



27/03/2021

Behaviour and Learning Charter

[Type the document subtitle]

Version Control

Review Date	Version number	Reviewer/Owner (post holder)	Approved by (Committee)	Signature
Mar 2021		Kathy Clarke	Governors	

Contents

1. Introduction
 - 1.1. Aims and Scope
 - 1.2. Other linked Policies
2. Policy Statement
 - 2.1. Policy Terms
3. Guidance and Procedures
4. Appendices

1. Introduction

The Trust intends and expects that all decisions around the use of Trust resources will be underpinned at all times by its vision and values:

Our aim:

To create centres of educational excellence that inspire all pupils to turn their potential into performance

To achieve this our schools will:

Provide a broad and balanced curriculum that allows pupils to develop their talents and ambitions

Deliver the highest quality learning opportunities facilitated by excellent teachers

Inspire our pupils to become confident, motivated and respectful individuals ready to make a positive contribution to society

The Trust will support our schools by:

Maximising the resources and expertise available to individual schools

Providing a platform for the sharing of excellent practice

Challenging and developing staff to turn their potential into performance

1.1. Aims and Scope

The source of everything that we learn is from our continuous interaction with the world around us, especially from life experiences, and our relationships with other people. It is in this way that we come to live our lives in the best way that we can, to survive.

To thrive rather than merely survive, we need to live and learn within an environment where we can all feel that we belong and where our achievements are valued and celebrated.

In order to thrive we will implement our Behaviour and Learning Charter consistently to ensure that everyone at, or associated with, Red Oaks Primary School can contribute to creating a learning environment, a place where we can all become more and more able to thrive.

1.2. Other linked Policies

Safeguarding Policy

Equality Policy

Online Safety Policy

2. Policy Statement

Belonging

It is everybody's responsibility to help everyone else feel that they belong at Red Oaks, a place where we can all feel safe and have a strong sense of identity.

Becoming More Able

At Red Oaks we will seek for everyone to have the opportunity to gain the confidence and self-esteem that arises from becoming more able according to their individual strengths and talents. This may be from a wide variety of disciplines such as sport, music, craft, art, acting and dancing, as well as from more academic subjects. We can all become more capable within our behaviour and relationships.

Behaviour and our Survival Needs

All of our actions, and therefore all of our behaviours (the way we act), are driven by our survival needs:

Food: This is our need for food, water and air. When one of these is lacking we feel hunger, thirst or suffocation. These are the need feelings that signal to our minds that we have a problem to solve.

Possessions: We feel we need to have certain things, such as our clothes, home, space in which to live, money, and anything money can buy. When one of these is lacking we feel desire, wanting, needing, envy, and jealousy.

Rest: We need to have time without problems to solve, time to sleep, heal and replenish. To ensure we do this we feel tiredness, exhaustion, fatigue, and boredom.

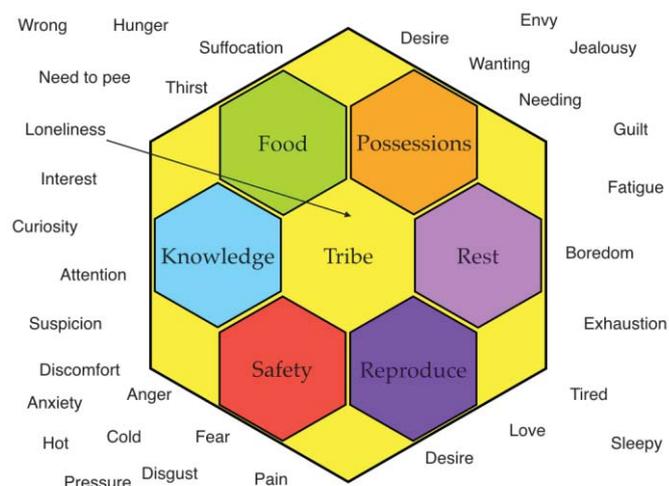
Reproduction: This is felt as love and desire.

Safety: When we believe that our safety is at risk we feel anger, fear, pain and disgust.

Knowledge: We need to learn how to live within our world. This need to know is felt as curiosity and interest.

Tribe:

We need other people to help us and care for us so that we can remain safe and meet all of our survival needs. When other people are not there for us we feel unimportant, lonely, abandoned or neglected. A significant proportion of poor behaviour such as bullying, attention seeking and disobedience to rules and anger, is driven by a need to feel important to others that is not being satisfied in a healthy way.



Survival Needs and Need Feelings

Expected Behaviour

When we demonstrate **Green Zone** behaviour towards another person, they are very likely to feel safe, believe that we will help them and that they are important to us.

At Red Oaks School we expect everyone to behave in this way.

Tribe: Our aspiration is for everyone to feel included and have a sense of identity as part of our Red Oaks Tribe. We also encourage this compassion towards every human being, irrespective of race, religion, nationality, sexuality, disability, gender, or any other difference.

Able: We will help each other to feel important within our Tribe by celebrating and rewarding each other for our endeavour, skills and success in all that we do. We will seek to be role models for each other, encouraging healthy learning and creativity.

Fair: We should all have fair access to everything that we need. We will seek to treat each other fairly according to our individual needs.

Kind: We will treat each other with kindness, both emotionally and physically.

Helpful: We will help each other to solve problems in a way that enables everyone involved to become more capable.

Conforming: We expect everyone to conform to our rules and ways of behaving so that we sustain our culture of safety and learning.

Loyal: We will be loyal to each other; avoiding gossip, and looking out for others within our school and our wider groups. This includes the on-line world as well as in person.

Honest: We can only learn from our errors when we are honest and take responsibility for them. We will avoid telling lies, making excuses, or blaming others when we get things wrong. We will see getting something wrong as an opportunity to accept responsibility and so become more **able** to solve problems healthily.

2.1. Policy Terms

Rewarding Good Behaviour

We will reward the **Green Zone** behaviour of others with our currency of belonging at every opportunity. This will strengthen our feelings of confidence, self-esteem, and belonging, as we all become more **able** to solve problems healthily.

Our currency of belonging:

- **Untarnished Time;** This is time spent with another person that is uncritical, not unfairly controlling, fun and enjoyable. Great friendships and relationships are built upon how we spend our time with each other.
- **Kind Touch;** Appropriate and welcomed touch provides a sense that we are important to another person. At school this may be a gentle and brief touch to the shoulder or arm as appropriate.
- **Smile;** This is our instinctive way of letting another person know that they are important to us, that we care about them and will help, not harm, them. It can also signal that we are feeling proud of them.
- **Like;** To 'like' is to let the other person know how their behaviour is making us feel. This can be a thumbs up, a smile, or a positive comment.

Our currency of belonging should be used constantly to reward good behaviour (**Green Zone**) and should be avoided when an individual is behaving poorly (Red Zone) towards us or others.



Golden Spot Thinking

Thinking is about solving problems and skillful thinking will enable all of us to become more and more **able** to solve problems in a way that is beneficial for ourselves and for other people.

We all have the ability to choose what we think about, to pay attention and focus our thoughts (as we choose). However, for many this ability is difficult to access due to high emotional arousal, where our fears and anxieties drive our thinking. Such individuals are simply surviving the best that they are able and are often struggling to feel important to others. We can help them feel included and important by watching for, and rewarding, any **Green Zone** behaviour they show, however small. Once we feel safe, calm, and that we belong, we can gain access to our ability to choose how to focus our thoughts. We have called this **Golden Spot Thinking** and when using it:

- We can choose to be curious, to ask questions, think clearly, and explore how the world works.
- We can choose to seek the bigger picture, taking a wholesome view of the world around us.
- We can choose to act with composure, staying calm and acting without haste.
- We can choose to collaborate, working with others to seek the best possible solutions to problems.
- We can choose to act with compassion, caring for ourselves, for others and for our planet.

Developing this ability, this power of healthy thinking, will naturally enhance individual and collective creativity and talent.

Learning from Poor Behaviour

Poor behaviour, behaviour from the **Red Zone**, is always driven by need feelings such as anger, fear, anxiety, hunger, annoyance, frustration, tiredness, a need for attention, sadness, being left out, a sense of unfairness and so on. These feelings are generated by how an individual is perceiving their world in that moment and no matter how much we believe they should not feel or act this way, we should acknowledge and accept that they simply could not see it otherwise. In fact, in some situations, emotional arousal may be so high that any ability to think clearly and rationally will have been hi-jacked.

It is important for children to feel safe in school. Feeling unsafe can lead to a number of **Red Zone** behaviours. During Term 5 of the academic year all staff will ask their children "What does a safe school look like to you?" Responses will be looked collated and any points that need to be actioned will be implemented for the next academic year.

We all behave from the **Red Zone** from time to time, we all make mistakes. At Red Oaks we consider mistakes to be an opportunity for us all to learn, and we will ensure that this learning is as rewarding as possible.

Common, or low level, **Red Zone** behaviour such as talking over the Teacher, calling out, leaving someone out should be dealt with at the time it occurs whenever possible. The behaviour should be described, including how it fails to meet expectations. For instance, "I notice, name, that you are talking. In our class we need to be quiet so everyone can learn". "Name, you are still talking, it makes me feel very sad that you are not being polite to everyone else". We will then ensure that an individual returning to the **Green Zone** is noticed and rewarded.

We should not expect instant results as we all come to behave in the only way we have come to know how to defend ourselves and to survive. However, if the following process is used effectively and consistently, this learning can be very rewarding, and therefore very rapid indeed.

Our **Learning To Thrive** model is for everyone at Red Oaks School. It will be taught and refreshed on a regular basis to all children and staff and shared with families, LAB members and other interested parties.

Learning to Thrive

Golden Spot Thinking

When we are calm and have ready access to our ability to think clearly, we can easily spot the mistakes we make by 'Catching the Feeling' that something is wrong, or could be improved. We can then ask ourselves, "How can I do this better?" This is learning.

However, a great deal of poor behaviour happens when we are highly emotionally aroused, such as when we are angry, frustrated, anxious, or overwhelmed. In this condition we simply cannot think clearly and we behave the only way that we know how to solve the problems we may perceive. This can include becoming aggressive, shouting, swearing, withdrawing, running away, or otherwise misbehaving.

To learn how to solve such problems in a more effective and healthy way, we first need to be able to access our **Golden Spot Thinking**.



We can help other people to gain access to their **Golden Spot Thinking** by:

- Remaining calm ourselves, viewing every incident as an opportunity for everyone involved to learn.
- Using 'I' statements such as 'I expect you to be kind to each other' or 'I am feeling really sad that you are' to assertively describe their behaviour.
- Avoid inflaming a situation by condemning, criticising, or punishing whilst emotions are running high, no matter how much we disagree with how another person is behaving.
- Separating those involved, if necessary, and taking firm, impartial, control of a situation.
- Use humour or distraction as appropriate to help calm a situation.
- Allowing time for people's emotions to subside whilst reassuring them that we wish to help them to solve their problem. Statements to show that we understand can help such as "I can see that you are really angry (frustrated, annoyed) at the moment."
- Seeking to understand the whole situation, remembering that all **Red Zone** behaviour is driven by a legitimate need.
- Dealing with all parties involved fairly, no matter how obvious it may seem at first that one person is at fault.
- Reminding them, once they have calmed, that thinking clearly is really hard when we are upset and how we can all learn so much more when we are calm and have access to Golden Spot Thinking.
- Catch Feelings

We can help another person by asking the question, "How are/were you feeling?" This signals that you are willing to understand their situation; that you are intending to help them to find a solution and not condemn them.

Very often, once our emotions have calmed, we may feel disappointed with ourselves, perhaps guilty, or ashamed with our part in an incident. Whilst these are unpleasant emotions, we can explain that we can think of them as helpful in that they are signalling to us that we could have solved a problem in a better or healthier way. In fact, we can consider that these feelings are the starting point for learning how to improve behaviour.

However, they may still believe that others involved are entirely to blame, or should also be held accountable for their part. We should, as impartially as possible, explore their explanation of how they came to feel this way, helping them to understand the problem that they had, or have.

Honesty

This is about being honest for our part in **Red Zone** behaviour. Being honest about our errors can be very difficult, as being so can make us feel very vulnerable. We may lie, blame others or make excuses to avoid criticism or punishment and this can become habitual. However, without honesty we will not be able to recognise and learn from our errors or poor behaviour.

For another person to be honest with us they must first come to trust us and know that our intentions are to help them to learn and not to criticise, condemn or punish. For others to trust us we must be role models and always seek to behave from the **Green Zone** ourselves and demonstrate that we are honest about the mistakes that we make and are prepared to learn ourselves.

To help others to learn we will encourage and reward honesty, "I know it can be hard to be honest, so well done!"

Responsibility

There will always be many reasons for poor behaviour, including the provocation of another person, our mood at the time, how we have come to understand our situation from our parents, our life time experiences, and many other factors.

We can ask a genuinely curious question such as "How did it happen?" to show that we really wish to understand and support them. Acknowledging the impact another person's behaviour has had on them will demonstrate that we are being fair, "I can see how that would make you feel cross" or "I bet you were really frustrated".

Reassure that you will deal with everyone involved in the same way and that you will seek for them to be honest and take responsibility for their part.

It may be helpful to explore how they believe the other parties may have been feeling and how they could have dealt with the situation differently.

Once we have established how an incident came about, we can focus upon their own responsibility, how they may have behaved from the **Red Zone**. "How did you deal with how you were feeling?" Reassure that for them to become better problem solvers they only need to take responsibility for their part and that they are not being blamed for the whole situation.

Once they can focus upon their behaviour it may well be that their feelings have shifted from anger or frustration to sadness, guilt or embarrassment. This is a great starting point for learning, but we are very vulnerable at this stage. Reassure that these feelings can be seen as helpful as they are simply letting us know that we should discover how we can deal with things in a better way.

Making It Better

Relationships are very valuable to us and any poor behaviour is likely to cause others to think badly of us. It is therefore very important that we seek to repair any damage caused to our relationships.

We can do this in many different ways including:

- Sincere apologies for our part (never forced), this may be verbal or written
- Clearing/tidying up
- Repairing or replacing
- Carrying out a thoughtful gesture

Forgiving

If someone has behaved poorly, been honest about their part, taken responsibility to learn from their experience, and then sought to make it better, we will consider that the incident is over, and that no further action needs to be taken other than to ensure those involved learn how they may better solve similar problems in the future.

Learning

We encourage everyone at Red Oaks School to take responsibility for their own learning and we can all learn from the mistakes that we all make from time to time. We can ask ourselves the question: "How could I deal with this better next time?"

We can also help each other to learn by asking the question: "How could you deal with this better next time?" and rewarding great ideas. If they are unsure, we can support them by suggesting suitable options from which they can choose.

Improvements in behaviour will be celebrated using cool kids, cool dudes, stickers, certificates and contact with parents.

Consequences will only be used to help learning, and for no other purpose. As far as is possible, consequences should be suggested by, and owned, by the learner. Consequences should be small, fair and achievable and may include:

- Loss of play time
- Loss of play time to complete work
- Partner classes
- Time out
- Separation from distractions

Where possible, we can help another person to learn by rehearsing situations where similar mistakes may be made by helping them to imagine success.

If similar behaviour is likely to be repeated we should warn them so that they have every chance to practice better solutions before imposing their consequence.

If the behaviour is repeated, their consequence should be imposed reluctantly, and only to help their learning.

Dealing with Disruptive Behaviour

A child may occasionally disrupt the learning environment of others within the school and having been given the chance to make a better choice, do not respond sufficiently quickly to be dealt with in the classroom or playground. In these situations the child may be required to leave the classroom, or playground, either for an opportunity to calm down, or to be dealt with by the head teacher, or their nominee using the same process as above where necessary. Incidents are recorded in the Behaviour Log.

Mobile Phones and Camera Technology

These types of technology are NOT permitted in School. Children must hand mobile devices to the office as soon as they enter the building. If mobile devices are found, these will be confiscated and returned to the child at the end of the school or given to parents as appropriate.

Persistent Poor Behaviour and Very Poor Individual Behaviour

Occasionally a child will be resistant to learning from their mistakes and this can include ongoing classroom disruption. It may also be that a child makes a very serious single mistake, such as verbal and physical abuse of another, bullying, causing damage, or stealing. In exceptional circumstances where the child's safety and/or the safety of others is compromised then appropriately trained staff may be called upon to restrain and or remove the child from the situation. (See Force and Restraint Policy)

The above process should be followed but in addition:

- The child's parent or guardian will be notified by the head teacher and requested to attend the school to decide an appropriate way forward. This will be an opportunity to explain the school process and seek a similar approach to be taken at home.
- Consideration will be given to establishing an individual education/play plan for the child, an Early Help Record of assessment or requesting additional funding and/or statutory assessment.
- If necessary a positive handling plan and risk assessment will be created for the child.
- The SENDCO/head teacher will offer support for the family and consider whether other agencies should be involved, such as educational psychology, targeted mental health service, and police. In certain circumstances there may be a legal requirement to undertake this referral. Advice may be sought from the Social, Emotional and Mental Health Support Team. A child's parent or guardian will be informed of the action taken, including a clear rationale.

Dealing with Poor Behaviour Outside the School Premises and School Day

There may be times where poor behavior has a negative impact on the school's reputation and/or learning environment. In the event of this, staff will follow the processes outlined in the Charter and involve parents/police where it is deemed necessary.

Exclusions

In very serious circumstances, and as a last resort, the head teacher may impose exclusion upon a child in line with Swindon Borough Council exclusions policy. This may take the form of a fixed term exclusion e.g. one day, three days, five days. The LAB will consider permanent exclusion in extreme cases.

Misbehaviours that may result in a fixed term/permanent exclusion include physical abuse, verbal abuse, sexual abuse, possession of weapons or drugs, distribution of inappropriate materials. If low level behaviour is persistent this can also result in fixed-term/permanent exclusion.

Information upon the appeals process is available through the school office.

3.1 Guidance and Procedures

De-escalation Techniques

Not all of these techniques will work for every child. It is important that you choose the techniques you use carefully, keeping what you know about the child in mind.

1. Act calm even if you're not.
2. Say, "Let's talk about this later".
3. Use humour to lighten to mood.
4. Lower your voice.
5. Give a choice.
6. Ask, "What would help you right now?"
7. Change the subject to a positive one.
8. Give personal space.
9. Say, "I see where you are coming from."
10. Show that you are listening.
11. Remove the audience.
12. Say, "I want to help you."
13. Talk about something they like.
14. Make a joke.
15. Encourage the person.
16. Remind them of something amazing they did.
17. Say, "You can do this."
18. Call another adult for help.
19. Say, "Let's call... I think they can help."
20. Be willing to find a solution.
21. Offer to change the way you are doing something.
22. Repeat what the person is saying.
23. Validate their thoughts – "I can see that you're feeling... and that's ok"
24. Avoid over-reacting.

25. Use active listening.
26. Offer a solution.
27. Let the person talk without interrupting.
28. Say, "I see your point."
29. Offer to take a walk with the person.
30. Clarify expectations.
31. Remind them of something they love.
32. Invite them to do a preferred activity.
33. Ask if they can explain more about how they're feeling.
34. Try to understand the person's perspective.
35. Slow yourself down to avoid getting worked up.
36. Say, "So, you're upset because... right?"
37. Don't say "calm down".
38. Show empathy.
39. Encourage the person to use a coping strategy.
40. Don't take items or personal property away from them.
41. Encourage the person to take a walk or get a drink.
42. Give the person an "out" (i.e. letting them go to another room or walking away).
43. Ask, "Would it help if... ?"
44. Keep escape routes open to the door.
45. Coach the person with positive remarks.
46. Acknowledge where you agree with the person.
47. Remind the person, "You're not in trouble".
48. Tell the person, "I'm here for you."
49. Say, "Talk to me," and listen.
50. Tell the person to take a minute to themselves.
51. Distract by saying, "Hey, let's go..."
52. "Do what works" in the moment.
53. Ask them to draw a picture of what happened.
54. Just give wait time.

Bullying Procedures

1. Each case will be treated individually and depending on circumstances, one or more of the following strategies will be employed.
2. Report bullying incidents to staff
3. Follow the mistakes process
4. In cases of serious bullying, the incidents will be recorded by staff
5. In serious cases parents should be informed and will be asked to come in to a meeting to discuss the problem
6. If necessary and appropriate, police will be consulted
7. The bullying behaviour or threats of bullying must be investigated and the bullying stopped quickly
8. An attempt will be made to help the bully (bullies) change their behavior using outside agency support as necessary
9. After the incident/incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place

APPENDIX ONE

Rewards

Positive reinforcement promotes good behavior and Red Oaks uses the following rewards to achieve this:

Individual Rewards

- * Certificates in assembly with BLP or values link
- * Stickers
- * Visits to Head/Deputy/SENDSCO/Phase Leaders for extra special praise/rewards
- * Sharing work with partner class/other teacher
- * Postcards home
- * House points
- * Class Dojos

Whole Class Rewards

Each year group use their own system to reward whole class achievements. This is adapted for each year group when required.

This could include:

- Marbles in a jar
- Table points
- Class Dojos
- Pom poms in a jar

This reward system allows the class to earn a non-costly extra treat at the end of the term which is decided upon by the children

Examples:

- * 5 minutes extra play
- * Class video
- * Privilege time
- * Free computer time in IT room – iPads
- * Trip to local park

Class Behaviour

Nursery

Rewards and Sanctions Used:

- 1) Dojo points for appropriate behavior, learning etc
- 2) Individual stickers/praise.
- 3) Class Chart showing Golden Rules/Good Choices – linked to Jenny Mosely Circle Time. Children have their photo stuck on class caterpillar – climb caterpillar for behaviours linked to rules. Prize at the top.

Sanctions:

- 1) Warnings when not making good choices.
- 2) Thinking time on the Green spot (some children we provide 3 minute time as visual aid).
- 3) Go to another Foundation Stage Class.
- 4) Some individuals have Sticker Charts and when they achieve a given number in a day they have their preselected reward eg. Go to see fish, bubbles etc
- 5) Move down caterpillar for inappropriate behaviours

Reception

Use Do Jos as a reward linked to class rules and values, promoting good behaviour and hard work. One verbal warning given. If behaviour persists the child is asked to sit on a designated chair/orange spot. If the behaviour continues the child is sent to the other reception class, partner class and then senior management.

Y1/2

Y1 transition from YR – warm and fuzzies to promote PSE. Dojo points used to reward good behavior. Verbal warnings for poor behavior, if second warning given – partner class used. If they beat whole class previous dojo score then a small whole class reward given eg 5 extra minutes play or time on trim trail. Partner classes same as reading partner classes.

Y3/4

A verbal warning is issued for inappropriate behavior and if this continues children lose part of their lunch / break. Whole class rewards, brownie points, marbles, Dojo points used frequently to encourage and reward. Table points and house points. Traffic light/ emojis/smiley face system on display. Special Person and Secret Student.

Y5

Traffic Light System is used. A verbal warning is issued for inappropriate behaviour and if this continues children lose part of their lunch / break . House points. Dojo – individual and class. Whole class reward: Brownie/Marble

Y6

House points/Dojo points for excellent attitude and learning behavior leading to a class reward. Children get verbal warnings, which can result in working in a partner class and / or in the office depending on the circumstances. Phone calls to parents if appropriate.

Forest

Individualised reward, charts and systems as per Positive Behaviour Plans. Traffic light system on display – used after verbal warning. Choosing board, house points, Dojo points (some children)

Partner Classes

Teachers should send the child with a short note explaining why they have been sent (if not obvious) or make a phone call to the class to explain.

APPENDIX TWO

Bullying

Statement of Intent

We are a TELLING school. This means that anyone who knows that bullying is happening is expected and encouraged to tell a member of staff.

What is bullying?

Bullying is different from other poor behaviour in that the act or acts are generally repeated. Bullying is the use of aggression and/or intimidation with the intention of hurting another person. Bullying results in pain and distress to the victim.

Bullying can be:

- Verbal name calling, sarcasm, spreading rumours, teasing
- Emotional being unfriendly, excluding others, tormenting (hiding books, threatening gestures)
- Physical - pushing, kicking, hitting, punching or any use of violence
- Racist - racial taunts, graffiti, gestures
- Homophobic - focusing on the issue of sexuality
- Sexual - unwanted physical contact or sexually abusive comments
- Cyber - all areas of internet such as email, mobile threats by text messaging and calls, misuse of cameras and recording equipment, use of social media to threaten, intimidate and/or cause upset and distress.

Why is it Important to Respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need support to learn different ways of behaving.

All staff have a responsibility to respond promptly and effectively to issues of bullying.

The objectives of this policy are that:

- All LAB members, teaching and non-teaching staff, pupils and parents should have an understanding of what bullying is.
- All LAB members, teaching and non-teaching staff should know what the school policy is on bullying, and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- Bullying will not be tolerated and pupils and parents should be assured that they will be supported when bullying is reported.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Staff and parents should be aware of these possible signs and that they should investigate if a child:

- is frightened of walking to or from school
- doesn't want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in school work
- comes home with clothes torn or books damaged
- has possessions which are damaged or "go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- comes home unusually hungry (money / lunch has been stolen)
- becomes aggressive, disruptive or unreasonable
- is bullying other children or siblings
- stops eating or begins to overeat
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated

Prevention

A positive preventative approach will be used for helping children to prevent bullying. As and when appropriate, these may include:

- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays (or using KIDSCAPE role-plays)
- having discussions about bullying and why it matters

APPENDIX THREE

Changes to Policy during Covid-19 Pandemic

- If a child needs time out, the headteacher/deputy head will be called to collect the child. The child will spend time as appropriate with head/deputy.
- Teachers will not use partner classes.
- If team teach is needed, in the first instance, other children will be removed from the classroom. Team Teach will only be used if children cannot be removed or the child is at risk of harming themselves.
- Behaviour expectations in all other parts of the school remain the same.
- Soft/time out zones and tents will not be used. Teachers can talk to children who need time out regularly to calm down to ask them where they would like to go. This can be accommodated if this is deemed safe to them and others.
- The list of Red Zone behaviours has been amended to include, spitting or coughing in another person's face and deliberately and intentionally not overserving social distancing rules. In the case of spitting or coughing in another person's face the child will be excluded for a fixed term

APPENDIX FOUR

De-escalation Techniques

Not all of these techniques will work for every child. It is important that you choose the techniques you use carefully, keeping what you know about the child in mind.

1. Act calm even if you're not.
2. Say, "Let's talk about this later".
3. Use humour to lighten to mood.
4. Lower your voice.
5. Give a choice.
6. Ask, "What would help you right now?"
7. Change the subject to a positive one.
8. Give personal space.
9. Say, "I see where you are coming from."
10. Show that you are listening.
11. Remove the audience.
12. Say, "I want to help you."
13. Talk about something they like.
14. Make a joke.
15. Encourage the person.
16. Remind them of something amazing they did.
17. Say, "You can do this."
18. Call another adult for help.
19. Say, "Let's call... I think they can help."
20. Be willing to find a solution.
21. Offer to change the way you are doing something.
22. Repeat what the person is saying.
23. Validate their thoughts – "I can see that you're feeling... and that's ok"
24. Avoid over-reacting.
25. Use active listening.
26. Offer a solution.
27. Let the person talk without interrupting.
28. Say, "I see your point."
29. Offer to take a walk with the person.
30. Clarify expectations.
31. Remind them of something they love.
32. Invite them to do a preferred activity.
33. Ask if they can explain more about how they're feeling.
34. Try to understand the person's perspective.
35. Slow yourself down to avoid getting worked up.
36. Say, "So, you're upset because... right?"
37. Don't say "calm down".
38. Show empathy.
39. Encourage the person to use a coping strategy.
40. Don't take items or personal property away from them.
41. Encourage the person to take a walk or get a drink.
42. Give the person an "out" (i.e. letting them go to another room or walking away).
43. Ask, "Would it help if... ?"
44. Keep escape routes open to the door.
45. Coach the person with positive remarks.
46. Acknowledge where you agree with the person.
47. Remind the person, "You're not in trouble".
48. Tell the person, "I'm here for you."
49. Say, "Talk to me," and listen.
50. Tell the person to take a minute to themselves.
51. Distract by saying, "Hey, let's go..."
52. "Do what works" in the moment.
53. Ask them to draw a picture of what happened.
54. Just give wait time.

APPENDIX FIVE

The following behaviours may result in a fixed term exclusion (FTE):

- Hitting (punch or slap) – member of staff or another child in anger
- Kicking
- Biting
- Spitting at someone or in someone's direction
- Weapons used in anger or in a dangerous way
- Repeated/persistent threats
- Strangling

Internal Exclusions (out of the classroom with a box of calming 'toys' e.g. sand timer, sensory items – not fun items)

General/non-angry threats

Swearing – if used in a threatening way or directed at someone in anger/derogatory way

Running away/hiding – miss playtime (same day or following day if necessary)

Climbing/swinging then the child must be lifted down to keep them safe

When deciding the most appropriate consequence, SLT will always consider the context in which the event happened.

As an inclusive school, we recognise that children with additional needs may need more scaffolding or extra time to make the right choices.