

## Introduction and Rationale

This policy is the result of extensive practice, experience and multi-agency collaboration at Herne Bay Infant School over many years. It has been developed to support the school community to understand how Herne Bay Infant School approaches behaviour, emotional and social development and to support a consistent, clear and fair approach in which every child has the right to learn, free from disruption.

This policy reflects the school's overall ethos, including that a primary focus will be on supporting children to develop and maintain high levels of Well-being and Involvement.

At Herne Bay Infant School we recognise that relationships and interaction between children and adults impact directly on behaviour. We aim to support professional development in understanding that for these young children, behaviour will form part of their communication and can be an attempt, appropriate or otherwise, to get their needs met. It is therefore essential that all staff work together to understand behaviour and respond to it consistently. Clearly this depends on the example and commitment of everyone.

This policy should be read in conjunction with the Positive Handling Policy, the Additional Educational Needs Policy, the Anti-Bullying Policy, the PHSE Policy, the Circle Time Policy, the Child Protection Policy and Guidelines for Good Relationships between Children and Staff supervising Breakfast Club or Lunchtime. (Appendix 2)

## Aims

It is a primary aim of our infant school that every member of the school community feels safe, valued and respected and that each person is treated fairly and well. This policy provides a framework for a happy and nurturing learning environment, where relationships are built on mutual trust, which in turn supports children to develop a positive and responsible attitude to learning and behaviour.

Further aims are:

- To promote good relationships, so that people can work together effectively, with care and consideration for each other and the common purpose of helping everyone to learn.
- To actively notice, praise and reward appropriate behaviour and effort, believing this will help develop an ethos of kindness and cooperation and within this to begin to develop self-motivation.
- To support children to feel good about themselves and have respect for others.
- To support children to understand that they are responsible for their own actions and for making the right choices about their behaviour.
- To support children in becoming increasingly independent members of the school community.
- To encourage parents and carers to work in close collaboration with school to further understand behaviour, with the intention of achieving a positive, consistent approach.
- To ensure parents and carers are informed and are aware of the school policy.

## **Expectations**

- Through professional development, to recognise that relationships and interaction between children and adults impact directly on behaviour.
- Understanding that for these young children, behaviour will form part of their communication and for all staff to work together to understand it and respond to it consistently.
- For the school community to know that whilst we will not always approve of certain behaviours, we will always approve of the child-and will work with them to understand and change behaviour accordingly.
- Good working relationships.
- Positive behaviour management, applying expectations firmly and fairly.
- Good adult role models-greeting, smiling, listening, observing mutual respect.
- High expectations and setting of high standards.
- Cooperative teamwork, supporting and encouraging each other.
- Offering equal opportunities in all aspects of school life.
- Well-ordered, organised environment.
- A welcoming environment.
- Empathy-modelled, noticed, encouraged.
- Being valued.
- Opportunity to make trusting relationships.
- Opportunity for responsibility.
- Fairness.
- Consistency, but also flexibility.
- A partnership between school and home.
- Patience and understanding.
- A sense of self-worth.
- A fresh start at every opportunity.
- Being listened to and heard.
- Experiences of success.
- A motivating, creative, accessible curriculum.

## **Managing and Changing Behaviour**

### **Rules**

The class teacher discusses appropriate class rules at the start of each academic year. In this way, every child in the school knows the standard of behaviour that we expect in our school. Our Golden Rules are taken from Jenny Mosley's Quality Circle Time model, and are displayed in every classroom, the school hall and at various strategic points in the school.

### **Class Golden Rules**

- Do be gentle, (Don't hurt anybody)
- Do be kind and helpful, (Don't hurt people's feelings)
- Do be honest, (Don't cover up the truth)
- Do work hard, (Don't waste time)

Do look after property, (Don't waste or damage things)

Do listen to people, (Don't interrupt)

## **Playground Golden Rules**

1. We play well with others
2. We look after and share equipment.
3. We use equipment safely.
4. We always say please and thank you.
5. We are kind, sensible and helpful.
6. We share our games.
7. We use the water fountain sensibly.
8. We listen to each other.
9. We always look when we are running.
10. We remember to check the friendship bench.

(Our School Council made these rules using ideas from all classes).

Also: **We keep the Playground Safety Rules.**

## **Rewards and Sanctions**

### **Rewards**

At Herne Bay Infant School we praise and reward children for good behaviour in a variety of ways.

