



# HANNAH MORE

## PRIMARY SCHOOL

**Policy Title:** Behaviour Policy

**Date Drafted:** 01.09.2018

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**Effective From:**

**Date for Renewal:** September 2019

**Signed by the Headteacher:**

The Behaviour Policy is one of a group of documents that come under the umbrella title of 'Safeguarding at Hannah More'

The other documents in this group should be read in conjunction with this policy to give the full picture of safeguarding arrangements at Hannah More. These are:

- Anti Bullying Policy
- Child Protection Policy, Procedures and Guidelines
- E- Safety Policy
- Educational Visits Policy
- Guide to Safer Working Practice Health and Safety Policy
- Health and Safety Annual Audit
- First Aid Policy
- Annual Safeguarding Audit
- Single Central Record Policy
- Safer Recruitment Policy

# Contents

	Page Number
1 Our Vision	3
2 Building Relationships	4
3 Creating a Nurturing School	5
4 Clarifying Expectations and Teaching the Expectations	6
5 Positive consequences	6
6 Corrective consequences and the behaviour board	8
7 Systems for managing behaviour at lunchtime	9
8 Supporting children when behaviour causes concern	11
9 Supporting children’s behaviour at Hannah More – a graduated response	12
Appendix 1 – The Hannah More Way	
Appendix 2 – Red reflection sheet	
Appendix 3 – purple reflection sheet	

## 1. Our Vision

### **Relationships:**

There are warm, positive and trusting relationships at Hannah More. Children, staff and parents will be happy and respect will be shown through a calm and courteous approach. Adults will respond calmly to children, recognising their strengths and taking an interest in individuals; their learning, lives and interests. All staff and children feel valued and display a sense of belonging to the school community. Adults are consistent in approach, using positive language and fostering trust through active listening and supportive responses. Children are confident working in a variety of groups regardless of gender or ethnicity. Children have the confidence, training and opportunity to act in mentoring roles for other children.

### **Learning:**

Children are on time for school and attend regularly so they can get the most from their learning. Lessons are interesting and expectations clear so that children are calm, engaged and enjoy learning using resources effectively and independently. Children are able to work with peers, independently or under teacher direction without distraction or conflict. They feel safe and confident within the classroom to have the resilience to try new things. A range of learning skills are actively taught to enable children to take control of their own development. Parents take an active role in their children's education.

### **Play:**

Playtimes are happy, fun and enjoyable. There are clear boundaries and expectations. Play is inclusive and safe. Children have opportunities for adult organised, child organised and for their own play and are confident to participate in all of these. They are actively taught the skills required to play effectively; they can engage in imaginative play and competitive games, they take turns and deal with the consequences of losing or winning. A variety of resources is available and used effectively, and adults model effective play. Children are able to resolve conflicts independently with encouragement from adults or their peers.

### **Managing Emotions:**

Children understand that managing emotions is an important life skill and are actively taught how to do so in a range of ways including well-planned circle time. They can, therefore, clearly articulate and explain their emotions, become more resilient and know how to recognise and manage their feelings. Their self-esteem is strong. Positive and optimistic attitudes and language are used by both children and adults and adults model how to understand and express emotions.

### **Routines:**

Clear expectations for all routines are known, reinforced regularly and displayed throughout the school. All children follow these routines and all adults take responsibility for ensuring they are followed. Children and staff are aware of daily and weekly timetables. Children move calmly around the school and sit quietly and calmly during assembly. Transitions are calm ensuring children are ready to learn when they return to class. Courtesy is shown between adults and children.

## 2. Building Relationships

We believe that building positive relationships within our school community is essential to ensuring positive behaviour and effective teaching and learning. We have identified four key relationships that need to be carefully fostered and developed to achieve the success we want.

### **Adult – Child Relationships**

The purpose of this relationship is to ensure that children are able to grow and develop in a supportive positive atmosphere, feeling nurtured and secure. The relationship develops trust and fosters confidence and a willingness to face challenge. There should be an adventurous spirit at Hannah More. High expectations of children's moral, social, emotional and spiritual development are apparent and adults and children alike should feel respected and valued. Children are positive about learning, enjoy it and make good progress. They interact courteously with adults at all times and follow instructions and routines appropriately even when not directly supervised. The relationship is a key tool for adults to model a range of positive behaviours.

We achieve positive relationships by inspiring children with good teaching. Charters are used to clarify high expectations and are referred to these in a consistent way. Clear boundaries and a simple clear system of positive and corrective consequences are implemented. Adults adopt a positive attitude and use positive language, showing genuine pleasure in being in children's company, listening to them, showing empathy and creating time to communicate. Positive achievements in and out of school are celebrated and adults act as role models for children in a range of situations.

