

POSITIVE BEHAVIOUR POLICY

This policy should be read alongside our: Positive Handling Policy and Exclusion Policy and **The Behaviour and discipline in schools Advice for Headteachers and school staff February 2014** Department for Education

Key points from ‘Behaviour and discipline in schools’ Advice for Headteachers and school staff February 2014 Department for Education

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of Academies have a similar duty under paragraph 7 of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010. They must ensure that arrangements are made to safeguard and promote the welfare of pupils.

Discipline in schools – teachers’ powers from ‘Behaviour and discipline in schools’ Advice for Headteachers and school staff February 2014 Department for Education

Key Points

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006).
- The power also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil’s misbehaviour occurs outside of school.
- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate pupils’ property.

We believe that good behaviour is important if we are all to achieve the potential we have within us, both in the school environment and in other areas of life. We strive to help our children to acquire self-discipline and self-control. We believe that strong positive relationships are the key to good behaviour within Eastwood Primary School and Nursery (Appendix 1)

Aims of the Policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- Children and adults feel safe at all times within school
- To foster a caring and nurturing school
- To present a structured approach to positive behaviour that everyone in the school can use and understand.
- For children to be self-disciplined

The positive behaviour rules are based on respect and forming relationships and being preventative rather than reactive. It is based on **defusing**, **diverting** and **de-escalating** behaviour. Our aim is to create a nurturing school (Appendix 2). Language used in school should always be empathetic and nurturing (Appendix 3)

Behaviour is often seen as a way of communication. Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. (Appendix 4). The adult needs to ask themselves: Given what I know of this child and their situation and or development, what is their behaviour telling me?

For some children who demonstrate challenging behaviour on a regular basis the class teacher will need to complete a behaviour plan which reflects on the child's trigger points. (Appendix 5)

We need to promote calm communication during a crisis, however in certain situations communication will cause more distress and the sensible thing to do is keep quiet. You can communicate after the crisis has gone.

Positive ways of handling behaviour before having to give a consequence:

Low level behaviour:

- ◆ Read the child's body language
- ◆ Intervene early
- ◆ Communicate- Talk and I will listen to you
- ◆ Always display CALM body language
- ◆ Talk slow and quietly
- ◆ Divert and distract by introducing another activity or topic
- ◆ Tactically ignore secondary behaviour
- ◆ Use humour

Medium level behaviour:

- ◆ All of the above
- ◆ State desired behaviour clearly
- ◆ State enforceable consequences
- ◆ Offer clear choices
- ◆ Give a get out with dignity- give them a time limit
- ◆ Give them time to calm down afterwards

High level behaviour

- ◆ All of the above
- ◆ Call for help from Learning Mentor or Leadership team
- ◆ Make the environment safe
- ◆ Move the whole class out if need be.
- ◆ Send the Pink card with the Green cross to the office for help if required.

It is important after this behaviour has been shown you give the child time to calm down and then proactively build a rapport with the child. **You never hold grudges.** The child may be embarrassed or upset about their behaviour; you need to make clear it is their behaviour and not them that can upset you. You should never take the behaviour personally. Time to 'repair' your relationship and build bridge is imperative and should be led by the adult when the child is ready to do this. The adult needs to model the behaviour you want to see.

Adults may want to create a behaviour contract with the child. This will focus on the behaviours you want to see, the positive behaviours they need to be choosing. (Appendix 6)

School Rules:

These rules, created by the children, set clear boundaries for expected behaviour within our school and playground. The consequences for choosing to break a school rule are the same as the class consequences.

1. Walk quietly in the corridors
2. Put all litter in the bin
3. Use good table manners at lunch time
4. Stay away from incidents which do not involve you
5. Listen to others
6. Share with others and take turns
7. If you have a problem, go and tell an adult
8. Show respect in assembly
9. Play nicely

Rules for the playground/field

1. Play nicely at all times
2. Look after and respect equipment
3. Play where an adult can clearly see you
4. Only play in designated safe areas. Do not play in out of bound areas, which also includes climbing trees.

