Happy Learning Partnership

Behaviour and Conduct Policy

Successful Learners Confident Individuals Responsible Citizens Effective Contributors

Healthy and Active Safe and Nurtured Included and Respected Reaching their Full Potential

Intent: La Houguette vision:

La Houguette Primary School aims to be a school where staff, parents and the community work in partnership to inspire and empower children to explore, learn and understand the value of hard work and effort in order to challenge themselves to be the best they can be. They focus on exciting, creative teaching and learning and strive to develop happy, motivated children who show consideration, are inclusive, respectful and understand the needs of others and the environment around them. Our La Houguette values underpin all that we do. They aim to help pupils understand right from wrong and also help to shape the mindsets and behaviour of future adults.

In accordance with the States of Guernsey

It is expected that:

All learners behave well and show courtesy towards teachers and other staff and towards each other

- Parents/carers encourage their children to behave well and to support the school to manage learner behaviour
- All school employees to model the highest standards of behaviour and professionalism in the workplace
- Headteachers help to create a culture of good behaviour in school by requiring staff to manage learner behaviour and to ensure that this happens consistently across the school
- Headteachers and Education Services to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the learner and at the same time supports the person who is the subject of the allegation
- Every teacher is well trained in managing and improving learners' behaviour

La Houguette School Values:

1. **We show respect:** *we care for: ourselves and our well-being, for each other and their well-being, all property, our community, our environment, our world; We listen to each other respectfully and accept people who have other views. We take turns and share and we include everyone.*
2. **We are kind:** *We include everyone. We look to help and care for each other and our environment. We have gentle hands. We include each other*
3. **We try to do our best:** *we don't give up - we show a Growth Mindset*.
4. **We are honest:** *to ourselves and each other. We are open and transparent.*
5. **We are proud of who we are:** *of what we do, of our families, our teachers, our school, our community, our parish, our island and our world.*

Policy Statement:

Good behaviour at La Houguette is fundamental in order to create an environment and culture of excellence and aspiration. We believe that learning should be joyous and purposeful and that every member of the school community has a right to fully participate in an educational environment that is safe, supportive and inclusive; and that everyone deserves to be treated with respect and dignity. We recognise that the values we promote within La Houguette play an important part in the personal, spiritual, moral and social development of the children and staff for whom we hold a responsibility.
Good behaviour enables all members of the school community to focus on learning and to be able to thrive in an atmosphere of respect, kindness, dignity and compassion to maintain high expectations for the whole community. We acknowledge the importance of the partnership that is needed between parents, staff and children for this policy to succeed.

Rights, Respecting School

We are a Gold award holder of the UNICEF 'Rights Respecting School' and as such we consider the UN Convention 54 Rights of the Child. Our Rights Respecting Pupil Steering group have agreed that the following 'Rights' apply to this policy:

Article 2 - No discrimination
Article 3 - Best interests of the Child
Article 12 - Respect for Children's views
Article 13 - Sharing thoughts freely
Article 19 - Protection from violence
Article 24 - Health, Food Environment
Article 28 - Access to Education
Article 29 - Goals of Education
Article 31 - Rest, play, culture arts

Implementation

Engagement strategies

La Houguette Primary School works collaboratively with pupils and parents/carers to establish fair and respectful behaviour policies and practices, based on the school's values. We plan a sequential and progressive curriculum that builds on prior learning and inspires curiosity and engagement which strives for improved pupil outcomes. This style of teaching values high quality, inclusive teaching for all pupils in a class. To realise our vision and values, we have a range of strategies to promote engagement, positive behaviour, good wellbeing and respectful relationships for all pupils. The 3Rs.pdf

Behaviour management

Behaviour management strategies and approaches will be used in response to challenging behaviour. They may be used in combination with other engagement and support strategies to address the range of factors that may have contributed to a pupil's behaviour. We will respond with consistency and clarity to any misbehaviour. We aim to retain the dignity of the pupil and any measures taken to exclude a pupil from learning will be avoided where possible. It is the responsibility of staff members to seek to restore their relationships with the pupil when any withdrawal has occurred. (See Routines and expectations Policy)

Behaviour management strategies will be applied fairly and consistently across the school by all staff using the shared agreed language of '**choice, chance and consequence'**. Consistency is key. Behaviour management will always be proportional to the nature of the behaviour, and will be used in combination with de-escalation or support measures. Each class has a behaviour tracker (see Appendix 2) which monitors patterns of behaviour and seeks to identify what the causes may be so that a safe, supportive and inclusive learning environment is achieved.

