



St Jude's Church of England Primary School Behaviour Policy

Our children
Our St Jude's family
Happy – Inspired – Loved
The sky is not the limit
Ready for today - prepared for tomorrow

Aims and Expectations

High standards of behaviour are expected at St Jude's School. Therefore, we aim to:

- Provide a safe and happy environment where children can excel, and teachers are able to teach effectively.
- Ensure that the Christian faith is taught, lived out and exemplified through positive relationships between: children, parents, staff, governors and all stakeholders within the school community.
- Prepare children to meet the demands of a changing society through developing their understanding of rules and adopting appropriate behaviour models in order to create a fairer society in which they can become responsible and productive adults.
- Firmly establish a positive and proactive ethos where children are truly responsible for their behaviour choices, and they are resilient and reflective in every aspect of school life.

In order to achieve this, children, staff and parents all have a responsibility to work in partnership with each other.

The Role of Our Children

Every child has the right to learn, to be valued and feel safe. Disruption to a child's learning will not be tolerated at St Jude's and we aim to provide our children with a sense of personal responsibility for their behaviour.

We expect to see:

- Self-respect and self-discipline
- A sense of mutual responsibility
- A sense of community and shared values
- An understanding of right from wrong
- Respect for people, truth and property
- The use of initiative and positivity
- Concentration, perseverance, motivation and valuing own work
- Resilience and reflectiveness in order to learn from mistakes and improve our performance.

The children are encouraged to demonstrate our St Jude's values, derived from our school vision statement **(see Appendix 7)**:

1. We celebrate one another's successes
2. We are there for each other
3. We work together
4. We are prepared and helpful
5. We are resilient

Our values are central to our behaviour management system at St Jude's. If a child is seen to be demonstrating a particular value, they are rewarded with Class Dojo points.

If children fail to make positive choices and don't demonstrate our St Jude's values, the Learning Light sanction system is used (**see Appendix 1**). Children receive verbal warnings and the physical movement of their name from Green to Amber to Red. Values Time, our primary behaviour reward system, is linked to the Learning Light system and children can lose minutes if they move to Red. Our sanctions and reward systems are described in more detail later in this policy.

The Role of Our Parents

Children are unique and our ethos is one where individuals take responsibility for themselves, their class and the school community. When parents and school staff work together, we believe that the behaviour and welfare of the child is maintained and nurtured by all. Research shows that parental involvement in children's learning is a key factor in improving children's academic attainment and achievements, as well as their overall behaviour and attendance.

Our parents are valued because their attitudes, aspirations, encouragement and exemplary behaviour are important in ensuring that their child:

- Adheres to the Pupil Use of Technology agreement
- Arrives to school punctually and attends regularly, avoiding unnecessary absences
- Has the correct uniform, PE kit and equipment so as to take a full part in all activities
- Behaves in a responsible manner towards themselves and others
- Shows proper regard for other people's property, buildings and the environment;
- Completes home learning tasks on time
- Is ready for learning e.g. has had enough sleep and has eaten breakfast
- Undertakes family learning together, as appropriate
- Talks regularly about their learning.

Parents are expected to:

- Remind their children of the school values
- Visit the school's website for information
- Support the school's Behaviour Policy
- Keep up-to-date with the information given in class and school newsletters
- Follow the Code of Conduct, being good role models for their child
- Attend parents' meetings at the scheduled times of the year or as requested
- Understand that children also learn from watching the behaviour and actions of their parents and siblings. If the parent/carer criticises the school or acts in an antisocial way, the child will do the same, and this will affect their learning
- Parents/Carers who do not co-operate reasonably with school staff or who become abusive will be asked to leave the school premises and will not be allowed back until the situation is resolved
- Unacceptable or poor behaviour choices outside of school hours, which clearly identify or link a child to St Jude's, will be dealt with under our Behaviour Policy. Serious breaches of this could lead to sanctions and ultimately exclusion for bringing the school into disrepute. This includes inappropriate use of the internet and social media including: bullying, defamatory comments and cyber messages using any device (please see our E-Safety policy)
- Additionally, it is inappropriate for parents to canvass and seek the views of other parents in relation to behaviour issues specific to their child.

Parents can remain informed of their child's behaviour through:

- Informal discussions between parents and teachers (brief meeting, note or phone call)
- Scheduled appointments with teacher, behaviour reviews, parents' meetings
- Formal communication of letters and phone calls from the class teacher or senior member of staff
- School reward systems such as weekly 'Friday Star' awards and Dojo Point team winners are high profile and shared in our weekly newsletter. ***'Worker of the Week' and Saint of the Week' will resume when we return to whole school assemblies in the hall.***

Parents should discuss any concerns with the class teacher; if these are unresolved, they should make an appointment with a member of the Senior Leadership Team. If parents feel their concerns have not been resolved, there is a complaints procedure for making a complaint to the Governing Body.

