Allow extra processing 	<ul style="list-style-type: none"> • Know the child's triggers

<ul style="list-style-type: none"> • Offer choices to restore control. • Provide space/time to regulate. • Avoid public reprimands. 	<p>time.</p> <ul style="list-style-type: none"> • Modify demands temporarily if a child is dysregulated. • Recognise that “non-compliance” may be anxiety, overload, or confusion. 	<p>and early signs of distress.</p> <ul style="list-style-type: none"> • Use agreed scripts or strategies from their support plan. • Avoid power struggles.
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ADAPTATIONS TO CONSEQUENCES AND SANCTIONS

Flexible Application of Sanctions	Personalised Intervention	Recording/Monitoring/ Observing the Patterns
<ul style="list-style-type: none"> • Consequences should be proportionate and consider the child’s needs. • Some sanctions (e.g., loss of break) may be inappropriate for children who need movement. • Restorative conversations may need to happen later, not immediately. 	<ul style="list-style-type: none"> • Restorative practice with adult support. • Rehearsing the expected behaviour. • Visual reflection sheets. • Sensory or regulation breaks instead of punitive measures. 	<ul style="list-style-type: none"> • Note the context, triggers, and regulation needs. • Track patterns to inform future support. • Use behaviour logs to adjust provision, not to blame.

Individualised Support Plans

Clear expectations and adaptations to the Behaviour Change Policy MUST be clear in:

- EHCP outcomes
- Individual Behaviour Support Plans (IBSPs)
- Risk assessments

These documents should clearly outline:

- Triggers
- Early warning signs
- Preferred de-escalation strategies
- Crisis plan
- Planned reasonable adjustments
- Communication needs
- Evidence of partnership work with families, including:
 - ✓ Regular communication about strategies that work at home.
 - ✓ Joint problem-solving when behaviour escalates.
 - ✓ Consistent approaches across settings.

APPENDIX 3 – BEHAVIOUR POSTERS

Outdoor Agreement

We use the trim trail sensibly
We use equipment sensibly
We ask an adult before going outside
We are respectful to everyone

Indoor Agreement

We use indoor voices.
We walk.
We knock on the door
We use manners.

Wow!

I am proud.
I am always trying my best.
I challenge myself.
I am enthusiastic.
I am always a good role model.

Good

I am following my team agreement.
I am polite.
I am following instructions.
I am listening.
I am following the team signal.

Wobbly

I am disrupting the learning of my team.
I am not working to what I am capable of.
I am not thinking about my team's feelings.

**I am not showing respect.
I am not listening.
I am not following instructions.**

Unacceptable

**I am continually disrupting the learning of my team.
I am continually not following instructions.
I am continually not listening.
I am continually not showing respect.
I have used violence.
I have used inappropriate language.
I have purposely damaged property.**

APPENDIX 4 – Categories of Behaviour and Consequences

Level 1 Behaviours

- Out of seat
- Rocking on seat, slouching
- Calling out
- Not listening/ paying attention
- Pushing, shoving in line
- Running indoors
- In wrong place
- Not working
- Not clearing up
- Distracts others

1st Warning



2nd Warning = Wobbly Behaviour



**Unacceptable behaviour continues = Unacceptable Behaviour =
recorded on CPOMS and parents notified**



**Unacceptable behaviour discussed at the end of the lesson/ with
member of staff - reflect on their behaviour with reference to
Wobbly/ Unacceptable Behaviour Posters and state why they are
placing themselves on Wobbly/ Unacceptable (using Restorative
Questions)**

Level 2 Behaviours

- Throws small objects to distract – not to hurt
- **I**nappropriate physical contact, e.g. poking, flicking, pulling hair, Any intentional physical contact with another child
- Complains or mutters disruptively/persistently
- Talking at an inappropriate time, or asking inappropriate questions to disrupt
- Hides work or resources
- Interferes with other's property
- Intentional touching and taking of others equipment/ property
- Minor deliberate damage (pencils)
- Leaves the room without permission
- Lies (older pupils)
- Telling lies to get others into trouble
- Persistent rough play

Unacceptable Behaviour



Unacceptable Behaviour = Removal - with Headteacher or Deputy Headteacher for 1 hour



Unacceptable behaviour discussed at the end of the 1 hour - reflect on their behaviour with reference to Unacceptable Behaviour Posters and state why they were placed on Unacceptable (using Restorative Questions)

Level 3 Behaviours

- Encourages others to misbehave
- Uses obscene words to offend
- Causes hurt intentionally
- Verbal abuse of adults
- Answering back or constantly questioning adults decision or request

- Refuses to obey instruction
- Destroys own work
- Destroys others' work
- Insulting, name calling including racist and homophobic language
- Stealing
- Damage to property or equipment (including play equipment).
- Threatens violence
- Bullying

Unacceptable Behaviour



Unacceptable Behaviour = Removal - with Headteacher or Deputy Headteacher for 1 hour



Unacceptable behaviour discussed at the end of the 1 hour - reflect on their behaviour with reference to Unacceptable Behaviour Posters and state why they were placed on Unacceptable (using Restorative Questions)



Parents informed and invited to a meeting with the Classteacher and Headteacher



Meeting with parents and HT with follow up letter home



Incident and Minutes of Meeting recorded on CPOMS

Level 4 Behaviour

- **Physical or violent assault causing injury, or persistent violent behaviour**
Spitting at another child or adult
- **Sexualised behaviour or assault**
- **Serious damage to property (e.g. vandalism)**
- **Carrying a weapon with the intention to wound (e.g. knife)**
- **Persistent Bullying including homophobic, racist threats and abuse**
- **Carrying, supplying or abusing drugs**

Inappropriate behaviour = Removal - with Headteacher or Deputy Headteacher for remainder of the day



Immediate meeting with parents and HT with follow up letter home



Temporary/ Permanent Exclusion to be considered



Incident and Minutes of Meeting recorded on CPOMS

APPENDIX 5 – RESTORATIVE CONVERSATION SCRIPTS

Restorative conversations are a conflict resolution and behaviour management approach that focusses our children on a structured dialogue to help the child understand the impact of their actions, take responsibility and find ways to make amends.

The aim is to strengthen relationships between staff and pupils and our sense of community, promote accountability and personal growth.

The Nawton and Rosedale Abbey Federation implement this approach to identify barriers to acceptable behaviour, promote positive behaviours, develop empathy and social-emotional skills and foster a more respectful and honest learning environment.

Restorative Questions:

When things go wrong

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected by what you've done and in what way?
- What do you need to do to put things right?

When someone has been harmed

- What did you think when you realised what happened?
- What impact has it had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

