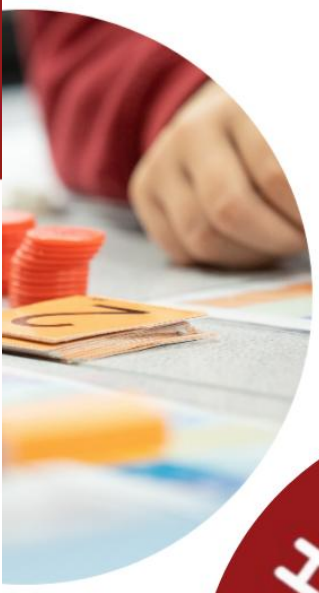


POLICY

Holme Slack Community Primary School

OUR CHILDREN CAN ACHIEVE

RELATIONSHIPS AND BEHAVIOUR

SEPT 2026







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Approved by:	K Manogue	**Date:** 01/09/2026
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1. INTRODUCTION

Holme Slack Community Primary School is committed to providing a nurturing, friendly and safe environment for all adults and pupils where exemplary behaviour is at the heart of productive learning. Every member of our school community is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our Relationship and Behaviour policy echoes our six core values:

Ambition, Resilience, Curiosity, Integrity, Respect and Empathy

The policy places a heavy emphasis on promoting respectful behaviours between all members of our school community as well as managing poor conduct swiftly and effectively whilst being underpinned by effective support for those children who need it. This policy should be read alongside the school's Restrictive Intervention and Positive Handling Procedures, Safeguarding Policy, SEND Policy and Equality Objectives.

2. AIMS AND EXPECTATIONS FOR ALL

- All pupils and staff have the right to work in a calm, orderly, purposeful and happy environment which is conducive to learning
- All pupils and staff have the right to feel safe in school
- Zero tolerance for all forms of bullying (physical, verbal, emotional, sexual, online/cyber or indirect)
- All pupils and staff should be treated equally and everyone should feel valued
- Expected behaviours should be explicitly taught, modelled and promoted.
- An emphasis on the positive and consistent reward of expected behaviours
- Reasonable adjustments in place for those children who need them.
- Clear stepped sanctions based on a restorative approach

The school behaviour policy and blueprint (appendix 1) are designed to support the way in which all members of the school community can live and work together in a supportive way and demonstrate our school rules.

3. BEHAVIOUR, SEND AND INCLUSION

At Holme Slack Community Primary School, we recognise that behaviour is a form of communication.

We understand that some children, particularly those with special educational needs and disabilities (SEND), may communicate distress, anxiety, fear, confusion, sensory overload, frustration or unmet need through their behaviour.

We recognise that behaviour can be influenced by a range of factors including:

- communication and interaction needs
- autism
- ADHD

- sensory processing difficulties
- speech, language and communication needs
- attachment difficulties
- trauma and adverse childhood experiences
- mental health needs
- medical conditions
- social and emotional difficulties

Staff will seek to understand the reasons behind behaviour and support pupils through a graduated and inclusive approach.

Reasonable adjustments will be made where appropriate to ensure that pupils with disabilities or additional needs are not placed at a substantial disadvantage in comparison with their peers.

Where concerns persist or behaviour presents a risk to learning, safety or wellbeing, the school may develop:

- a personalised support plan
- behaviour support plan
- risk assessment
- pastoral support programme

These plans will be developed in partnership with parents, pupils and external agencies where appropriate.

Plans may identify:

- known triggers
- early warning signs
- effective de-escalation strategies
- communication approaches
- sensory needs
- safe spaces
- reasonable adjustments
- support for emotional regulation

The school will fulfil its duties under the Equality Act 2010, SEND Code of Practice and Keeping Children Safe in Education.

4. SCHOOL RULES

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct and making the consistency palpable, audible and highly visible.'

Paul Dix – When the Adults Change, Everything Changes: Seismic shifts in school behaviour

At Holme Slack Community Primary School, we have three expectations that apply to both staff and children. Children are explicitly taught the expectations around how to be ready, respectful and safe.

Be Ready

Children are physically and mentally prepared for the school day. They arrive at school in the correct uniform and demonstrate they are ready to learn in the classroom. This includes being in their allocated seat and having the right equipment for the lesson as directed by the teacher. Children must also be in a position to demonstrate effective learning behaviours set out through the school values.

