POSITIVE BEHAVIOUR, POSITIVE RELATIONSHIPS & ANTI BULLYING POLICY

Reviewed Annually

Governors' Committee Responsible Delegated to	Full Governors Headteacher
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AIMS

To provide a clear framework, for children, parents and 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 and positive relationships at our school. Our school is committed to the emotional mental health and well-being of all members of the school community. We wish to work towards this in all aspects of school life, to provide an ethos, environment and curriculum that supports the positive social, emotional and mental health of the whole community.

OBJECTIVES

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

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

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

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

- *To get to know the children well and nurture positive relationships, setting a positive example.*

- *We hope to achieve these aims through a policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices*

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

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 Local Authority 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, given the right support to deal with their emotions.*
- *Staff have the right to carry out their jobs of teaching, managing and supervising children without undue stress and interruption.*

KEY PREMISE TO OUR APPROACH

• Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

• All behaviour is a form of communication.

• Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. Using the emotion coaching steps in appendix 4 to help, training and research. Seeking help if unsure.

• Putting relationships first. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect, kindness and value for all members of the school community. **'Happy Children, Successful Learners'.**

• Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Adapted to the particular cohort in our care.

• Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. We teach children how to deal with their emotions so they can moderate their behaviours appropriately.

• Encouraging parental engagement and involvement is crucial when addressing and planning support for children's social, emotional and mental health needs.

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 and kindness 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.
- We wash our hands often and when asked to by a school adult.
- We cover our mouth when we cough.
- We cover our nose when we sneeze – 'catch it, bin it, kill it'.
- We help clean items in school we have used frequently where appropriate.
- We tell a school adult straight away if we feel unwell.

REWARDS AND CONSEQUENCES

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

It follows that if we have standards to aim for, we have to expect, teach and encourage children to achieve them, setting a positive example. We do this in several ways but the most important is to recognise the achievement in all its different forms through descriptive **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 successes, behaviours and positive relationships.

Most children have an acute sense of 'fairness' and expect that if a rule is broken that a consequence follows. At an appropriate time, we need to make sure we explain that there will always be a consequence, while also an opportunity to teach children how to deal with their emotions. However, it can be 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 so we need to make sure we know the children well and that rewards and consequences are given taking account of the situation. See the key premise to our approach above.

We must aim to encourage children to follow the rules spontaneously, to help them feel good and for the good of the community and not simply to gain praise or avoid a consequence. We need to teach children resilience, to have a growth mindset, linked to PSHE.

We recognise that each situation has to be dealt with according to the age of the child, their level of maturity and their particular circumstance. However, no child can be allowed to behave inappropriately, although we will be sensitive to the best ways to achieve the objectives of this policy whilst still being consistent in how we respond. Some children will need more help to understand appropriate behaviour than others. Just as some children do not like public positive praise. Getting to know the children well, setting a good example and building positive relationships is the key to maintaining positive behaviour.

REWARD SYSTEMS

These are used to reinforce and to encourage the achievement of positive behaviour and relationships. 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 below have to be used throughout the school consistently although other class routines and rewards can be added if managed consistently.

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) or merit badge (Juniors) for special achievement, given in assembly.
- 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) given for setting a good example of the 'Golden Rules': these need to have the child's name on them and are collected by the class teacher. If a golden ticket is received a marble in the jar is added.
- 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
- Rainbow certificates – always keeping the Golden Rules, above and beyond

CONSEQUENCES

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 (Please see School Restraint Guidelines appendix 6).

When a consequence 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, using emotion coaching steps in appendix 4. 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 restorative questions (Restorative 5 – 5 is enough) What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently in the future? These help the child understand why the behaviour was unacceptable. The child needs to understand that it is the behaviour choices 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, heard and the problem is sorted out so that they all know that it is 'finished' and acknowledge that it is finished.

Use the Emotion Coaching Steps – see appendix 4

Emotion Coaching: The Evidence Base Research on Emotion Coaching as a whole school approach suggests that it can improve the child's ability to regulate their feelings and has a positive effect upon teacher-pupil relationships.

'Emotion coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff, and families' (Gus et al 2017).

Furthermore, it can lead to better outcomes (including academically) due to improved emotional well-being, awareness and literacy of pupils, staff and parents/carers.

