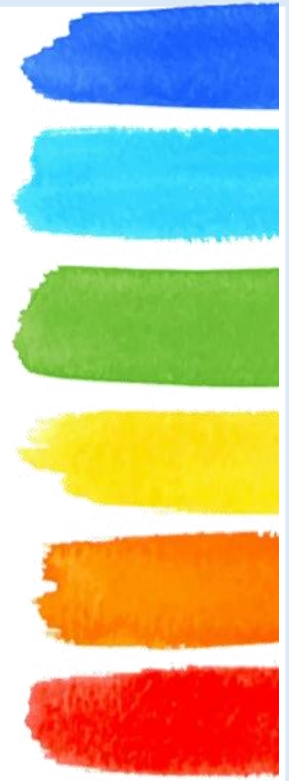


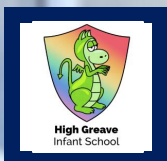


High Greave
Infant School



Positive Relationships and Behaviour Strategy

High Greave Infant School



Behaviour Strategy | Contents

- ✓ Vision and Values
- ✓ Core Principles
- ✓ Culture of High Expectations
- ✓ Culture of High Support
- ✓ Relationships
- ✓ Rules and Routines
- ✓ Teaching Behaviour
- ✓ Rewards
- ✓ Praise and Reprimand
- ✓ Staff Responsibilities
- ✓ Leader Specific Role
- ✓ Dealing with Incidents
- ✓ Conversations and Consequences
- ✓ Consequence Escalation
- ✓ Reflection Time
- ✓ Parental Engagement
- ✓ Support for Individuals
- ✓ Individual Behaviour Plans
- ✓ Impact of Behaviour Support
- ✓ School Improvement Priority
- ✓ Resources for Behaviour
- ✓ Mental Health and Wellbeing
- ✓ External Agencies
- ✓ Behaviour Data
- ✓ Culture Monitoring
- ✓ Exclusion
- ✓ Reintegration
- ✓ Managed Moves
- ✓ Anti-Bullying
- ✓ Dealing with Bullying
- ✓ Racial and Derogatory Language
- ✓ Staff Workload
- ✓ New Staff Induction
- ✓ Whole Staff Training
- ✓ Transition to the School
- ✓ Pupil Induction
- ✓ Overall Impact

Appendix
Behaviour Playbook





Behaviour | Vision and Values

How do leaders ensure that this strategy is appropriate for the school?

'All learners have the opportunity to succeed with clear expectations shared widely from all adults.'

We provide an environment that is:

Safe

Caring

Nurturing

This enables our learners to:

Thrive emotionally

Develop socially

Be academically
successful

Through consistency and stability, we develop:

Self Esteem

Confidence

Resilience

This enables strong and trusting relations between:

Staff

Learners

Families and carers

 Leaders communicate, demonstrate and refer to the vision and values constantly



Behaviour | Core Principles

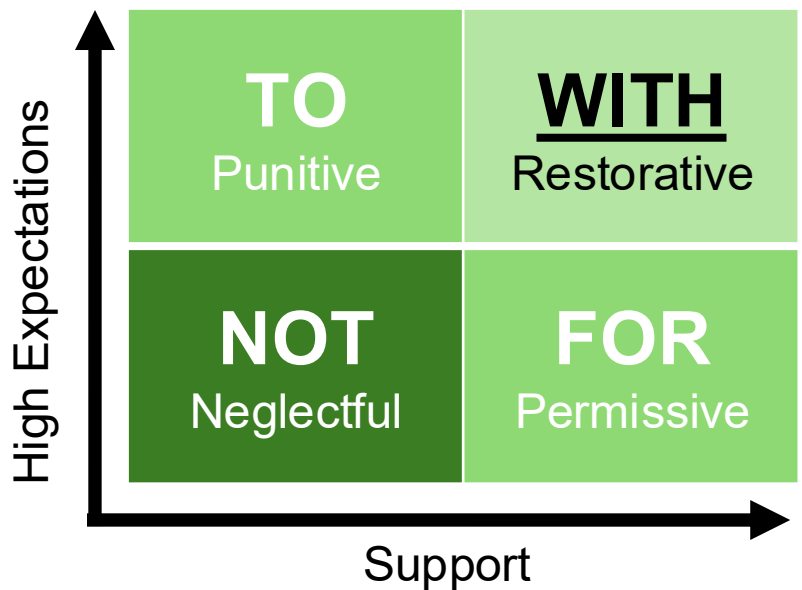
What are the underlying values of this strategy?

The school adopts a **restorative approach**. This information details how this differs from more traditional authoritarian approaches:

The Social Discipline Window

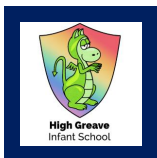
At High Greave Infant School, we aim to provide learners with high level of **challenge** which is met with high levels of **support**.

This means that pupils will be **challenged every time** they make a bad choice, but equally they'll be **supported every time** to amend this and repair their actions.



Authoritarian Approaches <i>The focus is on:</i>	Restorative Approaches <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	<i>and, as a result;</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

● ● ● ● Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



Behaviour | Culture of High Expectations

How do the underlying culture of this strategy support the school's vision?

Consistent, Explicit, High Expectations

L	E	A	R	N	E	R
I am a reflective listener and respond appropriately (I disagree because ...)	I repair how my actions have affected others and help others to do the same	I am curious and have a hunger to learn	I have high expectations of myself and support others to do the same	I encourage others to be neat in their learning and tidy around school	I model outstanding effort and encourage others to do the same	I help to organise my group. I support adults in organising the classroom
I am an active listener and respond appropriately (Can you tell me more about ...)	I reflect how other people's actions affect me. I reflect how my actions affect others	I find pleasure and enjoyment in my learning	I understand that respect is a two-way process and accept other people have a right to a different opinion	I help to keep the school tidy. I take pride in the presentation of my learning	I challenge myself to achieve the next steps in learning	I support peers to be ready. I choose my own resources to support my learning
I maintain attention when listening to others	I recognise how other people's actions affect me. I recognise how my actions affect others	I know what motivates me and how I learn best	I show and maintain appropriate behaviour and relationships with everyone	I am working to improve the neatness of my learning. I help keep my classroom tidy	I always complete all of my learning to the best of my ability	I follow the routine of the day to be in the right place, at the right time, with the correct resources
I can stop, look and listen to the person speaking	I recognise my own feelings and how others feel	I have a positive attitude and talk about my aspirations	I will have kind hands, feet and words. I will say please and thank you	I move around the school at 3mph and use my LEARNER voice. I choose it, use it and put it away.	I have a can do attitude and try my best. I work on my targets at other times	I am in the right place, at the right time, with the correct resources
Listening	Empathy	Attitude	Respect	Neat	Effort	Ready

Using iPads appropriately for learning.

Attitude

No Hoodies or Hats in school.

Neat

Coming in off the yard calmly & ready for learning.

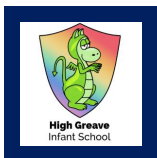
Ready

Bottom back in chair. Tummy near table.

Ready

- “You establish what you establish” Bill Rogers.
- If you tolerate low standards, you have established that this is the norm so this is what you will get.
- Whatever you establish becomes the norm; “What you permit, you promote”.

● ● ● ● Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



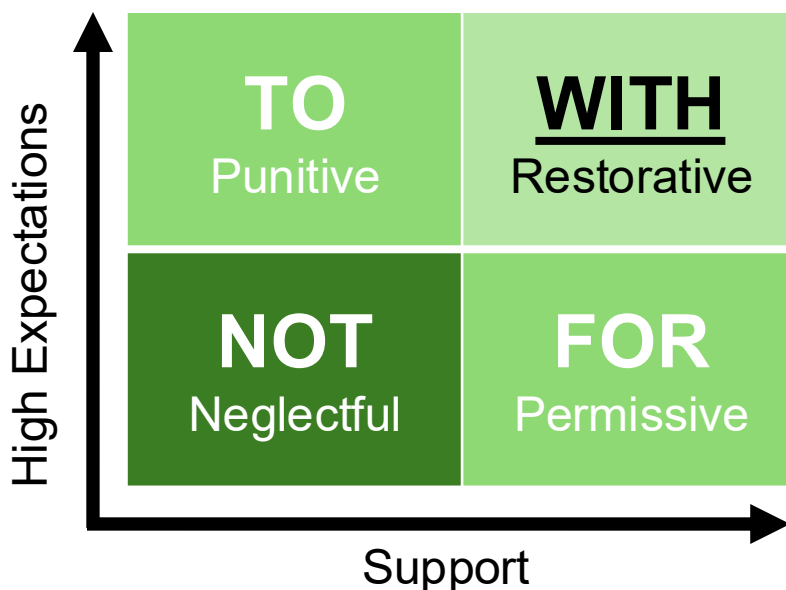
Behaviour | Culture of High Support

How do the underlying culture of this strategy support the school's vision?