Internal and external suspension are measures of last resort and can only be approved by the Headteacher. Removal from the classroom may be used for a limited time, to allow for de-escalation or as a consequence of misbehaviour, but should where possible, allow for the continuation of the pupil's learning. Further information on suspension procedures can be found at 2025.06 v2.0 Suspension.pdf

Incidents of Bullying / Cyberbullying

We take any incidents of bullying or discrimination very seriously and encourage children and parents to always let teachers know of any incidents so that we can take positive action against it. Class teachers will use the behaviour trackers and reflection prompt questions for detailing any incidents or concerns relating to a child's behaviour, and the DSL is always informed, via CPOMs, for incidents of bullying, discrimination, racism or homophobia. Cyberbullying and internet safety are taken very seriously within school and any issues or concerns will be dealt with in line with our E-Safety Policy. All children are taught about e-safety through Project Evolve.

We are aware that many pupils, especially as they get older, have their own mobile phone. At La Houguette, we have made the decision to restrict the use of mobile phones at school. They should only be brought in, if needed, for children to communicate with parents during the journey to or from school. **ALL** mobile phones are handed in to the office, without exception. This expectation is reiterated to pupils, staff and parents throughout the year. Smart watches should also be given into the office.

Roles and responsibilities:

Headteacher:

- Modelling and setting high expectations of behaviour in line with our school values
- Responsible for developing the behaviour policy
- Ensuring that it is published annually on the school website
- To ensure the expectations of staff, students and parents/carers are clear and advising parents of any amendments.
- The headteacher (a Duty Bearer), along with all adults in the school, is responsible for ensuring that all children (Rights Bearers) receive their rights.
- To effectively communicate and promote the school's behaviour management guidelines and procedures and maintain strong parent and community links.
- Ensures that **all** school staff receive regular training on aspects of the behaviour policy

All teachers and support staff are responsible in ensuring that:

- Teachers and learning support assistants are Duty Bearers, responsible for ensuring that all children and adults (Rights Bearers) receive their rights.
- All children and adults are treated with respect and are respectful, in line with the school values and children's rights.
- In class, there is a class charter based on children's rights which will form the basis of all routines and expectations, both in class, throughout school and on the playground.
- Universal provision provides challenge and high expectation for all pupils.
- Desired behaviour is recognised and praised.
- Pupil voice is valued and acted upon where possible.
- The cause of challenging behaviour is investigated and tracked, with consideration given before responding. The agreed shared language of **choice, chance, consequence** is used consistently. When faced with challenging behaviour, a range of individualised strategies are used to support the child.

Rewards and sanctions (links to playtime policy/routines and expectations)

These are our strategies for all children to ensure a consistent approach. The Education Endowment Fund states that 'Consistency and coherence at a whole-school level are paramount' June 2019. However, at La Houguette we acknowledge that rewards and sanctions vary according to the pupil's age, maturity and on the child and know that there could be a multitude of reasons why a child is struggling to behave in a way which matches our school values. They may be tired or hungry, they may be feeling overwhelmed or stressed or they may have difficulties with concentration. They may not know better ways to cope. They may be finding it difficult to follow instructions and understand classroom content. They may have experienced Adverse Childhood Experiences (ACE's) and struggle with regulation (see Decider skills).

Some pupils may work outside of the classroom occasionally, in a safe space, to regulate their emotions because of an identified sensory overload. This is part of our planned response (an agreed 'safe space'/calm corner) to help a pupil regulate so that they are ready to join their class again, ready to learn.

