

## Behaviour Appendix

At Hawkchurch CofE Primary School, our behaviour approach is inspired by the work of Paul Dix, who highlights that children learn best when adults are calm, consistent and predictable. By using simple routines, clear expectations and restorative conversations, we help children understand their actions and learn how to put things right when mistakes happen.

This approach focuses on relationships, respect and fairness. Instead of giving harsh or unrelated punishments, we use logical, age-appropriate consequences that teach responsibility. Every child is supported to make positive choices, feel safe, and thrive in a caring school community.

An example of behaviours we expect to see....

Ready	Safe	Kind
<p>I listen straight away when an adult is speaking.</p> <ul style="list-style-type: none"> <li>• I follow instructions the first time.</li> <li>• I bring what I need (e.g., reading book, PE kit).</li> <li>• I sit or stand in the right place for learning.</li> <li>• I look at the speaker and show I'm listening.</li> <li>• I try my best, even when the work feels tricky.</li> <li>• I move around the school calmly and safely.</li> <li>• I start my learning quickly and settle to work.</li> </ul>	<ul style="list-style-type: none"> <li>• I walk safely inside the school building.</li> <li>• I use equipment properly and sensibly.</li> <li>• I keep my hands, feet, and objects to myself.</li> <li>• I tell an adult straight away if something feels unsafe.</li> <li>• I take care when playing outside.</li> <li>• I stay in the places I'm meant to be.</li> <li>• I follow classroom routines that help everyone stay safe.</li> <li>• I use kind, calm words to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• I help others if they are stuck or upset.</li> <li>• I include others in games and activities.</li> <li>• I use encouraging, friendly words.</li> <li>• I celebrate other people's successes.</li> <li>• I hold doors and move around thoughtfully.</li> <li>• I make choices that keep others safe and happy.</li> <li>• I notice when someone needs help and offer it.</li> <li>• I apologise and put things right if I make a mistake.</li> </ul>

## Examples of strategies

Ready	Safe	Kind
<ul style="list-style-type: none"> <li>• Clear routines for entering, exiting, and starting work.</li> <li>• Visual prompts such as timers or "First-Then" boards.</li> </ul>	<ul style="list-style-type: none"> <li>• Clear explanation of physical boundaries and safety rules.</li> <li>• Calm and predictable adult responses.</li> <li>• Modelling safe walking, carrying, and</li> </ul>	<ul style="list-style-type: none"> <li>• Daily cooperation activities and partner talk.</li> <li>• Explicit teaching of kindness through PSHE and role-play.</li> <li>• Praise focused on behaviours rather than</li> </ul>

<ul style="list-style-type: none"> <li>• Adults model ready posture and behaviour.</li> <li>• Positive narration of pupils showing readiness.</li> <li>• Calm first-five-minute starter activity.</li> <li>• Organisational support for pupils who need it.</li> </ul>	<p>equipment use.</p> <ul style="list-style-type: none"> <li>• Regular check-ins for pupils needing regulation.</li> <li>• Use of calm corners or regulation areas.</li> <li>• Structured turn-taking to minimise conflict.</li> </ul>	<p>traits.</p> <ul style="list-style-type: none"> <li>• Kindness-related classroom jobs.</li> <li>• Emotion coaching to support empathy development.</li> <li>• Peer celebration box for compliments and kindness notes.</li> </ul>
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Examples of relational rewards to use with the children to build relationships and promote collective responsibility

Relational Rewards	Collective Rewards
<ul style="list-style-type: none"> <li>• Specific, genuine verbal praise relating to Ready, Safe and Kind and sharing with HofS or other trusted adult</li> <li>• Private recognition to protect dignity.</li> <li>• Handshake, high-five, or elbow tap.</li> <li>• Short positive conversation or check-in.</li> <li>• Reading or special time with an adult.</li> <li>• Special classroom job or helper role.</li> <li>• Phone call or note home celebrating behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Marble/jar rewards for whole-class positive behaviour and House Points</li> <li>• Kindness chain building towards a class treat.</li> <li>• Ready transitions challenge points.</li> <li>• Extra outdoor time (5–10 minutes).</li> <li>• Class games or Golden Time.</li> <li>• Free-choice learning carousel.</li> <li>• Extra story time or chapter reading.</li> <li>• Class performance or talent showcase.</li> </ul>

Should children not be demonstrating that they are Ready, Safe and Kind

Graduated response for classroom disruption	Reminder	Move within the class/Take a minute	Move classes	Involvement of HofS	Suspension
	Ideally in private, reminder of the behaviour expected	Class teacher will communicate this to parents and record of	A move to a partner class for a set, short period Child continues	Time away from the classroom for reflection (possible internal suspension)	Temporary removal from school for a fixed period. Letter sent home to

	Refer to Ready, Safe, Kind “You are showing that you aren’t ready because... I’d like you to...thank you.	CPOMS A short, private pause to reset In-class if possible to avoid humiliation	learning quietly No shaming or big public actions Children who reach this on more than one occasion will go to HoS Parents informed and recorded on CPOMS	depending on staffing) Formal meeting with parents	explain the reason for suspension and a formal reintegration meeting booked before child returns to school.
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### Logical Consequences for behaviour

1. Replaying or redoing the behaviour	If a child: runs inside → they walk back and try again calmly snatches → they practise asking politely
2. Restoring the environment	If a child: makes a mess → they tidy it damages a display → they help fix it leaves equipment out → they put it back correctly
3. Repairing relationships	A quick, structured restorative action: writing or drawing an apology (age-appropriate) helping a peer they upset saying sorry using a guided script
4. Giving time back	If learning time is wasted (e.g., long transition, disruption): the child gives back a few minutes during a natural break Not keeping them for long periods or missing lunches—Paul Dix emphasises fair, short, proportionate

5. Moving seat for success	Not a punishment, but a logical support: relocations to help the child regulate or refocus
6. Completing missed work	If a child refuses or avoids work: they finish it later the same day with support No "lines" or writing punishments—Dix discourages pointless sanctions.

Restorative Questions to reflect, repair and restore

## Restorative Questions and Script

### Core Restorative Questions (KS1–KS2) or simplified for EYFS

- What happened?
- What were you thinking and feeling at the time?
- Who has been affected by what you did?
- How do you think they felt?
- What do you need to do to put things right?
- How can we help you to make a better choice next time?