



# Behaviour and Relationships Policy

**Author/owner: CEO Date adopted: January 2024 Review: January 2025**

We are a rights respecting school. All our policies and procedures are written and reviewed to ensure that children's rights, as detailed in the United Nations Convention on the Rights of the Child, are respected and promoted and this policy ensures:

Article 19: All children should be protected from violence, abuse and neglect, and governments should protect them.

Article 12: All children have a right to be able to give their opinion when adults are making a decision that will affect them, and adults should take it seriously.

Article 29: Education should help children use and develop their talent and abilities. It should also help children learn to live peacefully, protect the environment and respect other people.

For more information on the convention and the rights of each child visit: <http://www.unicef.org.uk/>

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# The Three Saints Academy Trust Behaviour Policy

## PURPOSE

The schools in the Three Saints Academy are values-led, rights respecting schools. Our values underpin all we do and our UNCRC rights respecting school's work lies at the heart of policy and practice to ensure that all the children's rights within the convention form part of everyday life for all in our trust and we believe this will promote positive behaviour and develop successful, responsible citizens for the future by encouraging children to learn, work and play together.

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through attachment and adverse childhood experiences awareness and trauma informed approaches both children and adults are able to both manage their behaviour and create an environment that is conducive to learning. Underpinning this policy is the belief that everyone can learn to self-manage and self-regulate their own emotions and own behaviour. We wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences.

We are committed to the emotional mental health and wellbeing of all. The schools in our trust have high expectations for both adults' and children's learning and social behaviours. We pride ourselves on excellent relationships and a high level of care. We understand that positive behaviour needs to be taught and modelled and negative u can be communicating a need for support which will be provided without lowering our expectations.

This policy has been divided into 3 areas:

1. Behaviour for Learning
2. Behaviour for Safety
3. Behaviour for Respect

## AIMS

- To create a disciplined, positive, caring, orderly and inclusive environment where effective learning and teaching can take place, where children will develop lively, questioning minds, learn important skills and make good relationships with adults and children and where there is mutual respect.
- ensure that every child is aware of the whole school vision, values and behaviour curriculum as well as their rights and responsibilities through their involvement and pupil voice
- Create a safe environment for pupils and staff through the clarification of expectations, roles, rights and responsibilities.

- Expect everyone to take pride in their school, class, our learning environment and their relationships with peers and colleagues
- Teach us to respect ourselves and others
- Ensure that each child develops his/her maximum potential.
- Help our children to develop personal, moral values and a tolerant understanding attitude towards people of other races, religions and ways of life and to celebrate and value our differences, while ensuring equal access to our rights
- Develop each child's sense of worth, identity, self-esteem, confidence, security and achievement.
- Ensure the wellbeing, mental health, social, emotional and learning needs of individuals are supported and developed, involving parents and other agencies where appropriate
- To help all to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- To develop in all the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving and develop a sense of responsibility with how they act and what they say
- Give children a sense of responsibility towards the community.
- Celebrate and praise children's achievement and success
- Expect adults to role model appropriate behaviour
- Ensure a consistent, positive approach to behaviour management throughout the whole school day, from breakfast clubs to after school clubs (including wrap around provision)
- Expect all staff to treat children fairly, consistently and sensitively
- Encourage and value the active and early involvement of parents to work collaboratively to find solutions to managing behaviour
- Establish clear procedures for dealing with and managing unacceptable behaviour that respects children's human dignity
- Reduction of staff stress through the identification of effective systems and practices.

## **ROLES AND RESPONSIBILITIES**

Maintaining good behaviour is the responsibility of all staff, committee member and parents. We expect all adults to be a good role model for our children as we develop their attitudes for all aspects of life. Staff will be leaders of responsible behaviour by using thoughtful, respectful behaviour leadership language to raise pupil's awareness of how they are behaving.

## **SCHOOL BEHAVIOUR CURRICULUM – See Appendix 1**

All our schools within the Trust have a curriculum for behaviour. Learning to behave appropriately and to meet the expectations of the schools does not happen by accident. This is because a child must first be taught how to behave, just like any curriculum content. Behaviour expectations in our schools are high because we want the best for our pupils and we know children feel safe, secure and happy when expectations are clear. Stakeholders have identified the behaviour we should expect of our pupils in different situations. These include working together as a whole class, working together in groups, working alone, on the playground, in the hall at lunchtime, in assembly, on trips or at competitive events and with visitors to school.

## **Behaviour for Learning**

The schools in our Trust believe that our Behaviour and Relationships Policy forms an integral part in enabling all children to make the most of all the opportunities by making them feel safe and valued at all times. It is crucial in enabling the schools to develop the inclusive learning environment that inspires all our children to be successful as learners, develop a high level of self-esteem and ultimately maximise their full potential, whatever this may be.

## **Behaviour for Respect**

What children can expect of staff to promote behaviour for respect:

- To know they will be treated fairly and consistently when they have not behaved according to our behaviour curriculum and related expectations. They will be listened to and expected to explain their actions
- Expectations for behaviour are discussed with children in a manner appropriate to their stage of development so that children know and understand what is expected of them
- To be given a chance to get their behaviour right. We are all capable of making mistakes and all children will be given reminders and support to make the right choices
- The school uses restorative approaches in terms of finding positive solutions when things go wrong in school.
- Good work, behaviour and attitudes will be praised and rewarded, both in the classroom and around the school
- To provide a Personal Development and Well Being curriculum that will be used to develop self-awareness (as well as an awareness of others), self-reflection and self-esteem.
- To take all child on child abuse including bullying, hate crime, sexual violence and sexual harassment very seriously. Children will be told when and how the issue will be dealt with. We will never tolerate bullying of any form. All incidents will be reported, investigated, actioned and recorded in accordance with guidance in our policies and accessing relevant assessment tools as recommended by each school's local authority Child Protection and Safeguarding procedures. Child Protection and Safeguarding procedures will be initiated where applicable and multi-agency involvement when necessary. All serious incidents will be recorded on CPOMs. Bullying can be defined as 'deliberately hurtful behaviour over a period of time and in circumstances where it is difficult for those being bullied to defend themselves.' This definition was recognised and accepted in case law (Hansen v. Isle of Wight Council). The Government define bullying as; 'bullying by an individual or group, usually repeated over time, that intentionally hurts another individual or group physically or emotionally.' Bullying is therefore: repetitive and persistent, intentionally harmful and involves an imbalance of power. The Anti-Bullying policy should be read in conjunction with this policy.
- That all staff will know and understand the Behaviour and Relationships Policy and that new staff will receive induction to ensure behaviour is treated consistently throughout the school.

What adults in school expect of children to promote behaviour for respect:

- To treat everyone within the school community with respect and consider their rights, as learners, children, teachers and adults.
- To follow the whole school Behaviour and Relationship Policy, and behaviour curriculum and behave appropriately. To know that consequences will be put in place if these expectations are not met at any time during the school day.
- To listen to each other and to all the adults in the school and respect each other's feelings.
- To accept support, where needed, for making the right choices and understand that adults in school are looking after the best interests and rights of all children.
- To attend every day, arrive on time and enter school ready to learn.
- To participate and play an active role within school.
- To wear the full and correct school uniform with pride.

### Children With Additional Needs

Some of our children in school may have additional needs where their behaviour and sensory needs are affected by difficulties with communication, understanding, social skills or emotional needs. There may be times or unexpected situations when they react in a way that is outside of the expectations for the majority of the children within school. Children who have specific needs that preclude them from accessing our Behaviour and Relationships Policy in the same way will be supported by all to implement personalised rewards and sanctions as part of a Support Plan. This ensures that they continue to learn about making the right choices and the consequences of their actions but also allows them to benefit from our whole school rewards. As mentioned above, personal support for inappropriate behaviour as a result of additional needs is put in place through a Support Plan.