The Need for High Levels of Support

At High Greave Infant School, we aim to provide learners with high level of **challenge** which is met with high levels of **support**.

Without the high levels of support, the behaviour strategy is at risk of becoming punitive or authoritarian.



What mechanisms does the school employ to support pupils meet the high expectations?

Relationships

Routines - Consistency and Predictability

Teaching of Behaviour

Praise and Reward

Consistent and Logical Consequences (with clear responsibilities)

Group and Individual Bespoke Support

● ● ● ● Leaders ensure that an appropriate, research informed behaviour vision is underpinned by high expectations and core values which are understood by staff, pupils and families



Behaviour | Relationships

How do staff form appropriate relationships with all pupils?

Social Capital



Imagine that each student has their own jar. This jar represents their social capital, which is essentially the value they hold within their social networks - classmates, teachers, and other members of the school community.

Filling the Jar: Positive interactions, acts of kindness, and praise for good behaviour are like marbles that you put into a child's jar.

Building Social Capital: Focus on filling their jars by fostering positive relationships, showing empathy, and being respectful. Building social capital is an ongoing process that requires consistent effort and mindfulness. The number of marbles in a child's jar reflects the strength of their relationships within the school community. When a child's jar is full, it means you have built strong, positive relationships.

Removing from the Jar: Having negative interactions, supporting children in recognising what harm they have done, putting consequences in place takes marbles out of their jar.

There must be a relationship in place to be able to support children improve their behaviour:

- **Relationships aren't built in a day; they are built daily – Do staff fill the jar every day?**
- **Connect before correct; are enough staff connected with children before they correct them?**

● ● ● ● Staff treat pupils with dignity, build relationships rooted in well-understood protocols and observe proper boundaries consistently



Behaviour | Check in, Check-up and Check out

How do staff form appropriate relationships with all pupils?

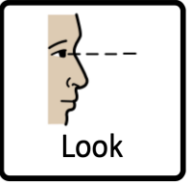
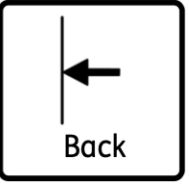
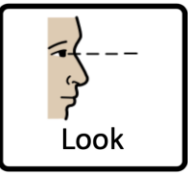
Child Champions



'Just one supportive adult-child relationship could blunt the impact of ACEs, concluding "resilience requires relationships"'

Studies have found that CICUCO works best for students with **low-level disruptive behaviours**, such as calling out or defiance. **Students who seek attention** benefit most from CICUCO, since the intervention includes regular, positive attention from adults.

Check-In/Check-Out (CICO) is a Tier 2 intervention aimed at promoting positive behaviour by providing routine feedback and increased positive adult attention to students. 3 times a week every child in school meets with an 'adult champion' each session follows the same structure.

Session Structure		Script
 check	 ZOR	<i>What zone are you in? How do you know? Are there any strategies you could use to help you?</i>
 Look	 Back	<i>What are you most proud of this week? Is there anything you would do differently? Why?</i>
 Look	 Ahead	<i>What are you looking forward to? Is there anything coming up that will make you move out of the green zone?</i>

 Staff treat pupils with dignity, build relationships rooted in well-understood protocols and observe proper boundaries consistently



Behaviour | Social Capital (Job Shop)

How do we build social capital at High Greave?

Job Shop



To promote responsibility, life skills and aspiration linked to future employment, we provide opportunities for children to apply and undertake roles within the school.

Children experience the process of applying for a job and completing an oral application form, considering ‘pay’ and taking account of job descriptions and associated responsibilities.

Pupils are paid on a weekly basis using the Class Dojo app they can then spend their money in the Draco shop to buy items or an experience.

Milk Monitor
(2 Dojos a day)

Snack Monitor
(2 Dojos a day)

Playground Buddy
(4 Dojos a day)

Recycling Reps
(2 Dojos a day)

Librarians
(2 Dojos a day)

Pencil Monitor
(2 Dojos a day)

Water Monitor
(2 Dojos a day)

School Ambassador
(10 Dojos each session)

● ● ● ● Staff treat pupils with dignity, build relationships rooted in well-understood protocols and observe proper boundaries consistently



Behaviour | Relationships

How do staff form appropriate relationships with all pupils?

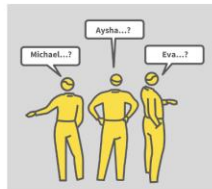
Building Social Capital



ESTABLISH NORMS
AROUND CLEAR ROLES
AND BOUNDARIES



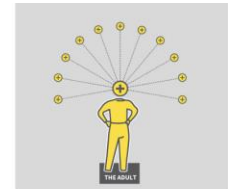
COMMUNICATE KINDNESS



LEARN NAMES AND USE
THEM



COMBINE ASSERTIVENESS
WITH WARMTH



ALWAYS BE THE ADULT

1. TEACH THE CHILD NOT THE CURRICULUM 2. Believe in them 3. Humour 4. Know their names 5. Know something about them 6. Show you're interested in them as people not just as students 7. Smile ALOT 8. Be warm 9. BE FIRM BUT FAIR 10. Unconditional positive regard 11. 'Play' regularly 12. RESPECT & SUPPORT INTERESTS 13. Do Show and Tell. (It's not just for KS1!) 14. Be real for your learners 15. BE INTERESTED IN THEM AS PEOPLE 16. Consistently kind 17. Say good morning 18. Take a genuine interest in them 19. Be consistent 20. Let them know a little about you 21. Chat with them during break duties 22. Greet students as they arrive at the gate and classroom door 23. HIGH FIVE IN THE CORRIDOR 24. End the day on a good note (no grudges) 25. Care about them 26. Banter (as long as you have trust) 27. Show interest in their interests 28. Have a sense of humour 29. Mutual respect 30. Open communication 31. Know learners name 32. Be approachable 33. Tease them gently 34. Smile from your heart 35. Pinch the occasional crisp (not the whole bag!) 36. CATCH THEM AT THEIR BEST 37. Positive phone calls home 38. Have high expectations 39. Show empathy (not sympathy) 40. LOOK OUT FOR THEIR SPORTS TEAMS RESULTS 41. Remember their birthday 42. Make cakes and share them 43. LAUGH WITH THEM 44. Listen and then listen some more 45. DON'T JUDGE 46. Separate the behaviour from the person 47. TREAT THEM FAIRLY 48. Have lunch with them

99 THINGS TO BUILD RELATIONSHIPS WITH STUDENTS / LEARNERS

49. KICK A FOOTBALL AROUND THE PLAYGROUND with them 50. Jump rope with them 51. SEEK TO UNDERSTAND RATHER THAN TO BLAME 52. Listen with the intent to understand rather than the intent to reply (S Covey) 53. Learn to apologise 54. Share the power 55. Aim to learn something new about them each and every day 56. Don't take yourself too seriously 57. Create a safe environment 58. Develop and cultivate compassion 59. Say the "hard things" 60. The small things are the big stuff 61. Ask questions 62. Set boundaries 63. STEP IN WITHOUT BEING ASKED 64. Know when to dial it back 65. GIVE CONSISTENTLY, RECEIVE OCCASIONALLY 66. Build Goodwill on Good Days 67. Mutual Respect 68. Welcome diversity 69. Be supportive 70. Initiate conversations 71. HONESTY IS KEY 72. Follow through and do what you say you'll do 73. Compliment 74. Say thanks 75. Laugh 76. Be present 77. Be their biggest cheerleader 78. Let go of the past 79. Check in regularly 80. Be willing to learn from each other 81. Botheredness 82. REMEMBER IMPORTANT DATES 83. Each day is a new day 84. Earn respect rather than expect it 85. Be authentic 86. Don't take yourself seriously 87. CARE ABOUT THEIR WELFARE 88. Share your favourite film or band 89. Make time or you'll make excuses 90. BRAG ABOUT THEM OUTRAGEOUSLY TO OTHERS 91. Every child needs a champion 92. Never use sarcasm 93. There is always more than one perspective 94. Intention and attention is key 95. TONE OF VOICE IS IMPORTANT 96. Tell them your first name 97. Talk about your own kids 98. Share a pen or pencil 99. Say goodbye at the end of the day

● ● ● ● Staff treat pupils with dignity, build relationships rooted in well-understood protocols and observe proper boundaries consistently



Behaviour | Rules and Routines

How are rules and routines established with all learners?

