

EAST BERGHOLT CEVC PRIMARY SCHOOL

I have come that they might have life, and have it to the full John 10:10

BEHAVIOUR AND RELATIONSHIPS FOR LEARNING POLICY

Our Christian values underpin everyday life in school and our staff and children are expected to demonstrate these values as they go about everyday school activities.



Background

At East Bergholt CEVC Primary School, we recognise that a calm and predictable school environment supports all pupils, especially those affected by trauma. Routines, transitions and expectations are made clear and consistent, with visual cues and adult modelling where appropriate. We equally value personal, emotional and spiritual development alongside academic progress. We value the individual whilst recognising the importance of contributing as local and global citizens in the world. The school community has a shared expectation of how we should treat each other. We show care and consideration to each other. We acknowledge and praise the efforts and determination, as well as the achievements, of all individuals in order to raise self-esteem and help individuals to feel valued.

Pupils are helped to manage their feelings and to find solutions to problems when things go wrong. We will always criticise the behaviour and not the child. We view all behaviour as communication, and will look for the root causes from feelings and experiences. Pupils are taught how to take responsibility for their actions and how to apologise and make amends. When managing behaviour, we actively seek the underlying causes which may be emotional, physical or relating to an identifiable condition.

Aims

- To create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- To establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- To outline the expectations and consequences of behaviour
- To provide a consistent approach to behaviour management that is applied equally to all pupils
- To define what we consider to be unacceptable behaviour, including bullying and discrimination

Positive Relationships

Adult, pupil and peer relationships will have a big impact on all behaviours. All adults will actively aim to build positive relationships with all pupils, but especially with those that they work closely with. In order to do this, adults will:

- Meet and greet children each day on entry to the class
- Have multiple individual conversations with pupils throughout a week
- Get to know the pupils' home situations, interests and hobbies

An Understanding of Behaviour

All behaviour is a form of communication. It is important that staff consider why the behaviour is occurring:

- Sensory (meeting a known or unknown need)
- Escape or avoidance
- Attention (interaction or reaction) - connection seeking
- Tangible (a way of gaining access to an item or activity)
- Whether the behaviour is conscious or unconscious

Staff work alongside each other to understand the behaviour and try to identify a need. They consider what can be changed to make things better for tomorrow, by trying to change the circumstance in which the behaviour occurs.

Types of Behaviour

Prosocial	Behaviour that is driven by positive experiences and positive feelings and is conducive to a safe and positive learning environment
Unsocial	Unwilling or unable to behave socially in the company of others, or to follow instructions, but not to the detriment of self or others.
Antisocial Difficult	Behaviour which causes disruption, distraction and interrupts the learning. It threatens the focus of the learning environment and can have a negative impact on the learning of others.
Antisocial Dangerous	Behaviour which puts an individual and/or others at risk. This could be the risk of physical harm, bullying or harm of self-worth. Dangerous behaviour jeopardises learning and makes others feel unsafe.

Pro-Social Behaviour

Pro-Social behaviour is the behaviour that we teach at East Bergholt CEVC Primary School, and the behaviour that we want to see in all people at the school. At East Bergholt the pro-social behaviour we teach and expect to see includes being: kind, safe and respectful.

We teach this pro-social behaviour through our school rules (right) which are:

- Be kind
- Be safe
- Be respectful



We also teach pro-social behaviour through the school's PSHE curriculum; assemblies; day-to-day interactions with children; modelling the behaviour we expect from the children and offering verbal praise and recognition.

Prosocial behaviour is promoted clearly and consistently and rewarded in a variety of ways:

- highlighting prosocial behaviours and choices
- being congratulated (verbal praise)
- being recognised on the Class Board (see appendix 2) – children move their names up
- classroom certificates linked to the Class Board (see appendix 2)
- a visit to the Headteacher / Deputy to share work or the behaviour and to receive a sticker
- being awarded celebration assembly certificates
- visiting another teacher or adult to share work or behaviour

At East Bergholt, we understand that it is the majority of children who display these pro-social behaviours and we understand the importance of these children feeling noticed and valued.