### **Child – Child Relationships**

The purpose of these relationships is that children can grow and learn together as responsible, mature citizens and caring and supportive friends. They also provide support and encouragement for learning and help children to develop as happy and confident members of society. Children's relationships should also be opportunities for them to have fun, enjoy life and explore new horizons in a safe manner. They will learn how to empathise and resolve conflict.

We achieve positive relationships by offering opportunities for children to build relationships in both structured and unstructured ways. Charters are used to clarify high expectations and skills for achieving these expectations are actively taught through circle time, social stories, drama and role play and PSE lessons. Adults teach and role model how to manage difficult situations. Children are actively taught how to play games and to create their own. Relationships are fostered within the classroom by teaching children the skills they need to be able to learn together and offering them the opportunity to do so, for example through group or pair work and opportunities for peer assessment. Opportunities are given to children to take leadership roles working with younger children in buddying projects, as play monitors or as part of the school council.

### **Staff – Parent relationships**

The purpose of developing positive relationships is to foster a deeper understanding of our children and the communities they come from. We will aim to promote greater understanding of the school's expectations and create consistency between school and home. We wish to develop parents as co-educators of their children and support families to improve attendance and punctuality.

We achieve positive relationships by communicating clearly with parents, ensuring positive news is conveyed as well as any concerns. Staff will invest time and energy into building good relationships with parents, ensuring they are thanked for their involvement. School will make good use of communication methods including text messaging, newsletters and assembly. Hannah More has an 'open door' policy. We will offer a range of parent workshops, including sessions on language skills, behaviour and play, in order to develop parents' skills as co educators.

### **Staff – Staff relationships**

Good working relationships between staff members enable us to work effectively as a team, towards the school's goals. We aim to develop strong, supportive relationships throughout our staff team, which make the very best use of diverse talents and expertise. We strive for a team where relationships between staff members are strong, people enjoy working alongside each other and provide positive role models for children and the wider community.

We achieve positive relationships by sharing knowledge of individuals' skills and expertise. Communication is clear and effective. We are honest, open, courteous and trusting of team members. We provide thorough induction, followed by department meetings and opportunities for joint planning. We will plan events which promote team building and a sense of comradeship.

## **3. Creating a Nurturing School**

We believe that teaching is a relational activity. It works best when the teacher and the child know each other well and have a mutual understanding and respect. We use the nurture principles as a useful guide to help us to build the relationships that will support learning:

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language is a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

We have used these to create the Hannah More Way, a document that exemplifies and explains how the adults' behaviour can support children to feel safe, valued, appreciated and thus ready to learn. The Hannah More Way looks at how the principles, intended originally for nurture rooms, can be applied within mainstream classrooms. The Hannah More Way is an appendix to the behaviour strategy.

## 4. Clarifying Expectations and Teaching the Expectations

**Our school has three key rules:**

**Be Safe**

**Show respect**

**Engage**

These rules are taught to children each year. Within each rule there are a range of behaviours expected – these are teased out with support from the children at an age appropriate level and become the ‘Class Charter’ for that class. Although these are similar, it is important that children have a sense that the charter is something they have contributed to and thus ‘own’. The class charter should be displayed prominently and referred to regularly through the year as a behaviour management strategy.

The table below indicates some things that could be covered within the teaching of each rule.

<b>Be safe</b>	Being in the right place at the right time Keeping hands and feet to self Using equipment appropriately – inside and out Keeping calm Finding ways to manage difficult emotions
<b>Show respect</b>	Listening well to adults and children Treating each other fairly Being polite Looking after the environment Following instructions Welcoming visitors warmly
<b>Engage</b>	Focusing on input to lessons Focusing on tasks Collaborating well Asking questions Listening to each other Learning from mistakes

## 5. Positive Consequences

We expect all children to behave in a positive manner towards their peers and staff and as such individuals who achieve this receive positive consequences and incentives. These positive consequences are consistent throughout the school.

**Verbal Praise.** Verbal praise should always be used recognise positive behaviour and individual achievements.

**Gold Stickers.** Gold stickers are given to any child who reaches gold on the school’s behaviour chart.

**Gold Card for Exceptional Achievement.** Gold cards are given for an individual's exceptional achievement and lead to a certificate being presented in our celebration assembly and eventually to a 'dip in the treasure trove'. Gold cards are usually given for significant achievement or progress.

