



Spaldwick Primary School

Policy and Procedure for Positive Conduct

Person Responsible: Headteacher, Governors

Review Date: September 2025

Distribution to: All staff, Governors

Policy reviewed September 2024 – No changes

Policy reviewed July 2023 – updated stages and steps to manage behaviour

Policy Reviewed October 2022 – updated extreme behaviours, added the safety plan and refocus room

Policy rewritten in July 2020 following consultation with parents, governors, children and staff.

At Spaldwick Primary School we are 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. As members of our community, we adhere to the rules of being: 'Ready, Respectful, Safe'. Our Positive Conduct Policy is based on the work of Paul Dix and his book 'When the adults change, everything changes'.

"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix, Pivotal Education

As a school we believe that great behaviour is essential in realising the learning potential of any individual. Everyone behaves differently because of our different life experiences. The key to great behaviour is meeting the individual needs of the child - separating poor behaviour from the child and deliberately teaching new routines.

This policy seeks to empower a kind and positive behaviour approach rather than an unnecessarily aggressive, no excuses and no negotiables approach. Tolerance cannot fade with children who have substantial barriers to learning. We must enforce with our children that we have the capacity to demonstrate emotional patience and intelligence to show them that they are wanted and that they have a voice.

With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave. Through consistent adult modelling of our approach to the learning behaviours in our school we will maintain a culture that is rooted in kindness, not a call for zero tolerance. Through acts of daily care, generosity of spirit and the interest shown in individuals, we will show how much we care.

We recognise the only absolute in managing behaviour is the behaviour of the adults. Children bring their behaviour experiences into school with them; learned at home, rehearsed in their community, and delivered to the school learning environment. By carefully shifting responses, adults in school can affect positive change to learning barriers. As a school we strive to develop a certainty around the expectation that good behaviour is expected, respected and unquestioned. That said we do not look to blame adults for poor behaviour but to support everyone in their learning journey. We will challenge and grow, not watch and be complicit.

The children who demonstrate the most negative behaviours often are most in need of our empathy. We equally acknowledge that everyone has the right to work in safety without threat or fear. We therefore have a policy that emphasises responsibility and consistency while giving a clear structure for supporting unwanted behaviour. Everyone should believe that they belong to our school and that they can become great learners. To create this belief, we foster a visible kindness through the application of consistency.

Our Positive Conduct Policy has three simple rules that everyone in our school community is expected to uphold.

We are always READY! We are always RESPECTFUL! We are always SAFE!

Be ready...

School is a place where we learn. We need to choose to be ready to learn, be ready to share our mistakes and arrive with a 'can do' attitude - knowing if we can't do 'it'... it is because we are learning and can't do 'it' YET and we will soon if we work hard. We are ready to listen, to think, to reason and to challenge. We are ready to help and be helped. We are ready to find things difficult and ready to grow as learners in our community.

Be respectful... (being considerate of others and thinking about how you affect a situation)

Respect is earned but we understand that we can give it for free. At Spaldwick Primary School we understand that to be respected we must respect others. We understand that we can all learn something from everyone. We respect the effort put into learning and know that we all face challenges that are different to our friends and colleagues. We must respect the value of our environment, our locality and our community, as well as the physical resources that make up our school and classroom. We treat everyone and everything with respect.

Be safe...

Our school is a safe place to learn. To be safe we will think carefully about actions that will affect our safety or the safety of others. We will always make sure adults know if we do not feel safe and we know they will listen to us. We know that to learn well we must feel safe to make mistakes. We know that someone will help us make sense of those mistakes so we can learn well.

Shaping a visible public consistency...

Visible kindness will generate an understanding of... "This is how we do it here!" **(The Spaldwick Way)**

Everyone understands that we need consistency in behaviour and expectation to be successful in life and we, as adults, need to teach this to the children. Changing the way we react to emotive situations is difficult. Everyone needs support when they find they have strayed from the agreed policy. **Everyone in school has the permission to challenge anyone**, if they see behaviour that does not mirror our agreement.