#### The Support Plan:

- will include support that may have been identified by the class teacher, SENDCo or another agency e.g. Educational Psychologist or Behaviour Improvement Team
- may include a therapeutic intervention to help them: to become more confident, feel safe, have an increased ability to learn with others or have a quiet time to help them to remain calm (this may include sensory breaks)
- may have some adult support from the SENDCo or Learning Support Assistants (LSAs) identified at key times of the day in order for them to succeed
- will be tailored to an individual's needs and reviewed at regular intervals to make sure that they are making progress

All of the above does not mean that the child is unable to follow most of the expectations of this Behaviour and Relationships Policy, it acknowledges that adaptations may be required to be made to meet their individual needs whilst also considering the needs of all the children

The school will set up provision for SEND and vulnerable children, as necessary, during lunchtimes to ensure that they feel safe and secure and can spend time with a supportive adult.

### **Behaviour for Safety**

We believe that challenging behaviour can lead to children and staff not feeling safe in school. Children whose repeated inappropriate behaviour is through choice and not as a result of an additional emotional, social or communication need will be given some opportunities to make the right choices and change their behaviour over a specific period of time. If their behaviour choices continue to be outside of our expectations then a Personal Support Plan (PSP) will be put in place to support the child and to prevent a suspension. Where a PSP is needed, the school will work closely with parent/carers to prevent a possible suspension. Regular monitoring of pupils with behaviour issues may trigger the need for an Early Help Assessment.

The Personal Support Plan (PSP):

- is a way for school and home to work together
  - lasts for a short amount of time, approximately 16 school weeks
  - helps a child to become aware of their behaviour and then to make the right choices
  - has targets set with the child and parents/carer
  - targets need to be achieved and behaviour improved over the given time
  - targets will be reviewed regularly with the child, parent/carer, class teacher, SENDCO and SLT Member to ensure progress is being made
  - therapeutic intervention may form part of this process, as will rewards for achieving targets
    - the Local Authority will be informed that the child is at risk of suspension and a copy of the PSP will be sent to them
- When all the targets set have been achieved the expectation is that the child will no longer need a PSP and can follow school expectations.

## **Six Stages of Crisis Plan**

Some pupils will have a Six Stages of a Crisis Plan which will detail known triggers to avoid extreme displays of behaviour. A behaviour risk assessment will be completed.

## **Positive Handling Plans**

In acknowledgement of guidance issued from the DFE, all our school staff have a legal power to use reasonable force to control or restrain. The absolute priority is for staff to meet their duty of care towards their pupils, and to take the action necessary to keep pupils safe. Reasonable force can be used to prevent pupils from hurting themselves or others, but is only used as a last resort and when all other options have been exhausted. The decision on whether or not to physically intervene is down to the professional judgment of the staff member concerned and should always depend on the individual circumstances. Parents will be informed of serious incidents involving the use of reasonable force.

Personal Handling Plans (PHP) are in place for pupils who require them. These will be agreed and signed by parents and reviewed along with the child's support plan on a regular basis.

## Identifying children with possible mental health problems

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include:

- Emotional state (e.g. fearful, withdrawn, low self-esteem)
- Behaviour (e.g. aggressive or oppositional; habitual body rocking)
- Interpersonal behaviours (e.g. indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

Where there are concerns about behaviour, discussions should be held with the SLT, Family Support Worker, SENDCO and where required with the Director of Safeguarding & Attendance so that various assessments can be undertaken to help to determine whether there are any underlying factors such as undiagnosed learning difficulties, difficulties with speech and language, child protection concerns, or mental health problems. SDQ, Boxalls and other emotional wellbeing audits will be completed when required. Approaches taken are trauma-informed.

## **SEXUAL VIOLENCE & SEXUAL HARASSMENT**

The Three Saints Academy has a zero-tolerance approach to sexual violence and sexual harassment and all staff receive additional training in this. We have adopted a 'whole school approach' to tackling sexism and child on child abuse (including sexual violence and sexual harassment). We fully understand that even if there are no reports of child on child abuse in school it may be happening.

As such, all our staff and children are supported to:

- be alert to child on child abuse (including sexual violence and sexual harassment);
- understand how the school views, records and responds to child on child abuse
- stay safe and be confident that reports of such abuse will be believed, taken seriously and acted upon.

We will not tolerate instances of child on child abuse and will not pass it off as "banter", or "part of growing up". We will recognise that child on child abuse can occur between and across different age ranges.

Staff are aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";



- challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them; and
- understanding that all of the above can be driven by wider societal factors beyond the school and college, such as everyday sexist stereotypes and everyday sexist language.

We will follow both national and local guidance and policies to support any child subject to child on child abuse. For further information about Sexual Violence and Sexual Harassment, see Child Protection & Safeguarding Policy.

## REWARDS

Each school has adopted a consistent approach for rewarding and encouraging good behaviour, a variety of awards are given for any actions, deeds or attitudes which are deemed noteworthy and or things that links to the school's values or anything the school are prioritising. Each school actively looks for good behaviour and praises and rewards children for this in various ways recognising that this raises pupils' sense of self-worth and their place within the school community. Each school will strive to acknowledge all known efforts and achievements of pupils, both in and out of school.

This may include:

- Particularly good work/effort
- Displaying good manners
- Displaying a caring attitude towards others
- Remaining on task
- Use of a growth mindset

Rewards used by each of the schools can be seen in [Appendix 2 – School Rewards](#)

## CONSEQUENCES FOR INAPPROPRIATE BEHAVIOUR

For each school's consequences see [Appendix 3 – Graduated Approach](#).

Consequences are understood by all children and are explained at the start of each year. Consequences may vary slightly depending on the age of the pupil.

Consequences are given as a last resort, in most cases these can be avoided through adult support, interventions and good role modelling along with regular messages of behaviour expectations:

- Children will be given a clear explanation of the consequence that might happen if they continue with an inappropriate behaviour.

- Children always have the opportunity to ‘turn’ their behaviour round.
- Consequences for our young children are immediate and relatively short, this could include missing a playtime or an opportunity for reflection. These consequences are always followed by a discussion with an adult and the opportunity to repair any upset caused.
- Where behaviour is threatening their own or others’ safety, removal from the group or activity will take place and the child will be supported by an adult.
- In the event that concerns are raised we will contact parent/carers and work with them to plan support for their child’s development.
- Staff appreciate that it is the certainty that a consequence will be issued, rather than the severity of the consequence that has the greatest impact on deterring a pupil from behaving inappropriately.

## **UNACCEPTABLE CONSEQUENCES**

Children will not be asked to write lines as a punishment. They will not be sent to stand outside classrooms, or against walls on the playground or in school. Children’s names will not be written on the board to indicate sanctions. Children will be spoken to in a calm manner at all times with the adult acting as the role model.

## **SUPPORT PLANS**

Some pupils may have behaviour targets on their support plans. This will be done by the class teacher, SENCO, with involvement from relevant support staff. All plans have progress regularly reviewed each term.

If the child’s support plan is not effective and no improvement can be seen, a pastoral support plan (PSP) will be considered along with possible manage transfer or pupil referral unit application.

Regular monitoring of pupils whose behaviour is of concern may trigger an Early Help assessment which will identify any multi agency input required.

## **CRISIS MANAGEMENT PLANS (Part Of Child’s Support Plan)**

Some pupils may have a Six Stages of a Crisis Plan which will detail known triggers in an attempt to avoid extreme displays of behaviour. A behaviour risk assessment will be completed.

## **Personal Handling Plans**

Pupils known to school as often needing to be “handled”, will have a Personal Handling Plan (PHP). These will be agreed and signed by parents. See Reasonable Force Policy.

## **CREATING A POSITIVE ATMOSPHERE**

Each lesson will be started in a friendly and positive way. Children will be welcomed and the big picture will be given. This will reduce anxiety and all children will understand what is expected of them.

There is a reflection area in every classroom which can be used to de-escalate problems and children can calm down and refocus in these areas.

All staff will speak calmly to children without raising their voice. The unacceptable behaviour will be targeted without labelling the child as 'naughty'.

## **DISCIPLINE BEYOND SCHOOL GATE**

School has the right to discipline pupils for behaving inappropriately outside school in the following circumstances:

Inappropriate behaviour when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- or in some other way identifiable as a pupil at the school.

or inappropriate behaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school, or
- poses a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school.

In all cases of inappropriate behaviour school will only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

In these cases school will treat each case individually when considering what action to take. Parents/carers will be involved.

