# Queen's Manor Primary School
The best in everyone™
Part of United Learning

## 2023-2024

## Positive Behaviour Booklet



| Ambition |
| Confidence |
| Creativity |
| Respect |
| Enthusiasm |
| Determination |

**This booklet set out an abridged version of our Positive Behaviour Policy. We have included an outline of the expectations, reward systems, sanctions/consequences as well as strategies to support our pupils in making positive decisions.**

# Contents

# 1.    Behaviour expectations

We want Queen's Manor Primary School to be enjoyable for every pupil. Pupils should be able to learn, appreciate their lessons, make friends and be enthusiastic about education. Our expectation of every pupil is that they demonstrate pro-social behaviour at all times. We actively discourage behaviour that would undermine learning or confidence between pupils, or pupils and staff. Outstanding attitudes to learning are the ultimate reward for good behaviour, however, we do also reward desirable behaviour with praise and tangible rewards and will impose consistent, clear and logical consequences for unacceptable or anti-social behaviour.

In order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is essential. **We seek to create a caring and safe school by:**
- Encouraging and acknowledging prosocial behaviours
- Encouraging children to take responsibility for their behaviour
- Promoting self-esteem
- Encouraging pupils to value and respect themselves and others
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Ensuring consistency of response to positive and unacceptable behaviour
- Seeking to develop positive relationships with parents and carers to support the development of children's behaviour
- Ensuring the implementation of this policy and the associated procedures
- Promoting early intervention

It is extremely important that parents and carers understand and support the school's Behaviour Policy and help their children understand why respecting this policy is important for the wellbeing of every student and the smooth running of the school.

Parents and carers will be expected to take responsibility for the behaviour of their child, both inside, outside of the school site and online.

There may be rare times when parents/carers do not agree with chosen consequences. In such cases, while the school will be willing to discuss the matter, we hope that parents/carers will nonetheless support the academy's decisions.

## This is what exemplary behaviour looks like:

### In class:
- Pupils stop and attend immediately to the stop signal.
- Listeners track the speaker.
- Pupils develop oracy skills that allow them to build on what others have said and be respectful and informed in their disagreements.
- Pupils maintain a calm, ready-to-learn state and know what tools they need if they feel dysregulated.

### During transitions:
- Staff greet pupils individually with warmth, on arrival to school or into class.  Staff also dismiss pupils in the same way at the end of the day.
- Staff and pupils smile and greet each other around the building.
- Pupils know what tools they need to become calm if they are dysregulated.
- Pupils move around the school quietly and calmly and always with adult permission.

### During play and lunchtime:
- Pupils' play is inclusive, friendly and safe – they 'choose kindness and compassion'
- Pupils stop and attend immediately to the 'hands up signal'.
- Pupils enjoy taking on leadership roles and responsibilities so that they can support each other.
- If there is a conflict, pupils know what tools they need to cope when feeling angry, sad or worried and, when calm, are able to reflect on their behaviour.



### These expectations are summarised by three rules:

# Ready, Respectful and Safe

## Our School Values are:

Our approach is underpinned by a sense of moral purpose and commitment to doing what is right for children and young people, supporting colleagues to achieve excellence and acting with integrity in all our dealings within and beyond the organisation, in the interests of young people everywhere.

We summarise this ethos as '**the best in everyone**'.
This ethos underpins our **core values**:

- **Ambition** – to achieve the best for ourselves and others;
- **Confidence** – to have the courage of our convictions and to take risks in the right cause;
- **Creativity** – to imagine possibilities and make them real;
- **Respect** – for ourselves and others in all that we do;
- **Enthusiasm** – to seek opportunity, find what is good and pursue talents and interests;
- **Determination** – to overcome obstacles and reach success.

We revisit our values regularly each half term and recognise our pupils weekly when they demonstrate one or more of these values in their actions at school.

