

St Ives Infant and Nursery School



Positive Behaviour Policy

Approved by Governors –

School Vision Statement

For every child to set out confidently on the adventure of learning: curious about the world, excited about their future, positive of their ability and caring towards other people.

One of the core school aims is for children to be caring towards other people. We want the children to:

- Develop sensitivity to the feelings and concerns of other people.
- Demonstrate compassion and respect for other people.
- Develop their moral understanding.
- Learn how to co-operate and work with other people.

As a Nursery and Infant school, we are often the children's first experience of interacting in a large group. As such we will develop our children's understanding of appropriate behaviour for the classroom, hall and playground and develop their ability to control their own behaviour and understand the effect of their actions on other people. We also teach understanding, and that not everyone behaves in the same way, and that some children may need more support.

Behaviour management is vital in ensuring that the children are safe and secure in school and able to enjoy the experiences which we provide.

Our School is:

A happy, safe place where everyone is a valued member of St Ives Infant & Nursery community.

A place where we instil pride so that everyone achieves personal success.

A place where we are excited about our learning, it is fun!

A place where we listen to each other, we care about each other, and we are polite and behave appropriately to all those around us.

A place where we all discuss, understand and follow the school agreement.

St Ives Infant & Nursery School Agreement

- Be ready
- Be respectful
- Be safe

Rewards

Children earn DoJo points to promote being ready, being respectful and being safe which they can exchange for items in the school Dojo shop.

Adults will give regular verbal & non-verbal praise.

Weekly Headteacher awards are given out in assembly.

“Superstar” of the Day – every class teacher selects a child who has shown good examples of following the school rules through the day. The superstar will wear a superhero cape the following day.

Language of positivity

It is important that all adults use the same language to prompt positive behaviour. The positive role models should always be pointed out in the first instance. Remember – noticed behaviour increases!

Every child deserves a champion—an adult who will never give up on them, who understands the power of connection, and insists that they become the best that they can possibly be. (Rita Pierson)

We strongly believe relationships are the main focus when encouraging positive behaviour. We have reflected on research and have completed ‘emotion coaching’ training which underpins our style of behaviour management. Behaviour and the child concerned are viewed separately. There is almost always an underlying reason for negative behaviour, and we need to see behaviour as a communication of a need. We understand and reflect on the 3 ‘R’s’ in these instances; Regulate, Relate & Reason (Appendix A)

To help support this, we have developed a ‘school language’ (appendix B) and offer key examples (appendix C) which all staff will use when addressing any behaviour. It is positively phrased and focusses on the behaviour not the child.

Positive behaviour management (Appendix D)

Positive behaviour management may be defined as the strategies the school employs to promote a well ordered, purposeful school community. These strategies underpin the Behaviour Policy.

Promotion of Good Behaviour

All staff will teach, encourage, promote and model good behaviour in school. We must explain and demonstrate the behaviour we wish to see. Positive behaviour should be commented on everywhere around school and any negative behaviour challenged. All staff have a responsibility to do this. These include:

- Standing still when the whistle has gone for playtime
- Lining up sensibly at all times, keeping hands and feet to ourselves
- Using good manners at all times
- Waiting when others are speaking
- Walking through school
- Using ‘indoor voices’ whilst learning or having lunch
- Listening to others

All children need to feel safe, secure and be able to express their thoughts and feelings in an environment where they feel listened to. We all have a duty to listen to our children and take appropriate action.

The School Building

Children walk around school calmly and use indoor voices.

The Playground

Staff are aware of lining up procedures and are asked to be consistent – the whistle goes, and all children stop, then children walk to get into line.

At playtimes children should not re-enter the building without permission from staff on duty.

At the end of lunchtime children will be collected by their class teacher.

If unacceptable behaviour occurs, the member of staff on duty will respond accordingly.

Toilets

Children are expected to use toilets in an appropriate manner, showing thought and consideration of other users.

Lunchtime

In the hall – We aim to provide a relaxed and enjoyable social time for our children, whilst maintaining a calm and controlled atmosphere.

LTS will collect children from class and walk children to the hall or playground.

Outside

Pupils are to be led outside by a LTS.

LTS's actively encourage children to play games.

Use of time out (with an adult) can be used if separation from peers is needed.

Children should not re-enter the building without permission from staff on duty.

