



Willow Primary Academy The Piper Centre

Behaviour and Relationship Policy



**Willow Primary Academy
The Piper Centre –
Taking PRIDE in *all* we do**

**Promoting Positivity, Nurturing Respect, Celebrating Individuality, Fostering Determination,
Striving for Excellence**

Policy Review Schedule

Date agreed: September 2024

Next review due: September 2025

Distributed to staff: September 2025

Signed by SLT: P Hales

Signed by chair of governors: W Ward



“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)

Our Mission

‘Taking PRIDE in *all* we do’

School Values - PRIDE

Willow Primary Academy’s mascot ‘Willow the Lion’ is linked to our school emblem, a willow tree. Willow embodies our overarching school value of PRIDE.

Adults and pupils at Willow Primary Academy are expected to show the following PRIDE values in all they do:

- ❖ **Positivity** – Encouraging others, having hope and staying happy
- ❖ **Respect** – Treating each other fairly and our belongings with care
- ❖ **Individuality** – Developing independence and celebrating uniqueness whilst treating all equally
- ❖ **Determination** – Using willpower to keep going and never give up
- ❖ **Excellence** – Trying our best in everything we do, especially our work

P R I D E also expresses how stakeholders at Willow feel about everything that happens at our school.

Adults will model our school mission statement - ‘Taking PRIDE in *all* we do’ - and this mind-set will be expected of the children.

Willow Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules ‘**Be Ready, Be Respectful and Be Safe**’ which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.



Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

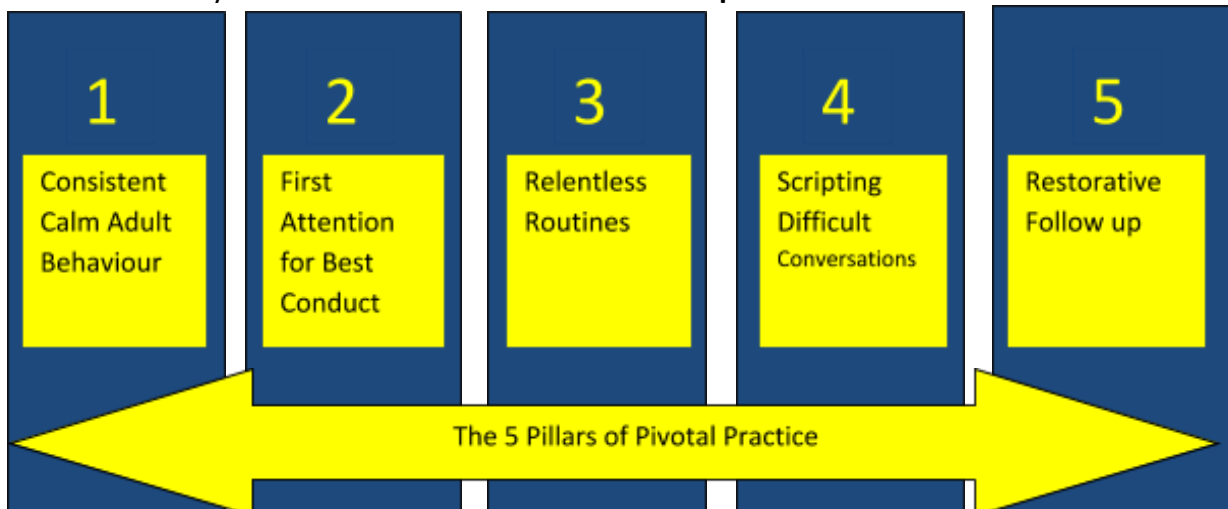
We recognise that most children self-regulate their behaviour and behave very well every day and never need reminding about how to behave appropriately. We want to encourage these children and encourage the children who may not behave appropriately sometimes to self-regulate their behaviour positively.

Purpose of the policy

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

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

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



Adult Behaviours *“When the adults change, everything changes”* (Pivotal Education)



Expectations of Adults

Consistent adult behaviour will lead to pupils consistently conforming to our expectations. We expect every adult to:

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**' regularly.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson (e.g., Class Dojo, recognition boards)
6. Be **calm** and give 'take up time' when going through the steps. **Prevent** before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners.
8. **Never ignore** or walk past learners who are behaving badly.

Senior Leaders

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Take time to welcome learners at the start of the day.
- Be a visible presence around the site and especially at transition times.
- **Celebrate** staff, leaders and learners whose effort goes **above and beyond** expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Class Dojo or CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.

Children want teachers to:

- Give them a 'fresh start' at every opportunity
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Local Advisory Board

We expect the LAB will:

- know that staff are constantly striving to provide a safe, happy and stimulating environment
- be fully informed of matters concerning behaviour and significant positive handling incidents
- support the staff in the implementation of this policy
- play a full and active role in ensuring our aims are met

Recognition and rewards for effort

We recognise and reward learners who go '**over and above**' our standards. Our staff understand that at Willow Primary Academy we recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and a quiet word of personal praise can be as effective as a larger, more public reward. It is the key to developing positive relationships,



including with those learners who are hardest to reach.

