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Policy Framework:	Policy framework provided centrally for use by schools with minimal amendment to the core text Changes **must** be made to the text where indicated

Behaviour Policy

Inc. Statement of Behaviour Principles & Anti-bullying

Brize Norton Primary School

Approved by:	**Education Quality Standards & Safeguarding**
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1. Oxford Diocesan Schools Trust Behaviour Statement

This statement of behaviour principles applies to all schools of the Oxford Diocesan Schools Trust (ODST) as required by statutory guidance issued by the Department for Education.
Introduction

Positive behaviour in schools is paramount as this is central to a successful education. Consistent behaviour management helps to create and protect the positive relationships built within the whole school community. Schools should ensure high standards of behaviour that pervade all aspects of school life including the culture, ethos, and values of the school, how pupils are taught and encouraged to behave.

ODST schools endeavour to manage behaviour well so they can provide calm, safe and supportive environments in which pupils want to attend and where they can learn and thrive. The Trust and its schools are committed to providing welcoming, calm, secure learning environments, where the culture is focused on the well-being of each member of our school community whilst also limiting disruption. We expect all members of our school communities to respect the feelings of others and to treat people with dignity.

Relationships underpin all that we do and we approach behaviour management from this viewpoint. We continually work to make, maintain and, when necessary, repair relationships and connections. The emphasis is on nurturing positive and respectful relationships so that conflict is less likely. In adopting this approach, we aim to develop a culture in which relationships are strengthened, and people demonstrate empathy, compassion and understanding towards one another. School will instil in pupils the importance of doing the right thing for the right reasons, which involves holding people to account in a meaningful and constructive way, agreeing clear boundaries within which to work and providing the right support and encouragement to reach agreed goals. It is about working ‘with’ people at every opportunity. Our schools aim to provide nurture and support alongside clear boundaries and expectations of behaviour. The Trust and its schools recognise that pupils’ behaviour is a form of communication and that all work hard to respond appropriately. Adults in school are trained to recognise these needs and feelings being expressed and to help pupils to understand and regulate their own behaviours.

Vision

At the heart of our vision is our belief in educational excellence. We believe we are called to serve our pupils, staff, parents and their local community by providing schools with the highest levels of academic rigour and pastoral care. Our schools are places where children and young people develop and thrive intellectually, socially, culturally and spiritually. Our vision, ethos and values underpin our positive behaviour ethos as we strive to support the diverse needs of all pupils.

We value every individual and understand that our sense of "community" and of belonging are vital to well-being. We strive to empower pupils to achieve, and to feel valued and supported. This is underpinned by embedding an inclusive, restorative and nurturing culture across the Trust and the building of positive, respectful and consistent relationships.

Aims

Schools within the Oxford Diocesan Schools Trust aim to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of ODST and the individual schools that form the wider ODST community
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management, based on a relational approach, that is applied equally to all pupils while at the same time reflecting the needs of individual children
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Build a community that values kindness and empathy for others
- Provide guidance for school staff, parents and carers, members of the local governing body, and other stakeholders on how we support our pupils to self-regulate and manage their behaviour so that they are ready to learn

Rationale

At ODST, we recognise that wellbeing and behaviour are inextricably linked.

Child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and educational outcomes. If a child's sense of belonging and safety is high, then children have a better chance of reaching their full potential.

As a Trust we recognise that behaviour is a form of communication and we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations.

We recognise the link between understanding of the needs of our pupils and how this contributes to their ability to self-regulate. We use this knowledge to build resilience by managing their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and relationships needed to meet the individual wellbeing and mental health needs and guide them along their journey in becoming independent, resilient, life-long learners.

Guided by restorative approaches, we will focus on relational connection and regulation first, putting relationships at the heart of our approach, in order to create and foster a safe and happy environment where all feel secure and respected.

ODST is committed to developing a Trauma and Mental Health Informed Approach to behaviour management. Schools do not operate a 'zero tolerance' or 'one size fits all' approach to behaviour that may be coming from distress. We have high expectations for the behaviour of all, and rigorous support is offered to those having difficulty meeting those expectations.

To ensure every child develops and maintains positive mental health and resilience, our aim is to:

- Support pupils to make sense of their experiences
- Find ways to manage emotions and feelings
- Create an environment of safety, connection and compassion
- Build a school network of strong, positive, supportive relationships through training
- Ensure that children maintain the capacity to learn, despite difficult events that may occur

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

Behaviour in schools: advice for headteachers and school staff 2024
Searching, screening and confiscation: advice for schools 2022
The Equality Act 2010
Keeping Children Safe in Education
Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
Use of reasonable force in schools
Supporting pupils with medical conditions at school
Special Educational Needs and Disability (SEND) Code of Practice
Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
- Sexual comments
- Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-

images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited/banned items. These are:
- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes, vapes and lighters
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Brize Norton adopts the definition used by The Anti-Bullying Alliance which defines bullying as: **'The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power. Bullying can be carried out verbally, physically, emotionally or through cyberspace.'**

With the pupils we use the following simple definitions:

TALK	STOP
Talking makes things better **A**lways seek help from a trusted adult **L**earn to speak up for yourself and others **K**indness is key	**S**everal **T**imes **O**n **P**urpose

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying is not ...

It is important to understand that bullying is not the odd occasion of 'falling out'.

Children are naturally sociable; it is vital for them to select and build friendships. The making and breakdowns of friendships are an important part of growing up. When children 'fall out' they can say and do things because they are upset. It is essential to teach children the skills to repair relationships and enable them to utilise these. If, as adults, we intervene too readily to help rebuild our children's friendships on their behalf, our children may not develop the necessary social skills.

Occasionally, situations go beyond broken friendships or minor differences and, on these occasions, adult intervention may be necessary. It may not be bullying when people of roughly the same strength (including social strength) have a disagreement or physical altercation. It is not bullying when a member of staff corrects a child inline with school policies, vision aims and values.

Whole school bullying prevention strategies:

- A regular programme of PSHE is delivered.
- Regular teacher in PSHE – Class discussion takes place e.g. during circle time, dealing with friendship /
- playtime issues. Children shown scenarios involving bullying behaviour and will have the opportunity to
- reflect on what actions should be taken.
- Peer support to be strongly emphasised: with children taught how to effectively support a
- bullied friend/peer and how to resist "joining in" with bullying.
- Children suffering from bullying will be encouraged to keep diaries to share with staff/parents.

- The school has a dedicated and trained 'Anti Bullying Champion' to support the school's approach to anti-bullying.

In the case of an allegation:

- All allegations of bullying will be carefully investigated.
- Pupils, parents and staff will be encouraged to talk openly about the issue.
- As part of the curriculum, greater understanding of bullying in all its forms will be developed.
- Children will be taught strategies to help them deal with bullying situations which they may encounter.
- Staff will respond calmly and consistently to allegations or incidents of bullying.
- The school will protect and support all parties during academy/extra-curricular time and on
- academy premises whilst issues are resolved.

Response to specific allegations of bullying:
Children will know who to talk to. In the first instance, this will usually be their class teacher, but it could also be:

- Another teacher known to them
- The Headteacher
- A Teaching Assistant
- A Lunchtime Supervisory Assistant

1. The children should be given every opportunity to report the bullying in the first instance, but it will be the class teacher who will follow up allegations. Therefore, any other adult in receipt of information should feed back to the class teacher as soon as possible.

2. The class teacher will take steps to discuss the problem with the bullies to establish the situation and talk through any issues. An early resolution is sought using these tactics. Restorative approaches will be used at this time.

3. Both bullied and bullying parties should be informed that the situation is being monitored by the class teacher/s concerned.

4. If there is no improvement, or further bullying occurs, the parents of the bullying child should be contacted in order to come into school to discuss the problem and to make clear that a zero tolerance policy is being adhered to.

5. As a result of the discussion, clear expectations are laid down and natural consequences, see Appendix A, will be applied accordingly as to:

- Expected behaviour and attitudes.
- Strategies to support the bullied child, including who they can turn to and when
- Arrangements for beginning/ending lessons, lunchtimes, starting and ending of the day

Individual circumstances will determine the precise arrangements to be made.

7. Support is given to the perpetrator to raise their self-esteem and develop appropriate social skills e.g. alternative provision at lunch time for a given period to ensure they do not pose a threat.

5. Roles and responsibilities

5.1 The local governing body (LGB)

The LGB is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy

- The school's key rules and routines (see section 6)
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are new to the school.

6. School behaviour ethos

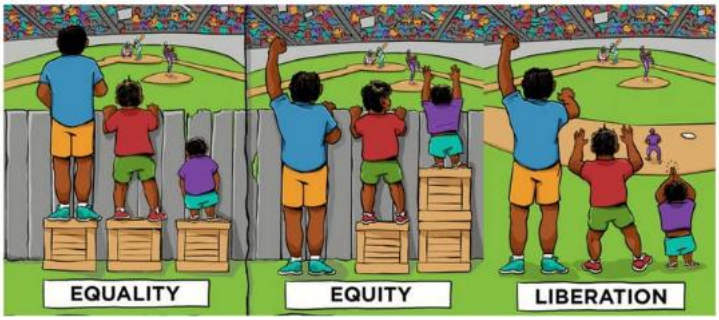
At Brize Norton Primary School we believe in the power of connection and building strong relationships with every member of the school's community. Children need to feel valued, safe, heard and a strong sense of belonging. For most children, this can be achieved by just the simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about how they are feeling and what they are doing.

Strong relationships between staff and pupils is essential and these relationships are founded on fairness and consistency with children, whilst also considering individual needs, and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable, kind and be there to help and discipline (not punish) and children must understand and believe this. If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change. We aim to teach self-discipline not blind compliance. It echoes our school motto of We SHINE for ourselves and each other with kindness. SHINE: Striving, Helping, Inspiring, Nurturing and Excelling.

The procedures and guidance in this document provide a consistent approach across the school and enable children, parents and staff to understand our approaches to the management of behaviour in school. It also recognises that for some pupils, variance on these procedures will be made to meet any specific social, emotional, learning or other needs which require a personalised approach.

"Schools that believe children should get what they deserve respond to poor behaviour differently to schools that believe children should get what they need"

Paul Dix, 'When the adults change, everything changes' (2017)



Being fair is not about everyone getting the same (equality), but about everyone gettingwhat they need (equity). Our aim is to remove barriers (liberation).

Our Three Rules

'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 children 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 hardwork: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive when confronted with challengingbehaviour.''

Paul Dix, Pivotal Education

We understand that behaviour is a communication and it is the adults' job to translate and understand the message the behaviour tells us. Often behaviour is telling us about an experience, an unmet need, a feeling or the child seeking to be connected and attached to a kind and safe adult.

We are very clear to separate the behaviour from the child. The child is **not** the behaviour; behaviour can change by understanding what lies beneath it and by altering the situations and circumstances which trigger it.

Our moto of SHINE (Strive, Help, Inspire, Nurture, Excel) which anchors us, is linked to the school rules, often referred to as the 3Bs.

'Be Ready, Be Respectful and Be Safe'

Everyone in our school community has a responsibility to honour, model and adhere to the rules. The actions and behaviours behind these rules are the same for adults and children.

Be Ready	Be Respectful	Be Safe
For example... ...to work hard ...to acceptchallenges ...to do my best ...to show I am andbe ready to learn	For example... I smile, say hello, please and thank youl listen to others I use kind words when talking about myself or others I look after our environment	For example... I walk inside school I use safe hands andmy caring heart I can feel my feelingsand learn to put words to them I can talk to an adultif I need help

Teaching Expected Behaviours

Here at Brize Norton, we understand that expected behaviours need to be taught andreinforced. This is done through PSHE time, Circles, assemblies and also through our daily interactions with our children. We always go back to our 3 rules. As adults, we remember, 'If children struggle with maths, we as teachers provide them with support and strategies to progress and succeed.' This is also true of behaviour. Children need to be taught and supported. Zones of Regulation is taught in all classes, with children learning how to recognize

how they are feeling, as well as then taught strategies in how to respond and regulate their own emotions. Some children can go on to do this independently and somechildren require co-regulation (the support of an adult to regulate themselves) which as adults we do. We also model expected behaviours.