- Instant recognition by being noticed when keeping the Golden Rules:
  - Verbal praise, with a visual symbol where appropriate;
  - Stickers, used fairly with staff discretion.
- Marble in Jar reward in every class.
- A variety of incentives such as: class 'Star of the Week'; Lucky Dip; Star Board; Golden Cushion.
- Rainbow Room at lunchtime, children chosen fairly and identified with Rainbow Sashes.
- Rainbow Room team give individual stickers.
- Reading Recovery Team give certificates for completing the programme.
- Children are encouraged to share efforts and achievements in and out of school.
- Mid-Day Supervisors give stickers (usually 2 daily/class), for keeping the Playground Rules at lunchtime.
- Golden Stickers from the headteacher for exceptional behaviour or achievement. These children are congratulated in a weekly assembly and a winning ticket is drawn at a termly Golden Assembly.
- Individual children may have their own behaviour plan with specific rewards.
- Trophy for Class of the Week

## **General Positive Strategies for Classroom or Playground Management**

### **From Bill Rogers**

Intervene early with positive language- praise of others and a 'brief description of reality'..."Luke, Mark you're talking...facing this way and listening now, thank you" (Tone of voice and respectful manner carry conviction, confidence and expectation). Where possible, offer help/support to meet expectation with take up time. If appropriate, show the child they have your support/ attention with a hand placed gently on their shoulder.

## **General strategies**

- Where possible, divert/distract by introducing a choice.
- Continue to be positive with the child.
- Simple, direct language.
- Clear boundaries-"Yes, when..."
- Reminder of reward.
- Plan distraction.
- Check Well-being/ Involvement Assessments.
- Year R-Visual Sun/Cloud board.
- Year 1/2-same or other similar whole class visual reminder.

## **Non- negotiable Classroom Management strategies:**

- Use of hand signal to silence class. (Remember no one should speak including adult with raised hand).
- Use of gentle arm stroke to remind alert pupils of hand signal.
- 123 transitions: 1 stand; 2 walk to table; 3 sit down.
- Turn To Your Partner (TTYP) using hand signal two index fingers pointing at each other to signal it's time to talk/listen to your partner.
- My Turn Your Turn (MTYT) Teacher models key language, pupils repeat.

## **ABC Log**

Keep a simple, factual log of incidents in the format: 'Antecedent, Behaviour, Consequence' (ABC), to begin to identify behaviour triggers or a pattern. In seeking to understand the child's behaviour, observe the child's: approach to school/classroom/playground; relationships, interaction and response to peers, the teacher/other adults; response to the task; skills and difficulties.

## **Further Strategies**

- Work with SENCo and other professionals to begin to understand the behaviour, including through comprehensive analysis of ABC.
- See IDP BESD (Also ASD, SLCN, Dyslexia) available from SENCo, as are other reading resources.
- Consider higher level of task differentiation.
- Review Provision Map.
- First/Next approach. Systematic rewards.
- Debrief for staff with a member of Leadership Team, following SCIP.
- SOS Card if necessary.
- Offer FLO.
- Prioritise therapeutic support (Playskills teacher).
- Class Teacher liaise SENCo, consider appropriacy of other professionals.
- If attendance is a concern, liaise Office & FLO in first instance.

## **Sanctions**

### **General Guidelines**

As part of our approach to managing and changing behaviour, we employ a number of sanctions to ensure a safe and positive learning environment. Each is applied appropriately, usually through consultation, to each individual situation.

- Verbal reminder, with or without visual symbol;
- Verbal reminder with choice;
- Time out in class;
- Time out in class next door, emphasising calming down and making a good choice;
- Loss of playtime/lunchtime.

Further:

We expect children to listen carefully to instructions in lessons. If they do not do so, we may ask them to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.

At teacher's discretion, a child may be kept in for 5-10 minutes during break/lunchtime, usually to finish work missed as a consequence of inappropriate behaviour. Please liaise SENCo if this is becoming ineffective or is a regular strategy.

If a child is disruptive in class, the teacher/teaching assistant speaks to him or her to ascertain what has happened, who is being affected by their actions and what could they do differently to repair the harm being caused to others and to improve the situation.

