

Behaviour Policy

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Behaviour Policy

Introduction

This policy provides all members of the Academy community with clear guidance on how to promote positive attitudes, by encouraging students to take responsibility for their behaviour.

We recognise that our students are individuals and that a degree of flexibility is necessary to meet their needs, and we accept that a 'one size fits all' approach will not always be sufficient. Good behaviour is everyone's responsibility: staff, students, parents/carers.

Central to this policy is 'The Bolder Way - be kind, be strong, be brave.' This embodies our belief that resilience, determination and a 'can do' attitude will enable all of our students to succeed at the Academy and beyond.

In practice this means:

Be Kind

Students, families and staff will:

- Behave with consistently high levels of respect for others.
- Play a highly positive role in creating an Academy environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Create an atmosphere where achievement is respected and valued by all.
- Establish good working relationships and encourage mutual respect amongst all members of the Academy community.
- Secure an environment where effective teaching and learning are able to take place.

Be Strong

Students, families and staff will:

- Have the highest expectations of student behaviour and promote a positive attitude to learning, to ensure that all students make outstanding progress and achieve their full potential.
- Identify tiers of behaviour in order to ensure that rewards and consequences are fairly apportioned according to the behaviours demonstrated.
- Behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.
- Takes intelligent, appropriate and fair action to support all to succeed in their education.

Be Brave

Students, families and staff will:

- Demonstrate highly positive attitudes and commitment to the learning. Students are highly motivated and persistent in the face of difficulties.
- Make a tangible contribution to the life of Academy and/or wider community.
- Actively support the wellbeing of other students.
- Work in partnership to maintain positive attitudes to learning, by encouraging good behaviour as well as swiftly and effectively tackling negative behaviour.

Working together to Promote Positive Attitudes

Home Academy Agreement: roles and responsibilities

We believe that by working in close partnership with students and their families, all members of the Academy community will be supported.

All parents/carers and students are asked to sign the Home-Academy Agreement (see Appendix 1) before starting the Academy.

Praise and Rewards at Bolder

At Bolder, we recognise the importance of praising students and recognising their accomplishments. This plays an important part in nurturing self-esteem and boosting confidence, as well as promoting a positive and optimistic Academy environment.

Praise comes in a variety of forms; sometimes effective praise is specific feedback against learning goals, for instance a certificate for improving an essay. Other types of praise come in the form of collective achievement and reward, such as a party for a tutor group with the most improved attendance.

We have high expectations of behaviour at Bolder and we invite all members of our Academy to recognise when students are striving to achieve this.

As such, students may be rewarded in a variety of ways these include:

- Bolder Academy's End-of-Year Awards Ceremony
- Nominations for local and national awards, such as Jack Petchey
- Special awards, such as going on theatre trips, outings etc.
- Platinum Awards, celebrated with the Chair of Governors
- Gold Awards, celebrated with the Headteacher
- Silver Awards, celebrated with the Deputy Heads
- Bronze Awards, celebrated by teachers and Heads of Departments
- Mentions in the Academy newsletter
- 'Shout-outs', certificates and/or prizes awarded by teachers in end-of-term assemblies for excellent work, academic progress or effort
- Verbal praise by any member of staff in Assembly
- Positive postcards home
- Telephone calls to parents/carers
- Written comments on work / in books / in Student Planners
- House Points awarded liberally
- Public words of praise from subject teachers in class
- Private words of praise in students' books or planners
- Student's work positively evaluated by the class. Discussion of successes.
- Displaying students' work, in Assembly or around school

Addressing Behaviour issues Proactively

We recognise that young people will at times test the boundaries of acceptable behaviour and it is the responsibility of all staff to ensure a consistent approach and also to recognise some students will require additional support and help.

Some helpful reminders for staff include:

	Staff should do all they can to...	Why?
KIND	Praise in public and celebrate achievement	It creates a positive atmosphere
	Show respect by knowing the students' names	It builds relationships
	'Analyse, don't personalise' - try to separate the problem from the person	We are seeking to modify behaviours
STRONG	Keep the focus on the work	It maintains the flow of the lesson
	Listen	It earns respect
	Use a blend of verbal and non-verbal clues	It reduces tension
	Set high standards of speech, manner and conduct	Students will imitate behaviours from role models
BRAVE	Admit mistakes, smile and have humour	It builds bridges
	Keep calm	It reduces tension
	Seek to reconcile	It avoids repeat behaviours

Further strategies can be found in Appendix 3.

