Orleans Primary School

Behaviour Policy

Governor's Committee Responsible	BAPD
Status	
Review Cycle	Bi-Annually
Date written / last review	September 2025
Date of next review	September 2027

This policy applies to all pupils, including the EYFS

Contents

1. Intent

This policy applies to all pupils in the school, including in the EYFS. Orleans Primary School provides full-time supervised education for pupils between the ages of 4-11.

Orleans Primary School Values and Rules

At Orleans, we have four values which inform our whole school culture: Collaboration, Excellence, Responsibility and Compassion and all we do at Orleans Primary School. They are deeply embedded within all areas of school life, including our behaviour for learning: the behaviour policy and processes outlined below are structured around these values, and their use both as cultural guides for our school, and as standards for individual behaviour. We have high standards for all aspects of pupils' educational experience at Orleans, and this includes their behaviour and conduct towards themselves and others.

We are also guided by three rules: - Be Ready, Be Safe and Be Responsible.

This policy sets out how all children will be kept safe, cared for, included and supported to learn. It sets out the clear and consistent pathways that will be used to resolve difficulties and is based on our belief that the wellbeing, progress and achievement of every pupil must be at Orleans in everything we do. As part of our approach to behaviour, we work to support the positive mental health and wellbeing of the whole school community through the effective use of

restorative conversations and emotion coaching, and to ensure that behaviour management at Orleans is positive, fair, and supportive of pupils' growth as young people.

The development of personal regulation, social skills and the fostering of socially positive behaviour are integral aspects of the school's work on personal development, and the intention of this behaviour policy is to set out a clear framework for supporting children in developing the self-awareness and self-discipline that allows them to recognise positive behaviour and regulate their own behaviour independently.

We aim:

· To ensure consistency and care.

· To be fair and be seen to be fair.

· To treat all with respect.

· To have clear expectations and strategies to ensure they are met.

· To build and rebuild self-confidence self-esteem and self-respect in pupils

2. Legislation and guidance

- EYFS Framework 2024
- Children Act 1989
- Equality Act 2010
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement September 2023
- Behaviour in Schools (Advice for Headteachers and School Staff) 2024
- Use of Reasonable Force 2013 (Reviewed in 2015)
- Searching, Screening and Confiscation 2022

3. Roles and responsibilities

3.1 The Full Governing Board (FGB) and Behaviour, Attitude and Personal Development (BAPD)

The FGB and BAPD will monitor the effectiveness of this policy and hold the Executive Headteacher and Head of School to account for its implementation.

3.2 Executive Headteacher and Head of School

The Executive Headteacher and Head of School are responsible for ensuring that this policy is adhered to and is reviewed every two years and update it in consultation with key staff, in line with current best practice as they consider necessary.

3.3 Senior Leadership Team

The SLT will review the CPoms behaviour logs in their weekly meeting. Following on from these meetings decisions will be made about the next steps for both individual cases and wider school behaviour strategies and management.

3.4 All staff

All staff, of all titles and posts within school, will ensure that the school behaviour policy is implemented in accordance with this policy.

4. Implementation

OPS undertakes the following in the context of its policy and acknowledging its legal duties under the Equality Act 2010 and the Children's Act 1989 and special need requirements, to

- Reject any form of corporal punishment, including the threat of corporal punishment. Furthermore, children should not be subjected to sanctions that may adversely affect their wellbeing.

- Work in partnership with families to ensure that:

  - o they are kept informed about disciplinary issues and rewards for good behaviour relating to their child

  - o they can work together with the school to achieve improvements in their child's behaviour when expected standards are not met.

- Ensure the safeguarding of and respect for pupils with SEND

- Make reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND

- Ensure any sanction does not breach any other legislation and is reasonable in all the circumstances.

- Consider whether the behaviour is related to a potential safeguarding issue, that may result in significant harm to the pupil. In such a situation, the school will refer to the Safeguarding Policy.

- Consider if behaviour issues are the consequence of an unmet educational or other need, requiring a behaviour review or possible multi-agency or specialist assessment, with reference to the SEN policy

Our Behaviour Policy acknowledges our duty under the Equality Act 2010. All pupils are treated fairly, irrespective of:

- age
- disability
- race
- religion or belief
- sex

Headteachers and their staff have the authority to discipline pupils for their behaviour in school and, in some circumstances, outside of school.

