Relationships and Behaviour Policy: Appendices

Appendix 1 - Recognition and rewards (to discuss and review)

Focus	Praise Method	Approach
Going Over and Above to Be Ready, Be Safe, Be Kind (Team recognition) Effort	IMPS Points in line with Be Ready, Be Safe, Be Kind and also for Effort (recorded on Arbor) Can be represented using tokens (lunchtime staff)	Each class collectively contributes to a total. The class with the most points by an agreed point in the term/year has a class celebration or reward (e.g. additional playtime).
Going Over and Above to Be Ready, Be Safe, Be Kind (Individual recognition) Effort	Certificates in assembly Class recognition Positive Postcard, Phone call home, text	Individual achievements recognised and celebrated by issuing certificates during celebration assemblies. Efforts and positive behaviours can also be recognised through phone calls home. DHT will make phone calls home – class teachers to inform DHT of pupils who deserve a phone call home. Any member of staff can call the parent/carer to celebrate success at any time, especially when improvement over time has been recognised. .
Specific positive attitude or behaviour	Targeted certificates	Certificates for Star of the Week assemblies may be targeted at specific themes or aspects of positive behaviour.

Appendix 2 – Classroom support plan

STEP 1 'First Chance'

Redirect the learner to the agreed boundaries for the lesson/task and link to our 3 agreed rules and check for understanding. Let them know this is a chance to change their behaviour.

STEP 2 'Second Chance', DE-ESCALATION AND IN CLASS REGULATION

Follow My Plan if in place and update with any new information as and when necessary.

- **Reminder of the expectations** '**Ready, Safe, Kind'** delivered privately wherever possible.
- **Scaffold the expectations**/behaviour they want to see e.g. now and next/task management/visuals.
- **De-escalate** using primary and secondary strategies (appendix 4).
- The adult makes learner aware of their behaviour. The learner has a **choice to do the right thing**. (Give take up time)
- **Provide opportunity to regulate in class if needed. Make links with the zones of regulation (or equivalent).**

Take the initiative to keep things at this stage. Repeat reminder if reasonable adjustments are necessary. **Praise** them when they positively change their behaviour, acknowledging the positive change.

Make it clear that this is their second chance to change their behaviour. If you feel they need some time out to regulate their emotions (see below) they can have it but this is, in effect, their last chance to change.

STEP 3 TIME OUT FOR REGULATION AND SUPPORT

Time out to regulate emotions (due to sensory/other needs) may be required outside of the class and usually be part of a planned response. This is not a disciplinary action. This should:

- Be for the **shortest time possible** and ideally not exceed 1**0mins** with a member of their class team
- Be in a quiet space.
- Provide support for the learner by helping them to **regulate, reset and re-enter** the class
- Be **logged on CPOMS** indicating dysregulation (action taken also logged)

How long they have a time out should be based on circumstance/needs but communicated to the team and child (using a sand timer if needed).

Repeated time out needs to be escalated to **the SLT** for consideration**.**

STEP 4 CONSEQUENCE

If the behaviour still persists after use of 'First Chance' and 'Second Chance' reminders and use of time out to regulate (along with any other personalised strategies detailed in a child's My Plan), then the teacher/class team can consider a consequence. When issuing a consequence, the class team will ensure:

- The learner is spoken to **privately** if possible to avoid public shaming
- **Boundaries are reset** – child is informed of the consequence which is designed to support better choices (not to punish)
- Learner is **supported to reflect** on the next step and reminded of previous good behaviour.
- Learner is given **opportunity to reengage** with the learning without judgement
- **Behaviour, consequence and any other actions taken logged on CPOMS**

Unless another consequence is deemed more appropriate (after discussion with SLT), the default consequence is missing a proportionate amount of dinner time. During this period, the child will have the opportunity to talk about what went wrong and begin to learn new strategies for dealing with similar situations.

REPARATION CONVERSATION

Adults should hold a reparation conversation for any child who reaches STEP 4. Sometimes it may include other adults/children. Staff can use a script/resources for the restorative conversation (see Appendix 5). If the consequence

Questions should reflect the level of understanding and differentiated using blanks and other communication strategies. Questions can include:

1. What happened?
2. How were you feeling at the time?
3. How do you feel now?
4. How did this make the other person feel? (Use this question with caution as provoking shame can undo the restorative nature of the conversation)
5. What could you do to make this better?
6. What choice could you make going forward?

STAFF WILL ALWAYS DELIVER ANY OF THE ABOVE STEPS CALMLY AND WITH CARE.