Rules for the Dining hall /eating in school

1. You clean up your eating area and pick up anything you drop
2. Use good table manners
3. Talk only to the other children on your table
4. Walk at all times in the dining hall

School givens:

All children understand there are 'givens' in that some rules are not written down as it is expected they will be followed at all times. The children set 'the givens'.

Not to do:	To do:
No racist language	Good manners to be displayed at all times
No swearing	Use appropriate language at all times
No offensive, derogatory or deliberately upsetting language	Use appropriate language at all times
No being rude or disrespectful to anyone	Be polite and well-mannered to everyone
No physical violence/fighting	Respect everyone
Respectful of all resources and the school environment	Look after all equipment and school grounds
No leaving the school during the school day	Make sure you are safe at all times

Unstructured times – Play time and Lunch time

It is the responsibility of the class teacher to ensure their class behave well in unstructured times, mainly playtime and lunch time. The class teacher should set up systems and procedures to ensure good behaviour at both times. MDAs should deal with the vast majority of behaviour incidents at lunch time. They should follow the card system and inform the class teacher if a card change has been made.

The 'time out' consequences can be used for immediate effect. The child's name and behaviour are written in the time out book.

The Blue behaviour (Appendix 10) should be filled in by the MDA and given to the class teacher and a copy should go in lunch time behaviour log. This ensures the class teacher is aware of a lunch time issue and can

follow up the issue as appropriate. The Blue behaviour form is always in the staff room after lunch highlighting children who are a concern- on the cork board near the door.

Class rules:

In July in their new classes, during the transition period, each class will create a maximum of 6 more rules pertinent to their class. From September the rules will be displayed in a pyramid shape denoting a hierarchy of rules throughout the year. **Class rules should be reviewed on a regular basis and should be changed with the changing needs of the class. Class rules should be shared with parents and carers**

School rules, 'givens' and all other rules stemming from this will be discussed with the children on a regular basis both in assemblies and within the classroom. Behaviour management will form the basis of PHSE, we recognise it is imperative that the behaviour we want to see is taught to the children.

Consequences if a child chooses inappropriate behaviour:

- 1st Consequence- Stays on green card- Verbal warning explaining their actions
- 2nd Consequence- Yellow card change- 5 minute thinking time in class
- 3rd Consequence- Orange Card change - Sent to another class for 15 minutes
- 4th Consequence – Red Card Change -Sent to senior members of staff
- 5th Consequence- Purple Card change- Parents/carers are informed through HT or a DHT

There are some behaviour which will not follow the consequences and will go straight to consequence 4 and 5, for example physical violence. (Appendix 6).

Consequences can be used throughout the school, in maths sets, PPA time, lunch time, assemblies etc. The child has to inform their teacher if they have been given a consequence. If the child does not do this, they may face more consequences.

The class teacher needs to keep a record of card changes, **but each day is a new day.** (Appendix 7). Mrs Perman keeps a log of all purple card incidents.

It is vitally important that children know they can 'turn their behaviour around' and they can earn card changes back. This is based on the relationship between the class teacher and child, the teacher is able to use their professional judgement as to whether a child can earn their card back. The class teacher must always be consulted for changing back cards. A core value of our school is being able to reflect on behaviours and turn them around and start again. All children should be given the change to save face and or turn their behaviour around. Once again, adults should not and cannot hold grudges.

Adults should keep a record to track a child's behaviour. This can be used to identify a pattern of behaviour and be used to discuss with parents and carers. (Appendix 9)

If a child is showing persistent behaviour patterns that are disrupting their learning and the learning of others, the class teacher needs to:

1. Talk to the child about their behaviour. Talk about the behaviour they want to see and also talk about the consequences they may happen if the behaviour continues.
2. If that has little or no impact, the class teacher needs to involve parents or carers. They need to be informed via a face to face meeting or phone call about their child's behaviour.
3. Learning mentors need to become involved with the child- this can be at any stage from 1-4
4. Appendix 9 is very useful in keeping a track of the child's behaviour. Showing this to parents/ carers on a weekly basis keeps them highly informed. Keep this in the green behaviour folder
5. The next step would be to involve a member of the SLT, in the first instance the KS manager, then Lynn Cooney, DHT. The child may be placed on a behaviour contract OR report card (Appendix 6) Parents and carers need to be involved in this.

