



Behaviour at Livingstone Road - at a glance guide

Overriding principle:

If there is one thing we can control, it is our own behaviour.

Our Code of Conduct:

- Be **respectful**
- Be **safe**
- Be **kind**
- Be **responsible**
- Be **the best you can be**

Children learn best in a safe and happy environment. All staff are collectively responsible for all children in the federation and model good behaviour.

All adults at Livingstone Road strive to:

- Make pupils feel valued and important
- Build warm, positive relationships and mutual trust
- Teach students the behaviours that they want to see, and ensure that this is what is celebrated
- Remain calm, controlled and positive
- Never ignore or walk past learners who are struggling to regulate

Incremental strategies:

- Redirection (gentle nudge).
- The quiet reminder (refer to code)
- The quiet caution (consequences)
- 30 second intervention
- Reflection time
- Time-out/ Removal from classroom (with SLT IF NECESSARY)
- Restorative conversation
- Referral for support
- Restorative Conference

Useful phrases.....

- 'I understand that you are feeling...'
- 'I can see....'
- 'I need you to.....'
- 'Be that as it may.... but I still need you to'
- 'I hear you... however....'
- 'Whenever you are ready.....'

30 second intervention

Gentle approach, personal, non-threatening, side on, eye level or lower.

- "I notice that you are having trouble with....."
- "It was the rule about....."
- "You have chosen to....."
- "Do you remember yesterday/last week when....."
- "That is what I need to see today. Thank you for listening"

Recognition and rewards for effort

Remember - a quiet word of personal praise can be as powerful as a larger, more public, reward.

Restorative Conversations

1. What happened?
2. Who has been affected?
3. How have they been affected?
4. What should we do to put things right?
5. How can we do things differently in the future?

Walk away from the learner; 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.

Resist endless discussions around behaviour and spend energy on returning learners to their learning.