Staff support children in being ready by delivering clear and concise instructions and explicitly teaching the expectations of the school rules and values.

Be Respectful

Children model respectful behaviour by using calm voices when communicating with children and adults. Children are expected to be polite and courteous and use their best manners at all times.

Staff are respectful to children no matter the circumstances and act as consistent models of emotional control. Staff use and demonstrate consistent and respectful language, tone of voice and responses to children.

Be Safe

Children understand that boundaries are put in place and instructions given to keep children safe. Routines are followed that ensure all children feel safe in and around school. Children are taught strategies to use when they are feeling dysregulated and have safe spaces accessible in school.

Staff invest time in building trusting relationships with children to develop a culture and climate across the school where children feel secure. Staff act to support children in regulating their emotions using the Team Teach training alongside other resources.

5. ROLES AND RESPONSIBILITIES

Relationships and behaviour is EVERYONE's business and we have an agreed set of visible consistencies that form part of our Behaviour Blueprint which all staff must provide:

- **Greet children at the door each day** – this helps staff to determine if a child needs a 1:1 chat before the school day starts and also serves to build positive relationships between staff and pupils.
- **Offer food and snacks to all** – according to Maslow's Hierarchy of Needs, teachers and schools should put in place support to ensure that all pupils have the opportunity to satisfy their physiological and psychological needs before expecting them to be motivated to learn and progress.
- **Welcoming calm activities on arrival –** grounding activities in the classroom will help to regulate the children at the start of the school day.

- **Be consistent, calm and controlled at all times**— as the adults we need to model the behaviours we expect to see from the children.
- **First attention to best conduct** – adults praise pupils following the school rules to indirectly tackle off task behaviour in others.
- **High expectations for all children** – adults relentlessly demonstrate to the pupils that they know they can do better and be better. The more that pupils believe that you think they can do something, the more they will believe in themselves.
- **Never walk past or ignore learners making the wrong choices** – *'if you ignore it you accept it. If you permit it you promote it'.* Consistency in the expectations of all pupils from all stakeholders.
- **Inviting classrooms –** Children spend most of their time in school in their classroom. Factors such as the physical layout of the classroom, amount of noise, and distractions present in the room, can all affect a student's classroom behaviour. All classrooms will also have a space in their rooms where children can go if they are feeling angry or upset. These will be appropriate the age of the child and the space in the classroom.
- **Model positive behaviours and nurture trusting relationships with all children –** Children learn by watching what adults do more than listening to what they say. Children are also more likely to listen to adults they have developed a secure bond with.
- **Regular updates and positive news shared with parents via Class Dojo.** Building positive and trusted relationships with parents is a vitally important factor in the success of our work with the children. Children need to know that the adults in their lives are working together to support their development.

6. RELENTLESS ROUTINES

To achieve positive behaviour for learning, we have to explicitly teach children set routines and expectations and ensure a consistent approach to their delivery.

"(Routines) increase confidence and feelings of safety for students (particularly those with SEND). And they free up the precious mental capacity needed for creativity to flourish."

Peps McCrea - https://snacks.pepsmccrea.com

Some of the routines being embedded at Holme Slack Primary School include:

Legendary Lining Up – children in a set order, one behind each other, facing the front, standing quietly.

Wonderful Walking – quiet walking around the school.

Terrific Transitions – nonverbal number gestures to indicate when to put equipment away, return to desks and be ready to learn.

7. REWARDS

Every classroom has a recognition board that targets expected learning attitudes or school values. The theme changes daily/ weekly and is appropriate to the class/ age. This is used to capture the names of pupils in the classroom who have displayed the expected learning attitude. Children nominate others in the class to be recognised so the whole class can work together to get their

names up and names cannot be removed from the board. The recognition boards are used persistently and relentlessly to catch learners demonstrating the right attitudes and behaviours.

Once all of the class have their name on the board the class teacher delivers a whole class treat for the children e.g. extra playtime, Yoga session, forest school activity.