6. Use Appendix 11 to check all the processors that are available to you. Use this as a tick list
7. If the behaviour continues and Appendix 11 has been ticked off, Mrs Perman needs to be informed. Parents and carers may be called in to discuss Seabrook outreach coming in to work with their child or a carry out a PSP (Pastoral Support programme) as the child may be a risk of exclusion.

Possible consequences for behaviour issues in order of severity: Punishment must be proportionate. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says 'the penalty must be reasonable in all the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.'

This is not an exhaustive list

Consequence beyond card changes	Can be carried out by:
Loss of play time	Any member of staff. The member of staff who gives this consequence out is then responsible for looking after the child at playtime
Home/school report card	Any member of staff
Loss of privileges- this include after school clubs and representing the school in activities	Any member of staff in consultation with class teacher
Lunch time detention Only for incidents that happen at lunch time and NOT in the classroom	Class teacher and SLT The member of staff who gives this consequence out is then responsible for looking after the child at lunchtime unless there is a member of SLT on lunch time duty assigned to carry this out
Not taking part on school trips or visitors (Risk assessment carried out). School policy is 5 card changes in the 5 days leading up to the trip a RA is carried out to see if the child can go. Mrs Peman is ALWAYS involved in this decision	Any member of staff in consultation with class teacher and RA being carried out. Mrs Peman is ALWAYS involved in this decision
School based community service or imposition of a task – such as tidying a classroom; helping clear up the dining hall after meal times	Class teacher and SLT The member of staff who gives this consequence out is then responsible for looking after the child at this time
Working 1-1 with an adult for a period of time	Class teacher and SLT. 1-1 will usually be Learning Mentor or LSA
Application to the Behaviour Support team for support	HT DHT
Internal exclusion for a period of time during school time	HT DHT
Exclusion from school at lunch time	HT DHT
Detention out of school hours (parents and carers would be informed of this)	HT DHT
Internal exclusion from 1pm-5pm for a period of time	HT DHT

Reduced timetable in school	HT DHT
Application to the Development Centre	HT DHT
External exclusion from school for a period of time	HT with Governors (DHT in absence of HT)
Application to Seabrook College	HT
Permanent exclusion from school	HT with Governors (DHT in absence of HT)

Behaviour management in the nursery varies from that in the rest of the school due to the young age of the children in our care.

In the nursery, we teach the children how to follow school and class rules by modelling positive behaviours and reminding children of the rules when they forget. Should a child consistently forget the rules, they may be asked to join a member of the nursery staff in an enforced 'thinking time' for 3 minutes, in a quiet area of the classroom. After this time, we will discuss their behaviour and therefore the reason for the reflective time, before putting it behind us and moving on with a clean slate.

We fully expect our youngest children to sometimes need reminding of the school rules so do not usually inform parents of any 'thinking time' unless the incident put themselves or others in danger. However, should we become concerned about any child's behaviour, then we would talk to the parents or carers about this.

Detention

What the law allows: Teachers have a power to issue detention to pupils (aged under 18).

Schools must make clear to pupils and parents that they use detention (including detention outside of school hours) as a sanction.

The times outside normal school hours when detention can be given (the 'permitted day of detention') include:

- any school day where the pupil does not have permission to be absent;
- weekends - except the weekend preceding or following the half term break; and
- non-teaching days – usually referred to as 'training days', 'INSET days' or 'non-contact days'.

The headteacher and deputy headteacher can put pupils in detention.

Matters schools should consider when imposing detentions

Parental/Carer consent is not required for detentions. However we will always inform the parent and carer of an out of school detention.

As with any disciplinary penalty a member of staff must act reasonably given all the circumstances, as when imposing a detention.

With lunchtime detentions, staff should allow reasonable time for the pupil to eat, drink and use the toilet.

Detentions outside school hours

School staff should not issue a detention where they know that doing so would compromise a child's safety. When ensuring that a detention outside school hours is reasonable, staff issuing the detention should consider the following points:

- Whether the detention is likely to put the pupil at risk.
- Whether the pupil has known caring responsibilities which mean that the detention is unreasonable.
- Whether suitable travel arrangements can be made by the parent/carers for the pupil. It does not matter if making these arrangements is inconvenient for the parent/carers.

Pupils' conduct outside the school gates – teachers' powers

What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable".

At Eastwood if a child is misbehaving outside the school premises, their parents/carers will be contacted and consequences discussed for each individual.

Teachers may discipline pupils for:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform or in some other way identifiable as a pupil at the school
- misbehaviour at any time, whether or not the conditions above apply, that:
 - could have repercussions for the orderly running of the school
 - poses a threat to another pupil or member of the public
 - could adversely affect the reputation of the school.

Confiscation of inappropriate items

What the law allows:

There are two sets of legal provisions which enable school staff to confiscate items from pupils:

- 1) The **general power to discipline** enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment, so long as it is reasonable in the circumstances. The law protects them from liability for damage to, or loss of, any confiscated items provided they have acted lawfully. The legislation does not describe what must be done with the confiscated item. School policy is the person who confiscates the item puts it in a safe place ready to be returned.

- 2) **Power to search without consent** for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and
- any item banned by the school rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

Weapons and knives and extreme or child pornography must always be handed over to the police, otherwise it is for the teacher to decide if and when to return a confiscated item.

Power to use reasonable force. Please Read Positive Handling Policy

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Use of Isolation

There may be times when a disruptive pupils needs to be placed in isolation away from other pupils for a limited period. As with other disciplinary penalties, we must act lawfully, reasonably and proportionately in all cases. Any separate room should only be used when it is in the best interests of the child, and other pupils. Any use of isolation that prevents a child from leaving a room of their own free will should only be considered in exceptional circumstances and if it reduces the risk presented by the child to themselves and others. At all times we would ensure the health and safety of pupils and any requirements in relation to safeguarding and pupil welfare.

We would ensure that pupils are kept in isolation no longer than is necessary and that their time spent there is used as constructively as possible. We would allow pupils time to eat or use the toilet.

Rewards- Green time.

The children will be able to 'earn' points for their positive behaviour. 100 squares is the equivalent to 20 minutes Green time. This can be taken at any time, but try to limit Green time in the core subjects. Children chose Green time activities. **Green time should happen AT LEAST once a week. Squares can NEVER be taken away.**

Missing Green time:

If a child has 5 card changes during the week - they miss 5 minutes of their Green time.

If a child has 6 card changes or more during the week - they miss 10 minutes of their Green time.

Children do not miss all of Green time, they miss 10 minutes maximum

Missing green time may mean going into another class for 5 or 10 minutes.

There is not time out at playtime; if a teacher wishes to keep children behind they have to do these themselves.

In class rewards

Each class teacher can set up a series of rewards for their class for behaviour or work

As a school we acknowledge that each child, class and year group are different and there may be some cases where the rules for certain people have to be reviewed or changed. The class teacher would inform the Head and Deputy of these changes.

Home School agreements

A Home School agreement, setting out clear expectations of the standard of behaviour expected of all pupils will be sent out at the beginning of the year for children, parents/carers and staff to read and sign.

Written by R.Reman

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Appendix 1

Building relationships with all children in the school.

'We have no control over the state in which students arrive at our lessons. We have total control over our responses'

Mike Hughes- Accelerated Learning

Teachers create the climate of the classroom, do not expect the children to be in the right frame of mind if you are not in an appropriate state yourself. If you are uptight and agitated, expect your class to be. Do not be surprised if your children are not motivated to learn if you give the distinct impression you are not enjoying yourself.

The categories that reflect the optimum state for learning, and ones which teachers should show are:

- Relaxed yet alert
- Confident
- Motivated and happy
- Focused

It is important to remember that everything the class teacher does or says will have an influence upon our children and how they regard themselves. This can be both positive and negative. We must therefore be constantly aware of the impact of our deeds and words have, and deliberately talk and act in a manner that will support all our children.

*I've come to the frightening conclusion that
I am the decisive element in the classroom
It's my personal approach that creates the climate
It's my daily mood that makes the weather.
As a teacher, I possess a tremendous power
To make a child's life miserable or joyous.
I can be a tool of torture,
Or an instrument of inspiration.
I can humiliate or humour, hurt or heal.
In all situations, it is my response that decides,
Whether a crisis will be escalated or de-escalated
And a child humanized or de-humanized.*

Haim Ginott 'The Learner's dimension'

Simple ways of being welcoming and building relationships:

- ◆ Smile at all the children. Some staff find it difficult to smile at children who they find challenging, ironically it is these children who more often than not need to feel welcomed.
- ◆ Make eye contact with them and say good morning using their name. This can be repeated at the end of the day
- ◆ Talk to the children in the playground
- ◆ Talk to the children about topics that are of interest to them.
- ◆ Make sure the classroom is ready for their arrival
- ◆ Be observant for any child that is showing signs of distress, anger etc. Make contact with them ASAP or ask a LSA or Learning Mentor to chat to them or just to let them calm down.
- ◆ Play calm music
- ◆ Think about the use of bright lights, no lights on to create a calmer atmosphere
- ◆ Target children during register time- ask them about their weekend etc if they have been ill ask them if they are better.

- ◆ Throughout the day remember small detail about the children's lives and ask them about it- again target children so each child is spoken to during the week
- ◆ Comment if a child has had a new haircut, new trainers etc
- ◆ Being aware of any personality change or change of mood and giving the child time out to discuss with you, TA or a Learning mentor.
- ◆ If a child has received a warning by 10am, you need to be asking yourself why? Could you give the child time to talk to someone about their mood and reason for their behaviour.
- ◆ Use R-Time to gather information about the children and their lives- record it to use it later in conversation with the child. They will be very surprised and impressed if 3 weeks later you remember something about their family
- ◆ Check the birthdays on a regular basis, children love it and feel very special if you know when their birthdays are
- ◆ Do you know your children's middle names? Children really like it if you remember tiny details about them, or even just ask them.
- ◆ When giving positive feedback to the class, be explicit in praising children 'John your work on.... was excellent, may I read it to the class?'
- ◆ Make sure you speak to every child in your class every day
- ◆ Use children's work as exemplars instead of published work
- ◆ Genuine praise
- ◆ Use the child's name in your written feedback
- ◆ Listen to what the children want to learn about- do not pay lip service to KWL grids- base your planning on that and say 'Today we are focusing on Mary's question about....' This is a very powerful teaching technique and will make any child feel special and valued
- ◆ It is school policy to hold circle time on a regular basis- sometimes let the children choose the topic- listen to what they want to talk about
- ◆ Be honest with the children
- ◆ Have fun-. Using jokes can be powerful in the classroom
- ◆ Tell them small things about yourself that will make you appear more human!
- ◆ Make sure you are fair in asking children to answer questions. If you are right handed you may have a tendency to favour the right side of the room and your 'blind spot' may be on the left at the front of the room (opposite if you are left handed- there has been much research into this- trust me!)
- ◆ Involve yourself in Circle time- you need to answer the questions as well so the children can learn about you.
- ◆ Involve yourself in R-time, again the children learn about you and children really like it when you do the activities as well
- ◆ Model the behaviour you want to see- calm, polite and friendly.

You should apply many of these simple tips to children in the corridor, dining room, playground, they do not have to be in your class.

It is easy to welcome eager children into our classrooms, those children who are keen to learn, however the children who will benefit most from relationship building are those who may come to school or our lessons angry, upset, not bothered or preoccupied with issues at home. As a teacher we have two basic ways to react to a child unwilling to learn, for whatever reason:

1. Become annoyed and angry ourselves- the consequence is quite probably a bad learning experience for all involved
2. Positively influence the child

As the adult in the relationship we should always chose for Option 2. Option 1 **cannot** and is **not** an option at Eastwood Primary and Nursery School

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Appendix 2

The six principles of nurture groups

1. Children's learning is understood developmentally

The response to the individual is 'who they are' underpinned by a non-judgemental and accepting attitude.

2. The classroom offers a safe base

A safe place to support the development of the children's relationship with each other and with the staff. Adults are reliable and consistent in their approach to the children.

3. Nurture is important for the development of self-esteem

Nurture involves listening and responding. Children respond to being valued and thought about as individuals, so in practice this involves noticing and praising small achievements; 'nothing is hurried in nurture groups'.

4. Language is understood as a vital means of communication

Language is more than a skill to be learnt, it is the way of putting feelings into words. Children often 'act out' their feelings as they lack the vocabulary to 'name' how they feel. Words should be used instead of actions to express feelings

5. All behaviour is communication

This principle underlies the adult response to the children's often challenging or difficult behaviour. '**Given what I know about this child and their development what is this child trying to tell me?**' Understanding what a child is communicating through behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help to diffuse difficult situations. The adult makes the link between the external / internal worlds of the child.

•6. Transitions are significant in the lives of children

On a daily basis there are numerous transitions the child makes, e.g. between sessions and classes and between different adults. Changes in routine are invariably difficult for vulnerable children and need to be carefully managed with preparation and support.

Positive aspects of nurture:

- ✓ Through intensive, well-structured teaching and support, pupils learn to manage their own behaviour, to build positive relationships with adults and with other pupils and to develop strategies to help them cope with their emotions.
- ✓ a rigorous drive for pupils to achieve their very best.
- ✓ effective 'nurturing' takes place in school which has a clearly defined, positive but firm approach to the way in which they spoke to pupils, gives them clear boundaries, praises them for their efforts and achievements, ensures that they make academic progress, and work with their parents. Each pupil is seen as an individual
- ✓ To give parents practical support, including strategies that they could use at home with their children.

- ✓ There is an emphasis on helping pupils to explore their feelings, build positive relationships with adults and with other pupils, and develop strategies to help them cope with their emotions.
 - ✓ To provide a predictable environment in which pupils can build trusting relationships with adults and gain the skills they need in order to learn
 - ✓ Music is used to create a calm atmosphere. Visual cues, such as photographs, help pupils to understand the structure of their day and how to behave. They also assist pupils to express how they felt.
 - ✓ A clearly structured reward system helped pupils to follow routines, such as coming in calmly from break time, and to concentrate on reaching their individual targets.
 - ✓ to provide a safe, comfortable environment, with clear routines and adults modelling positive relationships
 - ✓ pupils are set personal targets and given a range of strategies to help them to improve their behaviour. Targets and strategies are used in the pupils' classes and at home by their parents and carers. This helps to ensure that the pupils experience some consistency in the approach to their behaviour, and supports parents and carers to develop their own strategies
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Appendix 3

Ways of responding empathetically to children's difficult behaviour

- You really want....don't you
- You really want....I know you do, but you can't
- You really want another one don't you, but....
- You really wish I could do that for you, but I can't...
- You really want it now. It's so hard to have to wait when you want something, but you will have to wait until...
- You really wanted to be first didn't you, but....got there first.
- It's time to stop now. I know you want more time, but we have to...
- I think you are a bit cross with me for not letting you....but I need to...
- When she/he said that I think it made you feel a bit bad inside didn't it
- You are full of big feelings, and they are so hard to manage. I will help you by...
- That's making you very cross isn't it? It's so hard to manage our feelings when we are cross and not let them burst out and hurt someone. Maybe you could....
- That hurt you didn't it?
- Sometimes we WISH we hadn't done something, but it's too late. I wonder how we could make it better..
- You are feeling a bit bad about that aren't you. Maybe you could...
- People can really hurt you when they say things like that.
- It can be very hard to try again when things go wrong.
- I know it was hard for you to...

- Sharing can be so hard. We worry we won't be able to get a go...
- Taking turns is very hard because sometimes we feel we just need more, but...
- You wanted to say something, I know, but I am listening to...
- I think you want to talk to me, but you will have to wait until...
- I think you need help with that
- It can be hard to settle/ concentrate when we have a lot on our minds
- When someone hurts us it can make us feel like hurting them back.
- Just have a go. If you get stuck I'll help you
- You seem in a dream today
- The class seems a little unsettled today. What do you think M?/Mrs?
- It can be hard to wait when we want something now
- Maybe you worry I have forgotten about you when I am with.....
- You look a bit sad...angry...tired...fed up
- You really wanted...didn't you? It can be disappointing when...
- I can see you have had lots of hurt you need me to know about
- Wow, you are really angry about that
- Your big feelings are bubbling up. Do you need to...?
- Do you feel all wobbly? Do you need to...?
- I have a feeling that was quite hard for you.
- I think you really wish you hadn't.....
- You didn't want to, but when your feelings start bubbling up, you just couldn't stop yourself
- I think you need a lot of help with that
- What he said hurt a lot didn't it?
- I feel quite sad about that
- That feels hard to think about
- It is very hard for you to think about that ...
- It must be painful to think and feel that about yourself