L	E	A	R	N	E	R
I am a reflective listener and respond appropriately (I disagree because ...)	I repair how my actions have affected others and help others to do the same	I am curious and have a hunger to learn	I have high expectations of myself and support others to do the same	I encourage others to be neat in their learning and tidy around school	I model outstanding effort and encourage others to do the same	I help to organise my group. I support adults in organising the classroom
I am an active listener and respond appropriately (Can you tell me more about ...)	I reflect how other people's actions affect me. I reflect how my actions affect others	I find pleasure and enjoyment in my learning	I understand that respect is a two-way process and accept other people have a right to a different opinion	I help to keep the school tidy. I take pride in the presentation of my learning	I challenge myself to achieve the next steps in learning	I support peers to be ready. I choose my own resources to support my learning
I maintain attention when listening to others	I recognise how other people's actions affect me. I recognise how my actions affect others	I know what motivates me and how I learn best	I show and maintain appropriate behaviour and relationships with everyone	I am working to improve the neatness of my learning. I help keep my classroom tidy	I always complete all of my learning to the best of my ability	I follow the routine of the day to be in the right place, at the right time, with the correct resources
I can stop, look and listen to the person speaking	I recognise my own feelings and how others feel	I have a positive attitude and talk about my aspirations	I will have kind hands, feet and words. I will say please and thank you	I move around the school at 3mph and use my LEARNER voice. I choose it, use it and put it away.	I have a can do attitude and try my best. I work on my targets at other times	I am in the right place, at the right time, with the correct resources
Listening	Empathy	Attitude	Respect	Neat	Effort	Ready

Simple, Predictable Routines

- *"You establish what you establish"* Bill Rogers.
- If you tolerate low standards, you have established that this is the norm so this is what you will get.
- If you establish that you will take action, students learn to function with your higher expectations.
- Whatever you establish becomes the norm; *"What you permit, you promote"*.
- Routines are the bedrock of a positive behaviour management system.
- If everyone knows what to do and what happens in various situations, then it allows the focus to be on learning.
- Establish them and rehearse them so that they are known, understood and enacted consistently.

● ● ● ● Pupils have a good understanding of rules, routines and consequence systems



Behaviour | Emotional Regulation (ZONES)

How do we promote self-regulation and emotional literacy?



Zones of Emotional Regulation:

To help children with their emotions so that they can make positive behaviour choices, we use The Zones of Emotional Regulation. This system helps children to articulate how they are feeling and suggests ways in which they can regulate their emotions.

The Zones are divided into 4 colours:

The Zones are divided into 4 colours:



Blue Zone

Sad
Tired
Sick
Bored
Feeling slow



Green Zone

Calm
Happy
I'm focused
Feeling okay
In control



Blue Zone

Talk to someone
Stretch
Stand
Close my eyes
Take a brain break



Green Zone

Practice calming techniques
Help someone
Help the teacher
Focus on work



Yellow Zone

Excited
Anxious
Nervous
Frustrated
Confused



Red Zone

Angry
Scared
Panic
I want to yell
I'm not in control



Yellow Zone

Deep breaths
Count to 20
Draw something
Squeeze something
Talk to someone



Red Zone

Stop what I'm doing
Take deep breaths
Ask for a break
Ask for help
Find a safe space

Applying Zones of Regulation within the classroom

Children are taught that it is OK to be in any zone and they may be in more than one zone at a time. Through discussions, children populate a tool kit of activities that they can undertake so that they can regulate to the Green Zone so that they are ready to learn. If children feel that their emotions are not right, an adult in school will remind them of what they need to do and what tools they can use.

● ● ● ● Staff teach learning behaviours and promote strategies that reinforce positive behaviour management, alongside managing misbehaviour

How are learning behaviour made explicit and taught?

If a child can't read; you teach them to read.

If a child can't count to 20; you teach them to count

If a child can behave...

B&R | 38

ESTABLISH YOUR EXPECTATIONS



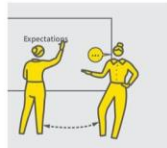
TEACHING WALKTHRU

ESTABLISH YOUR EXPECTATIONS

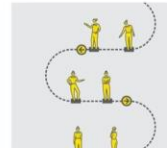
1 2 3 4 5



DECIDE YOUR EXPECTATIONS



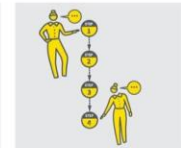
COMMUNICATE YOUR EXPECTATIONS



REINFORCE YOUR EXPECTATIONS



REDIRECT, CORRECT OR CHALLENGE



SUSTAIN YOUR EXPECTATIONS

B&R | 40

SIGNAL, PAUSE, INSIST



TEACHING WALKTHRU

SIGNAL, PAUSE, INSIST

1 2 3 4 5



CHOOSE A SIGNAL



REHEARSE THE SIGNAL



GIVE THE SIGNAL



PAUSE



INSIST

B&R | 44

REHEARSE ROUTINES



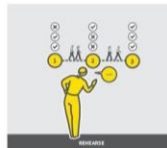
TEACHING WALKTHRU

REHEARSE ROUTINES

1 2 3 4 5



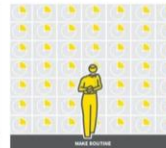
DESIGN YOUR ROUTINES



WALK THROUGH EACH ROUTINE



TEACH THE SIGNALS



MAKE ROUTINES ROUTINE



REFRESH OR REBOOT

B&R | 42

POSITIVE FRAMING



TEACHING WALKTHRU

POSITIVE FRAMING

1 2 3 4 5



ESTABLISH YOUR EXPECTATIONS



AFFIRM POSITIVE RESPONSES FIRST



FRAME CORRECTION AS POSITIVE REINFORCEMENT



GIVE THE BENEFIT OF THE DOUBT



ASSUME CONFUSION OVER DEFIANCE



Behaviour | Rewards

How are learners who maintain high expectations rewarded?

Intrinsic Motivation

Our Aim: Children to want to be great learners because that is a great thing!

We support this through our carefully scaffolded LEARNER Code.



Every LEARNER at High Greave Infant School starts as a Rainbow Learner. This means they consistently show the expected behaviours on rainbow level LEARNER Code.

LEARNERS can move up the LEARNER Code and become a bronze, silver or gold LEARNER. When a pupil shows sustained behaviours that are in line with the LEARNER Code descriptors, adults can award pupils their next band & certificate in Friday's 'Wall of Fame' assembly.

LEARNERS can only achieve the next band once every element on the LEARNER Code has been achieved.

A child from each class will be chosen to be placed on the 'Wall of Fame' for their achievements within the previous week.