The Role of Our Staff

Staff at St Jude's are dedicated to maintaining and developing every child's welfare, self-esteem and social and academic progress. It is the responsibility of all paid staff to ensure that the school rules are followed, and the children behave in a responsible manner in every area of the school grounds. Teachers have a statutory authority (Section 1 of the Education and Inspections Act 2006) to discipline children whose behaviour is unacceptable, who break the rules and fail to follow reasonable instruction in school and elsewhere, including school visits. They have to record incidents of inappropriate behaviour and acknowledge good behaviour. They can confiscate children's property.

The Deputy Headteacher, responsible for Behaviour at St Jude's, ensures that the ethos of positivity and proactivity is established and implemented on a daily basis. She provides support for children, families, staff and members of the wider school community and ensures that our community aims to demonstrate our values and vision are adhered to consistently. The Deputy Headteacher develops initiatives and strategies to support the children towards even better choice-making and responsibility, and regularly analyses behaviour patterns to ensure that behaviour for learning is consistently good.

The class teacher reports to parents about the progress of each child in their class.

Reasonable adjustments are made for children with Special Educational Needs and Disabilities (See Inclusion Policy).

All staff are expected to:

- Have high expectations of all children;
- Be exemplary role models for behaviour;
- Take responsibility for safeguarding children;
- Strive to ensure that all children work to the best of their ability through promoting independent learning;
- Reward children using positive behaviour strategies;
- Consistently apply rewards and sanctions in the classroom and in the playground;
- Praise and encourage children regardless of race, gender, culture and educational or physical need;
- Prepare consistently engaging, challenging and high-quality lessons;
- Establish and teach clear routines for transitional periods in the school day
- Teach and consistently refer to our school rules and values;
- Follow all school policies and procedures and inform visitors of the behaviour policy;
- Respect the time of children, other staff and parents;
- Adhere to the Home School Agreement.
- Record all instances of significant negative behaviour using CPOMs

The Role of the Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school's Behaviour Policy consistently throughout the school, and to report to the governors, when requested, on the effectiveness of the policy. The Headteacher decides on the standard of behaviour expected of pupils at St. Jude's.

The Headteacher has the responsibility for giving fixed-term exclusions to individuals for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

The Headteacher must publicise the Behaviour Policy in writing to staff, parents and children every year.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline.

The Headteacher has the authority to contact a parent at any time during the school day if they are concerned about a child's behaviour in school.

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour (Statement of Principle for Behaviour and Discipline), and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

Behaviour Reinforcement and Rewards

The primary approach for behaviour management at St Jude's is through positive reinforcement and praise. High standards of behaviour are established through a range of reinforcement strategies and reward systems:

1. Class Dojo (**see Appendix 2**) - this is our central reward system that every child in the school knows and loves. Children have online avatars and can win Dojo Points for demonstrating our St Jude's Values in the classroom and around the school.

The Class Dojo weekly class 'team' winners are acknowledged in Celebration Assembly every Friday and are featured in the newsletter.

2. Values Time - 30 minutes of timetabled, high-quality free choice activities that the children earn through their positive behaviour choices. All children start the week with 30 minutes 'in the bank' and can only lose time if they move through the Learning Light system due to poor behaviour choices. Each time a child moves to red on the Learning Light they lose 5 minutes of Values Time for that week. Values Time activities are led by every teacher in the school and are chosen by the children.

4. Friday Star Certificates – one child in every class is acknowledged for outstanding learning or behaviour that week in Celebration Assembly.

5. Worker and Saint of the Week - nominated by any member of school staff, these children are selected for outstanding effort or academic achievement and saintly behaviour that represents the Christian ethos of the school.

Sanctions

As part of growing up children need to discover the boundaries for acceptable behaviour. When behaviour is poor or unacceptable, behaviour sanctions are applied. These are used after staff have shown disapproval and given verbal warnings. Serious instances of poor behaviour are investigated before a sanction is applied. Significant sanctions are given for repeated or extreme behaviour. Sanctions applied to a class for an individual's actions are avoided.

Under section 91 of the Education and Inspections Act 2006, a sanction given by staff must be proportionate and reasonable. Account is taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The **Learning Light system** is our primary sanction system at St Jude's. This is used consistently through our Learning Light Guidance document (**see Appendix 1**).

The **Behaviour Flowchart** (**see Appendix 3**) supports staff to identify the severity of behaviour choices, and gives options on how to sanction different behaviour choices. At St Jude's we recognise that many factors can influence a child's behaviour choices. As a staff, we will always try to de-escalate the situation and support the children to regulate their own behaviour. This will include using language that encourages the child to reflect on the impact of their behaviour choice (**see Appendix 8**). Professional judgement will be used to determine how best to speak to the children in the case of a poor behaviour choice (for example, separately 1:1 outside the classroom, or quietly inside the classroom) and professional judgement will also be used to identify the most appropriate sanction for that child at that time.

A further strategy that the SLT may adopt is to introduce a 'Behaviour Report Card' (see Appendix 4). This card is a weekly monitoring document that encourages home-school communication and a focus for the child on improving their behaviour choices in a specific area.

For behaviour deemed to be Level 3, a member of SLT will fully investigate the incident and communicate with parents as to the sanction decided upon. All incident reports and reflection sheets are kept locked in the 'Incident File' in the Headteacher's office and saved electronically.

Incident Records – significant behaviour incidents (Level 3 upwards) are recorded on CPOMs by the staff member involved. Details of the incident are recorded and dialogue recorded verbatim where possible

Reflection Sheets – to be filled in by the child involved. This document allows the child to reflect on their behaviour choices and the impact they have had on themselves and others (where appropriate). It also gives the child the opportunity to suggest how they would behave differently if the situation arose again (see Appendix 6).

For behaviour deemed to be Level 4, the Headteacher and Governors will be informed through a full investigation by the adults involved and make a decision on the appropriate sanction. Persistent dangerous behaviour, cyber bullying, vandalism, theft, abusive or racist language, or physical violence will be not be tolerated at St Jude's.

Internal and Fixed Term Exclusions

Exclusion must be considered if the child's behaviour:

- Presents a physical danger to themselves or others
- Presents a psychological danger to themselves or others (this includes all forms of bullying including cyberbullying)
- Consistently prevents other children from learning and teachers from teaching

Exclusions may be fixed term or permanent. School work will be set for the excluded child by the class teacher via Google Classroom.

Following a fixed term exclusion the parent or carer and excluded child must meet with the Headteacher / Deputy Headteacher to take part in a reintegration meeting. In some cases the excluded child may attend only part of the meeting. This is at the discretion of the Headteacher. At the reintegration meeting the Headteacher sets out a plan for the child's reintegration in to school.

A reintegration plan may include the following:

- A stepped approach towards reintegrating the child back in to their class eg spending time in another class and being slowly introduced back in to their year group alongside careful monitoring and support.
- A phased approach towards reintegrating the child back in to the playground eg spending playtimes and lunchtimes inside or in a different playground to their class and being slowly introduced back in to the playground alongside careful monitoring and support.
- Regular meetings between the class teacher, Headteacher/Deputy Headteacher and parent/carer.
- Referral of the child to the Educational Welfare Officer (EWO).
- Referral to the Child and Adolescent Mental Health Support Team (CAMHS)
- The use of a Parenting Contract to clarify roles and responsibilities of both the school and the child's parents.
- An application to the Local Authority for a grant to support children who are in danger of further exclusion. This money would usually provide short term 1-1 behaviour support for the child during their period of reintegration in to the school.

An Internal Exclusion requires a student to be excluded from all contact with peers during the school day including break times and assemblies. The parent/carer will be formally informed of these actions. A work pack will be provided for the child to complete during the day.

Internal exclusions wouldn't necessitate a reintegration interview unless it is deemed to be useful.

Sexualised Behaviour

Whilst it is normal for children to exhibit curiosity with regards their own bodies and physical development, it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations.

It is appropriate to discuss incidents with the child, suggest alternative games, make a record of the event on an incident form and inform the designated Child Protection Officers.

If a child discloses inappropriate serious sexual behaviour involving other children or adults it is the legal duty of the adult to inform a designated child protection lead immediately.

Repeated or serious sexualised behaviour will result in a referral to social services and/or child protection agencies.

Children with Special Educational Needs and Disability (SEND)

We understand that some children may have specific behavioural needs and the Behaviour Flowchart (see Appendix 3) may not be appropriate to use with them. In these cases, bespoke and tailored strategies will be developed with the staff working with those children, with the support of the SEND Coordinator. A Personal Learning Plan (PLP) will be created for the children, and then reviewed and updated each term. These PLPs are shared with the parents and children to ensure clear communication and understanding. Where appropriate, external support may also be sought such as an Educational Psychologist or Child and Adolescent Mental Services (CAMHS).