Appendix 5

Behaviour as communication

- Children's behavior can be an unconscious way of managing or avoiding overwhelming feelings about an unpleasant memory or experience.
- Children can often 'act out' feelings because they cannot contain them or understand them. They need help from a significant adult to process the emotions
- It is about trying to make sense of behaviour rather than reacting to it

How can we support these children?

- By giving them experiences of being thought of and understood
- By responding to them empathetically and thoughtfully. This allows the child to feel safe.
- WONDER about the meaning of repeated behavior
 - Wondering aloud with the child may provide them with the relief they are being understood and thought about
 - This can also help us to identify new and more ways of responding to the child

- This can be used when the adult does not understand the child's behaviour and is letting the child know this
- This strategy needs to be applied alongside firm and consistent boundaries. Consequences may still apply, but later when the child has calmed down
- Being curious and showing empathy
 - Being curious shows we are thinking about the child and their behaviour- we are not making judgments
 - Empathy- you are trying to recognize how the child is feeling. The child may make the connection between how they are feeling and their behavior. The adult tries to help the child cope with feelings
- Non-verbal body language and behaviour is crucial. You must always be mindful of your tone of voice, facial expressions, closed and threatening body language

Understanding children's behaviour can

Let children know ...

- they are being thought about- hold them in mind and let them know this
- Being taken seriously
- Feel and name their own feelings
- Begin to understand themselves
- Build a thoughtful relationship
- Begin to realize we can internalize our feelings rather than just react.

=====

Appendix 6

Eastwood Primary and Nursery School

Behaviour contract

This contract is between _____ and Eastwood Primary and Nursery School

Behaviours I have been choosing which have caused upset to other people. These are behaviours I need to change:

1. -

2. _____

3. _____

Situations I may find myself in	Choices I need to make about my behaviour
Someone is calling, or my friend, upsetting names	

Some physically hurts me	
Someone looks at me 'in the wrong way'	
Someone tells me to do something that I know is wrong	

Rewards for choosing the right behaviour

I agree that I will think about the choices I make about my behaviour and will, over the next 7 seven days, make the right choices

Signed: _____

Signed: _____

Date: _____

Appendix 7

Eastwood Primary and Nursery School

Guidance in support of the Behaviour management policy

Consequences if a child chooses inappropriate behaviour:

1st Consequence- Stays on green card- Verbal warning explaining their actions

2nd Consequence- Yellow card change- 5 minute thinking time in class

3rd Consequence- Orange Card change - sent to another class for 15 minutes

4th Consequence – Red Card Change -Sent to senior members of staff

5th Consequence- Purple Card change- Parents/carers are informed through HT or a DHT

Action	Consequences
Physical aggression- hitting, kicking etc (another child)	Red card
If the incident is regarded as	Purple card

serious (serious punching or hurting another child / repeated physical violence)	
Throwing large objects- eg chairs	Purple card
Swearing / insulting language	Red card
Physical aggression to an adult	Purple card
Spitting at another person	Purple card
If a child refuses to do something	Follow consequences
Misbehaviour in the classroom	Follow consequences
Talking in assembly	Follow consequences
Runs out of class/school	Fetch for help IMMEDIATELY by sending your name badge OR pink sign with green cross to the Headteacher or the office with a child who knows to tell where the incident took place. You stay with your class and calm the situation down- you remain calm. If you have another adult in your room, send them after the child so they can see the child. We NEVER chase after a child. We calm the situation down by being calm ourselves. Consequences will be dealt with by Headteacher/DHT after discussion with child and class teacher.
Racial/homophobic Remarks	Purple card A report of the incident need to be written up (Report is on the Server) by whoever has dealt with the incident, including the action taken and given immediately to HT (please refer to the Racial Policy on guidance for this). Whoever has dealt with it needs to contact both sets of parents/ careers. This is then logged by the office in the racial log of incidents that we are obliged to keep.
Incidents outside of school- walking to or from school / damaging property on the boundary of the school etc	Speak to Headteacher /DHT

