Pownall Hall School

Behaviour Management Policy

This is a whole school policy; it refers to and includes EYFS, after school care and holiday clubs held on our premises. Please see section 6 for EYFS.

This Behaviour and Discipline Policy conveys the School's positive ethos and supportive environment and atmosphere in which pupils can learn and achieve successful outcomes. It has been updated to comply with ISI Regulatory Standards for Independent Schools 2014 (as amended), The Equality Act 2010 and DfE Advice on Behaviour and Discipline in Schools. When parents sign the parent contract accepting a place at the School, they will be invited to agree to abide by its provisions.

1. RATIONALE

At Pownall Hall School we place great importance on promoting the values of mutual respect, self-discipline and social responsibility, which equip pupils to strive to achieve a high standard of behaviour. Discipline is considered to be a collective responsibility of staff, parents/guardians, pupils and governors. It is achieved primarily through good relationships within our school community. We seek to promote 'positive behaviour' patterns and encourage all staff to deliver this through good role modelling, effective communication and by judging each situation on its individual merits. Pownall Hall School completely rejects the use of corporal punishment and has a zero-tolerance approach to bullying.

We believe that good relations, good manners and a secure learning environment play a crucial part in the development of intellectually curious pupils, who are motivated to become lifelong learners. We aim to develop qualities of teamwork and leadership in our pupils through their involvement and experiences in curricular and extracurricular activities.

Pownall Hall School is an inclusive community. We welcome pupils from a wide variety of ethnic and social backgrounds and faiths. We treat everyone as an individual and aim to develop the whole person equipped to take his/her place in this school, their senior school and in the community.

2. AIMS AND EXPECTATIONS

Through our ethos, policies, procedures and positive practice we aim:

- to ensure that the school creates a calm, happy, welcoming and safe learning environment that is conducive to learning and where effective teaching can take place
- to promote good behaviour and courtesy among pupils through positive reinforcement and relationships, encouragement, praise and acknowledging and rewarding good conduct
- to help pupils show awareness of the needs of others and develop self-discipline in lessons, between lessons and around the school
- to employ a fair and consistent approach to behaviour and discipline throughout the school based on values and morals
- to provide an environment free from disruption, violence, discrimination, bullying and any form of harassment

The school expects every member of the school community to behave in a considerate way towards others. Staff will treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We have a number of practices and procedures in place that enable us to:

- Teach children to be respectful towards others
- Ensure a positive-choices-based approach to behaviour is maintained throughout all parts of the school day and

anywhere they are identifiable as a pupil of Pownall, including when off-site or on school visits • Celebrate achievements, good behaviour and attitudes
- Build children's self-esteem
- Ensure that all children and members of the school community are treated fairly, consistently and sensitively
- Actively involve parents/carers and allow clear communication

3. SCHOOL RULES AND VALUES

In order to be successful in achieving our aims and ensuring all pupils follow the Pownall Values (Appendix 1). All pupils will be taught and reminded of the importance of our expectations and Pownall Values which are as follows:

Caring and kind
Attitude, positive and hardworking
Resilience, not giving up
Effort in everything you do
Supporting and respecting others

The school promotes an ethos of consistency, structure and routine and within this, regular behaviour walks are carried out by the senior leadership team (SLT) to offer support where needed.
The Pownall Values will be displayed within each classroom and throughout the school.

4. ROLES AND RESPONSIBILITIES

4.1 HEADMASTER AND SLT

It is the responsibility of the Headmaster and SLT to implement the school behaviour policy consistently throughout the school and to report to the Governors on the effectiveness of the policy. The Headmaster and SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headmaster ensures that the school keeps records of all reported serious incidents of misbehaviour. The Headmaster has the responsibility for issuing fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headmaster may, after informing the Governors, permanently exclude a child.

The Headmaster also:
- supports all members of staff
- is made aware of any behaviour that is causing serious concern
- formally contacts parents in serious cases of unacceptable behaviour

4.2 FORM TEACHERS AND SPECIALIST TEACHERS

Staff are responsible for:
- Implementing the policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils It is the responsibility of the teacher to ensure that the school rules are enforced in their lessons, and that their pupils behave in a responsible manner during lesson time.

The teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The teacher treats each child fairly and promotes good behaviour consistently. They treat all children with respect and understanding.

The Form teacher keeps records of significant incidents, including on CPOMS. In the first instance, the teacher deals with incidents themselves in accordance with policy. However, if poor behaviour continues, the Form teacher seeks help and advice from the SLT and Headmaster.