If an incident occurs at lunchtime and is dealt with by LTS:

- The LTS will communicate this to the class teacher when the class is collected, if appropriate My Concern will be updated.
- The class teacher will ensure the incident is fully investigated.
- Where appropriate the class teacher will communicate any additional strategies to the LTS the following day.

Communication between the teacher and LTS is paramount and is important to understand how a child is feeling that particular day so that preventive steps or support can be put in place for the child.

Role of children

Children are still learning to socialise at this age and develop their own opinions. Occasionally and despite all efforts, conflicts will arise. This is different to bullying. Bullying involves power and control consistently (see page 9)

Children are expected to;

- Follow the school and classroom agreement
- Accept responsibility and the consequences of their actions
- Listen to and respond appropriately to what adults say

They are taught to follow our school agreement and therefore make good choices, be more self-aware of their responsibilities, learn effectively and therefore reach their full potential.

Role of Staff

Adults in the school have an important responsibility to model high standards of behaviour.

All adults are expected to:

- Create a calm, purposeful and positive atmosphere with realistic expectations
- Provide a caring and effective learning environment
- Encourage all pupils, whatever their ability, to achieve their full potential
- Encourage positive relationships based on mutual respect
- Provide a personalised approach to the specific behaviour needs of particular children, liaising with the SENCo and HT

It is the responsibility of all adults to implement the school behaviour policy consistently throughout the school. When a pupil behaves inappropriately, it is the responsibility of all adults to ensure that the child is heard without interruption, at the appropriate time.

The school is working with our children to help them to understand the adult/child relationship. We are explicitly introducing the social convention by showing them and explaining to them as often as we need to; we are here to keep them safe; they may be given instructions using respectful language.

When addressing behaviour, staff insist on the behaviour they expect not what the child is doing e.g. “walk, thank you”, “remember, indoor voices” as opposed to “stop running, and don’t talk”.

Adults should not act upon the information until all areas of the investigation have been explored. It is the responsibility of the headteacher to report upon the effectiveness of the behaviour policy as requested by the governors.

Role of Parents

We work to establish a positive partnership with parents, promoting and maintaining high standards of behaviour. Where the behaviour of an individual child is causing concern, it is important that all those working with the child are aware of the concerns and the measure taken as a response. The key professional figure in this process is the class teacher, who holds initial responsibility for the child’s welfare.

Parents are expected to:

- Support their child in adhering to the school rules and the expectations of good behaviour

- Ensure that their child fully understands the school agreement and the consequences of not adhering to it
- Inform the class teacher of any changes in circumstances which may affect their child's behaviour
- Discuss any concerns with the class teacher promptly.

Role of Governors

The governors of the school support the headteacher and staff by:

- Promoting our school values where all are equally valued as members of our school community
- Creating an effective partnership between pupils, parents, staff and governors
- Maintain a caring, safe and nurturing environment where children can flourish
- Developing a positive reputation in the community
- Ensuring that the school community is safeguarded.

Behaviour management in class (Appendix E)

Whole school positive behaviour management:

All children will have the opportunity to earn 'DoJo points' throughout the school day. These will be rewarded in line with the school rules: Be ready, be respectful, be safe. Children are able to exchange Dojo points for Dojo money which they can then spend in the Dojo shop.

Every class will have a Dojo display allowing children to display their earned Dojo money.

Class teachers will choose a star learner at the end of each day to reward a child who displays good learning behaviours linking to the school rules.

Minor 'unwanted behaviour' responses will be dealt with as follows:

- In the first instance of behaviour not following our school agreement, an informal gesture (eye contact, frown, a gesture) will be given first
- A general reminder – e.g. Remember everyone we are looking for good listening from everyone
- A private reminder - If the behaviour does not improve a specific reminder will be issued in line with our positive language guide e.g. "name, you are speaking when I have asked everyone to listen, you need to listen, thank you".

Continuation of minor 'unwanted behaviours will result in: (when the above has not had the desired impact)

- Time out in own classroom – sitting and working away from usual place
- HT/AHT called to support in the classroom
- HT / AHT may remove child from classroom for time out with them.
- Continual 'unwanted behaviour' and where HT / AHT is required will result in a phone call/chat with parents by the class teacher to inform and discuss.
- Significant reoccurrence will result in a phone call/meeting with the HT to discuss the child's behaviour

If a child is behaving in a way that poses a risk of harm to other children (eg throwing furniture), the class teacher will remove the class from the room while the HT / AHT are called and the child is supported to calm or leave the classroom.

For the majority of children and incidents the behaviour ladder will be an effective guide and deterrent. However, for some children time out and parental involvement may not be enough to effect change. If disruptive, poor behaviour continues then the class teacher, HT and SENCo will set up a series of short-term personalised behaviour plans. These plans will have clear targets and will be monitored by SLT.

Sometimes there are deeper issues to be addressed. A support programme can be set up by the class teacher and SENCo and shared with parents. Support may include:

- Early help hub referral
- One to one session with FLO
- Specialist support sought

For persistent and continual incidents (eg repeatedly reacting to incidents in a verbally or physically aggressive way), despite strategies listed above OR for one off serious incidents (e.g. someone hurt badly, - not through play, violence to children and/or staff, purposeful damage to school property) incident is referred to SLT who will investigate and speak to all concerned. SLT will decide whether this

culmination of incidents requires an internal exclusion where a child will be removed from the class and playground for the day and complete their learning under the supervision of an adult.

In exceptional circumstances where a child has seriously breached the school's behaviour policy and is involved in a more extreme serious incident the headteacher may exclude the child for a fixed term. In all cases, exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Management of continual challenging behaviour

When individual children present continuing challenging behaviour, class teachers should consult with the SENCo and the HT/AHT.

The SENCo should be consulted when it is clear that a pupil is not making progress in some areas identified below:

- Self - withdrawn, poor self-image, unable to accept responsibility, frustration, early signs of disaffection, overanxious, impulsive, unhappiness and stress
- Peers – Cooperation/sharing, inappropriate language or aggression, overly possessive of equipment, rejection by peers, provoking conflict
- Adults – building relationships, accepting positive or negative feedback, following instructions, accepting support, inappropriate language or aggression, confrontational
- Work – avoiding tasks, self-direction, independent work, concentration, interferes/destroys work
- Class – settling, accepting routine, coping with change, attention seeking, shouting out, abuses furniture and equipment, constantly on the move
- Social setting – participate, solitary, difficulty making friends, resolving conflict, provokes conflict, leaving playground/premises without permission.

Fixed Term and permanent Exclusions

The headteacher can exclude a pupil on disciplinary grounds. A child may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently. A fixed period exclusion does not have to be a continuous period. In exceptional circumstance, usually where further evidence has come to light, a fixed term exclusion may be extended or converted to a permanent exclusion. For more detail information see the document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Follow up

Some behaviour incidents need to be followed up. When following up consider:

- Calm self before calming the child (regulate)
- Tune in to how they may be feeling (relate)
- Avoid dialogue with the child when they are in a dysregulated state
- Use open body language and avoid crowding their personal space
- Avoid arguing, focus on the behaviour/issue
- Adopt a calm tone
- Refer the child to the agreement that has been broken

- Allow the right of reply
- Discuss the impact of the behaviours on others, property and themselves
- Talk about alternatives to behaviours (reason)

Further interventions

Where behaviours are reoccurring, it may be that further support is needed. In that case this will be reviewed with an appropriate strategy put in place. This may be:

- Individual Behaviour Plan
- Regular SLT check ins
- Time with FLO

This will be fully communicated to parents and fully explained to the child.

Children with Social, Emotional and Behavioural Needs

School provides support for any children who have these additional emotional needs. The SENCo will work with parents and class teachers to ensure that full consideration is given to any key factors which may affect a child's behaviour and will work alongside others to ensure appropriate support is given, seeking external advice and support where appropriate.

Children with high additional needs and distracting, disturbing attentional behaviours also need to be taught how to gain fair and appropriate attention. To do this we need to directly teach them alternative patterns of behaviour and social skills. With all the children we need to be aware of ensuring we have communicated in the best way for them e.g. discussion, modelling, drawing, social stories etc.

It may also be appropriate to be proactive for children who need attention by giving it to them before they show a need for it.

Racism, homophobic and disability related incidents

All incidents that might be construed as racist, homophobic or disability related are fully investigated and reported in school on My Concern.

Bullying

At St Ives Infants & Nursery School we are committed to providing a caring, supportive and safe environment that allows all of our children and staff to flourish without fear in an environment where individuality is celebrated.

What is bullying?

Bullying can be described as a being a deliberate act to cause distress: as a result of this, the bully generally obtains a feeling of power, stature or other gratification. It is usually a series of such incidents rather than a 'one off' offence (Remember STOP: Several Times on Purpose).

The main three types of bullying are:

- Physical (assault – hitting, kicking, theft)
- Verbal (name calling, teasing, threats, racist remarks)
- Emotional (spreading rumours, excluding someone from social groups)

Principles

- Everyone should be valued, appreciated and treated with respect and fairness, irrespective of their ethnicity and culture, colour, gender, religion, disability, physical appearance or learning needs.
- The school will make it clear to all students, staff, children and the wider community what bullying consists of and that any form of bullying is unacceptable.
- A system of support and/or consequence will be provided to the victim and the bully and where appropriate outside agencies may be used
- Parents of bullies and victims will be kept informed of developments during the investigation of any reports of bullying
- In all subjects, and especially in PSHE, the value of the individual will be raised, and the awareness of bullying from the viewpoint of both the bully and victim will be heightened.

Types of bullying

- Emotional (being unfriendly, excluding, tormenting, threatening behaviour)
- Verbal (name calling, sarcasm, spreading rumours, consistent teasing)
- Physical (pushing, kicking, hitting, punching or any use of violence)
- Extortion (demanding money/goods with threats)
- Cyber (all areas of internet, email and internet chatroom misuse) as outlined in the "acceptable use Policy".
- Racist (unwanted physical contact, sexually abusive comments)
- Homophobic (because of, or focussing on the issue of sexuality)

We will make it clear that the responsibility for prevention of bullying belongs to everyone and that any unhappiness should be immediately reported. This information may be obtained from a variety of sources:

- Through a child telling a member of staff
- From a child who is aware of another child's suffering
- Parental reports

All allegations or information regarding bullying will be taken seriously.

It is important to understand that bullying is not the odd occasion of falling out with friends, name calling, arguments or when the joke is played on someone. It is also not rough or boisterous play that sometimes spirals out of control. It is bullying if it is done several times on purpose (STOP). If bullying does occur, all pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. Bullying can be brought to the attention of staff either by the victim(s), their friend(s), their parent(s) or other interested people

Procedures

We aim to deal with incidents of bullying in the following manner:

- Any bullying incident will be reported to staff using the appropriate form located in office and on network. (Teacher Resources: Behaviour: Bullying: Bullying Incident Form)
- The bullying behaviour or threats of bullying will be investigated promptly and strategies to prevent bullying implemented quickly.
- The written account of the incident will be given to the Head Teacher. Copies to be kept in pupil files.
- The Head Teacher will interview all concerned. Punitive measures will be used where appropriate e.g. loss of privileges such as loss of outdoor playtime
- The victim(s) should receive an apology in written or oral form from the perpetrator(s).
- The victim should be informed of any action taken. Parents will be informed of all incidents. They must always be informed in writing of extreme physical abuse or racist abuse.
- Children who display bullying behaviour whilst it is appropriate for them to be punished, must also be supported to change their behaviour understanding the effect of their actions on their victim(s). The emphasis is on encouragement and support to turn behaviour around as opposed to a sole reliance on punitive measures to deter.
- Strategies will be offered to help victims to deflect and challenge bullying behaviour in the future.

Pupils who have been bullied in our school have the right to:

- Tell a member of staff
- Be heard sympathetically and taken seriously
- Have immediate action taken
- Feel safe (e.g. by removing perpetrator from situation)
- Support as long as it is required
- Action to restore/develop self-esteem, confidence and assertiveness

Pupils who have bullied will be helped by:

- Discussing what happened
- Discovering why the pupil became involved

- Establishing good choices and the need to change
- Support to develop empathy e.g. through the provision of nurture group support / working alongside suitable role models / adult support
- Enlisting the help of parents to help effect change

The following disciplinary steps can be taken as appropriate: (generally hierarchical)

- Official warnings to cease offending
- Isolation within the classroom setting
- Isolation from the classroom setting
- Loss of play time
- Loss of 'Exploration Time' or withdrawal from favourite activities
- Internal exclusion
- Major fixed term exclusion
- Permanent exclusion.

Strategies

When dealing with any problems we will use a variety of strategies as befits the situation and the children involved. These may include the following:

- Increased vigilance by all adults involved with the children.
- Setting aside time to listening to children to identify the problems / issues.
- Talking with parents of children involved and enlisting their support.
- Developing a behaviour plan with the child(ren) concerned and encourage rewards for good behaviour
- Involving other children in supporting the child(ren) who feel threatened

The situation will be closely monitored by observation and having discussions with the victim(s) with the intention of preventing reoccurrence

Any form of racial incidents will be reported to the Local Authority.

Within the curriculum school will raise awareness of the nature of bullying through inclusion in:

- Personal, Social, Health and Citizenship Education (PSHE)
- Spiritual, Moral, Social and Cultural Education work
- 'Circle' time
- Child Exploitation and Online Protection (CEOP) material
- Assemblies as appropriate

Positive Handling

Key staff at St Ives Infant and Nursery school are trained in using Team Teach positive handling and de-escalation techniques. Team Teach supports that positive handling should only be used as a last resort and when all de-escalation techniques have proved ineffective. Team Teach training is designed to minimise risk and help people build and maintain positive relationships. All members of school have the power to use reasonable force to:

1. Restrain a child at risk of harming themselves through physical outbursts
2. Prevent a child from attacking a member of staff or another child, or to stop a fight

3. Prevent a child behaving in a way that disrupts a school event or a school trip or visit
4. Prevent a child leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

Reasonable force is using no more force than is necessary based on the individual child and circumstance of positive handling is used, it must be reasonable, proportionate and necessary.

Positive handling during challenging circumstances: When using physical intervention, the minimum level of force required is the maximum permissible. Appropriate Team Teach approved holds are named on an Individual Behaviour Support Plan. Team Teach techniques seek to avoid injury to pupils, but it is possible that bruising or scratching may occur accidentally, and these are not seen necessarily as a failure of professional technique, but a regrettable and infrequent "side effect" of ensuring the child remains safe.

After Physical intervention

- The child should be given time and a safe place to recover his/her composure
- Counselling, in terms of talking through what happened, should be offered to both pupils and staff
- The pupil should be supported in re-joining their class
- Where physical intervention has been used in challenging situations, this must be recorded.
- Parents will be informed.

Challenging behaviour

In the event of an outburst of uncontrolled aggressive behaviour, every effort will be made to de-escalate the situation and calm the child. Future strategies for managing such behaviour will be planned after discussion between the school and parents/carers and written into Individual Behaviour Support Plans and/ or risk assessment.

Understanding dysregulation: How to Support a Highly Emotional Child



Dysregulation occurs when the brain responds to sensory input in a manner that triggers the alarm state.



When a child is dysregulated, it is harder to listen, comprehend, and cope.

Remember the Three "R"s

Regulate

focus on soothing your child. Make them feel calm, safe, and loved.



Relate

Validate their feelings with your words and tone of voice. "I know you're upset right now." "This is very hard". Focus on connecting with your child.

Reason



Once your child is calm, now it is time to talk about alternatives to behaviors while reinforcing limits you set before. You can reassure them you love them but that the behavior they're exhibiting is not ok.

Until a child is regulated, they are unlikely to related to you (feel connected & comfortable). And until a child is related, they are unlikely to have the mental capacity to reason with you.

Appendix B - School Language

Our 'school language' supports adults in managing children's behaviour in line with our Positive Behaviour Management policy. It is reinforced by research and staff training from external professionals, and is to be used by staff in school. This template for scaffolding behaviour focuses on an 'emotion coaching' style of behaviour management.

Relationships

It is important to view behaviour and children separately. Although there is almost always an underlying reason for negative behaviour, we need to see behaviour as a communication of a need. Children acting in challenging ways is their way of communicating their feelings. Before we address this behaviour, we need to ask ourselves, is there a need we're not meeting?

Children don't open up unless we offer them an attentive ear and a wide open, accepting space. It is important therefore that children are able to build positive, trusting relationships with adults. Using positive body language, tone and expression supports this, including being down at a child's level, smiling, eye contact, and speaking in a calm and gentle tone.

Empathy not sympathy

Rarely can a response make something better, what makes something better is connection. Phrases such as 'there's no need to be upset' or 'don't cry' result in children feeling ashamed of how they feel and leaves them feeling alone, as though the adult doesn't understand them. Children will therefore learn that opening up about how they feel makes them feel worse. It is better to empathise instead. Feelings are never wrong; it is how children manage those feelings that they often find challenging. Notice, honour and validate these feelings.

E.g. 'I'm wondering how you're feeling because when I have my hands/face like that it's because I feel ____?' and then 'I can understand that you're feeling ____'. Recognise and acknowledge their feelings. Try to question instead of making assumptions, e.g. 'I'm wondering if you're feeling ____?'

Empathy helps children feel connected to you and helps them feel calm, resulting in them being able to think logically and begin to problem solve or be open to your help in problem solving. Simply knowing adults understand them enables children to feel secure and forge ahead. Additionally, just because you empathise with how a child is feeling, it does not mean you condone their behaviour.

Positive vs negative

Experts have found that giving children positive rather than negative attention is much more effective in changing behaviour. Research shows that praise for desired behaviour gets much better results than negative remarks about unwanted behaviour.

E.g. 'Walk, thank you' instead of 'no running', or 'can you use a softer voice?' instead of 'stop shouting', and avoid labelling and shaming children.

When giving a sanction or punishment, there needs to be a reason for this and this needs to be unpicked first e.g. 'what went wrong?' or 'what happened?' Children do need to see there's a consequence to their actions and is it important we have a whole school, consistent approach. These can be found in our Positive Behaviour Management policy. Know your child and when/how to intervene, some children will need thinking or processing time.

Give children opportunities to resolve conflicts independently first, and encourage them to do this, e.g. 'does ____ know how you feel?' 'How could you have let them know that in a different way?'

Challenging behaviour

Crying, resistance and physical aggression may be the tip of the iceberg. Underneath could be hunger, sleep deprivation, overstimulation, having big feelings, working on a developmental skill or being in a new environment. If you think this way, it makes you a partner there to guide, rather than an adversary there to control. Emotional needs need to be met before children can learn; ask yourself 'Are their basic needs met? Do they feel safe?'

Not all behaviours display the feelings we would assume they are e.g. stomping, throwing, shouting, biting can be sad or frustrated. Get to know the child and try to make sense of the reason behind their behaviour.

If a child is dysregulated, explain they are safe and give them time to calm (see RRR cycle). When children are in 'panic mode' they need time to calm before they can begin to reflect on what has happened or apologise. Help them find their comfort zone before you begin to resolve conflicts. Encourage children to begin to recognise when they are in 'panic mode' and help them find/use a safe space appropriately.

Language

It is important to be clear and concise as well as being calm and understanding. Misbehaviour can occur when children don't understand instructions or direction. Know the school agreed non-negotiables and use kind, consistent language to enforce them.

Ensure you aren't asking children to do something that you should be telling them to do e.g. we often will say 'Can you put that away?' rather than 'Put that away, thank you.' Direct language is not harsh; it creates a culture where the boundaries are clear.

When children are overwhelmed, offer them the opportunity to make a positive choice whilst maintaining control e.g. 'I can see that you're finding this challenging. Your choices are that you can _____ or _____. Which one do you think will be a sensible choice for you?'

Try and be a reflective listener and offer children time to explain their feelings. Think about your responses to these.

E.g. Instead of saying 'Be nice to your friend and share, or I will take it away',

You could say: 'Hmm, you're still working on sharing those trains. I understand, you really like trains. Sharing is hard at first, and I can see you're feeling a little angry. Can you think of a plan for how to play with them together? Let me know if you need help.'

Emotion-coaching

1. Take a breath, recognise feelings and empathise with them, letting them know that you care
2. Validate and label feelings, support child to calm and use words to reflect child's emotion, providing a narrative for the experience
3. Set limits on behaviour e.g. 'This isn't okay/safe...', setting emotional tone and what is acceptable behaviour
4. Problem solve with child later on, returning to it when calm and reflect on alternative strategies, empowering them to believe they can overcome difficulties

WINE

- 'I wonder if you're feeling...'
- 'I imagine you might be...'
- 'I've noticed you seem...'
- Empathy – feeling with people



Some things to reflect upon ...

"It is important to remember children will use the words they hear, surround them with beautiful words!"

"Children who are loved at home come to school to learn, and children who aren't, come to school to be loved"

"Even on your worst days in the classroom, you are still some child's best hope"

"The children who need love the most will ask for it in the most unloving ways"

"When children are overwhelmed by big emotions, it's our job to share our calm, not join their chaos"

"Learning through messy play. The downside is fixable. The upside is magical."








"Personality characteristics such as generosity, empathy, caring and sharing cannot be taught, they can only be modelled."

"No significant learning can occur without a significant relationship" James Comer

"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" Rita Pierson

Appendix C - Key Examples

YOUR WORDS MATTER

| | INSTEAD OF... | TRY |
|-------------------------------------------------------------------------------------|---------------------------------------|----------------------------------------------------|
|  | Be quiet. | Can you use a softer voice? |
|  | What a mess! | It looks like you had fun! How can we clean up? |
|  | Do you need help? | I'm here to help if you need me. |
|  | I explained how to do this yesterday. | Maybe I can show you another way. |
|  | Do I need to separate you? | Could you use a break? |
|  | Stop crying. | It's okay to cry. |
|  | Do you have any questions? | What questions do you have? |
|  | You're OK. | How are you feeling? |
|  | It's not that hard. | You can do hard things. |
|  | We don't talk like that. | Please use kind words. |

WE ARE TEACHERS

Appendix D - Positive Behaviour Management for Staff

Classroom

- Meet & greet all children when they come into the class
- Model desired behaviours (ensure that children and staff know what the expectations are)
- Have a visual timetable on the wall
- Follow the school behaviour policy Children
- Have a plan for children who are likely to show 'unwanted behaviours'
- Ensure other adults in the class know the plan
- Understand children's special needs
- Intervene or address with as little disruption as possible Teaching
- Ensure that all resources are prepared in advance
- Ensure that PSHE is taught weekly
- Praise the behaviour you want to see more of
- Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Any child displaying unwanted behaviour once spoken to then displays the desired behaviour ensure you catch and praise them doing so
- Be specific in your praise
- Stay calm
- Ensure learning matched need
- Have clear routines for transitions and for stopping the class – establish these quickly in the school year
- Teach children the class routines

Parents

- Give feedback to parents about their child's behaviour – let them know about the positive days as well as the negative!

Appendix E - Behaviour Management in School

All to be noted on My Concern on the day of the incident

| | Behaviour | Response |
|--------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Level 1 Immediate sanction by adult dealing with incident | Disrespectful behaviours (may include)- <ul style="list-style-type: none"> • Calling out/shouting • Tantrums • Inappropriate noises • Being off task • Distracting behaviour • Inside the building when not meant to be • Running in the corridors • Lack of manners • Interrupting others • Lack of care of property • Drawing on own or others work • Mimicking another child | In the first instance of behaviour not following our school agreement, an informal gesture (eye contact, frown, a gesture) will be given first A general reminder – e.g. Remember everyone we are looking for good listening from everyone A private reminder - If the behaviour does not improve a specific reminder will be issued in line with our positive language guide e.g. “name, you are speaking when I have asked everyone to listen, you need to listen, thank you”. Time out in own classroom – sitting and working away from usual place Time out with lead adult if occurs during playtimes |
| Level 2 Miss 5 – 15 mins of playtime | Consistent and repeated L1 behaviour or: <ul style="list-style-type: none"> • Answering back • Mimicking adults • Throwing or abusing equipment • Bossy in a threatening way • Stealing • Refusal/noncompliance • Urinating in places other than the toilet | Responses in Level 1 where appropriate in the first instance, then: Time out in another classroom where they will be expected to complete the work they are missing. However, if they are not in the right emotional place to do so at that time, this will take place later. Continual ‘unwanted behaviour’ and where time out in another classroom is required will result in a phone call/chat with parents by the class teacher to inform and discuss. Significant reoccurrence will result in a phone call/meeting with the HT to discuss the child’s behaviour |
| Level 3 Seen by member of SLT | Consistent and repeated L2 behaviours or; <ul style="list-style-type: none"> • Biting • Bullying – verbal and physical • Swearing at children & staff • Racism/language used with intent to offend • Intentional injury to another child or adult • Repeated aggressive play • Running off • Exposure and sexual behaviours with inset to distress or upset. | Strategies could include: Time out with AHT or HT Phone call home and/or invite parents in for a meeting Individual behaviour plan introduced Exclusion |

Please note –

Pupils should not be consistently displaying level 3 behaviours without the intervention of SLT. If a child displays these behaviours their parents/carers will be informed and a meeting held to establish how we can work in partnership to bring the behaviours back to within the norm. A record of any meetings will be kept on My Concern