Appendix 8

Colour of card change record

Week beginning _____

Name	Colour of card on Monday	Colour of card on Tuesday	Colour of card on Wednesday	Colour of card on Thursday	Colour of card on Friday

Shouting out, distracting peers					
Constantly talking when someone else is talking					
Fiddling / tapping with objects					
Getting up and walking around the room					
Refusing to follow simple instruction					
Refusing to work with someone					
Unacceptable comments					
Refusing to listen to someone					
Attention seeking behaviour					
Physical contact with others ie poking when walking past others					
Swearing					
Refusing to tidy up, put things away					
Humming / singing / whistling					
Hiding under the table					
Climbing on furniture					
Refusing to work if an adult is not present					
Constantly demanding an adults attention					
Showing extreme behaviour to get an adults attention					
Lying					

Colour card					
Missed playtime					
Learning Mentor involved					
Physically restrained					
DHT informed					
Headteacher notified					
Parents notified					
PSP initiated					
Internal exclusion - 30 mins					
Formal internal exclusion – 5 hours					
Exclusion					

Monday

Tuesday

Wednesday
Thursday
Friday

Positive behaviours seen

	Monday		Tuesday		Wednesday		Thursday		Friday	
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM
Comes into school ready to learn										
Listens to instructions										
Follows instructions										
Works well with others										
Works well on their own										
Sits well, showing they are ready to listen and learn										
Follows class rules										
Is polite to peers										
Is polite to adults										

Monday
Tuesday
Wednesday

Thursday
Friday

=====

Appendix 10

Blue Behaviour Form- PLAY TIMES and LUNCH TIMES

Please put child's name so all staff can see incidents at lunch time. ABC forms are now Blue.

DATE:

Praised	Time out
Card Change	
SLT involved	Medical

MDA in charge Signed _____

Appendix 11

Support and mechanisms in place to support children and their families

Childs name:		Date entered School	
First meeting with Parents/carers			
Who in attendance:			
Review dates:			

	Offered/carried out
In school	
Meetings with class teacher	
Refer to TAFE team (Team around the Family at Eastwood)	
Learning Mentor (eg of support) <ul style="list-style-type: none"> • Anger management • Regulating emotions • Small group work • Friendship groups • Boxall 	
Meeting with KS manager	
Meetings with Inclusion Manager	
Behaviour plan	
Family Support Worker	
Meetings with SLT	
Meetings with Headteacher	
EAH (Early Health Assessment)	
Letter to Drs Lighthouse or emotional team Support for paediatric assessment	
SEND Support	
Dyslexia screening	
Dyscalculia screen	
Counselling school- MIND	
CFIT	
External	
Behaviour outreach- Seabrook	
Locality Panel	
Professionals Meeting	
Harbour- Development Centre	
Ed Psych	
Self-referral to CAHMS	
Parenting course	
Other external agencies (see SHIP)	

=====

Appendix 12 (pictorial version also on the server in behaviour folder STOPP)

Childs name _____ date started _____

STOPP

Stop and Step Back

Don't act immediately. Pause- you could slowly count to 10

Take a Breath

Take one slow, deep breath

Observe

What am I thinking and feeling?

What are the words that my mind is saying?

Is this fact or opinion? Helpful or unhelpful?

Where is my focus of attention?

Where am I on the **FIZZ** scale?

Pull Back: Put in some PERSPECTIVE

See the bigger picture.

What would a fly on the wall see?

Is there another way of looking at it? What's 'the helicopter view'?

What would someone else see and make of it?

What advice would I give to someone else?

What meaning am I giving this event for me to react this way?

How important is it right now and will it be important in 6 months?

Is my reaction in proportion to the actual event?

Practice what works

Do what works, what is most helpful?

Do what is BEST for this situation.

Effective

Appropriate

In proportion

In keeping with my Values