Our Rules	Visible Consistencies	Over & Above Recognition
1. Be ready 2. Be respectful 3. Be safe	1. Daily meet and greet 2. Calm corridors 3. Persistently catching children doing the right thing 4. Picking up on children who are failing to meet expectations 5. Praising in public (PIP) 6. Reminding in private (RIP) 7. Consistent language	1. Recognition boards 2. Dojo points 3. Certificates 4. Stickers 5. Hot chocolate Friday 6. Recommendations to the HT

Our commitment to developing and understanding behaviour

1. We will publicise great behaviour which leads to great choices. We will not have behaviour tallies on the board - disruption is dealt with privately - never across the classroom or playground.
2. We make sure that behaviour interactions raise expectations and do not humiliate individuals. We separate the individual from the behaviour.
3. We discuss the immediacy of consequence rather than the weight of punishment.
4. We will not undermine our own authority by passing on responsibility. We will seek support where necessary to show the child we are a team by standing together. The support will be a unified front in promoting high expectations - not disempowering adults by showing the children there are individuals in school with more "power".
5. When addressing behaviour, we will identify the primary barrier to great behaviour and not chase secondary behaviours. We will not recount previous misdemeanours. Our approach should be therapeutic in nature, identifying and addressing the primary barrier and giving opportunities for understanding and development.
6. We will start every day as a new start.

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

How we Reward and Promote Positive Conduct

Verbal Praise

Verbal praise and warmth is used widely – it is recognised as the most important reward.

Recognition Board

Every class will have a recognition board. Each week the board will display the learning behaviour that will be recognised during that week. When children are seen demonstrating the behaviour, an adult will write their name on the board. Even children who have received private sanctions can be caught demonstrating positive behaviours.

Dojo Points

Dojo points are given for excellent behaviours particularly linked to kindness and hard work.

Praise Pads, Notes and Phone Calls Home

Teachers will award positive conduct and hard work with praise pads and notes home. We recognise that a positive phone call home is an extremely motivating reward for all children.

Values Certificates and Headteacher Awards

Teachers can recommend children for a values certificate if they feel a child has shown exceptional skills or empathy towards one of our school values. Children who have behaved impeccably but are too easily forgotten or have produced exceptional work could be recognised with a Headteacher Award.

Hot Chocolate Friday

Hot Chocolate Friday is for children who have gone above and beyond. This is not for children who have managed to 'hold it together' for a day, they can have a recommendation when they deserve one like the other children. On Friday after lunch the children nominated for Hot Chocolate Friday are invited to the Headteacher's room for their reward.

How we Deal with Unacceptable Conduct

Language around Behaviour

At Spaldwick Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/group. Incidents are logged on Arbor so they can be monitored by the Headteacher.

The Headteacher

The best way to disempower a member of staff is to shift responsibility to a 'higher power'. The Headteacher or SLT member will support the class teacher, but they will not accept a child who is referred to the Headteacher's office for punishment. The Headteacher or SLT will work with you to solve the challenge but will not remove your responsibility. However, the Headteacher may decide that they can lead a restorative meeting with the child.

The walk

A restorative meeting will, where possible, be a walk and talk. The walk around school is to remove the fear of the enclosed spaces and allow opportunities to discuss real life behaviours in action as they present themselves. The conversation will continue with the member of staff who made the referral to consider further actions.

Behaviour Profiles

If teachers have concerns about a child who consistently presents behaviour that impacts on the other children in the class, they will arrange a meeting with the SENCo and/or SLT to discuss next steps. A decision might be taken, in consultation with parents, to implement a Behaviour Profile to support the child to succeed. The behaviour profile will identify the potential behaviour triggers, strategies to support and the consistent language needed to support the child.