If a child misbehaves repeatedly, the child is given a period of time away from the others and an opportunity to calm and think about their actions. Once they have settled, they are returned to their class and work resumes. Time out may be in the next door class.

The safety of all children is paramount in all situations. If during an activity, a child's actions endanger the safety of others, the class teacher/school adult stops the activity and prevents the child from taking part. If the situation is resolved, the child returns to the activity. If not, the child misses the rest of that session. See SCIP below.

### **Year R Sanctions**

- Verbal reminder (often with symbol).
- Verbal reminder with symbol and choice.
- Visual reminder using Sun/Cloud board.
- Time out in class.
- Time out in next door class.
- Daily positive reward chart shared with parents/carers. Review after 1 week by class teacher, child and parents/carers. If no progress made, refer to SENCo.

## Progression of sanctions in Key Stage 1

<b>Stage 1</b> (Low Level Disruption) <b>Examples of Behaviour</b>	<b>Action</b>
<p>-Low level disruption of learning time.</p> <p>-Answering back.</p> <p>-General low level breaking of classroom rules, such as</p> <p>-taking something that belongs to school or someone else.</p> <p>-using unkind words (excluding swearing).</p> <p>-Initial refusal to cooperate.</p> <p>-General low level breaking of playground rules</p>	<p>Please offer choices and:</p> <p>-<b>Verbal warning</b> (preferably, with visual symbol). State desired behaviours clearly and make instructions simple. Continue to be positive with the child.</p> <p>-<b>Second verbal warning</b> ("This is your second warning". Read the behaviour, what is happening for the individual? Intervene early with support).</p> <p>-<b>Final warning</b> ("This is your last warning...if I need to remind you again you will need to have...).</p> <p><b>1. LOSS OF Playtime/Lunchtime</b> in 2 minute stages (1 minute stages for Year R). If lost in the afternoon, this may be won back in the following morning session-at teacher's discretion. Child may be <b>kept in for 5-10 minutes</b> during break/ lunchtime. <b>OR</b></p> <p><b>2. Directed to 5 minutes time out</b> (own or neighbouring class).</p> <p><b>On the playground</b></p> <p>-Holding hand of TA/MDS for part of playtime/lunchtime, with coaching/ reminders of playground rules.</p> <p>-Loss of part of play time.</p> <p>-Rainbow Room at lunchtime (can be used flexibly).</p> <p>-Class teacher/SENCo may direct a child to reflection time with CW 12-12.30 Year 1/12.10-12.40 Year 2 (or for part of this session).</p>

<b>Stage 2</b> (Escalation of Stage 1) <b>Examples of Behaviour</b>	<b>Action</b>
<p>-Similar to Stage 1 but repeated.</p> <p>-Hiding under table.</p> <p>-Pacing around/out of seat.</p> <p>-Child may be showing higher anxiety.</p> <p>-Provoking through chasing.</p>	<p>-<b>Further loss of Play/Lunchtime</b> (as above) up to a maximum of 10 minutes for Year R, 15 minutes for Year 1 &amp; Year 2.</p> <p>-<b>Class teacher liaison with parents.</b></p> <p>-<b>Time out</b> in own or next door classroom. Use timer. Focus-reminder to be calm and make a good choice. Careful reintegration back to task.</p> <p><b>See above re 'On the playground'.</b></p> <p><b>Convey that 'every day is a new day'.</b></p>

## Certain unacceptable behaviours bypass Stages 1 and 2.

<b>Stage 3</b> (Continued unacceptable behaviour) <b>Examples of Behaviour</b>	<b>Action</b>
<ul style="list-style-type: none"> <li>-Intentional swearing.</li> <li>-Using objects in a threatening way.</li> <li>-Fighting/deliberate aggression/deliberate threats.</li> <li>-Intentional diversity inferences (logged and reported to KCC).</li> <li>-Leaving the classroom.</li> <li>-Intentional spitting, biting, scratching.</li> <li>-Low level destruction.</li> <li>-Challenges-"You can't make me..."</li> </ul>	<p><b>Inform parents-</b> Office to call parent to ask them to see Teacher at end of day.</p> <p><b>'Reflection Log'</b> 5 days or to end of term if less than 5 days            Either:</p> <ol style="list-style-type: none"> <li>1. <b>For behaviour in classroom...or</b></li> <li>2. <b>For behaviour in playground...or BOTH</b></li> </ol> <p>To be completed at the end of each session by class teacher, to go home daily for parents to complete, HT/DHT end of week comment.            (Person issuing Log to write in yellow staffroom folder).</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>-<b>Additional targeted support</b> from Year group/SEN team.</li> <li>-Begin to pre-empt need for a learning break. Use timer. Careful reintegration.</li> </ul>

<b>Stage 4</b> <b>Examples of Behaviour</b>	<b>Action</b>
<ul style="list-style-type: none"> <li>-Child is already at Stage 3 and repeats the same or another Stage 3 behaviour.</li> <li>- Stage 3 behaviours are escalating or are staying at a relatively high level over a period of time.</li> <li>-Leaving the building unaccompanied.</li> </ul> <p><b>When a child deliberately hurts a peer in a particularly targeted or aggressive way, (higher concern than Stage 3 above).</b></p>	<ul style="list-style-type: none"> <li>-<b>Parents informed by SENCo or Leadership Team.</b></li> <li>-<b>'Reflection Log' to continue</b> (or start). HT/DHT end of week comment.</li> <li>-<b>Loss of after school clubs</b>, initially for 5 days starting immediately.</li> <li>-Hold TAs hand at playtime-First day Year 1, First 3 days for Year 2.</li> <li>-Reflection time rather than lunch-First day Year 1, First 3 days for Year 2.</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>-<b>Member of SEN team/FLO meet parents.</b></li> <li>-<b>Behaviour Plan/Behaviour Chart/Agreed Scripts/ABC Log.</b></li> <li>-<b>PSP if at risk of fixed term exclusion.</b></li> <li>- <b>PROACT (SCIPrUK)</b>, with parental signature if possible. Always using the lowest level that is necessary.</li> <li>-Possible timetable changes/working out of the classroom with a TA. Whole staff aware of role of key adults.</li> </ul> <p>Send in from playground (if it happens outside)-to classteacher at playtime, to a member of the leadership team at lunchtime.</p>

<b>Stage 5</b> <b>Examples of Behaviour</b>	<b>Action: Internal Exclusion</b>
<ul style="list-style-type: none"> <li>-Repeated, deliberate hurtful behaviour towards another child.</li> <li>-Deliberately hurting a school adult.</li> <li>-Causing deliberate damage to property.</li> <li>-Behaving in a dangerous way with risk of harm to the child or others.</li> <li>-Causing serious disruption to the learning of others (or risk of serious disruption).</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure Headteacher is informed of the serious behaviour incident as soon as possible.</li> <li>-Internal Exclusion (in Resource Room with a member of staff)</li> <li>-Consider appropriacy of part-time timetable</li> </ul>

<b>Stage 6</b> <b>Examples of Behaviour</b>	<b>Action: Fixed Term or Permanent Exclusion</b>
<ul style="list-style-type: none"> <li>-Child is already at Stage 5 and repeats the same or another Stage 5 behaviour.</li> <li>- Stage 5 behaviours are escalating or are staying at a relatively high level over a period of time.</li> <li>-Refusal to comply with Internal Exclusion.</li> </ul>	<ul style="list-style-type: none"> <li>-Ensure Headteacher is informed of the serious behaviour incident as soon as possible.</li> <li>-Fixed Term or Permanent Exclusion.</li> <li>-Set learning tasks for period of exclusion.</li> <li>-Reintegration conversation with Member of SEN team/HT/DHT on return, where developmentally appropriate.</li> <li>-Consider managed move to alternative provision.</li> </ul>

## **Positive Handling/PROACT (SCIPrUK)**

Positive Handling... "can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder". (The Use of Reasonable Force: Advice for headteachers, staff & governing bodies. July 2013, DFE, p.4). Staff only intervene physically in line with training and the Positive Handling Policy.

Where a child is likely to require on-going strategies of 'Touch Support' and/or 'Escort', where possible, parental consent will be sought as part of a multi-agency approach.

See Positive Handling Policy.

## **The role of the Class Teacher, TA and Support Staff during lesson times.**

It is the responsibility of class teachers with the support of teaching assistants and support staff to ensure that school rules and classroom agreements are complied with in their classes, and that their classes behave in a responsible manner during lesson time.

It is important to remember that if an adult is present when a child/children are breaking school rules it is their responsibility to rectify the situation. (Poor behaviour must not be ignored).

