

Meadowfield De-escalation and Behaviour System

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1 Behaviour Vision

The vision for behaviour at Meadowfield is in line with our core values of

Self-worth – building confidence in yourself, being proud of what you can achieve

Resilience – capacity to learn from your mistakes and keep trying until you reach your goal

Communication – taking the time to think about what we communicate and the impact it has on others; being clear and calm, always seeking to understand others' point of view

Ambition – trying is learning, always aim to be the best we can be and respect others for doing the same

We expect all at Meadowfield to exercise their rights and responsibilities towards these core values. Our approach to behaviour is founded on an understanding that all children have a right to be safe, be happy and learn, and that they will take responsibility for their own behaviour and learning, alongside that of others. How we promote positive behaviour and deal with negative behaviour will reaffirm our commitment to these core values and so help our children acquire the knowledge, understanding and skills to be full and fulfilled members of society.

The aims of the new behaviour system at Meadowfield are:

- To create a safe school environment where adults can teach to the best of their abilities and children can learn to the best of theirs.
- To create norms of high standards of positive prosocial behaviour in classrooms, around school and on the playground.
- To help children learn what behaviours are appropriate and what behaviours are not appropriate.
- To deal effectively and efficiently with incidents of negative behaviour.
- To develop children's self-discipline and self-regulation.
- To help children and adults to take responsibility for putting right any harm they may cause.
- To establish good working relationships and encourage mutual respect.
- To work with parents and pupils to encourage good behaviour and to establish good patterns of behaviour where there are difficulties.

2 Key messages

Key messages for staff

- 1 **Everyone is responsible for behaviour.**
- 2 **Be in charge.** Exercise your authority firmly and fairly.
- 3 **Be a role model.** Display the behaviours you want to see in the children.
- 4 **Focus on the positive.** The more you focus on positive behaviours, the more positive behaviours you will see.
- 5 **Respect the system.** Work within the school's agreed behaviour system, it is there to help everybody.
- 6 You have the right to be safe, to teach to the best of your ability and to be treated with dignity and respect

Key messages for pupils:

- 1 You have the right to be safe, to learn to the best of your ability and to be treated with dignity and respect.
- 2 You have a responsibility to make sure everybody is able to enjoy these same rights.
- 3 The adults are in charge and they will do their best to help you to learn appropriate behaviours.
- 4 If you follow our school rules and class charter, you will be recognised and rewarded.
- 5 If you don't follow our school rules and class charter, there will be a consequence.

Key messages for parents:

- 1 At school we will do our best to make sure that all children and adults are **safe and happy** to get on with the job of teaching and learning.
- 2 We want to work *with* parents and carers to help all children achieve to the best of their ability at Meadowfield. Please speak with us if you have any concerns about your child or if there is anything that you think we should know about your child.
- 3 We expect parents and carers to support the school in laying down firm but fair boundaries for children. This includes helping the children to learn that there are positive outcomes for positive behaviour and negative consequences for negative behaviour.
- 4 Violent behaviour, as outlined in this policy (red behaviours) will not be tolerated. Children displaying violent behaviour will be removed from class immediately and the parents/carers will be contacted immediately.

3 Overview

The behaviour system comprises four key elements:

- Routines
- Rules
- Responses
- Relationships

Routines

We have an agreed set of routines for all aspects of behaviour in and around the school building throughout the school day. See Routines section below.

Rules

School Rules:

1. We are active listeners and skilled speakers
2. We always try our best
3. We solve problems and arguments using restorative conversations
4. We use resources carefully and properly
5. We always respect each other and value opinions

Each class creates its own rules through the Class Charter (Appendix B).

Responses

We implement the Stay on Green behaviour system, which informs how adults respond to behaviour, both positive and negative.

We provide guidance for staff on preferred behaviour management practices (Appendix E).

