

Behaviour and Relationships Policy

“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive.”

(Behaviour in Schools, September 2022, DfE)

This policy should be read alongside other policies which refer to managing behaviours ie **Child Protection Policy (Child on Child sexual violence and sexual harassment), Attendance and Punctuality Policy, Recording Policy, Safe Internet Use**

Rationale

At Thomas A'Becket Infant School we strive for our children to be 'Safe, Respectful and Ready to Learn'. We recognise that children who feel emotionally and physically safe will be happier, therefore able to access learning successfully which will contribute to being positive members of the school community. In order for this to happen, children need support in recognising and managing their feelings which will help foster emotional intelligence and develop strong interpersonal skills. When children are given the tools to help them understand their own feelings and needs as well as others it will help them to develop positive relationships which in turn will build their confidence.

The purpose of our policy is to provide simple, practical procedures for staff and children that:

- Recognise age appropriate behaviours;
- Positively reinforce these behaviours;
- Promote self-esteem and self-discipline, where children take responsibility for their actions;
- Teach appropriate behaviour through positive interventions;
- Promote high standards, including good attendance and punctuality; and
- Prevent any type of bullying.

At the School we believe that:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). This is in line with the change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) which replaces the Behaviour and Emotional Social Difficulties (BESD) with Social, Emotional and Mental Health (SEMH) difficulties. This promotes viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly;
- Developing positive relationships between staff, children and their parents/carers is key. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all;
- Setting and maintaining clear boundaries around behaviour whilst taking into account age appropriate expectations is important. Setting boundaries is paramount to help children feel safe. This includes predictable routines and consistent responses to behaviour which is modelled by all;
- Developing emotional literacy and self-regulation, through the School systems and norms is crucial to help young children make sense of their feelings and manage these effectively with support. Our **REACH** values support this alongside children supporting each other with their behaviour, both socially and within the learning environments (Appendix 1); and
- Children's skills and abilities are not set in stone. We encourage a growth mindset and children should be encouraged and praised for effort, rather than achievement.

Inclusive Teaching and Learning is a statutory obligation:

- **Teachers Standards – Standard 5 - ‘Adapt teaching to respond to the strengths and needs of all pupils’**
- **Early Careers Framework – Standard 5 – Adapt teaching**
- **SEND Code of Practice – Every teacher is responsible and accountable and that HQT (High Quality Teaching) is the first step in meeting needs**
- **KCSIE – all staff have a responsibility to provide a safe environment in which pupils can learn**

Our policy is based on the following principles:

1. Calm Consistent Adult Behaviour;
2. Positive Reinforcement;
3. Routine, Routine, Routine;
4. Scripted Conversations at the point of need; and
5. Restorative and supportive Follow Ups.

The 3 Expectations

Safe

Respectful

Ready to Learn

How will our staff behave?

Calmly

Consistently

Positive at all times

All staff every day

Promote positive culture

PIP and RIP (Praise in public, Reminders in Private)

Provide early intervention to support children's behaviour

Senior Leaders

Will meet and greet each day

Be visible around the school on a daily basis (and at playtime and lunchtime)

Catch children being positive in their learning and behaviours

Year and Middle Leaders

Be visible in their year groups

Catch children being positive

Encourage restorative conversations

Parents

Communicate effectively with school

Be involved with their child's learning

Build a positive partnership with school

Recognising 'Above and Beyond'

Recognition Walls in all classrooms

Value stars for the Class Chart

Values Certificates / Recognition via the newsletter

Support Beyond the Classroom

Staff from year team and Year Leaders

Behaviour Team (Nurture / Learning Mentor/ELSA)

Leadership Team

Alternatives to Exclusion

Team around the Family meeting – reflect on successes and areas for focus

Assign a mentor to check in and offer support / build self esteem

Access to nurture support

Consistency in Practice

“All staff should communicate the school expectations, routines, values and standards...staff should consider the impact of their own behaviour on the school culture” (Behaviour in Schools September 2022)

We believe that the key to the success of our behaviour policy lies in the consistency of approach by all within the School community. All staff will know and model our policy and processes, understand the therapeutic approach and that all behaviour is a form of communication. We promote a calm approach at all times, looking for the verbal and non-verbal cues the children are giving to gain an understanding of the ‘triggers’. Consistency gives children more predictability and helps them to feel safe.