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 so it can't be seen (the peg can be moved back to the sun as soon as they make the right choices).**
4. **If the child continues to make 'inappropriate 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.**
5. **If a child loses 15 minutes Golden or more in a week please send the child to a member of SLT at the beginning of Golden Time so that this can be monitored and the child helped to improve their behaviour.**

It is up to the class teacher to make a professional judgment about how long the positive 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 professional 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.
While a child is sitting out you can use the self - reflection sheet in appendix 10.

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.

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

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 or with a school adult 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 member of staff who has dealt with the incident) and up to 10 minutes of Golden Time is taken off or it may be more appropriate to take a playtime/lunch play away (this will be in discussion with SLT)**
   (see ***Appendix 3*** for more details)

All incidents at playtime and lunchtime need to be dealt with by listening carefully to all sides, resolving and making sure that the incident has been 'finished'. All children need to understand their will always be a consequence to inappropriate behaviour choices.

Other consequences 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 space. 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 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 or Deputy Head Teacher will be informed if any child loses 15 minutes or more of Golden Time so that support can be put in place.

- Juniors and Infants please send child at the beginning of Golden Time to Miss Jennings, Miss Dodson or Mrs Nye

The Headteacher or Deputy Head teachers will be informed verbally <u>and</u> using the behaviour blue form of any instances of:

- Racist or other discriminative behaviour
- Bullying
- 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 consequences have been employed
- Restraint

The parent will also need to be informed. Consequences of the behaviour will be discussed to put in place consistently.

A serious incident form is kept in the staff room or online T-drive - Behaviour. When filled in this needs to be given to the Head or Deputy so that the incidents can be monitored, actions taken and incidents reported to the LA if necessary.

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. RBK Exclusion Policy is followed if an exclusion is made. *See appendix 2*

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 and nurture the bullied child and to teach them ways to deal with situations in the future and to grow their confidence and self-esteem. After a suitable consequence 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.

POLICY LINKS

Tolworth Positive Behaviour, Positive Relationships & Anti Bullying Policy links to the following policies we hold in school:

ATTENDANCE & PUNCTUALITY

- All children should be in class for registration by 8:45/8:50 with registers taken by 9:00am
- Children arriving after 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 by telephone as soon as possible of the reason for the.
- 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 may be referred to the Education Welfare Officer for support.
- 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 based in the Main School Office.
- Children may not keep on their person any medicines, cough sweets, ointments, etc. – these need to be signed in at the Main School Office and kept in the medical room.
- 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 48 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 Illness & Injury 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.
- We 'walk our wheels' at the school gates.
- 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 after 9am and before 3pm
- 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.
- No smoking or vaping on school grounds.
- 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**

Additional Policy Links:

- Safeguarding
- E-Safety
- Equality and Diversity
- PSHE curriculum

ROLES & RESPONSIBILITIES

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

The Head, Deputy 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. RBK Exclusion Policy is followed if an exclusion is made.

Class teachers: will be responsible for the management of behaviour and nurture of positive relationships of their class and of any other children in and around school. All staff have support from their Year Group Team. Class teachers should report persistent poor behaviour to the Head or Deputy after a range of strategies has been tried. Class teachers must spend time getting to know the children and nurturing the children. They will regularly talk to the

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 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. There are other non-negotiables that all classes should have in appendix 1.

Support Staff: are responsible for supporting and nurturing positive behaviour and relationships. They will use the policy, reward and consequence system in the same way as class teachers. All incidents in the playground must be dealt with and 'finished' or passed on if unable to resolve. 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. It is better that more staff know about the situation so that they can support one another with a consistent approach.

Parents and 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 and relationships. Parents may need to speak to the Head or Deputy if behaviour does not improve.

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

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 children.
- Teachers will provide lessons and activities well matched to children's 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.
- Nurturing all children and demonstrating positive relationships is a key element of this policy.
- Using attachment aware strategies and research.

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 PSHE, 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 School seeks 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, when invited e.g. to help with the curriculum where appropriate, school trips, 1:1 reading.
- Parent governors 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.

Support for staff well-being and reflection

- It is important that staff are supported in their Year Group, by the Leadership Team and Senior Leadership Team. We are here for all members of staff, as a team.
- The Leadership Team are committed to being a visible support at all time including playtime and lunchtime.
- The school will provide staff with regular breaks.
- Celebrate the achievements of all staff through 'random acts of kindness' and 'hero of the week' board.
- Access to Educational Psychology support if required with a 'solution focus' for the team.
- See Appendix 5 – self care tips for educators
- Seek advice from Mental Health Leads – Rachel Nye & Linda Jackson
- Golden Team will meet termly to support positive mental health.

