



## Carden Primary School

# Policy for Behaviour Management

Reviewed:

September 2017

## **Carden Behaviour Policy**

At Carden we believe that in order to create our positive, inclusive ethos and to promote good behaviour, we have a Behaviour Policy that relates to the whole school community which is kept up to date and contributed to by all.

Our policy is underpinned by the following principles:

- 1) All members of the school community have rights and corresponding responsibilities. We all have a right to an orderly school where pupils and adults are well behaved and we must all take responsibility for our roles.
- 2) Positive behaviour and social skills need to be actively taught throughout the school both through the curriculum and through our pastoral work in school.
- 3) We recognise that attachment, language, sensory and learning needs are central to emotional social and behaviour issues and we try to recognise and address those needs through all our policy and practice in school.
- 4) Good planning and differentiation enables pupils to access the curriculum and social scenarios and this minimises occurrences of challenging behaviour.
- 5) We recognise that some pupils require a differentiated approach with regards to EBSD needs. Some pupils may need extra systems over and above the normal school policy in order to have full access to the curriculum. This may also apply to social and less structured events in the school calendar.
- 6) Our behaviour policy is also based on our school rules and values, which are linked to British Values, and the principles of promoting those rules and values. (Please see Appendix A).

**Rights and Responsibilities:**

<b>STAFF</b>	
<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>To be supported by peers and managers</li> </ul>	<ul style="list-style-type: none"> <li>To support their peers and managers</li> <li>To use the support offered</li> </ul>
<ul style="list-style-type: none"> <li>To be listened to and treated with respect</li> <li>To be given opportunities to share opinions</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others and treat them with respect</li> <li>To share those opinions appropriately</li> </ul>
<ul style="list-style-type: none"> <li>To be treated courteously by all others in school community</li> </ul>	<ul style="list-style-type: none"> <li>To treat all members of the school community with courtesy and to model this for pupils</li> </ul>
<ul style="list-style-type: none"> <li>To be made fully aware of the school's systems/policies/expectations and receive an appropriate induction (including information for supply teachers)</li> </ul>	<ul style="list-style-type: none"> <li>To take part in the development of the school's systems/policies/expectations</li> <li>To read and follow the school's systems/policies/expectations</li> </ul>
<ul style="list-style-type: none"> <li>To receive appropriate training to increase skills in behaviour management</li> </ul>	<ul style="list-style-type: none"> <li>To communicate training and support needs and to offer their experience and support to others</li> <li>To implement training provided</li> </ul>

<b>CHILDREN (as age and stage developmentally appropriate)</b>	
<b>RIGHTS</b>	<b>RESPONSIBILITIES</b>
<ul style="list-style-type: none"> <li>To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>To treat everyone else with respect</li> </ul>
<ul style="list-style-type: none"> <li>To be physically and emotionally safe</li> </ul>	<ul style="list-style-type: none"> <li>To follow safety rules &amp; instructions and to have regard for emotional and physical safety of others</li> </ul>
<ul style="list-style-type: none"> <li>To be able to learn</li> </ul>	<ul style="list-style-type: none"> <li>To make the most of their learning opportunities and allow others to learn</li> </ul>
<ul style="list-style-type: none"> <li>To learn in a positive environment where mistakes are part of the learning process</li> </ul>	<ul style="list-style-type: none"> <li>To learn from their mistakes</li> <li>To accept other's mistakes</li> </ul>
<ul style="list-style-type: none"> <li>To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others</li> </ul>