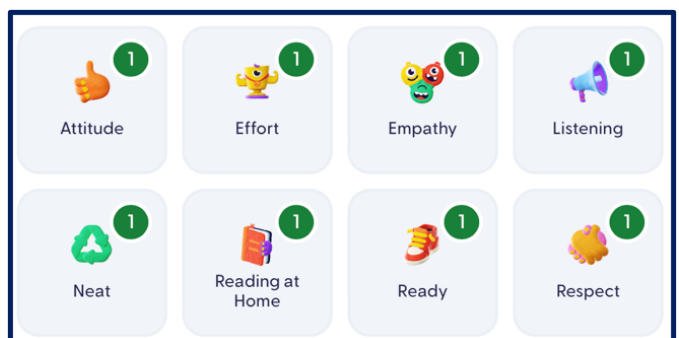
Extrinsic Motivation

Dracos are awarded for any pupils demonstrating positive learning behaviours, attendance and reading at home.

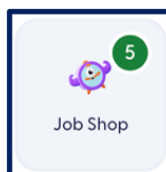
Every day pupils should aim to earn 5 Dracos (school currency). Dracos are awarded for demonstrating the LEARNER code.

This is referred to as '5 a Day.'

Pupils can spend their Dracos on a range of things in the shop.



Job Shop



Children who are a bronze learner and above can apply for a role in school. There are a lot of different jobs to choose from, with different levels of responsibility and required skills. Children are paid in Dracos.

Pupils or groups who demonstrate 'good' behaviour are celebrated and praised



Behaviour | Praise and Reflection

How are all staff supported in the principles of 'praise in public' and 'reprimand in private'?

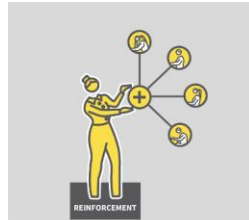
Praise in Public



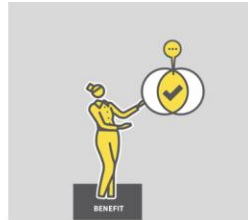
ESTABLISH YOUR EXPECTATIONS



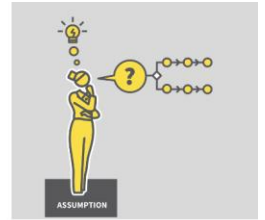
AFFIRM POSITIVE RESPONSES FIRST



FRAME CORRECTION AS POSITIVE REINFORCEMENT

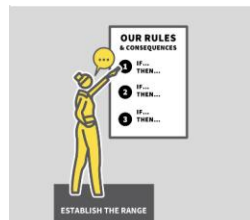


GIVE THE BENEFIT OF THE DOUBT

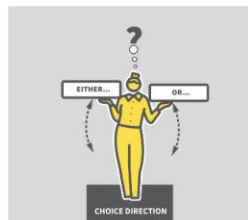


ASSUME CONFUSION OVER DEFIANCE

Reflection in Private



ESTABLISH THE RANGE OF FORMAL CONSEQUENCES



USE ASSERTIVE CHOICE DIRECTION



NARRATE THE CONSEQUENCES



MAINTAIN THE PRINCIPLE OF CERTAINTY OVER SEVERITY



USE CONSEQUENCES JUDICIOUSLY

Verbal Reminders, Turnaround cards, logical consequence reflection time, restorative conversations



Verbal Reminders: If a child is not exhibiting the LEARNER code, adults should provide regular verbal reminders to the pupil whilst providing positive reinforcement.



Turnaround Card: If a child is not exhibiting the LEARNER code after numerous reminder, then a Turnaround card will be given. The child will be provided with 2 clear choices in order to 'turn' their behaviour around.



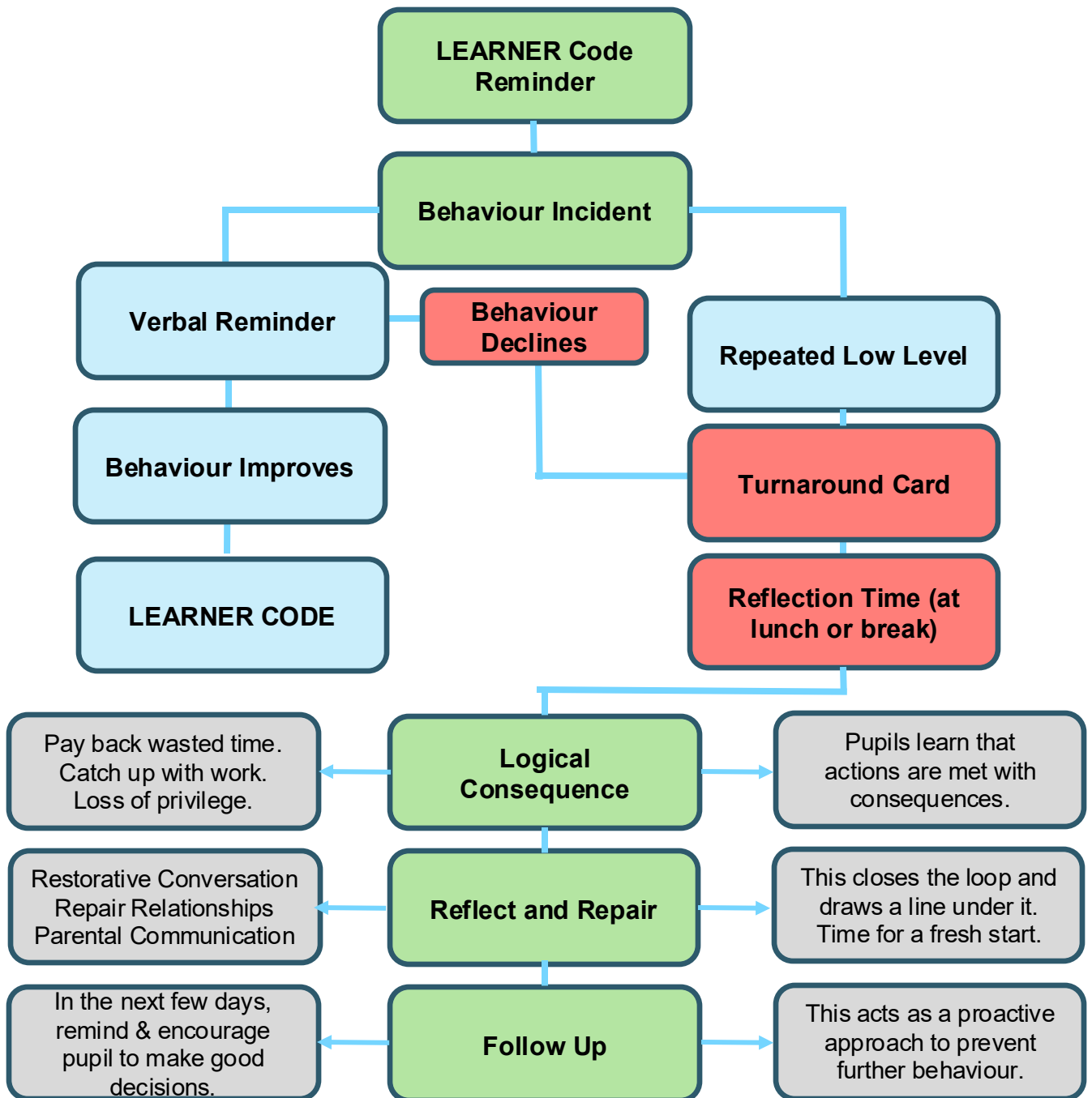
Reflection Time: If a child is unable to turn their behaviour around by not making the correct choices, then reflection time will be given. Reflection time will take place during lunch or breaktime. It is time to either decide on a logical consequence, reflect and repair or follow up from previous day.

● ● ● ● Leaders model the effective use of public praise and private reinforcement for staff and pupils



Behaviour Flow Chart

What support is available for staff where pupils are struggling to meet expectations?



What should I do?

Why is this important?

● ● ● ● Staff are confident to ask for help if they are struggling to create and maintain an effective behaviour culture



Behaviour | Responsibilities

How are staff at all levels responsible for behaviour?



PUPILS

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.
- Working hard to improve their behaviour where needed.



STAFF

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, distributing consequences pupils who display poor levels of behaviour.
- This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.



HEADTEACHER

- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.



PARENTS

- The behaviour of their child(ren) inside and outside of school.
- Supporting the school to manage the behaviour of their child (ren).
- Encouraging their child (ren) to behave well at school.



SCHOOL

- The implementation of this Behavioural Policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.