Class Dojos will also be given to children displaying expected learning behaviours and following our relentless routines. The top three children with the most Dojos each week as well as two 'Golden Ticket' winners chosen at the teachers' discretion can choose a prize from the following options: ice lolly, hot chocolate, 10 mins iPad time, being at the front of all queues for a day, walking Stanley our school dog, sitting at the top table for lunch.

We also celebrate our Responsible Readers in school and children can progress through the different levels of achievements throughout the year depending on how many times they have read per term - 25—Bronze, 50—Silver, 75– Gold, 100—Ruby, 125—Diamond, 150—Platinum. Certificates and badges are presented in the celebration assembly on a Friday.

Children can also be recognised with a certificate for demonstrating a school value or exemplary work in English or Maths.

8. STEPPED SANCTIONS

When applying sanctions, staff will consider any disability, SEND, safeguarding vulnerability or other protected characteristic and whether reasonable adjustments are required.

Whilst all staff at Holme Slack Primary School aim to catch the good behaviour in the first instance, there are inevitably occasions when a sanction is needed. Sanctions should always:

- Be delivered using a calm, measured approach, referring to the child by name and lowering themselves to the child's physical level (where possible).
- Make it clear that it is the behaviour that is unacceptable and it's not made personal to the child.
- Emphasise that impact the behaviour has on others.
- Be applied consistently by all staff so that children and staff feel supported.
- Where at all possible, be delivered in private.
- Take into account the seriousness of the behaviour being dealt with and it is sometimes appropriate to skip earlier sanctions for a more serious one.
- Be fair and appropriate to the behaviour demonstrated so, for example, that a one-off incident of low-level disruption does not result in missing a lunch or break time.
- Be carried out in partnership and communicated with parents.

The steps outlined below are taken with care and consideration and take individual needs into account. Children are also given 'take up time' between each of the steps below so they have chance to regulate and think about their choices. All staff must use the below steps for dealing with poor conduct.

9. REASONABLE ADJUSTMENTS

The graduated response outlined below provides a consistent whole-school approach. However, staff recognise that a universal system will not meet the needs of every child.

Reasonable adjustments may be made for pupils with SEND, medical needs, identified vulnerabilities or significant safeguarding concerns.

Any adjustments made will be proportionate, planned and based on professional judgement, evidence and individual need.

The ultimate aim remains the same for all children: to support positive behaviour, successful learning and safe participation in school life.

	Step	Action
1	**Redirection/ Reminder**	Praise children in the vicinity of the child. Give gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2	**Caution**	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3	**30 Second micro script**	If the pupil still does not engage, use the 30-second script: *· I have noticed that you are...(having trouble getting started, wandering around etc.) right now.* *· At Holme Slack, we need to be … (refer to the 3 school rules – ready, respectful and safe)* *· Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)* *· Do you remember yesterday/last week when you... (refer to previous positive behaviour)?* *· That is who I need to see today...* *· Thank you for listening... then give the child some 'take up' time* *· Please see me for two minutes at the end of the lesson* **This two minutes cannot be removed or reduced.**
4	**Time out**	This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in a quiet area in the classroom/calm corner outside of the classroom or The Hive.
5	**Repair/ consequence**	This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time'), if damage to school property has occurred then repair by the child would be expected. Restorative Questions: 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. Who has been affected? 5. What could we do to put this right? 6. How can we do it differently in the future? 7. What could we do to help you?

10. RESPONDING TO SIGNIFICANT BEHAVIOUR INCIDENTS

In some circumstances a pupil's behaviour may place themselves or others at risk of harm.

Examples may include:

- physical aggression
- deliberate harm towards others
- significant verbal abuse
- persistent bullying
- self-injurious behaviour
- absconding from supervision
- serious damage to property
- behaviour presenting a significant risk to safety

Where this occurs:

- support will be sought from a member of the Senior Leadership Team
- parents will be informed
- incidents will be recorded on CPOMS
- risk assessments and personalised support plans will be reviewed
- external agencies may be consulted where appropriate

Depending on the severity of the incident, sanctions may include:

- loss of privileges
- restorative meetings
- additional supervision
- supervised internal exclusion/removal
- alternative supervised provision within school
- fixed-term suspension
- permanent exclusion

Any response will be proportionate and take account of individual circumstances, SEND, safeguarding concerns and equality duties.