PARENTS/CARERS	
RIGHTS	RESPONSIBILITIES
<ul style="list-style-type: none"> <li>To be treated with respect</li> </ul>	<ul style="list-style-type: none"> <li>To treat other members of the school community with respect</li> <li>To model this attitude for their children</li> </ul>
<ul style="list-style-type: none"> <li>To be kept informed about their child's progress through newsletters, reports and assemblies</li> </ul>	<ul style="list-style-type: none"> <li>To attend parent/carers meetings</li> <li>To read reports/newsletters and any other school communication</li> <li>To communicate with staff at a mutually agreed time about issues that may affect their child</li> <li>To support their child with learning at home</li> </ul>
<ul style="list-style-type: none"> <li>To be listened to</li> </ul>	<ul style="list-style-type: none"> <li>To listen to others and communicate their needs appropriately to the school</li> <li>To talk to someone at early stages of concern, starting with the class teacher</li> </ul>
<ul style="list-style-type: none"> <li>To have access to information on the school's approach to behaviour &amp; attendance</li> </ul>	<ul style="list-style-type: none"> <li>To read the information provided and to act on it</li> </ul>
<ul style="list-style-type: none"> <li>To be informed of what their child needs to learn</li> </ul>	<ul style="list-style-type: none"> <li>To enable their child to learn (by having PE kit, reading folders, arriving at school on time and well rested for the school day ahead).</li> </ul>

### Looking for and encouraging positive behaviour:

At Carden we believe that positive behaviour and attitudes need to be planned for and actively taught and modelled.

The systems and practice we use to do so are:

- **Good planning, differentiation and accommodation of different learning styles and clear expectations for work and behaviour pays dividends.** It gives pupils clear aims and boundaries. E.g. Using flexible seating plans, making sure pupils line up in an appropriate order, setting clear expectations for activities and trips.
- **An adult's language must be clear and if necessary be supported by Makaton.** A pupil must understand an instruction in order to be able to follow it. (See Appendix D for further information).
- **Praise & Feedback**
  - Positive reinforcement/verbal feedback and praise. We try to make this feedback and praise as specific as possible so pupils know exactly what we

are looking for. We also recognise some pupils like public praise and others require a more subtle approach.

- Encouraging pupils to feedback positively to each other and to value each other.
- Specific feedback and encouragement in marking and sharing and celebrating our pupils' efforts both inside and outside the classroom.
- **Encouraging a clear sense of community, personal responsibility and contribution**  
Through our core values, strong Equalities agenda, class jobs, Learner Voice Team, Sports Captains etc.
- **SEAL & PSHE curriculum** Developing good social skills and self esteem both inside and outside the classroom through the SEAL & PSHE curriculum, core learning skills, working with others skills and a growth mindset.
- **Visual reference to positive efforts and achievement.** Should be consistent throughout the school to develop a corporate understanding and security in our practice.
- **Specific Team and Individual rewards (both intrinsic and extrinsic).**
  - Marbles in the Jar which lead to collective class event.
  - Stickers for demonstrating Learning Journey characteristics and Learning Journey cards for noting occasions when Learning Journey characteristics are demonstrated. When the cards are full pupils receive Learning Journey awards.
  - Attendance certificates and weekly attendance awards for classes
  - Weekly class awards – personally written by class teachers (Yr1-6) and shared with parents in a weekly assembly.
- **Early Intervention** We believe that the earlier we can intervene for a pupil in their education and development, the more progress they will make.
  - We use baseline measures including Development Matters and Wellbeing Scales for our youngest pupils and track their social, emotional development.
  - We run an emotional literacy development group for key Nursery pupils
  - We run a Yr1 Boxall Profile Nurture Group – pupils attend for a minimum of 1 term and a maximum of 3 – they attend 4 mornings a week and complete their usual academic work alongside a personalised programme of nurture development.

Additional strategies we may use for pupils requiring extra support may include individual intrinsic or extrinsic reward systems. These will be tailored to individual needs.

Further details of all of the above can be found in Appendix C

### **Encouraging positive behaviour in the Foundation Stage:**

Nursery and Reception classes have the same high expectations as the rest of the school. The EYFS curriculum determines what the age appropriate expectations are for the children in relation to managing their emotions, building relationships, and developing their self-awareness and self-confidence, staff use this guidance to support the children's development in these essential areas.