Mutual respect

When there is mutual respect, children will feel like valued individuals.

All staff will:

1. **Meet and greet** at the door;
2. Refer to **‘Safe, Respectful and Ready to Learn’**;
3. **Model** positive behaviours and build relationships;
4. **Plan** lessons that engage, challenge and meet the needs of all children;
5. Use a **Recognition Board** throughout every lesson;
6. **Remain calm** when going through the steps;
7. **Follow up** every time and engage in reflective dialogue with children; and
8. **All adults to support positive behaviour** for all children, not just those in their class.

The Leadership Team will:

- Meet and greet children at the beginning of the day on the gate;
- Be a visible presence around the school, especially at transition times;
- Celebrate staff, leaders and children whose effort goes above and beyond expectations;
- Regularly share good practice;
- Support staff in managing children with more complex behaviour; and
- Regularly review policies and provision for children with complex needs. This includes as a response to an individual child’s needs or as part of a review by LBAT, SEND Co, Virtual School or as part of the CPD for Safeguarding training.

The Role of the Parent/Carer

- **To support the School, parents/carers should get to know the behaviour policy and collaborate in enforcing the policy.**
- **Work with the School team to build positive relationships so they are fully involved and updated about their child’s behaviour and attendance.**

Recognition and rewards for effort

We recognise and reward learners who go ‘above and beyond’ our standards.

“It is not what you give but the way that you give it that counts.”

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are the hardest to reach. We will reward those children who demonstrate positive behaviours in and around School through verbal praise, being awarded the Value Stars for our Reach for the Stars Charts, names on Above and Beyond boards, and postcards home to share with parents.

Learning Environments

Engagement with learning is always the primary aim. For the vast majority of children, a gentle reminder or nudge in the right direction is all that is needed to refocus them. Although there are occasions when it may be necessary for them to take a learning break. Steps should always be gone through with care and consideration, taking individual

needs into account where necessary. Our rules 'Safe, Respectful and Ready to Learn' must be displayed in each learning space and referred to in conversations around conduct.

STEPS description for staff and other adults

Expectations: Clear boundaries should be set with reminders of the expectations e.g. walking sensibly, sitting on the carpet, before any of the steps below are followed.

Redirection: The teacher or TA should also have checked in with a child, to see how they are feeling or whether anything is worrying them, and have given them some gentle and kind encouragement before the steps below are followed.

The following steps should not be jumped unless extreme behaviours are being shown. The aim is to intervene at the point of need, rather than allowing the child's behaviour to escalate to a dangerous point. The steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All children must be given time in between the steps to get back on track.

Step	Action
1 Gentle reminder	A reminder of the expectations delivered privately wherever possible. Repeat reminders if necessary.
2 Reminder in private	Another reminder, this time in a quiet place in the classroom or just outside the classroom. Reminder should include Safe, Respectful and Ready to Learn . De-escalate where reasonable to do so, and take the initiative to keep things at this stage. This may require diversion or distraction for a particular child. Visuals may be used.
3 Caution (The 30 second script)	A clear verbal script delivered privately to the child. It should include: acknowledgment of feeling; reminder of the expectation; positive comment that you know they can do it/ have seen it before; and a clear outline of what the consequence for the behaviour will be. Consequences to tell the child will depend on the behaviour and the child, and can range from spending 2 minutes of play to stay in to sort out the issue, or being moved to another area of the classroom, through to being asked to 'take a break' in or out of class.
4 Reflection – Take a break in class	Dependent on where the behaviour incident happens, the child should be moved away from the situation and given some time to think and reflect. This should be in a private space, such as the book corner or the sensory area in the classroom. If they need to leave the classroom they can go for a walk with an adult for a few minutes. If on the playground, they can sit on a bench or walk with an adult.
5 Reflection- Take a break out of class	For more serious or persistent behaviour, a child may need to be out of class for the rest of the lesson. Depending on the level of behaviour, the child can take a break by going for a walk outside on the playground or field. Children must be supervised by an adult at all times, and removal from class should be managed so as not to cause any distress.