Additions and Actions

The Behaviour Policy supports other policies in place to secure the well being of children at St Jude's School. In addition, certain government regulations give staff additional responsibilities and duties to help manage behaviour and enable children to thrive and achieve highly within the school environment. These aspects of behaviour and safety are outlined as follows:

1. Conduct outside school

Staff may discipline a child for poor or unacceptable behaviour when:

- Taking part in a school related activity;
- Travelling to and from school;
- Wearing the school uniform;
- Identified as a pupil at the school.

In addition, poor or unacceptable behaviour that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to other pupils or a member of the public;
- Adversely affects the reputation of the school, may also result in sanctions being implemented in line with the Behaviour Policy.

2. Confiscation of inappropriate items

Legally, the staff can confiscate items under:

- "The general power to discipline – this enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items."

- “The power to search without consent – for knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette, fireworks and prohibited items. In addition, school staff can search pupils for articles that have been, or are likely to be used to commit an offence, cause personal injury or damage to property, and any item banned by the school.”

(See Appendix 5)

3. Use of Reasonable force

“Reasonable force” means using no more force than is needed to control a situation or restrain children.

The Department for Education’s ‘Use of Reasonable Force’ 2013 guidance states:

1. The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. ‘Reasonable in the circumstances’ means using no more force than is needed.

All members of school staff have a legal power to use reasonable force. This also applies to people whom the Headteacher has temporarily put in charge of children such as volunteers or parents accompanying children on a school trip.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Instances of the use of reasonable force are reported to governors termly.

4. Allegations of abuse

If an allegation is made against a member of staff, the quick resolution of that allegation is a clear priority for the benefit of all concerned. Allegations that are found to have been malicious will be removed from staff records. Children who are found to have made malicious allegations will receive the appropriate sanction, which could include temporary or permanent exclusion.

All allegations should be reported straight away, to the Headteacher. Confidentiality is maintained throughout the process. Please also refer to Whistle Blowing, staff code of conduct and Staff Discipline Procedures.

5. Anti-bullying

Bullying is defined as ‘a deliberate act’ done to cause distress solely in order to give a feeling of power, status or other gratification to the bully. It can range from ostracising, name-calling, teasing, threats and extortion, through to physical assault on persons and/or their property. It can be an unresolved single frightening incident which can cast a shadow over a child’s life or a series of incidents. The children know this through the acronym ‘S.T.O.P.’ (several times on purpose).

Bullying in school and outside school is taken extremely seriously. It is everyone’s responsibility to aim to prevent occurrences of bullying and to deal with incidents quickly and effectively. See Anti-Bullying Policy.

6. Monitoring behaviour

In order to ensure that the Behaviour Policy works in practice, the following actions happen:

- Staff continually assess the children's progress through observations in work and play;
- The DHT responsible for behaviour monitors, analyses and supports behaviour throughout the school and makes informed decisions on strategy and initiatives with the Headteacher.
- CPOMs records significant incidents related to behaviour, and these incidents are analysed every half term by SLT. This analysis regularly informs behaviour strategies and focus support
- During regular formal and informal meetings, the SLT regularly review behaviour in the school;
- Pupil progress and welfare meetings (particularly for vulnerable pupils) are an integral part of the teaching, learning and monitoring cycle.

7. Training and support

There is support and training for both staff and children to ensure that the aims of the Behaviour Policy are met including:

- Regular professional development for staff;
- Behaviour analysis and trends shared with staff
- INSET sessions to reinforce or develop further behaviour systems
- Circle Time/Jigsaw lessons are taught once a week, focusing on Social, Emotional and Behavioural themes relevant to that class,
- Use of external agencies such as: Speech and Language Therapy (SALT), Educational Psychologist, Child and Mental Health Services, Education and Improvement Consultants and the School Nurse;
- Our Administrative Assistant tracks attendance, punctuality and supports pupils' welfare. Where necessary, attendance and punctuality panels are arranged and led by the headteacher;
- Advice and support given to other members of staff.

Corporal punishment is illegal in all circumstances.

The school's Behaviour Policy will be published on the website. The Behaviour Policy and any issues of behaviour will be discussed by the school council. The school's annual questionnaire to parents, staff and children will always feature a section on behaviour.

The Behaviour Policy will be reviewed annually with input from: pupils, staff and the Governing Body.