'The Brize Way'

This is what 'The Brize way' looks like in practical actions and behaviours from staff:

- Investing time at the bookends of the day with a warm meet and greet and a purposeful**,** connect and collect time. This keeps children orientated towards adults.
- Modelling manners, reconnecting to the children and showing our delight to see them: *Thank you, please, you are welcome, hello, goodbye, holding doors open, smiling, pardon, waiting to be spoken to and not interrupting*.
- Quality time invested to ensure a calm and ordered end of the day, where relationships are 'held in mind' and we let children know that we will be thinking about them and looking forward to seeing them soon.
- Visual presence of being at the door/ playground to welcome children backinto class following a separation or transition e.g. break times, lunchtimes - these are moments to connect and collect.
- Corridors and shared spaces are times to reconnect with faces! Making the most of every opportunity to shape the behaviour through relational connections so that every child understands what **'Be Ready, Be Respectful and Be Safe'** behaviour looks like in other areas of the school. (walking calmly, quiet voices, respectful of personal space.)
- Finding moments throughout the day where staff intentionally connect and see children for **who they are** not just for what they do.
- Structure and routine are powerful ways of imposing order in the environment and therefore ordered behaviour. Most importantly structure decreases the need for bossing and coercion on the part of adults, preventing needless conflict.
- Developing and maintaining relentless routines keep the school afloat and heading towards the same values and rules. These routines build safety, security and predictability for all people so we are free to do our best work. Routines are required for: movement in, out and around school, start and end of work, carpet to tables, lunchtimes and break times, tidying away, assemblies.
- Making marvellous mistakes and getting things wrong is also part of the 'Brize Way'. Mistakes are a key part of learning and building resilience. Mistakes are what we do and can be repaired and learned from, mistakes are **not who** we are. "You are a wonderful child, you just made a mistake."
- Brilliant boundaries: setting boundaries is easy, keeping them takes maintenance and practice. Boundaries are like an open fire; they need attending to otherwise they fizzle out or go wild. We think about boundaries as establishing what is ok and what is not ok.

Language around Behaviour

At Brize Norton 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. Phrases such as 'kicked off' or 'screaming fit' are unhelpful and we should remain professional and calm. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. We indicate in words and gestures that the relationship and the child matter. *We make relationships safe before we address the behaviour*. We do this through what we sayand how we say it, always thinking about our body

language and facial expressions. Scripted responses help build relationships, shape behaviour and orientate people to live the moto of the 'Brize Way'.

For example:

- *Stop. I notice you are (running) that is not being safe. (Walking) inside thank you (not please)*
- *I notice….*
- *I really like how you ….. (held the door open, started your work straight away etc.)*
- *Do you remember when you…… I know you can do this.*
- *I love teaching you, and our class is not our class without you in it, but that behaviour is not ok.*
- *It is ok to…….. but it is not ok to…..*
- *You're a lovely child, you just made a mistake and mistakes can be repaired.*

Our vocal tone, pitch, volume and pace all need to connect with the message we are conveying with our words. Practising the 'unsaid' is just as important as the 'said'. A good phrase to remember can be that we are certain rather than severe, and we all need S.P.A.C.E (Scripted. Planned. Adult in control. Certain. Empathetic).

Relentless Routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults.

Wonderful Walking models and promotes quiet and sensible walking around the school site and when out and about in the community or on school trips.
Legendary Line-Ups supports orderly lining up when required. For example; at the end of playtime, going into the hall for lunch or assemblies.
Hand Up (In whole school situations) signals the member of staff needs children to be still, quiet and ready to listen. This can include a quick two claps prior to raising an arm, particularly in a noisy or busy environment. Teaching teams have created their own 'in class' routine around attention gaining.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school. Engagement with learning in an inclusive environment is always our primary aim. We ensure classrooms are fully inclusive and allow support for academic success. Throughout the day, staff check the child's internal learning environment is regulated too and that they are ready to engage in learning – this is achieved through the teaching and use of Zones of Regulation. These needs must be addressed for children to be ready for learning.