Relationships

We build positive relationships with and between children by:

- Welcoming the children as they enter the classroom.
- Ensuring all children understand what is expected of them.
- Creating a positive environment where each child feels relaxed and accepted.
- Showing an interest in each child's family, talents, goals, likes and dislikes.
- Engaging with the children during lunchtime and playtime
- Treating each child with respect, never embarrass or ridicule.
- Sharing all successes with the class.
- Believing by recognising that every child has the ability to learn and achieve.
- Involving the children in making decisions regarding rules and activities within the classroom.
- Regulating one's own emotional state
- Understanding how special educational needs and disability (SEND) affects behaviour
- Understanding the basic psychology of behaviour and motivation

4 Green is the Goal

Green is the Goal provides all members of the school community with a clear and fair system to manage behaviour.

The principles behind this system are:

- All pupils have the opportunity to make positive choices about their behaviour and to correct things when they have gone wrong
- Teachers and support staff model positive behaviours
- Pupils who regularly behave positively are noticed and rewarded

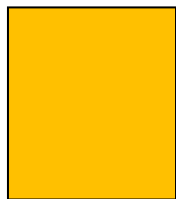
The system allows for:

- A consistent approach that can be used by all staff
- Whole class rewards and individual recognition
- Least intrusive approaches to be used to manage behaviour
- The teaching of specific behaviours and routines

A visual overview of the Stay on Green system is provided on the next page:

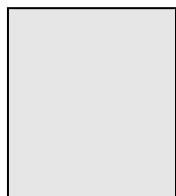


Positive choices



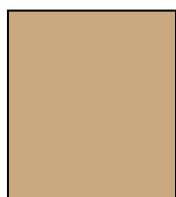
GOLD

The child will be given a star (red) to keep and wear permanently around school. Their name will be added to the sky in the hall and at the end of each half term the new children will have an afternoon tea with Mrs Stout



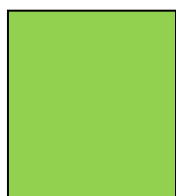
SILVER

The child will have a special postcard sent home explaining how they have been recognised. A record of this will be kept in class



BRONZE

The child will be given a star (gold) to wear for the day. Other children and adults around school will ask what this was given for. A record of this will be kept in class

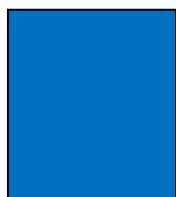


GREEN

Children on green gain target time minutes – 3 minutes per morning and afternoon session (30 per week)

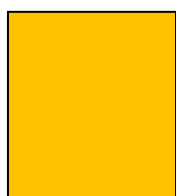
The following colours are corrective consequences:

Negative choices



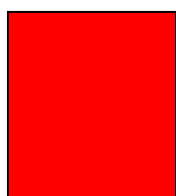
BLUE

Warning – before moving onto blue



ORANGE

Warning first then reflection time away from the group – in class (1-10 minutes)



RED

Warning first then reflection time in partner class (1-10 minutes)

Team Leader Involvement

SLT Involvement



MOVING UP THE COLOURS

It is important to make use of the recognition side of Green is the Goal regularly but *sparingly*.

Each team have developed a bespoke system for their Key Stage which can be found in the Teaching Team Handbook. The principles here remain the same and the system of **BRONZE**, **SILVER** and **GOLD**, is used across school.

A child would not move up beyond **GREEN** more than one level in any one day.

The teacher needs to keep a record of **BRONZEs**, **SILVERs** and **GOLDs**.

Children who display positive behaviours and exemplary relationships can be moved up to **BRONZE**. There will be between 0-6 per week.

Moving up is in recognition of behaviours that go above and beyond **GREEN** behaviours (see behaviour colours below for guidance).

Additionally, a child can be moved to **BRONZE** for consistent **GREEN** behaviour.

When a child reaches **BRONZE** the class teacher gives them a star pin badge that they wear for the day. As a school we stop and discuss the reasons for these badges with the children who are wearing them.

The third time a child reaches **BRONZE**, (class teachers record this) they are moved up to **SILVER**.

When a child reaches **SILVER** the class teacher writes a special postcard which is sent home to let their parents know what they have been recognised for.

The third time a child reaches **SILVER**, they are moved up to **GOLD**.

When a child reaches **GOLD** they are sent to SLT to be congratulated and told they will receive a **GOLD** star on the hall display.