The Class Teacher liaises with SENCo and external agencies, as necessary.

The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

## **The role of all adults at lunchtime and playtimes**

It is the responsibility of all adults who are on playground and lunchtime duty to maintain the school/playground/eating area rules.

It is the responsibility of all adults who are on playground and lunchtime duty to encourage positive behaviour and catch children doing good things and making good, kind choices.

Children making kind and good choices need to be rewarded with lunchtime stickers and openly celebrated with their peers. At the end of each lunchtime, the mid-day supervisor needs to present 2 children per class with stickers.

A mini script needs to be on hand with adults working in school at all times to ensure that all incidents are dealt with in a consistent manner.

The child that breaks the rules needs to be asked 5 simple questions (praise telling the truth and good listening).

What happened?

What were you thinking when it happened?

Who have you affected?

What can you do to make things right/better?

What should you do next time?

Ask them to tell you which rule they are going to try and respect and allow them to go off to play.

Try to catch them following the school rule they broke to congratulate them.

## **The role of the Headteacher.**

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the Behaviour Policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher, to ensure the health, safety and welfare of the children in the school.

The headteacher supports the staff by implementing the policy, encouraging the use of positive approaches, setting the standards of behaviour, and by supporting staff in their implementation of the policy.

Fixed term exclusions will always be very carefully considered in the full context of the child's understanding and circumstances. Permanent exclusions to individual children will only be used as a last resort when all other possible strategies of support have been considered.

## **The role of Parents/Carers**

The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave at home and at school.

Whilst the children are on the school site (after school activities, breakfast club, during school pick up or drop off) we expect that the parents/carers and children maintain the school rules.

A summary of the Behaviour Policy is given to all new parents and the full policy is available on the school website or from the school office.

School rules can be seen in the school prospectus, and parents/carers are encouraged to read and support them via a home school agreement.

We try to build a supportive dialogue between home and school, and we inform parents/carers if we have concerns about their child's welfare or behaviour.

If as a result of constant behaviour, emotional or social difficulties, or breaking the classroom agreement the school has to use reasonable sanctions to resolve the issue, we expect parents/carers to support the actions of the school.

If parents/carers have any concerns about the way that their child has been treated, they should initially contact the Class Teacher.

If the concern remains, they should contact the Key Stage Leader or if unavailable another member of the Leadership Team.

If these discussions cannot be resolved with the headteacher, the concerns should be raised with the Governing Body.

If the concern is still not resolved a formal grievance can be sent to the ombudsman for the Local Authority. (See complaints procedure).

## **The role of Governors**

The Governing Body has the responsibility of setting down the general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

All new governors need to be familiar with the school's Behaviour Policy and school rules.

The governors support the headteacher in adhering to these guidelines.

The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but the governors may give advice to the headteacher about particular disciplinary issues.

The headteacher must take this into account when making decisions about matters of behaviour.

## APPENDIX 1 Progression of Sanctions in the Foundation Stage

(Certain unacceptable behaviours bypass Stages 1 and 2)

<b>Stage 1</b> (Low Level Disruption) <b>Examples of Behaviour</b>	<b>Action</b>
<p><b>Low level disruption of learning time (good sitting / good listening)</b></p> <p>Answering back.</p> <p>General low level breaking of classroom rules such as using unkind words (excluding swearing).</p> <p>Not sharing with peers.</p> <p>Low level unkind hands. For example poking.</p> <p>Initial refusal to co-operate.</p>	<p>Intervene early with positive language, if appropriate; show the child they have your support / attention.</p> <p><b>Step 1:</b> Verbal warning - speaking to the child about inappropriate behaviour and making the right choices. Remind the child that if they carry on with the behaviour their name will be moved onto the sun/cloud.</p> <p><b>Step 2:</b> Verbal warning - name moved onto the sun/cloud - child to do this if possible. Remind the child of expected behaviour and that their name will be moved onto the black cloud and they will lose 2 minutes of golden time if behaviour is continued.</p>

<b>Stage 2</b> -escalation of Stage 1 <b>Examples of Behaviour</b>	<b>Action</b>
<p><b>Similar to Stage 1 but repeated.</b></p> <p>Hiding under the table.</p> <p>Pacing around / out of seat.</p> <p>Refusal to co-operate.</p> <p>Provoking through chasing.</p>	<p>Where possible divert / distract by including a choice.</p> <p>Time out using 5 minute timer in own classroom.</p> <p>If behaviour continues after initial time out - repeat step above but in another classroom where a teacher is present.</p> <p>Reward chart introduced in classroom to reinforce positive behaviour.</p> <p>Parents to be informed and involved with the classroom reward chart.</p> <p>Focus the child to be calm and make a good choice.</p>

<b>Stage 3</b> <b>- continued unacceptable behaviour</b> <b>Examples of Behaviour</b>	<b>Action</b>
<p>Intentional swearing.</p> <p>Using objects in a threatening way.</p> <p>Fighting / deliberate aggression / deliberate threats.</p> <p>Intentional diversity inferences-logged and reported to KCC.</p> <p>Leaving the classroom.</p> <p>Intentional spitting, biting, scratching.</p> <p>Low level destruction.</p> <p>Challenges - "You can't make me...."</p>	<p>Work with JH / SEN Team and other professionals as appropriate to understand the behaviour.</p> <p>Seek support from Year Group Leader or Key Stage Leader. Class teacher to speak to parent informing them of what has happened and explaining that if the behaviour occurs again the child will have a Reflection Log.</p> <p>If behaviour occurs again Key Stage leader to phone and speak to parents and child to be put on Reflection Log for 5 days.</p> <p>Reflection Log to be shared with Year Group Leader or Key Stage Leader towards the end of each day to give positive reinforcement.</p>

<b>Stage 4</b> <b>Examples of Behaviour</b>	<b>Action</b>
<p>Continuation of Stage 3 behaviour.</p> <p>Leaving the building unaccompanied.</p> <p>When a child deliberately hurts a peer in a particularly targeted or aggressive way.</p>	<p>Continue to use the Reflection Log, or start one. HT/DHT end of week comment.</p> <p>Reward charts if appropriate / agreed scripts.</p> <p>PSP (SENCo) if at risk of fixed term exclusion.</p> <p>PROACT (SCIPrUK) with parental signature, if possible.</p> <p>Hold mid-day supervisors hand at lunch time playtime or time out in the corner room if appropriate adults are available (for 1 day on the following day).</p> <p>Send in from outdoor area (if it happens outside). Class teacher to be informed - time out in packed lunch classroom or corner room.</p> <p>If incident occurs inside then time out in another classroom- Year Group Leader or Key Stage Leader to be informed and to speak to the child asap.</p>

<b>Stage 5 Examples of Behaviour</b>	<b>Action</b>
<p>Repeated, deliberate hurtful behaviour towards another child.</p> <p>Deliberately hurting a school adult.</p> <p>Causing deliberate damage to property.</p> <p>Behaving in a dangerous way with risk of harm to the child or others.</p> <p>Causing serious disruption to the learning of others (or risk of serious disruption).</p>	<p>Ensure Head teacher is informed of a serious behaviour incident as soon as possible.</p> <p>-Internal Exclusion (in Resource Room with member of staff)</p> <p>-Consider appropriacy of part-time timetable.</p>

<b>Stage 6 Examples of Behaviour</b>	<b>Action</b>
<p>-Child is already at Stage 5 and repeats the same or another Stage 5 behaviour.</p> <p>- Stage 5 behaviours are escalating or are staying at a relatively high level over a period of time.</p> <p>-Refusal to comply with Internal Exclusion</p>	<p><b>-Ensure Headteacher is informed of the serious behaviour incident as soon as possible.</b></p> <p><b>-Fixed Term or Permanent Exclusion.</b></p> <p><b>-Set learning tasks for period of exclusion.</b></p> <p><b>Reintegration conversation with Member of SEN Team/HT/DHT on return, where developmentally appropriate.</b></p> <p><b>-Consider managed move to alternative provision.</b></p>

## APPENDIX 2

### HERNE BAY INFANT SCHOOL

#### **Guidelines for Good Relationships between Children and Staff supervising Breakfast Club or Lunchtime**

(Please read alongside the Behaviour Policy)

**Please Note:** It is essential for Class teachers to liaise MDS/TAs regarding any specific strategy that impacts on playtime or continuity of support.

#### **1. Be friendly and approachable**

Children need to see you as someone who is approachable and ready to listen to them. Please remember to greet them and be genuinely pleased to see them.