Staff should avoid following:

Staff should avoid...	Why?
Humiliating or embarrassing students	It breeds resentment
Shouting	It diminishes you and leaves nowhere to go
Over-reacting	The problems will grow
Blanket punishments	The innocent will resent them and you
Sarcasm	It is open to misinterpretation and can be offensive
Stating possible consequences that cannot be followed through	Students will feel as though they can 'get away' with poor behaviour, with you and with other members of staff

Addressing Negative Behaviour in Lessons

A suggested strategy that could be used by staff in lessons is the '4 Cs':

<p>CHANCE A reminder of our expectations</p>	<ul style="list-style-type: none"> • Non-verbal signal or discreet gesture may be used. <p><i>"Quick reminder to everyone that we need to work hard as part of the Bolder Way."</i></p>
<p>COMMENT A warning, providing an opportunity to change behaviour</p>	<ul style="list-style-type: none"> • A private comment made to the student, out of earshot of others. A reminder of our expectations around behaviour <i>"... I've noticed today that you need to get back on track by completing the following task."</i>
<p>CHOICE The student must change their behaviour or accept consequences</p>	<ul style="list-style-type: none"> • Change of seat may help improve behaviour. • Restorative conversation. <p><i>"You now have a choice to change and improve your behaviour or there will be a consequence."</i></p>

CONSEQUENCE

Internal referral –
hosting within another
classroom

- Detention.
- Phone call home by teacher.
- Partner classroom.

"I can see you have made your choice please go and work in the opposite classroom with Mr Smith..."

Restorative Conversations

In the heat of the moment, students may not fully appreciate the impact or the consequence of their negative behaviour on other people. It is therefore important that if a member of staff issues a 'consequence', that an opportunity is created where a restorative conversation can take place.

This conversation will usually take place on a one to one basis, where staff will speak to the student involved, away from distractions and other people.

The aims of restorative conversation meetings ("RCMs") are to:

- Restore relationships, move forward and allow learning to resume.
- Encourage students to take responsibility for their behaviour.
- Reinforce the Bolder Way and our expectations.
- Enable any underlying issues to be raised and shared with relevant staff.

When holding these conversations staff should use the 6 key questions model of restorative practice for the restorative meeting:

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

The Restorative Conversation form (see Appendix 4) may be used as a prompt. Staff, as well as their line manager / Head of Department should monitor whether this conversation has made a difference to the behaviour of the student in subsequent lessons and consider further intervention, if necessary.

It is the student’s responsibility to attend and engage fully with this process. These conversations will usually take place after the school day has finished, to allow them to be productive and minimise disruption to learning time.

Parents/Carers should be advised that in line with changes resulting from the Education Act 2011, the Academy is not required to give 24 hours’ notice when students are required for a restorative conversation after hours.

In exercising its right to take same day action as required, the Academy will make every reasonable attempt to inform parents/carers by a variety of means including email, text or phone call when students are likely to be detained for longer than 15 minutes.

If the restorative conversation does not successfully resolve the issues, the process should be supported as follows:

<p>Level 1</p> <p><i>Staff Restorative Justice Conversation (15 min)</i></p>	<ul style="list-style-type: none"> • For more minor behaviour incidents, (such as forgotten homework, misplaced Planner, lack of equipment), students will incur a 15 minute Level 1 same-day RCM. • The issuing member of staff will meet the student in the Academy’s centralised RCM area and will escort them to their classroom, where they will hold the Restorative Conversation, discussing concerns with the student and agreeing a way forward. • If a student fails to attend, a call must be made to the parent and a new behaviour event is entered in SIMS for a 30-minute Level 2 RCM (see below). • For more serious incidents around the Academy, such as poor behaviour in lessons that negatively affects the learning of others, a higher level RCM should be issued. • The staff member should call home for RCMs longer than 15 mins and write the RCM details in the student’s Planner. • If two RCMs are issued in one day, the second teacher will meet the first one in the centralised RCM area and go with them to hold a Restorative Conversation together with the
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	<p>other member of staff. Pastoral Managers in the centralised RCM area may provide assistance.</p>
<p>Level 2</p> <p><i>Staff Restorative Justice Conversation (30 min)</i></p>	<ul style="list-style-type: none"> • For more serious incidents around the Academy, such as poor behaviour in lessons that negatively affects the learning of others, or inappropriate behaviour in social times or around the school building, a higher level RCM should be issued. • Staff should log this on SIMS as soon as possible and call home to advise parents/carers of this behaviour. An agreement should be reached as to when an RCM should take place and the details written down in the student's Planner. • The issuing member of staff will meet the student in the Academy's centralised RCM area and will escort them to their classroom, where they will hold the Restorative Conversation, discussing concerns with the student and agreeing a way forward. • If a student fails to attend, a call must be made to the parent and a new behaviour event is entered in SIMS for a 30-minute or 1-hour Level 3 RCM (see below).
<p>Level 3</p> <p><i>Line Management Restorative (30 min or 1 hour)</i></p>	<ul style="list-style-type: none"> • At this level, the Restorative Conversation between the member of staff and student will be facilitated by the Head of Department/Lead Practitioner for the subject, where the concerns and barriers to learning will be discussed, with clear actions moving forward. • The restorative should be agreed with the student the details of the conversation uploaded to the comments section of the Behaviour incident logged on SIMS. • The HoD / Line Manager will meet the student in the Academy's centralised RCM area and will escort them to their subject office or suitable classroom, where they will