<p>6a Restorative Conversation (low)</p> <p>Parent contact</p>	<p>For low level incidents such as friendship issues or low level classroom behaviour, teachers and TAs should manage this by using the Conflict Resolution steps and ensuring the consequence matches the situation (ie apologise well for hurting / saying something inappropriate). Comic strip conversations can be used if appropriate.</p> <p>Parents can be updated if necessary.</p>
<p>6b Restorative Conversation (serious)</p> <p>Parent contact</p>	<p>For more serious incidents; ie aggressive behaviour towards others or swearing, a member of the Leadership Team should be involved, following the investigation of the incident. Remember 'Praise In Public' ("PIP") and 'Remind In Private' ("RIP") is crucial at this stage as some children with additional needs do not manage confrontation well.</p> <p>A member of the Leadership Team can be contacted on the radio to advise. A comic strip conversation should be done and consequence discussed.</p> <p>Parents should be informed of serious behaviour incidents, and this should be done in the most appropriate way, eg phone call, private meeting.</p> <p>The incident should be recorded by the class teacher on CPOMS.</p>
<p>7 Monitoring</p>	<p>Where behaviour is starting to cause concern (ie regular and repeated) a meeting with the SENDCo should take place to agree strategies and/or a behaviour plan put in place. These strategies must be trialled consistently over a 4 week period of time before review, as it can take this long for a behaviour pattern to be reset.</p> <p>Parents should be involved in this step.</p> <p>Pupil passports and behaviour plans should be shared by the class teacher with all adults in the class.</p>
<p>8 Formal Meeting and Monitoring</p>	<p>Where deemed necessary with the Leadership Team, a meeting with the teacher, parent and a member of the Leadership Team should be held and recorded. The agreed targets should be monitored. The aim of this is to ensure consistency of approach between home and school, and so parents are aware of the concerns at an early stage.</p> <p>CPOMS should be used to log incidents in the agreed format and, if appropriate, STAR forms should be used to identify patterns and triggers of behaviour.</p>
<p>9 Pastoral Support Plan (PSP)</p>	<p>For children with additional needs or displaying high levels of challenging behaviour, a Pastoral Support Plan (PSP) should be put in place. This aims to help a child to improve their social, emotional and behavioural skills. The PSP will identify precise and specific targets for the child to work towards and should include the teacher, child, parents and a member of the Behaviour Team/Leadership Team in the drafting process.</p>

Details of the steps

Expectations of behaviour: The expectations for behaviour at each stage of the day should to be discussed with the children from the start of the year. These include walking sensibly around the School, using sShool facilities respectfully, as well as playtimes and hall behaviours. These rules should be reinforced daily throughout the year in a positive manner.

The 'Above and Beyond' recognition boards can be used to support this by celebrating those children who are consistently following expectations of behaviour.

Steps 1 and 2 - PIP 'n' RIP - Praise in Public and Remind in Private

PIP 'n' RIP is based on the principal that we should not shame or embarrass a child by correcting their behaviour publicly. Instead, we publicly praise the positive behaviours we want to see. We use stars (which are based on School values) to reward children displaying positive behaviours and the recognition board for those who have gone 'above and beyond'. Reminders to children who may not be following the agreed expectations should be given privately to the child, with the opportunity to turn it around at each stage. Remember that not all children can deal with praise, especially publicly. (Appendix 1)

Step 3 - The Caution (The 30 second script)

Acknowledge the child's feelings

Acknowledging how a child is feeling, and supporting them to identify and talk about the feeling, is an important part of helping a child to develop emotional intelligence which in turn will improve their behaviour.

- I noticed you are feeling angry/sad/frustrated/scared.
- I think you might be finding things a bit tricky this morning.

A reminder of the expectation

- You know we have a safe / respectful / ready to learn rule in the classroom. It was the expectation about lining up/staying on task/bringing toys into school/not distracting others that you are forgetting.

Reminder of the consequence

- If this continues I will...

Reminder of the time they have achieved / demonstrated

- Do you remember when you...(got a star for.../were on the Above and Beyond board for/did that really kind thing for...?)
- That is who I need to see in my class today.