They are given a **GOLD** award which will be a star pin badge (red) to keep and wear in school permanently.

Their name is added to the School **GOLD STARS** sky display and at the end of each half term they will have afternoon tea with Mrs Stout.

MOVING DOWN THE COLOURS

Every class will have the Attitudes to Learning colour chart and individual pupils' names on magnetic strips.

All pupils start each day on **GREEN**. This will be reset each lunchtime. Children who remain on **GREEN** will earn their target time points. This will be 3 minutes per morning and afternoon session. Target time **must be taken on a Friday afternoon** allowing the maximum number of minutes to have been gained.

All adults use low-level behaviour management strategies to manage any rumblings or low-level behaviour problems (e.g. first, a 'look' of disapproval is given with a non-verbal gesture to redirect the pupil – see the strategies in this policy). **A warning is given if these strategies aren't working as needed.**

When a pupil does not respond to the low-level behaviour management strategies, the adult gives a **verbal warning** that the child is **at risk of moving** to **BLUE**.

After a period of reflection and positive behaviour management, if the adult decides to move a child's card to **BLUE**, they must tell the child clearly what they are doing wrong and how they are able to put this right.

If a child continues to behave inappropriately after having had sufficient time to correct their behaviour, the teacher gives a **clear verbal warning** that he or she is **at risk of moving to ORANGE**. The child will be given between 1-10 minutes reflection time in class with the restorative prompt sheets. The adult will go to the reflection table and discuss behaviour with the child and support them to re-engage with their learning.

At least one clear verbal/non-verbal warning is always provided for pupils in between each stage.

If the adult decides to move the child to **ORANGE**, they direct the child to the thinking space in the partner classroom and tells the child clearly what they are doing wrong and how to put his right. In the thinking space the child has distraction and reflection stimuli (Restorative prompt sheets; calming down strategies; plain paper and pencil). The child will be in the partner class for a maximum of 10 minutes. At the end of the 10 minutes reflection time, the adult goes to collect the child and asks the child the restorative questions. If the child is ready to re-engage with their learning, they return to their class.

The child will make up the learning time they have lost at an appropriate point later that day (playtime or lunchtime), this is decided and led by the class teacher and other adults. Any children kept in at playtime or lunchtime must be managed by the class teacher. Children should not be sent to a partner class at this level.

If a child is moved to **ORANGE**, three times in one week parents will be informed and invited in for a meeting with the class teacher and Team Leader.

If a child continues to behave inappropriately after having had sufficient time to correct their behaviour or is not ready to re-engage with their learning, the adults gives a **clear verbal warning** that he or she is **at risk of moving to RED**.

If the adult decides to move the child to **RED**, they must tell the child clearly what they are doing wrong. The adult sends the child to the partner class for the rest of that lesson. At the end of the lesson the adult goes to the child and talks through the restorative questions (with SLT support if needed).

If the child is ready to come back to class, the adult agrees to have them back in class and agrees a time when they will sit with the child to discuss what consequence would be appropriate.

If the child is not ready to come back into class the adult refers the child to the Team Leader with appropriate learning to complete. The child will spend the rest of the session (morning or afternoon) with the Team Leader or a member of SLT with appropriate work.

The adult completes a CPOMS for behaviour and alerts the Team Leader. The team leader will support a restorative talk at lunchtime or the end of the day with the child and class teacher. The Team Leader will discuss with the child what they agree to do upon returning to class, this will be added as an action on CPOMS. The child will begin the session back on **GREEN**, in line with the rest of the class. Parents will be informed at the end of the day or by phone by the class teacher or Team Leader.

Using the System in Assembly

Pupils who are showing positive behaviour in assembly can receive a **BRONZE** star, which will be recorded by the class teacher (max 3 per assembly)

Using the System on the Playground

Pupils who are showing positive behaviour on the playground can receive a **BRONZE** star, which will be recorded by the class teacher (max 3 per play time)

Using the System in the Dining Room

Pupils who are showing positive behaviour on the playground can receive a **BRONZE** star, which will be recorded by the class teacher (max 3 per sitting in the dinner hall)

Behaviour Colours

	<p style="text-align: center;">Consistently following routines, school rules and class charter Behaviour that is EXCEPTIONALLY positive and relationships are EXEMPLARY</p>
	<p style="text-align: center;">Following routines / Following School Rules / Following Class Charter</p> <p>Following instructions Settling down quickly Contributing to class discussions Listening to others' views respectfully Listening to staff respectfully Keenly engaging with tasks Politely seeking staff help (e.g. putting hand up) Attentive, interested pupils Arriving promptly for classes Interacting supportively with each other Enthusiastically participating in classroom activities</p>
	<p style="text-align: center;">NOT following routines / NOT following School Rules / NOT following Class Charter</p> <p>Talking out of turn Making unnecessary noise Hindering other pupils Getting out of seat without permission Not being punctual Eating/chewing in class (except for toast time each morning) Avoiding learning Cheeky or rude remarks or responses Rowdiness and silliness Ignoring adult instructions Unruliness while waiting Showing lack of concern for others Making unkind remarks Swearing</p>
	Continuing or escalating BLUE behaviours
	<p>Continuing or escalating BLUE-YELLOW behaviours</p> <p>Unsafe behaviour Physical aggression Threatening behaviour Rude defiance Physical destructiveness</p>

5 Staff Expectations

Here are some basic expectations for all staff:

- Model good manners – say ‘good morning’, acknowledge each other
- Check in with each other to see how colleagues are doing
- Work as a team – remember that we are all here for the children
- Share more resources, ideas, practices
- Communicate with each other honestly and respectfully
- If you have a problem with somebody address it with them directly with the aim of sorting it out with them constructively and respectfully
- Support each other – if you see someone may be struggling, don’t wait to be asked, ask them if they would like your help
- Don’t turn a blind eye if you see a pupil misbehaving
- Consistently apply the school systems
- Do what you are here to do
- Be where you are supposed to be when you are supposed to be there
- Pick things up off the floor
- Leave classrooms as you would want to find them
- Put things back where you got them
- Make sure all chairs are pushed in after a class or staff meeting
- Gossip will not be accepted, discussions should be professional and where there are issues these will be brought to the attention of the team leader or head teacher
- Wash and tidy away your own dishes and your own mess in the staffroom

Appendix A Routines

<p>Start of day</p>	<p>Staff:</p> <ul style="list-style-type: none"> • Attend briefing (compulsory on a Friday) • Classroom preparation • Liaise with colleagues • Check emails 	<p>Children:</p> <p>Breakfast Club:</p> <ul style="list-style-type: none"> • Once arrived children must stay in the room • Sit at the table while eating breakfast • Try not to waste food • Have breakfast before playtime • Ask permission to go to the toilet • We follow Meadowfield's 'Golden Rules' <p>Rest of school:</p> <ul style="list-style-type: none"> • Arrive on the playground from 8.30am • If there is a problem go to a member of staff on duty • We follow Meadowfield's 'Golden Rules'
<p>Moving around school</p>	<ul style="list-style-type: none"> • We move around the building quietly and calmly. • We walk with our hands by our sides. • We walk with our class in single file and alphabetical order. • We hold the door open for others. 	
<p>In-class</p>	<ul style="list-style-type: none"> • We follow Meadowfield's 'Golden Rules' • We follow our class charter • We know we will be recognised for good learning and behaviour • We have 'Shout-outs' to recognise each other • We know that the Goal is Green and we will earn target time points for this • We know that we use the 'Say-it, Solve-it' boards to help us solve problems. 	
<p>Toilet</p>	<ul style="list-style-type: none"> • Where possible, we visit the toilets during break times. • We are aware of other learners, so we ask quietly if we need to go during learning time. • We respect privacy, so only one person is in each toilet. • We lock the door. 	