Positive rewards include positive messages home for behaviour that is **'over and above'**. This may take the form of a Class Dojo message, a positive note home, a phone call or a face-to-face chat. Children who demonstrate the **PRIDE** values will be acknowledged with Class Dojo points. Other rewards and recognition of achievement include, stickers, receiving PRIDE Certificates and being awarded as a PRIDE Champion.

Celebration Assembly

Our celebration assembly is on a Friday, where children from each class will be chosen for **PRIDE certificates**. The child will have consistently **demonstrated our values** during the week. The children selected receive a certificate from the Head. They then take their seat pride of place on **"the best seats in the house"** for the duration of the assembly. Any child who becomes a **PRIDE Champion** will attend **"Hot Chocolate Monday"** which is sharing a hot chocolate, biscuit and a chat with a Senior Leader. Parents are invited to the PRIDE assembly.

Positive Recognition Boards

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

Each class will have a Recognition board. The teacher will write at the top of the board the behaviour they are focusing on.

Examples could include 'One voice,' for classes who constantly talk over each other, 'speak politely' to emphasise manners or 'hands and feet to yourself,' for those who give them to others too freely. The focus can also relate to learning behaviours 'Accurate peer feedback,' 'persuasive language,' or 'show working'

When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson /session/day (depending on context) the aim is for everyone to have their name on the board.

Nine ways to sharpen use of recognition boards – Paul Dix

1. Target your recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for the children and is not "simply something they can already do well."
2. Name or tallies go on the board to recognise pupils who are demonstrating the desired learning attitude.
3. Names or tallies are never removed from the board. Learners who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct.
4. Learners can nominate others to be put on the board. Try stopping an activity after 15mins



and ask them to write up 2 names of other children who have been consistently demonstrating the desired behaviour.

5. Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone get their name on the board.
6. Recognition boards need to be refreshed regularly; daily or weekly depending on age of children and context in which you are working.
7. Pupils are recognised for effort not achievement.
8. When everyone's name is on the board a collective "whoop" is appropriate. Large rewards are not necessary
9. Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

Managing Behaviour

Engagement with learning is always our primary aim at Willow Primary Academy. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Do not pander to attention seekers. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child. This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.



Consequences

MISSED PLAY

ACTIONS

- 2 prior warnings given
- Disrupting the class
- Inappropriate remarks to others – low level
- Untargeted swearing (under breath)
- Refusal to do work
- Not following instructions
- Leaving the learning area without asking
- Continuous rough play

CONSEQUENCES

- Miss 5 minutes of playtime with a member of the class team
- Restorative conversation to be completed during the missed time
- Repair relationships if needed

YELLOW CARD

ACTIONS

- 3 prior missed minutes of play in one week
- Damaging property intentionally – small items
- Swearing with intent to an adult or peer
- Raising voice to an adult
- Throwing objects
- Harming someone on purpose (low level)
- Continued disrespect towards an adult
- Stealing

CONSEQUENCES

- Miss remainder of the lesson and possibly next play time with member of the class team.
- Inform senior leader in person to discuss next steps
- Restorative conversation completed with affected people

RED CARD

ACTIONS

- 2 yellow cards in a week
- Highly offensive remarks to children or adults
- Throwing objects with intent to harm
- Damaging classroom environment
- Harming someone on purpose so they need first aid
- Bullying
- Fighting
- Racism / homophobic comments

CONSEQUENCES

- Senior leader called and removed from class.
- Internal or external suspension (Headteacher to decide)
- Meeting with parents, pupil and Headteacher

#All of the above consequences are put in place at the discretion of the adult applying the consequences, and the context and the child's needs will be fully considered when consequences are applied. Please use logical consequences where possible.



Examples:

- You choose to make a mess: you will clean it.
- You choose not to complete work, you will do it in your time.
- You hurt someone's feelings; you help fix them.
- You do not use materials appropriately; you won't use it (for a short period of time).

Children should not be sent out of class for any behaviour incident. When needed, the children can step out of class to regulate their feelings, they should be followed out promptly to help support the child to regulate

Uncompleted Work

Any work which is not completed due to poor behaviour choices, will be sent home with an "uncompleted work" slip to be completed by the next day. If this does not happen it will be completed in school at break or lunchtime. We hope that all parents will work in partnership with us and encourage the child to complete any unfinished work.

Suspensions

Willow Primary Academy believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any resentment when they return.

Further information can be found within the SAND Suspensions Policy.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations). The governors of Willow Primary Academy agree with this stance and all policies and procedures are in place to support inclusion of all pupils.

Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

Willow Primary Academy uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in



every class room (Willow Primary Academy Behaviour Blueprint). Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children’s access to learning. Efforts will be made to establish the truth of a situation and a ‘cooling down’ period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

(Appendix 5 – Restorative Practice approach at Willow Primary Academy)

Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems will need to have a behavioural management support programme put in place – a Behaviour Support Plan (BSP). For some children it will be necessary to place them on the SEND list for social, emotional and mental health issues. A SEND assessment and support may also be appropriate.