11. FIXED TERM SUSPENSIONS AND PERMANENT EXCLUSIONS

If behaviour is not improving, even with adaptations and provision bespoke to the child, and a child is unsafe to himself or unsafe to others, the decision to suspend or exclude may be necessary.

In accordance with the latest DfE Behaviour in Schools guidance and the latest Suspension and Permanent Exclusion statutory guidance, suspension and permanent exclusion may be used in response to serious incidents or persistent breaches of the behaviour policy where appropriate.

In extreme and exceptional circumstances, the school may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

A decision to exclude a student will be taken only in response to serious or persistent breaches of the school's behaviour policy, and If allowing the student to remain in the school would seriously harm the education or welfare of others.

12. POSITIVE HANDLING AND RESTRICTIVE INTERVENTIONS

Holme Slack Community Primary School is committed to minimising the need for restrictive interventions through positive relationships, effective teaching, reasonable adjustments, de-escalation strategies and early intervention.

Staff will always seek to use the least intrusive response possible.

12.1. Physical Contact

Appropriate physical contact forms an important part of supporting children and may include:

- comforting a distressed child
- guiding a pupil
- first aid
- supporting pupils in practical activities
- assisting pupils to access regulation spaces

The school does not operate a "no contact" policy.

12.2. Use of Reasonable Force

All members of school staff have a legal power to use reasonable force where necessary to:

- prevent injury to a pupil or another person
- prevent serious damage to property
- prevent criminal behaviour
- prevent serious disorder

Any use of force must be:

- necessary
- proportionate
- reasonable in the circumstances
- the least restrictive option available
- for the shortest time necessary

Restrictive physical intervention will never be used:

- as a punishment
- as a sanction
- to cause pain
- to humiliate a child
- simply to secure compliance

Staff must not use techniques that restrict breathing or circulation.

13. TIME OUT, CALM SPACES AND INTERNAL EXCLUSION

The school recognises the difference between regulation support and disciplinary sanctions.

13.1. Time Out

Time out is used to support emotional regulation.

A pupil may:

- choose to access a calm space
- be encouraged to access a calm space
- receive support from a trusted adult

Time out is not viewed as a punishment.

13.2. Internal Exclusion (Removal)

In some circumstances a pupil may be removed from a classroom and supervised elsewhere in school.

Internal exclusion may be used:

- to maintain safety
- following a serious behaviour incident
- to protect learning for others

Internal exclusion will always:

- be supervised
- be proportionate
- be reviewed regularly
- involve communication with parents (before or after the exclusion)
- provide appropriate supervision, access to education and access to welfare support.

13.3. Seclusion

The school does not use seclusion as a disciplinary sanction.
A pupil will not be deliberately confined to an area and prevented from leaving as a punishment. Where any emergency safety measure requires a pupil's movement to be restricted to prevent immediate harm, this will be recorded and reviewed in accordance with statutory guidance.

14. RECORDING AND REPORTING RESTRICTIVE INTERVENTIONS

Records should be completed by the member(s) of staff involved as soon as practicable and ideally on the same day.

Records will include:

- pupil name
- staff involved
- SEND status
- date and time
- location
- duration
- antecedents and triggers
- de-escalation strategies attempted
- reason the intervention was necessary
- type of intervention used
- injuries sustained
- post-incident support provided
- parental communication
- actions agreed following the incident

Parents will be informed as soon as practicable and ordinarily on the same day.

The school will maintain records to identify patterns, reduce future incidents and support pupils effectively.

14.1. Post-Incident Reflection and Restoration

Following any significant behaviour incident or restrictive intervention:

- pupils will be supported to regulate
- staff and pupils will have opportunities to reflect
- restorative conversations will be held where appropriate
- relationships will be rebuilt
- behaviour support plans and risk assessments will be reviewed

The focus will be on learning, repair, support and prevention rather than blame.

Any behaviour support plan, pastoral support plan or risk assessment will be reviewed following a significant restrictive intervention, repeated incidents of high-level behaviour or where new information becomes available.

15. ANTI-BULLYING STRATEGY

At Holme Slack Primary School, we aim to provide a safe and secure environment where all children can learn without anxiety. We believe bullying is wrong and endeavour to prevent it by having an ethos in which bullying is unacceptable and where it is each person's responsibility to prevent it.