This includes the authority to impose sanctions appropriate to the age and action of the child, including detaining children beyond the school day and confiscation of property, fuller details of sanctions employed by the school and their application are included in this policy.

Teachers may discipline pupils for **non-criminal bad behaviour off-site**, under the following circumstances (from DfE guidance, January 2016)

· misbehaviour when the pupil is:

- taking part in any school-organised or school-related activity or

- travelling to or from school or

- wearing school uniform or

- in some other way identifiable as a pupil at the school.

· or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or

- poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

4.1 Rewards and recognition

Our rewards system is linked closely to the OPS values set out above. It recognises all forms of social, academic, achievement and effort. To ensure every child has the opportunity to experience success we use the following rewards:

(a) Non-verbal praise: for example, smiles, a thumbs up; the use and/or type of non-verbal praise will depend on the individual child in receipt.

(b) Verbal praise: We believe that verbal praise is a most important factor in creating positive atmospheres which will promote good behaviour. Verbal praise can range widely, from words of quiet acknowledgement and encouragement, to a `public' recognition in class or assembly. It can also be given to and by everyone. The language used is linked to the OPS values and individualised to the child.

(c) Dojo points, house points, and stickers received from the Head of School or Assistant Heads all form part of an escalating series of rewards for behaviour that reflects the OPS values.

(d) Feedback Policy: Within class the way we mark as part of formative and summative assessment within Assessment for Learning will be used to build on success and provide encouragement by its associated comments and feedback, this will include behaviourally relevant aspects such as calm quiet effort and perseverance linking them to the OPS value of resilience.

(e) Other forms of recognition: recognition for children's behaviour that shows the OPS values will also be shown in 'Star of the Week' celebrations, in which their values are celebrated by their peers and recorded on a personal 'Star of the Week' template. Personal accomplishments in or out of school are recognised and praised at all possible opportunities, including where possible in class or assembly.

(f) Sharing: In recognition of a particular task, accomplishment or behaviour the pupil may share their success with others, for example:

    i) their class.

    ii) their neighbouring class or teacher.

    iii) a chosen adult.

iv)   the Executive Headteacher, Head of School or Assistant Headteachers

4.2 Sanctions and Behaviour Management Strategies

If a child demonstrates behaviour which does not meet the OPS rules and OPS values, there will be a sanction. It is our belief that sanctions consistently, fairly and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. As rewards are linked to the demonstration of the OPS values, so sanctions are linked to behaviour that contravenes these values.

The OPS values, along with clear statements about how each and every member of Orleans Primary School demonstrates those values, are visible in all classrooms across the school.

We consider it vitally important to always remember to identify early and to address the behaviour itself, and not the child. Behaviour which contravenes the school values should be approached using the emotion coaching approach and, where appropriate, followed by restorative conversations.

Low Level Behaviour

To support pupils in their behaviour in the classroom or other school environments, staff will address low-level behaviour quickly and effectively to help pupils regulate their behaviour. Strategies used to address low-level behaviour may be verbal or non-verbal. Verbal strategies will use the language of the OPS values and will help the pupil identify how to change their behaviour in order to demonstrate these values and contribute to a positive classroom atmosphere.

There are 3 ways that it could be communicated to the pupil that their behaviour does not meet the OPS values of our school:

a) **Non-Verbal Signal**: for example, holding eye contact, a shake of head, a slow walk to the child and remaining in proximity using position as a non-verbal signal.

b) **Verbal Signal**: usually this will be a reminder of the OPS values, how we are each expected to demonstrate them. At this stage it is usual that this will be in a 1:1 situation, quietly without the rest of the class becoming distracted.

c) **Verbal Warning**: A clear concise message. "`X', if you carry on with `Y' behaviour then `Z' will happen.". This `behaviour' may be the completion of task. This will be seen as an opportunity to rebuild positive relationships after a minor incident and will always be followed up with a restorative conversation with an adult about making better choices next time.