**Super Kid.** A child is allocated the award of Super Kid once a week in our celebration assembly for exhibiting positive learning skills or behaviours. All children should get an opportunity to be super kid at some point during the year. Teachers must notify the parent of the child in advance in order for the parent to attend the assembly.

**Work of the Week.** A writer of the week is selected per class and awarded in each phase assembly. The writer must have demonstrated clear academic achievement or a range of learning skills.

**Learning Skill Postcards.** Learning skills are an important part of the curriculum at Hannah More. Each day teachers identify one child who has demonstrated a strong learning skill. They are awarded a Learning Skill postcard that outlines what they have done. The celebration of learning skills in this way ensures they are highlighted as important.

**Golden Time.** Golden time occurs throughout the school on a Friday afternoon. Golden time lasts for 30 minutes and the minutes are earned by the class throughout the week. Golden time is not 'free time' but an opportunity for the teacher to organise activities that promote strong social skills; sharing, playing fairly, losing gracefully etc.

**Class Treat.** Classes can earn points towards a class treat. These are usually themed to suit the class – e.g. Earn 10 teeth on the enormous crocodile. The points can be allocated by all members of staff for reasons such as teamwork, whole class achievement and demonstrating the gold standard when moving around the school.

**House Points.** The school is divided into 4 houses: Oak, Chestnut, Sycamore and Beech. Siblings are in the same house. House Points can be awarded for respecting the rights of others, demonstrating appropriate behaviour, following instructions, homework, excellent manners, acts of kindness. The total amount of house points awarded will be collected weekly on a Thursday afternoon and announced in the celebration assembly on Friday morning. At the end of each term the house with the most points will have a house treat afternoon. House points are allocated in sets of 5 between 5 and 20.

**Lunchtime Awards.** Lunchtime behaviour strategy is outlined in section 7.

## 6. The Behaviour Chart and corrective consequences

Each class has a behaviour chart and the Sports coach has a mobile chart. Each child begins the day on green and will be moved up for positive achievements and down for things that break rules or are not conducive to learning.

### **You are doing exceptionally well!!**

Children will move to gold when they achieve something exceptional. A Gold sticker will be awarded to any child who reaches gold during a day.

### **You are exceeding expectations!**

Children will move to silver when they have shown behaviour or learning a little above and beyond expectations, or perhaps because they have remained on green for an extended period if this is something they find difficult.

### **Excellent!**

#### **You are doing the right thing, well done!**

Children will be rewarded for staying on green, silver or gold for the week and for the term. Their names will be on this section of the classroom display and teachers will give them lots of praise and encouragement for remaining on Excellent. Children who have stayed on excellent for the whole term will receive a special green certificate as a reward.

### **Step 1**

#### **You have been given a warning.**

The first warning a child receives should always be verbal and it should be made explicit that the verbal warning has been given.

Children receiving a second warning for breaking class and school rules will move to this step. If a child turns their behaviour around they may return to green ONCE during the day. This is the only example of when a child can move back up the behaviour chart. They are encouraged to think about their behaviour and how to avoid moving to step 2..

### **Step 2**

#### **You have a chance to turn things around in your own classroom**

Children are moved to this stage after a third warning for breaking class or school rules. They will be asked to move to another part of the classroom and reminded of the rules they broke and the expectations. They will remain on this step until the end of the day and their behaviour will be monitored to ensure appropriate support is given

### **Step 3**

#### **You have a chance to turn things around after some time out in a partner class**

Children continuing to break class rules, or in cases of serious misdemeanours; leaving the classroom, throwing things, swearing or hurting another child. Child will move to step 3. They will be sent to a partner class where they complete a reflection sheet. They will be asked to reflect on their behaviour and think about how they can turn it around. Teachers will contact parents by phone or in person at the end of the day if children reach this stage. Children reaching this stage of the behaviour chart more than 3 or 4 times a term may require a behaviour plan which should be discussed with the parents.



#### Step 4

**Your parents will be invited in to see how your teachers and parents can work together to help you improve.**

Children reaching step 4 will be taken to a behaviour mentor to talk through what led to them getting to Purple and how they can repair the damage that has been caused. A sanction will also be agreed. The child will have an opportunity soon after the purple has been issued to discuss their reflection sheet, using a restorative approach, with their teacher and set new targets. It is rare that children reach this stage. Strategies will be put in place through discussion with parents and school adults to support the child to improve. Children reaching this step more than once or twice a term may need to be removed from the behaviour board and work on a different system for a period of time.