#### **2. Treat all children fairly and equally**

The children must be given an opportunity to explain their behaviour and what has happened. Only act on what you are sure you saw.

A mini script needs to be on hand with adults working in school at all times to ensure that all incidents are dealt with in a consistent manner.

The child that breaks the rules needs to be asked 5 simple questions:

What happened?

What were you thinking when it happened?

Who have you affected?

What can you do to make things right/better?

What should you do next time?

(Praise telling the truth and good listening).

#### **3. Give gentle reminders**

Children often simply forget some rules, for example, not running inside the school. A gentle reminder, phrased in a positive way, "Walk please", may be all that is needed.

#### **4. Smile**

Please remember to smile at the children. They will then see you as someone warm and friendly.

#### **5. Try to chat**

Be willing to chat to the children about their news, interests and activities.

## **6. Give praise**

Praise is more effective than criticism, so try to praise frequently and specifically, tell them what they are doing well, which rules they are following.

## **7. Give incentives**

Please use the lunchtime stickers as agreed in the Behaviour Policy.

## **8. Be polite**

Set a good example to the children by speaking politely to them.

## **9. Avoid getting into a confrontation**

Please don't argue with a child. Repeat your request calmly. If you have to deal with inappropriate behaviour, take the child/children to one side, away from onlookers.

## **10. Help a child "back out" of an awkward situation**

If a child is deliberately rude, ask them politely to repeat what they said. This allows the child to retract the statement or apologise. Accept any apology graciously and don't reprimand them further. Don't leave the child with no way out. If the child feels cornered there is danger of confrontation.

## **11. Stay calm, Don't shout**

Please stay calm and avoid shouting at all times. Shouting at children can have a negative effect on their behaviour and make some children very anxious. It may also lead to escalation.

## **12. Learn from the class teacher**

Speak to, observe and learn from the class teacher and other support staff to share strategies they use to gain quiet and attention.

## **13. Don't use sarcasm or make personal negative remarks**

## **14. Don't use labels**

Don't give children negative labels such as "naughty". Explain to the child what behaviour is unacceptable and why.

## **15. Watch out for lonely or isolated children**

Watch out for lonely or isolated children. Talk to them and try to involve them in games with other children. Please regularly check who is at the 'Friendship Stop' and give support.

## **Playground Golden Rules**

1. We play well with others
2. We look after and share equipment.
3. We use equipment safely.
4. We always say please and thank you.
5. We are kind, sensible and helpful.
6. We share our games.
7. We use the water fountain sensibly.
8. We listen to each other.
9. We always look when we are running.
10. We remember to check the friendship bench.

(Our School Council made these rules using ideas from all classes).

Children are also reminded to keep the **Playground Safety Rules**, through assemblies and reminders in class.

## **Safety Rules**

Tell an adult if you are hurt or upset or if someone is not keeping to the rules.

Don't go over the yellow lines.

Ask an adult if you need the toilet.

Don't go back in the building.

Stop & listen when the whistle blows.

Help to tidy up sensibly.

## **Wet playtime**

Children have their own wet playtime colouring/activity books & there are spares in each class. MDS needs to liaise with class teacher/class TA to decide which other resources can be offered for wet play, it needs to be easy to tidy away so that the room is left ready for the afternoon.

(Visible list of what the children may use could be displayed in the classroom).

<b>Playground Behaviour (At lunchtime)-</b> General low level breaking of playground rules	<b>Further strategies</b>
<p>1. If a rule is broken-for something minor, a verbal reminder is given. Use format (cue card will be provided):</p> <p>What happened?</p> <p>What were you thinking when it happened?</p> <p>Who have you affected?</p> <p>What can you do to make things right/better?</p> <p>What should you do next time?</p> <p>2. <b>For deliberate, aggressive incidents, the child should be brought to a member of the Leadership Team.</b></p> <p><b>On-going/urgent concerns to SEN Team or leadership Team.</b></p>	<p>-For something minor-Give a reminder of behaviour expectation &amp; warning of what will happen if the rule is broken again.</p> <p>-Holding hand of TA/MDS for part of playtime/lunchtime, with coaching/ reminders of playground rules. (For something that is not minor, this can be used immediately).</p> <p>-Class teacher/SENCo may direct a child to reflection time 12-12.30 Year 1, 12.10-12.40 Year 2(or for part of this session).</p> <p>See Policy re: The role of all adults at lunchtime and playtimes.</p>