In these cases, the Head/SENCo/SLT will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Reasonable Force

Positive Handing and Reasonable force Willow Primary Academy makes use of the DfE guidance: [Use of Reasonable Force in Schools \(2013\)](#). Any force used should always be the minimum needed to achieve the desired result. Key staff at Willow Primary Academy have had the appropriate Team Teach training to use positive handling, force and restraint appropriately and safely and are certified to use this approach, although we would only resort to this in extreme circumstances where a child or adult is in danger. All incidents which require the use of positive handling or restraint will be reported to a member of the Senior Leadership Team and a log of incidents is kept on CPOMS. Parents will be informed of any incident where force or restraint has been used on their child.

Searching, Screening and Confiscation

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

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:



- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

They can also seize any item, however harmful or detrimental to school discipline. Staff carrying out a search should have a witness unless there is risk of serious harm if not conducted immediately or where it is not reasonably practicable to summon another member of staff. Willow Primary Academy follows the guidance [Searching, Screening and Confiscation: Advice for Schools](#)

Unacceptable Behaviour Outside School

Willow Primary Academy has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. This follows the guidance provided [Behaviour in Schools: Advice provided for Headteachers and School Staff](#)

Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to follow this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to follow this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused.

SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's My Plan.



Pupil Transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Equal Opportunities

Equal opportunity is the right of everyone to equal chances and each individual is respected for who they are, regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality.

We will take reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))

Support agencies

If behavioural difficulties continue the Head, SLT, SENDCo or Pastoral Team will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Autism and Social Communication Team or other agencies that offer support for pupils and families.

Professional Development

All staff to have access to the relevant training provided by both internal and external speakers/trainers

The role of the parent

At Willow, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g., in the dining room, at play and lunch times or when off site,



etc. but the same principles of promoting good behaviour will always apply.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once every two years and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken.

The Willow Way

This is how we do it here . . .

At Willow Primary Academy we have high expectations of learning, behaviour and respect for each other that underpins everything we do. Our teachers strive to create independent, articulate thinkers who have the confidence to achieve their ambitions. This drives us in our pursuit of excellence every day.

Related Policies / Guidance

- Safeguarding and Child Protection Policy
- [Anti-Bullying Policy](#)
- [Exclusions Policy](#)
- [Positive Relationship Policy](#)
- [Use of Reasonable Force](#)
- DfE Guidance including:
 - [Behaviour in Schools: Advice provided for Headteachers and School Staff](#)
 - [Searching, Screening and Confiscation: Advice for Schools](#)
 - [Use of Reasonable Force in Schools \(2013\)](#)

Appendix 1 – Behaviour Blueprint



Behaviour Blueprint

Adult Behaviour

- Calm, consistent and fair
- Give first attention to best conduct
- High expectations
- Recognise "Over & Above Behaviour"
- Relentlessly bothered

Over & Above Behaviour

- Praise
- Note Home via Class Dojo / phone call
- Class dojo points
- PRIDE Certificate
- PRIDE Champion - consistently "Over & Above"

The Willow Way

- Be Ready
- Be Respectful
- Be Safe

Characteristics of Learning

Positivity, Respect, Individuality, Determination and Excellence

Stepped Sanctions- In private

1. **Reminder of Rule** - repeat as necessary
2. **Caution** – e.g. "Think carefully about your next step."
3. **Last Chance**-use micro script, and a 2 minute inconvenience at next break/lunch.
4. **Time Out** – one minute for age, e.g. if 5 years old = 5 minutes time out.
5. **Restorative conversation** - with key adult (more than 1 in a day = conversation with home)

Uncompleted Work

Work sent home for completion. A conversation must happen between class and parents.

Serious Incidents

Physical violence, racism, homophobia. Straight to Step 4 & 5 above, with an additional restorative conversation with SLT, and a phone call or conversation with parents.

Micro Script

I've noticed that...You know the school rules, be ready, be respectful, be responsible, be safe. Can you remember when you ...(time they did this really well)...and how that made you feel? I expect you to...Thank you for listening.

Restorative Questions

1. **What has happened?**
2. **What were you feeling at the time?**
3. **Who has been affected by the actions?**
4. **How have they been affected?**
5. **What needs to be done to make things right?**
6. **How can we do things differently in the future?**

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.



Pupils' Rights	Pupils' Responsibilities
<ul style="list-style-type: none"> • To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly. 	<ul style="list-style-type: none"> • To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
<ul style="list-style-type: none"> • To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe. 	<ul style="list-style-type: none"> • To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
<ul style="list-style-type: none"> • To be sure their children are treated fairly and with respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties. 	<ul style="list-style-type: none"> • Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. • Ensure children attend regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others. • Inform the school of any concerns that may affect the behaviour of their child.



Appendix 3 - A model of positivity - tweaking teaching to transform trouble

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



Appendix 4 - A model of positivity – Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

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

Refocusing the conversation

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

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

Or...

- Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

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

Get out line

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

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



Appendix 5 - Restorative Practice at Willow Primary Academy

Definition

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- May be kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

1. What has happened?
2. What were you feeling at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done to make things right?
6. How can we do things differently in the future?