#### **Recording and reporting incidents**

The class teacher records the final place of each child on the behaviour chart at the end of each day. These records are used by the teacher and the inclusion lead to identify patterns and concerns. They are also reviewed termly to ensure consistent application of the system across the school. When a child goes to red or purple a reflection sheet is completed. These are stored by the class teacher in a Behaviour Records folder. These are checked termly by the Inclusion lead and feedback given to ensure that best practice is shared and all practice developed.

## 7. Systems for managing behaviour at lunchtime

#### **Positive Consequences at Lunchtimes**

We expect all children to behave in a positive manner towards their peers and staff and as such individuals who achieve this receive positive consequences and incentives. These positive consequences are consistent amongst all lunchtime staff.

Verbal Praise. Verbal praise should always be used to recognise positive behaviour and individual achievements.

Stickers. Stickers are given to any child who behaves well and shows helpfulness to adults or other children

Golden Points. Children who show exceptional or sustained positive behaviour will be rewarded with golden points. Any member of lunchtime staff can award these and record names of the children receiving them into their record book.

Any children receiving golden points will get **SOMETHING!**

Raffle tickets. Children behaving well in the lunch hall will be given raffle tickets. Staff will add their name and class to the back of the ticket and it will be put into the lunchtime raffle box. 5 children drawn from the box each Friday in assembly will be able to bring a friend to have lunch on a special 'golden' table with squash and treats.

Lining Up awards: The lunchtime manager rewards the classes that line up quickly and settle to go in quickly with a '5 minute' and '1 minute' tokens to be redeemed as extra play with their class teacher.

## Corrective Consequences and Behaviour Points at Lunchtimes

	<p><b>You are doing exceptionally well!!</b></p> <p>Children will get a gold point when they do something exceptional – maybe they help a friend or an adult, or maybe they engage really well in a game. If the lunchtime staff give you a gold point you will get extra play at the end of the week.</p>
	<p><b>Step 1</b></p> <p><b>You've been given a formal warning</b></p> <p>You will be given a verbal warning before being given a yellow point. When you are given a yellow point this is a warning and you will need to take 5 minutes out of your playtime to reflect on your behaviour. A member of lunchtime staff will tell you when to go.</p>
	<p><b>Step 2</b></p> <p><b>You have been given some time off the playground to turn your behaviour around.</b></p> <p>Your behaviour has broken the school rules more than twice, or you are angry and you need some time to calm down. You will spend time inside and when you and the adult agree that you are ready, you may go back outside.</p>
	<p><b>Step 3</b></p> <p>You have refused to follow adult instructions to go inside with a red point. You will miss all of your lunchtime the next day and your parents will be informed.</p>