Pro-active measures are in place to avoid all forms of bullying and these are delivered in a range of ways: assemblies, relationship education lessons, PSHE, curriculum etc.

Any incidents of bullying will be dealt with as detailed above under **'Responding to Significant Behaviour Incidents'**.

Violence or threatening behaviour or abuse will not be tolerated in any circumstances e.g. physically, verbally or through social media.

In formulating our strategy we take due regard to the key legislation:

- Section 89 of the Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Equality Act 2010. A key provision in The Equality Act 2010 is the Public Sector Equality Duty (PSED)

Definition:

Bullying may be physical, verbal or (in the case of cyber bullying) written and has three key characteristics:

1. It is ongoing and continuous repeated (not the same as a conflict between two equals or a random, unprovoked, aggressive act)

2. It is deliberate and targeted

3. It is unequal – it involves a power imbalance it may be physical, psychological (knowing what upsets someone) derived from an intellectual imbalance, or by having access to the support of a group or the capacity to socially isolate

In addition, we define Cyber bullying as: The use of information and communications technology, particularly mobile phones and the internet, to deliberately to upset someone else.

Specific types of bullying include those relating to:

- Race, religion, belief, culture or gender
- SEN or disabilities
- Appearance or health conditions - including maternity or pregnancy
- Sexual orientation - including homosexual, gay or homophobic, gender reassignment
- Young carers or looked after children or otherwise related to home circumstances
- Sexist or sexual

16. SEARCHING AND CONFISCATION

The Headteacher and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items include: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that could reasonably be considered likely to be used to commit a criminal offence, cause injury, damage property or has been banned by the school.

School staff can confiscate any prohibited item found as a result of the search. School staff can also confiscate any item they consider harmful or detrimental to school discipline.

17. DISCIPLINE BEYOND THE SCHOOL GATE

The school reserves the right to discipline pupils for incidents that occur outside of school in line with our graduated behaviour response and exclusion protocols, detailed elsewhere in this policy.

The Headteacher may notify the police if the behaviour is considered anti- social, criminal or poses a serious threat to another person.

The school will always consider whether this behaviour could be linked to an unmet need and follow the safeguarding policy.

18. MONITORING

We use CPOMS (a safeguarding software tool) to records safeguarding concerns and behaviour incidents. This allows the timely sharing of information, a joined-up approach as well as early identification of any issues. It also enables data to be robustly and purposefully monitored by the behaviour lead.

This behaviour policy and the associated protocols will be reviewed by the Headteacher, Behaviour Lead and the full Governing Committee annually.

Application of the policy will be monitored by the SLT and others within routine school self-evaluation activities.

The Behaviour Management Protocols will be kept under constant review and updated as required.

18.1. Governor Oversight

Governors will receive regular information relating to:

- behaviour trends
- suspensions and exclusions
- bullying incidents
- restrictive interventions
- pupils with SEND
- vulnerable groups
- equality monitoring

This information will be used to evaluate the effectiveness of school practice and identify opportunities for improvement. Governors will monitor whether restrictive interventions, suspensions, removals and exclusions are used disproportionately for pupils with SEND or other vulnerable groups.

18.2. Context

This policy should be read in conjunction with the policies listed below (if applicable):

- Health and Safety Policy
- Safeguarding policy
- Attendance policy
- Single equalities policy
- Teaching and Learning Policy
- Anti-Bullying Policy
- Home-school Agreement
- Special Educational Needs Policy
- Concerns at work (formerly whistleblowing)
- Allegations of Abuse
- Staff Code of Conduct
- Supporting pupils with medical conditions
- Dignity at work
- Acceptable Use Policy

APPENDIX A

The policy has been written with due regard to the following:

Recommended DfE and Statutory Guidance

Behaviour and Conduct

- Behaviour in Schools: Advice for Headteachers and School Staff
- Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England
- Searching, Screening and Confiscation: Advice for Schools
- Mobile Phones in Schools Guidance
- Restrictive Interventions, Including Use of Reasonable Force in Schools (April 2026)

SEND and Inclusion

- SEND Code of Practice: 0 to 25 Years
- Equality Act 2010: Advice for Schools
- Mental Health and Behaviour in Schools
- Supporting Pupils with Medical Conditions at School