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.
- Bubble Time/Think Boxes (see below in appendix 3)
- Class routines
- Lunchtime routines

Appendix 2

Internal and external suspensions or exclusions are always the last resort when managing children's behaviour, occurring only for the most serious incidents and where other interventions have been unsuccessful or where the child is being unsafe. Only the Headteacher can agree to an external suspension exclusion (or the Deputy Headteacher if the Headteacher is uncontactable). During an external suspension or exclusion, the child will not be permitted onto the school site for a fixed period and will be provided with activities to complete at home. A re-integration meeting will take place with a member of SLT on the morning following the exclusion to welcome the child back, set expectations and discuss any additional support. Whilst the Headteacher has the right to permanently exclude a child, this is not an action we intend to take – this is reserved for the most extreme cases and is exceptionally rare in primary settings. In the case of an external exclusion, the Royal Borough Kingston guidelines will be used.

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 inappropriate 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 'inappropraite/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.
- It is important that we get to know the children well and nurture all children. Disassociate the behaviour with the child.

GoldenTime routine:

Reception classes:

- 10 minutes of Golden Treat/ 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.

Year 1

- At some point before Golden Time, children choose a golden time activity. 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). Anyone losing 15 minutes or more needs to be reported sent to a member of SLT at the beginning of Golden Time so that this can be recorded, monitored and further support can be put in place.

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 (trauma, emotional issues, developmental delay, poor attachment, low self-esteem etc.) really cannot keep the Golden Rules all week or even all day. Fair is not having everything the same, fair is having what you need to be successful.
- 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 and this needs to be written down on an ABC incident sheet so that the behaviour can be monitored. No discussion should be had with the child at this stage. Less talk is better. The timing of this 'time out' should be in line with their age.
- If this is a child that is beyond having time out, then strategies need to be discussed with the Head, Deputy and the inclusion team so a guaranteed success programme can be put together. Help/emergency cards should be clearly displayed in each class to be used when needed.
- If all Golden Time is lost the child can have an '*earning back contract'* but can only earn back up to half of their Golden Time.
- Remember the attachment aware training and use of emotion coaching. We are a team that support one another.

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.'
- Teaching Assistants 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.
- If the class fill the jar many times they may receive a longer class reward.

Positive Behaviour management reminders

- 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. Building positive relationships with children is key.
- Discuss positive strategies in Year Group meetings. As a team we are here to support our children together.

Stars of the week or day ideas:

- All classes choose two star of the day (younger children) or week.
- 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 or sticker 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 could also wear a star badge or sticker and when adults around the school see the badge or sticker they can ask why they are star of the week.

Game examples:

- 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…
- There are many more

After lunch settlers:

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

Hands up system or clapping:

- 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 gentle 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.
- Or clap a certain rhythm, the children clap it back which means – stop, look and listen