### Recording and reporting incidents

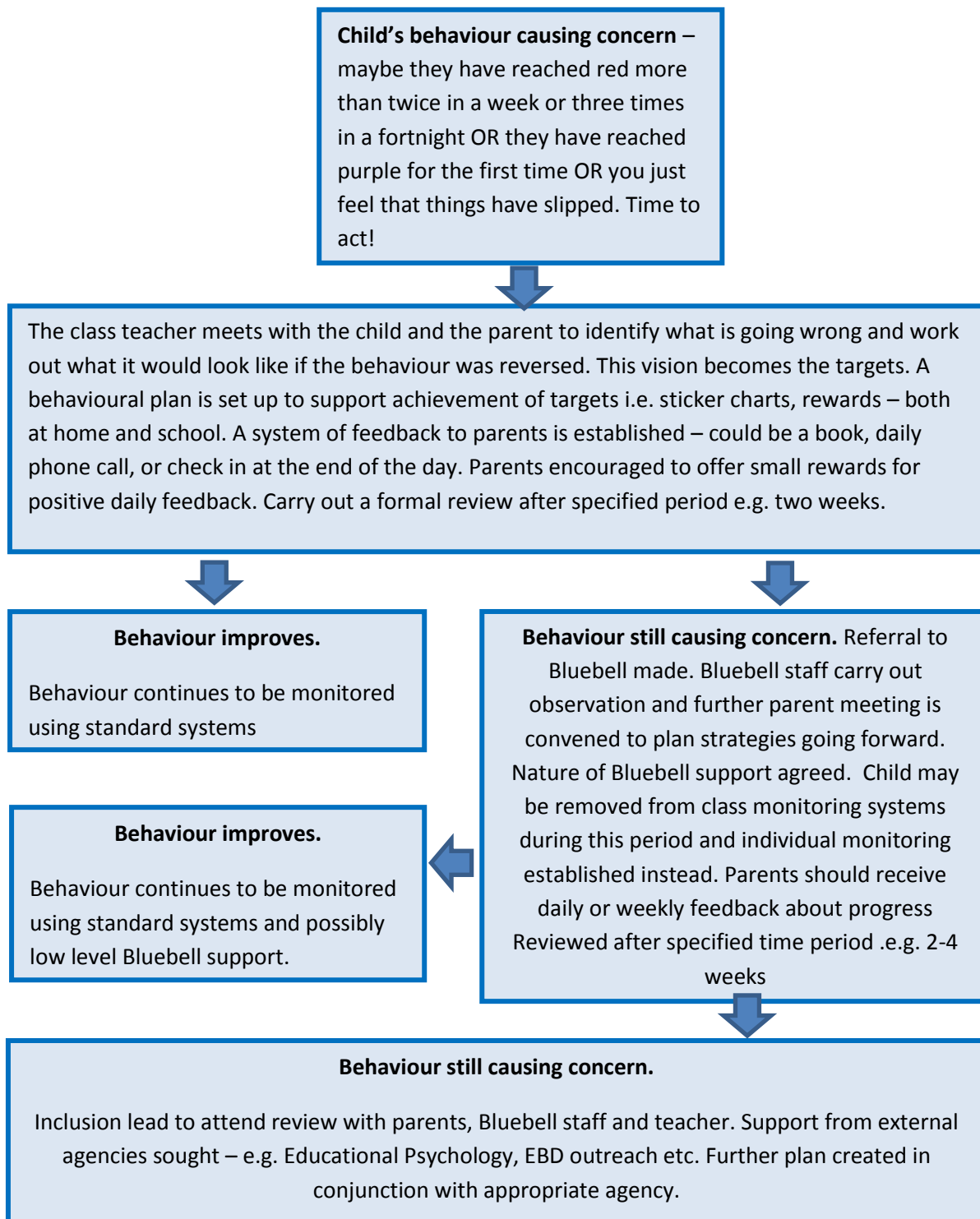
The lunchtime leader will collate the points awarded daily and store on a spreadsheet. This information will be shared weekly with class teachers. Any issues that arise will be discussed directly with the class teacher by the lunchtime leader. The class teacher and the lunchtime leader may arrange to meet with parents or the teacher may do so alone.

## Managing lunchtimes for children who struggle

Some children find it hard to manage the outdoor space at lunchtime either because they find relationships difficult or they have sensory processing and/or anxiety issues. For some such children there is an alternative indoor provision where they can play games and learn the skills required for social interaction in a more closely supervised and calm environment.

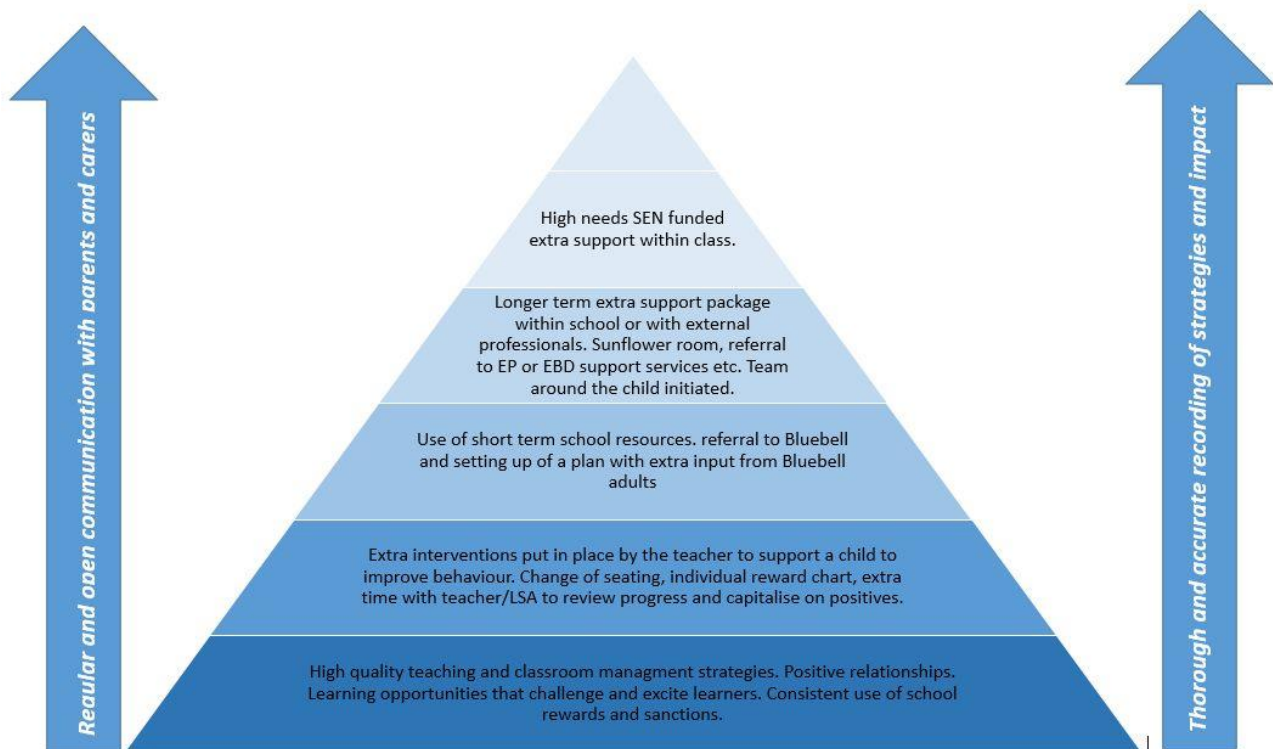
### 8. Supporting children when behaviour causes concern