We encourage positive behaviour in EYFS primarily through praise and positive reinforcement, with occasional stickers to reinforce positive attitudes to work, learning and play. Feedback to children in EYFS is immediate, never deferred and the child should always understand exactly why they are being praised. Reception classes build towards

marbles treats but only when progress indicates it is suitable for the class. As in all other year groups all approaches should be based on a differentiated approach with regards to the developmental stage of the child.

### **Minimising & Responding to challenging behaviour:**

In order to minimise and respond to challenging behaviour we are guided by the following principles.

- **Early intervention and communication with parents/carers is crucial** to ensuring behaviour patterns do not escalate. Good communication with parents/carers ensures a more settled child.
- **Reacting impulsively to situations does not help.** Staff should always intervene at the minimal level so as to de-escalate any situation.
- **Distracting and defusing a situation is safer** for both children and adults. Giving pupils take up time or using partial agreement can minimise conflict.
- **Establishing a co-ordinated approach** through the use of Pupil Support Programmes (PSPs) and sharing information appropriately with the staff team ensures a consistent approach in supporting pupils.
- **A Code of Conduct** – temporary behaviour contracting between school, pupil and their family, reviewed after a fixed period. Only appropriate for Yr3 up and only if developmentally appropriate.
- **Risk Assessments** – sometimes a pupil's behaviour requires that risk assessment is put in place and shared by all staff in order to manage their behaviour safely.
- **Lunchtime Club** – See Appendix D
- **Time Out/In** Sometimes a pupil may need to be asked to leave an activity or the classroom.
  - In the first instance staff should always ask pupils to sit apart from others but stay within the classroom. Time In is always a better first choice as it means pupils are not missing out on learning and are not rejected from the class (particularly important in terms of attachment theory).
  - If a child really does need to leave the class for a short period of time they should not be sent into corridors but to another class instead. They should always have work or another reflective activity, the receiving teacher should also know why they are there, what they should do while they are there and when they should return to their class. If this happens frequently staff must address the driving factors to this behaviour and look deeper at root causes. It could be a pupil misbehaves in order to leave the classroom for example. It may on the other hand be an appropriate intervention for a child to have a linked teacher (someone they have a bond with) that they can have Time Out with. If this is the case the intervention needs to be planned, recorded and monitored as such in conjunction with parents/carers the SAFS team and SLT
- **Internal Exclusion** Children who have to stay in another class for half a day or a full day are recorded as being internally excluded. This must be agreed with SLT first and recorded via our mentors as an internal exclusion. It should also be communicated to parents/carers as such.
- **Reflections** These have replaced our former Red Slips detentions. It is a daily detention system run at lunchtimes by teachers on a fortnightly rota. Repeated or deliberate minor to moderate rule breaking by pupils who are developmentally aware and not affected by serious EBSD issues (for whom an alternative

personalised support programme is more appropriate). Pupils will engage in a written or drawn (if appropriate) reflection about what they have done, its impact on others and what they should do to avoid this issue in the future. They will then take this reflection to discuss/share/reflect on with staff/parents/teachers as appropriate. Pupils may undertake a 15 minute or a 30 minute reflection as necessary.

- **Exclusion:** While we always seek to avoid children missing education there are some circumstances where we may need to consider a fixed term or even permanent exclusion. If this course of action is required then safeguarding the pupil concerned will take priority, in which case exclusion to another school for the day will be considered.

### **Minimising & Responding to Poor Behaviour in Foundation Stage**

Where a child in EYFS continues to ignore verbal warnings supported by Makaton signing, or is unsafe, they will be given "time in/ out" away from the other children for a developmentally appropriate amount of time (never more than 3 minutes for Nursery or 5 minutes for Reception). A sand timer is used as a visual image so that the child knows how long they have to sit and reflect on their behaviour. If a pattern of behaviour emerges staff may use a frequency observation to map the behaviour so that a clearer picture can be gained. Parents/carers are informed of any concerns of continued behaviour issues that the child may be having and are given strategies to support good behaviour at home. Early Intervention using social language groups, emotional literacy groups or positive play approaches may be used.

### **Recording of Incidents**

- Staff log incidents using our CPOMS recording system
- Reflections are recorded and monitored
- All physical management and restraint incidents need to be recorded on CPOMS
- Internal exclusions are recorded in school
- Exclusions are recorded according to LA` guidelines
- Bullying incidents are recorded and returned on a termly basis to the LA (see anti-bullying policy)
- Prejudice based incidents are recorded using the LA recording form.
- Annual behaviour report which collates all collected data on behaviour management issues.
- Serious incidents which result in harm are recorded on HS2 forms

### **Physical Management**

Staff at Carden will always use a wide range of strategies to defuse any difficult behaviour. Physical management may range from using physical proximity to a pupil, holding their hand or extend to restraint. Restraint will only be ever used as a last resort after all other strategies have been exhausted and a pupil is in immediate danger of harming themselves, another pupil or adult or damaging valuable property. In any such circumstances LA guidelines will be followed and incidents are fully recorded.

### **Support Available for Pupils:**

Staff at Carden always support pupils as much as possible in their academic, social and emotional needs. At times we will look for additional sources of support. These sources may include:

- Referral to Key Stage Co-ordinator and then onto Senior Leadership Team.
- SENCO
- Gifted & Talented Co-ordinator
- School Nurse
- Inclusion mentor
- Nurture Group
- Counselling
- BISS (Behaviour & Inclusion Support Service)
- CAMHS (Counselling & Mental Health Services)
- Attendance Officers
- Front Door for Families & Early Help Hub (Social Services)
- Traveller Education Services
- EMAS (Service for English as an Additional Language)

We include a wide range of services in recognition that many different needs may affect a pupil's behaviour.

### **Support Available for Staff:**

All staff no matter how experienced may need support with behaviour issues. We strive to create an atmosphere where seeking help is regarded as a professional strength. Staff may seek support from:

- Colleagues
- Early Years Co-ordinator & Key Stage co-ordinators
- SENCO
- Senior Management Team
- BISS Team
- Counselling Services
- Courses & Staff Meetings
- Unions
- Coaching

### **Support available for Parents/Carers:**

Supporting parents/carers is part of supporting pupils. Parents need to be able to communicate their family's needs to the school in a positive and open manner. We encourage parents to approach class teachers in the first instance but recognise that there may be occasions when they may wish to initially share with another adult in school who then has the responsibility of keeping other relevant adults informed. Additional support for parents/carers may include:

- In school counselling
- BISS
- CAMHS
- AMAZE (support for parents with children who have SEN)

- Parenting groups in school (Family Literacy etc)
- School Nurse

We also have behaviour guidance for parents who work in school (see Appendix G)

**Monitoring of policy:**

This policy will be reviewed annually to clarify points, make small changes and make new staff aware of policy and practice.

**Links to other policies:**

This policy links to:

Teaching & Learning Policy

Health & Safety Policy

Anti-Bullying Policy

PSHE Policy

SEN Policy

Gifted & Talented Policy

## Appendix A



### Principles behind the school values & rules

- 1) They should be short and memorable.
- 2) Rules are directly linked to our values and encompass broad principles so that any misdemeanour can be categorised under a rule. This means we do not have to have a long list of unwieldy rules that cover every eventuality. The categories our school cover are:
  - Positive relationships with others
  - Respect and care for school/personal property
  - A positive attitude to learning
  - Honesty
  - Safety
- 3) Rules and values must be displayed clearly in all classrooms, canteen, toilets etc and should have visual representations (photos/Makaton etc) to ensure understanding
- 4) Adults should refer to school values and rules when discussing behaviour with pupils
- 5) Values and Rules should be communicated clearly to parents/carers.
- 6) Values and Rules should be discussed at length with pupils during New Beginnings SEAL work each September.

## **Appendix B**

### **Rewards and Systems:**

#### **Just Right Programme:**

This is a system where pupils are actively taught to recognise what it is to be “Ready to Learn,” in terms of sensory, emotional and practical preparedness. Each class will display the Just Right Thermometer and pupils will be actively taught what each colour category means and how to regulate themselves or seek help if they need it. Some pupils will require a specific sensory diet/programme to help them with this e.g. pupils with ASC, ADHD or attachment difficulties.

#### **Marbles in the Jar**

Marbles in the Jar rewards collective good behaviour, teamwork and good relationships in a class. Marbles are put in the jar whenever the teacher/LSA/MDSA feels they deserve one. When targets such as every 100 marbles are reached a collective class reward is arranged. This may have been agreed beforehand or be a surprise. The rewards may range from to 5 minutes extra play for 100 marbles to a class party or picnic for 500 marbles. They could also include “Bring in a toy afternoon,” art afternoon, cookery session or mini sports day. Once marbles are put in the jar they cannot be removed.

#### **Stickers & Learning Journey Awards:**

Every child has a Learning Journey Award card. When a positive Learning Journey characteristic is noted by an adult or an “Ask Me” Learning Journey character sticker is given, the card is signed and dated. When a pupil gets 3 dates after character they are awarded the Learning Journey certificate for that character. When they get 3 dates next to every character they get the Learning Journey Mastery certificate. These certificates are given in Friday assemblies.

#### **Weekly Awards:**

Class teachers nominate a different child every week for the weekly class award. They write out a paragraph about why the child has been chosen that week, making specific reference to the Learning journey characters. The awards are given in a weekly assembly and parents are invited.

#### **Attendance Certificates**

This is a ½ termly reward for 100% attendance.

#### **Weekly Class Awards**

Written by the class teachers on a weekly basis and read out to them in a weekly celebration assembly. Parents/carers are also invited. The awards are written with the Learning Journey characters in mind.

## **Appendix C**

### **Lunchtime Club**

The club is run daily from 12.15 – 1.15pm and pupils are invited or asked to attend on the following basis:

- To prevent incidents at lunchtime
- To prevent any further incidents when issues have already arisen over previous days or during morning play.
- To give any vulnerable or withdrawn pupils a sheltered place to play
- To provide a place for pupils to learn social skills of sharing, taking turns etc
- To provide a safe space for play for pupils with medical needs e.g arm in plaster.
- To enable staff to closely monitor and assess social skills and needs of key pupils so that we can support their development and learning.

### **Principles of Running the Club**

- Only invited pupils may attend. They will be given a pass to show MSAs and should collect their lunch first but making sure they have passed the till and processed their money pots.
- The number of pupils attending and the social mix will be closely monitored to ensure the best possible environment for pupils attending the club.
- The club is supervised by SLT members with Inclusion Mentors
- Pupils eat their lunch in the club
- Lunchtime Club can be a punishment, an intervention or a support mechanism. This depends on the individual child. Every effort is made to ensure pupils understand why they are being asked to attend.

### **Attendance at the club**

- Only a few key pupils will be attending on a daily basis
- Some will be asked to attend for a fixed period e.g. 1 week
- Some will be asked for 1 day at a time depending on other factors e.g. incidents in class/at playtime
- Some will be asked to attend as a good role model for others or as a treat for excellent behaviour
- Some will be asked to attend a friend to another child

### **Activities**

- Eating lunch together in a calm social setting.
- Variety of games and activities that encourage positive social play.
- If applicable sitting with members of staff and discussing their behaviour.

## **Appendix D**

### **Use of language (teachers)**

- Use positive corrective language.
- Positive non-verbal cues.
- Give lots of approving feedback – make this more frequent than negative feedback.
- Appropriate to the age, stage and situation
- Least intrusive where possible – most intrusive where necessary
- Use specific and explicit language
- Descriptive feedback ('descriptions of reality') – focus on what the child did that made a difference to behaviour e.g. 'Well done you've walked calmly into the classroom.'
- Don't over praise.
- Give positively - don't take away what you give.
- Separate amicably.
- Ask permission – 'Do you mind if I show you....?'
- Use conditional directives e.g. 'When you do this...' and avoid saying 'Don't do this...'
- Use strategy of 'partial agreement'.
- Use strategy of 'tactical ignoring' – sometimes the attention of a negative behaviour can lead to increasing that inappropriate behaviour. *Never use in isolation – there should always be an obvious good behaviour – make this appropriate behaviour explicit.*
- Use inclusive language e.g. 'us' and 'we'.
- Right of appropriate *where appropriate* e.g. 'What do you have to say?'

### **Understanding of language (children).**

- Never assume that children know what rules mean – probably need to be taught
- Model, practise and fine-tune behaviour
- Give time to process information – 'take-up time' (1,2,3...)
- Focus on the primary behaviour
- Avoid sarcasm – many children just don't get it!
- Children need to know what to expect – inform of changes ahead (use timetables and social stories if necessary).

## Appendix E

### Carden Primary School Behaviour Protocol

	Behaviour	Intervention	Comments
Stage 1	Routine classroom or playground misbehaviour – not concentrating on task, loudness, distracted, distracting, low level attention seeking, playing in wrong place, disrupting games of others.	<b>Check learning needs are met.</b> Eye contact, facial gestures, proximity Reminder of expectations. Positive reinforcement. Partial agreement. Take up time. Chunk work into achievable sections with short term rewards.	Not recorded, the early stage, relationship based. Are they next to a pupil who they should be moved away from? Maybe activity based e.g. setting rules for ICT suite. Use school rewards to motivate. Take up time, partial agreement.
Stage 2	<b>Minor Misbehaviour</b> Wandering about, calling out, interrupting teacher & other pupils, ignoring instructions, silly noises, talking at wrong time, or continuation of any behaviour above after warnings or reminders of expectations.	<b>Continued strategies from above. Check learning needs are met.</b> 1 <sup>st</sup> warning given, describing the behaviour / Chunk work into achievable sections with short term rewards.	Not recorded Teacher makes expectations clear. Clearly warn of consequences of continued poor behaviour, provide with structured choices. Use marbles and stickers to motivate. Communication with parents/carers.
Stage 3	<b>Minor misbehaviour contd.</b> Warnings ignored Repetition of stage 2 minor behaviour	<b>Continued strategies from above.</b> 2 <sup>nd</sup> warning given, may escalate to 15 min/30 min reflection. Remove child from situation/ situation from child. Social Stories, Nurture groups, mentor support etc	Reflections are recorded and data is monitored. Clearly warn of consequences of continued poor behaviour, provide with structured choices. Communication with parents/carers. Reflections are only issued Yr2-6.
Stage 4	<b>Misbehaviour</b> Deliberately causing a disturbance, general refusal to do things, minor challenge to authority, deliberately annoying other pupils, disrespect to adults.	<b>Continued strategies from above.</b> Time Out/In for specified time. On call system used and SLT referral. Follow up with communication with parents/SLT when appropriate. Record on CPOMS.	SLT involved, contact with parents. What are drivers behind this behaviour? How can we address them? May require ongoing interventions such as Individual Behaviour Chart, PSP or Contract if behaviour is persistent or becoming more serious. Mentor referral if necessary. Persistent behaviour at this level may result in internal exclusion. Possible referral to BILT
Stage 5	<b>More serious</b> Hurting some one, leaving class/playground without permission, offensive name calling, challenge to authority, swearing or gesturing at people, absconding	<b>Continued strategies from above.</b> Ensure safety of all present. Consider removing pupil or audience. If necessary appropriate physical management. Serious monitoring stage. Interventions may include: temporary daily record, individual behaviour chart, further involvement of SLT, home/school book.	Record as appropriate using CPOMS e.g. Serious Incident form, physical management form, prejudice based or bullying incident log. Persistent behaviour at this level may result in internal or external exclusion. It will include an official letter home. PSP and/or Code of Conduct may be put in place. Multi agency meeting may be required. Possible referral to BISS
Stage 6	<b>Very serious</b> Repeatedly absconding , fighting, bullying or prejudice based incidents, intentional and direct verbal abuse, serious damage or disruption, serious challenge to authority	Requires immediate involvement of SLT and communication with parents. Play/lunch exclusion, possible fixed term exclusion (internal/ external).	Individual Behaviour Plan required. Possible behaviour contract. Continued involvement of SLT. Possible referral to BISS. Regular contact with parents. <b>All plans put in place should have review date.</b>
Stage 7	<b>Extremely serious</b> Extreme danger or violence, very serious challenge to authority, physical abuse of any staff	Could mean immediate exclusion. Meeting with Head/Deputy, class teacher, parents & pupil. Pastoral support plan meeting.	See school/LA guidance on exclusions. Plan reintegration programme. Contact with external agencies continues. <b>All plans put in place should have review date.</b>