Unsocial Behaviour

Where children display unsocial behaviour, adults will deal with this individually without drawing unnecessary attention to it. In short, adults will, where possible, deal with positive behaviour loudly and unsocial behaviour quietly. Where behaviour is deemed to be low level, affecting only the individual or others for only a short period, adults will use the following strategies:

- tactical ignoring
- non-verbal signals
- proximal praise (noticing positive behaviour in others around the child)
- offering a choice
- asking a child to catch up on work in their own time
- reminders on the Class Board (see appendix 2) – an adult will move the child's name down

Anti-Social Difficult and Dangerous Behaviour

Consequences will always be proportionate and relational, with a focus on repairing harm and learning, rather than punishment. Anti-Social behaviour can have a negative impact on any number of the following: the pupil themselves (missed learning, low self-esteem or anger at themselves) and other pupils either individually or the wider class or staff members. If behaviour is deemed to have a significant impact on classmates or adults, or the process above has been followed but there is no improvement in behaviour, then there are three types of consequence which staff will issue:

- **A logical protective consequence:** to ensure the learning or safety of everyone else in the class is protected. An example of this would be if a child hurt another child on the playground, then that child would be expected to go inside the school building or to a different area to take time out; or if a child was significantly interrupting learning in the class, they would need to leave the classroom space to take time out. The time out of the class, or from the playground, will be for a short period.

If a pupil does not respond to the protective consequence a TA or teacher may need the support of another adult or a member of the SLT. Behaviour should be dealt with on the day and a fresh start made the following day or session, unless it is felt a protective consequence needs to be in place for a longer period or repeated. The protective consequence could be in the best interest of the pupil, and carried out prior to any behaviour escalating.

- **A logical educational consequence:** put in place to learn about the behaviour. This means making or putting things right.

- Pupils, for example, should clear up any mess they may have made, or have conversations with any individuals affected. Also (if appropriate), they may need to catch up on any missed learning, due to the initial behaviour, in their own time or in another lesson.
- **A restorative Consequence / Conversation:** Showing the pupil that when we make a mistake or poor behaviour choice, we need to try to put things right and understand what went wrong. A restorative conversation is held (see below Restorative Approach and Restorative Questions).

This may happen sometime after a behaviour, when the child is regulated and calm. This allows pupils to move on and aims to prevent further incidents occurring. We will work with children in our school to ensure that they always learn from their mistakes and restore any harm that they have done. The process can also include strategies / choices to prevent the behaviour happening again.

Recording

Any incidents where a child has caused physical harm to their peers, staff or self, damaged property, absconded, sworn, committed an act which could be seen as bullying, racist, homophobic or discriminatory, has received an internal suspension or has displayed behaviour that was deemed as anti-social difficult or anti-social dangerous, **must be recorded on CPOMS** after the member of staff has put protective and/ or educational consequences in place. These forms should then be **“assigned” to the Headteacher or Deputy Headteacher.**

Restorative Approach

This restorative justice approach, as a means of resolving issues, allows pupils to move on and aims to prevent further incidents occurring. We also understand that children may make mistakes when they are learning, and therefore our approach puts restoring harm done to relationships over and above the need to assign blame and dispense punishment. For this reason, we will work with children in our school to ensure that they always learn from their mistakes and restore any harm that they have done. The restorative process is one aspect of tackling poor behaviour choices, with an aim to reduce the likelihood of reoffending. The process can also include strategies / choices to prevent the behaviour happening again. With certain pupils and in certain situations the emphasis initially should be on de-escalation and calming prior to the consequences or restorative conversation taking place. Trying to enforce consequences on a dysregulated, emotional pupil will only serve to inflame the situation (see De-escalation Script below).

Restorative Questions

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought since?
- 4) How did this make people feel?
- 5) Who has been affected?
- 6) How have they been affected?
- 7) What should we do to put things right?
- 8) How can we do things differently in the future?

De-escalation

When dealing with challenging or confrontational behaviour, or a child who is dysregulated, it is paramount to remain calm and in control. When a child has lost control of their emotions, the moment for consequences is likely to have passed. To help to remain calm in these situations, the East Bergholt scripts will be used to deliver a message about the behaviour, or to help calm a pupil prior to dealing with the behaviour without inflaming the situation.