For most learners, a gentle reminder or nudge in the right direction is all that is needed. However there are occasions when more direct intervention must be made to support the learner further. 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-needers. 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. As teachers, we are mindful that every minute a learner is out of a lesson is onewhere they are not learning.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information from the school's website.

7.3 Responding to positive conduct and good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- ✓ Dojo Points - All staff can award Dojo points privately to children if they are Caught Being Exceptional. Parents are directly alerted to this via the App.
- ✓ Positive Postcards/Happy Mail - All Staff will engage in recognising positive behaviours by sending home a Positive Postcard noting which behaviours are being recognised. (These are available for each class, wrap-around provision and clubs, lunchtimes and school-wide).
- ✓ Positive Message Home - Positive messages will be sent home either via Class Dojo or by telephone, on a regular basis by teaching staff, other support staff and members of SLT to inform parents of good behaviour.
- ✓ SHINE Awards – in Friday assemblies, children are presented with a SHINE Award if they have shown one element of the motto through the course of the week: Striving, Helping, Inspiring, Nurturing or Excelling. Both adults and children can make nominations for these awards. Children are presented with a certificate, and they are shared as a positive role model to the school.
- ✓ Cup of Kindness – in a Friday assembly, one child is presented with the Cup of Kindness in recognition for their acts of kindness that week. The previous awardee presents this.
- ✓ Termly SHINE Award – one child from each class is nominated per seasonal term, to join the headteacher for a treat. This could be for a trip to Humble Bumble Café for a Hot Chocolate and Cookie. These children are nominated for their outstanding efforts in shining and acts of kindness throughout the term.

7.4 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving natural consequences (See Appendix 1), staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future through restorative processes.

Practical steps in managing and modifying poor behaviour (Misbehaviour - Level 1 and 2 behaviours)

Learners are held responsible for their behaviour. Staff will take responsibility for dealing with behaviour calmly and without delegating. Staff will use the steps in behaviour for dealing with unacceptable conduct as well as the Natural Consequences Flow Diagram (See Appendix A).

First verbal reminder:
This stage makes explicit the expectation.
"I am expecting you to…….(not talk when I am talking, etc)"
"It was the rule about….(walking safely round school) that you broke then" "This behaviour is stopping learning. What do you need to behave safely?"

Second verbal reminder:
This stage makes explicit the expectation followed by the natural consequence.
"I am expecting you to complete your work. When children do not finish their work, they will need to stay in to finish it at playtime"
"I am expecting kind hands at all times. When children don't use kind hands they need to sit/ play separately from others so everyone can be kept safe"
"I am expecting you not to spit. When someone spits, I need to keep them inside so everyone else can be kept safe, spitting is not safe. I will need to talk with parents about this."

Implement the consequence highlighted in the second stage. If behaviour was repeated again:
"I can see you are still finding it hard to…/ not to…. I am not going to give up on you, how can I help?"

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."

Unsafe behaviours or behaviours that hurt with intent (Misbehaviour - Level 3 and Level 4 behaviours)

Sometimes a behaviour will be considered "high level" because it is undertaken with deliberate intent to hurt another person. In the event of a high-level behaviour, immediate action needs to be taken to reinstate safety for all. High-level behaviours include physical or verbal incidents with the intent to harm. These will be recorded on our central system (CPOMs) and Senior Leaders will be involved immediately to support further actions that need to be taken.

Natural consequences will be put in place to support keeping others safe and may include missing a playtime, removal from class, or in extreme cases, a fixed-term suspension. Parents will always be informed in these circumstances. These incidents will then be followed up using a restorative approach and support put in place to seek improvements in behaviour choices. Advice or further support from external agencies will be sought as required.

