POSITIVE BEHAVIOUR & ANTI BULLYING POLICY

Reviewed Annually

Governors' Committee Responsible	Full Governors
Status	Statutory
Review Cycle	Annual
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AIMS

To provide a clear framework, for children, parents/carers, all staff and any other person working in our school community that will support and nurture a consistent and effective approach to behaviour management at our school.

OBJECTIVES

- **To state the school's expectations of behaviour that will ensure a safe, fair and happy environment for all members of the school community.**

- **To set out structures and systems to support positive behaviour expected at all levels of the school community.**

- **To provide a curriculum and organisation that supports the pupils to develop a sense of right and wrong, the ability to take a personal responsibility for their choices and actions and a tolerant, caring attitude to fellow human beings and the world in which they live.**

- **To ensure that behaviour always supports learning and does not prevent children from being denied an equal opportunity to access the curriculum.**

It is important that our Golden Rules, general school and class routines and this policy are understood by everyone involved in our school and that they are referred to regularly to reinforce positive behaviour. Golden Rules will be displayed in all classrooms and around the school – see ***Appendix 1***

The Golden Rules and other school routines ensure that the school can carry out its responsibilities **consistently**, according to the legal requirements, school ethos and LA guidelines.

All our rules support the belief that:

- **Children have the right to learn in a calm and safe environment.**
- **All children can behave well.**
- **Staff have the right to carry out their jobs of teaching, managing and supervising children without undue stress and aggravation.**

OUR RULES

Individual and group behaviour should contribute to a **safe, fair, hardworking and happy atmosphere** in our school. The school community needs to show respect towards one another and for the Golden Rules

GOLDEN RULES

- We are gentle (we don't hurt others)
- We are kind and helpful (we don't hurt anybody's feelings)
- We listen (we don't interrupt)
- We are honest (we don't cover up the truth)
- We work hard (we don't waste our own or other's time)
- We look after things in our school (we don't waste or damage things)

SOME EXAMPLES OF OUR SCHOOL ROUTINES

- We always leave jewellery and pocket money at home. (apart from stud earrings and watches Year 2 upwards)
- We walk quietly when inside the school.
- We sit and listen quietly during assembly.
- We stop still when the first bell goes during playtime and in the Juniors we walk to our line.
- We walk to our line in the Infants when the second bell goes during playtime.

OTHER GENERAL SCHOOL ROUTINES

ATTENDANCE & PUNCTUALITY

- All children should be in class for registration by 8.45/8:50.
- Children arriving after 8.50/9:00 must report to the office before going to their class.
- If a child is absent from school their family must inform the school as soon as possible of the reason for the absence (letter or phone call please).
- The Headteacher will decide if the absence can be authorised (e.g. chicken pox) or not (e.g. visiting auntie)
- Persistent lateness or unauthorised absence will be referred to the Education Welfare Officer.
- Parents intending to take their child out of school for a reason must apply to the Headteacher by using the appropriate form for authorisation before the child is taken out of school. Authorisation can only be given in ***exceptional*** circumstances.
- For further details please see Tolworth School Attendance Policy

ILLNESS & MEDICATION

- Staff may not give any medicines except for chronic conditions such as asthma or in exceptional circumstances. This must be by arrangement with the First Aiders in the school.
- Children may not bring any medicines, cough sweets, ointments, etc. to school.
- Children with infectious diseases (measles, chicken pox etc.) must be kept at home for the required period as advised by the GP.
- Children with coughs and colds should only remain at home if they have a temperature or are tired after a disturbed night.

- Children with gastric upsets must remain at home for 24 hours after the last bout of sickness or diarrhoea.
- Children with head lice or nits must be treated promptly. Help is available from your GP or the school nurse.
- For further details please see Tolworth School Illness Policy

HEALTH & SAFETY

- Children are not allowed to fight, or 'hit back' in school (they often need to be shown a different game to play).
- Children may only use playground apparatus when supervised by a school adult.
- Families whose children suffer an injury or become ill at school will be informed at the end of the school day or immediately if the injury or illness is severe.
- All children must have an emergency contact number in school.
- When collecting and delivering children at the school doors, adults are asked to stand back so the teacher can see the children clearly as they enter and leave the class.
- All parents / visitors spending time in school must sign in at the office.
- All gates must be closed when entering or leaving the playground.
- No vehicles may enter the playground without prior permission of the Headteacher.
- Dogs (guide dogs excepted) and smoking are banned on any part of the school premises.
- Parking on the yellow zigzags or turning cars in the gate area when collecting or dropping children off at school is not permitted as it endangers lives.
- Sweets, chocolates, fizzy drinks, bubble or chewing gum are not allowed even in packed lunches. **NO NUTS OR NUT PRODUCTS SHOULD BE BROUGHT TO SCHOOL**
- For further details please see Tolworth School Health & Safety Policy