The aim in this and other situations where a script may benefit, is to deliver a message in a clear and supportive way and end the conversation without getting drawn into a prolonged, probably unhelpful conversation.

De-escalation Script

- Child's name
- I can see something is wrong
- I am here to help
- Talk and I will listen
- Come with me and...

Behaviour Script

- I notice you are...
- In school we have a rule about ...
- This means...
- Remember when you...
- This broke our school rules. Next time you need to...
- Thank you for listening

Pro-Social Behaviour Script

- Well done for walking in the corridor, that is keeping us safe
- Thank you for waiting your turn, that's really patient and kind
- I noticed that you checked that your friend was OK, that is very considerate and kind
- Thank you for listening so carefully, that is really respectful

Whenever we praise pro-social behaviour, we will label the behaviour that we are praising and if possible, link this to a feeling. This, over time, will help children to develop intrinsic motivation and they will want to work hard and make the right behaviour choices for themselves. Giving stickers with no explanation or simply saying well done does not make it clear to the children what they have done well and will not support them in learning pro-social behaviours. When children have developed internal discipline and intrinsic motivation, they are better able to succeed in life as they are self-motivated. At East Bergholt, we invest time in nurturing intrinsic motivation within children so that they can thrive and fulfil their individual potential.

Pupils with SEND (Inclusion)

We expect all children at East Bergholt CEVC Primary School to abide by our School Rules, Christian Values and high expectations of behaviour. We want to keep children with special educational needs within whole school behaviour management systems; however, this will be more difficult for some children at certain times. We will make reasonable adjustments for these children.

To monitor this, there will be:

- Regular meetings between teachers and parents/carers
- Specific targets for improved behaviour
- A Risk Reduction Plan (see appendix 1) may be put in place and shared with all adults involved with the child at school
- An Individual Stress Management Plan (see Supporting All Learners below)
- Regular meetings with the SENCo and/or the school's senior leadership team to discuss progress. All staff will be aware of the plan and be supportive of the needs of the child
- Support from Early Help services including counselling

Supporting All Learners

The school teaches and highlights pro-social behaviours to facilitate healthy learning environments, thus supporting all children to learn. The majority of children will thrive with this approach following our Behaviour Policy but some children will need extra support and structure, leading to the creation of Individual Stress Management Plans for a small number of children in our school. These are created by members of staff working around the child and are tailored to the individual's needs, ensuring provision is in place to teach pro-social behaviours. These are shared with parents or carers and with all adults who work closely with the individual child.

Playground and Lunchtime Behaviour

Our high expectations and standards of behaviour in school are continued outside on the playground. Pupils are rewarded with 'Lunchtime Award' stickers by MDAs for following the school rules. Pupils can be highlighted to their class teachers, by mid-day staff, as recognition for positive dining room or playground behaviour or going above and beyond during lunch and play.

If children display unsocial, anti-social difficult or anti-social dangerous behaviours, mid-day staff will follow the same steps taken in the classroom: a reminder, a second reminder, timeout (not playing) standing next to an adult (Protective consequence) and finally a consequence (which may lead to a restorative conversation) and parents informed. Children who are to receive a consequence will be brought to either the Headteacher or Deputy Headteacher.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can include:

- Emotional Bullying – being unfriendly, excluding, tormenting, name-calling, sarcasm, spreading rumours or teasing
- Physical Bullying – hitting, kicking, pushing, taking another's belongings or any use of violence
- Prejudice-based Bullying – taunts, gestures, physical abuse focused on a particular characteristic e.g. gender, race, sexuality, disability-based
- Cyber-Bullying – bullying online through social networking sites, messaging apps or gaming sites

Anyone, adult or child, who feels they are being bullied, or feels someone they know is being bullied, must tell an adult. All adults in the school must listen if a child says they are being bullied – telling a child to keep away from the bully or telling them to play with someone else is not appropriate or acceptable.

A clear report of the bullying incident should be obtained from the victim and any witnesses if appropriate. The perpetrator should then be asked to give their perception of the incident. If possible, the victim and the perpetrator should be brought together so that the victim can tell the perpetrator how the incident has made them feel etc.

The perpetrator needs to have a clear explanation of what they have done wrong and the reasons why they are wrong – we cannot expect them to change their behaviour if they do not understand what is wrong with their behaviour. The perpetrator must make amends for the hurt they have caused.

An agreement will be put in place whereby the perpetrator must agree to change their actions or be faced with a consequence. The victim must be made aware of this agreement and the part they have in it. Unless there is a child protection reason not to do so, parents of both the victim and the perpetrator must be informed of the bullying incident and of the agreement that has been 'drawn up'.

All incidents of bullying must be reported to the Headteacher or Deputy Headteacher, who will carry out the necessary investigations, draw up necessary agreements, report to parents and record on CPOMS.

Searching of Pupils Bags and Person and Banned Items

A forward to this section is that at East Bergholt teachers and adults will regularly help pupils search for lost or missing items that they have asked for help in finding.

Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe. Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy.

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules policy identifies as an item which may be searched for. This will never include the removal of clothing. Due consideration will be made if the gender and familiarity of the staff member searching will cause undue anxiety or harm. Where possible parents should be informed prior to a search for a prohibited item but this may not be the case in searching for non-dangerous stolen items including those stolen from peers. Only Staff who have read the "Searching, Screening and Confiscation Advice for schools July 2022" can be authorised to carry out a search. If the Headteacher, Deputy Headteacher or authorised person carries out a search this must be recorded on CPOMS and parents must be informed if they were not informed prior to the search. Any prohibited Items will be confiscated and the person conducting the search will ensure the correct handling, disposal or passing on of the Item(s).

The list of prohibited items is:

- knives and weapons (including homemade or items changed to be a weapon) or imitation weapon
- alcohol
- illegal drugs
- stolen items, including from peers
- any article that the member of staff reasonably suspects has been, or is likely to be used:
 - to commit an offence, or
 - to cause personal injury to, or damage to property of; any person (including the pupil)
- an article specified in regulations:
 - tobacco and cigarette papers;
 - fireworks; and
 - pornographic images

Serious One-off Problems

These should be reported to either the Headteacher or Deputy Headteacher immediately. The child will be seen by the Head or Deputy. Parents will be notified if this is felt to be appropriate. Incidents will be dealt with on an individual basis with children being expected to make amends in some appropriate way.

Acts of aggression will usually result in the child being removed from the classroom or playground for an identified amount of time. Examples of behavior, which could result in an being reported to either the Headteacher or Deputy Headteacher include bullying, aggressive swearing, fighting, and racial, homophobic, religious or cultural abuse.

Fixed Term Suspension and Permanent Exclusion

This policy will pay due regard to the DfE guidance for Exclusion from maintained schools, academies and child referral units in England. Decisions for exclusions of any type will result in evidence being gathered to ensure that exclusions are lawful, reasonable and procedurally fair. Only the Headteacher can make the decision to exclude. In their absence, the Deputy Head can make the decision to exclude. Exclusions can be either for a fixed period or permanent. Exclusion will be considered for the behaviour of children outside of the school.

Permanent exclusion will only be considered in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing a child to remain in school would seriously harm the education or welfare of the child or others in school.

The school will seek early intervention to address underlying causes of disruptive behaviour through a team-led approach with school staff, parents and outside agencies, as needed.

The Headteacher or Deputy Headteacher will, without delay, notify parents of the exclusion and the reason(s) for it. They will also, without delay, provide parents with the following information in writing:

- The reason(s) for the exclusion.
- The period of an internal suspension, fixed-period suspension or, for a permanent exclusion, the fact that it is permanent;
- Parents' right to make representations about the exclusion to the governing body and how the child might be involved in this;
- How any representations should be made; and
- Where there is a legal requirement for the governing body to consider the exclusion, that parents have the right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

Behaviour outside of School

The school will take into account poor behaviour that takes place outside of the school gates. Pupils may be disciplined when:

- Taking part in any school-organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a child at the school

Or for misbehaviour at any time whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school, including cyber incidents that include direct and indirect bullying (see the anti-bullying policy for further clarification)
- Poses a threat or harm both physical and / or mental to another child or member of the public
- Could adversely affect the reputation of the school.

Serious behaviours that take place outside of school and any behaviour of a cyber nature **must be recorded in the school's behaviour log on CPOMS**. See also the Anti bullying Policy that includes Cyber incidents.

Child on Child Abuse (including online abuse)

The school recognises that children can suffer abuse from other children on the school site and online. If the school is made aware of this through a disclosure of a child, the school's Safeguarding and Child Protection Policy will be enacted. The Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead will listen to both the victim and perpetrator, and the parents of both will be contacted. In line with the most recent version of Keeping Children Safe in Education, the school may put a risk assessment in place to protect the victim. This may include a fixed term suspension whilst an investigation takes place. Other agencies will be contacted, and these may include, but are not limited to: Social Services, the Police and/or the Health team.

The use of Physical Intervention

The Education Act 1996 sets out what physical interventions staff in school may legally use in addition to the 'Use of Reasonable Force' guidance for Headteachers, staff and governing bodies 2013. Physical Intervention is only ever used as a very last resort at East Bergholt Primary School to ensure the continued safety of both pupils and staff. Proactive and preventative measures play a significant role in minimising the necessity to use 'force' to control or restrain a pupil, and this includes ensuring that high quality teaching and learning is taking place, and that the provision is 'needs led', and responds to the complexity of need. On the very rare occasions where physical intervention is required at East Bergholt, we ensure that:

- it is a last resort
- a second member of staff is in attendance
- the member of staff intervening attempts to continue to communicate with the pupil throughout the incident
- physical intervention stops as soon as it ceases to be necessary
- parents are contacted following the incident

In all cases, a physical Intervention record must be made and added to **CPOMS**.

Touch Policy

Sensitivity to Individual Needs

Staff are aware that some children may have experienced trauma or have sensory sensitivities and may not be comfortable with physical contact. These preferences are respected and form part of our inclusive, needs-led approach.

Statement of the use of physical contact

There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- to comfort a pupil in distress (so long as this is appropriate to their age)
- to gently direct a pupil
- to assist with toileting accidents
- for curricular reasons (for example in PE, Drama etc.)
- in an emergency to avert danger to the pupil or pupils.

In all situations where physical contact between staff and pupils takes place, staff must consider the following:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history
- the location where the contact takes place (it should not take place in private without others present)

Within East Bergholt, this means that a member of staff may physically guide, touch or prompt children in appropriate ways at appropriate times.

Why Do We Use Touch?

We may choose to use a physical intervention with children for a variety of reasons, but in general terms we would normally do so for either comfort, reward or guidance.

How Do We Use Touch?

Hugging

In school, we encourage staff who are using touch for comfort or reward to use a 'school hug'. This is a sideways-on hug, with the adult putting their hands on the child's shoulders. This discourages 'front on' cuddling, and the adult's hands on the shoulders limits the ability of the child to turn themselves into you. Hugging can be used either standing or seated.

High Five or fist bumps

Offering a high five or fist bump as a reward for effort or achievement is a perfectly acceptable and enjoyed experience by most pupils at most primary ages. Adults will be aware of individuals who this may not be appropriate for.

Hand-Holding

We recognise that children sometimes enjoy being able to hold hands with adults around them. This is perfectly acceptable when the hand holding is compliant. However, if the handholding is being used by an adult as a method of control to move children, this can become a restraint. Therefore, we encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's, for a little extra security if it is required. It is generally deemed appropriate to touch others on the upper arm and shoulders.

Lap-Sitting

At our school we actively discourage lap-sitting. Children should be taught to seek comfort/attention through other means. If a child attempts to sit a staff members lap, they will explain and ask them to sit next to the adult if it is appropriate.

At times, children may, in crisis or distress, hold you in a way which is not described as above (e.g. 'front on' hug/lap sitting). If this should happen, staff will inform either the headteacher or deputy headteacher. Staff will be asked to make a note of this. This will be in order to record and monitor the amount of times the child is seeking this support from staff and to analyse the child's unmet need.

Please note that although we have a touch policy and believe that touch can be a positive experience for the children that we care for, this does not mean that we will seek to use physical interventions with children. It should also be realised that some children will not want to be touched. Please respect this.

Touch to Support Separation from Parents on Entry to School.

Touch can be used in a supportive way, to help pupils who are struggling with anxiety in separating from parents on entry to the school. In this scenario, adults should:

- Use talk first to encourage the pupil to enter
- Ask to identify any known reason for the reluctance in coming in
- Ask permission from parent to help and use touch
- Support / guide the pupil into the classroom

Metacognition/ Growth Mindset

At East Bergholt Primary School, our commitment to promoting a growth mindset is deeply intertwined with our school behaviour policy.

We encourage pupils to embody our 'Learning Superpowers': 1) We learn from our mistakes; 2) We give 100% effort; 3) we never give up; 4) We challenge ourselves. These principles align with our core values, as learning from mistakes fosters a respectful attitude towards others' struggles, giving full effort demonstrates kindness through commitment, and persistence ensures a safe and supportive environment for all. By integrating these superpowers into our behaviour policy, we aim to cultivate an atmosphere where pupils not only excel academically but also uphold our values of kindness, safety, and respect in all aspects of their school life.

Review

Governor Oversight

Governors receive a termly update on behaviour data and trends. The policy is reviewed annually with the governing body and behaviour is monitored as part of school development planning.

Staff Training

All staff receive annual training on our behaviour policy, de-escalation strategies and trauma-informed practices. This ensures a consistent approach across the school and gives staff confidence to respond calmly and effectively to all behaviours, in line with DfE guidance.

This policy is reviewed every year. A review may take place earlier than this should new regulations be introduced.

Appendix 1

Risk Reduction Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....



Appendix 2

Classroom Charts

Classroom Charts are used to outline the expectations and consequences of behaviour. They provide a consistent approach to behaviour management that is applied equally to all pupils across the school.

How to use the Classroom Chart

For Verbal Praise and Recognition

Staff will use the language on the behaviour chart to support them. Every child starts the day on 'Ready to Learn.' If a child is displaying pro-social behaviour, learning superpowers or is going above and beyond, the child can move their name up. Staff can use the language of the chart to support with verbal praise:

1. "Move your name up – Good Learning/Behaviour! Thank you"
2. "Move your name up – Great Learning/Behaviour! Thank you"
3. "Move your name up – Amazing Learning/Behaviour! Thank you"
4. "Move your name up – Outstanding Learning/Behaviour! Thank you"

If a child moves their name up four times and finishes the day on 'Outstanding,' they are able to take a Classroom Certificate home (Appendix 3)

N.B If a child has received a reminder that day, they are unable to be a Star and take a Classroom Certificate home. Star behaviour and certificates are for children who have displayed pro-social behaviour and good learning behaviour ALL DAY.

For Reminders and Consequences

Staff will use the language on the behaviour chart to support them. Every child starts the day on 'Ready to Learn.' If a child is displaying unsocial behaviour, difficult anti-social behaviours or dangerous anti-social behaviours or poor learning behaviours, the child will need to move their name down. Staff can use the language of the chart to support with reminders and consequences:

1. "This is a reminder because...move your name down and think about our school rules/ learning superpowers."
2. "This is your second reminder because...move your name down. Are you making the right behaviour/learning choices?"
3. "You need to have some time out because...move your name down and go to..." (This must be to a different classroom)
4. "You will need to have a consequence because...move your name down. I will need to contact your parents. (this can be at the end of the school day, be telephone or in person)





Star of the Day!

Today you have been kind, safe and respectful. You have also worked hard on your learning and gone above and beyond in the classroom. Your teacher is very proud of you.

WELL DONE!

Signed: _____



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Today you have been kind, safe and respectful. You have also worked hard on your learning and gone above and beyond in the classroom. Your teacher is very proud of you.

WELL DONE!

Signed: _____