House Points and rewards:

- Using whole school house point systems has been shown to have a positive impact on motivation and behaviour, as well as encouraging a sense of identity and belonging among school pupils when showing the school values, elements of learning or going above and beyond.
- House points include all pupils, not just the highest achievers, and help develop a variety of skills other than academic.
- A sense of teamwork and healthy competition is nurtured, which contributes to a thriving school culture. House points are collected by house captains in assembly on Friday.
- House leaders and house captains are afforded the opportunity to mentor their group members and get to know them individually, which helps to build good relationships.

House points will **not** be taken away. Taking away rewards can lead to a constant sense of defeat when the child works hard but never sees positive outcomes.

Certificates of excellence:

These are awarded weekly in Tuesday (KS2) and Thursday (KS1) assemblies and are to recognise and reward: -

- Good examples of pupils showing the school values
- Good examples of showing the elements of learning - teamwork, resilience, critical thinking, independence, reflection and creativity
- Work that is above what is normally produced - reward effort, resilience, critical thinking etc.

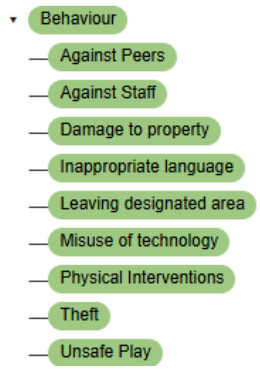
Teachers can award one certificate for each assembly. Children receiving certificates are recorded in the 'sparkly' book and a celebration dojo is posted. This also acts as a class record of who has been awarded a certificate which will enable class teachers to 'catch' those who have not received an award. Other school staff (LSAs, LALSIT, LTS, Admin, site supervisor, supply teachers, Headteacher can also award certificates).

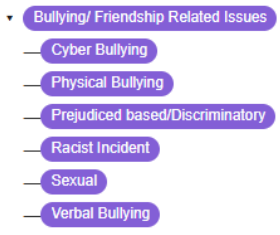
Headteacher hot chocolate morning

Class teachers nominate one child per half term to attend a 'Hot Chocolate' morning with the Headteacher. These are awarded to those children who are **consistently** demonstrating a shining example of the school values. A record is kept and personalised invitations are sent out once a child is nominated. Children who have allergies and dietary requirements are provided with alternative choices

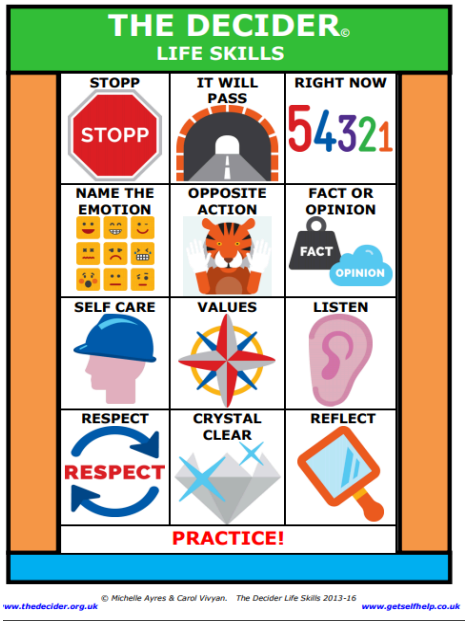
Reporting procedures

- Class teachers keep a behaviour tracker in their classroom – these are collected weekly by a member of the SLT
- Any child sent to the Headteacher will have the incident recorded on CPOMS
- The following categories are to be reported on CPOMs:-





Decider Skills: A structured approach to helping children manage challenging emotions and give them lifelong tools to support their wellbeing.



At La Houguette Primary School all children are taught the Decider Skills programme. These are 12 skills designed to help our school community deal with difficult times in their lives both now and in the future. We introduce the first Decider Skill of 'STOPP' in Year R and then further skills such as '54321' 'crystal clear' and 'fact or fiction' as the children are ready.

We use opportunities to reinforce them as they occur, for instance following an incident in the playground or loss of a pet. Please go to www.thedecider.org.uk for further information.

This works well alongside the use of reflection questions (Appendix 4) Appropriate decider skills are displayed in each classroom.

ALNCo /Inclusion and children with BESD (SEMH)

All children are individuals and as such we understand that some may need bespoke interventions put in place to ensure they are fully included within all school policies (see Inclusion policy). These individuals are identified and MHWB check-ins are made daily/weekly as appropriate to meet their needs.

We also acknowledge that some children may require an individual system of sanctions, seen on strategy plans and/or IEPS, but we recognise that one system does not fit all and adaptations may need to be made.

Here are some examples of alternatives:

- Acknowledge behaviours that match our school values and offer praise. Use positive language.
- Encourage cooperation by giving them a sense of choice.
- Offer explanation. You've told the child they need to behave – but perhaps they don't understand *why.* Support their understanding why they need to follow instructions.
- Create opportunities for success by setting up daily routines, giving advance warning to children about transitions and planning ahead to manage challenging situations.
- Model the desired behaviours
- Describe feelings. Often the best reward for doing the right thing is the satisfaction we feel from doing it. After a positive action, you can draw your child's attention to these feelings by making comments such as, "It feels good to try your hardest and do your best!" which links to our use of the Decider skills.
- Ensure visuals are available to support understanding
- Provide extra processing time

Individual needs are shared with all staff and bespoke plans are written by class teachers with support of the SENDCo/support agencies. These may take the form of a script/IEP/personalised timetable/ motivators / MEAP/ or an individual strategy plan.

All staff have a responsibility to follow the agreed management plan for **consistency and should discuss any concerns with the ALNCo.** Reviews will take place regularly and involve outside agencies as appropriate.

Positive Handling

Some teachers and learning support assistants are trained for Team Teach. The aim of Team Teach is to enhance quality teaching, effective learning and personalised caring, by increasing staff confidence and competence, whilst also promoting and protecting positive relationships. Team Teach provides training for child and adult services in positive behaviour strategies, designed to reduce anxiety, risk and restraint. Team Teach 'hold' techniques will only be used as a last resort when all other strategies such as distraction or de-escalation techniques have failed. *Positive Handling Policy*

Following an incident, support should be given to those involved. Staff should discuss this with their line manager (SLT- performance manager), phase leader or with the Headteacher. Individual Pupil Support teachers should speak to the SENDCo. All staff are encouraged to meet with their well-being buddies, line managers or phase leaders if any incidents have caused them distress or affected their well-being.

Suspension from school:

On the very rare occasions where an incident is sufficiently serious, a child may be excluded from school. This can be a lunchtime exclusion, internal exclusion or a formal exclusion. A lunch time or internal exclusion is where the child attends school but is isolated from others to have lunch or complete learning activities. A formal exclusion is where the child is excluded from attending school.

Where the behaviour is thought to involve bullying, reference should be made to the school's anti-bullying policy.

Adult behaviour/code of conduct

We also believe staff and parents are entitled to enter and work within a safe, protective and respectful environment. All staff should model the highest standards of behaviour and professionalism in the workplace and speak to each other with courtesy and respect. The same applies to parents in the playground, car parks and communal areas.

It is expected that adults (staff and parents/carers) set a good example to children at all times, showing them how to get along with all members of the school and the wider community. See the States of Guernsey Behaviour Policy for more information https://www.gov.gg/behaviourpolicy

Types of behaviour that are considered serious and unacceptable will not be tolerated towards any member of the school community are listed below. This is not an exhaustive list but seeks to provide illustrations of such behaviour.

- Shouting, or speaking in an aggressive/threatening tone, either in person or over the telephone
- Inappropriate posting on social networking sites which could bring the school into disrepute or be

deemed as bullying
• Physically intimidating, e.g. standing very close, the use of aggressive hand gestures/exaggerated movements,
• Physical threats, pushing or any form of physical contact
• Swearing
• Spitting
• Racist, discriminatory, sexist or homophobic comments including sexual innuendo

Social Media

Social media websites and Apps are being used increasingly to fuel campaigns and complaints against schools, Headteachers, school staff, and in some cases, other parents/carers/pupils. La Houguette Primary School considers the use of social media websites and Apps being used in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the class teacher, the Deputy Headteacher or Headteacher or by making contact with Education Services, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren being educated at La Houguette is found to be posting libellous or defamatory comments on Facebook or other social network sites or Apps, they will be reported to the appropriate 'report abuse' section of the network site and to Education Services. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately. In serious cases the school will also consider its legal options to deal with any such misuse of social networking and other sites.

Additionally, and perhaps more importantly, is the issue of cyberbullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying. Thankfully such incidents are extremely rare.

The school reserves the right to take any necessary actions to ensure that members of the school community are not subjected to abuse. **Unacceptable behaviour may result in the Police being informed.**

Other types of inappropriate behaviour include:

An adult approaching another child in an aggressive or inappropriate way- The adult will be spoken to immediately and the issue investigated by a staff member. This will be reported to the Headteacher and recorded. The adult will receive a warning letter.
A parent/carer approaches another parent/carer in an aggressive way - the parent should report this to a member of staff or Headteacher. The offending parent/s will be spoken to as soon as possible after the incident and reminded that we have a zero tolerance of inappropriate behaviour.

For 'parent/carer' read for any adult who accompanies children onto the school site.
***Inappropriate behaviour means disrespectful conduct towards people or property within the school site.*

Review
Updated: September 2026

Next Review: Sept 2028

Appendices

- Appendix 1 – Engagement and behaviour policy (Abridged version)
- Appendix 2 – Classroom tracker
- Appendix 3 - Staged Response -Rewards and Sanctions
- Appendix 4 – Reflection Questions
- Appendix 5 – Helping hands
- Appendix 6 – EEF **EEF Improving Behaviour in Schools-Summary of recommendations**

Appendix1

La Houguette Primary School - Engagement and behaviour policy (Abridged)

The key to our policy is positive modelling of relationships, encouragement and precisely used praise.

Our School values are:

We show respect

We are kind

We try to do our best

We are honest

We are proud of who we are!

We give house points for all the positive things the children do. Each week we give **one pupil a certificate of excellence** for showing the school values, elements of learning or going above and beyond. There is a visual display of the values in each classroom.

Wonderful behaviour and attitude can also be rewarded with stickers, a positive dojo home, a Headteacher's sticker etc.

Each half term, we have hot chocolate morning with Mrs Judd.

Choice – If anyone is behaving in a low-level disruptive manner, give a firm but gentle reminder about the school values we expect to see. They have the **choice** to change their behaviour and may need no further reminders. Circle 1 on the behaviour tracker.

Chance - If behaviour doesn't improve, they are now given a further reminder and a **chance** to improve but with some support such as: move carpet place/seat, sit nearer to the teacher, time out for a short time to reset. This needs to be recorded on the class behaviour tracker as 2 using a short note or agreed symbol.

It is imperative to use the language of **choice** and **chance** with the children to develop self- regulation. The decider skills are another tool we teach them to use.

The class behaviour trackers will be collected in weekly by the Deputy Headteacher/SLT and monitored to see if support needs to be in place or if parents need to be informed. Initially, class teachers will contact parents if regular low-level behaviour occurs, but this may also be followed up by SLT.

Consequence - If the behaviour persists, there is a **consequence** and this is recorded on the behaviour tracker as 3. Please look to the phase leader for support.

Consequences for this are within the year group or phase initially:-

- Removal to another room for the session
- Loss of playtime/lunchtime
- Parents informed via dojo

Consequences after persistent reminders or over several days are:-

- Parents informed
- Discussion with SLT/DH/HT

Extreme behaviours that require a 'Helping hand' are also to be recorded but may be on an individual behaviour plan or extra sheet.

Appendix 2

Sample of a class tracker

A copy of a class tracker can be found in each classroom, inside an orange folder on the teacher's desk.

Each week, at phase meetings, any children identified as struggling will be discussed so that actions, next steps or reasons can be unpicked.

The Deputy Headteacher/SLT will monitor the trackers weekly to identify patterns, causes and consequences for more challenging behaviours.

The whole school use of the shared language of 'choice, chance and consequence' is vital to ensure consistency.

Occasionally, a child may have behaviour recorded in an individual tracker or in a logbook.