Behaviour Management Steps	Microscript (30-second Intervention)	Restorative Conversation
1. Redirection (Non-Verbal cues)	**I have noticed that you are...** (having trouble getting started, wandering around etc.) right now.	**What happened?**
2. Reminder (3 Rules Privately)	**At Orleans, we...** (refer to the 3 school rules, ready, respectful and safe)	**What were you thinking at the time?**
3. Caution (Outlining behaviour and consequences)	**Because of that, you need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)	**What have you thought since?** **How did this make people feel?**
4a. Last Chance (30-second intervention)	**See me for 2...** (or up to 5) minutes after class/during break.	**Who has been affected?** **How have they been affected?**
4b. Consequence (Time out elsewhere)	**Do you remember yesterday /last week when you...** (refer to previous positive behaviour)?	**What should we do to put things right?**
4c. Repair (Restorative Conversation)	**That is who I need to see today...** **Thank you for listening...** then give the child some 'take up' time.	**How can we do things differently in the future?**

Repetitive or Serious Behaviour

For repeated or more serious behaviour incidents, when a restorative conversation is required:

- The pupil will discuss, with an appropriate staff member, the **choices** made and the circumstances within which these choices were made and what happened. The member of staff will support the child to identify how the choices made were inconsistent with the school values or rules.

- The pupil will discuss, with an appropriate staff member, the **consequences** of these choices both for themselves and for others, and how their behaviour has impacted others around them.

- There will then be a restorative conversation with the adult who addressed the behaviour choice, or another appropriate adult. This may be a 5-minute chat or a 15-minute chat depending on the severity of the behaviour choice. This could be someone on SLT, a teacher, lunchtime staff or extended day staff.

These chats are all based on restorative practices, and all staff are trained in restorative conversations. The structure of these conversations will support the children's understanding of the values, and of how their behaviour impacts themselves and those around them.

A 5-minute chat will be recorded by the class teacher on-line and shared with SLT. AHT's will report weekly during the SLT meeting the recording sheets where patterns are seen within their phase. A 15-minute chat will be recorded on CPoms, and the child's family will be informed.

For more **serious or repeated behaviour**, for example physical abuse, the pupil may be referred to the Assistant Heads, or Head of School, who will decide on an appropriate course of action bearing in mind any investigation into events that may be needed and the particular context of each individual incident. From this stage onwards information about the incident(s) will be recorded on CPOms.

Examples of this are as follows:

- deliberate and forceful hitting or kicking

- swearing

- shouting at an adult

- persistent and wilful refusal to complete work or follow instructions

The consequences for behaviour of this type would be determined by a senior leader, with the adult who addressed the behaviour. This will involve communication with the child's family, including a discussion of the behaviour and the consequences to be implemented within school.

Contextual and Background Information

We aim to:

- Use Emotion Coaching steps:

  Step 1 Recognising the child's feelings and empathising with them

  Step 2 Labelling the feelings and validating them

  Step 3 Setting limits on behaviour (if needed)

  Step 4 Problem-solving with the child

  Steps one and two of the Emotion Coaching framework provide an opportunity to prioritise relationships, empathise, and support the child to feel safe. Discipline (or step three and four of the Emotion Coaching framework) is most effective when instigated when a child is calm (Siegel and Payne Bryson, 2018).

- Use restorative conversations between the child and the adult addressing the behaviour at a point where the child is calm enough to reflect on triggers, thoughts, feelings and what might help in the future
- Use a relational approach to behaviour management. A relational approach is one in which staff "are aware of and explicitly focus on the quality of their interactions with students to develop classroom communities that promote academic, social, and emotional growth" (Reeves and Le Mare, 2017)

Adaptations and reasonable adjustments may need to be made for individual children who have SEND and/ or are neurodiverse. This may include but is not limited to the following: For example, children with memory deficits, immediacy of the conversation will be critical. For children with self-regulation struggles, delaying the conversation until they have re-regulated will be important. Staff training at Orleans Primary School ensures that staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour.

Ongoing engagement with experts, such as Educational Psychologists and other support staff such as counsellors, the Mental Health Support Team (MHST), will help us to inform effective implementation, and even design, of behaviour policies – making links to our whole school approach to mental health and wellbeing as set out in the Mental Health and behaviour in schools' guidance and our own Mental Health and Wellbeing policy.

Outside the curriculum, there are extensive opportunities to address pastoral care and emotional wellbeing in Emotional Literacy Support Assistant (ELSA), Time to Talk, Zones of Regulation, Social Emotional, Mental Health (SEMH) interventions and MHST referrals.

Apology

If an apology is deemed necessary and helpful, it should refer to the choices made, the consequences of those choices and what has been discussed in the chat. The OPS values should also be referred to in the apology.

Care must also be taken if the behaviour is a serious case of bullying. Any apology and whether it is face to face should be carefully thought through if the child being bullied remains in fear of the child who is found (upon investigation) to be bullying.

