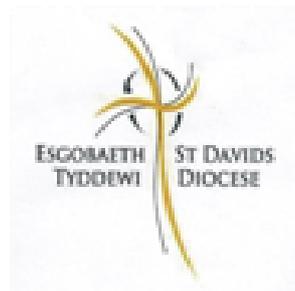


COSHESTON VC SCHOOL



Positive Behaviour Policy

January 2022

Introduction

Cosheston V.C. School bases its positive behaviour policy on our School Motto, *'Be the difference'*. This is integral to the ethos of our school. Our School Motto is intended to help the whole school community to support each other in achieving goals that require respect, motivation, perseverance, kindness and teamwork.

In Cosheston V.C. School, Emotion Coaching is at the heart of everything we do. We are committed to ensuring the highest possible standards of learning and teaching for all our pupils. We believe that for children to be ready to learn, they must firstly feel happy and secure. Restorative Practice and Emotion Coaching are a whole school approach and all staff members have recently attended refresher training in order that this forms the basis of their everyday practice. We do many things each day that are restorative and they have become a part of school life. One of the most important aspects of Restorative Practice and Emotion Coaching is the language we use that positively affects everyone around us. This is what teaches our children social interaction, emotional literacy and understanding the impact of positive and negative behaviour. The way that we speak to each other and manage conflict is so vital to how we feel and this is why we are placing Restorative Practice and Emotion Coaching at the heart of our school behaviour management. Restorative questions lay the foundation for, and act as the building blocks for all forms of restorative processes that seek to discover the root cause of challenging behaviour, determine impact, repair harm, and ultimately restore damaged relationships.

The Restorative Questions and Emotion Coaching scripts can be found in **Appendix 1**.

Aims

Positive Behaviour creates an environment in which all members of our school community feel safe and secure. At Cosheston V.C. School we:

- ◆ encourage a calm, purposeful and happy atmosphere within school
- ◆ foster positive, caring attitudes towards everyone where achievements at all levels are valued
- ◆ continue to use the restorative approach to promote positive behaviour
- ◆ continue to reinforce the importance of our School Motto and Values (Appendix 2)
- ◆ ensure children feel a sense of belonging
- ◆ recognise good behaviour
- ◆ reward and praise good behaviour
- ◆ encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- ◆ promote the values of our school
- ◆ promote positive behaviour
- ◆ ensure that our children are given every opportunity to succeed
- ◆ encourage and guide our children to become:
 - ambitious, capable learners, ready to learn throughout their lives
 - enterprising, creative contributors, ready to play a full part in life and work
 - ethical, informed citizens of Wales and the world
 - healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

(Successful Futures, Prof. Donaldson 2015)

At this school much emphasis is placed on good behaviour, not only in school but also in the playground, whilst travelling on coaches on educational visits - in short, in every activity or situation in which the children are involved.

It is imperative that as children pass through the school they are educated, trained and encouraged to be kind, courteous and polite to each other as well as to adults and that their behaviour is based on mutual respect and consideration for others.

Cosheston VC School is an Attachment Aware school and all staff have attended training in Trauma Informed Schools and ACES, Attachment, Mindfulness and Empathy. this means we value the positive difference that strong relationships provide. There is ‘no significant learning without significant relationships’.

Emotion Coaching

Emotion Coaching provides children with the opportunity to:

- achieve socially and academically in school
- have fewer behavioural problems
- be more emotionally stable
- be more resilient.

Emotion Coaching uses moments of heightened emotion and the resulting behaviour to guide and teach the child about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security.

Emotions are labelled and this activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically.

"Helping children and young people to understand the different emotions they experience, why they occur and how to handle them."

(Gottman 1996)

Emotion Coaching vocabulary:

Emotion Vocabulary				
Anger	Sadness	Fear	Disgust	Surprise
Frustrated	Lonely	Worried	Disappointed	Confused
Mad	Hurt	Insecure	Bitter	Overwhelmed
Annoyed	Guilty	Embarrassed	Resentful	Startled
Offended	Uninterested	Rejected	Shameful	Shocked
Threatened	Inadequate	Vulnerable	Averse	Amazed

Emotion Coaching steps:

Step 1: Recognising your own and other person’s feelings and empathising with them.

What are the feelings you might experience in this situation?

What are the feelings for the other person?

Step 2: Labelling the feelings and validating them.