Appendix 3 – Playtime/Lunchtime Support Plan

STEP 1 'First Chance'

Redirect the child to the agreed boundaries for playtimes and link to our 3 agreed rules (Be Ready, Be Safe, Be Kind) and check for understanding. Let them know this is a chance to change their behaviour.

STEP 2 'Second Chance', DE-ESCALATION AND IN CLASS REGULATION

- **Reminder of the expectations** '**Ready, Safe, Kind'** delivered privately wherever possible.
- **Scaffold the expectations**/behaviour they want to see e.g. 'I noticed you were throwing a cone. Cones are not for kicking or throwing. Let me help you find a better game to play.'
- **De-escalate** by always acting calm, non-judgemental, and in control
- Remind the child they have been given a **Second Chance to do the right thing**. (Give the child some take up time to process the instruction).

Take the initiative to keep things at this stage. Repeat reminder if necessary. **Praise** them when they positively change their behaviour, acknowledging the positive change.

STEP 3 TIME OUT FOR REGULATION AND SUPPORT

Time to regulate emotions (due to sensory/other needs) may be required away from the situation. **At this point, this is not a disciplinary action,** and this message must be given calmly to the child**.**

A child may simply need to spend some time with another member of lunchtime staff in a different part of the yard for 5 minutes. The change of scenery/face and a chance to talk calmly about what is not working well for the child and how they could change it, may be enough to redirect their behaviour.

At this point, **avoid making the child feel guilty or ashamed** as doing so is likely to escalate their behaviour rather than help them to calm. This should feel like 'time in' rather than 'time out' (i.e. the child is not being sent away or told to stand against the wall, they are being given time with a caring adult who will help them by co-regulating).

If needed, a child can be brought to see a member of SLT (e.g. if being on the yard and in sight of their peers is making it too difficult for a child to regulate).

If certain children repeatedly need time away from the yard to regulate, SLT and SENCO will have a discussion about possible support strategies to put in place.

STEP 4 CONSEQUENCE

If the behaviour still persists after use of 'First Chance' and 'Second Chance' reminders and use of time away from the situation to regulate, then the child can be sent again to see the member of SLT on duty. This should be done firmly but calmly to avoid escalating the situation further.

If the child will not follow the instruction to see the member of SLT on duty, please send a message for the member of SLT to come out to the yard (or if a child's behaviour has escalated to the point where they are struggling to follow instructions).

Having reached this point, it is likely that a further consequence will be necessary. If so:

- The child will be spoken to **privately** if possible to avoid public shaming
- **Boundaries are reset** – child is informed of the consequence which is designed to support better choices (not to punish)
- The child is **supported to reflect** on the next step and reminded of previous good behaviour.

This consequence is likely to involve missing the rest of the lunchtime, along with a proportionate amount of the following day's lunchtime. During this period, the child will have the opportunity to talk about what went wrong and begin to learn new strategies for dealing with similar situations.

SERIOUS BREACHES OF SCHOOL RULES

If a child is felt to have seriously breached school rules (e.g. by harming or seeking to harm others, fighting, damaging property, being abusive to others) they may be sent to see a member of SLT immediately.

In these cases, the member of SLT will consider the breach and may choose to keep the child away from the yard to give them time to regulate.

A suitable consequence would then be decided on. This will be shared with the child (when regulated) and their parent/carer informed.

STAFF WILL ALWAYS DELIVER ANY OF THE ABOVE STEPS CALMLY AND WITH CARE.

Appendix 4 - De-escalation

Primary Strategies	Secondary Strategies
• These may consist of: • Reading EHCPs and Pupil Profiles • Aware of home situation and information gained from parents/carers • Visual Timetable • Now and Next board • Seating Plan • Calm classroom environment that avoids triggers • In class regulation space • 1:1 chat with a safe adult (member of the team who has a good relationship with child) • Resources ready and available • Learning fully accessible- pitched at the right level • Learning adjustments made if needed (reasonable adjustments) • Take 5/Breathing exercises • Music/Calming before the start of the lesson • Movement breaks • Morning check in to assess pupil's mood- meet and greet and how are you • Ensuring the learner has what they need to learn, are they hungry, thirsty, tired, warm? • Mentoring • 5 minutes reading/colouring • Laughing – joke of the day	• These may consist of: • Praise/Rewards • Structuring • Active Listening • Relating • Redirection Diversion • Directing • Teaching • Humour • Affection Praise • Appeal • Prompting/Signalling • Proximity/Touch • Boundary setting • Remove Audience • Reflection Time • Leave it option • Stimulus change • Silence • Distraction • Strategic Capitulation • Consequences

Appendix 5 – Reparation conversation

Date: _____ Learner name: _____



Where



Who



what



happened



first?



