

Reviewed and Updated April 2026

Section 89 Education and Inspections Act 2006 / 2011
Staff Handbook
Safeguarding and Child Protection Policy
Use of Restrictive Interventions and
Reasonable Force Policy
SEND Policy
Teaching Standards
Management of Fixed Term / Permanent Exclusion
Anti-Bullying Policy

KEY PRINCIPLES

In accordance with Section 89 of the Education and Inspections Act (2006/2011), the Governing Body and Headteacher of Sele First School are committed to a relational approach to behaviour which prioritises strong relationships, consistency and emotional regulation.

This policy aims to:

- Promote self-discipline through strong, respectful relationships and consistent adult behaviour
- Encourage positive behaviour and mutual respect
- Prevent all forms of bullying
- Ensure behaviour supports effective learning
- Support pupils in taking responsibility for their actions

At Sele First School, we recognise that **behaviour change begins with adults**. Staff behaviour, consistency and relationships are the foundation of this policy.

This policy aligns with our school rules: **Ready, Respectful, Safe- The Sele Spirit**

AIMS OF THE POLICY

- To ensure all adults model calm, consistent and respectful behaviour at all times
- To establish predictable, scripted responses to behaviour across the school
- To build strong, positive relationships with all pupils ("deliberate botheredness")
- To support safeguarding and child protection
- To promote high-quality teaching and behaviour for learning
- To involve parents as partners in supporting behaviour

- To ensure consistent and fair responses to behaviour
- To develop independence, self-regulation and responsibility in pupils
- To create a calm, safe and purposeful learning environment

CORE PRINCIPLE: CERTAINTY OVER SEVERITY

At Sele First School, we prioritise **certainty over severity**.

Consequences are applied consistently and predictably by all staff. This ensures children experience fairness, security and clarity rather than escalation or unpredictability.

BEHAVIOUR AND DISCIPLINE GUIDELINES

Outstanding behaviour is built on:

- Strong relationships
- Consistent adult responses
- Clear routines and expectations
- High-quality teaching

All staff are expected to:

- Use a calm tone at all times
- Follow agreed scripts
- Avoid confrontation or power struggles
- Follow through on consequences consistently

Non-negotiable adult behaviours include:

- Calm, controlled responses
- Use of agreed language and scripts
- Predictable follow-up
- Refusal to engage in arguments

You can still hold a boundary when calm.

BEHAVIOUR STEPS

All staff follow a consistent four-step approach:

	<u>Steps</u>	<u>Actions</u>
1	Reminder	A reminder of the rule not being followed (ready, respectful, safe), delivered privately wherever possible. Repeat reminders if reasonable adjustments are necessary, making the child aware of their behaviour. Take the initiative to keep things at this stage.
2	Last chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the scaffolded intervention (see Appendix 1).
3	Time to regulate	Provide a short time-bound opportunity for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. This could take place in a safe space within the classroom, corridor or another teacher's room. If required, request support from another member of staff to help regulate the child. This is not a punishment, but a supportive strategy to enable self-regulation.
4	Repair	Provide an opportunity to shine a light on the unwanted behaviour using restorative questioning (see Appendix 2) to support the child in self-reflection. Separate out the behaviour that the child uses from the child themselves and lend your thinking brain to make links between cause and effect, actions and consequences. The timing of this in relation to the incident is critical e.g. the next day for a child, it may be a quick chat at break time, a conversation in the yard or a more formal meeting at lunchtime. Remember to pick up your own tab.

Follow the Behaviour Steps consistently and avoid accelerating children through the steps. Aim to keep things at the 'Reminder' step but on the occasion a child reaches 'Repair' a conversation will take place encouraging the child to consider: the impact of their actions on others; what can be done to put things right and how they might do things differently in the future. These conversations are essential to the approach as punishment doesn't teach better behaviour whereas restorative conversations do.

Children are supported to understand:

- What happened
- Who was affected
- How to put things right
- How to make better choices in future

RELATIONSHIPS AND CULTURE

Positive relationships underpin all behaviour.

Staff will:

- Be consistently and deliberately “bothered” about every child
- Build emotional connections through everyday interactions
- Maintain professional calm at all times
- Avoid emotional or reactive responses

Children should feel:

- Safe
- Valued
- Respected
- That they belong

REINFORCING POSITIVE BEHAVIOUR

Positive recognition is used to build relationships and “emotional currency”, not as a transactional reward system.

Strategies include:

- Positive framing
- Recognition boards in classrooms- ‘over and above’
- Positive notes, and lots of them
- Celebration assemblies
- Showing work to another adult

Children are:

- Praised publicly- *for children who do not like public praise, this can be done indirectly by hearing their actions being praised by others e.g. well done to the children on that table.*

- Coached privately- *a calm conversation to the side of a child, or the corridor and a script '30 seconds' to deliver your message. Appendix 1*

CLASSROOM PRACTICE

Effective classrooms are:

- Predictable
- Consistent
- Calm
- Well-structured

Children are supported to meet expectations through:

- Clear routines
- Modelling
- Reinforcement
- Explicit teaching of behaviour

For example consistent use of Team Stop- *one hand held up briefly, then back to resting position either folded or on the lap.*

TARGETED SUPPORT

Some children require additional support.

This may include:

- Focused interventions
- Individual behaviour plans/ Risk Assessments
- Safe spaces e.g. in classrooms, corridors or designated areas
- Adjustments for SEND e.g. *movement break, doing a quick job*

All support is designed to:

- Build independence
- Develop regulation
- Maintain dignity

SAFE SPACES

Safe spaces provide:

- Low stimulation
- Emotional regulation support
- Opportunities to reflect

They are **supportive, not punitive**. This could be in a corner of the classroom, designated space in the corridor or in another classroom.