	<ul style="list-style-type: none"> • We flush the toilet after every use. • We wash and dry our hands after every visit to the toilet. • We leave the area clean and tidy. • We report anything of concern to an adult. 	
Assembly	<ul style="list-style-type: none"> • We enter assembly in silence. • We practise good sitting: legs crossed; hands in laps. • We practise active listening and skilled speaking when needed. • We only talk during the assembly if we are asked to by an adult. • We close our eyes when asked to have a moment of reflection. • When our class is asked to leave, we stand up and wait to be led out of the hall in silence • We move in single file. • We leave assembly in silence, reflecting. 	
Dining Hall	<ul style="list-style-type: none"> • We wash our hands and use sanitiser before we go into the hall • We line up outside the dining hall • Bronze stars for positive dining behaviour • We listen to the servers on our tables • We do not leave our seats • We are active listener and skilled speakers • We place our cutlery together to show that we have finished eating. 	
Playground	<p>Staff:</p> <ul style="list-style-type: none"> • When on duty, engage and interact with the children. • Monitor behaviour scanning the playground for anything that may need attention. • Encourage children to sort out problems using the ‘Say-it, Solve-it’ resources • Direct children to the Say-it, Solve-it champions located outside the art room to help facilitate a restorative discussion. 	<p>Children:</p> <ul style="list-style-type: none"> • We walk to the playground quietly and calmly. • We have fun and help others to have fun. • When the whistle blows the first time we stand still. • When the second whistle blows we walk to our line. • We line up in our lining up order, one behind the other at the pod door. • We are quiet when we line up. • When we walk in our line, we face the front. • We walk with our hands by our sides • When we enter the building we are very quiet. • If we need to speak to our teacher we wait until there

		is an opportunity in the classroom.
Fire Drills/Lockdown	<p>Staff:</p> <ul style="list-style-type: none"> • Will lead the children out of the nearest fire exit onto the playground • If safe they will walk in single file with their class to the correct location • The class will be lined up two-by-two facing away from the building • The class will line up in silence 	<p>Children:</p> <ul style="list-style-type: none"> • We will leave the building quietly and calmly under adult instruction • We will walk silently to the line on the playground • We will line up two-by-two facing away from the building • We will remain silent • We will follow all adult instruction, even when the usual routine is altered • We know that an adult will only ask us to change the routine to keep us safe
End of day	<p>Staff:</p> <ul style="list-style-type: none"> • Will say good bye to the class • Will ask for the classroom to be tidy before the children are able to leave • Will ask children to stand behind their tucked in chairs (KS2) • Will be present at the pod door every day (except PPA afternoons) to meet and chat to parents • Will pass on key information to parents about learning and behaviour 	<p>Children:</p> <ul style="list-style-type: none"> • We will ensure our classroom is tidy • We will check we have all our belongings, home learning, letters and book bags • We will say good bye to each other and our teacher • We will stand behind our tucked in chairs • We will leave the class room quietly and calmly • We will maintain this behaviour while on the school site

Appendix B Class Charter

Process

In groups. Flipchart paper and marker pen to write down ideas. Assign one person in the group to be the scribe (for KS2). This will be more of a speaking and listening activity with EY and KS1.

Prompt questions:

- What do you need to work at your best?
- What do you need from me (the adults who work with you in our class)? What are your expectations of me? How do you want me to treat you?
- What do you need from each other? What are your expectations of your classmates? How do you want your classmates to treat you?
- What rules do we need to make sure everyone in our class is safe, happy and able to learn at their best?

EY/KS1 – may need to give them a list of 10 and for them to agree which 5 are the most important for your class.

One framework can be to identify rules under the titles of:

Respect yourself.

Respect each other.

Respect our school.

Refine the class's suggestions down to 5. Does anybody disagree with any of our rules? Does everybody agree? Write up the 5 class rules onto a large paper. Everybody signs the Class Rules, including the adults.

Product

5 class rules need to be harmonious with the school rules but should be more explicit and observable. 5 school green rules

- ✓ We are kind, polite and helpful
- ✓ We work hard and always do our best
- ✓ We listen to each other and follow instructions
- ✓ We help each other to stay safe
- ✓ We look after property

Classroom rules need to address:

- movement in the room
- how to speak to and treat others
- listening
- access to and care of the equipment
- how to work

As far as possible make sure that your class rules are:

- Positively phrased – tell them what you do want them to do not what you don't want them to do
- In the children's own language
- SMART and observable

Promotion

Ideas for how to make good use of your class rules:

- Visible (visual version).
- Reminders
- Displayed prominently in classroom.
- Use them when responding to misbehaviour incidents – keep referring back to them, keep them high profile.
- Take photos of class members following the rules over time and display them with the appropriate rule written underneath.
- Weekly circle time – check in and see whether the class are sticking to the rules, does anything need to be added, changed or replaced?

Appendix C Partner Classes for de-escalation time

As part of the Meadowfield positive behaviour and relationships policy classes have been arranged into groups that will support any de-escalation time needed in order to maintain the schools attitudes to learning system. If a child needs time out of class in accordance with the policy they will go to one of the classes within their group and sit at the reflection table as directed.

This system is not set up for a sanction following poor behaviour but as a way to de-escalate behaviour or allow for time out before a restorative discussion and the implementation on a sanction if this is needed.

Please ensure that you discuss this system with the classes in your group and identify any periods of time where the class teacher is not in the room.

Reception RR 3DD 5SO	Reception RO 5RE	1KB 3SS 4SH
1SD 4FE 6PS	2GH 4TC 6MT	2NS 5RT 6AS

Appendix D Rewards and Sanctions

General principles

- Class rewards, personal recognition and sanctions are useful strategies for helping pupils learn what behaviour and learning is valued and to be encouraged, and what behaviour is not desirable and is to be dissuaded.
- Class rewards, personal recognition and sanctions are teaching/training **strategies**. They are useful as a strategy but they should not become an end in themselves. So, a child should not complete learning just because they will get a reward; a child should not stop being unkind just because they receive a sanction.
- Try not to use rewards as bribes or sanctions as threats. Allow class rewards, personal recognition and sanctions to become **a natural consequence** of the children doing the right thing or the wrong thing.
- Rewards and sanctions need to be **gradual / progressive**.
- **Consequences: primary consequences** are immediate and aimed at calming the situation - they are non-negotiable (e.g. cooling off time outside the class; time at reflection table). **Secondary consequences** happen later and are aimed at learning from their mistake - they are negotiable and most effective when the child comes up with their own consequence to repair the harm (e.g. apologise and help to tidy up).
- Sanctions need to be **fair, consistent, and proportionate**.
- Sanctions are most effective when they are about **missing out** on a future treat rather than losing a treat already given; a reward given for doing a good thing should not be removed as a sanction for doing a wrong thing.
- Sanctions are most effective when they are **natural** or **logical** (e.g. when you have been avoiding doing work by being silly, then you will stay in at breaktime to complete the work; when you have been dangerous on the playground, then you will miss a number of playtimes on the playground).
- The **Green is the Goal** behaviour system includes class rewards, personal recognition and sanctions. There are other rewards and sanctions you can apply as an individual member of staff. **DO NOT**, however, use these **INSTEAD** of the Green is the Goal system.

Recognition	Sanctions
Private verbal praise	Being moved to another seat in the classroom
Public verbal praise in class	Complete learning in their own time (break, lunchtime)
Public verbal praise in assembly	Help to tidy the class in their own time
Private written praise	Speaking with parent/carer at end of day
Display learning	
Verbal praise to parent/carer	
Well Done postcard to parent/carer	
Contact with parents/carers	
Teachers are encouraged to talk with parents and carers at the start and end of the day about positive and negative behaviours. Teacher and other adults should be at the pod	

doors at the start and end of every day

Inviting parents/carers in for meetings needs to be coordinated.

Please follow these guidelines:

- 1) Class teacher invites parent/carer to come in for a meeting to discuss their child's behaviour and/or progress
- 2) If concerns continue, Team Leader invites parent/carer to come in for a meeting with her/him and the class teacher
- 3) If concerns continue, SLT invites parent/carer to come in for a meeting with them and the class teacher and an internal referral is made to the Behaviour Mentor
- 4) If concerns continue, Head teacher invites parent/carer to come in for a meeting with her and the class teacher

Appendix D Preferred Behaviour Management Practices

24 Top Tips (Ideas sourced from: Bill Rogers; DfES, 2000; Hattie, 2008; Moore, 2010; Roffey, 2011)

Behaviour principles:

- Keep calm. Be authoritative, assertive but not angry
- Aim to be in charge of the situation, not to control the pupil
- Use positive language
- Avoid confrontation: aim to de-escalate the situation
- Try not to take things personally – it's not about you
- Model the behaviours you want the children to exhibit

	Tip	Aim / Technique	Examples
1.	Only say "Good morning/afternoon" once the class has settled	By speaking over the class we are habituating them to a loud class environment. As the teacher we need to set the right volume level.	<i>When you're quiet, then we can get on with what we're doing today...[WAIT CALMLY]...Great, thank you. Good morning, everyone...</i>
2.	Tactical pausing	Pausing emphasises attention and focus.	<i>So, as we saw....yesterday.....when you want to add.....two.....fractions....</i>
3.	'Thank you' rather than 'Please'	Communicates expectation that they will do what you are asking. Assertive.	<i>Sitting back in your seat now, Gemma. Thank you.</i>
4.	Allow take up time	Allows children to comply in their time so saving face Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations.	Follow an instruction with a pause to allow pupils time to comply. <i>Could you open your book and start work now Mia. I'm going to see Bill who needs some help but I'll come back in a minute to see if you need any.</i>
5.	Describe the obvious reality	Raises behaviour awareness within the pupil.	<i>Nathan, you're walking around the room.</i>

6.	Rule reminder	Redirects pupil to the desired behaviour.	<i>Remember our rule about staying in our seats...</i>
7.	When.....then.....	Links good behaviour to good consequences. Avoids the negative by expressing the situation positively.	<i>When we're all back in our seats and quiet, then we'll see who gets housepoints today.</i> <i>When you have finished your work, then you can go out.</i>
8.	Low and slow voice	Communicates and creates calmness	Use low tone and speak slowly
9.	Partial agreement - Partially agree then redirect.	Keep focus on required behaviour do not get into discussion or debate Deflects confrontation with pupils by acknowledging concerns, feelings and actions.	<i>Yes, you may have been talking about your work but I need you to listen carefully now.</i> <i>Yes, it may not seem fair but . . .</i>
10.	Stuck record	Keeps the focus on the instruction. Avoids you getting drawn into discussion.	<i>Omar, I need you to put that book back where it was...back where it was...back where it was...ad infinitum...</i>
11.	Avoid asking why..?	It's not usually what you want to know and it creates defensiveness or starts an argument.	<i>Alan, you're talking while I'm talking to the class.</i>
12.	Non-verbal cueing	If we use a non-verbal cue (e.g. hand up to draw the whole class back together) – make sure we explain what the cue is and teach the class how it works.	Rhythmic clapping. Hands up.
13.	Name reminder	Integrate name into teacher talk as a low-level way to refocus the child.	
14.	Proximity praise	Praise a pupil for following expectation in order to direct another pupil without drawing attention to the negative behaviour	<i>Amina has put her things away and is back in her place ready to go out to play.</i>
15.	Distraction / diversion	Disrupts the behaviour without making a big deal out of it.	<i>Jack, can you come and help me give out these sheets please. Well done.</i>
16.	Behavioural direction	Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.	<i>Tobi, back on with your writing. Thanks.</i>

		Say what you want them to do, NOT “Don’t...”	
17.	Tactically ignore secondary behaviours (tone of voice, body language, sulk, sigh, kissing teeth)	Secondary behaviours can affect us emotionally and we then react to the secondary behaviours. Better to tactically ignore the secondary behaviours and keep the focus on the primary behaviour.	
18.	Not “my class” always “our class”	Builds cohesion among the group.	<i>That’s not how we talk to each other in our class, Maria. Remember, we talk kindly to each other in our class.</i>
19.	Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the ‘audience’, that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.	<i>I’d like to sort this out Amy but we can’t do it now. I will talk with you at 10:30.</i>
20.	Welcome children warmly at the start of the day	Shows the children that you are glad to see them, that you care.	Be at the door with a smile and a kind word when the children arrive in your room
21.	Admit when you get it wrong	Be human. Be humble. Model that we all make mistakes.	<i>I got annoyed earlier and shouted. It’s not good to shout. I’m sorry I shouted. I’ll try to keep my calm.</i>
22.	Give a choice	Gives pupils some control over a situation which is less likely to initiate point-blank refusal.	<i>Are you going to sit here or next to Ali? I need you to get on with you learning or you’ll move to Blue. It’s your choice.</i>
23.	Praise	Keeps the focus on the desired behaviours. Gives children attention for doing the right thing.	<i>Well done. You have remembered to put your hand up to answer a question.</i>
24.	Redirect behaviour	Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task.	<i>Okay Maria and Mark. We’re looking at the final verse of the poem on page 23.</i>

Appendix F Rationale for reducing exclusion

At Meadowfield Primary School there is a Positive Behaviour Policy which includes a range of strategies where pupils are recognised and rewarded to good behaviour. There are also strategies for children who have made poor behaviour choices and who need a warning and consequence. There are times when some children struggle to maintain good behaviour. A range of strategies are put in place to support the child and reduce the risk of exclusion.

For a child struggling with their behaviour or who has specific social, emotional and mental health (SEMH) needs Meadowfield Primary School puts into place a robust plan of support that aims to reduce the need to consider exclusion. The focus of these plans is to support the child to be happy, settle and able to learn in school.

Individual Behaviour Planning includes:

- **Restorative practice** – this is a process which involves the child understanding the effects of their actions and making amends.
- **Internal Referral Process** – a referral for is completed by the class teacher, with consent from parents which begins a system of plan, do, assess, and review for the child and enables support from the Learning Mentors, SENCO and Behaviour Mentor based in school. Parent work closely with school from this point on.
- **Behaviour mentor support** – to provide support in lessons with a focus on confidence building and responsibility. Sometimes sessions are 1:1 if more in-depth learning about behaviour strategies and de-escalation is needed. Daily check-ins are carried out with all the children on this caseload.
- **LEAP** – If the child is in KS1 they may be eligible for a place in LEAP the school's Nurture Provision which provides longer term support with qualified nurture practitioners.
- **A clear IBP** – where behaviour mentor support is given a child will have an IBP to ensure consistent support for the child and to re-establish boundaries and routines
- **Internal exclusion** – for a specified period of time where learning is set by the class teacher and completed away from the class environment in the leadership office.
- **After school learning** – at times it may be necessary to request that a child remains in school to make up the learning time that has been lost due to poor behaviour. This is always done with consent from parents and a restorative conversation is held at the end of the session.
- **Alternative timetable** – linked to the IBP, a child may have a change or reduction in timetable which allows integration into class where possible.
- **Further support** - from the cluster through Guidance and Support
- **Managed move** - to another class if there is significant evidence to suggest peer relationships are detrimental to the child learning in their classroom.
- **Preventative arrangements** through the AIP to an off-site provider such as Achieve to provide nurturing support for a set period of time. Re-integration to Meadowfield is always the aim.

Exclusion will occur only when the once the school has exhausted the above procedures and further serious incidents of behaviour occur which may require a fixed term or permanent exclusion. The behaviours which may require exclusion are laid down in guidance from the local authority and the school Positive Behaviour Policy. The rationale for such an exclusion would be that despite the robust support provided above, a child was still behaving in such a way that they were putting themselves or others at risk of injury, or that they were creating such disruption to learning that the progress and achievement of other pupils was put at serious risk.

If a child is externally excluded, then parent/carers and the authority are fully informed as is the Chair of Governors. A reintegration plan is put in place and children who are classed as vulnerable will receive home visits and a risk assessment during the exclusion.

The decision to exclude a child rests directly with the Headteacher. The Headteacher can choose to either impose a fixed term exclusion for a set number of days or a permanent exclusion.

Where a fixed term exclusion has been imposed for up to five days, the school should set and mark an appropriate amount of learning. If the fixed term exclusion is more than 5 days, the school must find a suitable full time educational place, for example at a pupil referral unit. School can exclude for up to 45 days in a school year.

The school will always seek alternatives to exclusion and has a range of strategies to explore to support children.