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 4

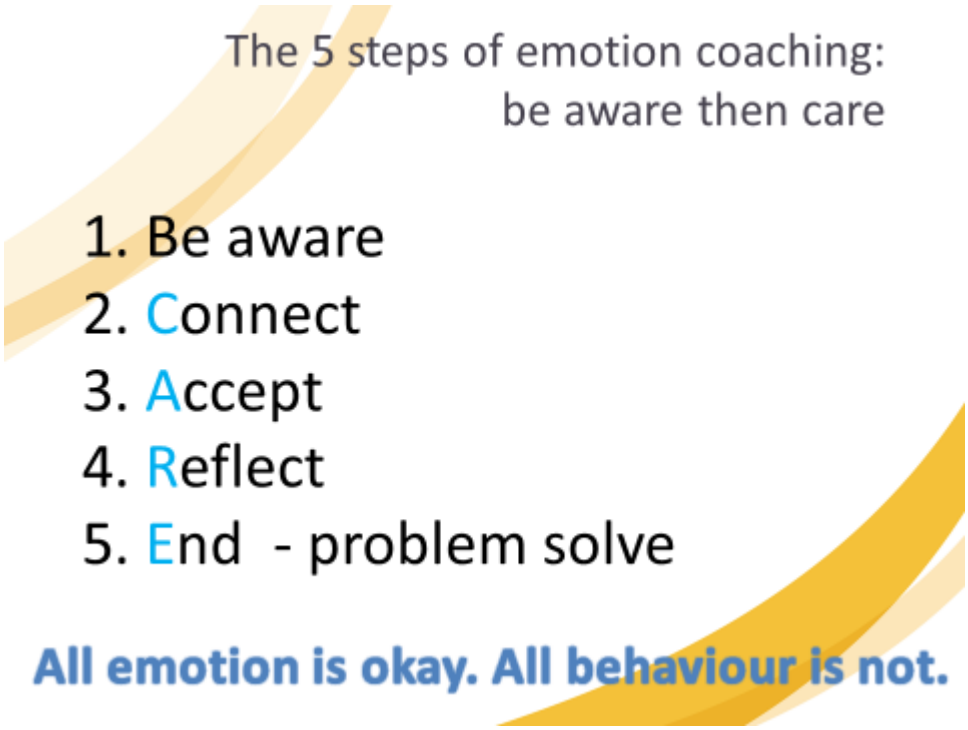
The Golden Team

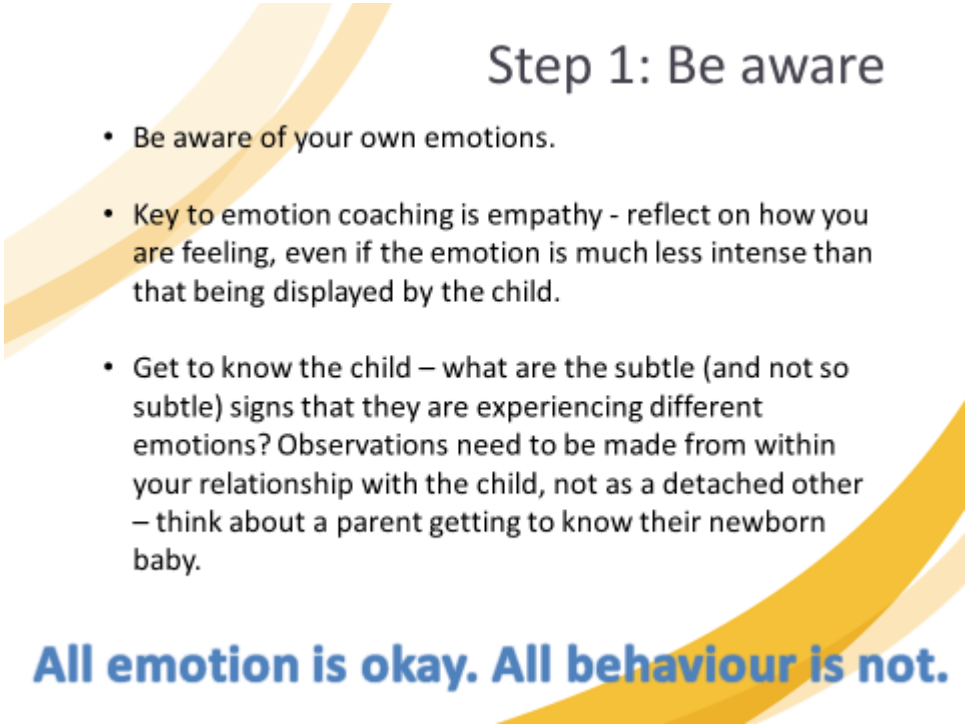
- PSHE leads and one representative from each Year Group, 2 TAs and Children & Families Co-ordinator

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

- PSHE Leads

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.

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).