<p>Labelling:</p> <ul style="list-style-type: none"> • Use words to reflect back the person's emotions <p>Validating with Empathy:</p> <ul style="list-style-type: none"> • Empathise with the emotion by paying attention to what you are feeling and trying to see things from the perspective of the other person • Look for physical as well as verbal signs of the emotion being felt • Affirm • Allow time to calm down. Watch for physical signs of calming 	<p>Possible sentence starters</p> <ul style="list-style-type: none"> • I wonder if you feel..... • It seems that you are..... • That sounds as though it was • That must have been scary..... • I wonder if you are feeling nervous.... <ul style="list-style-type: none"> • I'm sorry that happened to you, that must feel • How hurtful, for you • That sounds (or feels) like it is a big feeling. • I would feel if that happened to me. • It's normal to feel about • It's OK to feel angry about when ... happens to you • No wonder you were....., I imagine you were looking forward to... • I can see you feelwhen that happens/when I do(say).....
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Step 3: Limit setting (if needed).
Give guidance and positively explain boundaries by outlining what is acceptable behaviour.

<p>Limit Setting:</p> <ul style="list-style-type: none"> • I understand that you might have not felt listened to, we need to stay safe in the classroom, we use kind hands. • Remember we try to use words to tell people when something is not right for us • When you told Amber to go away, it made it difficult for everyone to keep playing, everyone likes to play in a group. • In school, we have guidelines to follow that keep us all safe. • When it is raining we need to wear our jackets to play outside
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Step 4: Problem Solving with the child or young person.
 Helping the c/yp to consider alternative courses of action when experiencing emotional moments. This will vary and be dependent upon the context. A possibility would be to think about problem solving as having three parts: Exploring, sharing ideas, agreeing solutions.

<p>A. Exploring</p> <ul style="list-style-type: none"> • You might talk with the C/YP's about the feelings and needs that gave rise to the problem/behaviour/situation – be specific. • C&YP might need help to think about what they were trying to achieve with their behaviour, what did they want to stop or start? <p>“What were you wanting to happen?” “How were you feeling when that happened?” or “What did it make you feel like?” “Have you felt that way before?”</p>
<p>B. Sharing Ideas</p> <ul style="list-style-type: none"> • Identify alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions, through scaffolding • Empower the C&YP to recognise feelings, behaviour and take ownership/responsibility of actions and finding ways to self-regulate in the future. <p>“Let's think of what you could have done instead” “Can you think of a different way to deal with your feelings at this time?” “What about if you.....” “Let's put some ideas on paper of what you could do if you felt in the future”</p>

C. Agreeing Solutions

"Let's look at the list and see what we think together?"

"What ideas and suggestions do you like?"

"You could or, which one sounds good to you?"

"What ideas don't you like?"

"Let's decide what you will do next time you feel like this"

"How do you think doing..... would be more helpful for you and others?"

"What will help you to remember to do this?"

"How can you practice to ?"

Through the use of Emotion Coaching the child should understand that:

- 1) we all have feelings and need to recognise them in ourselves as well as others
- 2) we are not alone and we are accepted, supported, valid, cared about, understood, trustworthy and respected – this is then returned
- 3) we are empowered and it's safe to engage in problem-solving
- 4) all feelings are normal but need to be regulated and expressed constructively.

Staff should:

- 1) recognise all emotions as being natural and normal and not always a matter of choice
- 2) recognise behaviour as communication (Relational vs Behavioural Model)
- 3) look for physical and verbal signs of the emotion being felt
- 4) take on the other's perspective (Mentalising/ Mind-mindedness)
- 5) use words to reflect back emotion - provide a narrative for the emotional experience (creating cognitive links).

It is important to remember: 'Much of today's popular advice ignores the world of emotions. Instead, it relies on child-rearing theories that address the children's behaviour, but disregard the feelings that underlie that behaviour.' (Gottman, 1997)

At Cosheston VC School we believe it is important to recognise the good behaviour of pupils, and to this end a 'recognition board' is kept in each class where the positive behaviours, kindnesses, care for others etc can be acknowledged. We believe it is important that pupils are recognised for their good behaviour.

In the case of misbehaviour, we follow the consistent system of:

- 1) Reminder
- 2) Warning
- 3) Final Chance
- 4) Consequence
- 5) Repair

- When dealing with disciplinary matters or using some form of sanction staff will, of course, need to use their own professional judgement, taking into account the nature of the problem and the specific child(ren) involved. As such it is not possible or desirable to be prescriptive in these matters.
- It is also important that teacher expectations are stable, constant and high.
- General school discipline should follow daily class routines.
- Staff discipline must be exemplary.