La Houguette Primary School Week Beginning:_____ Class:

1 = Choice 2 = Chance 3= Consequence

1 is a 'Choice' - you have the choice to change your behaviour and refocus – this is after an initial verbal warning or look
2 is a 'Chance' (teachers direct students using classroom management techniques e.g. change seat, time out, partner teacher)
3 is a 'Consequence' managed in Class/team/Phase (behaviour has continued - loss of some playtime/lunch) – Dojo home
+ is extreme behaviour where a 'Helping hand' has had to be used and Phase Leader/SLT (Behaviour disrupts learning for all so time out of class – internal exclusion) – Meeting/Letter sent home, SENDco involved and bespoke plan may be in place.

Name	Monday	Tuesday	Wednesday	Thursday	Friday	Comments – use code or written
	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	
	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	
	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	
	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	
	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	
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	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	
	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	
	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	
	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	1 2 3 +	
Agreed codes to add in comments column: C- calling out V- any form of violence L- low level disruptions A- answering back N- non-compliance in work or task or own brief notes						

Please make sure these trackers are used to communicate with parents via dojo or a phone call home to keep them informed.

Appendix 3

Incremental Rewards Hierarchy

To ensure rewards are motivational, they build progressively from daily positive reinforcement to high-level school recognition:

Level	Type	Actions & Recognition
Level 1	**Immediate** *(Daily / In-class)*	• Verbal praise & sharing work with peers/teachers • Stickers and stamps • House Points • Gems in a jar (KS1)
Level 2	**Middle** *(Weekly / Public)*	• Certificates in Assembly (Certificate of Excellence) • WOW in Assemblies & Wow Wall • Positive messages home (ClassDojo/Parent communication)
Level 3	**Major Recognition** *(Half-Termly / Leadership)*	• Headteacher Hot Chocolate • Winning House termly celebration

Stepped Consequences Pathway (EYFS – KS2)

This 5-step pathway provides a clear, incremental escalation framework. It uses consistent **"Reminder** ⇨ **Choice** ⇨ **Chance** (action)**"** language before moving to formal consequences.

The 5 Incremental Steps

Step 1: Gentle Reminder (Verbal Warning)

- **Action:** Direct reminder of class charter/routines using rights-respecting language.

Step 2: Choice

- **Action:** Explicit choice given to the pupil: *"I've reminded you about [behaviour]. I am now giving you the choice to change your behaviour."*

Step 3: Relocate (Chance to change) IN CLASS

a. **Action:** Child is moved to a quiet seat within the classroom to reset.

Step 4: Partner-Class Time-Out (Consequence of not changing) OUT of CLASS

- **Action:** Short, timed break away from the task to reflect.
  - **EYFS / KS1:** 3-minute timer out of class or holding teacher's hand outside.
  - **KS2:** 5-minute timed work block in a partner class / outside classroom.
  - *Note: Arrangements must be made for the child to access any work missed.*

Step 5: Leadership Escalation (Consequence of not changing)

- **Action:** Sent to Phase Leader (EYFS/KS1 SLT or KS2 Phase Leader) for 5 minutes.
- **Repeated Need:** If a pupil reaches Step 4/5 three times in a week, refer directly to the Deputy Headteacher / Headteacher.

Immediate Fast-Track Escalations

For serious safety or conduct violations, skip Steps 1–3 and move directly to specified actions:

1. Physical Aggression, Swearing, or Dangerous Misbehaviour

- **Action:** Immediate move to **Step 4/5** + loss of break time + parent contact.
  - **EYFS / KS1:** 5 minutes missed playtime (timed) + parents informed. Via dojo, phone call or email
  - **KS2:** 10 minutes missed playtime (or bench time-out if on duty or outside Head's office) + parent message home.

2. Racially Abusive or Severe Conduct

- **Action:** Sent **immediately to the Headteacher**.
- **Follow-up:** Direct parental involvement, recorded on SIMS/CPOMs, and potential internal or external exclusion.

Essential Teacher Rules

- **Completion of Work:** Do **not** keep children in during break/lunch to finish incomplete work unless poor behaviour was the direct cause. *If children are not completing work, explore why ' is disruption functioning as a cover for underlying literacy or processing difficulties.'*
- **Consistency:** Always use clear rights-respecting language when delivering reminders and choices.

This script frames behaviour expectations around mutual respect for rights—focusing on the **Right to Learn (Article 28)**, the **Right to be Safe (Article 19)**, and the **Right to be Heard (Article 12)**.

Key Rights Reference Guide for Staff

Article 12: Right to express views and be heard.
Article 19: Right to be safe and protected.
Article 28: Right to an education.
Article 29: Right to develop talents and respect others.

Step 1: Gentle Reminder *(Focus: Education & Safety Rights)*

Teacher: *"Remember [Name], under **Article 28**, everyone in our class has the right to learn. When you [state behaviour, e.g., talk while others are speaking], it stops others from accessing their education. Please focus back on your task."*

Step 2: Choice *(Focus: Rights & Responsibility)*

Teacher: *" [Name], I've reminded you about our classroom charter. Everyone has the right to feel safe and learn in class.
You now have a **choice**:

- You can choose to respect everyone's **Article 28 right to learn** and finish your task here, **OR**
- You choose to move to the quiet table to help you reset.

I'll give you a moment to make the right choice."*

Step 3: Relocate / Chance *(Focus: Class Wellbeing)*

Teacher: " [Name], you've chosen not to follow our class charter. To protect your classmates' right to learn, I need you to move to [designated seat/table] now. This gives you a chance to reset so you can protect your own right to an education."

Step 4: Time-Out *(Focus: Reset & Reflect)*

Teacher: *" [Name], because the disruption is continuing, we need a timed reset so the rest of the class can exercise their **Article 28 right to learn**.
You will take a [3-minute / 5-minute] time-out at [designated spot / partner classroom]. When the timer goes off, we'll quickly chat about how we get back on track."*

Step 5: Leadership Escalation *(Focus: Restorative Conversation)*

SLT / Phase Leader: *" [Name], class is where your **Article 28 right to learn** happens. Right now, your choices are stopping you and others from using that right.
Under **Article 12**, you have the right to be heard. Tell me what happened, and let's work out how we fix this so you can return safely and ready to learn."*

Fast-Track Escalation Script (Physical / Bullying / Swearing)

Teacher: *" [Name], under **Article 19**, every child and adult in our school has the right to be safe. Your actions [describe action] break that right.

Because safety comes first, you need to step out to [SLT / Phase Leader / Headteacher] now. We will contact home to discuss how we keep everyone safe."*

Quick Tips for Adults

Keep tone neutral: Rights language is objective and removes personal conflict. Frame it as *"protecting everyone's rights"* rather than *"you're breaking my rules."*

De-escalate: Give 10–15 seconds of "take-up time" after giving a choice at **Step 2**.

Use positive Rights language too: *"Thank you for listening so carefully, [Name]—you're helping uphold everyone's Article 28 right to learn!"*

Appendix 4

If an incident occurs, which needs teacher intervention, firstly investigate what has happened. If it is not possible for the class teacher, ask an LSA to speak to the relevant child/ren using the reflection questions, writing down accurately what has been said. This can be on plain paper or the sheet below.

This will then be assessed by the teacher at the nearest opportunity and only forwarded on to SLT/DH/HT if it requires further investigation. Keep this with the class tracker. If not forwarding, the class teacher will follow up, which may involve a consequence and a dojo home.

La Houguette Primary School
Reflection questions

1. Tell me about what happened?
2. What did you choose to do?
3. What different choice could you have made?
4. Would that have made things better?
5. How can we put this right?

Appendix 5

Helping hand - clear, non verbal method of communication which is easily passed from teacher to pupil to inform SENDCo/DH/HT that help is needed. Minimal need to exchange words. These will be labelled with each class and additional ones put in playground bags for incidents that require support on either the KS1 or KS2 playground.



All teaching staff, LSA's and office staff have a 'Helping hand'.

Appendix 6: EEF Improving Behaviour in Schools-Summary of recommendations

Other related policies and links

Routines and Expectations

Anti-bullying Policy

Positive Health and Wellbeing in schools

Teaching and Learning

Safeguarding Policy

Induction Policy

Ed Dept: Promoting Good Behaviour in Schools

Managing School Exclusions

Positive Handling Policy

Playground Policy

The 3Rs.pdf