Safeguarding

- Keeping Children Safe in Education (latest edition)
- Working Together to Safeguard Children (latest edition)
- Guidance for Safer Working Practice for Adults Working with Children and Young People

Attendance and Inclusion

- Working Together to Improve School Attendance
- Children Missing Education Guidance

Restrictive Intervention and Positive Handling

- Restrictive Interventions, Including Use of Reasonable Force in Schools (April 2026)
- Reducing the Need for Restraint and Restrictive Intervention
- Health and Safety Responsibilities and Duties for Schools

Equality, Human Rights and Public Sector Duties

- Equality Act 2010
- Human Rights Act 1998
- Public Sector Equality Duty (PSED) Guidance

Legislation

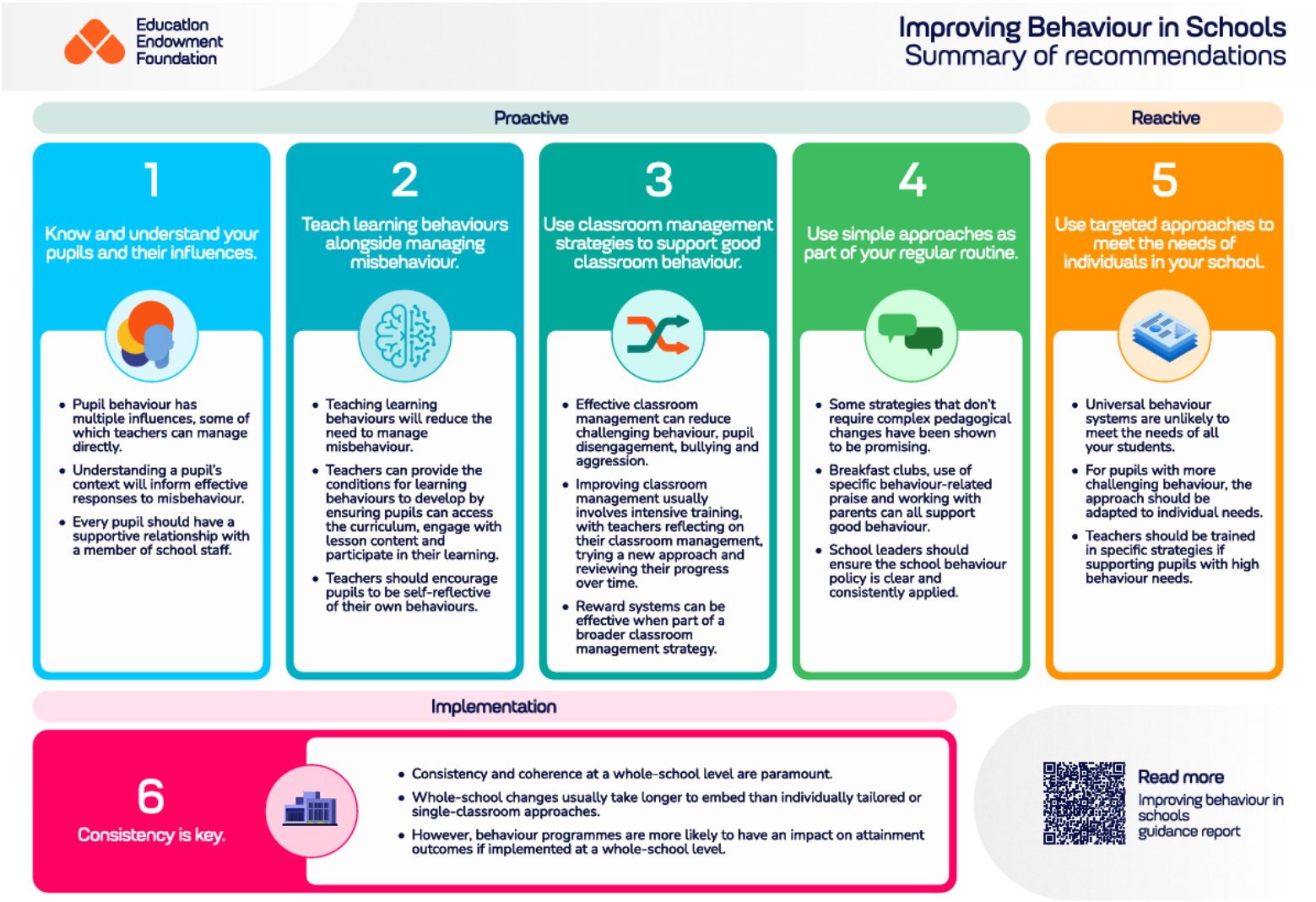
This policy is written with due regard to:

- Education and Inspections Act 2006 (Sections 88-94 and 93A)
- Education Act 1996
- Equality Act 2010
- Human Rights Act 1998
- Children Act 1989 and 2004
- Health and Safety at Work etc. Act 1974
- Special Educational Needs and Disability Regulations 2014
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025
- SEND Code of Practice 0-25 Years
- Education (Independent School Standards) Regulations 2014
- Keeping Children Safe in Education

Reading References & Research

- **When the Adults Change**, **Everything Changes**: Seismic shifts in school behaviour by Paul Dix
- **Running the Room** by Tom Bennett
- **Behaviour for Learning** by Simon Ellis and Janet Todd
- **Improving Behaviour in Schools** (EEF)
- EEF *Special Educational Needs in Mainstream Schools*
- EEF *Metacognition and Self-Regulated Learning*
- EEF *Improving Social and Emotional Learning in Primary Schools*

EEF RECOMMENDATIONS



BEHAVIOUR BLUEPRINT

BEHAVIOUR BLUEPRINT

CORE VALUES

AMBITION CURIOSITY EMPATHY INTEGRITY RESILIENCE RESPECT

OUR RULES

BE READY

BE RESPECTFUL

BE SAFE

RELENTLESS ROUTINES

Calm Corridors
Legendary Lining Up
Awesome Assemblies
Terrific Transitions
Sensible Sitting
Uniform Uniforms

VISIBLE CONSISTENCIES

- Greet children at the door each day
- Offer food and snacks to all
- Welcoming calm activities on arrival
- Be consistent, calm and controlled at all times
- First attention to best conduct
- High expectations for all children
- Never walk past or ignore learners making the wrong choices
- Inviting classrooms
- School clap pattern for attention in KS2
- Chime/sound followed by 'show me 10 (fingers)' in KS1
- Model positive behaviours and nurture trusting relationships with all children
- Regular updates and positive news shared with parents via Class Dojo

ABOVE & BEYOND RECOGNITION

- Recognition boards in each class for school values/rules– focus on teamwork to get all the children's names on the board- this will be followed by a whole class prize which will be delivered by the teacher–15mins e.g. extra break, PE, game, forest school, art activity, lunch in class or outside, Yoga or dance session
- Class Dojos given out for relentless routines and class behaviours–The top three children plus two golden tickets (at the teacher's discretion) each week to get a prize, then reset the points for the following week. Ice lolly, hot chocolate, 10 mins ipad, front of all queues for a day, walking Stanley, top table for lunch
- Responsible readers - sticker at the end of each week and certificates for each level achieved. 25–Bronze, 50–Silver, 75- Gold, 100–Ruby, 125–Diamond, 150–Platinum
- Weekly Award winners get a certificate in assembly–1 x Values, 1 x writing and 1 x Maths
- Phone calls/postcards home to celebrate individual children

BEHAVIOUR BLUEPRINT

MICRO SCRIPT

- I have noticed that you are...(having trouble getting started, wandering around etc.) right now.
- At Holme Slack, we need to be... (refer to the 3 school rules – ready, respectful and safe).
- Because of that, you need to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time).
- Do you remember yesterday/last week when you... (refer to previous positive behaviour)?
- That is who I need to see today...
- Thank you for listening... then give the child some 'take up' time.
- Please see me for two minutes at the end of the lesson.

PRIVATE

Stepped sanctions after a drive by or whole class reminder.

1. REMINDER
2. CAUTION
3. LAST CHANCE—MICRO SCRIPT
4. TIME OUT—CALM CORNER
5. REPAIR/CONSEQUENCES

RESTORATIVE QUESTIONS

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. Who has been affected?
5. What could we do to put this right?
6. How can we do it differently in the future?
7. What could we do to help you?