- A variety of interventions may be used at any time – **staff should be guided by their professional judgement and knowledge of the child**
- Always offer chance to change behaviour & use least intervention possible/attempt to de-escalate
- Appropriate physical management may be used ranges from proximity to restraint if they are in danger of hurting themselves or others.
- At all times learning needs should be checked and hidden drivers assessed.

## Appendix F

### Foundation Stage Behaviour Protocol

Although these behaviours and interventions are part of a continuum where staff must use their professional judgement and knowledge of the child to inform their practice.	
Behaviour	Intervention
<p>Not sharing            Snatching            Noise level – screaming            Running inside            Distracting            Low level attention seeking            Calling out (Rec)            Withdrawn behaviour – talk to parents, gentle encouragement            Ignoring instructions            Silly noises            Disruptive play /behaviour            High level attention seeking            Refusal to join in activities            Destructive towards objects            Hurting other children on a regular basis            Continually ignoring instructions            Violence            Verbal abuse            Out of control            Throwing large objects</p>	<p>Minimal and routine Eye contact            Proximity Facial gestures            Naming the child            Reminder of expectations            Use of visual symbols and photographs            Reinforcing language with Makaton            Individual time table (I CAN)            Praise and positive reinforcement            Tactical ignoring Take up time            Partial agreement etc</p> <p>Time out/In – must use a sand timer or other visual aid to indicate passing of time and amount of time should be 1 minute for each year of the child’s life.            Counting            If persistent may trigger discussion with parents, SENCO, EP etc. Reinforce work through SEAL and perhaps small focused group work.            Individual tailored Inclusion Mentor support.            Lunchtime Club</p> <p>Target cards or sticker charts. Generally use by Reception only and then only in exceptional circumstances. It is crucial that a child understands why they have been given a sticker.</p>
<p>As with all pupils there may be some children in Foundation Stage who are beyond the general boundaries of the Behaviour Policy. If this is the case then Individual behaviour Plans are drawn up by a team of staff and are shared with parents.</p>	
<ul style="list-style-type: none"> <li>• Appropriate physical management may be used in Foundation Stage and may range from proximity, holding a pupil’s hand, sitting on an adult’s lap, to restraining them if they are in danger of hurting themselves or others.</li> <li>• Any rewards and sanctions in Foundation Stage should be delivered immediately and with a clear explanation of why the reward/sanction has been given.</li> <li>• If any behaviour is arising out of circumstances beyond the child’s control sanctions are inappropriate.</li> </ul>	

## **Appendix H**

### **Protocol for Parents who work in school**

At Carden we are very pleased to have a number of parents working in school. Their role in school means they will often have access to information, staff and their children that other parents would not have. This needs consideration when working within the school environment.

The following guidelines have been written in consultation with parents who currently work in school and will be discussed with any new parents who find employment at the school.

- 1) Parents should not go to find their child during the school day and their children should not attempt to visit them. The normal communication channels should be observed using the school office and class teacher if the need arises.
- 2) Other staff at school should not attempt to discuss the parent's child with them during their working day (except in an emergency). Normal channels of communication should be used as if the parent was not in school.
- 3) If a parent becomes aware of a behaviour incident involving their child during the school day they should not become involved. They should refer the matter to another member of staff to be handled objectively. Under no circumstances should they remonstrate with another child if they have hurt/upset their own child.
- 4) If a parent becomes aware of an incident involving another child they should not take it upon themselves to inform that child's parent. Information will be passed on appropriately by teaching staff and the school office.
- 5) Any information about school business not already in the public domain is strictly confidential to the school and should not be discussed in the local community.

## Appendix H

### Bill Roger's Scripts

#### What do we do when someone is breaking a rule?

- 1) **Use the least intrusive method possible.....**  
Don't escalate situation by your behaviour. Be calm. Use language of the "Is it a Big Deal 'ometer." Remember that your role as an adult is to de-escalate the situation not to escalate it.
- 2) **Description of reality.....**  
This buys you time, calms things down and allows you to model empathy with the pupils involved. "I can see you are really cross..." "This is a difficult situation..."
- 3) **"What are the rules....?"**  
A rhetorical question which means the pupils are telling you that they know what they should do. Refer to school rules if they are up and around the environment you are in. When they tell you what the rule is you can quickly follow this up with, "Okay so you know the rule. What do you need to do to turn this around?"
- 4) **Partial agreement.....**  
"I understand that..." "I know it's difficult..." Modelling empathy demonstrates that you are being fair. It also calms down an agitated pupil and again, buys you time. It also reduces the potential conflict over enforcing the rule. "I know you are finding that difficult but you know that rule is there to keep us all safe."
- 5) **Take up time.....**  
Some pupils and situations need a cooling off space. Remember that some children need more time than others and some children need a lot of time! Also consider the fact that some pupils will seek peer approval over adult approval. Take up time allows them to find the space to respond appropriately. Sometimes you need to articulate this to them. "I know you are feeling cross so I will give 5 mins to calm down and then make the right choice." When you go back, if they are still not ready, you can give them more time if it is safe to do so.
- 6) **Tactical ignoring.....**  
Focus on the primary behaviour not secondary behaviours unless they are unsafe. Some pupils may use attention seeking behaviour as part of their particular social and emotional needs. Consider the hidden drivers behind behaviour and think about what your priority is when tackling a behaviour incident. First priority is always safety, then disruption to learning and a calm environment.
- 7) **Follow up.....**  
All staff dealing with an incident should make sure they make a link to class teacher to inform them of what is going on. Think about when and how this is done. A 10 minute report, done within earshot of peers or the pupil concerned could escalate a situation unnecessarily. Consider the pupil and the situation and use your professional judgement on the right way to handle it. If a child runs away from you and refuses to engage remember you can always follow it up later that day or even tomorrow. We know where they live and there is always tomorrow!
- 8) **Being fair and qualifying praise and modelling behaviour**  
Earn respect by being fair. Modelling fairness, empathy and good listening skills will benefit our pupils. If praise is given do not knock it down with negatives. If there is something else to be addressed separate it from the praise being offered. This is particularly important for our "over and above" pupils where positives can be thin on the ground. We have to catch them being good and make the most of those opportunities.

## Reflections Sheet

What happened? Describe the situation	What I did	What other people did
What was the result of this?	What could I have done instead?	Why would this have helped?