

Appendix A – school procedures

Updated September 2026

Eaton Primary School procedures

All staff must:

- Take time to welcome students at the start of the day and after lunch
- Never walk past or ignore students who are failing to meet expectations
- Always redirect students by referring to 'Be Ready, Be Respectful, be Safe'

The Head teacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and students whose efforts go above and beyond expectations
- Encourage use of positive praise for children who go above and beyond: phone calls/postcards and certificates
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing students with more complex or challenging behaviours

The school rules:

These are displayed in every classroom and throughout pupil spaces.

Be Ready, Be Respectful and Be Safe

Be Ready:

I will help myself and others to learn by being in the right place, with the right equipment and ready to listen and complete my work

Be Respectful:

I will listen and talk politely to adults and other pupils; I will look after equipment and other people's possessions

Be Safe:

I will be kind and look after myself and others; I will follow appropriate instructions from adults

Our Rules	Visible Adult Consistencies	Above and Beyond Recognition	Relentless Routines
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet – every child 2. Calm, Consistent, Fair 3. First attention to best conduct (catch children doing the right thing)	1. Certificates 2. Postcards/Good News Notes 3. Raffle tickets 4. Star of the week (nominated by pupils)	1. Wonderful Walking around school (with or without adults) 2. Praise in Public- Remind in Private 3. Awesome Appearance 4. Magnet eyes 5. Cinema Seats - (whole class active engagement) 6. Super sitting 7. Listening ears

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes' and training for our staff team. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

We also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

Adult Consistent Strategies to Develop Excellent Behaviour

1. Meet and greet at the door.
2. Model positive behaviours and build relationships.
3. Plan lessons that engage, challenge and meet the needs of all learners.
4. Refer to 'Ready, Respectful, Safe' in all conversations about behaviour.
5. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
6. Follow up every time, retain ownership and engage in reflective dialogue with learners.
7. Never ignore or walk past learners who are behaving badly.

Recognition and Rewards

We recognise and reward learners who go 'above and beyond our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.

Rewards for those going 'above and beyond' will include:

- Certificates
- Positive phone-call home
- Stickers
- Raffle tickets
- A mention in year group assembly
- Star of the week

Sanctions

Sanctions should always:

- Make it clear that unacceptable behaviour affects others and is a serious offence against the school community.
- Avoid being applied to a whole group for the activities of individuals;
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure
- Be in proportion to the offence

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Our stepped approach for dealing with unacceptable behaviour (see section 3/page 7):

- Calm approach
- Use child's name
- At child's level
- Eye contact
- Deliver Message
- Walk Away

Step 1	Redirection	Gentle encouragement; a 'nudge' in the right direction; small act of kindness
Step 2	Reminder	Reminder of expectations (be ready, be respectful, be safe) delivered privately, where possible (repeat reminders if necessary; deescalate and decelerate where reasonable)
Step 3	Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue
Step 4	Time Out	Send pupil to member of SLT and record reason on Arbor. Once back in class: Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
Step 5	Internal Referral – removal from classroom or Detention	Send pupil to member of SLT and record reason on Arbor. SLT to send home Internal Referral/Detention notification via email. If Detention is after-school, SLT will speak to parents beforehand. In class time: Send pupil with work to parallel class (where possible) KS1: up to 20 minutes (guide) KS2: up to 30 minutes (guide) Or for the remainder of the lesson, if appropriate. Issuing adult notifies SLT via reporting slip. Parents informed If an incident occurs at breaktime or behaviour is more serious (see policy), detention may be issued instantly for that day (during lunch/break period) or for the following day, either for after-school or lunch/break depending on timing of incident/investigation.
Step 6	Reparation	(always follows step 5): Adult who issued the Internal Referral uses 'repair' questions with pupil
Step 7	Formal Meeting	A meeting with the teacher, learner and a member of SLT. Recorded with agreed targets that will be monitored over the course of two weeks. Parents informed

All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level unacceptable behaviour

Learners may have their behaviour monitored by teachers and the SLT to show progress towards agreed targets. At Eaton Primary School we make sure that this is done discreetly. We do not advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

Serious Unacceptable Behaviours (as defined on p6/section 3 of policy)

These behaviours will be dealt with from step 5 or step 7 approach and **one or some** of the following interventions by the SLT will apply