SANCTIONS WITH RESTORATIVE PRACTICE- *Check in, Check up, Check out*

Sanctions are:

- Predictable
- Consistent
- Delivered calmly
- Never punitive or emotional

They:

- Help children understand impact
- Support better future choices
- Maintain relationships
- Monitor behaviour across the day/ week

Adults will:

- Never raise their voice in anger
- Never shame or humiliate
- Never engage in arguments

Example sanctions include; time on the carpet, a few minutes of break for a restorative conversation, time in another classroom, time with a member of SLT.

At lunchtime or in the canteen this may include; a few minutes in the calm zone, moving seats in the canteen, waiting behind to have a restorative conversation.

SERIOUS BEHAVIOUR

In cases of serious behaviour:

- Children or the class may be removed from a situation to ensure safety
- Time is given to regulate
- A restorative process always follows

Even in moments of crisis, **relationships remain central and will be repaired**.

Parents/ carers will be part of follow up conversations and plans.

ANTI-BULLYING

Bullying is not tolerated at Sele First School.

All incidents are:

- Taken seriously
- Investigated fairly
- Addressed through restorative and supportive approaches

Children are taught:

- How to seek help
- How to support others
- How to resolve conflict safely

PARENT AND CARER PARTNERSHIP

Parents and carers are key partners.

We will:

- Communicate regularly
- Share successes
- Address concerns early
- Work collaboratively to support children

RECORDING AND MONITORING

Behaviour incidents are recorded on CPOMS where appropriate.

Records are:

- Factual
- Objective
- Used to inform support and consistency

SCAFFOLDED INTERVENTIONS- *Appendix 1*

All staff use agreed scripts to ensure consistency and reduce emotional responses.

Interventions are:

- Brief
- Predictable
- Respectful
- Focused on behaviour, not the child

FINAL STATEMENT

At Sele First School, we believe:

- Behaviour is communication
- Relationships drive behaviour
- Consistency creates safety
- Adults lead change

The Core Principle

Adults change first.

Your calm, consistent behaviour is the foundation of everything.

We prioritise certainty over severity.

Every time. Every child. Every adult.

Non-Negotiable Adult Behaviours

- Stay calm (even when they are not)
- Use agreed scripts
- Follow through every time
- Never argue, lecture or shame
- Deal with behaviour privately
- Repair relationships after every incident

Build Relationships First

Be deliberately bothered:

- Greet every child
- Notice the small things
- Use names positively
- Show you care every day
- Use of Team Stop

Strong relationships = better behaviour

Use the 4 Behaviour Steps (Every Time)

1. Reminder (Private)

- Calm, quiet, respectful
- Name the behaviour
- Link to expectation (Ready, Respectful, Safe)

Script:

"I noticed you're... This is a reminder we need to be..."

2. Last Chance (Private)

- Clear choice
- Predictable consequence
- Refer to previous success

Script:

“You have a choice... You can... or you will need to...”

3. Time to Regulate

- Short, safe, supported time
- Not a punishment
- Help them regain control

4. Repair (Always)

- Restore the relationship
- Reflect on behaviour
- Plan next steps

Key questions:

- What happened?
- Who was affected?
- What can we do now?
- What will you do differently?

In the Moment

- ✓ Use a calm tone
- ✓ Pause before responding
- ✓ Give take-up time
- ✓ Walk away if needed
- ✓ Ask for support via Walkie Talkie if needed

✗ Don't:

- Raise your voice
- Argue or debate
- Humiliate or shame
- Chase compliance publicly

Positive Recognition

- Notice effort, not just outcome
- Praise in public, coach in private
- Use positive framing

Build “emotional currency” daily

Consistency = Safety

Children need:

- Predictable routines
- Clear expectations
- Consistent adults

If we are inconsistent → behaviour escalates

If we are consistent → behaviour improves

When Things Go Wrong

- Stay calm
- Follow the steps
- Don't skip ahead
- Repair later

Every incident is an opportunity to teach

Remember

- Behaviour is communication
- The child is not the behaviour
- You are the model
- You are the difference

Final Thought

“The behaviour you walk past is the behaviour you accept.”

— Paul Dix

Appendix 1

Scaffolded Conversations

Planned, Predictable, Safe and Swift

'Limit your formal one-to-one interventions for poor behaviour in class to 30 seconds. Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and get out, with your dignity and the child's dignity intact.

The swift intervention is not meant to turn everything positive in an instant but a carefully planned, predictable and safe way to send a clear message to the child:

You own your behaviour.

Your poor behaviour does not deserve my time.

You are better than the behaviour you are showing today (and I can prove it!).

(Paul Dix)

An example of a scaffolded intervention

Adapt to fit with the context of the incident:

- I noticed you are....(having trouble getting started/struggling to get going/wandering around the classroom)
- This is a reminder that we need to be (ready, respectful, safe)
- You now have the chance to make a better choice.
- You have chosen to ...(move to the back/catch up with your work at lunchtime).
- Do you remember last week when you... (completed a fantastic piece of work in your Amazon project/got that positive note)? That is who I need to see today...
- Thank you for listening (provide some time for children to reflect).

(Paul Dix, When the Adults Change, Everything Changes)

Appendix 2

Restorative Conversations and Shining a Light on Behaviour

Choose five of the most appropriate restorative questions below. For younger children you may choose two and increase the number as appropriate.

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?

Questions to encourage engagement

1. 'OK, imagine if there were....(people affected, a way of putting it right/things you could do differently). What would they be?
2. 'On a scale of 1 to 10 how angry were you?'

Offer a postponement and some support if the child is not ready to speak.

(Paul Dix, When the Adults Change, Everything Changes)