

## Rivendell Stepped approach to behaviour

Before each session, the class teacher will remind the children about our Kind, Safe & Ready to Learn values and expectations

### **Step 1 + 2**

Reminder 1 + Warning 2 - specific to the child  
(Verbal warnings)

#### **Reminder 1** - Within the classroom – whole class reminder

Explain the rule which has been broken (K, S & RL)

Say thank you for the conversation so they return positively to the task

#### **Warning 2** – 1:1 Direct conversation with the child inside the classroom – ask to move to the side of the room

This invitation is given in a positive manner so that the child knows they have the opportunity to talk and return to their working space positively.

Further explain the rule which has been broken and return to class

### **Step 3**

Reflection time within the classroom  
(5minutes)

Move the child away from their work station to the reflection area

Restorative questions through conversation with class teacher

5 minutes reflection and return to task

### **Step 4**

#### **Reflection time at breaktime/dinner in classroom with class teacher**

Children spend 10 minutes of their breaktime completing reflection activity with class teacher - follow this up with reparative conversation

Phone call home by class teacher (if regulated) – invitation for the parents to come in and chat but this is not an expectation

If the child has regulated well, return to class and back to step 1

### **Step 5**

Reflection time with either the Phase Leader or FSW  
(15minutes)

Phone call to be made to parents by class teacher - record this on monitoring system

Restorative conversation had

Behaviour Lead to monitor behaviour over the remainder of day/week

### **Step 6**

Reflection time with Headteacher  
(remainder of the session)

Phone call to be made to parents by class teacher - record this on monitoring system

Class Teacher to work alongside HT, BL, SENCO & Family to review/create behaviour plan

BL and HT to monitor behaviour

### **Step 7**

Behaviour continues to escalate after above actions

Follow up meeting with family, SENCO and member of SLT – record this on monitoring system

Potential internal suspension

**Class Teacher:** Develop/review of Pupil Portrait. Discussion with SENCO regarding potential external agency referral

### **Step 8**

Relevant external agency support

Class teacher: Follow and update all pupil portraits with strategies and recommended from professionals involved.

### **Step 9**

Suspension  
(Fixed term then Permanent)

Fixed Term suspension – between 1-3 days

Permanent suspension – determined by the Governing Body

### Things to remember:

1. Start every day as a new day
2. Sanctions will take place at the next available break time. If this is not possible due to the timing of the day, it will be rolled over to the next available day

Answering back	Straight to Step 3
Refusal to conform/Deviance	Straight to Step 4
Repeated answering back/deviance	Straight to Step 4 + 5
Inappropriate language (eg swearing)	Straight to Step 4
Inappropriate physical conduct	Straight to Step 6

### **Behaviour During Assemblies**

#### **Entering the Hall**

- Class line up silently in the classroom
  - Class line is organised by teacher so as to avoid particular children sitting together if necessary
  - Class walks down corridors silently. Teacher leads but ensures that the line can be seen by them at all times (continuously looking back)
  - Class sits down silently and joins in with singing immediately
  - Staff sit facing the class sideways on (not facing the front of the hall)
- Class to be praised at each of the stages above so that they know what they are doing well.

#### **During Assembly**

- Encourage all children to sing. During singing, staff to model singing and signing as appropriate
- Throughout the assembly, teacher to continuously check for appropriate behaviour:
  - Legs crossed
  - Hands on knees or arms folded
  - No talking
  - Respect for the speaker at all times
  - Joining in, hands-up when requested

Class to be praised at each of the stages above so that they know what they are doing well. If behaviour needs addressing, staff to correct it silently if possible through gestures. Positive behaviour to be praised silently through gestures. iPad may be brought to award Dojo points at this point

#### **Leaving the Hall**

- As entering the hall
- Children are silent until they are back in the classroom

*I noticed you are ..... (having trouble getting started/struggling to get going/wandering around the classroom.*

*You weren't following the school expectation of (identify KINDS SAFE PROUD) and you have chosen to ....(explain the behaviour)*

*Do you remember last week when you .... (list something positive eg..arrived on time every day/ got a postcard home/were on the recognition board)?*

*That is the behaviour I need to see today*

*I'm glad we had this conversation. Thank you for listening (staff member will then give the child some time)*

Restorative questions. Fewer questions will be asked to younger children.

#### **What happened?**

Listen, hear, don't interrupt, don't disagree. Give your view but without blame or judgement

#### **What were you thinking at the time?**

Helps pupils to reconsider their actions and thought processes. May help the child see that their initial thoughts might have sent them down the wrong path

#### **What have you thought since?**

This may elicit a change of attitude, a shift in explanation, an apology. This could take the conversation off at a tangent. Some support may be needed to help tease the thoughts out.

#### **How did you make people feel?**

They may not be aware in the moment about how others reacted. Important to highlight this and help the child develop an understanding and consideration for others.

#### **Who has been affected?**

Often a child will only consider themselves being affected. A child will need some support and help to identify the impact on others, eg What about Mrs XXX – how were they affected because they couldn't teach the lesson? What might mum/dad/aunty/sister say?

Ask to list the people who have been affected

Final question at the end of this part - "That's quite a lot of people who have been affected isn't it?"

#### **How have they been affected?**

Try to enable the child to have empathy with others. There will be a mixed response to this and some will need coaching to find an answer.

#### **What should we do to put things right?**

This may lead to an apology but there mustn't be the expectation/demand of the apology. There may be other ways to put things right apart from/as well as an apology. When it comes, accept it in whatever form it takes – they may need support to be able to craft it in a way that gets it 'right'.

#### **How can we do things differently in the future?**

This may help with forward planning and hopefully give them some more awareness of their choices.

**De-escalation will remain the focus of any interaction the member of staff has with the child.**