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. At Brize Norton Primary School we are always thinking 'all behaviour is communication' and we ask ourselves 'what is the child trying to communicate?' We realise that each child is unique and therefore sometimes this can be different for different children depending on their specific

needs. Some children may for example, need individual behaviour plans or a PLUME (Plan to Understand My Emotions) to support their social and emotional needs. Advice is sought from external agencies as well as the SENCo in some instances; we always seek to forge good home/school links when working to support a child and their behaviour as we believe it takes a village to raise a child.

Teamwork Makes the Dream Work

As a team here at Brize Norton Primary, we also work together to support children which may include providing a 'change of face' in some instances, as well as de-escalation strategies, certainly in times of crisis. When working as a team, we do not however, describe the child's behaviour to other adults in front of the child. We also make use of 'buddy classes' and in some instances some children have a 'buddy adult'. There is planned use of this support to allow children to reset in a calm manner.

Reset and Repair – Our Restorative Approach

Conversations maintain and build connected relationships while shaping the behaviour we want to see. These reset and repair moments are crucial because they can help the child feel better about their potential for changing their behaviour as well are reflect on the ripples of harm caused through their choices. Through these reset and repair moments we can teach the child a different way to get their needs met, to show their feelings, to seek attachment, restore the relationship and ultimately help the child to feel they are not defined by their worst behaviour. Remember, the child is not the behaviour.

Following any incident, staff will investigate the situation thoroughly using a restorative approach and speaking to all parties (if required) individually. Staff will explore 5 key themes:
What's happened, thoughts and feelings, impact of actions, needs of the individual and what needs to happen to move forward…

Children will be listened to, and perspectives gained, needs of the children (such as SEN) will also be taken into account and any provocation leading to the behaviour. These will all be considered when responding with a natural consequence.

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents/carers

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Positive handling

School staff are provided with appropriate Team Teach Training, to enable them to assess the use of positive handling.

Sometimes it may be necessary for staff to use positive handling techniques. All actions taken should be informed by dynamic risk assessment and be in line with government guidelines on restraint and the use of reasonable force. The Trust advocates using Team Teach techniques and guidance. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the child remains safe. School will produce and update appropriate risk assessments and have Individual Positive Handling plans in place for children who require regular handling. All individual plans will be shared with parents and carers.

All incidents of positive handling should be thoroughly recorded using the school's online system.

7.7 Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation. We will also take account of up-to-date advice from the police via www.npcc.police.uk

Offensive weapons
An offensive weapon is any article which is made, intended or adapted to cause injury. Offensive weapon can be broken down into two categories: a) Those that are made as an offensive weapon (e.g. knuckle-duster, dagger, gun) or adapted (e.g. broken bottle) for use for causing injury to the person; and b) Weapons not made or adapted as an offensive weapon (e.g. kitchen knife, spanner, hammer) but intended by the person having in possession of it to cause injury to another. See list in section 3.

It is illegal to:

- be in possession of a knife / bladed article on school premises
- be in possession of an offensive weapon without lawful authority or excuse in any public place
- threaten with a blade or sharply pointed article on school premises

Confiscation
Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

Searching a pupil
Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. "I will ask you to turn out your pockets and remove your scarf"
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) , to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including in:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Searching pupils
In the event of a school requiring to search a child, headteachers will follow the advice and guidance issued in Searching, Screening and Confiscation (July 2022, or in the most recent updated guidance).

Informing the designated safeguarding lead (DSL)
The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents/carers
Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search
Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.9 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.10 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

7.11 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 discipline the pupil in accordance with this policy and with reference to the allegations against staff and volunteers 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 discipline the pupil in accordance with this policy and with reference to the child protection and safeguarding 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 of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

8.1 Suspension and permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our suspensions and exclusions policy for more information available on the school's website.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy.

The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND
- The pupil has an unidentified SEND that may have impacted their behaviour

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction. Please see the school's SEN policy and information report available on the school's website.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school. This is carried out through a restorative conversation. Strategies may include:

- Reintegration meeting
- Daily review with a named member of the team
- Check-ins with a named member of the team
- A home/school report card with personalised behaviour goals

11. Pupil transition

11.1 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.