## **POWER TO USE REASONABLE FORCE**

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.

All staff adhere to the Safer Handling model, records are kept in line with the school Reasonable Force Policy.

## **CONFISCATION AND SEARCHING**

Searching, screening and confiscation is conducted in line with the DfE's [Searching, Screening and Confiscation - Advice for Schools July 2022](#).

### **Confiscation**

Any prohibited items (listed in section 3 of the above guidance) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents/carers, if appropriate.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher, to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desk or locker.

'Outer clothing' includes:

Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt) Hats,  
scarves, gloves, shoes or boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

Desks

Lockers

Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

## **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3.

If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system (CPOMS).

## **Informing parents/carers**

Parents/carers will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents/carers as soon as is reasonably practicable:

What happened

What was found, if anything

What has been confiscated, if anything

What action the school has taken, including any sanctions that have been applied to their child

## **SUSPENSIONS AND EXCLUSIONS**

Each school within the Trust can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher following consultation with the CEO and only as a last resort.

Please refer to the Suspension and Exclusion Policy for more information

## **PUPIL TRANSITION**

Discussions and transfer of documentation will be held with schools to identify support required for incoming pupils to meet behaviour standards and to identify support in place for outgoing pupils.

## **TRAINING**

As part of their induction process, all staff and volunteers are provided with a copy of this policy and regular training on managing behaviour is provided to staff.

## **MONITORING**

All incidents are reviewed, monitored and discussed at the Trust's termly Safeguarding Forum and school data is reported termly to each School's Committee. This policy is reviewed annually and is promoted and implemented throughout the schools in the Trust.

## Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

### **This policy should be read in conjunction with Trust and School Policies:**

Trust Safeguarding Strategy and Policy  
Trust Attendance Strategy and Policy  
Trust Mental Health and Wellbeing Strategy and Policy  
Trust Anti-bullying and Harassment  
Trust Online Safety Policy  
Trust Reasonable Force Policy  
Trust Exclusions and Suspension Policy  
Home School Agreement  
SEND  
Trust Employee Code of Conduct  
Trust Equality and Diversity Policy  
PSHE/RSE Curriculum Policy

## **Appendix 1 - School's Behaviour Curriculum**

Our school rules at Blackmoor Park Infant School are Ready, Respect and Safe and these apply to all members of our school family – adults as well as children.

**Ready** – to learn, to listen, to do the right thing

**Respect**– Being respectful of people, of property, with our words and our actions.

**Safe** – with our actions, online and both in and out of school

### **Expected Behaviours**

Children who have transitioned into the school, between year groups or new starters have the rules, routines and expected behaviours shared with them.

### **Working together as a whole class**

We expect the children to:

Listen to each other and to the teacher without interrupting.

Follow instructions the first time they are given.

Respond appropriately to one another and to the teacher.

Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space.

Be aware of and respect other people's personal space.

Value other people's views and be aware of everyone's need for time to think.

Be alert and attentive.

Respect the classroom environment.

Respect other people's belongings and work.

### **Working together in groups**

We expect the children to:

Recognise and value one another's strengths.

Support and encourage one another.

Respect one another's views.

Be sensitive to one another's feelings and needs.

Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds.

Communicate quietly, clearly and effectively with one another.

Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism.

Try to sort out difficulties independently; seek support from an adult if attempts to resolve difficulties are ineffectual

Share equipment

Care for equipment

## **Working alone**

We expect the children to:

Concentrate on the task given and complete it as well as possible.  
Work independently, without interrupting other people unnecessarily.  
Accept responsibility for individual behaviour and work

## **In the playground**

We expect the children to:

Respect the boundaries by playing on their allocated playground, or the field (weather permitting.)  
If the field is wet, play on the playground,  
Recognise the needs of different groups of children.  
Enjoy playing together, but not at the cost of someone else's enjoyment.  
Recognise that someone may want to be alone and respect that.  
Find ways of including other people who may feel lonely.  
Establish the rules of a game and ensure that everyone playing knows the rules.  
Care for people if they are hurt.  
Listen to adults on duty: respond courteously and obediently.  
End any game as soon as the bell goes, stay still and then in a quiet orderly manner return to their classroom with their teacher when instructed to do so.

## **Moving around school**

We expect the children to:

Always walk inside using their 'walking feet'.  
Walk quietly from one room to another during transition times for Phonics.  
Walk quietly one behind each other when moving round school as a whole class.  
Keep their hands to themselves and hold doors sensibly for others if asked to.

## **In the hall at lunch time**

We would like children to:

Walk into and leave the hall quietly.  
Sit where the lunch staff indicate and talk quietly.  
Put up a hand if help is needed and wait patiently until a member of the lunch time staff is at hand to attend them.  
Demonstrate good manners.  
Say 'please' and 'thank you' appropriately.  
Use the trays, crockery, cutlery and glassware correctly and carefully.



## **In assembly**

We would like children to:

Enter and leave the hall quietly and in an orderly way.  
Listen to the music, to adults and to others attentively.  
Respond appropriately with silence, comment, praise, laughter, action or song.  
Accept different styles of presentation and different expectations.

## **On trips or at competitive events**

We would like children to:

Be responsible for one another.  
Be responsible for their own possessions.  
Be aware of personal safety and that of others.  
Be aware of representing the school.  
Be aware of the needs of members of the general public.  
Act courteously and speak politely.  
Walk quietly.  
Stay together.  
Accept rules.  
Encourage and support one another.  
Respond quickly to instructions.

## **With visitors to the school**

We would like children to:

Notice whether or not an adult is authorised, either because the adult is introduced to them, wearing a visitor's badge or is accompanied by another member of staff.  
Be welcoming, courteous and helpful to any authorised visitor.  
If someone is not authorised, attract the attention of a known adult to that fact.

## **At other times**

When children are on the school premises we would like to them to conform to our expectations of their behaviour at all times, whoever is responsible for them. This means that they should:  
Wait with parents/carers at the start of the day and come into school as soon as the classroom door opens.  
Be respectful towards all adults.  
Be considerate towards one another.  
Take care of the environment.  
Leave equipment and displays alone unless given specific permission to touch it or use it.

## Appendix 2 – Rewards

Good behaviour is rewarded and praised at Blackmoor Park infant School. Our staff actively look for good behaviour and praise and reward in the following ways:

- Positive praise – We use the ‘PIP’ approach – ‘Praise in public’
- Stickers (see appendix 6 for details)
- Dojos - Given out for positive learning behaviours and being on task – Ready, Respect, Safe  
The children will be given a certificate if they achieve 30 or more dojos in a week.  
The children will be given an extra 5 minutes playtime on a Friday if their class achieve 500 or more in one week. (See appendix 6 for further details)
- Weekly Achievement award – Maths, Writing and Phonics.
- Golden book – One child from each class will have their name written in the golden book for consistently demonstrating one or all of our values – Ready, respect, safe. Their names and reason for inclusion in the book will be read out at our weekly celebration assembly and then those children will have juice and biscuits with the Head.

3 children from each class to be given a postcard on a Friday to take home – This is a note home as a result of the children meeting or exceeding expectations that week.

Termly certificates and badges for attendance – 100% and above 97%. These will be awarded in assembly on the last day of each term.

Annual awards evening invitation – 5 children from each class will be chosen to receive a certificate and medal for showing exemplary behaviour and excellent learning behaviours all year.

Achievements will be celebrated weekly on Class Dojo, Newsletter and Social media.

## **Appendix 3 – Graduated Approach**

See document below.