- Pupil is taken to a member of the Leadership Team (SLT), Deputy Headteacher or the Headteacher
- Parents contacted
- Parents called to school
- Internal Referral (or Detention) – lunchtime, after-school or a day/days/part day as determined by SLT
- Short Fixed Term Suspension (1-2 days)
- Longer Fixed Term Suspension (3-5 days)
- Permanent Exclusion

The school will record all such incidents on CPOMS including any restraints

Additional supporting tools and proformas

1. Rights and Responsibilities
2. Model of Positivity
3. Supplement to the Stepped Approach
4. Intervention Scripts

1. Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
To be able to learn to the best of their ability. To be treated with consideration and respect. To be listened to by the adults in the school. To know what is expected of them. To feel safe. To be treated fairly.	To treat others with consideration and respect. To do their best and let others learn. To follow instructions from teachers and other staff. To support and encourage each other. To take responsibility for their own actions. To care for and take pride in the environment of the school. To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	Staff Responsibilities
To be treated with respect by pupils, parents and colleagues. To be able to teach without unnecessary interruption. To work in a supportive and understanding environment. To feel safe.	To create a safe and stimulating environment in which all children can learn. To treat pupils with consistency and respect at all times. To foster good relationships, leading by example. To involve parents when children are consistently finding it difficult to meet expectations of behaviour. To work as a team, supporting and encouraging each other.
Parents' Rights	Parents' Responsibilities
To be sure their children are treated fairly and with respect. To know their children are safe. To be able to raise concerns with staff and be told when their child is experiencing difficulties.	Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. Ensure children attend regularly and on time. Be aware of the strategies of the school and reinforce these at home. Promote good behaviour, politeness, courtesy and consideration for others. Inform the school of any concerns that may affect the behaviour of their child.

2. A model of positivity

When the adults change, everything changes

Smile!

Convince your class that there is no place that you would rather be.

Find out what makes a learner feel important, valued, like they belong.

Reward learners for going 'above and beyond' expectations, not simply meeting them.

Let children lead learning, share responsibility, delegate jobs.

Mark moments with sincere, private verbal praise.

Make positive phone calls home at least one every week.

Send positive notes - at least one per week.

Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour.

Show learners their ideas and experiences have real value.

Ensure your mechanism for positive referrals is individualised.

Catch learners doing the right thing, don't let sleeping dogs lie.

Use subtle, private praise and reinforcement.

Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.

Class displays and classroom environments that scream high expectations.

Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

They meet and greet.

They persistently catch individuals doing the right thing.

They teach the behaviours that they want to see.

They teach learners how they would like to be treated.

They reinforce conduct/attitudes that are appropriate to context.

They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.

They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.

They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.

They keep their emotion for when it is most appreciated by the learners.

Non verbal skills/attitudes that work with more challenging behaviours

Showing humility

Changing anger to shades of disappointment

Being cold rather than confrontational

Give clear cues when switching from the formal to the informal, from relaxed to business like

Work to create a certainty that poor behaviour will be addressed and relentlessly followed up

Patiently giving without ever expecting to receive

Showing empathy balanced with a determination to help the learner succeed

Earning respect not expecting it

Never laying your relationship on the line on a behaviour issue

Keeping your promises

At times ignoring defensive behaviours in the moment but not forgetting

Commitment to building an appropriate relationship

Refusing to listen to the doubters and moaners; refusing to give up on any learner

3. Supplement to the stepped approach

	Application	Useful Language
Step 1 Redirection	•Non-verbal cues •Adjust seating plan •Acknowledgement	
Step 2 Reminder	<i>Links back to the 3 school rules or the routine which isn't being followed.</i> • Make a point of congratulating a pupil who is completing the action/ request correctly first and putting the focus on this correct behaviour. • Delivered as privately as possible • Distraction can work well for refusal behaviours at this point. Adults to avoid responding to secondary behaviours	I noticed you chose to (noticed behaviour) This is a reminder that you need to be (Ready, respectful, Safe) You now have the chance to make a better choice Thank you for listening (give pupil take up time – do not respond) Example - 'I notice that you're not focusing on your work. You are not making the right choice of being respectful. Please concentrate and get your work done. Thank you for listening.'
Step 3 Caution	<i>Given, as privately as possible.</i> • Draw attention to another child following the rule first and thank them (but don't make comparisons). • Firmer, more assertive tone than the reminder • Remind child of the rule or routine which is not being followed. • Walk away so as not to get into a back-and-forth negotiation.	Micro-script: I noticed you chose to (Noticed behavior) This is the second time I have spoken to you. If you continue to make the wrong choice you will have a final warning (learner's name), Do you remember when (add model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation
Step 4 Time Out	Use the 30 second micro- script intervention (see language). • Child needs to discuss the behaviours that led to this with you at the end of the lesson/ session (even if the behaviours improve after this – it cannot be earned back). • Move child to a seat away from other pupils • Remind the child of when they did succeed in following this rule – try to be specific. • Adult walks away so as not to get into a back-and-forth negotiation.	30 second scripted intervention: 1. "[NAME], I notice that you are... [Specify unwanted behaviour]." 2. "It was the rule about being [Safe/ Kind/ respectful] that you broke." 3. "If it continues then you have chosen to go to another class and talk to me at break." 4. "Do you remember last week when you [highlight example of the child succeeding in following the rule]?" 5. "That is who I need to see now [NAME]." 6. "I know you can succeed." 7. You now need to move to...(within classrooms) 7. "We will talk about this at the end of the session."
Step 5 Internal Referral or Detention	Sent to another class as appropriate for a specified time. KS1: 5-10 mins; KS2: 10-15 mins – with work, or until the end of the lesson, if more appropriate • If a child is deregulated this could be: ➤ a short walk with an adult to collect some resources to give some 'time out'. ➤ at playtime or PE: minutes (as above) on a bench/designated area (in sight of adult) to allow thinking time. • Discussion at the next break about what happened and how it can be avoided in future	Example - 'I have noticed you are still not focusing on your learning. You are not making the right choice of being respectful. You have now chosen to be sent to another class. I will come and speak to you at the end of the session. Thank you for listening. You now need to go... (describe appropriate reflection place (e.g. reading corner/desk at back, class next door etc). (child should be escorted if moving to another classroom or to SLT) In the playground: You need to: (example) Stand by other staff member/Sit under the shelter for x amount of time

	• Internal Referral notification is completed by referring adult and sent to SLT so it can be sent home via email Referring adult completes detention slip and sends/escorts pupil in to see a member of SLT Discussion/investigation about what happened and how it can be avoided in the future If detention issued: specify timing (during breaktimes or after school) Detention slip completed by SLT and sent home to parent.	If a more serious unacceptable behaviour occurs (see policy) in class or on playground: 'I can see you are upset/angry' 'I now need you to come with me to (SLT) so that you can calm down and talk to them about what has happened' Go/escorted to member of SLT DO NOT describe child's behaviour to other adult in front of the child Complete referral for detention slip and hand to SLT member for investigation
Step 6 Reparation	Most important part of the process: • Can either be an informal chat at breaktime walking in the playground (walk and talk) or in the classroom; or a more formal restorative meeting with a senior staff member present.	Repair – 5 questions: 1. What happened? 2. What were you thinking/ feeling at the time? 3. What have you thought since? 4. How did this make other people feel? 5. Who has been affected? How? 6. How could we do things differently next time? 7. What can you do to put things right?
Step 7 Formal Meeting	Class teacher/referring adult, pupil and member of SLT meet • discuss what has happened • behaviour targets agreed, relating to Be Ready, Be Respectful, Be Safe • set date for follow-up meeting • SLT member calls parents to inform	

4. Intervention Scripts

Effective 30 second interventions:

1. Calm approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, calmly:

Remind the learner of their previous good behaviour.

Challenge their negative internal monologue 'You can do this, you are intelligent and able.'

Thank the child for listening.

Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.

Use a soft, disappointed tone.

Remind yourself that the sanction is a consequence not personal retribution.

Walk away as soon you have finished speaking.

Refocusing the conversation:

When learners try to argue, shift the blame, or divert the conversation you can either:

Calmly and gently repeat the line you have been interrupted in.

This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or...

Use an appropriate refocusing line to bring the conversation back to the script.

This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes sometimes I may appear unfair...'
'It's boring.'	'Be that as it may...'
'You are a ... (name calling).'	'I am sorry that you are having a bad day.'

'Get out' line

If the conversation is becoming unproductive, what line will you leave on?

Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."*