Stepped Boundaries

Whilst we think that it is very important to highlight the positive, we recognise that there is a need for dealing with unacceptable behaviour. Throughout the school, we use a consistent approach when dealing with inappropriate behaviour and the following stages and steps will be followed:

Stage	Type of Behaviour	Steps
Stage 1	<ul style="list-style-type: none">• Ignoring adult requests• Disrupting the learning of others• Refusing to complete work• Being rude (to adults or children)	Step 1 Reminder – Scripted intervention (see appendix 1) Incomplete work will be completed at home
Stage 2	<ul style="list-style-type: none">• Hurting others• Continuation of previous stage's behaviours	Step 2 Warning – Scripted intervention, deeper warning. You may spend part of your break in the refocus room. Your behaviour will be logged on Arbor.
Stage 3	<ul style="list-style-type: none">• Seriously hurting others• Deliberately damaging property• Spitting• Stealing• Swearing/offensive language• Verbal abuse• Continuation of previous stage's behaviours	Step 3 You will spend part of your break time in the refocus room. Your behaviour will be logged on Arbor.

Stage 4	<ul style="list-style-type: none"> • Prejudice behaviour • Bullying • Continuation of previous stage's behaviours 	Step 4 You will be removed from your class. You may spend time in seclusion. Your behaviour will be logged on Arbor. Your parents will have a meeting with your teacher.
Stage 5	<ul style="list-style-type: none"> • Extreme and unsafe behaviour (to self or others) • Continuation of previous stage's behaviours 	Step 5 You may be sent home from school. Your behaviour will be logged on Arbor. Your parents will have a meeting with Mrs Worrell or Mrs Graham.

Incomplete Work

All children are expected to complete the task given. If the task is incomplete through poor behaviour choices, the teacher will ask the child to complete the work at home. A pre-printed note will provide clear expectations of the time needed to complete the task, and the amount of work needed. It must be countersigned by the parent and returned with the work the next day.

Refocus Room

Children who are struggling to regulate their behaviour and who are impacting the learning of others may need to spend some time in the Refocus Room.

The Refocus Room:

- provides a restorative space for children who are dysregulating
- helps children to refocus and return to learning/breaktime quickly
- provides structure and support

The refocus room is not:

- a punishment
- a time out room
- a play room
- the first choice for a sanction (simple impositions will be used to the greatest effect)

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

We do not use a 'one size fits all' approach to dealing with extreme behaviour, each incident will be reviewed on an individual basis. Extreme behaviour may result in a fixed term exclusion.

Physical Attacks on Adults

At Spaldwick Primary School, we take incidents of violence and threatened 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. Only staff who have been trained in physical restraint will restrain a child. Our trained staff are Louise Worrell and Rosy Foulds.

All staff will report incidents directly to the Headteacher or Deputy Headteacher and record the incident on Arbor. 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.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that 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 attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

The Safety Plan:

All class teachers have a plan that can be put into operation should a child present extreme behaviour in the classroom.

1. The adult gives a clear warning. (*Firm not shouting*)
You need to stop.
2. Remove the class and call for support.
3. The adult steps away.
I am going to give you some space, I will be nearby to keep you safe.
4. The adult continues to monitor from a safe distance. When support arrives, the adults discuss the incident away from the child to decide on the next steps.

Next steps will include:

- the child being given space
- a restorative conversation
- communication with parents and carers
- a record on Arbor

Next steps could include:

- supervised time away from other children and identified adults
- seeking advice from external professionals
- an internal exclusion
- the implementation of a risk management plan
- a fixed term exclusion

Physical Intervention

Spaldwick Primary School considers all behaviour within a framework of positive behaviour management. The Positive Conduct Policy rewards effort and application and encourages children to take responsibility for their own behaviour. It also outlines the steps the school undertakes to ensure a calm, orderly and supportive school climate which minimises the risk and threat of violence of any kind, thereby reducing the need for physical intervention.