## **APPENDIX 3**

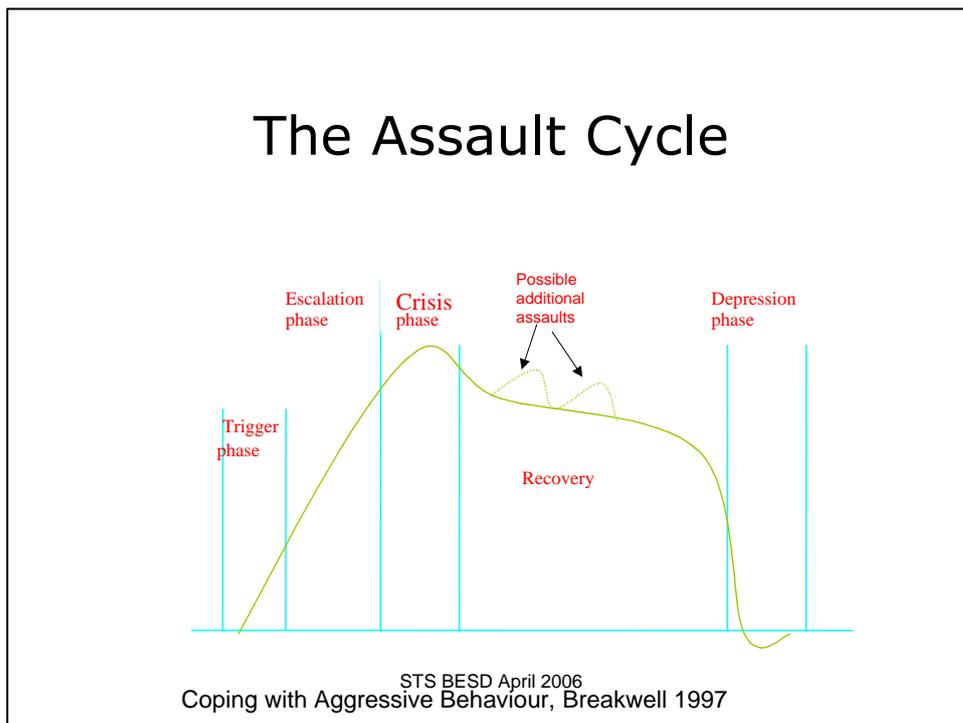
### **Year R and KS1 Stage 3/4 REFLECTION LOGS**

-PLAYGROUND

-CLASSROOM

-BOTH

## APPENDIX 4



**Trigger phase:** an event lights the person's fuse, stimulating thoughts and feelings that lead to anger. At this stage of the cycle we can sometimes distract/divert pupils, we can re-direct behaviour in a positive way and we can instigate a change of context.

We can use observation to identify triggers and with some pupils who have a level of insight into their own feelings and behaviour we can work with them to identify triggers. If we can identify these triggers, we can be pro-active and help the pupil to avoid the trigger and in the longer-term help the pupil to deal appropriately with the trigger.

**Escalation phase:** The body is physically preparing for fight or flight. The chance of changing behaviour is reducing. Rational judgements are more difficult as arousal increases. We must avoid threats or demands that are perceived as aggressive. We must avoid blocking escape routes. Move away, be aware of personal space. Help the pupil to use coping strategies. Remove audience, swap staff.

**Crisis phase:** The pupil will not be making rational judgements, not able to demonstrate empathy with others, unable to understand how their behaviour is affecting others, less able to listen. Management of behaviour is around damage limitation – move others away, move objects that could potentially harm. Keep talking, calm voice – pupil will pick up on tone and body language.

**Recovery phase:** Anger begins to subside. Can take 1 ½ hours. The body is still partly prepared for fight or flight – person will be feeling vulnerable, embarrassed, confused. Anger can easily be re-triggered. Being too quick to discuss the incident, to apportion blame, etc. may re-trigger anger. Allow time and space. Verbally reinforce signs of calming.

**Depression phase:** Wait, allow time.

**Later....** If necessary record – what worked, what needs to be remembered. Repair, rebuild relationships. Discuss positive and useful strategies with the pupil. If necessary take agreed action according to school policy.