CLOTHING & BELONGINGS

- All children are expected to wear practical, washable clothes in the Nursery and school uniform in the rest of the school. ALL ITEMS MUST BE NAMED.
- School shoes should be comfortable and safe for running about at playtime. Open toe sandals, high heels and heavy boots often cause accidents.
- All children need plimsolls/trainers, shorts and tee shirt for games and P.E. These must be named and kept in a bag on their school peg so that they are available for lessons.
- Jewellery and elaborate hair slides etc. should not be worn to school. If your child has pierced ears plain stud earrings may be worn but should be removed on PE days, which is a parental responsibility.
- Inexpensive simple watches may be worn from Year 2.
- Only money that is for school meals or specially requested in a school letter should be brought to school in an envelope clearly marked with the child's name and class plus the amount of money and what it is for. This should be handed to the class teacher or school office.
- Children are allowed to bring in a small pocket toy to play with at playtime but these should not be valuable.

REWARDS AND SANCTIONS

The main purpose of the rules is to help us all to have a clear understanding of the standards of behaviour we expect from one another, especially in school.

It follows that if we have standards to aim for **we have to expect and encourage children** to achieve them. We do this in several ways but the most important is to recognise the achievement of the standards through **praise and acknowledgement**. We have to be careful that praise does not become the only reason the rules are kept and that children do not become sycophantic or focus only on tasks where they can win praise easily. We must always remain alert to this and make sure that reward is given for a range of success and behaviours. Most children have an acute sense of 'fairness' and expect that if rules are broken that punishment follows! It is easy to 'give a dog a bad name' whilst giving the benefit of the doubt to a child who is usually well behaved. Each one of us has the capacity to break the rules once in a while!

We must aim to encourage children to follow the rules spontaneously, for their own good and the good of the community and not simply to gain praise or avoid punishment.

We recognise that each situation has to be dealt with according to the age of the pupil, their level of maturity and their particular circumstance. However, no child can be allowed to behave outside the rules we have although we will be sensitive to the best ways to achieve the objectives of this policy whilst still being **consistent** in how we respond.

REWARD SYSTEMS

These are used to reinforce and to encourage the achievement of positive behaviour. Adults must always be aware of those that consistently strive to behave well and their efforts must be rewarded too, alongside those who have had to make a far more conscious effort to behave according to the rules. All the rewards in **bold** have to be used throughout the school consistently although others can be added.

Private acknowledgement

- Telling the person concerned that you are aware of his/her achievement, using positive descriptive praise.
- Asking children to reflect on how they feel about their success.

Public acknowledgement

- Drawing the class/group attention to the achievement (circle time is good for this).
- Receiving a sticker to take home that day or certificate in class.
- **Two children per class can be nominated for a certificate (Infants), merit badge (Juniors) for special achievement.**
- **Children can be nominated for the GLB (Good Learning Book) and receive a reward 'credit card' from HT/DHT/AHT (Juniors). (3 GLBs needed for 1 credit card)**
- Showing work or explaining success to another member of staff, class or child.
- Class privileges: leading a line, choosing a story or song, handing out letters etc.

- **'Catch me being golden' – marbles in the jar (class incentive) – playtime/lunchtime staff can also award marbles. Once the jar is full 'Golden Treat' for five minutes. If the jar is filled multiple times a longer treat.**
- **Star of the week (star of the day for Nursery) – two children for doing something 'above and beyond'. The children get to sit on a cushion/chair/something special and do special jobs (not taking the register).**
- **Golden tickets (yellow raffle tickets): these need to have the child's name on them and are collected by the class teacher.**
- **Golden Time: once a week in Year 2 - 6, twice a week in Year 1 initially moving to once a week, twice a week in Reception. Nursery will have 5 minutes of Golden Time at the end of every day towards the end of the year when the peg system is introduced. On Monday morning children choose what they want to do for Golden Time by putting their photo by the chosen activity on the Golden Time Activity Board. The Golden Time Activities need to be very special and activities they wouldn't usually do.**
- **Certificates sent home to all children who have kept all their Golden Time each term (Juniors)**
- **Rainbow certificates – always keeping the Golden Rules, above and beyond**

SANCTIONS

There is no corporal or physical punishment in school though on rare occasions it is necessary to hold a child to prevent them from hurting themselves or others or damaging property. (Please see School Restraint Policy)

When a sanction is given, the child needs to understand why e.g. that they have not made the correct/right/good choice linked to the Golden Rules. It is important that we use a common positive language. If a child is angry or upset, it is better to discuss the issue later when they are calm. The discussion needs only to be brief, setting out clearly which rule was not adhered to and why the rule is there in the first place. It is useful to ask the child 'Was your behaviour safe / fair / or did it make people happy?' to help them understand why the behaviour was unacceptable. The child needs to understand that it is the behaviour we do not like and not the child. If the situation involves more than one child we need to make sure that all the children involved are spoken to and the problem is sorted out so that they all know that it is 'finished'.
Use the Emotion Coaching Steps – see appendix 4

What we do if a child is not keeping the Golden Rules in teaching and learning sessions:

1. **A look, a quiet pre-warning, a reminder.**
2. **Another quiet pre-warning, reminder that their peg may be moved by the adult (praise others for positive behaviour) "I really want to keep you on the sun so you need to remember the rule ……."**
3. **The child's peg is moved by the adult to the sun/cloud with the name turned round (the peg can be moved back to the sun if they make the right choices).**
4. **If the child continues to make 'sad choices' then their peg will be moved to the sad cloud. The child will then lose time from their Golden Time (make a private note of it on record sheets and <u>move the peg back after each session</u>). Please check that all pegs are back to the sun at the end of the day.**

It is up to the class teacher to make a judgment about how long the good behaviour should last before they move back to the sun when on the sun/cloud. Usually if they have made the right choices for the rest of the session, then make a big deal with lots of descriptive praise and move the peg back. If it happens at the end of a session then you need to remind the child to follow the Golden Rules at playtimes, then their name will be moved back. The key is using your judgment and common sense. Loss of Golden Time: 1 minute for Nursery and Reception, 2 minutes for Year 1 and 5 minutes for Year 2 - 6. Children are positively welcomed back into Golden Time.

Nursery/SRP system:

- If a child is not keeping the Golden Rules, then a look or quiet pre-warning and reminder.
- Another quiet warning and reminder about being moved away from the activity.
- If the 'sad choices' continue, move the child away from the activity. They sit with a sand timer for one minute. The sand timer has a sad cloud at one end and a sun at the other end. Once the minute has finished show the child the sun on the timer, the time out is finished. The child is positively welcomed back to the activity.
- The peg system will be introduced towards the end of the year as transition into Reception.

What we do if a child is not keeping the Golden Rules during playtime/lunchtime:

1. **A look, a quiet pre-warning, a reminder.**
2. **Another quiet pre-warning, reminder – engaged them in a game or activity.**
3. **Child holds the adults' hand (or stands by an adult) for a given time during playtime – see above. Reminded of the rules, good games to play and then welcomed back to play (Infants).**
3. **Child stands in the 'time out' zone for a given time during playtime – see above. Reminded of the rules, good games to play and then welcomed back to play (Juniors).**
4. **Repeat of above.**
5. **Child brought in for 'time out' to see Head or Deputy (Leadership Team)**
6. **If a 'fight' has occurred this is recorded (by Leadership Team) and up to 10 minutes of Golden Time is taken off.**
   (see ***Appendix 3*** for more details)

Other sanctions that may happen if the child is not responding:

1. **Practicing one specific rule e.g. 'Good Listening' could be broken down into 'wait until I have finished speaking'.**
2. **Sitting apart from friends / group for a period of time. Each class should have a time out/quiet zone.**
3. **If there is unsafe or disruptive behaviour that cannot be tolerated, then the child may need time out in another allocated classroom. This needs to be logged by the class teacher so that the behaviour can be monitored. No discussion should be had with the child once they are removed. It is the child's class teacher's responsibility to collect the child back to class and to log the unacceptable behaviour on the record sheet.**

4. **Some children may need to finish learning during their playtime if they have chosen not to 'work hard'.**
5. **Once the child returns 'catch' positive behaviour as soon as possible.**
6. **Head/Deputy need to be informed and will monitor this logged behaviour to help support the child further. A meeting with all key adults may need to be held to discuss supportive strategies and a way forward.**
7. **Parents need to be informed if the child is being removed from class. If unsure please discuss with the Head/Deputy.**

Children must be supervised at all times so may not be excluded from the classroom or playtime/lunchtime unless they are given to the care of another school adult.

The Headteacher will be informed of, and record, any instances of:

- Racist or other bullying abuse
- Repeated swearing
- Significant injury / damage to person or property
- Theft (misappropriation of small items by young children will normally be dealt with by class teachers)
- Persistent inappropriate behaviour that continues after sanctions have been employed

A serious incident form is kept in the staff room. When filled in this needs to be given to the Headteacher so that the incidents can be monitored and reported to the LA if necessary.

Extra Help

Some children will need additional help, structure and nurturing to keep the rules. In these cases a meeting will be held with the Head and Deputy plus all significant school adults, to put together a consistent approach.

BULLYING

Our definition of bullying is if a child is deliberately targeted by others to be hurt by verbal or physical unkindness or by being excluded from a group specifically to cause upset. ***It is not*** when children are hurt or upset by day to day quarrels and disagreements that are a normal part of growing up.

The Kingston definition of bullying is: **'Bullying is deliberate, hurtful behaviour, repeated over time, where it is difficult for the victim, or victims, to defend themselves.'**

We do not tolerate bullying and fortunately it is not a common occurrence in our school. We do get children to explain what has happened to them and what they have done. This helps us to judge if a situation is bullying or an ordinary children's quarrel. We will always investigate any report of bullying from child or parent.

If we discover bullying we work to support the bullied child and to teach them ways to deal more assertively with situations in the future. After a suitable sanction we also work to change the behaviour of the child who has bullied and teach them strategies for more positive

communication. Both children would be watched closely to make sure that the situation did not happen again.

ROLES & RESPONSIBILITIES

Governors: will be responsible for ensuring the school has an effective policy to manage pupil behaviour and will require the Headteacher to keep them informed on issues regarding behaviour.

The Headteacher and Leadership Team: will be responsible for preparing, promoting and monitoring the implementation of the policy. The Headteacher will also be responsible for ensuring governors and parents have copies of the policy as requested and communicating any changes in the policy to them. The Headteacher has the option to exclude children from school on a fixed term or permanent basis. This severe sanction would only be used in extreme situations.

Class teachers: will be responsible for the management of behaviour of their class and of any other children in and around school. Class teachers should report persistent poor behaviour to the Headteacher or Deputy Headteacher after a range of strategies has been tried. Class teachers must spend time talking to children about the school's Golden Rules and general rules consistently so that the reasons for them are understood by children. It must be pointed out to children that adults have to follow the Golden Rules too. All classrooms are expected to have a Golden display with the rules, sun, clouds, pegs and Golden Time choosing board clearly up.

Mid-day meals supervisors, teaching assistants, NNEBs: are responsible for supporting pupils' positive behaviour and will use the policy, reward and sanction system in the same way as class teachers. Persistent poor behaviour over lunchtime will be reported to the class teacher to deal with. If there is still no improvement the Deputy Head and then the Headteacher will be informed.

Parents/Carers: are expected to support the policy and to discuss it with their child at home to reinforce the fact that home and school work together. Parents need to communicate any concerns to class teachers and to attend any meetings to discuss their child's progress or behaviour. Parents will always be told if their child is involved in a serious incident or was continuing to behave badly. School would seek to work with the family to devise ways to help the child improve his/her behaviour.

Children: are expected to follow the school Golden Rules and to become involved in discussions about positive behaviour. The School Council will also regularly discuss issues involving school behaviour.

OTHER SYSTEMS TO SUPPORT POSITIVE BEHAVIOUR

Classroom management:

- Teachers will ensure a well-organised classroom and a clear daily structure that provides a safe and stable environment for the pupils.
- Teachers will provide lessons and activities well matched to pupils' needs and abilities and ensure that they work at a pace that challenges and occupies children purposefully.
- School rules will be consistently applied throughout the school by all staff.
- All staff get to know the children well, listen carefully and set a professional example.

Curriculum provision:

- Every class will have a weekly circle time to give opportunity to boost self-esteem, express views and opinions and explore values. This maybe a family circle or smaller circle.
- Every class will have a weekly session collectively, which will provide opportunity for the group to explore moral, spiritual and ethical issues.
- Every class will provide for the programme of PHSCE, which gives opportunity to develop interpersonal, social, emotional and organisational skills.
- All curriculum policies have regard to Equal Opportunities to ensure that all children are able to access the curriculum.
- All children follow a broad curriculum giving opportunity to develop excellence in a range of areas.

Home / School Partnership:

- Tolworth Schools seek to work with families to develop the education of their children.
- Regular parent evenings are held to discuss the progress of the children.
- Staff are always willing to arrange to meet families to discuss any concerns.
- Parents are welcome in school to support the classroom activities.
- Parent governors are able to play an active role within the school community.
- Staff actively seek the support of parents to resolve any behaviour problems that have not responded to school sanctions.

Appendix 1

Golden Rules/ Golden Time essential resource list:

- School Golden Rules Poster displayed in classroom on a Golden board with 'make a good choice' as the title.
- School sun (with pegs yellow one side plus photo and grey the other side for each child), sun/cloud and cloud displayed again with the title 'make a good choice'.
- 'Star of the week' sign with photos of stars of the week and the reason they are the stars.
- 'Catch me being golden' – marbles in the jar.
- Golden Time activity board.
- Class routines
- Lunchtime routines

Appendix 2

If exclusion of a child is necessary as a last result, then the RBK guidelines will be used (see RBK policy and letters).

Appendix 3

Golden Time and Golden Rules

Golden rules

'Our Golden Rules'

- We are gentle (we don't hurt others).
- We are kind and helpful (we don't hurt anybody's feelings).
- We listen (we don't interrupt)
- We are honest (we don't hide the truth)
- We work hard (we don't waste our own or other's time).
- We look after things in our school (we don't waste or damage things).

- Golden rules are all values which in turn lead to other values including compassion and empathy

Respect for physical safety-**we are gentle**
Respect for emotional safety-**we are kind**
Respect for truth-**we are honest**
Respect for others-**we listen**
Respect for myself-**we work hard**
Respect for the world-**we look after property**

- We can still have class room routines, all sensible routines can be linked back to the golden rules.
- Consistency of language is paramount:…. 'good choice, when you opened that door you were being kind' (always refer back to the golden rule)
- Reinforce that Golden time and rules are directly linked. All children should be able to say that we have golden time because we kept the golden rules.
- Golden rules, sun and cloud and need to be displayed together where the class can see when whole class teaching is happening.
- After each holiday there should be a golden rules assembly.
- The rules need to be on a board backed with gold paper.
- Golden time activities need to be a child height so they can choose them on a Monday.

Golden Rules and Golden Time and how to do it:

- The key to Golden time is the staff's knowledge that: *'We have Golden Time to celebrate all the children who keep the Golden Rules'* and the children know that: '*When I keep the Golden Rules, I get Golden Time.'*
- A clear display in each classroom with the Golden Rules and a sun, sun and cloud. Around the sun are pegs with the child's name and photo on the yellow side and name on the grey side.
- At the start of the day, the pegs should all be on the sun.
- If a child is not keeping the Golden Rules, then a look or a quiet pre- warning and reminder should happen first.
- If this does not work, then another quiet warning and a reminder of being moved onto the sun and cloud should happen next.
- If the behaviour continues, the peg is turned and moved onto the sun and cloud by the adult with a reminder that if they *'make a good choice'* then their peg will be moved back to the sun.
- It is up to you to make a judgment about how long the good behaviour should last before they move back onto the sun but usually if they have made good choices for the rest of the session, then make a big deal with lots of praise and move the peg back. If it happens at the end of the session then you could remind the child and say that if they follow the Golden Rules at playtimes, then their name will be moved back. **The key to this is using your judgment and common sense.**
- If they continue to make 'sad choices' then the peg will be moved onto the sad cloud. If this happens they will miss some of their Golden time and can only be moved back once they have missed some golden time. The timings are:
    - 1 minute for nursery and reception
    - 2 minutes for Year 1
    - 5 minutes for Years 2- 6
- It is essential that children are then positively welcomed back into Golden Time and their peg is moved back onto the sun.

GoldenTime routine:
Reception classes:

- Start with 10 minutes of Golden Time daily, children to have a choice of some special activities/ games that they would not usually do any other time. Use the visual board backed with gold to display these choices.

End of reception and Year 1

- On a Monday morning the children can choose what they what to do for Golden Time on Wednesday and Friday afternoons. There is board backed with gold with the activities on and children can velcro their names to the activity of their choice.

Year 2

- On a Monday morning the children can choose what they what to do for Golden Time on Friday afternoons. There is board backed with gold with the activities on and children can velcro their names to the activity of their choice.

Key Stage 2

- On a Monday morning the children can choose what club they want to go to for Golden Time on Friday afternoons. There is board backed with gold with the activities on and children can velcro their names to the activity of their choice.

Nursery system:

- If a child is not keeping the Golden Rules, then a look or a quiet pre- warning and reminder should happen first.
- If this does not work, then another quiet warning and a reminder of being moved away from the activity and having time out for one minute.
- If this is not enough, move the child away from the activity or place where they have broken the Golden Rule and sit the child with the 1 minute timer with a sad cloud on the top of it. When the timer has finished, show the child the sun on the timer, the time out is finished. The child is then positively welcomed back to the activity.
- Towards the end of the nursery year, the peg system can be used but only turn the peg around so that the grey side is showing on the sun. At this time, also begin to introduce daily Golden Time at the end of the session for 5 minutes. Children to have a choice of some special activities/ games that they would not usually do any other time. Use the visual board backed with gold to display these choices. If a child has not followed the Golden Rules and their peg is turned around, then they lose 1 minute of Golden time, using the timer. Children are then positively welcomed back into Golden time, so that their time is happy and successful at the end of a session.

If children break a golden rule, give them a reminder or non verbal warning, always point to the golden rule they are breaking. If they do it again, move the peg onto the sun with their photo facing away. If they then follow the golden rules the peg goes back, say 'good choice, you are following the golden rules'. This is normally after a session but use your judgment. If they break another rule, the peg goes onto the cloud and they lose some of their Golden time (record this in a book)
Nursery:

If this is happening regularly, then the child is probably a 'child beyond'

What happens to the children beyond?:

- These are children who for whatever reason (emotional issues, developmental delay, poor attachment, low self-esteem etc) really cannot keep the golden rules all week or even all day.
- These children come out of the normal 'Golden Rules, sun/cloud system'. Their peg can stay with all the other children's pegs but it will not be moved.
- These children need to have clear explanations that they are going to practice one part of one Golden Rule. For example, 'Good Listening' could be broken down into 'wait until I have finished speaking.'
- Ask the child if they would like to practice their Golden Rule. You can *'tell a good tale'* to the class about how well they are doing and make a big deal about putting a marble in a jar for the whole class because of what that child has done.

- Give child lots of praise and positive language when they are keep their part of the Golden Rule.
- First the child needs to practice for 1 minute, then 2 minutes increasing steadily to the whole session. (If this programme does not work speak to the inclusion team as Educational Psychologist (EP) or behaviour support may need to be put in place).
- If there is any behaviour that cannot be tolerated, then the child needs to have time out in another class and this needs to be written down in an ABC incident book so that the behaviour can be monitored. No discussion should be had with the child. Once they have been removed, staff are to ignore the child. The timing of this 'time out' should be in line with their age.
- If this is a child that is beyond having time out in another class, then strategies need to be discussed with the head teacher and the inclusion team so a guaranteed success programme can be put together. Help/emergency cards should be clearly displayed in each class for if they are needed.
- The child can have an '*earning back contract*' but can only earn back up to half of their Golden Time.

Extra incentives:

Marbles in jars-

- Use this as an extra incentive, for example if children are not lining up well or handwriting needs to improve, give the incentive a focus and then invite the children using the phrase, '*catch me being golden.'* (Even if there are no difficulties find a reason to use the jar as all classes need to be using this system consistently).
- When the marbles are dropped in the jar make a big deal out of '*The sound of kindness/helpfulness'* being dropped in the jar. As adults, we know that this is the 'sound of self-esteem.'
- TA's and lunchtime supervisors are included in this incentive to tell teachers that they have caught children being kind/helpful (following the Golden Rules). They can use yellow raffle tickets in the playground/dining hall to keep the teacher informed. A big deal should be made of any child who gets a marble and of why, eg ' Miss H *has told me that you were so helpful in the lunch hall and helped another children, you are keeping our golden rule of being kind and helpful, well done now we can put a marble in the jar towards our class golden treat.'* This helps to develop '*collective responsibility*' in class.
- The class gets a treat when the jar is full, this is called a 'Golden Treat' which are to be decided by the class beforehand and kept as a list with visuals in class.
- The treats need to be small and quick (5 mins) for example; musical statues, favourite games, relaxation music, parachute etc. They should be treats that are not used at other times.
- At the end of the day look at the jar and have the treat at end of each day, to end the day on a positive *'wow, look how many marbles you have got today'* be really positive and send the children home on a positive, fun note.
- Marbles in a jar and reward list need to be on show, in a prominent position and accessible when whole class teaching is happening.

Positive Behaviour management:

- Ignore and distract- use short 'brain gym' clapping games as a distraction.
- Proximity praise- verbally reward the child near the child who is not behaving for the behaviour you want. eg: 'well done for showing me good listening.'
- Good teaching motivates children to behave. Some children make bad choices and some really can't cope.

Stars of the week:

- All classes are currently using this but it would work even better if all classes were following the system below:
- Every child has the right to be star of the week and all children should be chosen throughout the year. The can sit on a special chair for the week and get to do all the special jobs.
- Give the child a scroll that says 'we have noticed….. ('you are kind to others in the playground or you help the younger children learn to read'- anything that they are good at)
- They should also wear a star badge and when adults around the school see the badge they should ask they what is on your scroll.

Games:

- Double double this…
- MillieMillie clap. Teacher and all children say milliemillie continuously. Teacher then calls out names between 1 and 5 and children have to clap the correct amount of times.
- Have you ever ever ever in your short legged life…

After lunch settlers:

- Ask children about their challenges; give them a marble in a jar if they have achieved their challenge.
- Peer massage sessions.
- Ask children to score how they are feeling between 1 and 5 using their fingers.

Hands up system:

- The children need to be trained how to do this.
- Put your hand up if you want the children's attention.
- Children put their hands up and tap child next to them if they haven't seen you do it.
- Once all children's hands are up and they are quiet, bring your hand down to speak.

Bubble time

- Any child can ask for bubble time, teachers can ask children to have bubble time.
- This time is used for children to be able to tell you difficult things, teachers can also encourage bubble time use for happy things.
- Bubble time to happen at playtimes using three minute timer.
- During individual bubble time, children are allowed to say names.
- 'Bubble of privacy'- a golden bubble to be displayed on a stand/on the wall but removable from the wall, along with the three minute timer. *(This will be organised for everyone)*
- Yellow post it notes for 'please listen soon.' Pink post it notes for 'I can wait and have group bubble time.'
- During individual bubble time, children are allowed to say names.
- Bubble time can also be used for children to go and sort out their own problems, still use the timer and ensure that the problem has been resolved.
- At the end of bubble time, always recap with child and ask if you have got it right.

Think boxes (KS2)

- Think boxes in each junior class where children can write down their worries that they would like discussed in circle time.
- Explain to the children to put a circle on the paper with their thought/worry/concern, if they want it talked about in circle time (without naming names).
- If it does not have a circle on it then children would like to talk with the teacher privately.

Appendix 5

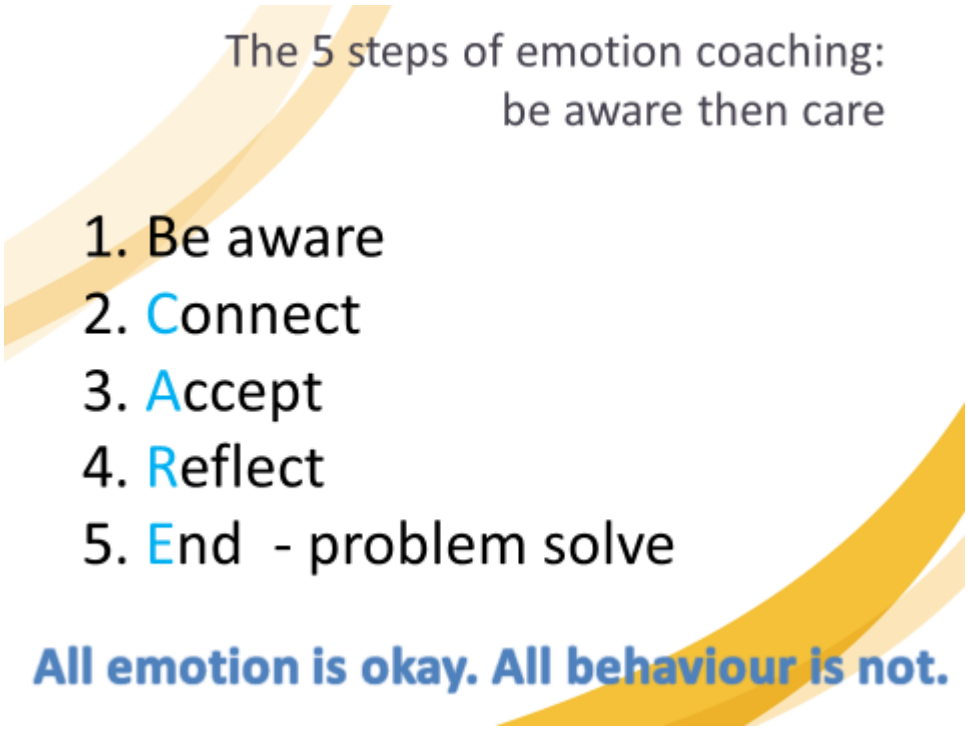
The Golden/HCS Team

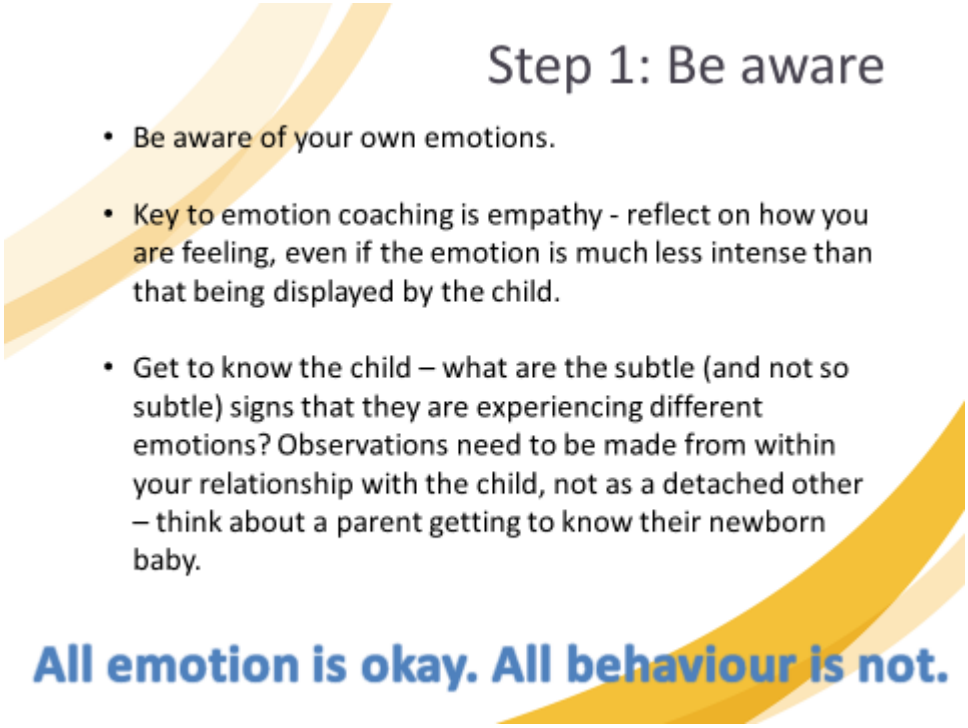
- To be reviewed

Circle time and listening systems (think boxes/bubble time) team

- Debbie
- Anita
- Maria

Appendix 4 – Emotion Coaching Steps





Step 2: Connect

- Recognise the hardest moments as moments for connecting and coaching.
- Forget logic – the child has.
- The child's feelings are real, no matter how irrational they seem to us. Therefore they need to be treated as real, and to feel that they are being taken seriously.
- Connection not dismissal. Dismissal when a child is upset because they have fallen over might be, "don't cry, it's okay, don't be sad, just be more careful next time". Connection would be, "that can hurt. I saw you running and you tripped and scraped your knee. Then what happened?"
- Distraction techniques are only a temporary solution.
- Acknowledge the child's feelings – verbally and non-verbally as appropriate.
- Aim is attunement – allowing the child to 'feel felt'.

All emotion is okay. All behaviour is not.

Step 3: Accept

- Listen to and validate the child's feelings (not their actions).
- Watch for physical evidence of the child's feelings:
  - Facial expression
  - Body language
  - Gesture
  - Tone of voice
- Be aware that seeing a reaction is not the same as perceiving it.
- Use your imagination to see things from their perspective.
- Use words to reflect back what you are seeing and hearing in a soothing, non-critical manner.

GET CURIOUS

NOT FURIOUS

All emotion is okay. All behaviour is not.

Step 4: Reflect

- Name it to tame it!
- Avoid asking why - they probably won't know.
- Be aware of shame.
- May involve retelling the story of what happened, but do not pressurize into doing this.
- Can use 'pause' button, 'fast forward' and rewind.
- Could involve writing or drawing about it.
- Talking may be best done whilst the child is doing something else (e.g. using building bricks).

All emotion is okay. All behaviour is not.

Step 5: End stage – problem solving

- 5 stages:
  1. Limit setting
     - Avoid harsh criticism of them – not all behaviour is acceptable, but all feelings and wishes are.
     - Focus on the emotions which underpinned the behaviour.
  2. Identifying goals
     - Only when steps 1-4 have been fully completed.
     - If it's not working, go back to the previous steps.
  3. Thinking of possible solutions
     - Only a few at a time!
     - Be aware that few children under 10 are able to use abstract thinking in this way.
  4. Evaluating proposed solutions
     - According to the school's moral code.
     - Use the golden rules
  5. Helping the child choose a solution

All emotion is okay. All behaviour is not.