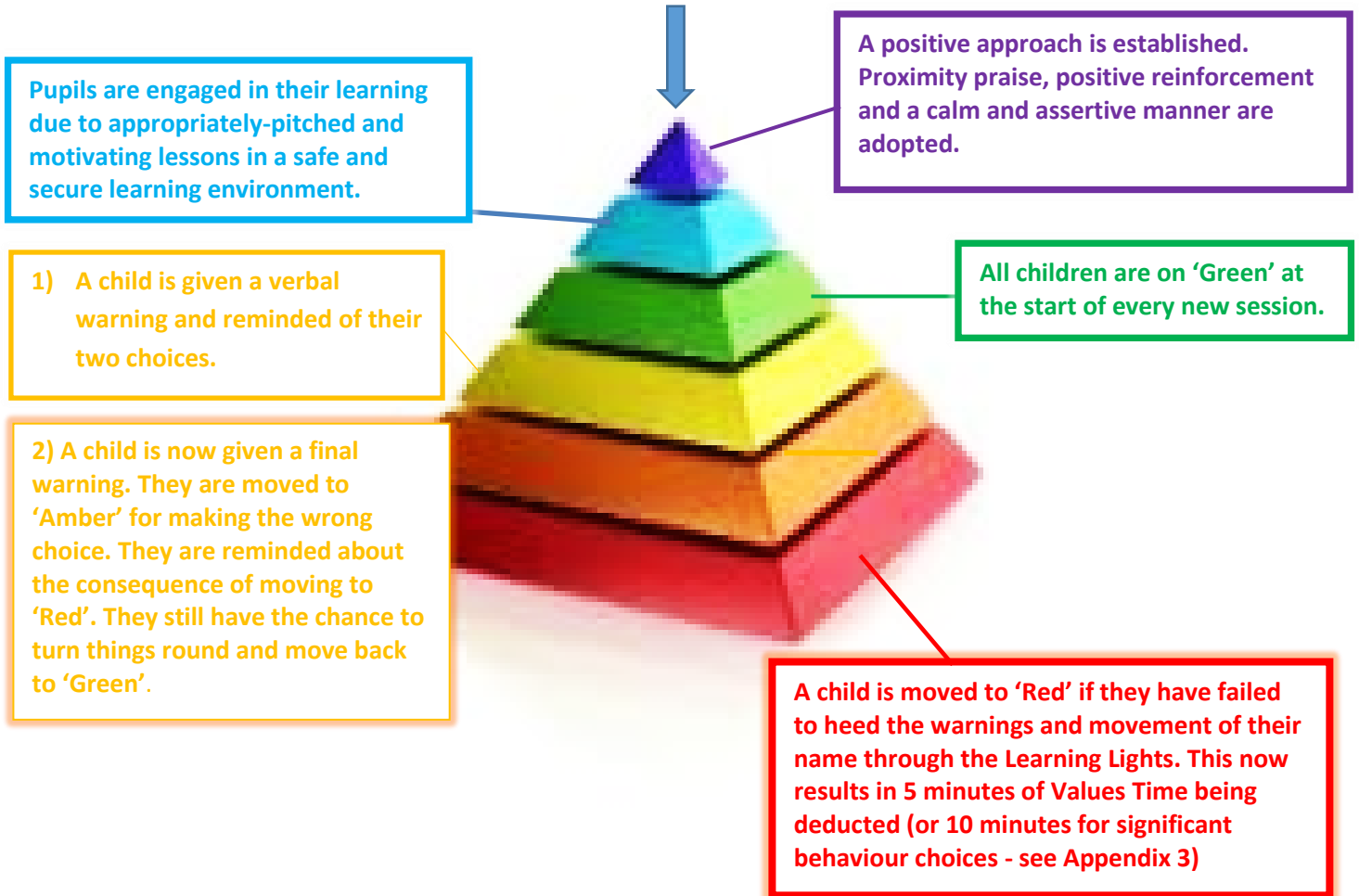
Appendices

- 1. Learning Light Guidance**
- 2. Class Dojo Guidance**
- 3. Behaviour and Sanctions Flowchart**
- 4. Behaviour Report Card**
- 5. Banned Items List**
- 6. Reflection Sheet - Key Stage 1 and 2**
- 7. School Vision Statement**

Appendix 1

St Jude's C of E Primary School

Learning Light and Behaviour Guidance



Some key points to remember...

