



**Warn**

**If...**

Despite class teacher efforts, a pupil's behaviour is disruptive to learning or is not adhering to the Code of Conduct or the Golden 10 Expectations.

The following things must be put in place before the warning is given (**there may also be other strategies that work well for you or that you have personalised to certain pupils**):

\*Please note- use of a Recognition Board in each classroom will catch the positive behaviour. Even if there has been previous negative behaviour from a pupil.

- Non-negotiable routines have been followed: corridor meet and greet, entry and exit routines etc...
- Through interaction with the pupil, identify potential reasons and solutions
- Check that the pupil understands the task and knows what to do
- Reminder of the class rules
- Non-verbal cues given
- Gentle reminder to the pupil to stay on task
- Positive effort is made with pupil to refocus on the task
- SEND/Inclusion needs are taken into consideration and reasonable steps have been made so learning tasks can be accessed. (Use of strategies on a Pupil's Learning Plan- accessed on Insight)
- Positive language is used for example "What ideas do you have?" "I have noticed you are distracted; do you need some support".
- The behaviour you would like has been modelled to the pupil. Paul Dix **"It is the teacher's own behaviour that has the most impact on the classroom"** The qualities that a teacher should exhibit are fairness, kindness, unconditional respect, compassion, praise, empathy, listening and encouragement.
- The 3 BEES are to be adhered to: Be kind, Be safe, Be respectful.

After the above has been done, if the pupil is still not engaging in their learning or disrupting the learning of others, make a very clear warning to the pupil that their behaviour is not acceptable and they could then be placed in an alternative seat if the behaviour continues.

**Please complete the check list of actions taken, so you can discuss them with the pupil during a restorative conversation (see checklist below)**

**Make sure the pupil understands they are at the warn stage**

### **Move**

**If...**

the pupil continues to display behaviour that is disruptive to the learning of others, then they are to move to an alternative place in the classroom. Whilst this in place, please take the following into consideration:

- Is the seat where the pupil has moved to appropriate, and will it support Behaviour for Learning?
- Has the pupil's behaviour improved? If so, can there be some time for a restorative conversation to help refocus their thoughts? (This can be at the end of the lesson if there is not a suitable time in the lesson)
- Has the pupil got the resources they need to re-focus?
- Are you using this stage with a certain pupil repetitive? If so, consider more permanent actions such as a change in seating plan or contacting home.
- Remember to log it as a stage 3 for monitoring purposes.

If the pupil has been moved during class time, please follow this up at the end of the lesson with a restorative conversation (Please see example restorative question cards below).

**If the pupil is refusing to move, then go to the next stage.**

### **Remove**

**If...**

The pupil is still continuing to display negative behaviour and the staged process has been followed. Use the process on Class Charts or ask a pupil to take a behaviour support request to reception.

If the pupil has been removed, please complete the following:

- Log the behaviour as a stage 4
- Inform parents of the behaviour displayed (this can be via the app, phone call or e-mail).
- Follow the behaviour up with restorative work with the pupil and time for them to catch up with the work (either during unstructured time or after school)
- If the behaviour is repeated, speak to the author group teacher, the Head of Year or Inclusion staff for further support. An Inclusion referral form could be necessary if it is persistent behaviour.

### Check List of Actions

Pupil Name: \_\_\_\_\_

#### **Strategies tried before a warning:**

**\*Remember every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be'**

- Use of a recognition board (catch pupils being good)
- Non-negotiable routines have been followed: corridor meet and greet, entry and exit routines etc...
- Through interaction with the pupil, identify potential reasons and solutions
- Checked pupil understanding of the work and whether they need any additional support.
- Non-verbal cues given (a look, move next to the pupil to see what they are doing, offer of support).
- The behaviour you would like has been modelled to the pupil. Paul Dix **"It is the teacher's own behaviour that has the most impact on the classroom"** **The qualities that a teacher should exhibit are fairness, kindness, unconditional respect, compassion, praise, empathy, listening and encouragement.**
- Positive reinforcement/ language/ praise is there anything you can praise them on doing well?
- SEND/Inclusion needs are taken into consideration and reasonable steps have been made so learning tasks can be accessed. (Use of strategies on a Pupil's Learning Plan- accessed on Insight)
- Positive language is used for example "What ideas do you have?" "I have noticed you are distracted; do you need some support".
- The 3 BEES are to be adhered to: Be kind, Be safe, Be respectful.
- Language of choice (provide pupil with two clear options).
- Checked there are no other barriers to the pupil (for example they are worried or anxious about something).
- Other

## Restorative Question Cards



Anyone else?

Tell us more about...

How have they been  
affected?

How have you been  
affected?

Who else has been  
affected?

**Who has been  
affected by this?**

Anything else to add?

How have others been  
affected?

What has been the  
hardest thing for you?

How do you feel  
now?

Has anyone else been affected by  
this?

Was anyone else  
involved?

What else needs to happen?

Tell us more about...

Do you all agree with that?

What do you need to move on from this?

What would that look like?

Are you okay with that?

**What needs to happen now?**

What will help you to move on from this?

When will it be done?

Anything else to add?

How does that leave you feeling?

What will it look like when it's done?

What do you think about what has been suggested?

If you can't do that, what can you do?