# 2.   Who is responsible?

"We" refers to the whole school of teaching and non-teaching staff, volunteers and governors as well as all children, their parents and carers.

It is essential that parents and carers take responsibility for the behaviour of their child both inside and outside the school. We will seek to develop positive relationships with families so that we can work in partnership to maintain the high standards of behaviour expected in school.

Pupils will be expected to take responsibility for their own behaviour and will be made fully aware of the school policy, procedures and expectations. Pupils also have a responsibility to ensure that any incidents of disruption, bullying and any form of harassment are reported.

Consistency lies in the behaviour of adults and not simply in the application of procedure.

A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where pupils feel treated as valued individuals and fairly, they respect adults and accept their authority.

**All staff**
1. **Meet and greet** at the door.
2. Refer to **'Ready, Respectful, Safe'**
3. **Model** positive behaviours and **build relationships.**
4. **Plan** lessons that engage, challenge and meet the needs of all pupils.
5. Use a **visible recognition** mechanism throughout every lesson.
6. **Be calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with pupils.
8. Use **consistent** school approaches when dealing with any behaviour during learning

**Leaders**
Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the pupils.

**Leaders will:**
1. **Meet and greet** pupils at the beginning/end of the day.
2. Be a visible presence to encourage appropriate conduct.
3. Support staff in managing behaviour and having restorative conversations.
4. Regularly celebrate staff and pupils whose efforts go above and beyond expectations.
5. Regularly share good practice.
6. Ensure staff training needs are identified and targeted.
7. Use behaviour data to target and assess interventions.
8. Regularly review provision for pupils who fall beyond the range of written policies.

# 3.    The Conscious Discipline Approach

## Aims and expectations

It is a primary aim of Queen's Manor Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Queen's Manor Primary School's behaviour policy is therefore designed to support the way in which all members of our school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

Our behaviour policy is a means of promoting relationships, so that people can work together with the common purpose of helping everyone to learn.

We believe that a positive school climate which will enhance teaching and learning. A positive school climate will foster cooperation, willingness and responsibility thus building a sense of community, which we call 'The School Family'.

The school family is held together through communication skills which are taught during conflict moments and in the classroom through active learning lessons.

The goal of the school family is to create problem solvers. If the school family fails to promote pro-social behaviour, rules and consequences are implemented to motivate children to use the socially acceptable communication skills being taught, to reduce behaviour issues and increase teaching time.

More information about this approach to classroom management can be found in 'Conscious Discipline' by Dr. Becky Bailey.

## Purposes

1. To build connections. Fostering interdependence and connection. Building caring relationships.
2. To improve communication. A two-way process where people feel listened to, understood and can state their own feelings safely.
3. To develop problem solving skills. The ability to identify problems early, focussing on solutions.
4. To be aware of feelings. Where openness is the norm. Expression is encouraged and empathetic responses are the usual. Acceptance of difference is fostered.
5. To be able to deal with change. Changes are acknowledged and dealt with openly.
6. To have shared values. Accept the values of others and using positive intent, seeing the best in others.
7. To develop autonomy. Taking ownership of your own feelings and actions.

## Encouragements

We believe that through developing the school family, children will become intrinsically motivated displaying helpfulness, co-operation and problem–solving skills. The need for extrinsic motivation through coercion, punishment and external rewards will diminish. The school family develops a sense of belonging.
In order to build this, classroom structures that are continually developing throughout school are:

- Safe place. To help the children to remain calm and deal with anger or upset.
- Meaningful jobs / friends and family & ways to be helpful boards. To create a sense of belonging and responsibility (we are all in this together)
- Time-machine. To provide conflict resolution opportunities.
- Celebration. To see the best in others and value diversity.
- We care. To help the children accept and help process feelings.
- Reflection Time and Circle Time. To help children reflect on their choices and change.

Details of some of these structures can be found in Dr. Becky Bailey's books 'Conscious Discipline' or 'Creating the School Family'. More details about these structures are given in the Shubert's classroom tab on the Conscious Discipline website: https://consciousdiscipline.com/

Children will receive positive recognition from staff when they are doing the right thing as this behaviour will be described and the reason why it is helpful explained.

We recognise and reward pupils who go 'above and beyond' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those pupils who are hardest to reach.

Expected behaviour is clearly defined and communicated to all pupils. Prosocial behaviour is valued, and the system of positive praise and rewards is used to encourage and motivate pupils. Rewards and praise will be used as much as possible to reinforce our whole school values and code, as well as class rules.

Staff will share acts of kindness and helpfulness as well as children's achievements with parents by talking informally at the beginning and end of the day and at parent consultation meetings each term.

Encouraging children to make positive choices

To encourage children to make positive choices and follow the school expectations, a number of strategies may be used:

**Noticing and describing positive behaviour**
- Children who have followed the instruction will be praised, with the desired behaviour being described and how it is helpful being explained. E.g. Child name you put down your pencil and looked to the front which showed your team that you were ready to listen, that was helpful. This will act as a prompt for a child who is not doing what is expected.
- For a child who is not following an expectation, their name may be said and then the instruction repeated clearly. The desired behaviour is always described, rather than the undesirable behaviour being described. E.g.Child's name, put your pencil in the pot, rather than Child's name, don't throw pencils at people.
- Two positive choices may be given. E.g. You may put your pencil in the pot, or you may put your pencil next to your book; which is best for you? These should be repeated (in a calm tone) until the child chooses one of the two options.

**Choices and Consequences**
- If the child does not make a positive choice when offered two options, then a positive choice and a consequence may be given. E.g., Child's name, you have a choice. You may put the pencil in the pot or if you continue to throw pencils at other children, you will have to stay in and tidy all the things on the floor at breaktime. If the child continues to behave in an undesirable way (e.g. throwing pencils), then the consequence should be followed through and the incident and actions taken should be recorded on the school's monitoring system (CPOMs).
- Consequences need to be consistent and as far as possible link to the behaviour to be improved. Consequences should try to teach the child something about the type of appropriate behaviour being sought. Children writing lines will not be used as a consequence.
- When there has been conflict between children, the 'Time Machine' structure may be used to help the children work through the incident again as a learning process. This will also be recorded on CPOMs.

# 4.  Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.  It may involve an imbalance of power between the perpetrator and the victim.

At Queen's Manor Primary School, '**STOP**' is used when dealing with bullying.
**S**everal **T**imes **O**n **P**urpose and **S**tart **T**elling **O**ther **P**eople

**What is bullying?**
- Cyber-bullying via text messages or the internet;
- Prejudice-based bullying against groups, for example, on grounds of special educational need, race, gender, religion and belief, sexual orientation, disability;
- Physical e.g. punching, kicking, hitting, spitting at another person;
- Verbal e.g. name-calling and/or offensive, discriminatory verbal abuse;
- Exclusion e.g. deliberately excluding a person or encouraging another person to exclude a person from discussions/activities;
- Damage to property or theft e.g. deliberately damaging someone's or taking personal belongings; Physical or verbal threats might be used to force the person to hand over their property
- Face-to-face or remote e.g. via the internet or text;
- By someone known to the recipient or an unknown protagonist e.g. an anonymous email Cyber-bullying e.g. communications that intimidate, control, manipulate, put down, falsely discredit, or humiliate.

The school will use its Anti-bullying Policy when investigating and dealing with bullying.  This can be found on the school's website.