The SENDCo (after consultation with the Form teacher, parents and SLT) may liaise with external agencies, as necessary, to support the behaviour of a child. The Form teacher reports to parents about the progress of each

child in their form, in line with the behaviour policy. The Form teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

4.3 ALL STAFF

It is the duty of every member of staff at Pownall Hall to:

- consistently apply and reinforce rules in and around school and be aware of the use of appropriate sanctions
- support each other and communicate all issues of concern with colleagues – including non-teaching staff
- lead by example by always speaking respectfully to children and to each other
- be aware of pupils' individual situations where appropriate
- directly teach the behaviour expected through discussion, circle time, English, PSHE, RE and other appropriate curriculum and extra-curricular opportunities.

4.4 PARENTS

Parents are expected to:

- Support their child in adhering to the pupil code of conduct (Appendix 2)
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the Form teacher promptly

5. CONSISTENCY

There are five consistencies that all staff will uphold at Pownall Hall School which are as follows:

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

These underlying principles encourage a culture of positive behaviour reinforcement through the use of simple classroom rules that are easily understood and followed across the school. At Pownall, we do not highlight poor behaviour through public humiliation, use peer pressure or punitive punishments to ensure that the simple rules above are adhered to. Children replicate what they see from the adults in school so adult behaviour modelling is key to the success of our policy.

When adults in school require the full attention of a class or group of children, they will use key phrases such as 'eyes on me' or '3,2 and 1'. Pupils are taught to stop what they are doing, turn to face the adult and be ready to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time. Similarly, adults may use the terms 'wonderful walking', 'lovely lines', 'sensible sitting', etc, to encourage appropriate behaviour.

6. REWARD SYSTEMS

Good behaviour is helped when everyone remembers to do what is expected of him/her. We believe that good behaviour should be consistently rewarded. **Pownall Hall School does not permit the use of behaviour boards, traffic light systems or other visual strategies to highlight either positive or negative behaviour.**

EYFS/Form 1

Our younger pupils benefit from immediate praise, encouragement and guidance, as appropriate to their stage of development and particular individual needs. We award specific stickers for effort and achievement to pupils in the EYFS and Form 1. Pupils' achievements are also celebrated in assembly on a Friday afternoon, where golden leaves are presented to children from each class to put on our special Awards Tree.

Form 2 to Form 6

Pupils respond positively to our house system; our rewards and sanctions are designed to be appropriate and fair, recognising each child's contribution to their house, as follows:

- ***Credits / Dojos***

  Children in Form 2 to Form 6 receive +1, +2 and +3 credits for good work and good behaviour, these are given using the online 'Class Dojo' tool.

  Children are given +3s for Academic Excellence or Excellent Conduct and these are announced in the weekly celebration assembly. These are linked to the Pownall Values.

  During our weekly celebration assembly, the house total of weekly credits will be read out, and the winning House Captain will collect the House Cup.

- ***Merit Badges***

  Pupils are awarded a house merit badge when they gain 50 credits in a term, and they receive a gold merit badge for gaining 100 credits in a term. These badges are awarded in the weekly celebration assembly and may be kept until the start of the next term.

  There is a special award at the end of term for the pupil in each form who has gained the highest number of credits during the term.

- ***Golden Leaf***

  Each week, Form teachers nominate a child to receive a gold leaf with their name on to add to our special Awards Tree in celebration assembly. The golden leaf is given for various reasons, from improvement, effort, behaviour and learning.

- ***Class of the Week***

  Each week, teachers discuss and nominate a class that, for various different reasons, have had an outstanding week by clearly demonstrating the Pownall Values.

- ***End of Term Awards***

  Children who receive the most credits in a term will receive a certificate. The teacher will also choose a child who deserves the teacher's end of term award.

Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice, encouragement and praise where deserved.

7. INVOLVEMENT OF PUPILS, PARENTS AND GUARDIANS

Our experience shows that the ethos of and respect for the school is enhanced by listening to our pupils and by encouraging constructive suggestions from them, in Assemblies, Form Time and via the School Council, which meets regularly.

Parents and Guardians who accept a place for their child at Pownall Hall School undertake to uphold the school's policies and regulations, including this policy when they sign the Parent Contract. They will support the school's values in matters such as attendance and punctuality, behaviour, uniform/dress and appearance, standards of academic work, extra-curricular activities and homework.

At Pownall, we are open and communicative with our parents. We endeavour to tell parents of the positive achievements and outcomes of our children while at school. Also, any repeated or wanted behaviours will be discussed with parents in order that both are giving a consistent message. We are always happy to consider suggestions from parents and hope that you find the school responsive and open-minded.

8. SANCTIONS

Consequences and sanctions at Pownall Hall School have a learning focus, build relationships and encourage pupils to take responsibility. Restorative approaches are encouraged and supported. (Dix, 2017)

At Pownall, we encourage positive behaviour and self-discipline. Our aim is to reward and encourage good behaviour through our consistent rewards and restorative approach system. Sanctions help us to set boundaries and to manage challenging behaviour.

It is important for all staff to consistently use the clear, stepped system outlined below (Appendix 3) in order to manage

behaviour effectively. It should be remembered that unless the incident is a serious one (see Serious Incident Protocol), then the behaviour management is the responsibility of the Form teacher. Only extreme cases will be dealt with by the Headmaster in the first instance.

A reward and sanction system is employed to praise good behaviour and discourage unwanted behaviour.
Unwanted behaviour includes but is not limited to:

- not Listening to instructions
- lack of Effort
- Annoying others
- not following the Routine
- Nastiness
- Shouting out

Children who show unwanted behaviour will be given a verbal warning (Level 1) using the script (Appendix 4). If this unwanted behaviour is repeated, the staff member will record this on the class behaviour form (Level 2) so that a consistent approach throughout school can be upheld.

If the child's behaviour continues to be disruptive or a following incident occurs, the child is then given a Reflection Card (Level 3). This results in the child taking part in a reflection with a member of the SLT at lunchtime or Break. Parents must return the signed card, and the incident is recorded on CPOMs. Children's behaviour will be monitored daily by the Form teacher.

If the child's behaviour continues to be disruptive (level 4) and **give significant cause for concern, a member of SLT and/or the Headmaster must be notified immediately, then, they will contact the parents to discuss the pupil's behaviour after having received, evaluated and investigated the situation. The sanctions given are at the discretion of the Headmaster and SLT and this will be communicated clearly with the child and parent(s).**

In cases where a child is involved in a serious breach of the school rules (level 4) , the pupil will be sent directly to the Headmaster/SLT, and the child's parents will be contacted. The incident is recorded on CPOMs.

It is the school's policy on Discipline and Exclusions that all parents, staff and pupils should be aware of the more serious sanctions, including suspension and expulsion that the Headmaster can impose for serious breaches of the rules and regulations, including criminal behaviour. Examples of serious breaches include:

- Drug, alcohol and tobacco abuse
- Theft
- Bullying
- Physical assault/ threatening behaviour towards staff or pupils
- Sexual harassment
- Racist abuse
- Making a malicious accusation against a member of staff
- Damage to property
- Persistent disruptive behaviour
- Parental behaviour
- Verbal abuse

When signing the Parent Contract, parents/guardians undertake to support the authority of the Headmaster in enforcing rules and regulations in a fair manner that is designed to safeguard the welfare of the community as a whole.

9. REASONABLE FORCE

In line with the Department for Education's policy "Use of Reasonable Force" (July 2013), we reserve the right for our staff to use *reasonable force* to control or restrain a pupil in specific circumstances.

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their careers that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can

range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

- 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

When and who can use reasonable force?

- All members of school staff have a legal power to use reasonable force (under Section 93 of Education and Inspections Act 2006)
- This power applies to any member of staff at the school. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Examples of when reasonable force may be used include:

- *"Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)*
- *"Causing personal injury to any person (including the pupil themselves)*
- *"Causing damage to the property of any person (including the pupil themselves)*
- *"Prejudicing the maintenance of good order and discipline at the school, and among any pupils receiving education at the school, whether during a teaching session or otherwise"*

All of our staff are made aware of the circumstances in which reasonable minimum force may be used, as part of their induction. In particular, they are advised always to:

- use their voices first
- to use the minimum force necessary to restrain a child for the shortest possible period of time

Factors that must be considered in reaching a judgement as to whether the use of physical restraint is appropriate include:

- *"The seriousness of the incident, assessed by the effect of the injury, damage or disorder that is likely to result if force is not used"*
- *"The chances of achieving the desired result by other means"*
- *"The relative risks associated with physical intervention compared with using other strategies"*

Every member of staff must inform the Headmaster immediately after s/he has needed to restrain a pupil physically. We will always inform a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree on a programme for managing that individual pupil's behaviour.

10. EYFS

The named person responsible for behaviour management in the EYFS is the Head of EYFS, Mrs Georgia Flynn. The school's philosophy on behaviour and discipline applies to the EYFS, after school care and holiday clubs held on our premises, although it is managed differently and in the most appropriate way for young children.