11.2 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 relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on our school's behaviour approach.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, trustees and other stakeholders (via anonymous surveys)

The data will be reported to the LGB and ODST safeguarding.
The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the EQSI committee of the Trust Board, the headteacher and the LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved at school level by the LGB.

14. Links with other policies

This behaviour policy is linked to the following policies :

- Suspensions and exclusions policy
- Child protection and safeguarding policy
- Dealing with allegations against staff, volunteers and professionals from other agencies
- Acceptable use of ICT policy
- Online safety policy

Appendix A

Managing Behaviour – Natural Consequences Flow Diagram

Level 1 Misbehaviour *

*Not an exhaustive list

- Not striving
- Not being ready
- Not showing respect
- Making it difficult for others to learn or play properly
- Not looking after equipment & property
- Dropping litter or making a mess
- Disruption in corridors/school eg. running/playing
- Picking up smaller children
- Breach of school uniform policy
- Insufficient school work

Verbal warning(s) 30 second script
Time out within the classroom
Time out in another space to reset (no more than 10 mins)
Loss of free time (max 5 mins per incident)
Completing/repeating work in free time
Litter picking
Restorative Conversation
Restoring relationship eg. apology
Withdrawal from aspects of play eg. Football.

Level 2 Misbehaviour *

- Refusing to follow instructions
- Being unkind to another child
- Disrupting other children's work or play
- Irresponsible or unsafe behaviour
- Damaging property
- Being rude/disrespectful to an adult
- Persistent Level 1 misbehaviours
- Aggressive Physical response in

Verbal warning(s) 30 second script
Change of face
Time out to work in another class and/or loss of free time
Restorative conversation
Restoring relationship – eg. apology
Replacing damaged property
Parents informed
Withdrawal from football for half a term.

Level 3 Serious Misbehaviour (CPOM) *

- Refusing to cooperate with an adult
- Swearing/inappropriate language
- Repeated breaches of the school rules.
- Bullying others (physically or mentally)
- Aggression to an adult or child
- Stealing from school or other children
- Inappropriate use of Computers/social media
- Persistent Level 2 behaviours

Individual behaviour plan /outside agencies/possible fixed-term suspension
Parents informed
Loss of independent computing privileges for a fixed term
Withdrawal from playtimes for a fixed period.
Withdrawal from class for a fixed period
Restorative conversation
Possible Internal suspension
Intervention support

Level 4 Serious Misbehaviour (CPOM) *

- Violence or threat of violence to an adult or child
- Leaving the school during the day
- Bringing a dangerous/illegal object into school
- Racism

Immediate referral to Headteacher
Parents informed
Involvement of outside agencies
Possible fixed term suspension

Appendix B

A model of positivity - tweaking teaching to transform trouble

- Check your non-verbal communication – does your body language mirror positivity?
- 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.
- Make regular positive phone calls home.
- Send out regular positive notes home.
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.
- Show learners their ideas and experiences have real value.
- Ensure your mechanism for positive referrals is individualised.
- 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 buteveryone 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 thebehaviours 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 withpositive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief ofsome learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted andpromises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Non-verbal skills/attitudes that work with more challenging behaviours:

- Showing humility.
- Changing anger to shades of disappointment.
- Be neutral and non- confrontational.
- Give clear cues when switching from the formal to the informal, from relaxed to businesslike.
- Work to create a certainty that poor behaviour will be addressed and relentlessly followedup.
- Patiently giving without ever expecting to receive.
- Showing empathy balanced with a determination to help the learner succeed.

- Earning respect not expecting it.
- Never laying your relationship on the line on a behaviour issue.
- Keeping your promises.
- At times ignoring defensive behaviours in the moment but not forgetting.
- Commitment to building an appropriate relationship.
- Refusing to listen to the doubters and moaners; refusing to give up on any learner

Appendix C

Intervention Scripts - 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 youwalk 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 learnerto 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 allowsthat student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adults
‘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.’