Positive Finish

- When I come back in ___ minutes, I want to see how amazing you have been. Thank you for listening. (Now walk away – remember to return at the given time!). The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour.

Step 4- Reflection in class

- The child is told they can 'take a break' This may involve some calm time with playdough, colouring or lego. The break is to start de-escalating the behaviour through calming activity and to spend some time in with an adult to regulate and reflect on the situation. The child should perceive the break as a positive step, and should be offered without any suggestion that a break is a consequence.
- The child may sit in a calm cave, or in a quiet area of the classroom.
- Once they have had a break and are calmer, boundaries are reset, ie finish activity.
- Child is given a final opportunity to re-engage with the learning / follow instructions .

The child should only be moved to a safe space if they need to cool down and/or to diffuse a situation. In general, three minutes should be enough. If this is at playtime, the child should have time in by sitting on a bench/with an adult.

Step 5- Reflection out of class

- The child is told they can ‘take a break.’ This may involve some calm time with playdough, colouring or lego, as above.
- The child should be taken by class teacher or TA to the most appropriate place outside. For more serious incidents, the Leadership Team should be contacted by radio for more support.
- Children with specific additional needs may need to have time outside, or see a significant adult eg learning mentor or SENDCo.

Step 6a and 6b – Restorative Conversations

Where a child’s behaviour needs to be addressed, this can reframe their behaviour and allow the pupil to reflect on changes that can be made. Done correctly, they can be incredibly powerful and develop positive relationships. We encourage the children to recount their version of events, following the steps for Conflict Resolution. (Appendix 2) or through a Comic Strip Conversation. (Appendix 3)

Always ensure the child is calm and regulated before asking for their views. Be aware of your own body language and choice of words during these interactions as this can exacerbate the situation further.

Updating parents on behaviour will depend on the relationship you have with them, their availability to speak on the phone/meet with you at end of the school day. The most important thing is that parents are kept informed, know that incidents have been dealt with in school and do not need any more action. Remind them that each day is a clean slate. Ensure that everything is recorded in CPOMS.

Step 7 - Monitoring

This will seek to address persistent low level disruption by praising the positive aspects of a child’s behaviour in lessons, and providing them with immediate positive feedback. The teacher and SEND Co will discuss the most appropriate strategy to try at this time. This may be a star chart, reward time or brain breaks, now/next boards or visual timetables. This will look to improve the child’s behaviour within two weeks. At the end of two weeks, a decision will be made by all involved parties as to the best course of action. Monitoring will also include recording sheets for low level behaviour or STAR sheets (Appendix 4 and 5) to identify triggers for the behaviour. Parents may be involved at this stage if deemed appropriate. A behaviour plan/risk assessment may need to be drawn up at this point in collaboration with the SEND Co. (Appendix 6)

Step 8 - Pastoral Support Plan

A Pastoral Support Plan (“PSP”) is put in place when less formal measures have not been successful in helping to improve a child’s behaviour. Its purpose is to promote social inclusion and help to reduce the need for fixed term or permanent exclusion. The effectiveness of the PSP relies on identifying the underlying causes of the child’s behaviours. The PSP will be drawn up by the SEND Co and teacher, and shared with parents so they are fully aware of the concerns. A mentor or ELSA will also be assigned to the child to offer support and a positive role model. A child’s behaviour may deteriorate before it improves when a PSP is introduced; rewards and reinforcements used to promote positive social behaviour must be immediate and at a high frequency in the early stages of a PSP for maximum success, especially with younger children.

These formal monitoring systems ensure a child who is struggling to maintain acceptable levels of behaviour is given targeted support for a full half term before a PSP is enacted. It may also be relevant to complete a behaviour assessment or a risk assessment in order to unpick the triggers for specific behaviours and ensure the safety of the child and those around them.

Steps 1 – 4 Behaviours and Consequences

STEP	Behaviours you might see	Possible Consequences
1 - 4	Swinging on chairs, calling out / interrupting, talking when should be listening, running inside school, making inappropriate noises, distracting others, slow to complete work, ignoring instructions, refusal to complete work, name calling, repeated rough play during playtime/lunchtime	In playground, sitting on bench, walking and holding hand of adult In class, spending 2 minutes of playtime tidying up or discussing what has happened, time in calm tent, book corner or Stop and Think area. Move to a different seat, or area. Calm down activity eg play dough.
5+	Walking out of class, threatening/aggressive behaviour, bullying, swearing, racism and	Out of class with an adult to an outdoor area. Contact Leadership Team on radio for support.

	<p>homophobia, vandalism, destruction of property, deliberately hurting others.</p>	<p>Occasionally a child will be brought to a member of the Leadership Team, due to the seriousness of the incident. In this case, details of the behaviour should be written and handed over, not discussed in front of the child.</p> <p>A simple script eg. "Hello, this is I have told him he will be having some time out of class, with you, to talk about what's happened".</p> <p>Leadership Team member will give the child time to calm down, using calming strategies such as fiddle toys, cushions, blankets, breathing. When appropriate, the Leadership Team member will discuss the incident and consequences with the child, do a comic strip or social story, and let parents know what has happened.</p> <p>If more appropriate, the LT member can take the class, while the teacher talks to the child, as this is the main relationship</p>
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Not every behaviour can be covered in this policy. The adult will know what consequence best fits the needs of the individual and when the timing of implementing it is appropriate. If unsure, talk to the Leadership Team for advice.

More Serious Behavioural Incidents

Where more serious behaviour incidents occur, we will look to deal with the child consistently and subjectively in line with the incident and the individuals involved, with Class Teachers, the Behaviour/SEND Team and Leadership Team utilising their knowledge of the child and their discretion.

Exclusion is not a decision which is taken lightly and is a last resort. This is something we never want to do and it will only be used if there is a danger to others within the School, or there has been an action that is repeated, aggressive, and has caused harm to others.

Where possible, alternatives to exclusion will be considered, such as nurture sessions or alternative arrangements for unstructured times of the school day.

If a child's behaviour is likely to endanger themselves or others, the adult managing the situation should firstly call for support and then follow the guidelines within the Positive Handling Policy in order to keep themselves, other children, or the child safe.

Only staff who have Team Teach training should use holds on a child, and this should only be done following Team Teach guidelines. Children who are regularly needing to be kept safe will have a plan in place, written and signed by the SEND Co and parents. All behaviour incidents should be recorded on CPOMS.

An internal exclusion will be given where possible over a fixed term exclusion. Any decision to internally exclude a child must be made by a member of the Leadership Team. Parents will be informed of the exclusion and be asked to meet with the teacher and a member of the Leadership Team to agree outcomes and reflect on difficulties and successes. Where a child is excluded, consideration should be given to the appropriate level of monitoring required when the child returns to lessons. Where a child is given a fixed term exclusion, or following a referral to outside agencies, the reports received will form the targets for their PSP.

External Support

In rare occurrences where a child's behaviour has not improved following the weeks of targeted support detailed in this policy, we will engage outside agencies to assist us.

- **The Learning and Behaviour Advisory Team ("LBAT")** – A Local Authority Team dedicated to providing in school advice and guidance in managing the needs of a specific child.
- **Alternative Provision College ("APC")** – A Local Authority Team offering outreach support to schools for children displaying distressed or complex behaviours.

- **Child and Adolescent Mental Health Service (CAMHS)** – An NHS service dedicated to the Mental Health needs of an individual child.
- **Early Help** – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

This list is not exhaustive and the needs of the child will dictate which support is required. Parents should be informed at every stage, and their views and consent sought should the School refer to one of the above agencies.

Exclusions

For children within our age range, we have found that exclusions do not support our philosophy, nor do they help address the issues/learning needs the child has. Moreover, by enabling the child to ‘go home’ when there has been a behaviour incident, this can exacerbate the problem as the child will associate the behaviour with being removed from the environment they are finding tricky.

Thus we have agreed that fixed term and permanent exclusions will only be used as an absolute last resort, where the child and/or adults are at high risk and the situation is deemed critical or dangerous. Where a situation has arisen, where a child is persistently unable to adhere to the behaviour policy, or where an adult or other children have been hurt (other situations may present where this is deemed necessary), the child will be taken to a space where they can therapeutically regulate themselves. This may be with the adult assigned to them in the case of a child with one-to-one support, or a member of the Leadership Team if the adult(s) and other children in the class need some time to recover also.

This will be logged as an ‘internal’ exclusion and shared with parents/carers following the usual channels. If a situation arises where a child has regular and significant situations where they need to be removed from the classroom, this should be discussed with all concerned parties and next steps agreed and shared with staff. These internal exclusions should not be seen as a lesser sanction than a fixed term or a permanent exclusion, rather as the right therapeutic response to a child who has already suffered trauma and needs to maintain positive relationships within the School environment. Internal exclusions should be recorded on the Internal Exclusion form and uploaded to CPOMS to action.

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” – Pam Leo

Fixed Term Exclusion

If it is deemed necessary to exclude a child for a fixed period, the child’s parents/carers should be notified immediately of the specific reason and length of exclusion. The parents/carers should also be notified that they have the right to make representations to the Governing Body and the Local Authority. It should contain the name and address of the appropriate people to contact. Parents/carers should be invited to inform the Governing Body and Local Authority in writing of their intention to make representations. The Head Teacher should inform the Chair of Governors at this stage.

The Head Teacher should inform the Local Authority of all exclusions

For further information, please refer to the Local Authority policy on exclusions

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-behaviour-and-performance/exclusions/>

Permanent Exclusion

The Head Teacher must inform the child’s parents/carers of the exclusion and the specific reason for it. The notification should provide sufficient particulars to ensure that the reason for the exclusion is fully understood and that all relevant circumstances are made known. Notification should be immediate and in writing. The notification should also document for reference relevant previous warnings, fixed period exclusions or other disciplinary measures taken prior to the excluded behaviour being committed. Rather than delaying immediate notification of exclusion, this additional information can be contained in a prompt follow up letter.

The Head Teacher must notify the parents/carers of their right to make representation to the Governing Body and the Local Authority. This must be done within 7 days of notification. The parents/carers have the right of access to all curricular records of the child and to other educational records through a request to the Governing Body.

The Head Teacher will log all these events in accordance with the West Sussex County Policy.

(The above procedures have been taken from DCSF 2007 Guidance – Exclusions and Alternative Provision. In the event of exclusion reference should be made to this circular for more in-depth detail).

If a child has a mental health condition that amounts to a disability, and this adversely affects their behaviour, the School should make reasonable adjustments to this policy, the physical environment, the support it offers, and how it responds in particular situations, in line with its duties under the Equality Act 2010.

Other Policies and Legislation to be read in conjunction with this policy

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

<https://www.gov.uk/government/publications/school-exclusion>

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

Committee	Signed by	Date
Full Governing Body	Chair – Andrew Markwell	4 July 2023

Review Date	Summer 2024 or as guidance changes
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APPENDIX 1

REACH for the Stars

Through assemblies, class discussion and our behaviour towards one another we teach children our core values.

These values are RESPECT, EFFORT, ATTITUDE, COLLABORATION and HONESTY.

Children develop their understanding of how these values help us to be **Safe, Happy and Ready to Learn**

The children are praised for demonstrating these values and certificates are regularly sent home to share with family members as part of our celebrations.

Our '**REACH*** for the Stars' behaviour system helps the children understand how to follow the school rules. It encourages collaboration as the children can earn stars individually or collectively and receive a class reward on reaching 100 stars. These rewards are decided on by the class together and may include an extra playtime, pajama party or short film session.

Stars are given for behaviour and attitude that relates to the following values:

R – Respect (for ourselves, others and our environment)

E – Effort (in all we do)

A – Attitude (positive and resilient, even when things are tricky)

C – Collaboration (working together, helping each other)

H – Honesty (always telling the truth)

Our Values Learning Friends support the children in the classroom also.

They are

Reggie Respect



Agnes Attitude



Ethel Effort



Carlos Collaboration



Hermione Honesty



5 Steps to Help Kids Resolve Conflicts

1. CALM DOWN

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10

2. STATE & UNDERSTAND THE PROBLEM

"I felt left out and hurt because he wouldn't let me play the card game, so I threw his towel to annoy him."

3. APOLOGIZE WELL

Responsibility

A good apology will communicate three things

Regret

Remedy

4. PROMOTE SOLUTION FINDING



5. FOLLOW UP

What is a Comic Strip Conversations

- A comic strip conversation uses simple drawings to visually outline a conversation between two or more people who may be reporting the past, describing the present or planning for the future. These drawings serve to illustrate on-going communication and to provide additional support to individuals who struggle to understand the quick exchange of information that occurs in social situations. Comic Strip Conversations are based on the belief that visual supports may improve the understanding and comprehension of social situations (Gray, 1994).

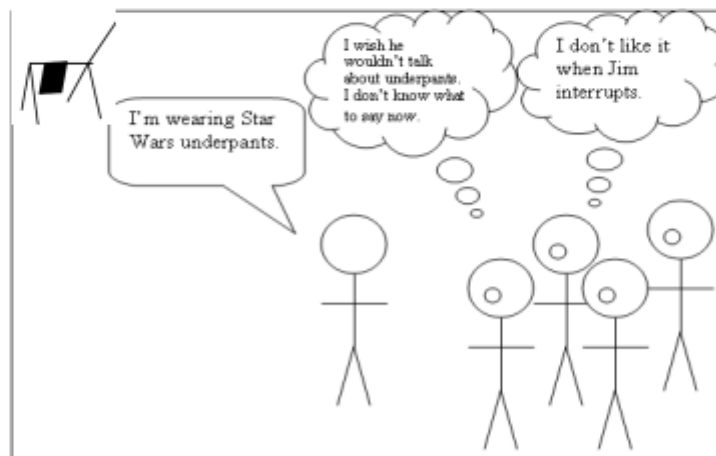
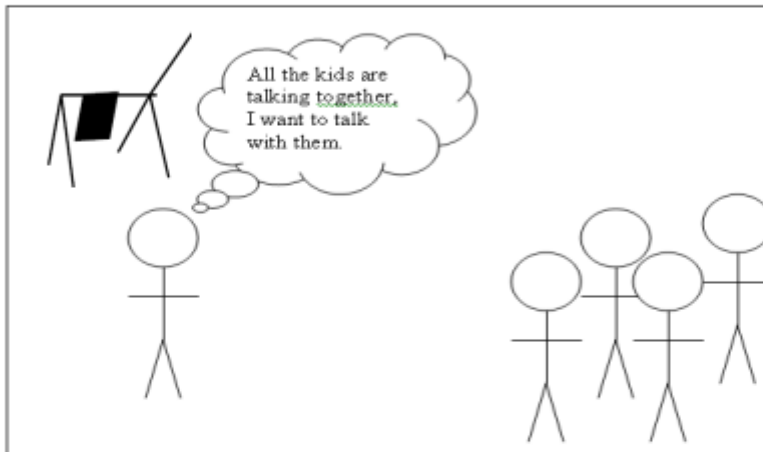


Why use a Comic Strip Conversation?

- To visually work through a challenging situation and identify possible solutions/strategies
- To systematically identify what people say and do as well as emphasise what people may be thinking
- To better understand your child's perspective of a situation
- As a tool to help develop social skills

When could your child use a Comic Strip Conversation?

Comic Strip Conversation can be used when your child encounters a challenging social situation and would benefit from some direction around how to approach the situation differently next time. Using Comic Strip Conversation can also help your child identify possible solutions and strategies that can be used the next time he/she encounters this same situation.



Interrupting is rude. A better way to join a conversation is to listen to what they are talking about then make a comment. Talking about underpants to friends at school makes them feel uncomfortable.

Things to consider when using Comic Strip Conversation

- Your child needs to be able to understand that things in the real world can be symbolically represented by drawings or writing
- Your child needs to be able to understand and discriminate between visual symbols
- You may want to “pre-teach” using this technique so your child becomes familiar with it. For example, the first time you introduce Comic Strip Conversation have your child describe an activity that he/she enjoys (such as going to McDonalds, visiting the zoo etc.) and introduce a few symbols at a time, starting with people (stick figures) and talking (speech bubbles)
- Once your child is familiar with the basic symbols and how the comic strip works you can assist them in understanding and expressing ideas in a social situation that may be difficult for him/her
- The initial stages may take on an “interview” format but the hope is to work towards a conversation-like format
- Here are some questions to help guide your child’s drawing;
- Where are you? Who else is here?
- What are you doing?
- What happened?
- What did others do?
- What did you say? What did others say?
- What did you think when you said that? What did others think when you said/did that?





Thomas A' Becket Infant School

Serious/Persistent Behaviour Incident Log

Pupil	Time	Date	Staff Involved	Member of Staff Reporting
Setting Bullet points only		Trigger Bullet points only	Action (including Team teach holds) Bullet points only	Response Bullet points only
<p>Parent/Carer informed? (Yes/No and comment)</p> <p>Outcome (eg: returned to class, sent to Year Leader, 1:1 support until end of day, Nurture Group, sent to Learning Mentor/SENCO/Inclusion Mgr., exclusion from school)</p> <p style="text-align: right;">Signed</p>				

APPENDIX 5

LOW LEVEL BEHAVIOUR RECORD SHEET

Below is a low level behaviour record sheet. This can be used to record the behaviour of individual pupils who may not need STAR or incident log forms, but are still disruptive in class. Keeping detailed records can be useful when requesting support and as evidence for support agencies.

<u>BEHAVIOUR RECORD SHEET</u>			
NAME:	CLASS:	SUBJECT:	DATE:
PLEASE TICK THE APPROPRIATE BOX WHEN BEHAVIOUR IS OBSERVED. YOU CAN TICK A BOX MORE THAN ONCE SO FREQUENCY OF BEHAVIOUR IS RECORDED.			
MAKING NOISES			
SHOUTING OUT/INTERRUPTING			
VERBAL BEHAVIOUR DIRECTED AT STAFF			
VERBAL BEHAVIOUR DIRECTED AT OTHER PUPILS			
REFUSAL TO FOLLOW INSTRUCTIONS			
GETTING UP AND LEAVING ACTIVITY			
NOT TIDYING UP			
LACK OF WORK IN BOOK			
POOR QUALITY CLASSWORK			
NOT LOOKING AFTER/BREAKING/SPOILING RESOURCES OR EQUIPMENT			
OTHER - (DESCRIBE BELOW)			
COPY OF BEHAVIOUR SHEET TO BE KEPT IN INDIVIDUAL BEHAVIOUR BOOK OR CLASS LOG			
TEACHER:		TA:	
OTHER RELEVANT INFORMATION (SUCH AS ACTION TAKEN):			
SIGNATURES :			

Thomas A' Becket Infant School Behaviour Plan/Risk Assessment

Pupil: _____ **Class Teacher:** _____

Teaching Assistants: _____

Assessment of Risk

In which situations does the risk usually occur?	•
How likely it is that the risk will arise?	•
If the risk arises, who is likely to be injured or hurt?	•
What kinds of injuries or harm are likely to occur?	•
How serious are the adverse outcomes?	•

Agreed Behaviour Management Plan and School Risk Management Strategy

Focus of Measures	Signs	Interventions
Proactive intervention to prevent risk	What to avoid/what makes things worse:	
Early interventions to manage risks	Stage 1 signs:	Stage 1 interventions: •
	Stage 2 signs: • •	Stage 2 interventions: • •
Reactive interventions to respond to adverse outcomes	Stage 3 behaviours: •	Stage 3 intervention: •

Note:

Communication of Behaviour Management Plan and School Risk Management Strategy

Plans and strategies shared with:	Communication Method:	Date Actioned:
Teaching staff Support staff (TAs/LSAs)	Copy of plan to be kept: •	

Staff Training Issues

Identified Training Needs	Training provided to meet needs	Date training completed:

Signature.....

Date:

Evaluation of Behaviour Management Plan and School Risk Management Strategy

Measures set out	Effectiveness in supporting the child	Impact on risk

ACTIONS FOR THE FUTURE

Plans and strategies evaluated by:

Date:

Signature.....

Date: