Partnership-wide Policy for:

Behaviour and Relationships

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Achievement Committee
Policy Ratified:	November 2025
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Additional School Procedure – N/A	
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Review Date:	

Partnership-wide policy for Behaviour and relationships

Other associated policies and documentation:

- Pupil Attendance Policy
- Public Sector Equality Duty Policy
- Safeguarding and Child Protection Policy and Procedures
- Suspensions and Exclusions Policy
- School-specific Behaviour & Relationships Policy

Contents

1.   **Section A: Vison, Values and Equality**

Coastal Learning Partnership's values are 'Serve', 'Inspire' and 'Empower'. These values are expressed through this policy in lots of different ways. For example:

- We **serve** our pupils through providing a rich, vibrant and positive educational experience;
- We **inspire** our pupils by encouraging them to reach for their very best and by being positive role models;
- We **empower** our pupils by enabling them to become confident, compassionate, respectful and proficient citizens.

Our strapline of '*Broadening Horizons Together'* captures our vision: through our collaborative work and the provision of an inspiring educational experience, we aim to open up a future of possibilities for every child.

Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.

1.1   Coastal Learning Partnership values the diversity of its schools. Each school is unique, retaining its individual identify. Each Local Governing Body has delegated authority, within the scope of the scheme of delegation, to develop provision to meet the needs of its community, pupils and families. The nature of this relationship with Partnership schools is expressed through many policies and procedures and this is especially the case with pupil behaviour. It is recognised that each school will develop its own specific arrangements for promoting positive pupil behaviour and addressing poor behaviour in order to promote successful learning.

1.2   This policy sets out the Partnership-wide principles and arrangements which will underpin school policies, alongside the relevant legal requirements.

1.3   Schools within Coastal Learning Partnership are required under the *Education* (*Independent School Standards) (England) Regulations 2014* (also applicable to academies) to promote good behaviour amongst pupils through:

- Ensuring a written Behaviour & Relationships Policy is drawn up that sets out the sanctions to be adopted in the event of pupil misbehaviour.
- Ensuring that the policy is implemented effectively.
- Keeping a record of the sanctions imposed upon pupils for serious misbehaviour.

1.4   Each school's local arrangements for managing pupil behaviour and relationships will be described within the school-specific Behaviour and Relationship Policy and will draw upon advice provided by the Department for Education found [here.](#)

1.5   Each CLP school will publish its Behaviour and Relationships policy on its website.

2.   **Equal Opportunities**

2.1   The Trust Board, Local Governors and Headteachers will ensure actions taken under this policy are in accordance with the Partnership's equal opportunity policies and procedures; the Partnership is committed to proactively preventing discrimination.

2.2   At certain stages in a child's school life, they may struggle to access, or manage within, the typical provision offered by the school as a result of factors which may include:

- Social, Emotional and Mental Health Needs (SEMH);
- Adverse Childhood Experiences (ACE);
- Disability;
- Special Educational Needs and Disabilities (SEND).

CLP schools recognise their legal duties under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage and will make reasonable adjustments where required. Consequently, approaches to challenging behaviour will be differentiated to cater to the needs of the pupil.

Each school's special educational needs co-ordinator will evaluate a pupil who exhibits levels of dysregulation to determine whether they have underlying needs that are not currently being met. Where necessary, support and advice will also be sought from professionals which might include specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, school staff will liaise with external agencies and plan support programmes for the child. Schools will work on the principle of making best endeavours to ensure children with additional needs are fully supported.

3.   Monitoring and Review

3.1   The Trust Board will review this partnership-wide policy every three years, or earlier if required.

4.   Section B: Responsibilities

4.1   <u>Trust Board</u>

Establish partnership-wide principles for behaviour management (including suspensions and exclusions, covered in a separate policy) which sets out the Partnership's principles alongside the legal framework;

4.2   <u>Local Governing Body</u>

- Ensure the school-specific policy reflects the school context and is published to the school's website;
- Monitor the effectiveness of the school's policies and procedures;

4.3   <u>Headteacher</u>

- Determine the procedures required to achieve the standard of behaviour expected and to ensure that agreed policies are applied consistently;
- Ensure that the school's individual policy expresses the school's values and is appropriately influenced by the CLP values for behaviour and relationships;
- Monitor and evaluate the implementation of the behaviour and relationships policy;
- Ensure staff are familiar with the school specific policy and procedures;
- Identify training for staff as required;

- Report to the Local Governing Body about the standards of behaviour on a termly basis and annually concerning the overall implementation and effectiveness of the school's Behaviour and Relationships Policy;

4.4   Staff and Volunteers

- Model and encourage good behaviour and relationships and apply the school specific policy effectively;
- Act as role models of good behaviour and to promote self-discipline amongst pupils as well as deal with any unacceptable behaviour in accordance with the school's policy;
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

5.   **Section C: Principles for promoting positive behaviour**

The following principles are known to have a positive impact on behaviour:

- High expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment;
- School leaders are visible and consistently support all staff in managing pupil behaviour through application of the behaviour & relationships policy;
- Measures are in place to support all pupils to meet behaviour standards;
- Targeted interventions are used to improve pupil behaviour making reasonable adjustments for pupils with a disability as required;
- Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe and feel safe and everyone is treated respectfully.

When developing and reviewing school-level policies for positive behaviour and relationships, schools must have regard to the principles below:

- Create: the policy reflects the school's values and culture, alongside the CLP values.
- Define: the policy outlines the roles and responsibilities of all stakeholders', and the procedures and sanctions that are expected.
- Consistent: the policy ensures that all stakeholders consistently understand and implement the procedures and sanctions.
- Inclusive: the policy recognises differences and adheres to the Equality Act 2010, alongside the need for reasonable adjustments.
- Unite: the policy considers the views and feedback of all stakeholders and is communicated clearly to parents, pupils, and staff to ensure joint working.
- Support: the policy reflects the importance of providing pupils with the opportunity to reflect and restore relationships.

6.   **Rewards and sanctions**

6.1   Each school's Positive Behaviour and Relationship Policy will outline the school's chosen approach to rewards and sanctions.

6.2   Rewards and sanctions must be applied consistently and fairly in line with the school's Behaviour & Relationships Policy.

7.   Bullying, harassment and abuse

7.1   CLP schools seek to ensure a positive, inclusive culture in which all members of the school community have respect for one another.

Bullying in any form must be tackled proactively; each school must have arrangements for the prevention of bullying and the ways in which it is addressed and recorded when allegations are made.

7.2   Child on child abuse and sexual harassment is unacceptable and will be taken seriously. Staff will maintain an attitude of 'it happens here' and must not dismiss worrying behaviour as "normal". Such behaviour will be addressed in line with statutory guidance and schools' behaviour and safeguarding policies.

8.   Banned Items

8.1   It is a legal requirement for schools to list items which are banned from the school premises. CLP schools adopt the DfE's definition of prohibited items which includes:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or cause personal injury to, or damage to the property of, any person (including the pupil).

8.2   Other items banned by an individual school will normally be identified in the school-specific policy. On occasion, a school may find it appropriate to temporarily ban items due to ongoing minor disputes between pupils. In such cases, temporarily banned items will always be clearly communicated to pupils, staff and parents.

9.   Reasonable force (and other restrictive interventions)

9.1   The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children's actions/movements. This can range from gently guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

9.2   'Reasonable' means using no more force than is warranted, only in situations where it is required and for the least amount of time (the application of which will depend on the circumstances). CLP recognises that all school staff have a legal power to use reasonable force in relevant situations (as do volunteers or parents who have temporarily been put in charge of pupils) such as to prevent pupils committing an offence, injuring themselves or others, or damaging property, to conduct a search and to maintain good order and discipline in the classroom.

Reasonable force will only ever be used in strict accordance with the legislative framework. Further details can be found in the DfE publication 'Use of reasonable force: Advice for Headteachers, Staff and Governing Bodies' (July 2013).

'Restrictive interventions' can be defined as any planned or reactive action which limits a pupil's movement, liberty or freedom to act independently. Such interventions may or may not involve the use of reasonable force.

All situations of reasonable force and restrictive intervention will take into account the guidance as provided in the 'Guidance for safer working practice for those working with children and young people in education settings' here. All staff should have a working knowledge of his guidance.

Reasonable force and restrictive physical intervention are only used where the risks involved in physical intervention are outweighed by the risks involved in not using physical intervention. It is not CLP's preferred way of managing children's behaviour.

Reasonable force and restrictive physical intervention will be used only in the context of a well-established and well- implemented positive behaviour management framework, with the exception of emergency situations where there is immediate concern for the safety of the child or other children or adults.

Schools must record and communicate with parents about all incidents involving the use of reasonable force or physical restrictive intervention. More serious situations involving the use of reasonable force (such as where physical contact was required) will be recorded using the form provided in appendix A or equivalent form on the school's management information system.

10.   **Other physical contact with pupils (including physical reassurance and acceptable comforting)**

There are occasions when physical contact, other than reasonable force and restrictive intervention, with a pupil is proper and necessary. Examples given in DfE guidance include:

- When comforting a distressed pupil
- Holding the hand of the child at the front/back of the line when walking together around the school, with their agreement
- Demonstrating exercises or techniques, such as in PE or learning a musical instrument
- When a pupil is being congratulated or praised

In all cases of using physical contact with pupils, CLP staff will do so in a way which is consistent with 'Guidance for safer working practice for those working with children and young people in education settings' here. The physical contact section of this guidance includes the following practical measures:

- conduct activities where they can be seen by others
- never touch a pupil in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay or fun fights
- ensure the way [staff] offer comfort to a distressed pupil is age appropriate
- always tell a colleague when and how they offered comfort to a distressed pupil
- establish the preferences of pupils
- consider alternatives, where it is anticipated that a pupil might misinterpret or be uncomfortable with physical contact
- always explain to the pupil the reason why contact is necessary and what form that contact will take
- report and record situations which may give rise to concern
- be aware of cultural or religious views about touching and be sensitive to issues of gender

Physical contact in pre-school and nursery settings

This section is additional to, not separate from, the other sections within this policy. Staff working in pre-school and nursery settings can form especially close bonds with children due to the nature of their work with our youngest children. Children in pre-school and nursery settings are more likely to require physical reassurance, such as through cuddling and being held. In line with the EYFS safeguarding and welfare requirements, comforting and physical care are delivered by familiar staff within our key person arrangements, under effective supervision and, wherever practicable, within sight of another adult (doors open/sightlines maintained).

Appropriate physical contact is central to warm, personal relationships and to the good quality care of young children. Good quality practice in early years encompasses a full understanding of child protection. However, early years practitioners are also responsible for promoting the development of young children, based on secure attachment and emotional security.

The positive use of touch, as a normal part of human interaction, may be appropriate in a range of situations including:

- Giving guidance to pupils (such as in physical activity or learning new skills such as holding a paintbrush)
- Providing emotional support or comfort (such as placing an arm around a distressed child)
- Physical care (such as first aid or toileting; these are dealt with in sperate policies).

Physical contact within the pre-school or nursery setting is not routinely expected as part of behaviour management.

In addition to the safer working practice guidance, CLP staff in pre-school and nursery settings will consider the following when offering comfort:

- If a child requires comforting (e.g. following an accident or on parents' departure or when noticeably tired/upset), and if in the short-term cuddles will help, these can be given. This will always be within visibility of other staff.
- Occasionally, when separating a child from a parent /carer, it is necessary to physically remove/transfer the child to a member of staff, with the adult's consent. The staff

member must ask the parent/carer first before removing the child from their parent/carer.

- Sitting a child on an adult's lap/knee is often a way of giving comfort or calming a child. This will be done when initiated by the child.
- Occasionally there is no alternative to picking a child up, but for health and safety and safeguarding reasons this is a 'last resort' and should only happen when there is a risk to a child's safety or other children's safety.
- If a child falls asleep on a practitioner's lap/ knee, a practitioner will safely transport the sleeping child to a safe sleep area.
- Other activities such as kissing on the cheek, forehead or lips, even when instigated by the children themselves, are not appropriate and must never occur.

Sometimes, additional physical support including touch will be required as directed by professionals. This means, on occasion, a child may need to be touched as part of an agreed game, or holding a child around upper body, e.g., assisting them on bikes, stilts, helping them to jump, bounce, hop etc. These are forms of acceptable physical contact that staff may, from time to time, engage in during play. Although such games and activities may be initiated by the child, there will be occasions when it may be adult-led. It is vital any contact must be on the child's terms and with their willing participation. The adult will always be sensitive to the child's feelings and body language as they may not always communicate verbally how they are feeling. All staff are trained and give due consideration to relevant policies and guidance when assisting children in their play.

Some children's particular needs will require additional physical support. In these cases, there will be a risk assessment written by the SENDCO which will be shared and agreed upon with parents/carers. All staff will have read the risk assessment and implement it accordingly.

11.   The power to discipline beyond the gates

Pupils can be disciplined beyond the school gates to such an extent as is reasonable. This may be in relation to poor behaviour which brings the school's reputation into disrepute and which has been witnessed by a staff member or otherwise reported to the school. In such situations, school staff with liaise with parents and carers.

12.   Engaging with staff and pupils

12.1   The effectiveness of each school's behaviour and relationship policy and procedures will be discussed regularly and as required with staff. Staff will be directly involved in discussions around the behaviour of specific pupils where there may be concerns and they will be actively engaged in the drawing up of individual behaviour and support plans. Staff will be provided with appropriate training regarding behaviour management as required.

12.2   Article 12 of the UN Convention on the Rights of the Child allows children who are capable of forming views the right to express those views. Where appropriate, individual pupils will be part of any discussions related to the formulation of individual behaviour and support plans.

Appendix A: INCIDENT REPORT FOR USE OF REASONABLE FORCE

Name of School	
Name of staff member	
Date/time of incident	_____/_____/_____ _____:_____
Location of incident	
Names of pupil(s) involved	
Names of witnesses	
Description of incident	
Steps taken to avoid force	
Any injuries or damage	
Nature of force used	
Pupil's response	
	Date: _____/_____/_____ Time: _____:_____

Contact with parent(s)/carer made	Response of parent(s)/ carer:
Outcome of the incident	
Signed: _____ Printed: _____	Date: _____
Signed by Headteacher: _____ Printed: _____	Date: _____

[SCHOOL LOGO]

Behaviour and Relationships Policy

This policy has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty

Committee:	Achievement Committee
Policy Ratified:	November 2025
Review Date:	November 2028

Additional School Procedure	
Committee:	
Procedure Adopted:	
Review Date:	

Note to Headteachers:

Contents

1.	**Aims**

Through this policy, we aim to ensure pupils can learn in a safe, calm and supportive environment which promotes positive attendance where they can learn and thrive.
This policy reflects the principles set out in the Partnership-wide policy for Behaviour and Relationships, as well as the Partnership's values: Serve, Inspire and Empower.

2.	**Behaviour and relationship policy for SCHOOL NAME**

This policy has been developed in consultation with stakeholders and is underpinned by (insert here your rationale e.g your school values / Christian values etc)

(insert here your values/principles)

- Consistent, calm adult behaviour
- First attention for best conduct
- Relentless routines
- Scripting difficult interventions
- Restorative follow up

3.	**Roles and Responsibilities:**

Local Governing Body
- Ensure the school-specific policy reflects the school context and is published to the school's website;
- Monitor the effectiveness of the school's policies and procedures.

Headteacher
- Determine the procedures required to achieve the standard of behaviour expected and to ensure that agreed policies are applied consistently;
- Ensure that the school's individual policy expresses the school's values and is appropriately influenced by the CLP values for behaviour and relationships;
- Monitor and evaluate the implementation of the behaviour and relationships policy;
- Ensure staff are familiar with the school specific policy and procedures;
- Identify training for staff as required;
- Report to the Local Governing Body about the standards of behaviour on a termly basis and annually concerning the overall implementation and effectiveness of the school's Behaviour & Relationship Policy.

School staff
- Model and encourage good behaviour and relationships and apply the school specific policy effectively;
- Act as role models of good behaviour and to promote self-discipline amongst pupils as well as deal with any unacceptable behaviour in accordance with the school's policy;
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils;
- Keep parents updated about their children's behaviour;
- Involve parents as active partners when implementing the policy.

Parents
- Become familiar with the school's behaviour & relationship policy;
- Support the school's behaviour & relationship policy and encourage reinforcement of the policy at home as appropriate;
- Raise issues about behavior directly with the school while continuing to work in partnership with them.

Pupils
- Uphold the school's rules and contribute to the school culture;
- Participate in adult facilitated reviews of the behavior & relationship policy, rewards and sanctions;
- Receive additional help and support to achieve the school's behavior standards.

4. Rewards

Acknowledging good behaviour encourages repetition and communicates the school community's expectations and values to all pupils. Using positive recognition and rewards provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards should be applied clearly and fairly to reinforce the routines, expectations, and norms of the school's behaviour culture.

Insert wording here

Examples of rewards may include:
- verbal praise;
- communicating praise to parents via phone call or written correspondence;
- certificates, prize ceremonies or special assemblies;
- positions of responsibility, such as prefect status or being entrusted with a particular decision or project;
- whole-class or year group rewards, such as a popular activity.

5. Sanctions

The aims of any response contrary to the behaviour & relationship policy should be to maintain the culture of the school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent a recurrence. Consequences are best when they are immediate, short and appropriate for the behavior; they should not be aimed at the child.

We recognise behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate we will work in conjunction with parents/carers, to devise an individual support plan.

Insert your school's approach here
Lower level
- Ignoring instruction
- Answering back

Any of these behaviours will result in a warning. Three warnings in a lesson will result in a red card.

Higher level
- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Any of these behaviours will normally result in an instant move to Time Out as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher. Red Card incidents will also result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day.

Restorative Conversations (Edit as appropriate and consider referencing the scripts you might use in the appendices. Delete)

Following higher level incidents, it may be appropriate for the teacher who dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) to conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. The intention being children learn early on in their school life that their actions have an impact on others and also consequences for them.

Pupils with SEND
When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's IEP (Amend to your schools system).

6. **Bullying, Harassment and Abuse**

Bullying in any form will be tackled proactively; (INSERT guidance on school approach)
Peer on peer abuse and sexual harassment is unacceptable and will be taken seriously. Staff will maintain an attitude of 'it happens here' and must not dismiss worrying behaviour. Any report of child-on-child sexual violence or sexual harassment offline or online will be addressed in line with statutory guidance. The designated safeguarding lead (or deputy) must be informed and is the most appropriate person to advise on the school's response. Each incident will be considered on a case-by-case basis.

7. **Monitoring & Evaluation**

The school's Leadership Team will monitor standards of behaviour, on a termly basis, and the implementation and effectiveness of the policy, annually, and report back to the Local Governing Body.

8.   Banned Items

The Partnership-Wide Policy for Behaviour and Relationships lists banned items. ==In addition to this, the following items are banned==
==Insert list here==

On occasion, our school may find it appropriate to temporarily ban items due to ongoing minor disputes between pupils. In such cases, items that are temporarily banned will be clearly communicated to pupils, staff and parents

9.   ==Other==

==**Insert other school specific aspects (DfE guidance on removals etc)**==

Appendix A: Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
Staff Rights	**Staff Responsibilities**
Parents' Rights	**Parents' Responsibilities**

Appendix B: A model of positivity – tweaking teaching to transform engagement and positive relationships

- 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
- Send positive notes and give wrist bands – approximately 2/3 per day
- Show learners their ideas and experiences have real value
- 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

Appendix C: A model of positivity – Effective 30 second interventions

1. Gentle 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, softly:

1. Remind the learner of their previous good behaviour.
2. Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
3. Thank the child for listening.
4. Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
5. Use a soft, disappointed tone.
6. Remind yourself that the sanction is a consequence not personal retribution.
7. 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.' 'But they were doing the same thing.' 'I was only…' 'You are not being fair.' 'It's boring.' 'You are a … (name calling).'	'I hear what you are saying…' 'I understand…' 'Maybe you were … and yet …' 'Yes sometimes I may appear unfair…' 'Be that as it may…' '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."*

Appendix D: Behaviour Blueprint   SCHOOL LOGO

Adult Behaviour	Over and Above Behaviour	Drivers/Principles/Slogan
		<mark>Your school principles/drivers</mark>

School Values (ENTER SCHOOL VALUES HERE)

Stepped Sanctions	Microscript

	Restorative Questions

Incomplete Work	

Red Card Behaviours	