1. A child can move back up to 'Green' during the lesson if they are seen to be trying to rectify the situation.
2. If an incident is more significant than low-level disruption (physical or verbal abuse, endangering themselves or others) then a senior member of staff should be called.
3. More significant behaviour choices will be managed through the Behaviour Sanctions Flowchart (Appendix 3)

Appendix 2

Behaviour for Learning

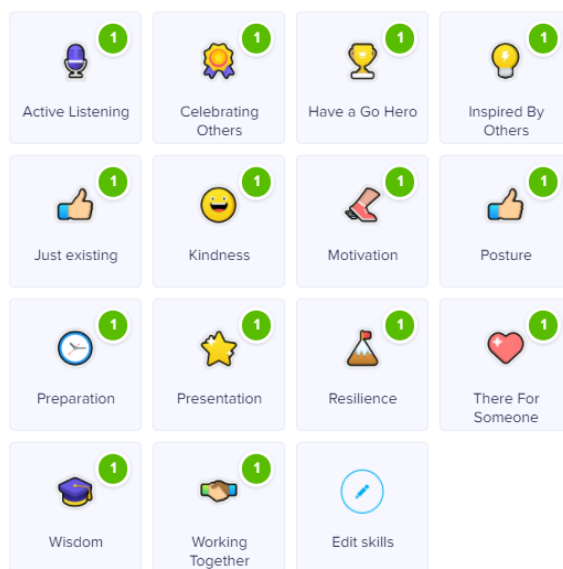
Guidance on the use of Class Dojo...

General Use:

- ✓ At the start of the day log in to Class Dojo and leave it running for use throughout the day.
- ✓ Try to use Class Dojo in the most positive way possible. It is better to praise a child making the right choice next to a child making the wrong choice, as opposed to the other way round!
- ✓ During transitional periods (moving from classroom to assembly, lunchtimes etc.) either:
 - Use the Class Dojo app on your class tablet and award points directly on to Class Dojo for positive choices or...
 - Record names of children on a notepad and input the points with the children once back in your room.
- ✓ Keep the points running from Monday to Thursday and then reset all bubbles in time for Celebration Assembly on Friday morning. We will celebrate the class team with the most Dojo points!

Specific Examples for Class Dojo use:

- ✓ You can edit the value of your class behaviours to tailor it to your class's specific needs. You can double the points for a certain behaviour if that is what your class is struggling with, e.g. good lining up receives 2 points. You can also add a particular behaviour that your class are working on, e.g. putting your hand up to share ideas
- ✓ I have imported the expected behaviours into your class sections so that we are consistent. These are:



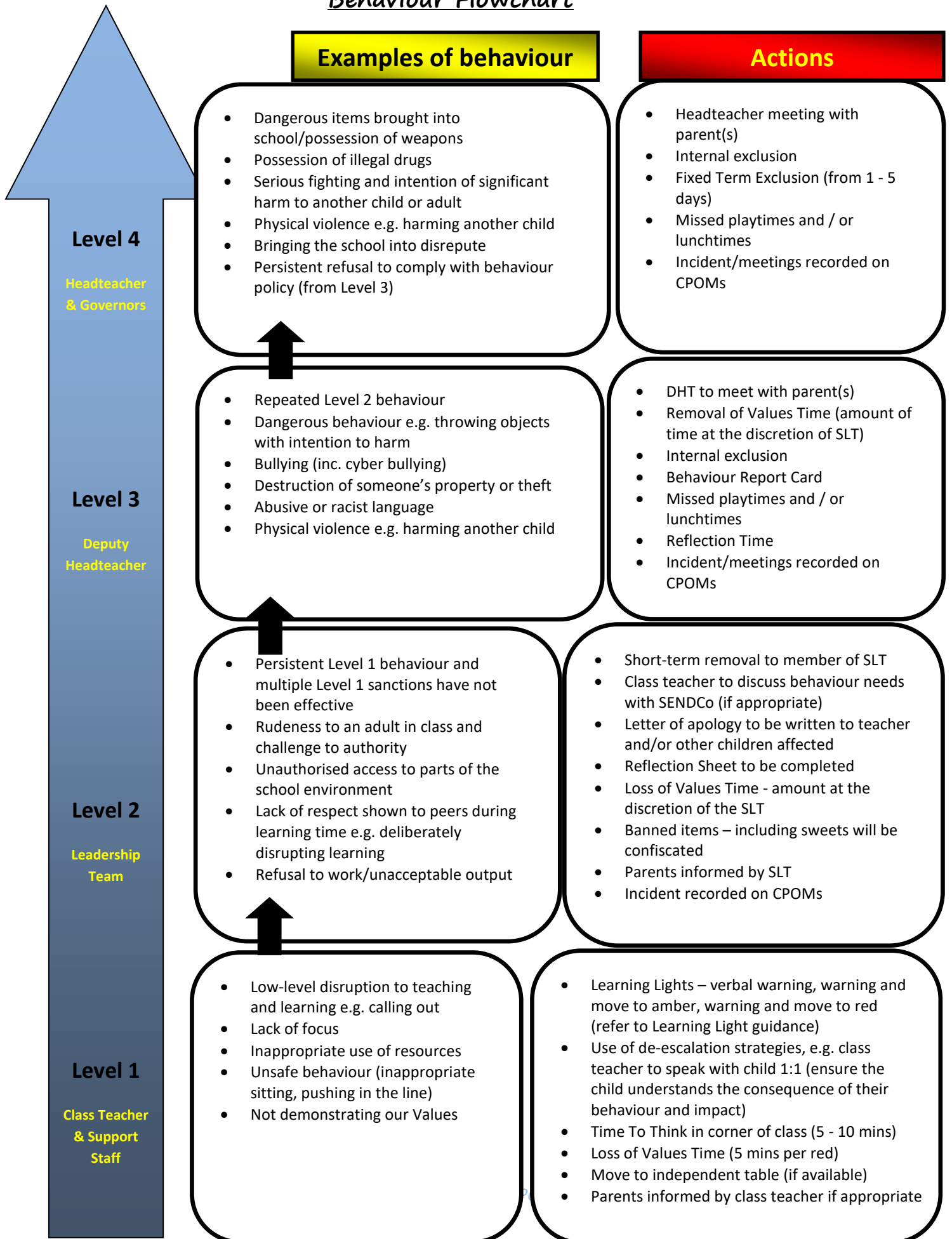
- ❖ I feel the best way to award points is by using the following phrases:

*"I love the way that you are..." "Thank you so much for choosing to be..." "I have to stop and say well done for..."
"What do you think I would like to award a Dojo point to you for?"*

We do not use the 'Negative Points' aspect of Class Dojo. Our Learning Light system fulfils this element of our behaviour management practice.

Appendix 3

Behaviour Flowchart



Behaviour Report Card Example

Name: _____

Week Beginning: _____

1: Excellent

2: Good

3: Satisfactory

4: Poor

5: Unacceptable

Target: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Additional Comments
8.45 - 9.45am						
9.45 - 10.45am						
Morning Playtime						
11.00 - 12.30						
Lunchtime						
1.30 - 2.30						
2.30 - Hometime						

Teacher Signature: _____

Pupil Signature: _____

Appendix 5

Banned Items List

Children found in possession of these items will have them confiscated.

Writing equipment

(The school provides all equipment that your child will need in school.) For example:

1. Pens
2. Pencils
3. Biro
4. Rulers
5. Tape
6. Scissors

Food and toys

1. Chewing gum
2. Any sweets, chocolate and nuts
3. Fizzy drinks, flavoured water and highly caffeinated beverages
4. All Small or large toys (except as unless part of a school activity).
5. Snacks that are not included in a packed lunch or required for an after- school activity.

Fire lighting equipment

6. Matches, lighters etc.

Drugs and smoking equipment

7. Cigarettes, tobacco and cigarette papers
8. Alcohol
9. Solvents
10. Illegal drugs
11. Drugs or medicines not covered by the Prescribed Medicines Procedure

Weapons or dangerous implements and substances

12. Knives, including pen knives and craft knives,
13. Razors
14. Guns (real or imitation)
15. Laser pens and LED torches
16. Fireworks
17. Dangerous chemicals

Other items

18. Electronic devices
- 18.1. Mobile phones, earphones or headphones, electronic games, MP3 players, tablets or other
19. Cameras
20. Aerosol deodorants
21. Jewellery other than watches and a 'sleeper' ear stud in each ear
22. Non-uniform clothing
23. Make up and beauty products
24. Money
25. Books/magazines

Our procedures for confiscation of the items numbered below are as follows:

Writing equipment, other items and toys will be confiscated, if seen, and these will be locked away securely. The confiscated items will be returned at the end of the half term. Food items will be taken and disposed of.

Item 6 is strictly prohibited and will be disposed of unless parents collect them and take them away from the premises within 24 hours.

Items 7 – 17 are strictly prohibited and will not be returned. Possession of these items is likely to lead to the involvement of the police. Suspicion that a child has contact with these items may also lead to police involvement.



St Jude's

St Jude's Church of England Primary School

Reflection Sheet

Key Stage 1

Name:

Class:

What wrong choices did you make today?

(A picture can be drawn, with the adult annotating).

What could you do better next time?



St Jude's Church of England Primary School

Reflection Sheet

Key Stage 2

Name:

Class:

What wrong choices did you make today?

What were the consequences of your actions?

(Think about what happened as a result of your actions).

Who was affected by your actions?

What could you do better next time?

What else could you do to put this right?

Appendix 7

**Children
our children
our St Jude's Family
happy - inspired - loved
the sky is not the limit
ready for today prepared for tomorrow.**

Travelling together, following a path and forging our own

We don't need a map – we'll all work together to get there

The destination isn't a place it's a person

It doesn't matter where you start from, we'll journey together as a family.

Some people say you can't choose your family

I'm not sure

Here at St Jude's we are a family

We're there for each other - for the ups and downs

When we succeed we celebrate together

When we fall, we pick each other up because we want the best for one another.

No family is exactly the same and that's true of ours

It makes us much more interesting

Although we have differences, our faith unites us.

Appendix 8: Behaviour Scripts

Scripts to encourage positive behaviour:

We can prevent difficult behaviour from occurring by focussing on positive behaviours:

1. (Reminding children) 'I really liked it when....'; 'Ok we are going to start tidying up in one minute when the sand runs out'
 2. 'Well done for making the right choice....'
 3. (Qualified and specific) 'I really like the way you....I liked it a lot when...' Useful when there's been a difficulty between adult and child; sounds genuine
 4. (Reflecting feelings) 'When you.... you make me feel very proud/happy' etc
 5. (Positive labelling) 'You are really good at.....' or 'You are kind.....'
 6. (Positive descriptions) 'That's a fantastic piece of work.....'
- Praise should be used frequently and consistently for positive work effort and positive behaviour.
 - Praise helps to build relationships and foster a positive class dynamic.
 - Praise should be directed at individuals, groups and whole classes.
 - Praise can also be in the form of non verbal cues such as thumbs up, pat on the back, 'impressive' nodding or simply just smiling

Scripts to de-escalate difficult behaviour

Note assertive style and level of adult intervention compared to overleaf, clear indication that adult will assume control of a situation if child cannot /will not change their behaviour

1. (take up time) 'You need to start by.....and I'll see how you're getting on in one minute/come back when the sand runs out'
2. (re-direct) 'X you need tothank you'
3. (rule reminders) 'We have a rule about....use it thank you' or 'I'm looking for good.....'
4. (blocking- the broken record) 'you need to...you need to... you need to'
5. (language of choice) 'you can (do/have)... when you...' or "what choice do you need to make?' or 'what would be the easiest choice now?'
6. (be specific about the behaviour) 'What are you doing?' or 'what could you be doing?' or 'what have I asked you to do?'
7. (describe the behaviour) 'and now you're being rude' or 'X you are arguing with me'
8. (partial agreement) 'I know you want to use the paints but first we need to...'; 'I know others were at the table too and I will speak to them but you need to ... thank you'; 'I know it wasn't just you who was playing with the books but I need you to help pack it away, thanks...' (response: 'but but but') 'Yes I know, put it back in the box thanks... back in the box'.

N.B. These scripts can help us redirect children when they present low level difficult behaviour. However, if they are over used, such scripts could negatively affect our relationship with a child.

Useful strategies in stressful situations

Deflection

- 'I know, I can't stand it when my husband blames me for things too!'
- 'I need to start wearing high heels Freddy'
- 'Freddy I was daydreaming, what did Eleanor say?'
- when Freddy is getting fidgety in the afternoon, take him for a walk to the office, to get some water, take a message to ...

Reframing

- 'I wonder if when you pushed X out of the way, it was because you wanted to be the first at lining up and forgot that someone else was there before you'
- 'Freddy how do you think X felt when'
- 'I wonder if X shouted at you [playing football] because they thought you weren't passing the ball. It's really tough when you enjoy football to remember everyone, isn't it?'

Tuning in

- 'I know it is hot, Freddy. Do you need some water?'
- 'Freddy, I can see you're really enjoying the game but I can also see...'
- 'I know you want to answer but for now I need you to ...'
- 'I know you want to do this yourself but sometimes it can help to be reminded how to do...'
- 'I wonder if you don't look happy because you're angry about what happened at lunchtime Labelling'
- 'Freddy, that's really sensible'
- 'Freddy, I really like the way you were sitting before'
- 'Great lining up, thanks a lot'

Choices

- 'What could you say if you feel...?'
- 'We have a rule about talking to one another. That is not acceptable, how are you not going fix the problem?'
- 'X you need to Or you will be choosing time out'
- 'X you can go/have... when you...' OR 'when you ... then you ...'

Policy History

Date Reviewed by governors	Spring 2022
Next Review	Spring 2023

This policy has been agreed by the governing body of St Jude's School and supersedes all previous policies relating to this area.

Chair of Governors: Geraldine O'Brien

Signed:

Date:

Signed copy in school.