**Stop Bullying**

**S**everal **T**imes **O**n **P**urpose

**S**tart **T**elling **O**ther **P**eople

**Bullying will not be tolerated at the school.**

# 5.    Responding to behaviour – Rewards

## Rewards[1]

We recognise and reward pupils who go 'over and above' our standards, their achievements and contributions to the school community. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public reward.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach. Expected behaviour is clearly defined and communicated to all pupils. Prosocial behaviour is valued, and the system of positive praise is used to encourage and motivate pupils. Praise will be used as much as possible to reinforce our school rules and core values.

| Reward | How does it work? |
|---|---|
| In Class Rewards Systems | Classes can decide on their in-class reward system, this will be decided on in conjunction with pupils. It shall not detract from learning time and will emphasise the demonstration of our Core Values and School Rules. |
| House Points | Pupils may receive house points from any member of staff for being an outstanding member of the QMPS community, demonstrating our core values and 3 school rules. |
| Golden House Point | Houses may receive Golden House Tokens for demonstrating compassion, collaboration, community and cooperations during inter-house events including the half termly inter-house sports championships. |
| Above and Beyond | 1 pupil per week is nominated for the 'Above & Beyond' special mention in Celebration Assembly. |
| Core Value Certificates | 1 pupil from each class is nominated to receive a certificate for demonstrating the half termly core value. |
| Special Mentions | 1 pupil will be nominated to receive a special mention and sticker for their exemplary work in Writing, Reading, Maths, Science or Sport. |
| Shout-Outs | At the end of each day and at the end of celebration assembly, class teachers and pupils can share their 'shout-outs' to recognise pupils demonstrating our core values, 3 school rules or acts of kindness. |
| Partner/Buddy Class Celebrations | Pupils may receive praise and celebration from their partner class teaching staff. Stickers, shout outs and house points can be given to celebrate excellent learning, displaying the school rules and values. |
| Stickers | Pupils are given stickers for their achievements |
| Online Platforms | Pupils can receive certificates for their achievements with their online platforms and these are awarded half termly. |
| House Winners | Pupils in the house that collects the most points at the end of the half term will be rewarded with a house celebration led by the House Staff Leaders. |
| Attendance & Punctuality | **Weekly:**<br>Classes receive an extra afternoon break (planned in by the class teacher) if they collectively show any of the following:<br>*Highest percentage/ Most improved / Special Mentions*<br>**Half termly:**<br>Certificates for excellent attendance are awarded in half -termly assemblies to classes.<br>*Highest percentage/ Most improved / Special Mentions*<br>**Termly:**<br>Individual Recognition: Badges for individual recognition are awarded in termly assemblies to pupils.<br>Collective Recognition: A collective reward organised by the Pastoral Team.<br>*Highest percentage/ Most improved / Special Mentions / 100%* |
| Praise Post Cards | Class teachers will nominate a pupil each week and the senior leadership team will send home a surprise postcard to inform of outstanding positive behaviour. |

**The school appropriately adapts rewards that have the potential to be discriminatory to children with SEND where necessary.**

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[1] Further detail is contained at paragraph 40 in the DfE Behaviour Guidance

# 6.    Responding to behaviour – Sanctions/Consequences

At Queen's Manor Primary School, we refer to the DfE Behaviour Guidance's use of 'Sanction'. However, we also use the language of 'consequences' when responding to misbehaviour.  All sanctions are proportionate to the incident and are dealt with on a case-by-case basis.

Pupils can turn their behaviour around and should have the opportunity to reset their behaviour after both break and lunch time. This is an important strategy to de-escalate ongoing behaviours. All children should have the opportunity to reset their behaviour.

**The system ensures that:**
- All pupils are held responsible for their behaviour and can make positive choices about their behaviour and influence outcomes.
- Pupils can turn their behaviour around and should have the opportunity to reset their behaviour after both break and lunch time.
- Staff are empowered to manage behaviour without delegating.
- Teachers integrate a system within daily teaching to promote positive behaviour and effective behaviour management skills.
- Pupils who consistently follow the rules are noticed and rewarded.

**The system allows for the following:**
- A **consistent** approach that can be used by all staff and pupils.
- **Least intrusive** approaches are used to manage behaviour.
- **Teaching** of specific behaviours and routines.

## How we communicate the above to Parents/Carers:
- Information is shared on a need-to-know basis.
- The school will report to those families directly involved.
- Parent/carers will be contacted either face to face, by phone or in writing.
- Matters relating to individual pupils, their families or members of staff are not to be raised in any public forum.
- Social Media, including WhatsApp, is not endorsed by the school as a form of communication with parents/carers.
- If you have concerns about your child, please contact the class teacher in the first instance.

# Behaviour Steps

| Steps | Example of Behaviours | Actions |
|---|---|---|
| **Re-Direction** (Least intrusive intervention) | • Not displaying the school rules, Be ready, respectful and safe' <br>• Interrupting teacher during whole class <br>• Interrupting learning time & low level disruption <br>• Wasting time during learning and transition times. <br>• Off task behaviour <br>• Not work independently during an independent task | • Gentle encouragement and re-direction, a 'nudge' in the right direction, small act of kindness, remind of previous good behaviours – refer to Ready, Respectful, Safe. <br>• **Least intrusive intervention** |
| **Reminder** | Continuation of re-direction behaviours | • A **clear, verbal reminder** of the expectations delivered privately wherever possible. <br>• **Repeat** reminders if necessary. <br>• **De-escalate** and **decelerate** where reasonable and possible and take the **initiative** to keep things at this stage. <br>• If appropriate, **note** their name down for your own reference. This should not be visible to the whole class. |
| **Step 1:** In Class Reflection | Continuation of reminder behaviours after opportunity to reset and preventative/de-escalation strategies have been used, with the addition of: <br>• Disrespectful behaviour <br>• Unkind hands and feet <br>• Tantrums <br>• Eating sweets/chewing gum <br>• Biting (developmental stage) | • Pupil engages with in-class reflection for 5 minutes <br>• **Preventative/de-escalation** strategies (use the script) **must** be used to **avoid re-escalation.** These **must** be delivered **privately** wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. <br>• Pupils **must** be given the chance to reset. <br>• Use a 5-minute timer. <br>• If at playtime, 5 minutes at the outside reflection table. |
| **Step 2:** Time away from class in partner class <br><br>**Recorded on CPOMS & Parents informed** | Continuation of Step 1 behaviours after opportunity to reset and preventative/de-escalation strategies have been used, with the addition of: <br>• Inappropriate language <br>• Challenging authority <br>• Not keeping hands and feet to themselves <br>• Treating classroom without respect <br>• Obstructive behaviour in refusing to participate <br>• Refusal to learn/work <br>• Leaving the classroom without permission | • Pupils should be taken (with work) to the designated 'buddy classroom' to cool down and/or to defuse a situation: <br>  o EYFS/KS1 will go for **10** minutes <br>  o KS2 will be up to **20** minutes. <br>• The buddy class teacher will monitor that the pupil is completing the work provided when the pupil enters the class. <br>• The buddy class teacher will never cut the time short, however, can extend the time if the pupil isn't ready to return to their normal class. <br>• Use a timer for 10 or 20 minutes <br>• If at playtime, 10-20 minutes at the outside reflection table, time in the alternative playground or with another member of staff. <br>• **Preventative/de-escalation** strategies (use the script) **must** be used to **avoid re-escalation.** These **must** be delivered **privately** wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. <br>• Pupils **must** be given the chance to reset. |
| **Step 3:** Referral to Phase Leader <br><br>**Recorded on CPOMS & Parents informed** | Continuation of Step 2 behaviours after opportunity to reset and preventative/de-escalation strategies have been used, with the addition of: <br>• Defiance towards adults <br>• Disrespecting property/school property <br>• Play-fighting | • If there is **further** concern, the pupil will be referred **internally** to the Phase Leader <br>• The pupil will spend time with the member of staff for the remainder of lesson, break or lunch. <br>• **Preventative/de-escalation** strategies (use the script) **must** be used to **Avoid re-escalation.** <br>• Pupils **must** be given the chance to reset. <br>• **Class teacher to provide learning.** |
| **Step 4:** Referral to Pastoral Lead or Assistant Principal <br><br>**Recorded on CPOMS & Parents informed** | Continuation of Step 3 behaviours after opportunity to reset and preventative/de-escalation strategies have been used, with the addition of: <br>• Serious and deliberate rudeness or aggression to adults or children <br>• Upsetting and name calling to other pupils <br>• Highly disruptive behaviour <br>• Throwing objects across the room | • If there is **greater cause** for concern, the pupil will be **referred internally** to the Pastoral Lead or Assistant Principal <br>• The pupil will spend time with the member of staff the remainder of the morning / afternoon. <br>• A **restorative conversation/preventative/de-escalation strategy** (use the script) **must** be used. <br>• **Avoid re-escalation,** by ensuring children can reset. <br>• **Class teacher to provide learning.** |
| **Step 5:** Referral to Pastoral Lead, Assistant Principal or Principal <br>**Recorded on CPOMS & Parents informed** | Continuation of Step 4 behaviours after opportunity to reset and preventative/de-escalation strategies have been used. or a 'serious breach'. | • The pupil will spend time with the Pastoral Lead, Assistant Principal or Principal for the remainder of the morning / afternoon. <br>• A **restorative conversation/preventative/de-escalation strategy** (use the script) **must** be used. <br>• **Avoid re-escalation,** by ensuring children can reset. <br>• **Class teacher to provide learning.** <br>• Parents will be informed and if necessary, a meeting will take place. If appropriate, a reintegration will take place. |

## NB All Hate incidents to be recorded on CPOMs.

*For regular occurrences and concerns, a behaviour support plan/report may need to be implemented. This will be completed together with the pupil, parent/carer, class teacher and other relevant staff members, e.g., SENCO or Pastoral Lead*

## Serious Breaches:

In some cases, a pupil's behaviour can be so serious that the above system is overridden:

| Serious Breach Grade 1 | Serious Breach Grade 2 |
|---|---|
| • Persistent refusal to follow the Academy rules and expectations/ defiance to instructions/ refusal to comply<br>• Profuse verbal aggression/ swearing<br>• Deliberate physical violence<br>• Derogatory and/ or discriminatory verbal violence towards another student/ staff<br>• Racial/sexual/ homophobic harassment<br>• Any form of repeated bullying<br>• Theft<br>• Graffiti or serious property damage<br>• Drug abuse or the possession of drugs or the use of any illegal substances or materials (including pornography)<br>• Seriously injuring another child deliberately | • Carrying an offensive weapon<br>• Physical violence (pupil/ staff)<br>• Arson<br>• Extortion<br>• Drug related activity linked to the supply of drugs<br>• Persistent refusal to follow the Academy rules and expectations<br>• Persistent fixed term exclusions<br>• Criminal behaviour<br>• Serious violence/assault<br>• Abuse of any kind<br>• serious threats<br>• Extremely violent behaviour / vandalism |
| Fast track to a member of SLT or Pastoral Lead | Fast track to the Principal |

These incidents will be fully investigated and will result in at least one of the following:
- Letter/phone call home
- Meeting with parents
- Related sanction proportionate to the behaviour/pupil
- Withdrawal from lesson
- Internal suspension
- Short fixed term suspension (0.5-5 days)
- Longer fixed term suspension (6-15 days)
- Permanent exclusion

The consequence will be dependent on:
- Severity of the incident
- Impact on staff/children
- Frequency of the incidents
- Age/needs of the child

# 7.   Supporting pupils following a sanction/consequence

At Queen's Manor Primary School, we use a range of strategies to support pupils following a sanction. Here are a few of the strategies may use:

## Zones of regulation

To help children with their emotions so that they can make positive behaviour choices, we use 'The Zones of Emotional Regulation' as a whole school approach to emotional regulation. This system helps children to articulate how they are feeling and suggests ways in which they can regulate their emotions.

The zones are divided into 4 colours to describe how the children's brain and body feels:
   **Blue Zone** – 'Running Slow', such as when they are tired, sick, sad or bored.
   **Green Zone** – like a green light – 'Good to Go'.
   **Yellow Zone** – 'Proceed with Caution' and slow down.
   **Red Zone** – 'Stop' – extreme emotional responses, which result in children having difficulty making good decisions.

Children are taught about the Zones of Emotional Regulation through assemblies, class briefings, PSHE lessons and specific interventions led by our Pastoral team. All staff also model language linked to this approach daily, and there is a consistent whole school visual to reinforce language associated with the zones. Children are taught that it is OK to be in any zone and they may be in more than one zone at a time. Through discussions, children populate a tool kit of activities that they can undertake so that they can regulate to the Green Zone and are ready to learn.
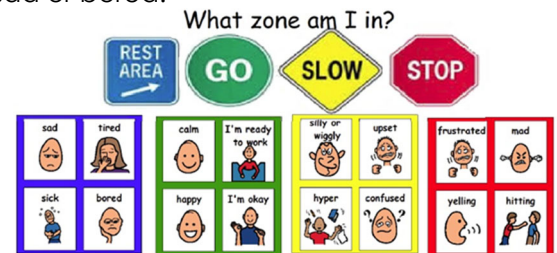
## Preventative Strategies

### Wave 1 Preventative strategies

To support children in making positive choices, teachers will use preventative strategies to ensure that behaviour does not escalate to the stage where a consequence is required.
- **Non-verbal cues –** agreed  signals with children so they see they are making the right choice and to remind them of the school rules.
- **Verbal strategies –** positive praise given to 'catch them being good' being specific so the child can repeat the positive behaviour.
- **Physical resources –** visual timetables to be up on whiteboards, in all classes, and any reward charts to be used to support positive attitudes to learning.
- **Environmental controls –** teachers will ensure the children are seated so they can focus on their learning and provide a safe place where suitable.

### Wave 2 Preventative Strategies
- **Directed choice –** giving the child a choice to encourage them to make a positive decision (e.g. 'you can either put the toy away in your bag or leave it on my desk').
- **Distraction –** distracting a child by using topics that they enjoy
- **Partner/buddy class –** the child working in their designated partner class, this strategy doesn't have to be used with a red card.

To reinforce positive relationships, it is effective to have children visit their partner/buddy class when they have made a good choice.

### De-escalation Strategies

If the behaviour escalates further, de-escalation techniques should be used. These may take place outside the classroom by any adult, preferably by the TA, if they have left the classroom.
- **Help** Strategy- finding out what is wrong, trying to then help the child resolve their issue.
- **Prompt** Strategy- prompting the child with a reward after they have made the right choice ('first come down off the fence, then we can go and do some colouring').
- **Wait** Strategy- monitor child from a distance, then go back to one of the other strategies when calmer.

## Scripted approaches which are encouraged:

### 30 second intervention

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away from the learner; allow them time to decide what to do next. If there are comments as you walk away, write them down and follow up later.

### Restorative Script

Restorative conversations at Queen's Manor Primary School are a core part of improving behaviours.

### Our Restorative conversations are structured in 5 steps:

1. What happened?
2. What was each party thinking and feeling at the time? What do you think / feel now?
3. Who feels affected by this?
4. What needs to happen to put things right?
5. How can we make sure this doesn't happen again?

### Time Machine

Step 1: Roll back time.

Step 2: Are you willing?

Step 3: Breathing star. Be a S.T.A.R. Everyone Smiles, Takes a deep breath And Relaxes.

Step 4: Tree of hearts. Wish each other well.

Step 5: 1-2-3. Focus on the goal.

Step 6: Sentence starters

Step 7: Hearts and globe.

# 8.   Notes