What



happened



next?



How



do



I



feel?



What



can



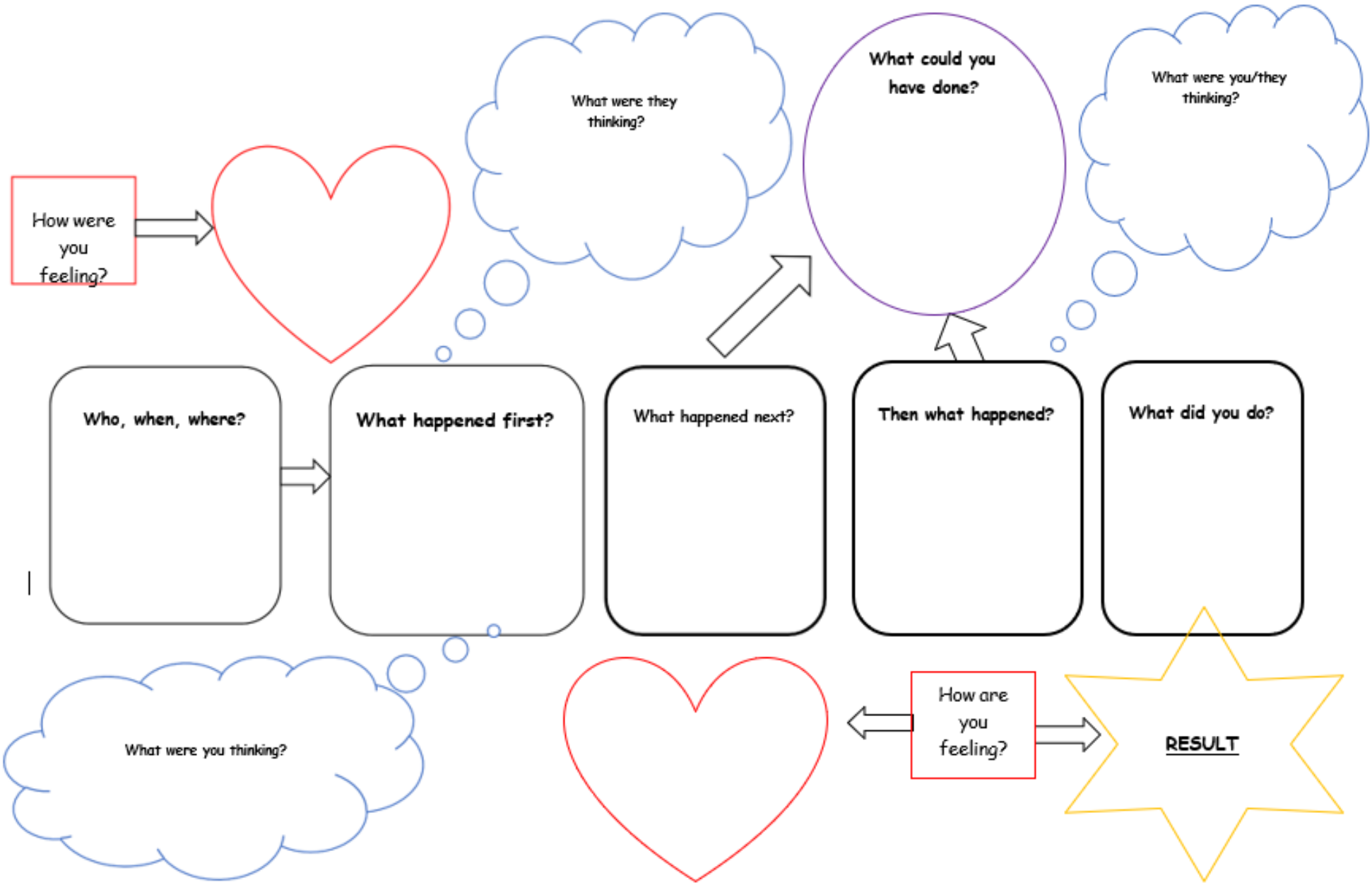
I



do



now?


How were you feeling?
What were they thinking?
What could you have done?
What were you/they thinking?
Who, when, where?
What happened first?
What happened next?
Then what happened?
What did you do?
What were you thinking?
How are you feeling?
RESULT

Appendix 6 – Expectations posters




BE READY
BE SAFE
BE KIND
I WILL BE READY
I WILL BE SAFE
I WILL BE KIND
Uniform
Resources
Good choices
Friendly and polite
Work hard
Respect school property
Take turns and listen
Take part
Listen and follow instructions
Show respect to others
Ask for help
Tell an adult if you feel
unsafe or worried
Help others