When persistent negative behaviour occurs the behaviour chart begins to lose its impact and can prove counterproductive. A different strategy personalised to the individual child may need to be considered for a period of time.



## 9. Supporting Behaviour at Hannah More – A graduated response

The diagram below summarises the approach to managing behaviour that we adopt at Hannah More.



## Appendix 1

### The Hannah More Way: Building a Nurturing Culture

#### 1. Creating a Safe Base in the Classroom

APPROACH: How we act in putting our culture into practice	FOR EXAMPLE:.	WHY:
We know the children well and they know this. We develop warm relationships.	We learn names and family connections. We know about their interests, friendships and sensitivities. We notice daily changes and act on these if necessary. We communicate regularly with parents to share positives and work together on improvements. We are sincere and caring in our interactions with children.	The best learning will happen when good teaching is combined with great relationships. These relationships make children feel safe and able to take risks and cope with failure positively.
We demonstrate excellent social interaction	We greet each other warmly using names. We model how to work together effectively, often over-articulating what we are doing. We show good manners and we apologise when we get things wrong.	Not all children have good social role models at home. Some may have positive role models that are culturally different. Through these discussions we help such children to understand that there are alternative ways for adults to behave.
Adults act in a calm way and regulate our own emotions	We avoid getting caught up in the emotion of an incident, instead using rational responses and remaining in control. If necessary we change adults in order to maintain the calm approach.	Many children struggle to manage emotions. As adults we need to model how this is done. We can use language to express how we feel to demonstrate to children that there are alternatives to losing their temper.
We use positive language	We ask for the behaviour we want to see rather than criticising unwanted behaviour. "Put your pencil on the table" rather than "Stop fiddling"	The language we use to ask for behaviour creates an image in a child's mind – please walk creates an image of walking. Don't run creates an image of running. The image will be what the child aspires to.
We speak clearly and are transparent	We use straightforward language to explain and direct. We adapt language or use visuals for children who need it. Our rules are clear and simple – we support children to understand them well. We are very explicit with children about why they receive warnings or move on the behaviour board.	Many of our children speak English as an additional language. Many also have limited receptive language. It is important that instructions are kept simple so that children have the best possible opportunity of accessing the learning appropriately. Use checking strategies such as asking children to repeat instructions back to you to ensure that they have understood