Level of Behaviour	Behaviour profile of child	Strategies and approaches employed by the school	Role of parents/carers	Role of child	Consequences because of poor behaviour	Behaviour response back
<p style="text-align: center;"><b>A</b></p> <p style="text-align: center;"><b>Always doing the right thing</b></p>	<p>Generally outstanding behaviour. Sometimes can be an occasional blip which may sometimes result in a consequence but responds well to the whole school behaviour policy</p>	<ul style="list-style-type: none"> <li>• Consistent school conduct for behaviour.</li> <li>• Whole school behaviour policy.</li> <li>• Discussion with child to find out if anything is worrying them or upsetting them.</li> <li>• Discussion with the Child. Learning point identified so the child knows what to do next time.</li> <li>• Praise as soon as possible for making the right choice.</li> <li>• Daily praise postcards sent home.</li> <li>• Use of regulation station where needed.</li> </ul> <p>Informal discussion with parent as necessary.</p>	<ul style="list-style-type: none"> <li>• Attend parent meetings, receive feedback about behaviour.</li> <li>• Completion of homework/ reading and any additional home tasks.</li> <li>• Discuss what happened with your child and possible ways forward next time.</li> <li>• Inform school of any circumstances which could be upsetting your child e.g. bereavement/ changes in family circumstances etc...</li> </ul>	<ul style="list-style-type: none"> <li>• Follow school code of conduct.</li> <li>• Complete homework, reading and any other task set.</li> <li>• Talk to an adult about what happened and be truthful about your role in a situation.</li> <li>• Accept consequences and learn from the situations. Talk to an adult in school if you are upset or worried about something.</li> </ul>	<ul style="list-style-type: none"> <li>• Shadowing an adult during child initiated time.</li> <li>• Missing minutes of child initiated time.</li> <li>• Moving to a different seat/table within the classroom.</li> <li>• Missed minutes of playtimes.</li> <li>• Missed playtimes.</li> <li>• Missed part of lunchtimes.</li> <li>• Class teacher discussions with parents.</li> </ul>	<p>“Thank you for.....”</p> <p>‘I love the way you...’</p> <p>‘You’ve remembered that we...’</p> <p>‘Thank you for...’</p> <p>‘Let’s show...’</p> <p>‘I’m proud of you because...’</p> <p>‘I’ve noticed you have done... well done...’</p> <p>‘Thank you for being such a good role model/ member of our class...’</p> <p>‘Thank you for always doing the right thing.’</p> <p>‘Well done – for making correct choices.’</p> <p>‘You have made me happy.’</p> <p>‘You are making a big effort. Thank you!’</p> <p>‘You are amazing/hard working.’</p> <p>Smile</p> <p>Praise – ‘PIP’ – Praise in public</p>
<p style="text-align: center;"><b>B</b></p> <p style="text-align: center;"><b>Need to improve</b></p>	<ul style="list-style-type: none"> <li>• Emerging pattern of inappropriate behaviour.</li> <li>• Occasional refusal to work.</li> <li>• Distracting the class from working.</li> <li>• Difficulty interacting with peers during structured and unstructured times.</li> </ul>	<p>In addition to A provision:</p> <ul style="list-style-type: none"> <li>• Class teacher to have a more formal discussion with parents outlining concerns.</li> <li>• In class additional strategies which will not be used by the whole class e.g. a report card</li> <li>• Discussion with SENDCO to discuss any area of need.</li> <li>• Use of de-escalation strategies.</li> <li>• Implement own visual timetable using Now and Next.</li> <li>• Payback of lost learning time by completing work in playtimes/lunchtimes.</li> <li>• Monitor and place on an SEN-Support Plan for SEMH if behaviour does not improve after a given period of time as agreed with KSL/ SENDCO.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend discussions with class teacher on a daily/ weekly basis as necessary.</li> <li>• Support the strategies that are being used in school.</li> <li>• Understand that your child will have to make up lost learning time. Share successful home strategies with school.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk to an adult about what happened and be truthful about your role in a situation</li> <li>• Accept consequences and learn from the situations.</li> <li>• Talk to an adult in school if you are upset or worried about something.</li> <li>• Make up lost learning time.</li> </ul>	<ul style="list-style-type: none"> <li>• Missed lunchtimes (with SLT)</li> <li>• Missed after-school clubs/ enrichment activities for 1 week.</li> <li>• Class teacher to have more formal discussion with parents.</li> <li>• KSL to be included in meetings if at risk of progression to C.</li> </ul>	<p>‘Don’t forget to...’</p> <p>‘You’re really good at...’</p> <p>‘I’d like you to...’</p> <p>‘Let’s remember to...’</p> <p>‘Remember we agreed to...’</p> <p>‘If you continue with this behaviour you will spend your playtime inside’</p> <p>‘If you choose to do your work, you can go out and play’</p> <p>‘Is everything okay?’</p> <p>‘We know you can...’</p> <p>‘We do this in school....’</p> <p>‘We don’t/never do/say....’</p> <p>‘How would you/they feel...’</p> <p>‘Can you remind me of ....’</p> <p>‘Your stopping the class from...’</p> <p>Reminder that their parents will be spoken to.</p> <p>Refocus situation.</p> <p>Remember our school rules.</p> <p>Point out a good role model.</p> <p>Give opportunity to amend behaviour.</p> <p>Reminder of positive consequence for making right choices.</p> <p>Reminder of choices and consequences.</p>

<p style="text-align: center;"><b>C</b></p> <p><b>Concerning behaviour</b></p>	<ul style="list-style-type: none"> <li>Increasingly not meeting expectations (structured or unstructured times). Individual modifications are not having a positive response. Emerging bullying behaviours - child beginning to target another child or group.</li> </ul>	<ul style="list-style-type: none"> <li>In addition to B provision:</li> <li>Key Stage leader/AHT and Class teacher to have a formal discussion with parents outlining concerns and establish frequency of contact with parents going forward.</li> <li>Meeting with the HT Observation and/or assessment of behaviour by appropriate professionals. SEN-Support Plan to be implemented. Pupil to be raised at planning meeting with appropriate professionals and suggestions implemented. Complete Behaviour Profile. SDQ and Boxall</li> </ul>	<ul style="list-style-type: none"> <li>Ensure you are aware what targets your child is working towards on their support plan..</li> <li>Attend meeting with KSL and class teacher.</li> </ul> <p>Understand that your child will have to make up lost learning time.</p> <p>Comply with and give consent for referrals to other agencies to support your child.</p> <p>Attend meetings - if necessary with professionals from other agencies.</p> <p>Share successful home strategies with school.</p>	<ul style="list-style-type: none"> <li>Make up lost learning time.</li> </ul> <p>Talk to an adult about what happened and be truthful about your role in a situation.</p> <p>Accept consequences and learn from the situations.</p> <p>Talk to an adult in school if you are upset or worried about something.</p>	<p>Missed after school clubs/enrichment activities for at least 2 weeks.</p> <p>Key Stage Leader and class teacher to have a formal discussion with parents.</p> <p>HT to be included in meetings if at risk of progression to D.</p>	<p>'What happened...'</p> <p>'Can I help you with...?'</p> <p>'What can I do to help...?'</p> <p>'Maybe you can...'</p> <p>'In our class, we agreed that...'</p> <p>'Shall we go for/to/because...'</p> <p>'I'm sad about this situation, our class are sad'</p> <p>'How would you feel.....'</p> <p>'Kind hands, kind feet.' 'Let's go and do a job.'</p> <p>'Don't make others sad.'</p> <p>'Are you ready to listen?'</p> <p>'We follow rules when in school'</p> <p>'You can..... if you'</p> <p>Reminder of consequence but reminder to stop only when calm.</p>
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<p><b>D</b></p> <p><b>Very Concerning behaviour</b></p>	<p>Possible extreme behaviours including physical or verbal abuse.</p> <p>Bullying behaviours.</p> <p>Child or other children at risk of harm.</p> <p>Child putting themselves in a dangerous situation.</p> <p>Child damaging school property.</p> <p>Child at risk of exclusion.</p>	<p>In addition to provision at C:</p> <p>Head teacher and class teacher to have a formal discussion with parents outlining concerns and establish a more detailed graduated response and monitoring moving forward.</p> <p>Advice/support to be sought from the school inclusion team.</p> <p>Individual crisis management plan to be implemented with an appropriate risk assessment.</p> <p>Positive handling plan implemented.</p> <p>Multi-agency meeting.</p> <p>Consider requesting top-up funding from the LA to support the child.</p>	<p>Attend meeting with the head teacher present,</p> <p>Inform the head teacher of any reasons, to your knowledge, why your child may not be responding to strategies already implemented.</p> <p>Work with school to support your child in working towards their targets.</p> <p>Support school in applying the graduated response.</p> <p>Engage with other agencies and follow advice given.</p>	<p>If able to, talk with parents and adults in school about the reasons for your behaviour.</p> <p>Engage with strategies suggested to help you.</p> <p>Agree a named adult in school who you feel comfortable talking to.</p> <p>Engage with your ICMP.</p> <p>Try to let someone know if you feel that you are going to do something that might get you into trouble.</p> <p>Accept that there are consequences that you must follow.</p> <p>Complete any work set for you during exclusion.</p>	<p>Graduated response to Internal removal where the child will stay with a member of staff and not mix with the other children:</p> <p>Half day</p> <p>Full day</p> <p>Two full days</p> <p>The above may vary depending on the severity of the incident and age and needs of the child but must be progressive and agreed between all parties involved.</p> <p>Head teacher/SENCO discussions at each point of progression of the graduated response.</p>	<p>“You need to stop...”</p> <p>“Remember our rules...”</p> <p>More focus on discussions with the child once they have returned to baseline.</p> <p>Finding a common ground to reverse behaviours.</p> <p>Distractions.</p> <p>Tone of voice change.</p> <p>Less language.</p> <p>Simplifying language.</p> <p>Encourage removing to somewhere else away from the situation.</p> <p>Change of staff.</p>
<p><b>E</b></p> <p><b>Extreme behaviour</b></p>	<p>Ongoing extreme behaviours putting the child or others at risk of harm.</p> <p>Ongoing bullying or radically motivated behaviours.</p> <p>Internal exclusions are not having an impact.</p> <p>Child at risk of permanent exclusion.</p>	<p>Head teacher to have regular agreed formal discussions with parents, reviewing progress towards agreed targets and agreeing next steps.</p> <p>Multi-agency working to support the child and the family.</p> <p>Review support plan in place.</p> <p>Liaison with external agencies, including LA.</p> <p>Risk assessment reviewed and updated as needed.</p>	<p>Attend regular meetings to discuss your child’s progress, develop strategies and address any concerns.</p> <p>Support school in applying the graduated response.</p> <p>Work at home to support your child in engaging with home learning if excluded.</p> <p>Engage with support plan and engage with discussions about alternative provision if necessary.</p>	<p>Engage with your ICMP.</p> <p>Engage with your named adult.</p> <p>Accept the consequences for your behaviour.</p> <p>Complete any work set for you during an exclusion.</p> <p>Engage with other adults who may come into school to try to help you.</p> <p>Listen when adults are explaining what is happening and what may happen next.</p> <p>Try to take responsibility for your own actions.</p>	<p>Graduated response to external exclusion:</p> <p>Half day</p> <p>Full day</p> <p>2 full days</p> <p>The above may vary depending on the severity of the incident and the needs of the child and their family but it must be progressive and agreed between all parties involved.</p> <p>Head teacher/SENCO discussions at each point of progression of the graduated response.</p> <p>Permanent Exclusion.</p>	<p>“Stop...”</p> <p>“No hurting...”</p> <p>“We aren’t going to...”</p> <p>“Let’s...”</p> <p>“Tell me about...”</p> <p>“I’ll come back to you when...”</p> <p>“You can...or...”</p>

## Appendix 4 – Example Scripts

Scripts make it easier for adults to respond appropriately to pupil behaviour. Scripts also provide the clarity and consistency pupils to require. Using scripts allows you to apply the same high expectations of behaviour for all pupils. Behaviour management experts, Paul Dix, Tom Bennett and Bill Rogers have developed their own scripts for common classroom activities and behaviours. They recommend that all instructions are brief, clear and specific and try to stick to 3 items or rules at a time. Their language is caring and respectful, but clearly conveys expectations.

Here are some examples of tried and tested scripts:

- Good morning / afternoon / welcome ... insert names ... are you ready to come in and learn something fantastic?
- Are you ready, respectful and safe? Then come on in.
- This is a question and answer session: look up, listen, hands up.
- This is a peer learning session: be open, be helpful, be kind.
- Here is one I made earlier.
- You need to end up with something like this.
- What do you think the perfect answer / essay / presentation / piece of work will look like?
- We will spend 10 minutes on this task and then move on to ....
- While you spend 15 minutes working on .... I will come around to see how you are getting on and look for good examples.
- This is an ideal answer / essay / presentation / piece of work because ....
- What are the school rules on .... jewellery? Eating in class? Toys?
- I notice you have chosen to...(turn around during teacher talk, get out of you chair without permission, refuse to begin the task).
- I will come back to you when you have stopped crying.
- That was the agreed rule about .... that you have broken.
- Do you remember when you were brilliant last week or last lesson?
- Look at the rest of the class perfect silence all working hard.
- That is the ... I want to see today!
- I can see just 4 people are not paying attention, very good, now only 2 people are not paying attention, excellent, now you are all listening.
- Thank you for listening.
- Why don't you have a couple of minutes time out over there then we can discuss it / continue with your learning.
- Ok, I hear you, tell me the main thing that is upsetting you.
- I know this is difficult but...
- I know you want to discuss this so we will talk about it at the end of the lesson.
- You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen...If you choose not to do the work, then this will happen... I'll leave you to make your decision.
- Do you remember yesterday when you helped me to tidy up? That is the ??? I need to see today; that is the ??? you can be all the time.
- I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.

- I am not leaving, I care what happens. You are going to be brilliant.
- What do you think the poor choices were that caught my attention?
- What do you think you could do to avoid this happening in the next lesson?
- ??? it's not like you to kick/ shout out?



## Appendix 5 - Toolkit (Taken from West Essex SEMH Specialist Team)

A range of example strategies are listed in the toolkit below to support staff in their classroom behaviour management.

### Toolbox 1

Strategy	Explanation	Coded Messages <i>(This is what they adult is providing or supporting the child to develop)</i>
<b>General praise</b>	Praise appropriate behaviour often –this will reinforce it	Coded message(s): <b><i>Positive identity, selfesteem, resiliency building, confidence, motivation</i></b>
<b>Proximity Praise</b>	Praise child /children nearby who are displaying the appropriate behaviour. When the identified child complies they should then be praised. Using a full praise statement will help the target child to understand what you would like to see. It can be a beneficial strategy to use alongside tactically ignoring if safe to use.	Coded message(s): <b><i>Indirect boundary setting, providing expectations, reminders, motivation, selfesteem</i></b>
<b>Tactical ignore</b>	Ignore where possible very low level behaviour. I.e. pencil tapping, muttering under breath.  If the behaviour becomes unsafe to pupil or to others you must intervene.	Coded message(s): <b><i>Boundary setting, limiting attention around communicating behaviours you want to reduce</i></b>
<b>Non-Verbal signal</b>	Open, positive body language. The look, Thumbs up, Smile.	Coded message(s): <b><i>Reminders, non-verbal direct praise, belonging, motivation, valued, confidence, resilience</i></b>
<b>Rule/expectation reminder</b>	What’s our rule about…… (Kind hands, moving around the classroom)	Coded message(s): <b><i>Reminders, boundaries</i></b>

<b>Direct Praise</b>	Target praise i.e. Tom you are sharing really well –give attention for appropriate behaviour as frequently as possible.	Coded message(s): <b>Self-esteem, developing confidence, emotional literacy and social skills development, raising pupil profile, motivation, role model</b>
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<b>Strategy</b>	<b>Explanation</b>	<b>Coded Messages</b> <i>(This is what they adult is providing or supporting the child to develop)</i>
<b>Positive expectation reminder</b>	Reminders of expectations rather than drawing attention to inappropriate behaviour i.e. remember to put hand up and wait to be asked before answering question.	Coded message(s): <b>Reminders, solution focused, clear expectations, boundaries</b>
<b>Simple verbal direction</b>	Give assertive direction using few words and a low slow tone i.e. 'sit down thanks' or 'books away,' assume compliance and allow take up time, tactically ignoring secondary behaviour and remaining focussed on what needs to be done.	Coded message(s): <b>Boundaries, consistent expectations, reminders</b>
<b>Simple Question</b>	Where should you be? What should you be doing?	Coded message(s): <b>Reminders, boundaries,</b>
<b>Distraction</b>	Divert child's attention to something of interest to the pupil and away from inappropriate behaviour i.e. 'we need to get this finished, so that we can be on time for playtime, let's see how quickly we can do it'	Coded message(s): <b>Distraction, boundaries, selfregulation support,</b>
<b>Warning and choice</b>	State expectation clearly and consequence for non-compliance e.g. 'Jenna, back to the classroom now or any lesson time you miss will have to be made up in your own time tomorrow' Face saving/take up time must be given and the adult to move away	Coded message(s): <b>Boundaries, consistent expectations, reminders, legitimate control, face saving time, giving the child a way back, structure</b>
<b>2<sup>nd</sup> Warning and choice</b>	as above	

<b>Logical consequences</b>	<p>If the pupil does not comply then the logical consequence should be applied (see above).</p> <p>Thinking time can also be used – to encourage child to develop the skill to identify a positive action to take next time.</p>	Coded message(s): <b><i>Boundaries, clear expectations, natural consequence</i></b>
<b>Voice Level Volume Monitoring</b>	Adults to be mindful of voice level (whole class, teacher, and individual voices). Adults can use resources such as class volume visuals, different setting voices e.g. indoor/outdoor voice and reinforce and recognise positive behaviours.	Coded message(s): <b><i>Praise, confidence building, consistent expectations, consistent boundary settings, feeling valued, developing a sense of belonging.</i></b>

### Toolbox 2 (For pupils with additional SEMH)

<b>Strategy</b>	<b>Explanation</b>	<b>Coded Messages</b>
<b>Pupil Perception</b>	Pupil perception can be a useful tool to gather the thoughts and feelings behind possible behaviours being exhibited by the child/children. Adults need to begin from the child's perception and support them to change these perceptions in a positive way.	Coded message(s): <b><i>Being heard, being listened to, developing understanding, emotional containment, to feel valued.</i></b>
<b>Keeping in Mind</b>	Use this strategy to fulfil the child's need to belong and foster a feeling of importance. During conversations adults use phrases such as I saw...and it made me think of you, I was thinking about you when..., I will be looking forward to hearing all about... when... etc.	Coded message(s): <b><i>Belonging, to feel valued, relationship building</i></b>
<b>Movement Breaks</b>	For children who have difficulty with maintaining concentration or who find it difficult to sit still for any length of time they will benefit from legitimate movement breaks e.g. doing a job for an adult.	Coded message(s): <b><i>Self-regulation, low stress opportunity, containment</i></b>

<b>Chunked Activities</b>	Use chunked activities to provide children to feel a sense of frequent successes within lessons and provide shorter tasks which may be less daunting for the child to attempt.	Coded message(s): <b>Develop self-esteem, resilience, confidence to attempt academic risks, resilience building</b>
<b>Positive Gossip</b>	Adults to praise the child indirectly to another adult in ear shot of the child. This is particularly useful for children who find direct praise difficult to manage and should be task/behaviour specific. E.g. Mrs/Mr... I was so pleased to see that...was having a go at answering some questions on the carpet today etc.	Coded message(s): <b>Develop self-esteem, develop confidence, building positive relationships</b>

<b>Strategy</b>	<b>Explanation</b>	<b>Coded Messages</b>
<b>Assumed Compliance</b>	Use statements starting or ending in thanks to show your expectations and how you assume the direction you have just given will be followed. e.g. you need to put the pencil away in the pot now thank you, thank you for using your classroom voice etc... Once the statement is given adults should move their body language away from the child to give them take up time to carry out the instruction. Repeat the statement in a low slow tone with fewer words if needed.	Coded message(s): <b>Boundaries, consistent messages, direction, reminders</b>
<b>Partial Agreement</b>	Use statements such as that may be so but I need you to... or you may feel like that but right now you need to...	Coded message(s): <b>Listening, understanding child's perceptions, feel valued, emotional containment &amp; containing boundaries</b>

<b>Let's Do It Together</b>	To begin tasks with the child to ensure the child understands what is expected of them to complete the task and foster a feeling of initial success to give them the confidence to challenge themselves.	Coded message(s): <b><i>Listening, understanding child's perceptions, feeling valued, safety, emotional containment &amp; developing confidence to attempt academic risks, resilience building</i></b>
<b>Reflection</b>	To provide children with reflection time that will turn a situation into a positive learning opportunity for that child. This could be for instance using a restorative reflection sheet which explores the thoughts and feelings around a situation, the outcome is explored in a nonjudgemental way, conflict resolution being discussed and agreed, and then problem solving ways of managing such situations in the future.	Coded message(s): <b><i>Listening, understanding child's perceptions, feeling valued, moving on from a situation, restorative approach, selfreflection, emotional containment &amp; containing boundaries, non-</i></b>

<b>Strategy</b>	<b>Explanation</b>	<b>Coded Messages</b>
		<b><i>judgemental, forgiveness, Resilience building</i></b>
<b>Repair the Harm Done</b>	Children should be given the opportunity to put right the harm they have done. e.g. putting equipment back, make a card, go and get a resource the child likes etc to develop meaning and empathy.	Coded message(s): <b><i>Restorative approach, repairing, resolution to a problem, nonjudgemental approach, forgiveness, resilience building</i></b>

<b>Knowing What's Coming</b>	To prepare children for what is coming next and any changes where possible, to give them that predictability and safety of knowing what to expect. Where possible make this visual and age appropriate. Use a visual timetable.	Coded message(s): <b>Predictability, safety, relationship building, development of trust, emotional containment, independence building</b>
<b>Pre-teaching</b>	Opportunities to provide pupils with key words and vocabulary explanations prior to a session, or reminders/introductions of taught/new methods being used in a session; can foster a child's confidence and promote engagement in sessions.	Coded message(s): <b>Resilience, confidence to take academic risks, self-esteem, self-worth, lowering anxiety, preparing, reminders of previous concepts,</b>
<b>Differentiation</b>	This does not only mean differentiated work and resources provided within the lesson, but thought to the provision of behaviour strategies used to promote and enable positive behaviour for learning to take place.	Coded message(s): <b>Resilience, confidence, self-esteem, self-worth, lowering anxiety, preparing, emotional containment, independence building,</b>
<b>Safe Place</b>	Adults to negotiate with a child (particularly those who leave the	Coded message(s): <b>Emotional</b>
	classroom or move to inappropriate areas within the environment), a safe place that they can go to for time to self-regulate when they're in an emotionally heightened state. A visual aid can support them to do this if they find it difficult to verbalise. Adults will need to teach, model and rehearse this with the child when calm and try and help the child locate any warning signs they may get within themselves which can be an indication for them to go to that safe place.	<b>Containment, selfregulation, confidence, self-esteem, safety, resilience, keeping in mind, belonging, positive relationship building, trust, independence building</b>

<b>Safe Person</b>	A safe person can be identified with the child. The role of the adult is to be nonjudgemental but talk through situations and use this time as a reflective learning opportunity. The use of partial agreement during these discussions is important to show some empathy e.g. I can see that you feel upset/angry, I would feel upset/angry if... and then discuss the situation through a solution focus approach; providing them with strategies to manage a situation if it arise again.	Coded message(s): <b>Emotional Containment, selfregulation, confidence, selfesteem, safety, resilience, keeping in mind, belonging, positive relationship building, trust</b>
<b>Slow Tone</b>	Slowing down your speech and using fewer words helps the child to hear the direct rather than information that may overload them. E.g. tuck your chair in because we don't want people to fall over it and hurt themselves. They might just hear fall over it and hurt themselves. We want them to hear the instructions and therefore by using fewer words such as, tuck, chair, in enables them to process just the direction rather than the consequence.	Coded message(s): <b>Emotional Containment, predictability, confidence, resilience, selfesteem, safety, positive relationship building, trust</b>
<b>First and Then Approach</b>	This is a strategy which can support children to access their learning if they are reluctant or finding it difficult to do so. The 'first' aspect involves a differentiated appropriately chunked learning activity. The initial part of the task should be well within the child's capability to gain initial	Coded message(s): <b>Predictability, structure, selfregulation, motivation, confidence, selfesteem, fostering</b>

	<p>success and appropriate elements of challenge built in. The ‘then’ activity is a low stress level activity which enables the child to have regular opportunities to selfregulate so that they can manage the expectations placed upon them throughout the school day. It would be beneficial for the child’s ‘then’ activity to be based on their likes, as the tasks will then be more motivating for them. Staff should give them a choice of two tasks the adult is happy with, which will provide the child with opportunities for small elements of legitimate control. It is also important that staff put a time boundary around the ‘then’ aspect, and provides children with time warnings of endings e.g. 5mins, 2mins, 1min etc. This also provides staff with regular opportunities throughout the day to provide explicit opportunities for children to develop the social and emotional skills they have not yet mastered e.g. turn taking, following someone else’s instructions, developing their interpersonal thinking skills etc.</p>	<p><b><i>independence skills, lower anxiety, emotional containment, legitimate control, distraction,</i></b></p>
<p><b>‘Catch Me Strategy’ Using Task, Behaviour and Effort Specific Praise</b></p>	<p>Adults should provide children with frequent task, behaviour and effort specific praise e.g. ‘you have remembered to add full stops into your sentence’, ‘I noticed that you sat at your table waiting for the teacher to speak to the class well done’ or ‘you have worked very hard keeping within the lines while you colour in the ship’. It is important that staff notice the appropriate behaviours that the children are exhibiting regularly so that they are gaining praise for appropriate behaviours, and are more likely to exhibit the desired behaviour staff would like to see.</p>	<p>Coded message(s): <b><i>Self-esteem, selfconfidence, motivator, development of relationships, social skills development, sense of belonging</i></b></p>
<p><b>Meet and Greet</b></p>	<p>A member of staff to meet with the child, at the beginning of the day and after lunch. This is a useful strategy to prepare the child for the day/morning/afternoon e.g. Adults can go through the child’s</p>	<p>Coded message(s): <b><i>Sense of belonging, predictability, selfregulation, reflection, structure,</i></b></p>



Strategy	Explanation	Coded Messages
	visual timetable, set up the first and then activity, provide talk time, reminders of behaviour you want to see and encouragement for the day/morning/afternoon ahead.	<b><i>relationship building, resilience</i></b>
<b>Role of Responsibility</b>	This strategy is a way of making the child feel, that they belong and that it is important that they are there. This is also a low stress level activity which can help self-regulate their emotions from the daily demands placed in them through the day.	Coded message(s): <b><i>Sense of belonging, self-esteem, selfconfidence, resilience, independence, motivator, selfregulation, legitimate control opportunities</i></b>
<b>Restorative Repair</b>	For staff to provide the pupil when calm support to put things right after an incident or a situation has arisen. This should be done in a non-blame and non-judgemental approach. This should include a logical consequence (time limited) and a learning opportunity.	Coded message(s): <b><i>Restorative approach, developing social skills, forgiveness, non-judgemental, structure, boundaries, resilience</i></b>
<b>Restorative discussion learning experience</b>	For adults to provide the pupil when calm with reflection time and discuss a situation that has occurred and an opportunity to problem solve and think of alternative ways of responding in an assertive manner. Adults should then role play and practice this as he will then be more likely to use it independently.	Coded message(s): <b><i>Restorative approach, developing social skills, forgiveness, non-judgemental, structure, boundaries, resilience</i></b>
<b>Assertive Responses</b>	For the pupil to be taught a range of scripts which help the child to respond assertively towards others in situations, in a more confident, appropriate and socially acceptable way.	Coded message(s): <b><i>Independence, resilience, assertiveness,</i></b>

<b>Achievement/Celebrations/ Brilliant Book-Choice</b>	Positive work, photos and visual rewards to be incorporated with the catch me strategy in a 'Celebration Book'. This will help the child recognise the positive parts of themselves even at times when they are finding things more challenging emotionally at times. This will separate the difficulties they are experiencing from their self-	Coded message(s): <b>Self-esteem, selfworth, confidence, sense of belonging, developing relationships, social skills building,</b>
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<b>Strategy</b>	<b>Explanation</b>	<b>Coded Messages</b>
	identity.	
<b>Child Led Play</b>	For adults to engage in child led play with a pupil during the low stress level activities. The adult could also commentate on what the child is doing as well as copy them. By doing this the child will feel attended to and this overtime will be a way of supporting the child develop a positive attachment with the adult.	Coded message(s): <b>Developing positive relationships, attunement, emotional containment, confidence, selfesteem, self- worth, social skills development, selfregulation</b>
<b>Talk Time</b>	For adults to continue to provide talk time during the pupil's day. This could be incorporated into his low stress level activity 'then' choices. This enables the child to develop their confidence and self-esteem and some mastery over certain concepts and interests they have. This will make them feel important and offer them an opportunity to again, feel attended too, important and aid developing positive attachments with adults.	Coded message(s): <b>Self-regulation, belonging, offloading, selfesteem, confidence, verbalising thoughts and feelings, resilience, positive relationships</b>
<b>Self-directed Challenge setting</b>	For the pupil to have the opportunities to find small and manageable challenges they can set for themselves. Adults should encourage achievable tasks so that the child can gain initial success. This will, overtime, make the idea of taking small academic risks less threatening and daunting for him.	Coded message(s): <b>Confidence, selfesteem, independence, selfworth, resilience, growth mindset</b>

<b>Revisiting work through a graduated process</b>	For adults to provide a graduated process in encouraging the child to revisit work, comment on it and self-assess. For instance, initially staff could get the child to highlight three full stops in their writing, two adjectives, three addition sentences etc. These should be well within the child's capability to get them used to the idea of revisiting their work. Self-assessment could begin with identifying one aspect they like. This over time could be extended to two or three things they like and one thing they could do to improve it.	Coded message(s): <b>Confidence, selfesteem, independence, selfworth, resilience, growth mindset, success</b>
<b>Modelling mistakes</b>	For staff to model making mistakes regularly, as this is a way of modelling to	Coded message(s): <b>Resilience,</b>
	the child that it is ok to make mistakes. A discussion around what they have learnt from their mistake is also very important for a child to experience.	<b>confidence, growth mindset, emotional containment, selfregulation</b>
<b>Group work roles</b>	For a pupil to be supported to engage in small activities with a peer/small group. Roles should be provided so that the child and the other children are aware of the role that they will be taking each time (and roles will need to differ).	Coded message(s): <b>Social communication skills, resilience, confidence, selfesteem, belonging, independence</b>
<b>Best Bits of the day</b>	At the end of the day staff to reflect on the day with the child and recognise the best bits about every day. This includes adults modelling examples that they have recognised throughout the day also. These should be task, effort and behaviour specific.	Coded message(s): <b>Confidence, selfesteem, self-worth, developing positive relationship, growth mindset, self-worth, resilience, relationship building, feeling listened to, managing change</b>

<b>Visual Timetable</b>	This should be visual and age appropriate. This is so that the child can be clear around the structure of their day, know what's coming next, and gain frequent successes of working their way through the timetable each day. It is also a tool they can refer to whenever needed to provide a sense of security.	Coded message(s): <b>Predictability, emotional containment, structure, trust, resilience, confidence, independence, boundaries, fostering a feeling of safety, clear and consistent expectations, support to manage change, Reminders</b>
<b>Prepare for Changes</b>	Adults whenever possible, to provide the child with warnings for change. A surprise card could be added visually to his timetable to acknowledge and teach that there are surprises that can occur and these should be positive experiences as well as unforeseen changes that may promote anxiety when unprepared.	Coded message(s): <b>Predictability, emotional containment, structure, trust, resilience, confidence, relationship building</b>
<b>Routines to be taught,</b>	This is a way of providing regular	Coded message(s):
<b>modelled, rehearsed and consolidated</b>	opportunities for the child to practice these skills explicitly in a safe place provided to do so.	<b>Predictability, confidence, social skills, self-esteem, resilience, structure, predictability,</b>
<b>Time warnings before the end/change of tasks</b>	Staff to provide the child with time warnings and incorporate a visual representation also where possible e.g. timer, clock etc.	Coded message(s): <b>Predictability, boundaries, reminders, preparation, resilience building, trust, consistent expectations, structure,</b>

<b>Individual Timetable</b>	This is an individualised programme that incorporates learning opportunities which meet both the child's academic and social and emotional needs. Additional interventions which would support staff to proactively teach the child, the social and emotional skills they require further explicit opportunities to develop and master.	Coded message(s): <b>Predictability, boundaries, reminders, preparation, resilience building, trust, consistent expectations, structure, confidence,</b>
<b>Consistent adult responses</b>	For staff to develop, use and regularly review a plan which provides a consistent approach. These plans incorporate and consist of a range of assertive responses and adult scripts. This plan will provide both consistent proactive strategies and planned reactive responses.	Coded message(s): <b>Boundaries, consistent expectations, developing relationships, confidence, emotional containment, predictability, selfesteem, selfawareness,</b>
<b>Choices of consequences</b>	This is providing the child with two choices the adults are happy with whilst providing the child with guidance and a small legitimate opportunity to maintain some control over the situation e.g. This needs to be done, it can either be done now or in your own time (specify this specific time with the child.)	Coded message(s): <b>Legitimate control, expectations, boundaries, structure, resilience, trust,</b>
<b>Legitimate Control</b>	Staff to provide the pupil, with regular opportunities of legitimate control through providing them with two choices e.g. Are you going to have the blue or black pen, safe place or reception sofa, you can do it now or in your own time?	Coded message(s): <b>Legitimate control, structure, boundaries, expectations, confidence, academic risk</b>

<b>Raise Profile in Class</b>	Staff to raise the pupil's profile in class and around school, by providing positive experiences amongst a range of peers in class e.g. being given classroom monitoring jobs and roles of responsibility etc.	Coded message(s): <b>Social communication skills, resilience, self-esteem, sense of belonging, confidence, selfworth, motivation, low stress level activity, selfregulation, distraction</b>
<b>Journey Planner</b>	Staff to work with the pupil to create a journey planner. This is a way of achieving a desired outcome e.g. returning back to the playground for break times and lunch times. This should be a visual step by step approach, where expectations and successes are recorded with the child each day, in order to help the child achieve and be successful, as well as supported when things may go wrong.	Coded message(s): <b>Structure, predictability, growth mindset, confidence building, success, self-esteem, resilience, self-worth</b>
<b>Scaling</b>	Some Pupil's benefit from scaling so they begin to identify their feelings. It also supports them to practice self-regulation techniques. In addition, it enables adults to identify patterns, triggers and situations the pupil may find particularly difficult; and need further support with. Visual tool will also be helpful e.g. scaling or using Blob tree sheets, volcano in my tummy and Angry Arthur.	Coded message(s): <b>Self-regulation, emotional literacy, emotional containment, confidence, resilience, valued, self-esteem, being listened to, feeling understood.</b>

<b>Strategy</b>	<b>Explanation</b>	<b>Coded Messages</b>

<b>Acknowledge feelings and provide take up time</b>	I can see that you're feeling really upset/angry/excited, when you're ready I'll be...(name a place and then adult to look busy). This will help the pupil have time to self-regulate in their own time, save face, and provide him with a way back.	Coded message(s): <b>Emotional containment, emotional literacy, self-regulation, saving face, trust, relationship development, resilience.</b>
<b>Task Chunker</b>	Expectation lists of the task should be used, so that the child can tick off each step achieved as they work through the task. This will provide the child frequent success and reminders when needed.	Coded message(s): <b>Visual support, confidence, selfesteem, predictability and reminders and clear expectations, selfworth</b>
<b>Equipment Checklist</b>	This should be age appropriate and visually represented (words and pictures to support if required). This can be helpful in supporting the child to develop independence skills.	Coded message(s): <b>Developing independence, Structure, predictability, selfesteem and confidence building</b>
<b>Low and Slow</b>	When children become emotionally heightened, it is beneficial for the adult to respond in a lower and slower voice. This helps the child to feel emotionally contained and use the adult to support self-regulation.	Coded message(s): <b>Self-regulation, emotional containment, boundaries being maintained, Predictability, Conflict resolution skills</b>
<b>Touch and Talk</b>	When children don't appear to respond it may be because they are preoccupied. Adults should avoid raising their voice to gain the child's attention as this may trigger an escalation in behaviour, make the child move to a defensive position and embarrass them publically. It can be helpful for the adult to provide a gentle touch to the shoulder to gain the child's attention before talking to them.	Coded message(s): <b>Feeling respected, emotional containment, boundaries being maintained, Predictability, nurture, respect, relationship building</b>
<b>Interpersonal Thinking Skills Development</b>	This is an intervention which helps children reduce their impulsivity and strengthens the thinking process to manage a range of	Coded message(s): <b>Self-regulation, Emotional</b>

	situations over time. The child may benefit from having the opportunity to practice and develop effective social thinking skills. The child begins to 'Stop, Think, Choose and Do'.	<b><i>containment, choice, developing confidence, growth mind-set, social skills development, Emotional Literacy development, Resilience, Selfreflection, Selfcontrol, structure to the thinking process, self-esteem</i></b>
<b>Self-regulation Development</b>	The child should be provided with opportunities to develop their emotional literacy skills. This includes the ability to develop their recognition of different emotions they experience, and the ways to manage them using a range of strategies. Such resources to support the child could include, Anger mountain, Big Bag of Worries, Self-regulation cards, relaxation, calm box and mindfulness. Adults will need to support the child initially with this.	Coded message(s): <b><i>Self-regulation, Emotional containment, confidence, structure, feel valued, feel understood, develop assertive responses, restorative approach, Emotional literacy development, develop a sense of belonging, developing independence</i></b>
<b>Sensory Support</b>	Some children can have underlying sensory needs. Sensory checklists, sensory boxes, sensory breaks, and sensory resources can be several ways in which adults can support a child's identified sensory need(s).	Coded message(s): <b><i>Self-regulation, understanding child, identified possible additional SEN or medical needs.</i></b>
<b>Reward Systems</b>	Providing the child with a reward to work towards can provide them with the motivation they may need to attempt academic risks. Steps to success using stickers/dojos can provide a visual representation and frequent success can be acknowledge. Once a child has gained a step of success, this should not be taken away as a consequence.	Coded message(s): <b><i>Confidence building, self-worth development, sense of belonging, resilience building, structure and boundaries, selfregulation,</i></b>



		<i>legitimate control, manage changes,</i>
<b>Strategy</b>	<b>Explanation</b>	<b>Coded Messages</b>
		<i>predictability</i>
<b>Video Strips/Comic Strip</b>	A visual tool to help children discuss an event and reflect on it with an adult who is non-judgemental and a non-blame approach is adopted.	Coded message(s): <i><b>Attuning and understanding the child, feeling valued, develop sense of belonging, emotional containment, fostering a feeling of safety, growth mindset, interpersonal thinking skills development, social skills development, self-regulation, feeling listened to</b></i>
<b>Buddy System/Positive Peer Support</b>	Using positive role models to support children in school as children can become isolated with an adult. This helps to develop the child's social skills, interpersonal thinking skills and independence skills.	Coded message(s): <i><b>Developing independence, interpersonal thinking skills, social skills, confidence, self-esteem, motivation, selfregulation, emotional containment, selfworth, sense of belonging</b></i>

<b>Assertiveness Building</b>	Assertive scripts (may need to be differentiated depending on the child(ren)).	Coded message(s): <b><i>Acknowledge feelings, selfregulation, social skills development, interpersonal thinking skills, resilience building, self-esteem building, confidence building</i></b>
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## **Appendix 6 - Details of how dojos and stickers are distributed at BPIS**

Stickers to be given out by all staff for :

- Completing a piece of work, activity or task to a high standard for that individual child.
- Completing a piece of work, activity or task independently where the child usually requires adult support.
- Demonstrating good manners, showing respect for adults in our school.
- Demonstrating good listening skills, showing good respect for other learners.
- For being a role model to others through their excellent movement around school.

Dojos to be given out one at a time by all staff for:

- Reading 5 times a week at home.
- Returning reading record and book to school.
- Completing set challenges in EYFS.
- Completing and returning homework.
- Demonstrating the school rules of: Ready, Respect and Safe.
- Demonstrating 'carpet five'.
- Helping others, both adults and children in school.