4.4 Behaviour Charts

For a number of children, behaviour charts with sanctions and rewards agreed with families can be highly effective. These are put in place by a member of SLT following consultation with SLT and teachers. This is used as a form of support for the child, ensuring that the school and the family work together to promote positive behaviour. They will be time limited, and success will be measured and reviewed with the child and their family.

4.5 Behaviour Support Plans

If all the above behaviour sanctions have been used over a period of time and have been during that time monitored by SLT and they do not appear to have led to a change in the behaviour, SLT will consider using a Behaviour Support Plan (BSP) to monitor the behaviour more closely. The family and pupil will be informed about this decision, and a meeting will be held with the family to set behaviour targets for the child. Families will be informed at the end of the week about their child's progress against these targets.

5. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Orleans recognises that it could happen here and we have a zero-tolerance approach to all forms of bullying.

Bullying is, therefore:
- Deliberately hurtful
- Repeated, often over a period of time

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)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing

TYPE OF BULLYING	DEFINITION
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

All forms of bullying are unacceptable at Orleans Primary School. The school and its community are committed to striving to eliminate bullying from school life.

It is a legal requirement that all maintained schools must have in place measures to prevent all forms of bullying among pupils. At Orleans, we take the issue of bullying very seriously and we aim to develop an atmosphere where bullying is not tolerated and where effective steps are taken to prevent bullying occurring.

As stated in the section above on Serious Incidents, if a potential bullying incident occurs anywhere in school then an investigation is to take place with statements from the children involved, along with any witnesses. This must be completed and shared with a senior member of staff. This investigation may be completed by a teacher or a senior member of staff. Evidence should be gathered and recorded. This will then be recorded in a log held centrally on CPOMS. The log can be interrogated when necessary to review the evidence for patterns of incidents that might indicate bullying behaviour. The BAPD Governor Committee reviews bullying incidents with the senior leadership team at each termly meeting and discusses actions, outcomes and any next steps. The school has a duty of care to both the victim and the perpetrator.

All staff use a range of methods to help prevent bullying and to establish a climate of trust and respect for all. Each class holds regular PSHE activities that are designed to teach children empathy and to give them the tools to manage their feelings and interact appropriately with others. Children are encouraged to seek the immediate help of an adult if they are worried or need to report incidents of bullying. Parents, and staff, can report incidents to the class teacher or a member of the senior leadership team.

If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head of School and/or the Designated Safeguarding Lead (DSL) will consider implementing child protection procedures. Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering or is likely to suffer, significant harm'.

6. Harmful sexual behaviour

Sexual violence means 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 like 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, or sharing of unwanted explicit content

The school has a zero-tolerance approach to sexual harrassment and sexual violence and will ensure that any incidents of sexual harassment and/or violence are dealt with immediately and met with a suitable response. 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 decided by the senior leadership team and 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

When recording the level of harmful sexual behaviour which we use the below definitions for using KRSCP guidance:
Inappropriate sexual behaviour:
- 'Name calling' or 'Rating attractiveness'
- Can be managed internally within school

Problematic sexual behaviour:
- 'Developmentally unusual' or 'Socially unexpected'
- Early Help sought from external agencies

Abusive sexual behaviour:
- Child harmed or likely to experience harm
- Referral needs to be made to Social Services

Violent sexual behaviour:
- Police involved (as well as Social Services)

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

7. On-line Behaviour

Increasingly children have an on-line presence. Children should behave safely and responsibly on-line and parents are expected to monitor their activity off-site. The school curriculum teaches children to use the internet and social media responsibly and behave in an appropriate manner.

Sometimes children will use social-media inappropriately. If a serious incident occurs, even if it is at home and out of normal school hours that effects the well-being of children in school then this will be logged according to our usual systems and followed up accordingly.

We recognise that cyberbullying could happen here and we have a zero-tolerance approach to this.

Our approach to online safety is based on addressing the following categories of risk:

- Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism

- Contact – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

- Conduct – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

- Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, particularly with regard to 'Contact', we will:

- Educate pupils about online safety as part of our curriculum. For example:

    o   The safe use of social media, the internet and technology

    o   Keeping personal information private

    o   How to recognise unacceptable behaviour online

o   How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

8. Physical restraint (positive handling)

The school recognises that there are, occasionally, unforeseen or emergency situations which may cause the need for a Positive Handling (a physical intervention). The key principles are that any physical intervention should follow a dynamic risk assessment and be reasonable and proportionate to the situation. Positive Handling should only be used if:

●   it is in the best interest of the child by preventing injury to themselves or others
●   there is a risk of serious damage to property
●   there is a risk of absconding
●   other children are severely prevented from learning

Incidents of physical restraint 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 on our CPOMs and reported to parents
●   If appropriate, an individual behaviour plan will be written to identify the context that tends to trigger the unacceptable behaviour and staff are then informed of the procedure to follow.

9. Off-site behaviour

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 or member of the public
●   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 the staff member (e.g. on a school-organised trip).

10. Malicious allegations

Where a pupil makes an allegation against a member of staff, or another pupil, and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, 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.

11. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

12. Pupil transition

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

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

13. Suspensions / Exclusions

A number of options are available to head teachers in response to a serious and exceptional breach of the behaviour policy. This may be done to punish the child but in the vast majority of cases the intention is to enable the school to seek specialist advice from, for example, educational psychologists, the behaviour support team and meet with parents to decide what measures should be put in place to prevent the behaviour being repeated.

1.   Restorative justice
2.   Mediation
3.   Internal exclusion
4.   Managed move

At all times, the needs and circumstances of the individual child are taken into consideration to ensure that the most appropriate and effective action is taken to support the child in managing his or her behaviour issues. The school has a separate, more detailed policy for Suspensions and Exclusions in a stand alone policy.

14. Training

Behaviour management will also form part of continuing professional development. All staff have training on what constitutes a serious incident and how these should be managed and reported, and refresher training for all staff occurs annually. Where necessary staff will receive bespoke behaviour management support from year group leaders or the senior leadership team.

15. Monitoring arrangements

This monitoring takes place each half term in meetings with SLT during FGB and BAPD meetings and individual meetings with the subject leaders if deemed necessary.

The monitoring process from SLT and Teaching staff are set out above in section 2- Roles and Responsibilities.

This policy will be reviewed every 2 years. At every review, the policy will be shared with the FGB.

16. Links with other policies

This policy links to the following policies and procedures:

SEND policy

Safeguarding Policy

Appendix 1

Sanctions Steps

When a behaviour incident occurs it is either reported to, or witnessed by the adult. The member of staff to whom it is reported or who witnesses the behaviour speaks to the child to find out the facts.

All behaviour incidents will be recorded and kept on file so that the Headteacher, DSL and Welfare Assistant can monitor behaviour across the school over the academic year.

Steps	Actions
Step 1 - Redirection	A gentle encouragement, a 'nudge in the right direction'. Thank you, not please e.g. *Thank you for not tapping your pencil on the table*, as opposed to *Please stop tapping your pencil on the table.*
Step 2 - Reminder	Adult make child aware of their behaviour and gives verbal / visual reminder of *ready, respectful, safe.*
Step 3 - Caution	Clear verbal warning, delivered privately wherever possible. Make learner aware of their behaviour and clearly outline consequences if they continue. 'Think carefully about your next step' 'make a good choice / the right choice'.
Step 4a - Last Chance	Give final opportunity to engage. Speak to child privately. **Use 30-second scripted intervention.** • **I have noticed that** you are...(having trouble getting started, wandering around etc.) • **At Orleans Primary, we…** (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) • **See me for 5 minutes** after class/during break when we will talk this through (refer to Step 4c Restorative questions) • **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.** **If it gets to this stage it must be recorded on CPOMS as a behaviour incident, with Phase Leader, Deputy Headteacher, Headteacher, Welfare Lead and DSL / DDSL alerted.**

	For serious breaches at lunch times, the pupil will be expected to stay inside with the Head of School or other senior leaders for the remainder of the lunch break.
Step 4b - Consequence	Time out. Short time away from the classroom, whilst retaining clear continuity of education. 5 minutes max. Phone call to parent / carer from Class Teacher, before the end of the day.
Step 4c - Repair	Restorative conversation at end of class / during break time. Refer to previous positive actions. 'We need to return to that'. ***What happened?*** *What were you thinking at the time?* *What have you thought since?* *How did this make people feel?* ***Who has been affected?*** ***How have they been affected?*** ***What should we do to put things right?*** ***How can we do things differently in the future?*** *Questions in bold should be asked as a minimum but will be sufficient in most cases.

Pupil reminders (used in assemblies and by staff) and Values Shield