We create spaces and opportunities for children to express concerns	We use regular circle time sessions to support our teaching of PSHE and to explore concerns that may have arisen. We provide worry boxes in class and act promptly on concerns raised.	It is important that children feel as though they have spaces to speak about things that worry or upset them, even if they don't use them regularly. It is useful to occasionally use the box to allow children to respond emotionally to an incident as a refresher that it is there.
We have a consistent approach within teams and across the school	We use the school rules of Show respect, Be Safe and Engage to build a class charter that makes explicit what the expectations are in the classroom. We stick to those boundaries consistently as much as possible. When we are inconsistent we help children to understand why.	Having clarity about boundaries helps children to feel safe. Knowing that adults will notice and follow through on transgressions in a fair, predictable and calm way provides reassurance for all. An environment of trust lowers anxiety levels and supports children to succeed.
We praise specifically and celebrate successes	We identify a specific behaviour or piece of learning that warrant praise. This should represent a special effort for the child so they understand and learn what high expectation is. Success is celebrated 'whole school' through super kid and work of the week. Every child should earn super kid at least once a year. In class teachers create their own mini celebration strategies.	Giving praise to a child for a behaviour or a piece of work gives value to that work – it gives a message to everyone about what is valued. General praise only gives a message that the adult is happy – it doesn't clarify why. If we only praise behaviour then children learn that's what's important. Praise also supports children to acquire a sense of self – where their strengths are and how they are distinct from others.
We plan learning in detail so children can succeed	Each child is considered when planning. High expectations are set for each child with the expectation that they will make good progress from their starting point. Scaffolds and prompts are put in place to support children if needed. All children have access to quality first teaching	Children enjoy learning when the challenge is right and the content interesting – children learning at the right level with the right support will pose far fewer behavioural issues.
We plan all other aspects of our school day so children can succeed	Use visual timetables and social stories to support clarity about how the day Children find transitions difficult. They behave badly when they have nothing to do. Ensuring that the routines of the day are well planned and organised, alternatives are found for those who can't manage the mainstream option.	Things run better when they are planned. Planning is a sign to children that adults value them and consider them important. Pupils with chaotic backgrounds need order and structure in their school lives.

**The Hannah More Way: Building a Nurturing Culture**

**2. Nurture is important for well-being**

APPROACH: How we act in putting our culture into practice	FOR EXAMPLE:.	WHY:
We listen to all sides of a story	When an incident has occurred it is important to recognise that the initial report may not be the whole truth and we need to listen to all sides before moving towards a solution. Children may be involved in coming towards an agreed account of events.	It is an important part of the restorative process to ensure that every party has a chance to express their point of view. If children feel they haven't had a fair hearing then it becomes more difficult to get them to engage in dialogue in the future. Children who have been listened to effectively can then often listen better to others and accept differing points of view.
We encourage children to take ownership of their behaviour	We encourage children to make good choices and support them to look differently at situations. After an incident children are given an opportunity to calm down and reflect on what occurred to	We are educating children to be good citizens of the future where they make good choices independently. Using the language of choice helps develop their own sense of agency. Reflection time is where real learning can take place if an adult is there to guide the process.
We persevere with children	Each day is a fresh start for children. We consistently look for the positives, however small. We follow up after incidents and make sure that relationships are repaired and positive. Adults support each other to enable a positive fresh outlook. We recognise that we don't always get it right and we are never too proud to ask for support.	Sometimes adults outside school do give up on children and children then learn poor self-esteem and not to expect too much from adults. By persevering we give a message that we really care for them and that they are not hopeless.
We create clear routines and systems	We teach 'Gold Standard' lining up and walking around the school. This is standing up straight, hands by sides, silent and looking where you are going. Within classes, teachers create systems for moving about, distributing resources and preparing for transition. Children are given advance warning of transitions and they know what will happen after them.	Transitions are a major source of stress in some children's lives – when you feel the need to be in control at all times, an adult managing change for you can create huge anxiety. Predictable, well organised routines are important to manage transition effectively and calmly thus reducing children's anxiety.
We use visuals to support effective communication	All classes have a visual timetable displayed and talk this through with classes at the start of the day. Individual children who need it have personalised visual timetables, breaking down their day into smaller, manageable chunks.	Understanding what is going to happen within the day will reduce anxiety levels and help children to stay regulated.

We teach resilience and promote the idea that failure can be a step to success	We celebrate mistakes as learning opportunities. We promote the idea of good learning being challenging. We acknowledge and name emotions that can be felt when facing failure.	Children with fragile self esteem can find failure a crushing experience. Unless supported to accept it as a learning experience they may see it as confirmation of their own felt inadequacy
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### Building a Nurturing Culture: The Hannah More Way