	<p>hold the Restorative Conversation, discussing concerns with the student and agreeing a way forward.</p> <ul style="list-style-type: none"> • If a student fails to attend, a call must be made to the parent/carer and a new behaviour event is entered in SIMS for a 30-minute or 1-hour Level 4 RCM (see below). • If the restorative conversation is unsuccessful or the student fails to attend a second restorative, parents will be asked to come to the Academy to talk through the matter and find a way forward.
<p>Level 4</p> <p><i>Pastoral Restorative</i></p> <p><i>(30 min or 1 hour)</i></p>	<ul style="list-style-type: none"> • If previous Restorative Conversations have not had a positive effect, students will be given a centralised 30 min or 1 hour RCM with a Pastoral Manager. These will normally take place on a Friday. The teacher who issued the original detention will refer in SIMS. • Students may also be given this detention if they have missed Level 1 to 3 RCMs without good reason, or if they received more than two RCMs in one school day. • At this level, the restorative between the student and teachers who were involved in the original incident(s) will be facilitated by a Pastoral Manager, where the concerns and barriers to learning will be discussed, with clear actions moving forward. • The restorative should be agreed with the student. The conversation will be logged and details uploaded to SIMS, along with a CPOMS entry if a safeguarding concern is identified.
<p>Level 5</p> <p><i>Senior Leadership Restorative</i></p>	<ul style="list-style-type: none"> • At this level, the RCM between the student and teachers who were involved in the original incident(s) will be facilitated by a member of the Senior Leadership Team, where the concerns and barriers to learning will be discussed, with clear actions moving forward.

<p><i>1 hour</i></p>	<ul style="list-style-type: none"> • The restorative should be agreed with the student. The conversation will be logged and details uploaded to SIMS, along with a CPOMS entry if a safeguarding concern is identified. • If the reason for escalation to Level 5 has been that students either haven't attended previous restoratives, or have continued to behave poorly, students will also be required to complete some community work. This needs to be approved by the member of SLT. This community work recognises the time that the Academy has put into resolving this matter up to this point. Community work is an opportunity for the students to acknowledge this and give their time in response. • For students completing community service, a letter should be prepared detailing the original incident and how it has been escalated to this point. This will be sent home and uploaded to SIMS. • Community service might include tidying classrooms and litter picking. • More than one SLT detention in one week may result in an internal exclusion or other consequence.
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Behaviour around the Academy building

Transitions between Lessons

Students are expected to move around the Academy in a calm way around the Academy, which demonstrates consideration towards others and a respect for the learning environment. Students must always walk on the left and follow the directions of signs around the Academy building.

Students out of lessons

We expect students to use the toilet at break and lunchtime and not to leave lessons to do so. There will of course be emergencies and students with medical issues – in these cases a Toilet Pass will be issued.

If a student is unwell during the day they should be sent to the main office with a note in their Planner, where a First Aider will provide support.

Students must not be sent out of lessons for trivial reasons; staff will always encourage the student, if possible, to wait until the end of the lesson to maximise learning time.

A student will never be sent home without the agreement of the parent/carer.

Leaving school for medical appointments must be agreed in writing by a Pastoral Manager before any student is given permission to leave the Academy.

Social time expectations (before school, break, lunch, after school)

Appropriate food and drink should only be consumed in the designated dining area.

Students should act appropriately and sensibly during break and lunchtimes. Expectations during social times include:

- Moving around the building in silence and in a single line.
- Being polite, well-mannered and respectful towards other students and staff, especially towards staff on duty.
- Avoiding any activity which may endanger others, including play fighting.

Movement to / from lessons

At Bolder, we believe that it is important to settle and focus before heading to lessons. Between 5 and 10 minutes before any lesson time, all students must be outside in the Playground. They must be sent outside if inside the Academy building.

The most senior member of staff on duty will blow a whistle five minutes before lesson begins. Students must line up immediately, in their form groups, in alphabetical order, and in silence.

Once students are lined up, they will be asked to head up to the classroom of their next lesson led by the teacher of this lesson. If students talk or behave inappropriately, they will be issued with Level 1 same-day detention.

Expectations

Uniform and Equipment

High standards of presentation are required at all times when wearing the Academy uniform. This includes travelling to and from Bolder Academy, and when on Academy trips/visits. Whenever the uniform is worn, it must be complete and not mixed with non-uniform clothing.

Expectations of uniform and orderly conduct are reinforced in assemblies and lessons.

The Academy reserves the right to correct inappropriate or incorrect items of uniform by making contact with parents/carers or by sending students home with notice to change.

Incorrect or missing uniform will be challenged – students will be loaned appropriate items of uniform. If this occurs repeatedly, students will be sent home to change.

All staff are expected to reinforce the uniform expectations throughout the day and ask for evidence of a note for missing uniform.

If a student arrives at a lesson with incorrect uniform and no note, they must be directed to go to the main office after the lesson and an email should be sent to the appropriate Pastoral Manager to follow up.

Along with uniform checks, staff may check equipment as students enter the building. The following items are a minimum expectation:

- Pen
- Ruler
- Planner
- Pencil
- Coloured felt pens/pencils
- Reading book

Students are required to carry the Bolder Academy bag. Large handbags or non-Academy bags are not acceptable.

Students may wear a wrist watch. A small pair of ear studs in the lower lobe is permitted, no other jewellery is allowed. Nail varnish and false nails are to be removed. Students must not wear makeup.

Personal Devices

Mobile phones are not permitted in the Academy at any time.

However, it is accepted that students may need to carry a mobile phone on the journey to and from Bolder for safety reasons. This should not be switched on or visible at any time during the day. No other electronic gadgets, such as MP3 players, are permitted.

Staff have the authority to confiscate mobile phones or electronic gadgets. If a student is seen with, or using, a mobile phone during the Academy day, the phone will be confiscated for one week and kept in the main office in a named envelope. If this occurs more than once in a half-term, the device will be confiscated until the end of that half-term.

Mobile phones may be collected by a parent/carer on the day of confiscation.

If electronic items are brought to the Academy, students do so at their own risk. The Academy will not waste valuable teaching and learning time investigating lost or stolen equipment.

Please note the Academy does not accept any responsibility for the loss of any valuable items or money brought onto the premises, including mobile phones. This also includes scooters and bikes.

Behaviour outside the Academy

Students who breach the Academy's Behaviour Policy on Bolder business, such as visits and trips, sports fixtures, or a work-experience placement, will be dealt with in the same manner as if the incident had taken place on Academy premises and possibly banned from attending future trips.

For acts of aggression, or actions which threaten the health and safety of others,

including malicious online activity, the Academy reserves the right to involve the Police. Equally, if the Academy considers that the behaviour might be linked to a young person suffering, or likely to suffer significant harm, safeguarding procedures will be applied.

Investigating and Recording Incidents

Reports on the behaviour of the student or descriptions of incidents may ultimately have an audience wider than Bolder Academy.

Parents/carers, Governors, outside agencies or appeals panels, may read documentation. It is therefore very important that the reports are written in an objective and professional way:

- Witnesses should enter details of the event in an Incident Report Form (Appendix 2) detailing the facts and the names of anyone who was present during the incident.
- Incident Forms must be uploaded to both SIMS and CPOMS.
- When investigating incidents of a serious nature, in particular where there is a question over what happened, students must be isolated from others involved in order to write their statements.

Any incident involving bullying, racism, sexism or homophobia should, in addition, be recorded using the appropriate tag in CPOMS.

Monitoring, support and intervention

When a student requires closer monitoring, they will be placed on report.