Staff are held accountable for their part in the maintenance of the school's systems and processes



Designated leaders and managers have clearly assigned responsibilities for maintaining an effective behaviour culture



Behaviour | Leader Specific Role

How do leaders remain visible in the implementation of this strategy?

Vision

Leaders regularly share the vision of the behaviour policy by leading regular CPD sessions with staff. Upholding high expectations with parents and pupils.

Be Visible

Leaders are visible and present at all points of the day. Specific pinch points are identified throughout the day where leaders' presence is of high importance such as on the gate at the start and end of every day, lunch and break times.

Model

Leaders model the policy with every interaction.



● ● ● ● Leaders engage with staff and pupils on corridors, in the canteen, in classrooms and at the gate



Behaviour | Conversations and Consequences

How do consequences support the implementation of the school's behaviour culture?

What happened?

My truth, your truth, the truth

What does the pupil think happened?

What is the adult perspective?

What expectations have not been met?

Ensure all parties get an opportunity to say what happened from their perspective

Who was affected?

How does what happened make you feel?

How does what happened make others feel?

Identify expectations that were not met and the harm caused

What needs to happen next?

Accepting responsibility

How can the harm be repaired?

What consequences need to be put in place?

Re-iteration of expectations

Check in

Ensure consequences are logical:

Related to the behaviour

Respectful in the way it is communicated and enforced

Reasonable for the child's age and understanding

Consequences

You broke it, you fix

Examples:

- *You damaged this relationship; you will now spend your time writing an apology letter*
- *You drew on the table; you are going to spend your time cleaning it up*

Pay back wasted time

Example:

- *You wasted 5 minutes of learning time distracting others, you will pay that time back*

Loss of privilege

Examples:

- *You can't be trusted to play football; you have lost this privilege for xx days*
- *You can't be safe on the playground; you have lost this privilege for xx days*

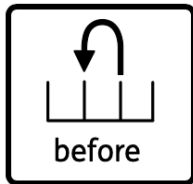
● ● ● ● Consequences are explicit and reinforce school values, rules and routines



Behaviour | Restorative Conversations

Restorative Conversation Template:

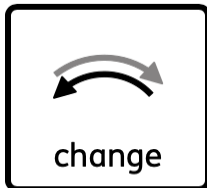
What happened before?



What did I do?

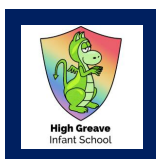


What could I have done differently?



How can I make this right?





Behaviour | Consequence Escalation

How are consequences escalated when expectations are not met?

Level		Support			Who
Level 1		Restorative Conversation <i>The school has needed to provide challenge & support.</i>			Class Teacher
Level 2		Multiple Restorative Conversations <i>The school has needed to provide challenge & support on multiple occasions.</i>			Class Teacher
Level 3		Parent Phone Call <i>The school feels the need to inform parents of poor behaviour.</i>			Class Teacher
Level 4		Formal Parent Meeting <i>The school requires further assistance from parents. An informal action plan is put into place.</i>			Class Teacher
Level 5		Daily Parental Communication <i>Parents are provided with a daily message summarising the pupil's behaviour. Any communication method agreed by school is acceptable.</i>			Class Teacher
Level 6		Behaviour Intervention <i>The pupil is supported by joining a behaviour intervention with the Learning Mentor.</i>			Class Teacher Learning Mentor
Level 7		Individual Behaviour Plan (IBP) <i>An Individual Behaviour Plan is put in place to monitor behaviour closely. The Learning Mentor provides additional support at this stage.</i>			Class Teacher Headteacher
Level 8		External Agencies SENCO CAMHS Education Psychologist Early Help Bespoke Plan Aspire (Local Authority)	Fixed Term Exclusion	Other Options Physical Handling Plan Part time timetable Managed Move	Class Teacher Headteacher SENCO
Level 9		Permanent Exclusion <i>The pupil is not permitted to attend the school.</i>			Head

Consequences are proportionate and consistently applied when rules are followed or rejected by pupils



Assembly Planner

How does the school manage 'reflection time' consequences?

What is reflection time?

Reflection time is where a child must miss a period of their own time e.g. lunch or break to decide or fulfil a logical consequence.

Reflection time is always supervised by an adult to ensure children are safe

Reflection time can take place in a safe space such as:

- *Headteacher's office*
- *Learning mentor room*
- *Quiet room*
- *Another classroom*

When will reflection time be used as a consequence?

Unsafe behaviour

Disruption to learning

To support reintegration following exclusion

To give time for children to regulate

Parent Meetings

What will my child do during reflection time?

Have time to regulate

Engage in restorative conversation

Complete learning (where appropriate)

Show adults I understand the expectations

Show adults I am safe to return to learning

What will happen after reflection time?

The regulated child returns to class to continue with their learning

The child may have missed learning to catch up on in their own time

The incident will be recorded and parents will be informed

● ● ● ● Detentions or in-school behaviour provision provide opportunities for reflection, allow pupils to continue meaningful study and to return to mainstream lessons as soon as appropriate



Behaviour | Parental Engagement

How is behaviour communicated with parent?

Sharing behaviour expectations

At High Greave Infant School, believe in fostering effective relationships with parents and carers. We openly share our expectations of behaviour through...

Sharing Policy

Newsletter

Parent Meetings

Celebrating Successes

Certificates

Seesaw

Parent Meetings

We ensure parents are informed of the successes their child is having in terms of improving their behaviour

Communicating School Concerns

There may be times where the school has concerns about your child's behaviour. These will be shared with you so we can work together to solve problems

Face to Face

Phone Call

Seesaw/
Text Message

Sharing Parental Concerns

At the door on drop off or collection

Phone to make an appointment

Seesaw

If you have concerns about your child's behaviour or an incident in school, speak with your child's class teacher in the first instance.

● ● ● ● Parents/carers and staff hold mutual respect for each other and actively support the work of the school

● ● ● ● Staff communicate effectively with parents/carers regarding pupils' achievements, wellbeing and mis-behaviour in line with the school policy



Behaviour | Support for Individuals

How does the school support those identified in the data?

Emerging Needs are Identified from...

Staff Concerns

SLT Concerns

Behaviour Data

Parental
Concern

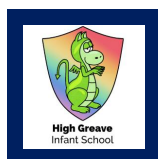
Assess Quality of Classroom Management

KEY	Not Happened	Inconsistent	Consistent
Question	✓	✓	✓
Have you supported the pupil to develop their aspirations?			
Are you a positive role model for the pupil?			
Do you treat the pupil with dignity, respect and warmth?			
Do your class have clear routines that are habitual?			
Have you developed a positive relationship with them?			
Have you established expectations with the pupil?			
Have you modelled these expectations to the pupil?			
Have you prompted the pupil at the start of lessons?			
Have you reviewed the LEARNER Code with them?			
Have you used rewards (frame, bands & dracos) with them?			
Are learning opportunities differentiated, scaffolded and resourced?			
Do you have a strategic seating plan & line order?			
Have you held restorative conversations with the pupil?			
Have you used <i>Positive Framing</i> with the pupil?			
Have you met with the pupil during break/lunch?			
Are all incidents regularly reported on CPOMS?			
Have you used the Learning Mentor for support?			
Have you enrolled the pupil in behaviour interventions?			
Have you contacted parents to help solve the issue?			
Have you met daily with parents to feedback behaviour?			
Have you held a formal meeting with the pupil, parents and learning mentor?			

Agreed Next Step by SLT & Class Teacher:

Further develop Quality First Teaching or Design IBP?

● ● ● ● Designated staff work together to share information and build appropriate support structures for pupils and the staff who support them



Behaviour | Individual Behaviour Plans

How does the school implement individual behaviour plans?

Identifying Triggers

- Now you have reflected on your teaching practice, you're ready to identify the triggers for the pupil's behaviour.
- You will need to collate some data from CPOMS to identify triggers, trends and patterns.
- If you haven't got these reports set up on your own CPOMS, ask for these three reports from the Learning Mentor or any member of SLT. Also, the behaviour lead can set these up on your own CPOMS account if you wish to run your own reports.
 - a. IBP STUDENT vs LEARNER CODE
 - b. IBP STUDENT vs TIME
 - c. IBP STUDENT vs DAY

CPOMS

IBP STUDENT vs TIME PDF

Filters for incidents:

- After date: Wed 01 September 2022
- Before date: Wed 22 June 2022
- Logged in any of these categories: Behaviour, 1. Listen, 2. Empathy, 3. Attitude, 4. Respect, 5. Neat, 6. Effort, 7. Ready
- Time (exclude): N/A, Also do not use: Do not use
- Severity (exclude): N/A

Filters for students:

- Amongst the following students: Terrell Mickey

Time	Number of incidents per Student
Book Club	13
Classroom Afternoon Cover	2
Classroom Afternoon Teacher	24
Hometime	3
Playground Break	11
Playground Lunchtime	19
Session 1 Teacher	12
Session 1 Cover	1
Session 2 Teacher	10
Session 2 Cover	1
Tfibe	13
Totals (unique)	109

CPOMS report generated on June 22, 2022 at 10:23 by MATTHEW FINCH. www.cpoms.co.uk

Which time(s) of day is a trigger for your pupil?

Breakfast Club	Session 2 Cover
Tribe	Lunchtime
Book Club	Afternoon
Session 1 Teacher	Afternoon Cover
Session 1 Cover	TA Intervention
Breaktime	Hometime
Session 2 Teacher	
	Listening
	Empathy
	Attitude
	Respect
	Neat
	Effort
	Ready

Which parts of the LEARNER Code does your pupil need to focus on the most?

CPOMS

IBP STUDENT vs LEARNER CODE PDF

Filters for incidents:

- After date: Wed 01 September 2022
- Before date: Wed 22 June 2022
- Logged in any of these categories: Behaviour, 1. Listen, 2. Empathy, 3. Attitude, 4. Respect, 5. Neat, 6. Effort, 7. Ready
- Time (exclude): N/A, Also do not use: Do not use
- Severity (exclude): N/A

Filters for students:

- Amongst the following students: Terrell Mickey

Category	Number of incidents per Student
Behaviour	109
- 1. Listen	17
- 2. Empathy	13
- 3. Attitude	38
- 4. Respect	38
- 5. Neat	1
- 6. Effort	2
Totals (unique)	109

CPOMS report generated on June 22, 2022 at 10:23 by MATTHEW FINCH. www.cpoms.co.uk

Which day(s) of the week are a trigger for your pupil?

CPOMS

IBP STUDENT vs DAY PDF

Filters for incidents:

- After date: Wed 01 September 2022
- Before date: Wed 22 June 2022
- Logged in any of these categories: Behaviour, 1. Listen, 2. Empathy, 3. Attitude, 4. Respect, 5. Neat, 6. Effort, 7. Ready
- Time (exclude): N/A, Also do not use: Do not use
- Severity (exclude): N/A

Filters for students:

- Amongst the following students: Terrell Mickey

Day of the week	Number of incidents per Student
Monday	14
Tuesday	20
Wednesday	26
Thursday	20
Friday	27
Totals (unique)	109

CPOMS report generated on June 22, 2022 at 10:23 by MATTHEW FINCH. www.cpoms.co.uk

Monday
Tuesday
Wednesday
Thursday
Friday



Individually challenging learners have IBPs in place and strategies to support them



Behaviour | Individual Behaviour Plans

How does the school implement individual behaviour plans?

Individual Behaviour Plan
***** (FS1)
High Greave Infant School



Proactive and Reactive Strategies (ZOR)

How we support *****...

Triggers	Signs that I am in the...	How you can help me in the:
Green Zone	Green Zone	Green Zone
Blue Zone	Blue Zone	Blue Zone
Yellow Zone	Yellow Zone	Yellow Zone
Red Zone	Red Zone	Red Zone

    Individually challenging learners have IBPs in place and strategies to support them



Behaviour | Individual Behaviour Plans

Half Termly Analysis

Analysis and Actions 2024/25		
Autumn Term Commentary 2024/25		
Identified Trends:	Actions:	Impact:
Learner Bands/ playtime incidents	Staff to ensure they are selecting a Learner code category when recording an incident otherwise data is inaccurate.	Accurate data to identify trends across cohorts and for individual pupils
Some inaccuracies in the recording of CPOMS incidents.	Remove N/A as an option from reflection time and turnaround card Need to add physical restraint as a field.	Accurate class data
Unable to generate data for racism/ bullying/ homophobic/ sexualised behaviour	Need to create fields on CPOMS for the protected characteristics eg: sexism, racism	
Anomaly within the current Y1 cohort compared to data from last year.	Staff training re: behaviour expectations and what should be recorded on CPOMS and when - redirect staff to 'Strategy on a page for Behaviour'	Accurate class data will allow us to identify trends for individual pupils.

Evidenced within:
IBP
CPOMS

Pupil Level Analysis

Pupil Name	***		
	Autumn	Spring	Summer
Physical assault against adult	4		
Physical assault against pupil	7		
Use or threat of use of an offensive weapon/ prohibited item	0		
Verbal abuse/ threatening behaviour – adult	0		
Verbal abuse/ threatening behaviour – pupil	0		
Listen	12		
Empathy	1		
Attitude	0		
Respect	15		
Effort	0		
Ready	0		
Turnaround Card	9		
Reflection Time	13		
Incidents Involving Physical Restraint			

Evidenced within:
IBP
CPOMS

Incident Overviews

Incident Overview 2024/25					
2024/25 Behaviour:					
Category	FS1 (Nursery)				FS1
	Aut 1	Aut 2	Spr	Sum	
Number of racist incidents					
Number of bullying incidents (alleged)					
Number of homophobic incidents					
Number of sexualised behaviour					
Number of temporary exclusions (suspensions)	0				
Number of permanent exclusions	0				
Number of PIP Referrals	0				
Number of Pupils with IBP	0				

Evidenced within:
IBP
CPOMS

 The school can describe the positive impact of behaviour support/ interventions for individuals and groups



Behaviour | School Improvement Priority

How does behaviour remain a priority for school improvement?

Training and CPD

The school recognises that early intervention can prevent unacceptable behaviour. As such, members of staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

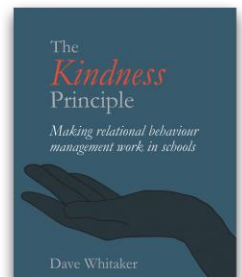
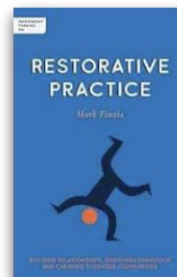
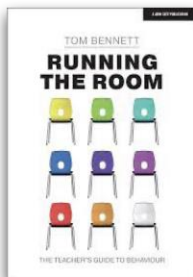
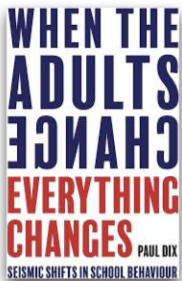
- Teachers and support staff will receive training on this policy as part of their new starter induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.

Regular on-going training will include:

- *One annual behaviour management 'top-up' course in a staff meeting at the start of the year.*
- *Continuous support to practice within the behaviour policy.*
- *Continuous three-week cycles of CPD Coaching including behaviour management.*

Further Reading

The school behaviour practices are based on current, up-to-date research and make references to a wide range of reading that is recommended to all staff:



The school will use effect strategies to support staff further including:

- Teacher Learning Communities
- Additional targeted coaching
- Staff meeting professional development time
- ECT time

● ● ● ● Behaviour is a high-status topic and recognised as a constant focus of school improvement



Behaviour | Resources for Behaviour

What resources are dedicated to this strategy?

Human Resources

All Staff

All staff at High Greave Infant School have a role to play in supporting pupils with their behaviour through:

- *Establishing and maintaining expectations*
- *Developing strong relationships with pupils*
- *Establishing predictable, consistent routines*

School Leadership Team

The SLT at High Greave Infant School have a role to play in supporting pupils with their behaviour through:

- *Supporting teachers to develop strong relationships, expectations and routines*
- *Directly supporting pupils with complex behaviours that challenge*

Learning Mentor/ Pastoral Support

The learning mentor supports pupils with their behaviour through:

- *Direct 1-1 and group intervention*
- *In class support for pupils with complex SEMH needs*

Financial Resources

Data System

High Greave Infant School invests in a data system that enables the efficient reporting and sharing behaviour of information

Virtual Economy

As part of our extrinsic reward system, the school provides a virtual economy and shop to promote positive behaviour from all pupils

 Appropriate levels of resource (data systems, reward systems etc) are invested in creating and maintaining an effective behaviour culture



Behaviour | Mental Health and Wellbeing

How does this strategy support mental health and wellbeing?



● ● ● ● Strategies to identify and support wellbeing and mental health issues are included in the school's behaviour policy



Behaviour | External Agencies

How and when does the school collaborate with external agencies to support pupil behaviour?

SENDCO

Refer the child to the SENDCO/ Learning Mentor

CAMHS

Refer the child to the SENDCO/ Learning Mentor

**Educational
Psychologist**

Refer the child to the SENDCO

**Early Help/
Social Care**

Refer the child to the Safeguarding Lead

LA Provision

Refer the child to the SENDCO/ Headteacher

 The school engages with external agencies to support good behaviour including the development of risk assessments where appropriate



Behaviour | Behaviour Data

How is the behaviour data used?

From the incidents that all staff report on CPOMS, the school is able to generate reports and analyse trends and patterns.

We do this so we can:

Identify trends and patterns.

Identify areas for improvement in the curriculum.

Provide bespoke support for pupils.

Identify needs of pupils quickly.

Provide training & support to teachers.

We look for patterns in a range of areas including:

- **Time of Day**
- **Day of Week**
- **LEARNER Code Category**
- **Low-level Incidents**
- **Severe Incidents**
- **Student**
- **Year Group**
- **Class**
- **LEARNER Band Level**
- **Time of Day**

Student Yeargroup	Number of Incidents per Category							
	Behaviour	-- 1. Listen	-- 2. Empathy	-- 3. Attitude	-- 4. Respect	-- 5. Neat	-- 6. Effort	-- 7. Ready
3	91	47	1	22	14	0	6	1
4	39	15	0	4	14	1	2	2
5	122	26	15	30	44	0	6	0
6	111	19	2	23	58	0	6	1
Totals (unique)	363	107	18	79	130	1	20	4

 Leaders and managers monitor and analyse behaviour data and take swift, reasonable action to address issues



Behaviour | Culture Monitoring

How is the behaviour culture of the school monitored?

Reporting Behaviour



Record the context of the incident here.

Tick just one category. Refer to the descriptors if needed.

Choose the time and location from the drop-down menu.

The descriptors show low-level behaviours in yellow, and severe in red.

This is not for affected pupils. Only link the pupils who have made the wrong decisions.

You don't need to change this – even if it's 3am!

Incident

Categories

Time and Location of Incident

Severity

Linked student(s)

Date/Time

Refer to the descriptors if you're unsure where the behaviour falls in the LEARNER Code.

These are arranged by adults to discuss pupils' behaviour.

This is all & any concerns raised by a parent.

This is for all & any incidents that have occurred out of school.

This is for all & any incidents to do with social media out of school.

Admin ☐ Attendance ☐ Behaviour ☒ Inclusion ☐ Safeguarding ☐

Behaviour Subcategories

☐ 1. Listen ☐ 2. Empathy ☐ 3. Attitude ☐ 4. Respect ☐ 5. Neat ☐ 6. Effort ☐ 7. Ready

☐ Behaviour Meeting with Parents ☐ Out of School Incident ☐ Out of School Social Media Incident

☐ Parental Concern - Behaviour ☐ Physical Intervention

Breakfast Club

Please select the most relevant option for this behaviour incident

Begin typing a student's name

Type a student's name to link them to this incident.

Body map

Wed 04 March 2020 7:36AM

Leaders have an accurate view of behaviour culture which is informed by a robust data set



Behaviour | Culture Monitoring

How is the behaviour culture of the school monitored?

Reporting Behaviour Continued



This guide is a tool that staff use to identify where certain behaviours fall on the LEARNER Code.

Red Behaviours: Severe

Yellow Behaviours: Low-level

This guide is a tool that staff use to identify where certain behaviours fall on the LEARNER Code.

Listen	Empathy	Attitude	Respect	Neat	Effort	Ready
Talking instead of listening	Stealing	Explosive reactions (slamming & throwing)	Physical abuse (staff)	Vandalism	Talking instead of working	No LEARNER Band
Undue noise	Fighting	Failure to complete consequences	Physical abuse (pupil)	Littering	Lack of homework	No or incorrect uniform
Not stopping, looking & listening	Friendship argument	Absconding	Swearing & offensive language	Running in the corridor	Inappropriate use of iPad	Lack of equipment
	Defaming pupils or staff	Gaining attention	Damaging equipment	Ripping up or scribbling on work	Refusal to do work	No PE kit
	Threatening others	Lying	Damaging property		Laziness in lessons	Incorrect equipment (toys)
	Excluding others from activities & games	Shrugging shoulders & eye rolls	Rudeness towards staff			Messing around in cloakrooms
	Making fun of others	Distracting others	Rudeness towards pupil			Late to lessons
		Turning around in seats	Refusing to follow instructions			
			Questioning instructions			

    Leaders have an accurate view of behaviour culture which is informed by a robust data set



Behaviour | Exclusion

How and when does the school use exclusion to support learners?

WHO?

Only the headteacher has the power to suspend or exclude a pupil from the school, and is able to decide whether either a suspension or exclusion is appropriate. All suspensions and exclusions will only be issued on disciplinary grounds.

WHY?

The school will only suspend or exclude a pupil where it is absolutely necessary, and where all other possible disciplinary sanctions, as detailed in the school's Behaviour Policy, have failed to be successful.

The following examples of behaviour may warrant the decision to suspend or exclude a pupil:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item
- Bullying
- Discriminatory abuse

WHAT?

The school has a duty to inform:

- Parents immediately and in writing
- Local Authority Exclusions Team
- Social Care/ virtual schools where applicable

LEARNERS' Trust – Suspension and Exclusion Policy

For legal duties, process and model letters and agendas, please see the full

LEARNERS' Trust – Suspension and Exclusion Policy

[HERE](#)



● ● ● ● School use of suspension, including the reasons, patterns and rates of suspension, is robust



Behaviour | Reintegration

How are pupils reintegrated following an exclusion?

WHY?

Exclusions are difficult on the child, parents and school. Hence the need for the reintegration meeting.

The main purpose of reintegration is to look at how parents, the child and the school can all work together to prevent further exclusions

WHO?

It is important to have the right people in the meeting without being overbearing on the parents. However, it likely to involve a combination of:

- Parents and Pupil (for part of the meeting)
- Headteacher/ SLT
- Class teacher
- SENDCo/ Learning mentor

HOW?

Exclusions are difficult on the child, parents and school. Hence the need for the reintegration meeting. For this reason, it is important that all parties remain professional as this will benefit the child, by:

- Allowing all people to have a voice
- Sticking to the agenda
- Not speaking over others
- Remaining calm

WHAT?

Part 1: Parents and School Team

- School - Reason for suspension and unacceptable behaviours in school including impact on others
- Share chronology – CPOMs and chart
- Impact on the pupil, staff, other pupils

Parents - opportunity to ask questions about the above

Parents - to outline any behaviours at home and how they manage this

How can school and parents help with behaviours in school?

Current support and actions and next steps in school, discussed and agreed as a group

- **Current support in school**
- **Actions and next steps**

Part 2: Parents, School Team and Pupil

School - Reason for suspension and unacceptable behaviours in school including impact on others

Summarise chronology – CPOMs and chart

Impact on the pupil, staff, other pupils

Parents to reinforce the message

Pupil - opportunity to respond, not debate

Actions and next steps

Parents to reinforce the message from school

Pupil - opportunity to respond (clarity on what is happening)



School's work to follow up and support fixed-term suspended pupils is effective



Behaviour | Managed Moves

When and how would the school use a managed move to support a learner?

Schools have two further options to prevent the possibility of permanent exclusion:

Managed Move

Off Site Direction

What is a managed move or off-site direction?

A managed move is used to initiate a process that leads to the permanent transfer of a pupil to another mainstream school. **Managed moves** should be voluntary and agreed upon with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then **offsite direction** should be used.

Managed moves are frequently used as an alternative to permanent exclusion; as a result, no exclusion is formally recorded on the pupil's education record.

Further guidance about managed moves and off-site direction can be found [HERE](#)



Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Guidance for maintained schools, academies, and pupil referral units in England

September 2023

 If managed moves have been used, there is clear evidence that this has been done in the best interests of the child, and not the school.



Behaviour | Anti-Bullying

How does the school's approach to preventing bullying?

We provide an environment that is:

Safe

Caring

Nurturing

Statement of Intent

At High Greave Infant School, bullying of any form is not tolerated in our school, whether carried out by a child or an adult. If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff informed and then discussed with the headteacher. A clear account of the incident will be recorded. All staff will be informed so that close monitoring of the victim and bully can begin. Parents of both parties will be informed.

Definition of Bullying



At High Greave Infant School, we use the acronym S.T.O.P to help children understand the definition of bullying.

Types of Bullying

Emotional

Physical

Verbal

Extortion

Online

Sexual

Racist

Discriminatory

Bullying and 'Keeping Children Safe in Education'

At High Greave Infant School, we take bullying extremely seriously, and we understand that bullying can be a form of peer-to-peer abuse. The school's headteacher or DSL will be notified of all cases of confirmed bullying to consider if further safeguards are required.

 Strategies to prevent all forms of bullying, are included in the school's behaviour policy



Behaviour | Dealing with Bullying

How does the school deal with incidents of bullying?

Preventing Bullying

At High Greave Infant School, believe that prevention is better than cure. We invest time to teach children about the impacts of bully through:

PSHE
Curriculum

Assemblies

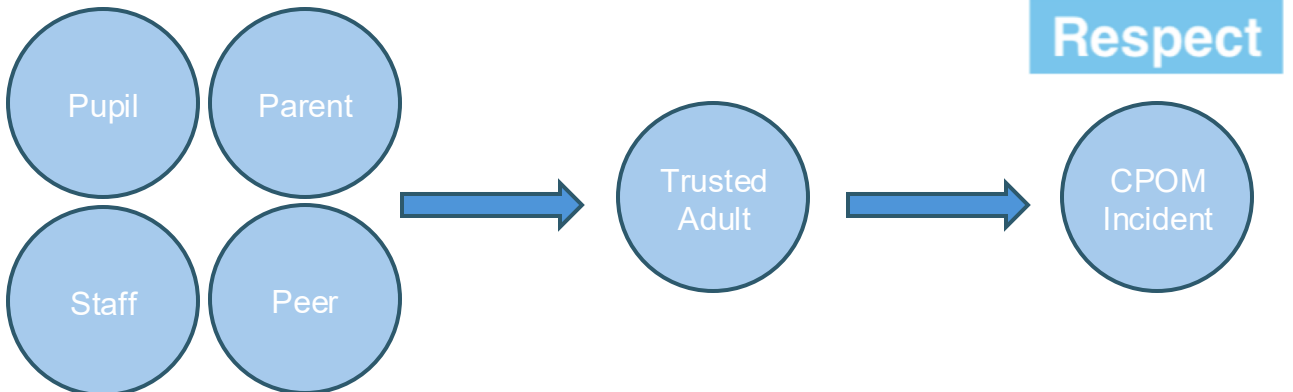
Anti
Bullying
Week

Reporting Bullying

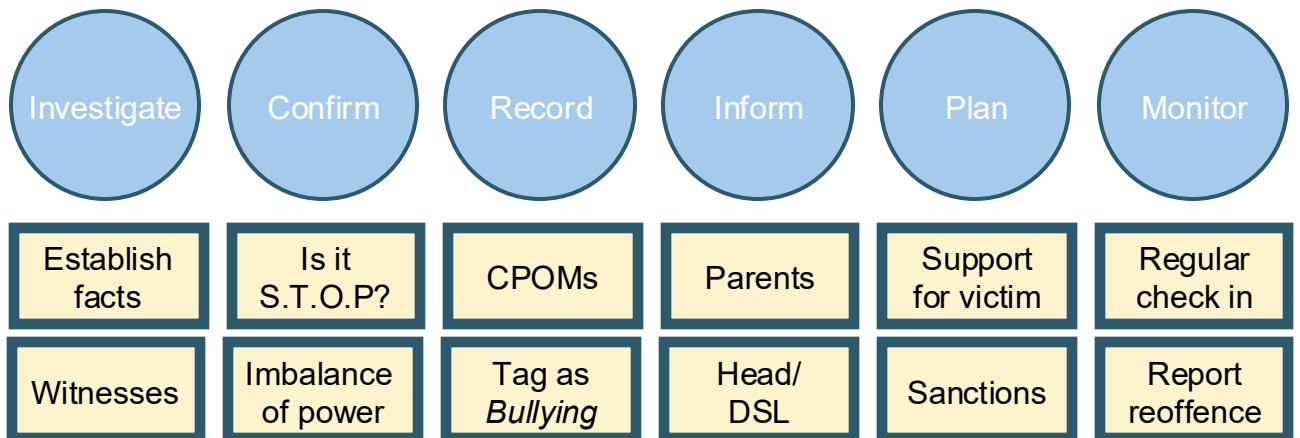
Reported by...

Reported to...

Logged under...



Responding to Bullying



● ● ● ● Staff understand the school's definition of bullying, and implement measures to tackle bullying effectively if it becomes a problem



Behaviour | Racial and Derogatory Language

How does the school tackle incidents of racial or derogatory language?

At High Greave Infant School, bullying of any form is not tolerated in our school, whether carried out by a child or an adult. This includes any form of Discrimination.

Protected Characteristics

Age

Gender
reassignment

Marriage

Pregnant

Disability

Race

Religion

Sex and sexual
orientation

Reporting Discrimination

Reported by...

Reported to...

Logged under...

Pupil

Parent

Staff

Peer

Trusted
Adult

CPOM
Incident

Respect

Responding to Discrimination

Investigate

Confirm

Record

Inform

Plan

Monitor

Establish
facts

Allegations
Founded?

CPOMs

Parents

Support
for victim

Regular
check in

Witnesses

Discriminatory?

Tag as
Discrimination

Head/
DSL

Sanctions

Report
reoffence

● ● ● ● Staff are quick to tackle the rare use of derogatory or aggressive language



Behaviour | Staff Workload

How is this strategy conscious of staff workload?

What takes time? What have we done about it?

What takes time?

Why is it important?

How do we help workload?

Establishing Expectations and Routines

Teaching expectations of behaviour and the routines that the children need to follow

Ensure that routines and expectations are established by leaders. Ensured consistency across school so that all staff and children are aware of expectations.

Consequences

Spending time with children to uphold consequences

Where necessary support teachers to deliver consequences. Ensure that all adults have authority to deliver appropriate consequence. Devise a policy where a consequence can be given at the point of incident. Timetabled Learning Mentor to support in restorative conversations

Recording Incidents

Keeping a log of all behaviour incidents

Invested in an efficient online system

 Staff workload is managed in order to allow the operation and implementation of systems



Behaviour | Playbook

Lining Up

First

- Signal, Pause, Insist



Then

- Children to line up in register order (unless inappropriate for an individual)



Next

Verbal reminders:

- 1-person in front of you
- 1 person behind you
- Eyes forward
- Voices off



Finally

- Ensure children are silent before the line sets off.
- Remain with children in cloak rooms to supervise

Moving Through School/ CUCICO/ Phonics

First

Children to line up at the door (register order if whole class)



Then

Teaching staff to stand in the doorway when CUCICO or be leading the line if moving through school.



Next

Reminder given to pupils to walk at 3 miles an hour with voices off.



Finally

All children to return to carpet spaces before next session begins.