## 3. Language that helps

We construct instructions positively and use positive role models	<ul style="list-style-type: none"> <li>• “Can you put the pencil on the table please?”</li> <li>• “Please walk”</li> <li>• “Thank you x you are setting the example”</li> </ul>	Doing this gives children a sense of what to do to succeed rather than giving them a sense of shame for failing.
We acknowledge children’s emotions and give them strategies to verbalise them	<ul style="list-style-type: none"> <li>• “I can see that you might be feeling ....”</li> <li>• “I am feeling worried that you are ....”</li> <li>• “Can you use your words?”</li> <li>• “I wonder if you are feeling .....</li> </ul>	Knowing that emotions have names supports children to be able to talk about them – it develops a language of emotional literacy.
We offer choices to children	<ul style="list-style-type: none"> <li>• “You could ... or you could....” (equal choices – not make a good choice or get a punishment)</li> <li>• If you can’t choose I will make the choice.</li> </ul>	Children remain in control if they are able to make a choice. It is easy to fall into the trap of offering a positive and negative choice – this is not empowering.
We repeatedly reiterate our care for each child both through our verbal language, our tone and our body language	<ul style="list-style-type: none"> <li>• “I care about you and want you to do well so I expect to see...”</li> <li>• “I want you to see your fantastic learning part in class today”</li> </ul>	Children may be used to being rejected when they misbehave. For some, this is so inevitable, they push boundaries to attempt to provoke that response.
We acknowledge that it may take time for a child to be ready to speak with an adult and ensure that our classrooms	<ul style="list-style-type: none"> <li>• “When you are ready I will listen”</li> </ul>	When children are highly distressed they are in fight or flight mode and unable to reason or use the rational part of their brain. The only way to be able to engage in restorative dialogue is to wait until they are calmer.



<p>have appropriate spaces for calming</p>		
<p>We use clear, concise instructions supported by visuals or written instructions as appropriate</p>		<p>Children with EAL or specific language needs will not be able to process complex instructions effectively – this will lead to them switching off or being unclear when they start tasks.</p>
<p>We are explicit about behaviours. We make it clear why we are rewarding or sanctioning a child and we use this technique to set examples of excellence</p>	<ul style="list-style-type: none"> <li>• “Well done x and y for explaining instructions to eachother”</li> <li>• “I like the way you used my example to help you”</li> <li>• “Those children weren’t able to concentrate because you talked to them during work time”</li> <li>• “I am moving you to silver because.....</li> <li>• “I like the way x congratulated the winning team although you lost – this shows you are mature enough to accept things not going your way</li> <li>• “I notice you are trying really hard...”</li> <li>• “I love/like how you.....”</li> <li>• “Thank you for.....”</li> </ul>	<p>Repeatedly describing and naming behaviour empowers children and helps them to understand it more deeply. It gives clear messages about the behaviour that is valued and that which is unacceptable. When children don’t understand why a sanction has been issued they feel disempowered and often retaliate angrily because they perceive an injustice has occurred. When children are given rewards too easily or without specific praise, these too become devalued.</p>
<p>We encourage children to reflect on their behaviour in a supportive way</p>	<ul style="list-style-type: none"> <li>• “Do you remember how you felt when you showed Mr Webster your work?”</li> <li>• “Do you think that you made some mistakes/wrong choices?....What different choices could you have made?”</li> <li>• “If you were x (victim), how would you be feeling now? Why?”</li> </ul>	<p>It is important that children learn that they can make mistakes and move on. Shame is a very powerful and paralysing emotion that can lead to low self-esteem and anger. Through supporting children to work through mistakes we help them to manage that emotion and repair mistakes rather than dwelling on them</p>

<p>We use distraction as a tool to diffuse difficult situations – always coming back to address the issue after the child is calm</p>	<ul style="list-style-type: none"> <li>• “I wonder if you’d like me to help you for 5 minutes?”</li> <li>• “Shall we go for a walk outside?”</li> <li>• “Have you read this story?”</li> </ul>	<p>Distraction can avert a major meltdown and allow a child to regulate themselves. Although it can seem counter intuitive to offer something enjoyable to a child who has probably hurt someone or caused upset, it will create a distance from the issue and allow the child to be able to revisit what happened more calmly at a later stage .</p>
<p>We create a sense of group identity and responsibility</p>	<ul style="list-style-type: none"> <li>• Why are we having this conversation?</li> <li>• How can we work together to improve things/help someone?</li> </ul>	<p>Humans thrive on feeling part of a group, it provides safety and can engender pride. If the sense of group identity is positive and strong children will want to contribute to make that community the best it can be.</p>

Appendix 2 - Red reflection sheet



Hannah More  
Primary School

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Today I went to red because...

	I chose not to follow instructions
	I chose to talk when it wasn't my turn
	I chose to be disrespectful to an adult
	I chose to use unkind words
	I chose not to finish my work

	I chose to hurt other children
	I chose to use swear words
	I chose to distract others from their work
	I chose to run in school
	I chose to be silly and play at an inappropriate time

How will you put things right with people you have upset?

What will you do differently next time?

## Moving on from Purple

Name:

Adult:

Date:

How I got to purple...

What effect did my behaviour have?

What I need to do now...

Consequence agreed...

Targets going forward...

Signed:

Signed: