

## Eastfield Primary School

### Policy on Positive Behaviour for Learning

Eastfield Primary School is an inclusive school. We expect positive behaviour for learning, and we are committed to supporting the emotional health and wellbeing of the school community. We promote restorative and emotion coaching principles, which encourage the development of emotional regulation through supportive relationships. We foster these principles using circle time, Personal, Social, Health and Economic (PSHE) Education and Social and Emotional Aspects of Learning (SEAL). We believe praise is the most powerful form of influencing a child's behaviour and we are committed to creating an environment where positive behaviour is at the heart of productive learning.

#### **AIMS**

- that every member of the school community feels valued and *respected*. We are a caring, inclusive community, whose values are built on mutual trust and *respect* for all.
- to promote an inclusive environment in which everyone feels happy, safe and secure.
- to support good mental health, putting wellbeing at the heart of our school community.
- to foster good relationships, so that we can work together in an effective and considerate way, with the common purpose of helping everyone to learn, both in and out of the classroom.
- to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- to ensure that all children attend school free from fear of bullying (please see the Anti Bullying Policy).

#### **Golden Rules:**

- Be *ready* to learn and show *pride* and perseverance in your work.
- Be *respectful* to yourselves, others and the school.
- Be *safe* and make the right choices, both in and out of school.

The Golden Rules are consistently applied to all situations, in which the calm and consistent adult approach separates the distressed behaviour from a child. This promotes our high standard of expectations from all, at Eastfield Primary School.

#### **Core Values:**

*Diversity* and *Opportunity* underpin our curriculum at Eastfield primary and our core values of *Care*, *Pride*, *Resilience* and *Respect* are at the centre of everything we do.

### **5 Pillars of Eastfield Pivotal Practice:**

1. Consistent, Calm adult approach.
2. First attention to best conduct.
3. Relentless Routines.
4. Scripted Interventions.
5. Restorative follow up.

These 5 pillars allow us to develop behaviour, which in turn supports the learning for the children of Eastfield. Each pillar layers on top of each other; it is therefore important that the first pillar is established in order to build a culture of calmness and consistency across the whole school.

### **RECOGNITION AND REWARD SYSTEM**

It is our belief that continual praise and recognition of each child's effort for positive behaviour for learning is fundamental to encourage the behaviour we want to see. We routinely notice positive behaviour at every *opportunity* and praise children to nurture our positive relationships.

We enthusiastically recognise all learners who display effort to demonstrate our expectation of positive behaviour through continuous verbal praise and non-verbal cues, including advertising these learners on recognition boards. The purpose of the recognition board is to foster a positive interdependence within our classrooms, where all learners are collaborating to achieve the focussed positive behaviour of the day / week.

Furthermore, we reward learners who go 'over and above' our standards of positive behaviour and / or display these consistently.

### **House Points:**

All children and adults belong to a House at Eastfield Primary School. This sense of belonging is the basis of our recognition system. It encourages a real sense of *pride*, fostering our community spirit.

There are four houses:

- Mars (red)
- Neptune (green)
- Jupiter (yellow)
- Saturn (blue)

Children earn house points by expertly displaying our Golden Rules and / or Core Values in all aspects of their school life. This may include displaying *resilience* to solve a problem in Mathematics, consistent *pride* in being ready to learn or showing *care* to children during unstructured times.

Senior Leadership award **5 to 10 house points** for special achievements.

Adults record house points against a child's name on SIMs.

The leading House is announced during Merit Assembly.

### **Rewards:**

There are a number of ways children are recognised for going 'over and above' our expectations, at Eastfield Primary School.

#### Weekly:

- Merit Assembly: merit stickers and certificates are awarded weekly to one children per class who is 'above and beyond' and these reward effort and hard work. Parents / carers informed via text.
- Class teachers choose two children every Monday morning who are 'Stars of the Week' and receive class responsibilities. Teachers will record the names of their 'Stars of the Week' on SIMs on a Monday morning by 1pm weekly.

#### Termly:

- Top house point earner in each class receives a 'well done' sticker from the Head Teacher.
- All class teachers nominate one child from their class to be 'Child of the Term'. This child is recognised and receives a certificate and a reward. This child displays consistent positive behaviour for learning and has superb attendance and punctuality, all of the time.
- House Champions receive a special treat at the end of a term and their house ribbons are added on the house cup.

#### Yearly:

- Trophies are awarded for: Politeness, ICT, Sporting Achievement, Creativity and Endeavour.

#### Additionally:

- Children have the *opportunity* to become Playground Leaders, Peer Supporters, Digital Ambassadors, members of the School Council, as well as roles and responsibilities for Year 6, such Head Boy and Girl and House Captains.
- Pen licences are awarded for children who have achieved a high standard in their joined handwriting.
- Attendance certificates are awarded throughout the year and children with 100% attendance for the whole year is celebrated. Class attendance certificates and incentives are also awarded.
- Class teachers can also award additional playtime or visits out-of-school for exceptional 'whole class' positive behaviour for learning.

### **CONSEQUENCE SYSTEM**

Everyone is expected to maintain the highest standards of positive behaviour for learning, to accept responsibility for their actions and encourage others to do the same. Our restorative strategies guide adults to teach and model children self-discipline, and echo our core values, with a heavy emphasis on *respectful* relationships between all. Adults utilise Zones of Regulation and emotion coaching throughout restorative strategies to support the child's ability to self-regulate their emotions. Please see appendices one and two.

All children have the *opportunity* to make the right choice with support from adults through redirections and reminders. For the vast majority of our children a gentle reminder is all that's needed. However, on some occasions, adults will use the restorative strategies in a calm and consistent manner for dealing with distressed behaviour, with any child who is hindering their own learning and that of other children.

Adults will deal with behaviour without delegating. Senior Leadership will not readdress the behaviour during 'take up time'. Rather, they are to stand alongside adults to support, guide, model and show a unified consistency to the child or children.

Children are held responsible for their behaviour through restorative chats / meetings / circles. This approach is about building and maintaining relationships that are *respectful* and empowering. This is central to providing effective support for emotional wellbeing and positive behaviour for learning. Please see appendix three for further information.

We recognise at Eastfield Primary School, there are some learners who have additional needs and require interventions over and above the majority to enable them to display ready, respect and safe behaviour. Therefore, whilst the policy will be used with these learners, additional supportive

strategies will be outlined on their Individual Education Plan (IEP) and / or Education, Health and Care Plan (EHCP).

### **Restorative Strategies:**

An adult will use a combination of such restorative strategies to deescalate distressed behaviours, where possible.

#### Redirection:

A non-verbal cue or 'drive-by' in the form of a gentle encouragement / a 'nudge' in the right direction to make the right choice / a small act of kindness.

#### Reminder:

A reminder of the Golden Rule, delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible, and take the initiative to keep things at this stage.

#### Formal Verbal Caution (30 second microscript):

A clear verbal caution delivered assertively and privately, where possible, of the Golden Rule in need of reminding and clear awareness of the consequence should they continue with the behaviour. A child's choice explained relating to the individual Golden Rule. Child reminded of their previous positive conduct.

#### 30 second microscript:

I've noticed...

I need you to...

If you choose...that would be fantastic, as that shows (Golden Rule).

If you choose not to, then (consequence).

Do you remember when...

Thank you for listening.

Adults will deliver an explanation of the consequence, which will be a reasonable, measured and proportionate response to what the adult's expectation is. At this stage, adults resist endless discussions around behaviour and spend their energy returning to the learning. All microscripts must be followed up with the next step 'Take up Time' with Class Teacher / TA.

Persistent need for redirections, reminders and formal verbal cautions will be recorded on SIMs.

#### 'Take up Time' with Class Teacher / TA (recorded on SIMs):

The child will speak to the adult away from others where boundaries are assertively reset. The child is asked to reflect on their next step. The adult will reinforce every choice has a consequence, and will follow up on that consequence. Again, the adult will remind a child of their previous positive conduct. This is the final *opportunity* to reengage with the learning.

Adults may use the following scripted sentence starters:

I expected to see you...

You chose...and that is not (Golden Rule).

As a result, I will follow up (consequence).

I know you will...

Thank you for listening.

*Reparation (restorative chat / meeting / circle) will automatically follow this strategy. Parents / carers informed by the class teacher / TA. The outcome from the parent conversation is also to be recorded on Sims*

'Take up Time' with Senior Leadership (recorded on SIMs):

Should the child's distressed behaviour persist to the point that it is preventing the learning of other children or high level behaviours are displayed, the child will need 'take up time' with a member of Senior Leadership. This is to support the class teacher by giving the child an *opportunity* to reflect away from others in private, before reengaging them with their learning back in the classroom. At this point, the class teacher/TA will need to address the behaviour with the child at the first/next convenient time. A text will be sent to parents / carers informing them that their child has required take up time by Senior Leadership and that the class teacher will be in touch at the end of the day (this will be either face to face or by telephone). The outcome from the parent conversation is also to be recorded on Sims by the class teacher/TA.

Take up time required for a child showing the same levels of behaviour with SLT can also be called for when the class teacher/TA require the support of a senior colleague to stand alongside them so the child sees a united front.

*Reparation (restorative chat / meeting / circle) with the adult who asked for 'take up time' with SLT, will automatically follow this strategy by the phase leader.*

*Reparation (restorative chat / meeting / circle):*

- *A chat / meeting / circle between adult and child / children will take place. This could be during the child's playtime or, for Reception, at the start of their lunchtime or immediately, if deemed necessary. Restorative practice questions will be used to facilitate this chat / meeting / circle. Focus on the positive behaviour for learning and repairing trust will be needed. If this meeting is unsuccessful, the adult will continue to repair the relationship at the next opportunity and may seek guidance from adults, parents / carers or Senior Leadership to support this process.*

Incidents of extreme high-level behaviour may result in a period of internal exclusion with SLT (including lunchtime) which is determined by a member of the Senior Leadership Team. In such circumstances, the child will be supported to reflect on their behaviour and choices with emotion coaching and restorative strategies. A restorative approach is central to this process and reparation will be completed with child and child or child and adult before the child is returned to class.

A serious breach of our Golden Rules and or Core Values may result in a period of fixed term exclusion (FTE) and / or community service settlement determined by the Head Teacher. In such circumstances, it is important that the child has the chance to reflect on this serious breach with the child / children, adult and Senior Leadership through emotion coaching and a restorative conference. We believe a restorative approach should be central to reintegration meetings following any period of exclusion (internal or fixed term). Only the Head Teacher reserves the right to exclude a child for a serious breach of the Positive Behaviour for Learning Policy.

Please see appendices four and five for guidance.

**MONITORING AND REVIEW:**

- Adults will record details relating to restorative strategies on SIMs.
- At the end of each week, the Behaviour and Welfare Officer will analyse whole school behaviour data identifying distressed behaviour where there has been an increase in frequency or reoccurring incidents.
- Class teachers, Phase Leaders and the Behaviour and Welfare Officer will monitor trends of repeated incidents or social / emotional behaviour concerns on SIMs.
- Class teachers will administer circle time, PSHE and / or SEAL to address social / emotional concerns.
- Class teachers will complete a 'Behaviour and Wellbeing Environmental Checklist' should a child display distressed behaviour over a period of four-six consecutive weeks.
- Class teachers will attend strategy discussions for persistent incidents of redirections, reminders and formal verbal cautions.

- Phase Leaders and the Behaviour and Welfare Officer will meet weekly to identify children displaying distressed behaviour and discuss supportive strategies for both adult and child.
- Parents / carers will be made aware of the number of 'take up times' needed every half term via letter.
- Class teachers and the Phase Leaders will meet with parents / carers, in the first instance, if behaviour concerns persist that hinders their own learning or that of others.

### **Supportive Strategies:**

Some children, at some time during their school life, will require support for managing their emotional responses towards identified situations. These incidents will be monitored on SIMs and analysed for trends or emerging patterns. At these times, the Behaviour and Welfare Officer will discuss early intervention strategies with adults. These preventative strategies foster our common purpose of helping everyone to learn. Parents / carers informed by class teachers and / or the Behaviour and Welfare Officer.

Supportive strategies may include:

- Playtime Provision
- Nurture Groups
- Mindfulness, Relaxation, Sensory Breaks
- Programmes concentrating on social and emotional needs
- School-led Early Help Assessment
- Referral to external agencies such as Strengthening Families Team, Educational Psychologist, Child and Adolescent Mental Health Services (CAMHS), etc.
- Placement on our Special Education Needs and Disabilities (SEND) register for Social, Emotional and Mental Health (SEMH) needs.

Eastfield Primary School follow a graduated response to identifying needs and implementing support. Please see appendix six for Eastfield's Pathway of Support Pyramid. This is guided by City of Wolverhampton Councils' resource: 'Getting It Right: Positive Steps to Support Behaviour and Emotional Well-being in School'.

### **FIXED-TERM AND PERMANENT EXCLUSIONS:**

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school.

Fixed term exclusions may include:

- An internal lunchtime exclusion or external lunchtime exclusion.
- An internal exclusion
- A fixed term exclusion.

The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, the parents / carers will be immediately informed, giving reasons for the exclusion. Please see appendix five for guidance. At the same time, the Head Teacher makes it clear to the parents / carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents / carers how to make any such appeal.

Governors are notified of an exclusion after the event not before, as only the Head Teacher can exclude a child. For fixed term exclusions of less than 5 days, Governors are notified once per term. For permanent exclusions, fixed term exclusions over five days or where a child would miss a public examination or national curriculum tests, Governors should be informed without delay but not before.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher. The governing body has a discipline committee that is made up of three members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meet

to consider an exclusion, they consider the circumstances under which a child was excluded, consider any representation by parents / carers and the Local Authority (LA) and consider whether a child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

### **THE ROLE OF STAFF:**

It is the responsibility of **all adults** to model positive behaviour for learning and ensure that the Golden Rules are followed at Eastfield Primary School, at all times. All adults have high expectations of the children with regard to behaviour and strive to ensure that all children work to the best of their ability.

All adults treat each child fairly, with *care* and *respect*, and apply the Positive Behaviour for Learning Policy consistently to all situations.

Adults follow **three** consistencies, as part of the relational and universal approach. These are:

- Relentless routines
- Works hard to sustain positive working relationships
- A calm, consistent and unified approach

The class teacher / covering school staff will:

- Keep an accurate record of restorative strategies on SIMs.
- Apply a range of behaviour strategies to distressed behaviour. For guidance, please see appendix seven.
- Complete a 'Behaviour and Wellbeing Environmental Checklist' and attend strategy discussions with the Behaviour and Welfare Officer to support and unpick reasons behind distressed behaviour. Please see appendix eight.
- Report to parents / carers about the progress of each child in the class on a termly basis during parent's evening and, on an informal basis, before and after school, (adults are present at the playground doors each day at 8:45am and 3.15pm).

All adults are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils – please see Physical Intervention Policy. Adults only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **THE ROLE OF THE HEAD TEACHER:**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher will:

- Support adults by implementing the Positive Behaviour for Learning Policy and by setting the high standards of behaviour.
- Ensure all records of a reported serious breach of restorative strategies are entered onto SIMs.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for repetitive and / or a serious breach of the Positive Behaviour for Learning Policy. For further incidents of unacceptable behaviour or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. Please see 'fixed term and permanent exclusions' above.

### **THE ROLE OF PARENTS / CARERS:**

The school works collaboratively with parents / carers ensuring consistent messages about how to behave at home and at school. We explain the Golden Rules and Core Values in the school prospectus and we ask parents / carers to read and support them.

We ask parents / carers to:

- Support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We aim to build a supportive dialogue between home and school. We inform parents / carers immediately if we have concerns about their child's behaviour and / or welfare.
- Support the actions of the school and the restorative strategies. If parents / carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they then should contact the Phase Leader, then Inclusion Team (*Behaviour and Welfare Officer and Family Liaison and Safeguarding Officer*), and then the DHT followed by HT. If these discussions cannot resolve the problem, a formal complaint / grievance or appeal process can be implemented (please see the Complaints Policy).

### **THE ROLE OF GOVERNORS:**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour and for reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

**Signed: S Hay**

**Date: November 2021**

## **APPENDIX ONE**

### Zones of Regulation

Zones of Regulation© by Leah Kuypers is an approach to support emotional literacy / learning. It is a programme to help a person gain skills in the area of self-regulation. Self-regulation can go by other names such as self-control, self-management and impulse control.

This approach is designed to help children / adults recognise when they are in the different zones, as well as learn strategies to change or stay in the zone they are in. Children / adults learn that they will go in and out of Zones throughout a day / week and this is normal to experience. In addition to this, a child / adult will gain an increased vocabulary of emotional terms, skills in reading other's facial expressions, insight into incidents that trigger an emotional response, calming and alerting strategies and problem solving skills.

The Zones assist children to recognise how they are feeling and their level of alertness at this time by categorising this into one of four coloured zones.

#### **Blue Zone - Running slow**

The Blue Zone describes low states of alertness and feelings, such as when one feels sad, tired, sick, or bored.

#### **Green Zone - Ready to go <----- the aim!**

The Green Zone describes a calm state of alertness and neutral emotions. A person may be described as happy, focused, content, or ready to learn.

#### **Yellow Zone – Caution**

The Yellow Zone describes a heightened state of alertness and elevated emotions; however, one has some control. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness.

#### **Red Zone - Stop**

The Red Zone describes extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror. A person may be described as "out of control."

## **APPENDIX TWO**

### Emotion Coaching

Emotion Coaching is an approach that focusses on the development of emotional regulation through trusted and respectful relationships. It can benefit all to understand and regulate (control) their emotions, in order to manage strong feelings and take accountability for their behaviour.

Emotion Coaching is about responding to children when their feelings are still at a low level of intensity, which reduces the need for children to escalate their emotions and behaviour. It recognises all emotions as natural and normal, and uses moments of negative feelings as opportunities for teaching. This enables adults teach and model calming and soothing strategies in moments of distress.

When the child is calm and in a relaxed and rational state, adults explore the feelings that gave rise to their distress. This enables adults to scaffold alternative strategies that lead to more appropriate and productive outcomes. This approach empowers the child to recognise they can overcome difficulties and manage strong emotions; **a skill they will benefit from throughout life.**

It does not involve disapproval of a child's emotions, and yet, at the same time, there are clear limits about inappropriate behaviour.

Adults utilise principles of emotion coaching throughout their daily practice, and throughout the 30 second microscript.

#### **Step One: empathise, validate and label**

"I've noticed ... (you are feeling frustrated / upset / excited / livid. I would feel that way if that happened to me. It's normal to feel like that)."

#### **Step Two: setting limits**

"I need you to ... (show safe behaviour, because that is one of our Golden Rules. Kicking the wall is not safe).

Do you remember when ... (you were exerting your energy in a safe way and walking with me. That is the child I need to see).

Thank you for listening."

#### **Step Three: problem solve**

"Next time you're feeling like this, what could you do?"

"How do you think you will react if this happens again?"

It may be necessary to complete reparation at this point.

## **APPENDIX THREE**

### Restorative Practice Guidance

Restorative means having the ability to restore health, strength and / or wellbeing.

The aim of restorative practice is to develop community and to manage conflict by building and maintaining relationships that are *respectful* and empowering. The goal is to place value on repairing relationships that have been harmed.

Restorative practice is the consistent approach adults take when dealing with any incident. It allows individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual/s affected by the behaviour. Doing this requires understanding and acknowledgement, that the behaviour was harmful to others, which in turn, allows discussions around necessary changes to avoid such harm in the future. It allows individuals who have been harmed to be listened to and heard. Then together, individuals find acceptable ways to move forward.

Restorative chats / meetings / circles can take place between 'child to child' / 'child to adult' / 'adult to child' / 'adult' to 'adult'. These are referred to as a '*reparation*' i.e. the action of repairing something.

#### Six Restorative Questions:

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

Staff may differentiate their questions, if needed, to encourage a resolution and successful outcome. For example:

- Regardless of what 'x' did, what choice did you make?
- What choice could you have made?
- Would that have been a better choice?
- What affect did your choice have on 'x' or other people?
- If you had made a better choice at the time, how would that have affected people?
- What needs to happen about the choice you made?
- 'X' needs to put things right but also, what do you need to do about the choice you made?

## APPENDIX FOUR

### Serious Breach Guidance

Behaviour conduct at Eastfield Primary School can be categorised as low, moderate and high and as an inclusive school, we may at times, witness any combinations of these 'distressed behaviours'.

Distressed behaviours may be directed 'child to child' / 'child to adult' / 'adult to child' / 'adult' to 'adult'.

Low Level	Moderate Level	High Level
<ul style="list-style-type: none"> <li>▪ Fiddling / fidgeting / distracting others</li> <li>▪ Accidental damage through carelessness</li> <li>▪ Inappropriate noises</li> <li>▪ Noisy e.g. talking / shouting</li> <li>▪ Failing to keep on task</li> <li>▪ Defacing or damaging their work</li> <li>▪ Talking when someone else is - continued talking when adult addresses</li> <li>▪ Talking over adult or interrupting progress of the lesson</li> <li>▪ Negative peer pressure</li> <li>▪ Encouraging or telling a child to make the wrong choice</li> <li>▪ Teasing / winding others up</li> <li>▪ Throwing equipment</li> <li>▪ Putting head on table</li> <li>▪ Slouching in chair with attitude</li> <li>▪ Exclusion of others on purpose</li> <li>▪ Not lining up correctly, not listening</li> <li>▪ Shouting out</li> <li>▪ Telling tales</li> <li>▪ Late for school</li> <li>▪ Mumbling under breath about adults / or consequence given (chuntering)</li> <li>▪ Refusing eye contact</li> <li>▪ Surly manner - not standing-up straight / hands in pockets</li> <li>▪ Dropping Litter</li> <li>▪ Leaving seats without permission</li> <li>▪ Unkind remarks - rude comments to others</li> </ul>	<ul style="list-style-type: none"> <li>▪ Constantly shouting out - <b><u>persistent</u></b> calling out answers</li> <li>▪ Poor effort</li> <li>▪ <b><u>Continually</u></b> distracting others</li> <li>▪ Aggressive tone of voice</li> <li>▪ Mean gossip</li> <li>▪ Abusive personal comments</li> <li>▪ Threatening looks / comments (e.g. don't look at me or else)</li> <li>▪ Threats of physical violence</li> <li>▪ Being sexually explicit</li> <li>▪ Rudeness to a member of staff</li> <li>▪ Deliberate pushing</li> <li>▪ Threatening other children</li> <li>▪ Going under the table and refusing to come out</li> <li>▪ Climbing on table / bookshelves / lockers</li> <li>▪ Open, persistent defiance</li> <li>▪ Swearing at a child</li> <li>▪ Telling lies (persistently)</li> <li>▪ Breaking health and safety rules</li> <li>▪ Damaging property</li> <li>▪ Leaving room without permission</li> <li>▪ Damaging work</li> <li>▪ Spitting</li> <li>▪ Arguing / questioning Positive Behaviour for Learning Policy</li> <li>▪ <b><u>Persistent</u></b> low-level behaviour where the child has not responded to sanctions / strategies</li> <li>▪ Poor attendance</li> <li>▪ Continuously unprepared for work</li> <li>▪ Non uniform / jewellery</li> <li>▪ Stealing (one off)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Malicious physical assault of another child or adult</li> <li>▪ Serious assault on another child – repeatedly punching / kicking</li> <li>▪ Vandalism e.g. deliberate damage to school property / graffiti</li> <li>▪ Physical / verbal threats made to adults</li> <li>▪ <b><u>Continually</u></b> disrespecting adults or children using inappropriate language, tone of voice or body language</li> <li>▪ Use of, or in possession of drugs / solvents</li> <li>▪ Continued violent outbursts, verbal or physical</li> <li>▪ Leaving school without permission</li> <li>▪ Swearing at anyone with intent.</li> <li>▪ Offensive gestures</li> <li>▪ Theft on several occasions</li> <li>▪ <b><u>Deliberately</u></b> throwing equipment at someone</li> <li>▪ Bullying</li> <li>▪ Sexual assault</li> <li>▪ Racism / discriminatory language</li> <li>▪ <b><u>Persistent</u></b> behaviour that is disruptive to the learning of others.</li> </ul>

<ul style="list-style-type: none"> <li>▪ Bad language not aimed at a person or with intent (one off)</li> <li>▪ Time wasting</li> <li>▪ Telling lies (one off)</li> <li>▪ Running in corridors</li> <li>▪ Pushing in line</li> <li>▪ Chewing gum</li> <li>▪ Borrowing without permission</li> <li>▪ Leaving work area untidy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Persistently disregarding instructions from adults during unstructured times</li> <li>▪ Threatening / aggressive behaviour</li> <li>▪ Refusal to cooperate</li> </ul>	
<p>Low level distressed behaviour will be monitored on SIMs.</p> <p>Adults will employ a variety of behaviour strategies.</p>	<p>Persistent low and moderate level behaviour will result in additional strategies been delivered by the Behaviour and Welfare Officer and SENCO. Children will be placed on the SEND register and an IEP will be written with targets around positive behaviour for learning.</p>	<p>Persistent moderate and high level behaviour will result in additional agencies being involved and a team around the child / family. An Education, Health and Care Plan (EHCP) may be considered and also a referral to the Inclusion Support and Alternate Provision Panel (ISAPP). Fixed term exclusions will be used.</p>

## APPENDIX FIVE

### Fixed Term Exclusions

At Eastfield Primary School, a fixed term exclusion is a consequence for demonstrating a 'high level behaviour' and the primary behaviour will be recorded against one of the Department for Education (DfE) codes below:

Exclusion Code	Pupil Exclusion Reason	Includes
OW	Use or threat of use of an offensive weapon or prohibited item	<ul style="list-style-type: none"> <li>Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns etc.</li> <li>Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property</li> <li>Use of an offensive weapon</li> </ul>
LG	Abuse against sexual orientation and gender identity	<ul style="list-style-type: none"> <li>Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender)</li> <li>Homophobic, biphobic and transphobic bullying</li> <li>LGBT+ graffiti</li> <li>LGBT+ taunting and harassment</li> <li>Swearing that can be attributed to LGBT+ characteristics</li> </ul>
DS	Abuse relating to disability	<ul style="list-style-type: none"> <li>Derogatory statements or swearing about a disability</li> <li>Bullying related to disability</li> <li>Disability related graffiti</li> <li>Disability related taunting and harassment</li> </ul>
MT	Inappropriate use of social media or online technology	<ul style="list-style-type: none"> <li>Sharing of inappropriate images (of adult or pupil)</li> <li>Cyber bullying or threatening behaviour online</li> <li>Organising or facilitating criminal behaviour using social media</li> </ul>
PH	Wilful and repeated transgression of protective measures in place to protect public health	<ul style="list-style-type: none"> <li>Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures, which the school has adopted.</li> </ul>
PP	Physical assault against pupil	<ul style="list-style-type: none"> <li>Fighting</li> <li>Violent behaviour</li> <li>Wounding</li> <li>Obstruction and jostling</li> </ul>
PA	Physical assault against adult	<ul style="list-style-type: none"> <li>Violent behaviour</li> <li>Wounding</li> <li>Obstruction and jostling</li> </ul>
VP	Verbal abuse / threatening behaviour against pupil	<ul style="list-style-type: none"> <li>Threatened violence</li> <li>Aggressive behaviour</li> <li>Swearing</li> <li>Verbal intimidation</li> </ul>
VA	Verbal abuse / threatening behaviour against adult	<ul style="list-style-type: none"> <li>Threatened violence</li> <li>Aggressive behaviour</li> <li>Swearing</li> <li>Verbal intimidation</li> </ul>
BU	Bullying	<ul style="list-style-type: none"> <li>Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying,</li> </ul>

		homophobic, biphobic and transphobic bullying, bullying related to disability
RA	Racist abuse	<ul style="list-style-type: none"> <li>• Racist taunting and harassment</li> <li>• Derogatory racist statements</li> <li>• Swearing that can be attributed to racist characteristics</li> <li>• Racist bullying</li> <li>• Racist graffiti</li> </ul>
SM	Sexual misconduct	<ul style="list-style-type: none"> <li>• Sexual abuse</li> <li>• Sexual assault</li> <li>• Sexual harassment</li> <li>• Lewd behaviour</li> <li>• Sexual bullying</li> <li>• Sexual graffiti</li> </ul>
DA	Drug and alcohol related	<ul style="list-style-type: none"> <li>• Possession of illegal drugs</li> <li>• Inappropriate use of prescribed drugs</li> <li>• Drug dealing</li> <li>• Smoking</li> <li>• Alcohol abuse</li> <li>• Substance abuse</li> </ul>
DM	Damage to property	<ul style="list-style-type: none"> <li>• Damage includes damage to school or personal property belonging to any member of the school community</li> <li>• Vandalism</li> <li>• Arson</li> <li>• Graffiti</li> </ul>
TH	Theft	<ul style="list-style-type: none"> <li>• Stealing school property</li> <li>• Stealing personal property (pupil or adult)</li> <li>• Stealing from local shops on a school outing</li> <li>• Selling and dealing in stolen property</li> </ul>
DB	Persistent or general disruptive behaviour	<ul style="list-style-type: none"> <li>• Challenging behaviour</li> <li>• Disobedience</li> <li>• Persistent violation of school rules</li> <li>• Raising of fire alarms falsely</li> </ul>

At Eastfield, children will be fixed term excluded for one day at home and they will also spend one day completing reparation, restoration and reflection with the Behaviour and Welfare Officer or Assistant Head teacher in school, before returning to the classroom. A restorative conference will be held on day one in school and parents, the child and classroom staff will be fully involved in the restorative work.

The decision to FTE will be made by the Head Teacher. However, the decision will be informed by the senior member of staff who completed the 'Take up Time' with the child to establish the intent of harm and whether provocation was a factor before deciding on a FTE as the consequence.

During the reflection, school will review existing support and ensure that further appropriate support and plans are drawn up to prevent a repeat occurrence (please see appendix two: School Pathway of Support Pyramid). This may include a referral to the Local Authority (LA) Inclusion Team, Wolverhampton Outreach, an education psychology assessment etc.

A repeat occurrence of 'high level behaviours' will result in two days FTE and two days reparation, restoration and reflection, before returning to the classroom.

In the unlikely event that 'high level behaviours' occur again, then it will be three/four/five days of FTE and three/four/five days reparation, restoration and reflection, before returning to the classroom.



## Behaviour Strategy Toolkit and Guidance

Behaviour strategies employed may include:

- Task specific counting e.g. 5 – put your pencils down, thank you, 4 – close your books, 3 – fold your arms, 2 – and so on...
- Developing strategies for silence e.g. rhythmic clapping, hands up, count down, fingers wiggling etc.
- Non-verbal signals such as, 'the look', thumbs up, moving closer to the child, clicking fingers, waiting silently etc.
- Focusing on primary and not secondary behaviours such as, muttering, tutting or over exaggerated movements.
- Smiling as much as humanly possible.
- Using 'thank you' instead of 'please' at the end of a direction, believing the child is going to comply with the direction.
- Acknowledging children making the right choice, using first attention to best conduct. Otherwise, delivering an instruction or redirection before ignoring low-level distressed behaviour.
- Clear and explicit instructions – keeping it short and simple.
- Focusing on the positive using 'I need you to' rather than 'don't'.
- The use of personal pronoun 'I' helps to separate the behaviour from the child.
- Asking 'what should you be doing now?' refocuses the brain.
- Giving the child the power of choice.
- Continually walking around the classroom, quietly offering encouraging words / a nudge in the right direction.

## APPENDIX EIGHT

### Behaviour and Wellbeing Environmental Checklist

**Getting It Right:**  
Positive Steps to Support Behaviour and Emotional Wellbeing in Schools

*A Good Practice Guidance Resource*

## Behaviour and wellbeing environmental checklist

### About the environmental checklist

The purpose of this tool is to prompt reflection and planning around factors in the school, teaching and learning environment that help to promote positive behaviour and wellbeing. The tool should be completed by the person who

has identified a concern (e.g. the class teacher). It will be helpful to complete the tool collaboratively with a colleague, such as another teacher, a teaching assistant or the SENCo. This tool should not be used to audit or rate another person's practice.

### What the ratings mean:

Rating	Descriptor
1	Strongly disagree - very significant need for action
2	Moderately disagree – some need for action
3	Moderately agree – some need for action
4	Strongly agree – no need for action
Don't Know	Further information gathering may be needed
Not Applicable	Not applicable to that school context

*Circle the most applicable rating*

### The classroom environment

My classroom looks and feels like a good work environment.

1 2 3 4 D/K N/A

Furniture and equipment are arranged to the best effect for teaching and learning.

1 2 3 4 D/K N/A

There is appropriate heat, ventilation and light.

1 2 3 4 D/K N/A

Students are seated according to a seating plan.

1 2 3 4 D/K N/A

The whiteboard is easily seen by all.

1 2 3 4 D/K N/A

External noise levels do not interfere with learning.

1 2 3 4 D/K N/A

There is sufficient space and ease of movement for all.

1 2 3 4 D/K N/A

Students and teachers have adequate personal work space.

1 2 3 4 D/K N/A

### Managing teaching and learning

I arrive at my classroom before the students and greet them on arrival

1 2 3 4 D/K N/A

My instructions to students are clear.

1 2 3 4 D/K N/A

I notice and acknowledge good behaviour.	1	2	3	4	D/K	N/A
I prepare materials and equipment before class.	1	2	3	4	D/K	N/A
Students bring the correct materials/equipment to class.	1	2	3	4	D/K	N/A
My delivery of the curriculum is differentiated so that all students can succeed at learning.	1	2	3	4	D/K	N/A
I am aware of the SEN/other needs/issues of the students in my class.	1	2	3	4	D/K	N/A
Lessons are interesting and have a variety of different activities.	1	2	3	4	D/K	N/A
Students are involved in the setting of their own goals and targets.	1	2	3	4	D/K	N/A
Students work together in a way that supports learning.	1	2	3	4	D/K	N/A
There are clear expectations and roles for additional adult support.	1	2	3	4	D/K	N/A
Students needing additional support to follow routines/ instructions (e.g. visual support, cuing-in, extra time) receive this consistently	1	2	3	4	D/K	N/A

---

### Promoting wellbeing in class

I help teach students to understand their own emotions.	1	2	3	4	D/K	N/A
I help students to communicate their feelings and seek help.	1	2	3	4	D/K	N/A
Students are taught/supported with self-management skills.	1	2	3	4	D/K	N/A
Staff can recognise signs of their own emotional need and are aware of how their emotions may affect their behaviours towards their pupils.	1	2	3	4	D/K	N/A
Staff can recognise signs of pupils' emotional need and are aware of how the pupils' emotions may affect their behaviours.	1	2	3	4	D/K	N/A
Staff can support pupils who are upset or anxious.	1	2	3	4	D/K	N/A
Staff are aware of strategies to promote emotional wellbeing.	1	2	3	4	D/K	N/A
Feedback from staff consistently promotes positive beliefs (e.g. self-esteem, autonomy, responsibility)	1	2	3	4	D/K	N/A

---

### Routines, expectations and consequences

I have clear and established routines for gaining students' attention.	1	2	3	4	D/K	N/A
I have established a clear routine for students entering and exiting the room.	1	2	3	4	D/K	N/A
I have established effective clear routines for: gaining quiet/ silence; distributing and collecting materials; changing activities; clearing up.	1	2	3	4	D/K	N/A

Classroom expectations are discussed with and understood by the students	1	2	3	4	D/K	N/A
Classroom expectations are positively framed, referred to and reinforced.	1	2	3	4	D/K	N/A
Classroom expectations are clearly displayed in the classroom.	1	2	3	4	D/K	N/A
I explicitly teach the expectations and routines of positive behaviour.	1	2	3	4	D/K	N/A
Rewards are small and readily achievable.	1	2	3	4	D/K	N/A
My classroom rewards are linked to the school's reward system.	1	2	3	4	D/K	N/A
Rewards are awarded fairly and consistently.	1	2	3	4	D/K	N/A
In my class consequences are clear to students and appropriate to the unacceptable behaviour.	1	2	3	4	D/K	N/A
I apply consequences in a consistent and fair manner.	1	2	3	4	D/K	N/A
Consequences are understood by parents/guardians.	1	2	3	4	D/K	N/A

---

### **Around school**

Rules and routines for movement around this school are clear.	1	2	3	4	D/K	N/A
Break time and/or lunchtime rules are understood by students.	1	2	3	4	D/K	N/A
The rules are communicated to and adopted by all staff.	1	2	3	4	D/K	N/A
Corridors and social areas are well supervised/monitored.	1	2	3	4	D/K	N/A
Problem areas are identified and adequately monitored.	1	2	3	4	D/K	N/A
Systems are in place for the effective resolution of students' conflict.	1	2	3	4	D/K	N/A
There is adequate supervision at break and lunch.	1	2	3	4	D/K	N/A
There are safe spaces available for students to engage in suitable and interesting activities.	1	2	3	4	D/K	N/A
Staff engage positively with students across the school.	1	2	3	4	D/K	N/A
The students' environment is pleasant, orderly and safe.	1	2	3	4	D/K	N/A

---

### **Support for students**

Students feel cared for and valued.	1	2	3	4	D/K	N/A
All students are encouraged and supported to achieve their full potential.	1	2	3	4	D/K	N/A
Students are encouraged to take responsibility for their learning and behaviour.	1	2	3	4	D/K	N/A

There are effective student welfare policies in this school (e.g. anti-bullying policies).	1	2	3	4	D/K	N/A
There is an effective, relevant and inclusive SEN policy in the school.	1	2	3	4	D/K	N/A
Behaviour issues are addressed in accordance with equal opportunities legislation.	1	2	3	4	D/K	N/A
Students have opportunities to make their views known and have these considered/acted on.	1	2	3	4	D/K	N/A
Students have someone they can talk to and listen to.	1	2	3	4	D/K	N/A
Students have a safe space (e.g. for calm/quiet time).	1	2	3	4	D/K	N/A
Whole school promotion of positive relationships and diversity.	1	2	3	4	D/K	N/A
Peer support and mentoring services are available to students.	1	2	3	4	D/K	N/A
Safeguarding concerns are taken seriously.	1	2	3	4	D/K	N/A

---

### Whole school behaviour systems

An effective policy exists to promote positive behaviour.	1	2	3	4	D/K	N/A
I have a clear understanding of the school's code of behaviour.	1	2	3	4	D/K	N/A
Rules are communicated frequently and effectively to students.	1	2	3	4	D/K	N/A
Staff (including non-teaching staff) are fully aware of, and adopt, the school rules.	1	2	3	4	D/K	N/A
Rules are communicated effectively to parents and guardians.	1	2	3	4	D/K	N/A
I have a clear idea of rewards that can be used for acceptable behaviours.	1	2	3	4	D/K	N/A
I have a clear idea of the range of sanctions that can be used for unacceptable behaviours.	1	2	3	4	D/K	N/A
A system is in place to monitor and review the code of behaviour regularly.	1	2	3	4	D/K	N/A

---

### Support for staff

There is collective responsibility for behaviour management in this school.	1	2	3	4	D/K	N/A
Staff feel able to acknowledge difficulties with behavioural issues.	1	2	3	4	D/K	N/A
Staff can access help to deal with student conflict.	1	2	3	4	D/K	N/A
Behavioural issues are recorded fairly and efficiently.	1	2	3	4	D/K	N/A
Staff roles are clearly defined.	1	2	3	4	D/K	N/A

Staff and parents work collaboratively to address concerns about wellbeing and /or behaviour.	1	2	3	4	D/K	N/A
Staff peer support is valued and easily accessible.	1	2	3	4	D/K	N/A
Support services are used systematically and effectively.	1	2	3	4	D/K	N/A
Staff can access training in de-escalation, support strategies, behaviour management etc.	1	2	3	4	D/K	N/A

---

### **Communication and joint working**

Parents/guardians are routinely told of students' positive behaviours and successes (notes home, phone calls, meetings)	1	2	3	4	D/K	N/A
Parents/guardians are routinely informed about concerns about students wellbeing and/or behaviour.	1	2	3	4	D/K	N/A
Young people are informed of any decision that may impact on their learning.	1	2	3	4	D/K	N/A
Praise and concerns regarding pupils are shared between staff.	1	2	3	4	D/K	N/A
Staff actively ensure there is an appropriate power balance between staff, pupils and parents.	1	2	3	4	D/K	N/A
Staff adopt a multi-agency approach where appropriate (e.g. using early help assessment, team around child).	1	2	3	4	D/K	N/A
There are effective means for parents to share important information with staff, including in support planning.	1	2	3	4	D/K	N/A
There is effective dispute resolution with relationship repair for pupils/staff/parents.	1	2	3	4	D/K	N/A
Where external agencies are involved, their advice is shared effectively with teaching and other key staff	1	2	3	4	D/K	N/A

### Environmental Checklist: Reflection & Action Planning

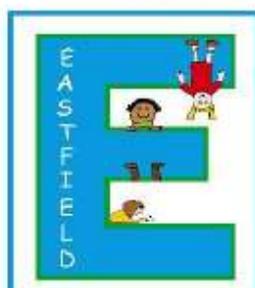
Checklist completed by:	Date:
-------------------------	-------

What were the concerns that led to you completing the checklist?

What key areas for development or improvement have been highlighted?

What are you going to do/ change?	When	Who else is involved

## EASTFIELD'S BEHAVIOUR BLUEPRINT



### GOLDEN RULES

1. Be *ready* to learn and show *pride* and perseverance in your work.
2. Be *respectful* to yourselves, others and the school.
3. Be *safe* and make the right choices, both in and out of school.

### CORE VALUES

*Diversity* and *Opportunity* underpin our curriculum and our core values of *Care*, *Pride*, *Resilience* and *Respect*.

### RECOGNITION, RECOGNITION, RECOGNITION

Routinely praise positive behaviour at every opportunity through non-verbal / verbal cues.

### RESTORATIVE STRATEGIES

- Redirection: a non-verbal cue in the form of a gentle encouragement.
- Reminder: reminder of the Golden Rule delivered privately wherever possible. Deescalate, where reasonable.
- Formal Verbal Caution (30 second microscript): a clear verbal caution, delivered privately where possible, of the Golden Rule in need of reminding and clear awareness of the consequence should the behaviour persist. Reminder of previous positive conduct.
- 'Take up Time' with Class Teacher / TA: the child will speak to the adult away from others where the boundaries are assertively reset. The adult will follow up on the consequence discussed in the microscript. Reminder of previous positive conduct.
- 'Take up Time': gives a child an opportunity to reflect away from others with a senior member of staff.
- Reparation: a restorative chat / meeting / circle between adult and child will take place at the next available opportunity.

### ADULT CONSISTENCIES

- Relentless routines
- Works hard to sustain positive working relationships
- A calm, consistent and unified approach

### 30 SECOND MICROSCRIPT

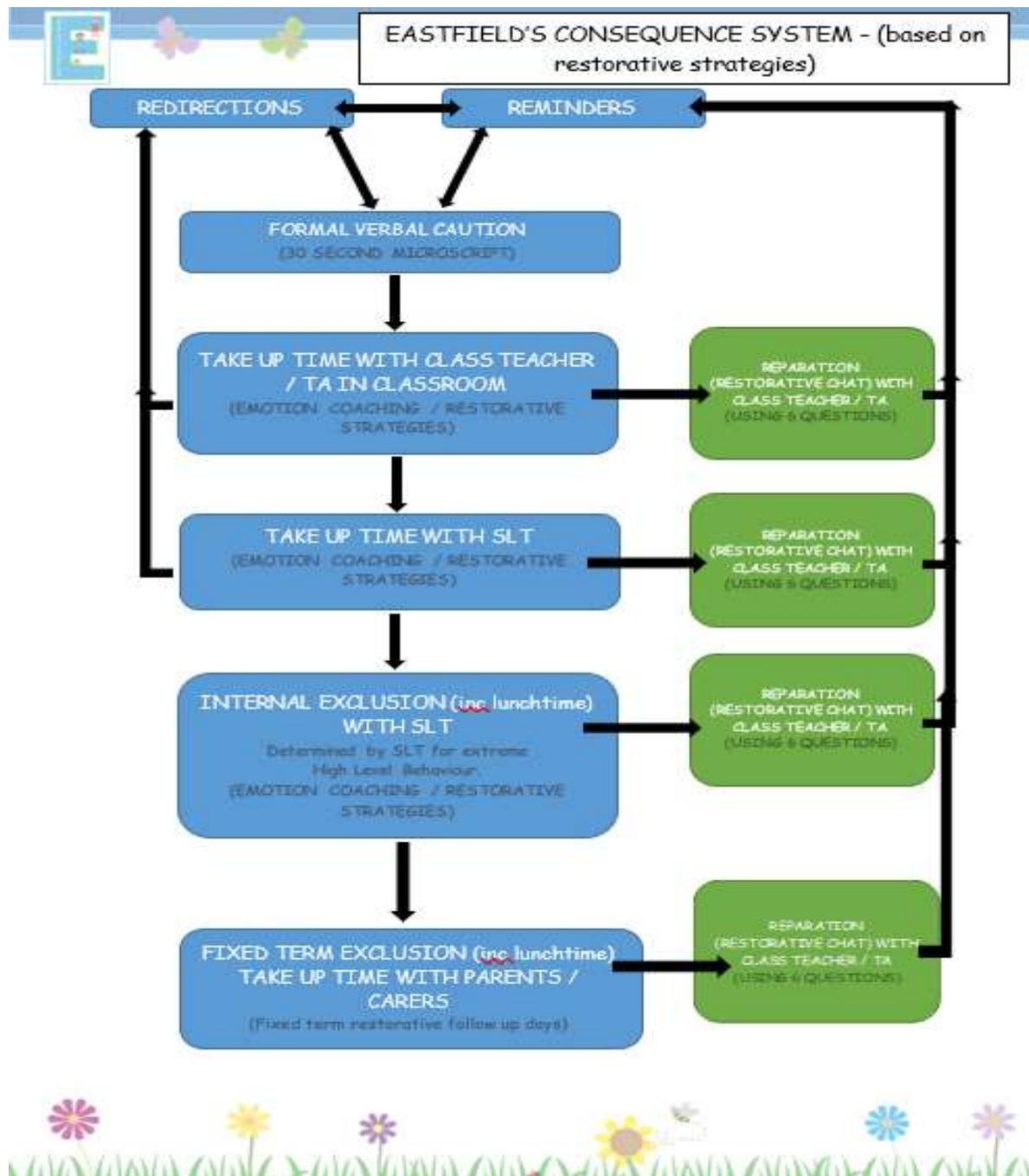
- I've noticed...
- I need you to...
- *If you choose...that would be fantastic, as that shows (Golden Rule).*
- *If you choose not to...then (consequence).*
- Do you remember when...
- Thank you for listening.

### RESTORATIVE QUESTIONS

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

**APPENDIX TEN**

**Eastfield Primary School's Consequence System Flow-Chart**





### **What is Take up Time with the Class Teacher / TA?**

This is where the adult will speak privately to the child, in class, on their level. The child is asked to reflect on their next choice and their consequence will be followed up. Emotion coaching strategies will be used. Again, the adult will remind the child of their previous positive conduct.

### **What is Take up Time with SLT?**

This is where a senior member of staff is sent for, as the child's high-level distressed behaviour is hindering teaching and learning in the classroom. The senior member of staff will speak to the child privately and offer a positive choice to reengage with their learning. The child returns to the classroom.

### **What is Reparation?**

Reparation is a restorative chat / meeting / circle between those involved and will follow all take up time. This could be during the child's playtime or, for Reception, at the start of their lunchtime or immediately, if deemed necessary.

Reparation (restorative chat) aims to repair the relationships that were hurt by the incident. This may take place between child to child / child to adult / adult to child / adult to adult.

The Class Teacher / TA will follow the six questions to facilitate the restorative chat / meeting / circle, which focusses on an understanding that the behaviour was harmful to others; which in turn, allows discussions around changes to avoid such harm in the future.

#### **The '6 questions' for Reparation (restorative chat):**

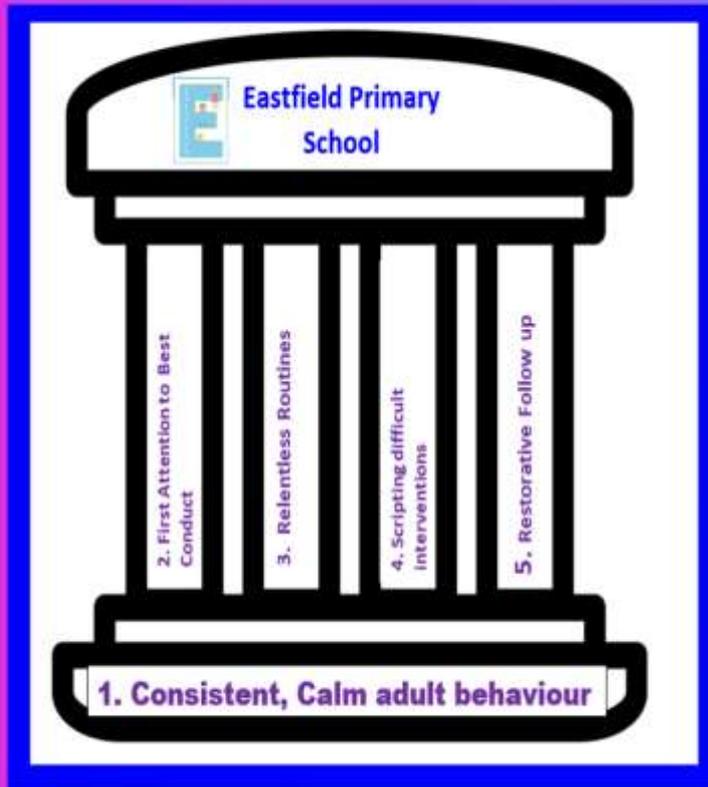
1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?



## APPENDIX ELEVEN

### Eastfield Primary School's Pivotal Practice

# 5 Pillars of Eastfield Pivotal Practice



These five pillars allow us to put in place stable behaviour, which in turn supports the learning for children of Eastfield.

Each pillar layers on top of each other and it is important that the first pillar should be established before moving on to the next.

## APPENDIX TWELVE

### How we support Children and Staff at Eastfield – Expectations and Non-Negotiables

**Meet and Greet** – daily handshake – to foster a sense of belonging, being made to feel welcome, being recognised in a positive way, name being used to establish identity, every child being spoken to and acknowledged by an adult, positive touch raises the stakes in terms of communication and relationships. Meet and greet gives a sense of connectivity.



**Daily Check in** – a light hearted process at the beginning of the day to develop circle skills, social communication skills, builds class community and starts the process of pupils thinking how they can change their behaviour (Stage 1 then Stage 2). An opening circle.



**Visual Timetable** – talk through the morning / day / lesson by lesson / now and next board if needed to aid transitions and uncertainties (calm consistent adult behaviour / relentless routine)

**Recognition board** – establish the behaviour you are looking for during the lesson / day / week etc. Recognise 'all' and reward 'over and above' – 1<sup>st</sup> attention to best conduct



**Relentless routines** – refer to 3 step phase routines and introduce any new 3 step class routine as and when necessary (to address low level disruption or to address something that is not meeting your high expectations)

**Transitions throughout day** – refer to 3 step routine / visual timetable before the transition to aid with habit forming behaviours

**Strategies** to be used throughout the day to meet our high expectations of behaviour:

- 1<sup>st</sup> attention to best conduct
- Positive praise
- Emotion coaching
- Scripted interventions
- 'Catching children being good!'
- Restorative Chats to resolve conflicts
- Awarding house points / sending to SLT for over and above
- Microscript
- Relentless routines
- Text messages sent home / speaking personally (face to face or via phone) to parents about positive behaviour
- Reparation after a take up time with teacher / TA / SLT - rebuilding the relationship
- Calm consistent adult behaviour
- Time for child to reflect and regulate their emotions – take up time with SLT
- Restorative Conferences



**End and Send** – This is a checkout to acknowledge something positive from that day, as well as an opportunity to formalise an end to any issues encountered. This adult deliberate botheredness reinforces that at Eastfield, tomorrow is a new day! This re-establishes the connectivity between adult and child removing anxiety or worry for the child who may believe their relationship with their teacher is broken.



# Check In - Check Out Guide



EASTFIELD PRIMARY SCHOOL

## The Purpose:

- To develop circle skills
- To develop social communication skills
- To build on the community in the classroom
- Start the process of children thinking about how they can change their behaviour.

To begin the process and start children understanding of what it is, start with a choice question (burgers or hot dogs?) and then move onto keeping each child's answer down to 4-5 words. If they take too long, move them on. You could do this by establishing a routine of making a silent T sign with your hands for 'time to move on.'

All check in / out circle work is voluntary, and yet, create an expectation of participation. If a child is reluctant to speak, it might be helpful to consider what the particular child is interested in and include that in your check-in question.

Once adults have set the question, it is helpful if they answer the question themselves before giving the talking piece to the person to their left or right.



## Top Tips for Circles:

- Be positive and confident.
- At the beginning of term, make circle expectations and ensure all keep to them. Remember to refer to Eastfield's Golden Rules of **Ready, Respectful, Safe**.
- If needed, remind all of the circle expectations at the start of your check in or check out.
- Ask for support from the circle to help keep to the rules.
- Create an expectation that everyone will contribute and everyone will be listened to.
- Everyone should sit / stand in a circle.
- Have a clear goal for the circle - remember, are you on stage one or ready for stage two?
- Circles are confidential, safe places to speak.
- Children, who want to say something private, should do so later on.
- Prepare your circles by involving the children e.g.
  - "I'm really looking forward to hearing what you have to say about ... in our circle today."
  - "Can you help me by starting the circle today?"

## Check Out:

The purpose: everyone has the opportunity to tell the circle something about their day.

### Questions:

- One word to describe today.
- How was your day?
- What did you eat today?
- Who did you play with today?
- What did you do at breaktime / lunchtime today?
- How did the weather make you feel today?
- Which adult did you talk to today?
- Did you set a target for today and if so, did you achieve it?
- Did you set a target and if so, did you meet it? If you didn't, what will you do differently tomorrow to ensure you do?
- Tell us one thing you liked about school today.
- Tell us one thing you learnt today.
- What was your favourite lesson / swap (EYF5) today?
- What are you looking forward to tomorrow?

It can be useful to add "and how are you feeling?" or perhaps "how do you feel about that?"



## Check In - Stage One:

The purpose: to learn the process (do not ask about feelings at this point; engage the children in an open and positive way).

### Questions:

- Sweets or chocolate?
- Silver or gold?
- Fruit or vegetables?
- Morning or night?
- Football or rugby?
- Burger or pizza?
- When did you last eat? (This question is better than what did you have for breakfast.)
- What is your favourite shape, colour, movie, song, season, actor, birthday party theme, afternoon club, activity, cartoon character, book, sport, animal, food, hobby etc.
- Which animal would you want to be?
- If you could travel anywhere, where would you go?
- If you could see any singer/band, which one would it be?
- If you were an Alien on our planet for the first time, what is the first thing you would you do/eat/see/go/buy?
- If you could bring to life, any mythical creature, which one would  be?
- If you could be any superhero, which one would it be?
- If you could have a superpower, which one would it be?
- Which instrument would you like to play?
- How could you help someone to be kind?
- If you could do 1 lesson for the whole day what would it be and why?
- What is your favourite film and why?