In the event of classroom procedures and practices failing to reach a satisfactory conclusion, the class teacher should seek support from others including the ALNCo and Headteacher with a view to:

- i) formulating a series of new strategies
- ii) arranging a meeting with the parents of the child in question
- iii) considering the pupil working with the ELSA within school
- iiii) consulting with external agencies and support services e.g. Social Services, Educational Psychologist etc.

Emotion Coaching provides the opportunity to support a child effectively through the emotions being experienced, and linking these with the behaviours demonstrated. It is important that the principles are followed by all staff.

- Have your Emotion Coaching ‘script’ ready. Consult colleagues and seek advice and help before matters come to a head.
- Always consult the Head Teacher before contacting parents over a disciplinary matter.
- Liaise with the ALNCo to contact external agencies where appropriate.

Class Rules

At the start of each school year, each class establishes their own ‘Class Rules’, which reflect the school values. These class rules are discussed and agreed through Pupil Voice. This is agreed upon, put up on display and is referred to as and when necessary throughout the year. The process of developing the class charter can serve to unite the class and it ensures that the children develop a sense of ownership of the classroom and of their learning environment.

Responsibilities

By ensuring consistency throughout the school, we can have a positive influence in actively helping and supporting our children. We must all have a responsibility in this.

Staff Responsibilities

- ◆ Be consistent, fair and persistent (Restorative/Emotion Coaching Approach)
- ◆ Help children to develop their full potential
- ◆ Secure knowledge of individual pupil strengths and areas for development, both academically and emotionally
- ◆ Provide challenging, interesting and stimulating activities and lessons

- ◆ Uphold the requirements of the Home/School Agreement
- ◆ Be calm, fair, open minded and reasonable when challenging situations occur (informed by child, other staff members or parents)
- ◆ Celebrate and communicate achievements both in school and outside of school
- ◆ Create a safe and pleasant environment both physically and emotionally
- ◆ Be a good role model, demonstrating high expectations of oneself and others
- ◆ Follow school policy robustly and reliably
- ◆ Use approaches clearly and consistently
- ◆ Seek advice and support from colleagues and other professionals as appropriate (and with consent) if a situation escalates

Parent / Carers Responsibilities

- ◆ Make children aware of appropriate behaviour
- ◆ Be calm, fair, open minded and reasonable when challenging situations occur (informed by own child or staff members)
- ◆ Encourage independence and self-discipline
- ◆ Support and encourage school aims and values
- ◆ Uphold the requirements of the Home/School Agreement
- ◆ Celebrate and communicate achievements both in school and outside of school
- ◆ Communicate honestly and openly with class teacher if worried or concerned about changes in a child's behaviour
- ◆ Work in collaboration with school and other professionals as appropriate to agree next steps in order to move forward with challenging behaviour - endeavour to attend relevant training where needed e.g Parent Partnership, school based

Pupil Responsibilities

- ◆ To try their best to follow our School Values, motto and class rules
- ◆ Be responsible and make active contributions to their own learning as appropriate to their age and stage of development
- ◆ Uphold the requirements of the Home/School Agreement
- ◆ Be proud of their achievements
- ◆ Treat others, their belongings and the environment with respect
- ◆ Show consideration for others
- ◆ Try to be calm, fair and honest when challenging situations occur
- ◆ To consider the effects of their actions on others (Restorative Practice)

Staff should be aware of themselves

When dealing with disruptive incidents, consider the following:

- ◆ your position in class
- ◆ your proximity to disruptive children
- ◆ your facial expression
- ◆ your tone of voice
- ◆ your posture
- ◆ your choice of words
- ◆ the use of eye contact
- ◆ your feelings – stay calm

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it? Do they diffuse the situation or ignite it?

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child as well as making the rest of the class feel 'told off' too. Some children find direct praise hard to handle so praise should be as descriptive and specific as possible and you should be sensitive to the impact. For some children, public praise can be seen as a negative experience and therefore individual need must be considered before employing positive behaviour techniques. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Three positives before a way forward

This can apply to individuals as well as to classes. Before criticising a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, aim to show appreciation rather than criticism in order that ways forward can be promoted. The lesson children will learn is that they are more likely to get attention when they behave or work well than when their behaviour is negative.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger off bad behaviour. The language used by all staff, in-line with Restorative Practice, also must be as consistent as possible. The phrases 'I need / we need / ___needs you...' can help to diffuse a potentially difficult situation as the use of this less confrontational language creates more of a partnership. For pupils with low self-esteem, the addition of 'yet' to the end of self-critical sentences such as 'I can't do this!' creates a growth mind-set, instilling in pupils that everything is possible with some effort. Empathising with pupils when they are verbally stating their unease / anger, e.g. Pupil: 'I hate this...' Adult: 'I know / I understand that is how you are feeling' can de-escalate situations as this non-confrontational approach ensures that arguments cannot take place.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head enable children to feel safe. Put yourself in a position within class or outside where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive. Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... "I can see that you are cross because you are...., did something happen?" Always follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'.

Maintain frequent contact

Aim to make fairly frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

Pre-empt disruptive behaviour

If a child is off-task, the important tactic is to return their attention to the task before they actually become disruptive.

Catch them being good

This can be hard with some children but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take will encourage and reinforce that movement.

Intervention

In order to enable the child's learning it may be necessary to provide them with 'time away' in a quiet environment away from the classroom. This may be a time for them to reflect independently or they may need 'talk time' with an adult to 'be heard' e.g. the class teaching assistant.

PSE/D

The foundation of Cosheston V.C. is the development of personal and social skills. PSE/D lessons are an integral part of learning and teaching. We believe that developing social and emotional aspects of learning in our children encompasses the foundation for success in all aspects of school life. The school day includes 'checking in and out' through the use of *Speakr* and regular circle times. This ensures our children start and end their day on a positive and happy note. The strategies and life skills we provide our children with in PSE/D lessons will help our children to grow within a safe and secure environment, and to become positive, responsible and happy members of our school and the wider community.

Rewards and Consequences

Rewards

Our emphasis is on celebrating and reinforcing good behaviour skills, rather than reacting to the negative. We encourage all our pupils to practise good behaviour by maintaining high expectations of them. A range of positive strategies are used to actively encourage and reward both academic and non-academic achievements.

We recognise effort through use of effort ladders and the importance of consistency, continuity and progression in celebrating good behaviour. Some suggested 'rewards' for each year group are outlined below. These are subject to change dependent on Pupil Voice and staff evaluation of impact.

Year group	Suggested Rewards
Nursery and Reception	<ul style="list-style-type: none"> • Feedback to parents – verbal / copy of work / phone call • Positive feedback – non-verbal, verbal and written • Bwrdd Bendigedig – 'Superstar' • General reward stickers on individual cards • Seren yr Wythnos
Year 1 and Year 2	<ul style="list-style-type: none"> • Feedback to parents – verbal / copy of work / phone call • Positive feedback – non-verbal, verbal and written • Bwrdd Bendigedig – 'Superstar' • General reward stickers on individual cards • WAGOLL learning / behaviour recognition • Seren yr Wythnos • Golden Time • Visit other classes / teachers
Years 3, 4, 5 and 6	<ul style="list-style-type: none"> • Bendigedig board • General reward stickers on individual cards • Specific praise language, including cheers • WAGOLL learning / behaviour recognition • Feedback to parents – verbal / copy of work / phone call • Visit other classes / teachers • Positive feedback – non-verbal, verbal and written • Seren yr Wythnos • Golden Time • Class roles and responsibilities

Consequences

At Cosheston V.C. School we are committed to using a positive approach to developing appropriate behaviour skills. However, we recognise that consequences are at times necessary to promote and establish effective personal and social skills.

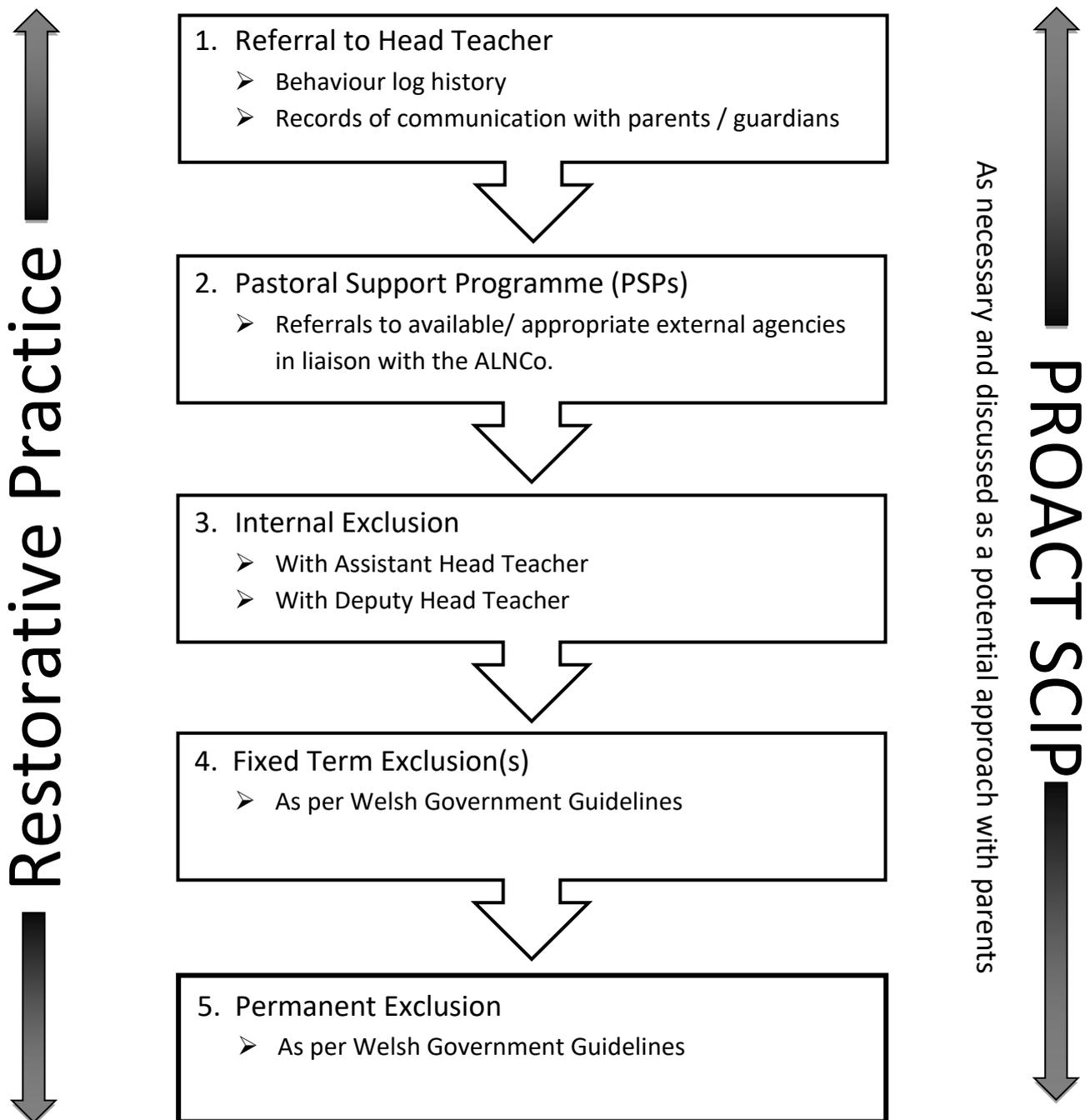
Staff at Cosheston V.C. School are committed to managing behaviour and developing positive attitudes. We understand this is vital as it helps learners cope and succeed in different ways. The following guidance presents consequences in a sequential order – where an individual behaviour results in an individual consequence.

Behaviours	Consequences		
A child displaying out of character behaviours	A private quiet chat/discussion to ascertain if there are any reasons for the unexpected behaviours – discuss ways forward, e.g. How can we help you with this?		
Low Level Behaviours	Individual	Group	Restorative Practice
<ul style="list-style-type: none"> • Talking (over a peer/adult) at inappropriate times. • Distracted/not on task/fiddling with resources. • Disturbing other children. • Not following instructions/rules. • Avoidance, e.g. mislaying resources/home learning. • Not following school rules • First Instance of ‘not telling the truth’. • Hiding equipment/property which causes upset. • Inappropriate use of equipment, e.g. throwing books into a box / leaving equipment on floor. 	<ol style="list-style-type: none"> 1. Non-verbal gesture e.g. look/pause in sentence 2. Verbal e.g. positive reminder 3. Verbal e.g. reminder of behaviour (Private where possible) 	<ol style="list-style-type: none"> 1. Stop signal 2. Verbal e.g. positive reminder 3. Verbal e.g. reminder of behaviour (Private where possible) 	
<p>Action:</p> <p>Incidents to be noted in class diary.</p> <p>Repeated low level behaviours should be reported to parents where necessary.</p>			

Behaviours	Consequences
Medium Level Behaviours	
<ul style="list-style-type: none"> • Persistent shouting out • Rough play • Persistent disturbance of learning • Refusals (managed at class level) • Inappropriate interactions e.g. answering back • Inappropriate language • Persistent low level behaviours • First instances of spitting/pushing/kicking etc • Persistently not telling the truth • Taking items without consent • Persistently damaging property 	<p data-bbox="810 277 1476 383">Restorative practice technique (Appendix 1) -children decide on reasonable consequence. Time out (as per year group guidance).</p> <p data-bbox="810 432 1476 501">Foundation Phase/Key Stage 2 Leader to record on behaviour log.</p> <hr/> <p data-bbox="810 734 906 763">Action:</p> <ul style="list-style-type: none"> ▪ Class teacher to record all incidents on ABC behaviour log (Appendix 3) – Inform parents of incidents and level of behaviour. ▪ Foundation Phase/Key Stage 2 Leaders to keep ABC Behaviour Log folder for all pupils referred – Inform parents of incidents and level of behaviour.

Behaviours	Consequences
High Level Behaviours	
<ul style="list-style-type: none"> • Persistent Medium Level Behaviours • Verbal confrontation which impacts negatively on others • Intentional 'rough play' which could lead to fighting • Fighting/aggressive behaviour • Significant disturbance of learning – whole lessons, environment disrupted, monopolising teacher time and attention • Refusals – Managed at Phase/Stage • First instance of discriminatory behaviour • Bullying behaviour – see Anti-Bullying Policy • Telling untruths for own gain / transfer blame • Significant damage of property 	<p data-bbox="810 264 1390 338">Restorative practice technique (Appendix 1) -parental involvement in procedure.</p> <p data-bbox="810 383 1434 495">Referral to Head Teacher via Foundation Phase/Key Stage 2 Leader (record on behaviour log)</p> <p data-bbox="810 539 1062 573">Meet with parents.</p> <p data-bbox="810 819 914 853">Action:</p> <ul style="list-style-type: none"> ▪ Foundation Phase and Key Stage 2 Leaders to communicate ABC behaviour records to Head Teacher at time of referral - Inform parents of incidents, level of behaviour and next steps. ▪ Head Teacher to have access to all ABC behaviour records for parental meeting.

In situations where incidents are assessed as 'persistent high level behaviours' or extreme circumstances where a significant risk of harm may result, then the exclusion policy will be followed. Our exclusion policy is adopted from the Welsh Government guidance document (Pages 8-11) and is outlined as follows:



This process must always be followed when dealing with incidents of bullying, discrimination and aggressive incidents.

(Appendix ____, P.21 Exclusion from Schools 081/2012)



Appendix 1

Restorative Questions Script

Relational Questions 1 – Challenging Those Causing Harm

- ◆ What happened?
- ◆ What were you thinking of at the time?
- ◆ What have your thoughts been since?
- ◆ Who has been affected by what you did?
- ◆ In what way have they been affected?

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◆ **What do you think needs to happen next?**

This questions needs to be asked **after** the five questions have been asked to those being supported

Relational Questions 2 – Supporting Those Being Harmed

- ←-----
- ◆ What happened?
 - ◆ What were your thoughts at the time?
 - ◆ What have your thoughts been since?
 - ◆ How has this affected you and others?
 - ◆ What has been the hardest thing for you?

◆ **What do you think needs to happen next?**

This question needs to be the final question asked **after** the one causing harm has been asked what they think needs to happen next.



Appendix 2

School Motto

Be the difference



Appendix 3



ABC Behaviour Log Form



Name: _____

Class: _____

	A ntecedents	B ehaviour	C onsequences
	Who was involved? Who was the child working with? What are the adults doing? What is the task type? What resources were / were not available?	What behaviours does the child display that cause concern?	What happened as a result of the behaviour? What did you do/ say? What did the child do /say? How might the child be feeling? What do you think the child might be getting out of behaving in this way?
Date:			
Time:			
Observer:			
Date:			
Time:			
Observer:			
Date:			
Time:			
Observer:			

Appendix 3

ABC Behaviour Log Form

Leadership Team

Child's Name:		Class:		
	A ntecedents	B ehaviour	C onsequence	N ext Steps
	Who was involved? Who was the child working with? What are the adults doing? What is the task type? What resources were / were not available?	What behaviours does the child display that cause concern?	What happened as a result of the behaviour? What did you do/say? What did the child do /say? How might the child be feeling? What do you think the child might be getting out of behaving in this way?	Utilise Positive Behaviour Policy to note next steps / strategies implemented to support positive behaviour choices.
Date:				
Time:				
Observer:				
Date:				
Time:				
Observer:				



Appendix 4 – Time-Out Guidance



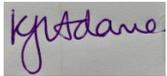
Year Group	Behaviour Policy Class Sessions	18 Playtime / Lunchtime Breaks
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N	<ul style="list-style-type: none"> • 2 minutes' reflection time (stood or sitting) in an area of the classroom with a visual timer shown. • Class teacher to discuss good choices with the child to help them reflect using Restorative Practices (RP). 	<ul style="list-style-type: none"> • 2 minutes stood next to Teaching Assistant on yard. • Use RP to discuss why they have the consequence and how to make improved choices.
Rec	<ul style="list-style-type: none"> • 4 or 5 minutes' reflection time (matching age) in an area of the classroom with a visual timer shown • Class teacher to discuss good choices with the child to help them reflect using RP. 	<ul style="list-style-type: none"> • 4 or 5 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around.
Y1	<ul style="list-style-type: none"> • Sit next to adult for 5-6 minutes of reflection time during lessons. (matching age) • Discuss behaviour during break time (5-6 minutes) using RP approach. Focus on turning it around and improving choices – highlight positive behaviours. 	<ul style="list-style-type: none"> • 5-6 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around. • Guided play sessions with TA to teach and guide better playtime / behaviour choices (reviewed and discussed regularly).
Y2	<ul style="list-style-type: none"> • Sit next to adult for 6-7 minutes of reflection time during lessons. (matching age) • Discuss behaviour during break time (6-7 minutes) using RP approach. Focus on turning it around and improving choices – highlight positive behaviours • Use of Zone board to reinforce expectations. 	<ul style="list-style-type: none"> • 6-7 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around. • Guided play sessions with TA to teach and guide better playtime / behaviour choices (reviewed and discussed regularly).
Y3	<ul style="list-style-type: none"> • Sit next to adult for 7-8 minutes of reflection time during lessons. (matching age) • Discuss behaviour during break time (6-7 minutes) using RP approach. Focus on turning it around and highlight positive behaviours • Complete task – 5 minutes during break time • Use of Zone board to reinforce expectations 	<ul style="list-style-type: none"> • 7-8 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around. • Guided play sessions with TA to teach and guide better playtime / behaviour choices (reviewed and discussed regularly).
Y4	<ul style="list-style-type: none"> • Sit next to adult / individually for 8-9 minutes of reflection time and individual work during lessons. (matching age) • Discuss behaviour during break time (6-7 minutes) using RP approach. Focus on turning it around and highlight positive behaviours • Complete task – 5 minutes during break time • Use of Zone board to reinforce expectations. 	<ul style="list-style-type: none"> • 8-9 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around. • Guided play sessions with TA to teach and guide better playtime / behaviour choices (reviewed and discussed regularly).
Y5 & Y6	<ul style="list-style-type: none"> • Sit next to adult / individually for a maximum of 10 minutes of reflection time and individual work during lessons. (matching age) • Discuss behaviour during break time (6-7 minutes) using RP approach. Focus on turning it around and highlight positive behaviours • Work on their own • Complete task – 10 minutes maximum during break time • Use of Zone board to reinforce expectations – move down a zone. 	<ul style="list-style-type: none"> • 10 minutes with an adult to observe WAGOLL examples and use RP to discuss ways of turning behaviour around. • Guided play sessions with TA to teach and guide better playtime / behaviour choices (reviewed and discussed regularly).

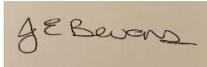
Date: 10.10.22

Review Date: October 2023

Signed by:

A handwritten signature in purple ink, appearing to read "K. Adame", is placed on a grey rectangular background.

Headteacher

A handwritten signature in black ink, appearing to read "J. E. Bevens", is placed on a tan rectangular background.

Chair of Governors