The aim of the EYFS is to reinforce behaviour through the use of positive praise. Staff explore a range of strategies to meet each child's specific needs, including the use of reward stickers, behaviour charts and marble jars.

The EYFS have adopted the main school's Pownall Values, and these are reinforced at assembly, throughout the school day and at circle time in the classroom environment.

Children under 3 years of age

- When children of under 3 years of age behave in inconsiderate ways we recognise that strategies used must be developmentally appropriate and will differ from those used with older children
- We recognise that babies and very young children are unable to regulate their emotions, such as fear, anger or distress and require sensitive adults to support them with this
- Common inconsiderate behaviours include tantrums, biting and fighting. Staff need to be calm and patient, helping children to manage their emotions and talk to them about their feelings
- If tantrums, biting or fighting become frequent, we try to find out the underlying cause, and it could be related to changes at home. If a child does not settle in well, it could be the result of 'separation anxiety'
- We focus on ensuring the children develop a strong attachment to their key worker to provide a strong relationship and security for the child.

The EYFS aim to deal with behaviour in a positive manner at all times (Appendix 5).

13. COMPLAINTS

We hope that you will not feel the need to complain about the operation of our behaviour management policy and that any difficulty can be sensitively and efficiently handled before it reaches that stage. However, the school's complaints procedure (which applies equally to the EYFS, after school care and holiday clubs held on our premises and has been drafted to meet the specific requirements for EYFS pupils, as described in the following paragraph) is on our website. We will send you copies on request. We undertake to investigate all complaints and to notify you of the outcome of the investigation within 28 days. We maintain records of complaints for at least three years after your child has left our school.

Although the Independent Schools Inspectorate (ISI) is responsible for inspecting the Early Years Foundation Stage because it is part of an independent school and a registered setting, parents should though be aware that if they are dissatisfied with the outcome of a complaint, they are entitled to make a complaint directly to Ofsted. They can download the Ofsted leaflet: "Complaints to Ofsted about Schools: Guidance for Parents" reference 080113 from www.ofsted.gov.uk. (Further details can be found in our Complaints Policy, which is on our website or can be supplied on request).

This policy will be monitored by the Headmaster and the SLT through observation and awareness within the school and on outside visits. It will be reviewed at least every two years and its effectiveness conveyed to Governors.

Presented to Governors for approval January 2026

Signed: Eileen MacAulay

Mrs Eileen MacAulay, Chair of Governors *January 2026*

Revision Log

Date	Changes Made	Version No
Oct 2008	New format created	V1.0
April 2009	Reviewed / minor updates & amends	V1.1
Nov 2009	Reviewed / minor updates & amends	V2.0
Dec 2009	Reviewed / minor updates & amends	V2.1
Jan 2010	Reviewed / minor updates & amends	V2.2
Nov 2010	Reviewed / minor updates & amends	V3.0

Sept 2011	Reviewed / minor updates & amends	V3.1
Nov 2012	Reviewed / minor updates & amends	V4.0
Nov 2013	Reviewed / minor updates & amends	V5.0
March 2014	Reviewed / minor updates & amends	V5.1
Nov2014	Reviewed / minor updates & amends	V6.0
Nov 2015	Reviewed / minor updates & amends	V7.0
Nov 2016	Reviewed / minor updates & amends	V8.0
Nov 2017	Reviewed / minor updates & amends	V9.0
Sept 2018	Reviewed / minor updates & amends	V9.1
Nov 2018	Reviewed / minor updates & amends	V10.0
Nov 2019	Reviewed / minor updates & amends	V11.0
Nov 2020	Reviewed / minor updates & amends	V12.0
Sept 2021	Reviewed / Pownall Promise and procedures amends	V13.0
Nov 2022	Reviewed / minor updates & amends	V14
Sept 2023	Reviewed / minor updates & amends	V15
Nov 2024	Reviewed	V16
April 2025	Reviewed / amendments made Review date amended to bring in line with Policy review procedure	V17
January 2026	Reviewed – minor typos and layout changes to bring in line with other school policies. In Appendix 3 – Sanction Chart for Headmasters Intervention updated to clarify	V18

Next Review: January 2027

REFERENCES

1. Statutory Framework for the Early Years Foundation Stage Statutory Framework, 2021 (www.education.gov.uk)
2. The Early Years Foundation Stage (EYFS) Checklist and Monitoring Reference for Inspectors, September 2018 (www.isi.net)
3. The Equality Act 2010 (www.legislation.gov.uk)
4. The Revised Handbook for the Inspection of Schools in the Independent Sector; the Regulatory Requirements, September 2021 (www.isi.net)
5. "Excluding Pupils –A Practical Guide for Independent Schools" by Farrer & Co (and ISBA Briefing Document) Behaviour and Discipline in Schools (DfE Advice 2014 (www.education.gov.uk)
6. "Restraint," ATL Guidance (www.atl.org.uk)
7. The Steer Report 2009 (www.education.gov.uk)
8. Dix, P (2017) *When the adults change, everything changes: seismic shifts in school behaviour.* Crown Publishing: Cornwall

APPENDIX 1 - POWNALL VALUES

POWNALL VALUES: "CARES"
CARING AND KIND
ATTITUDE, POSITIVE AND HARDWORKING
RESILIENCE, NOT GIVING UP
EFFORT IN EVERYTHING YOU DO
SUPPORTING AND RESPECTING OTHERS

APPENDIX 2 - PUPIL CODE OF CONDUCT

These are restricted to the minimum necessary for the efficient running of the school. Pupils are reminded of them in Assembly or by Form Teachers, and they are all based on respect for people and property and reasonable behaviour. They all call for self-discipline, courtesy and consideration for others.
The following Code of Conduct outlines what we expect from the pupils, and this should be reinforced whenever possible.

Pupil's Code of Conduct

1. Pupils are expected to behave considerately, courteously and sensibly at all times.
2. They are encouraged never to act in a way that may, intentionally or not, make life unpleasant for other people and to consider other people's feelings and needs before their own.
3. They must not take or move anyone else's possessions or open their desk, locker or bag without the owner's permission. Clothes or equipment may not be lent or borrowed without permission from a member of staff.
4. They are expected to show good manners and courtesy towards all staff and visitors, as well as to each other.
5. They are also expected to be honest and straightforward at all times and must never use offensive language.

CODE OF CONDUCT
Pownall Hall School's community of governors, staff, parents and pupils adhere to an established routine and code of conduct, rather than to lists of rules. The school sees education as a partnership. Our staff aim to achieve a spirit of trust and cooperation through valuing and appreciating pupils' contributions and efforts. We expect the highest values and anti-bullying policy standards of behaviour inside and outside the classroom, as well as outside the school and in any written or electronic communication concerning the school. The school does not tolerate bullying of any kind. Class teachers discuss the school's expectations regarding good behaviour with their classes and remind the pupils of the Code of Conduct if there is any incident of anti-social behaviour.

We expect pupils to treat staff and each other with consideration and good manners and to respond positively to the opportunities and demands of school life. They should follow the school's Code of Conduct and Regulations and understand what is expected of them and why, as well as the consequences of poor behaviour.

Everyone has a right to feel secure and to be treated with respect at Pownall Hall School, particularly the vulnerable. Harassment and bullying will not be tolerated, and racial remarks are always taken seriously. Our Anti-bullying policy is available upon request, is given to prospective parents and can be read at the school. The school is strongly committed to promoting equal opportunities for all, regardless of race, gender, sexual orientation or physical disability.

We expect pupils to be ready to learn and to participate in school activities. They should attend school and lessons punctually and follow the school's attendance policy. They should care for the buildings, equipment and furniture. We expect pupils to behave at all times in a manner that reflects the best interests of the whole community, showing courtesy, consideration and helpfulness to others.

APPENDIX 3
REWARDS AND SANCTION CHART

Reward Level	Sanction
Praise / Sticker Level 1	Reminding child about expectations
Plus 1 / Do jo / Merit / Sticker Level 2 C- Caring and kind Recorded on Form behaviour list A- Attitude, positive and hardworking R - Resilience, not giving up E - Effort in everything you do S - Supporting and respecting others	Record reminder: L - Listening E - Effort A - Annoying others R - Routine N - Nastiness S - Shouting out
Plus 3s / Stickers Level 3 Recorded on CPOMs	Reflection with SLT/Note home. 3 Recorded reminders in a lesson. 10 Recorded reminders in a week.
Golden Leaf Level 4 Headmaster's award Recorded on CPOMs	Headmaster's Intervention Serious incidents including physical aggression, violence towards adults, spitting, or conduct falling significantly below expected standards. Parents will be invited to meet with the Headmaster and appropriate sanctions applied.

APPENDIX 4

The Script

As part of the restorative behaviour approach, staff will use 'The Script' and follow the same disciplinary sanction with the children when incidents of unwanted behaviour occurs.

This is a generic verbal communication between staff member and child that allows the child to reflect upon their behaviour in an attempt to de-escalate the situation and prevent further sanctions and consequences being issued.

The following steps are adhered to:
Inappropriate behaviour identified with child

1. REMINDER Script examples:
Remember our Pownall Values, are you following them ? …
Please don't …

2. CAUTION Script examples:
You need to … (speak to me at the side of the room)
I've noticed that you've had a problem with (e.g. wandering around the classroom) ….
It was the rule about … (being in the right place at the right time) that you broke.
You know this is unacceptable.
Think carefully about your next step.
Do you remember (something positive) that's what I need to see today …

3. LAST CHANCE Script examples:
You need to … (speak to me at the side of the room)
This is the third time I've had to speak to you.
I've noticed that you've had a problem with… You know this is unacceptable.
You have chosen to spend 5 minutes at play/free time with me.
I know you will … (e.g. sit down and make a start on your work)
I have heard what you said, now you must …
Thank you for … (e.g. choosing to make a start on your work)

4. TIME OUT:
Further behaviour
Time outside the classroom/away from the learning area or field of play to reflect on choices, behaviour, consequences, breathe and regain a positive attitude.
You have continued to… You know this is not acceptable.
I would like you to think about …
You have chosen to … (complete unfinished work at home/miss 15 minutes of your playtime, see member of SLT) I will need to inform your parents of your choices today.
I expect that you will….
We will have a better … (next lesson, day tomorrow)
Thank you for listening.

5. REPAIR
5 minutes of play/free time restorative discussion with teacher

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

APPENDIX 5
REPAIR WITH YOUNG CHILDREN

Imagine if there were … (a way of putting things right/things you could do differently) what would they be? 1 - 10 scales *(On a scale of 1 - 10 how angry were you?)*
If the child is not ready to speak: *I can see that you aren't quite ready to talk. Do you need a minute or two or would you like to see me tomorrow with … (another teacher)*

DEFINITION OF POSITIVE BEHAVIOUR REINFORCEMENT

We expect everyone to have high expectations of behaviour at all times and to promote positive behaviour management.

Definition: Positive behaviour management is a process by which a child's behaviour is improved by using reward, sanction and reflection.

Positive behaviour management is the responsibility of all staff and the wider school community. It is a cooperative venture: we work as part of a team. Mutual support, consistency and communication are essential components of this teamwork. Children will achieve more, be better motivated and behave better, when staff complement and reward their successes rather than focus on their failure.

It is very important that praise and reward should have great emphasis. Praise has a reinforcing and motivational role; it helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; be earned for the steady maintenance of good standards as well as for particular achievements.

Although certificates, positive notes home and material rewards will be available, there is an emphasis on encouraging intrinsic motivation to learn as this will be beneficial to the child in the long term.

Appendix 6
Exclusion Letter

Dear [Parent's Name]

I am writing to inform you of my decision to exclude [Child's Name] for a fixed period of [specify period]. This means that he/she will not be allowed in school for this period. The exclusion begins on [date] and ends on [date]. I realise that this exclusion may well be upsetting for [Child's Name], you and your family, but the decision to exclude [Child's Name] has not been taken lightly. [Child's Name] has been excluded for this fixed period because [reasons for the exclusion — as a *minimum* should include a summary of the incident and behaviour which led to taking the decision to exclude the pupil].

[NB The subsequent paragraph can be removed for reception pupils who are not yet of compulsory school age]
Since your child is of compulsory school age, you have a duty to ensure that your child is not present in a public place during school hours for the duration of this exclusion [specify dates] unless there is reasonable justification for this. I must inform you that you may be prosecuted or receive a fixed penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show that there is reasonable justification.

We will set work for [Child's Name] to be completed on the days specified in the previous paragraph as school days during the period of his/her exclusion [detail the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to express your views and make representations about this decision to the governing board. Please note, the governing board must consider any representations you wish to make, however there is no duty on them to arrange a meeting with parents.

If you wish to make representations please contact the clerk to governors [Name of Contact] on/at [contact details — address, phone number, email], as soon as possible, so that your views can be addressed. It is important to note that whilst the governing board has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion occurred as a result of discrimination, you can make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court in the case of other forms of discrimination. If you wish to make a claim of discrimination, please be aware that such a claim must be lodged within six months of the date in which the discrimination is alleged to have taken place.

Yours sincerely
(Headmaster or named Lead in the Headmaster's absence)