Staff view physical intervention as a last resort and every effort will be made to manage behaviour positively to prevent the need for restrictive physical intervention. The decision to use physical intervention will be based on a variety of criteria including:

- Following the guidance issued by the Department of Education
- Implementation of a Positive Handling Plan
- Recording of all incidents on Arbor
- Staff training
- Professional Judgement

In the following situations staff must judge whether physical intervention would be reasonable or appropriate to control the following behaviours:

- self-harming
- injury to other children or staff
- damage to property
- an offence being committed

Risk Management Plans

Children identified as being at risk of requiring physical intervention will have a Risk Management Plan developed in consultation with the School, Parents/Carers, and the child.

Recording and reporting incidents

Any individual pupil records are kept by the school for a period of 25 years after the date of birth of the child or are passed to the next school and a receipt obtained. This retention period is the minimum period that any pupil file is kept.

The School keeps a record of all physical interventions on Arbor. The purpose of recording is to ensure that policy guidelines are followed, to inform parents/carers, to inform future planning as part of the school improvement process, to prevent misunderstanding or misinterpretation of the incident and to provide a record for any future enquiry. Accounts of the incident should be taken from the member of staff who undertook the physical intervention, the student/s involved and any third-party witnesses.

Parents/carers will be informed as soon as practicable when a significant incident requiring restrictive physical intervention has occurred. The only exception to this is where there are concerns in regard to safeguarding. Parents/carers will be informed of when and where the incident took place, which members of staff were directly involved (anonymised where necessary), why they decided physical intervention had to be used, what physical intervention was used, whether there were any injuries and what follow up action was being taken in relation to their child. The welfare of children is paramount and if for any reason school believe a child could come to harm as a consequence of a parent being notified a judgement will be made by the Headteacher to notify the Local Authority.

Beyond the School Gate

Whilst this Positive Conduct Policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- online activity
- wearing school uniform
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, if the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Policy links

This policy is supported by the following policies and guidance documents:

- Child protection and safeguarding policy
- Staff code of conduct policy

Appendix 1

The Script Intervention

Gentle Approach, use the child's name, be at child level, give eye contact, deliver message.

<p>1. Reminder <i>The scripted intervention - the 30 second script.</i> <i>It does not detract from the learning.</i> (STAGE 1)</p>	<p>1. REMINDER:</p> <ul style="list-style-type: none"> • 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 <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
<p>2. Warning: <i>Deeper script examples</i> (STAGE 2)</p>	<ul style="list-style-type: none"> • 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 rules again you leave me no choice but to ask you to go to the quiet area. • 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 • I am not leaving. I care about what happens. You are going to be brilliant. • What do you think the poor choices were that caught my attention? • What do you think you could do to avoid this happening in the next lesson? <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. 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.'</p>
<p>3. Reflection (STAGE 3)</p>	<ul style="list-style-type: none"> • I noticed you chose to (noticed behaviour) • You need to: Go to quiet area, another room, HT's office • Playground: You need to: Stand by another staff member, sit on the bench, go to the HT's office • I will come and speak to you in two minutes <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule 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.'</p> <p>TIME IN not TIME OUT that counts.</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
<p>4. FOLLOW UP, REPAIR AND RESTORE</p>	<ul style="list-style-type: none"> • 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? <p>In EYFS you would choose a maximum of two questions.</p>

Prompt Sheet

Initiating a dialogue...

- You need to...
- I need to see you...
- I expect...
- I know you will...
- Thank you for...
- I have heard what you said, now you must...
- We will...

The restorative meeting...

The discussion during the restorative meeting is not a prelude to an apology!

Focus on the outcome and work backwards through the choices that were made. Five questions is enough (two for EYFS and SEND) and you could choose from the following...

What happened?

- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

While undertaking the restorative discussion think about:

- Redrawing the route with different choices that achieve a desired outcome.
- Ask questions and give your reflections.
- Make the child comfortable and feel safe... get a drink; leave the door open.
- Stay on course. Don't deviate to secondary issues.
- Do not use judgemental language. This is a meeting not a private shaming.
- End the meeting well with a plan to support the child's future choices. I can choose to
- Record on Arbor

Safeguarding - does any of the conversation constitute a disclosure? Refer to the Child Protection Policy