All students returning from a period of exclusion must be placed on a monitoring report for an agreed period of time. These paper reports must be scanned as a linked document on SIMS and in CPOMS once completed by the student.

All classroom teachers have a responsibility to ensure that they complete a student's report card on the day they teach the student.

The Academy accepts that for a wide variety of reasons some students require additional support in order to learn and display positive learning behaviours. For these students the Academy will draw on a range of interventions in order to provide additional support.

Strategies include consideration of:

- Curriculum need, additional learning support.
- An identification of Special Educational Need(s).
- Additional internal provision and use of external expertise.

Identification of need and progress will be monitored with the active involvement of parents/carers.

Exclusion

If an exclusion is to take place, the Exclusion Policy must be followed. Staff should not threaten a student with exclusion as they have no authority to carry out the threat. Only the Headteacher can agree an external exclusion, or a Deputy Headteacher in their absence.

Alternative Provision

Dependent upon student need, the Academy will use the following interventions to support and re-engage students:

- Withdrawal from mainstream lessons: short term personalised placements on the Academy site with gradual reintegration back to the mainstream curriculum.
- Behaviour Support Plan.
- Pastoral Support Plan.
- Alternative Provision (off-site).

Searches, Confiscation and Physical Restraint

The Academy acknowledges its duties and responsibilities under the Education Acts, of 1996 and 2011, Education and Inspections Act, 2006 and Health and Safety at Work, 1974, in respect of searching students or physically restraining students.

Clear guidance is provided in the Searches, Confiscation and Physical Restraint Policy

Appendix 1

Home Academy Agreement

The Bolder Way – *Be Kind, Be Strong, Be Brave*

Be Kind

- I am encouraging and supportive.
- I am thankful and show good manners.
- I treat everyone with equal respect.
- I help other people out.
- I am honest at all times.
- I admit mistakes and apologise if I do something wrong.
- I will not be a bystander and allow anyone to be treated badly.
- I am responsible in my use of the internet and social media inside and outside of the Academy; I will not post, like, share unpleasant statements instead, I will report it to protect others and myself.
- I respect the privacy of others.

Be Strong

- My presentation is good and I wear my uniform in a neat and professional way.
- I attend Bolder every day, on time, with all the necessary equipment.
- I take responsibility for my own learning and progress. I meet all deadlines.
- I know learning is not always easy, but I will keep trying and challenge myself.
- I learn from my mistakes.
- I follow all staff instructions in lessons, around the Academy and during trips.
- I ensure my mobile phone is switched off and out of sight during the day.
- I make healthy choices in the food I eat and the lifestyle I lead; I don't bring chewing gum or fizzy/ energy drinks into the Academy.

Be Brave

- I am proud to be a Bolder student.
- I respect the Academy environment; it is my Academy, and I have a role to play.
- I am an ambassador for Bolder and a credit to the Academy.
- I make the most of all opportunities.
- I go 'above and beyond' and step outside of my comfort zone.
- I show courage and determination.
- I know that practice makes perfect.
- I try my best in everything I do.

Signed by child _____ Date _____

Name of child (print) _____

As the parent/carer, I agree to support my child in fulfilling the home-Academy agreement and agree to the Parent Code of Conduct.

Signed by parent/carer _____ Date _____

Roles and Responsibilities

Students

- To follow 'The Bolder Way' inside and outside the classroom.
- To fully participate in the restorative process when required.

Student Leadership Team

- To support the Headteacher and the Leadership Team in upholding 'The Bolder Way'.
- To be a positive role model for students, maintaining high standards of attendance, punctuality, behaviour and presentation in order to reflect the Academy's expectations.

Parents/Carers

- To support Bolder with behaviour concerns inside the Academy and in the local community.
- To work in partnership with the Academy to maintain high standards of behaviour.
- To attend Parents' Evening or meetings.
- Follow the Parent Code of Conduct Policy.

All Staff

- To model positive behaviours and build meaningful relationships.
- To ensure praise outweighs anything negative.
- To be calm and give 'time to respond' when going through behaviour steps.
- To follow up every time, retain ownership and engage in restorative dialogues.
- To display a consistent common approach to behaviour in line with the Bolder Way.
- Never ignore or walk past students who are not meeting expectations including dealing with uniform, behaviour, eating and use of mobile phones.
- Follow the Staff Code of Conduct Policy.

Form Tutors and Pastoral Managers

- To maintain oversight of the achievement and behaviour points of the tutor group
- recognising best conduct and challenging poor behaviour.
- To work in partnership with others to implement intervention strategies to address attendance, punctuality or behaviour issues.
- To establish daily routines to ensure students begin period 1 on time,

fully equipped, in correct uniform, ready to learn.

- To establish an ethos which values the contribution of every student and develop a positive year group identity based on respectful relationships, high aspirations and pride in the Academy.
- To raise the profile and importance of excellent student punctuality and attendance and to positively role model this.
- To foster and maintain good links with parents/carers.
- To gain knowledge and insight of students within each year group, enabling you to contribute information as and when required.

All classroom practitioners: Teachers, Cover Supervisors, Teaching Assistants

- To deliver high quality teaching to engage, challenge and meet the needs of all students.
- To meet and greet students as they enter the classroom.
- To take principle responsibility for the management of student behaviour and associated follow up actions as appropriate.
- To ensure that the policy and procedures are followed and applied consistently and fairly.
- To communicate regularly with parents/carers.
- Record rewards and disciplinary consequences using SIMS appropriately.
- To complete student reports by the end of the day.

Senior Leadership Team

- To monitor the implementation of the Bolder Way through the line management structures and support staff in their role.
- The Leadership Team will support staff in the effective implementation of the policy and will communicate the importance of high standards of behaviour to students.
- To maintain oversight of all exclusions.

The Governing Board

- To monitor the effectiveness of the Behaviour Policy.
- To convene disciplinary panels when necessary.
- To support reward and celebratory events.

Appendix 2

<h1>Student Incident Report</h1>	
Your name	
Form group	
Date and time of incident	
Students involved or description of students	
Was anyone injured? Was first aid required?	
Who else saw what happened? Is there any evidence?	
Bullet-point what happened here:	
On reflection, is there anything you could have done differently?	

I confirm that this is a true account of the incident and I understand the consequences if this is not the truth.

Signed by student: _____ Date: _____



Appendix 3

Teacher strategies for promoting positive behaviours:

Tactical pausing	Leave a gap between saying the student's name once or twice and giving the command
Take-up time	Give students time to respond to the command
Use familiar language and over communicate	"When you come in the room, sit at your desks, eyes front and no talking"
Check for understanding	After giving directions, always check for understanding by asking students to repeat them back. In an average lesson, only half a dozen students listen to instructions, another 15 watch what the others do and copy it, and the remainder need to be told again.
Use signals for attention	E.g. flick the lights on and off, count backwards, hand in air, tapping on the desk, pointing to your shut mouth. They are unobtrusive and surprisingly effective.
Visual signals	E.g. try drawing a noise meter on the board, which you can point to when the noise level gets too high.
Using present tense commands	It is useful to state the rule and add please or thank you e.g. "Walking in the corridor, please Karl"
Praising positive non-existent behaviour	Calling out students who might be on the verge of behaving well, to remind others about what they should be doing "I can see lots of people sitting down and listening, thank you"
Humour	Is very effective for diffusing a situation, but do not use sarcasm: it is sometimes very effective but it could raise the tension with some students.
Naming the rule	"We are keeping hands, feet and objects to ourselves"
Modify your voice - alternate your pitch,	This will sound slightly different to students and may help them to 'tune in'

tone and volume of your voice	
Positive repetition	Every time you have to repeat a command, do it by focussing on a student or group of students who are doing the right thing and praising them for it. E.g. "Cherise's table all have their books out- well done!"
Set yourself a task of praising as many students as possible per lesson	Especially for students going 'above and beyond' - we are searching for growth mindsets!
After praise move on to something new	"Good, you have finished your poster. Well done. Now I want you and Darren to move on to the map work"
Catch students being goo, whatever is is!	A quiet but succinct statement that you have "noticed such a great improvement this lesson" can work wonders
Give yourself triggers	Rewarding does not come naturally when we are stressed. Write yourself a reminder card and pin it up, or set a target of making a certain number of praise statements.
Remind students of how you have given out rewards for positive behaviour	"Last week I gave Carl a House Point for working so hard on this task - let's see who else might earn a Point this lesson"

Appendix 4

Restorative Conversation



Staff member holding meeting _____

Name of student _____ Date _____

What has happened?	
What were you thinking at the time?	
Who has been affected?	
How have they been affected?	
What needs to be done now to make things right?	
How can we do things differently in future?	

Signed by student: _____

Signed by staff: _____

Review on: _____