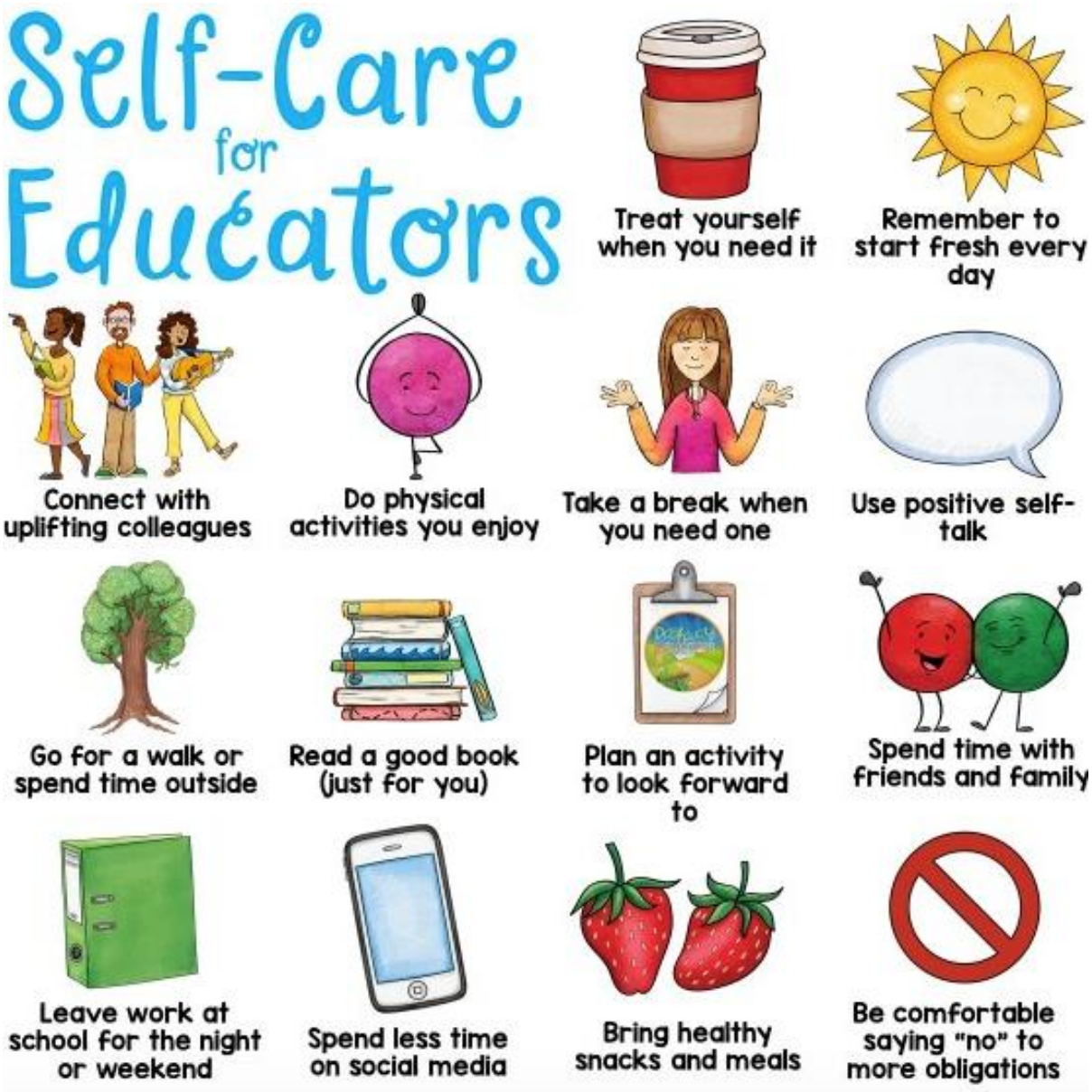
All emotion is okay. All behaviour is not.

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.

Appendix 5 –



There are many support site to help with mental health. If you need support please ask Rachel or Linda.

https://www.nhs.uk/mental-health/self-help/guides-tools-and-activities/five-steps-to-mental-wellbeing/

https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/

Please also refer to other school policiesAppendix 5 – Information courtesy of Beacon House Therapeutic Services & Trauma Team. Additional resources www.beaconhouse.org.uk

Beacon House

Therapeutic Services and Trauma Team

I BELIEVE TO GET OTHERS' ATTENTION, I MUST EXAGGERATE MY FEELINGS AND MY BEHAVIOUR. WHEN I HAVE THEIR ATTENTION, I MUST HOLD ON TO IT FOR AS LONG AS POSSIBLE AS I DON'T KNOW WHEN I'LL HAVE IT AGAIN. YOU MAY NOTICE THAT I:

- Am disruptive, loud and dominant in class
- Am clingy or possessive in relationships
- Am very demanding of your time and attention
- Am more concerned with getting attention than with learning
- Find it difficult to settle by myself
- Talk excessively or act like the clown
- Have concentration problems
- Am very focussed on feelings
- Find it hard to follow rules and structure
- Have poor understanding of cause and effect
- Cannot take responsibility for my actions
- Am coercive, controlling, & confrontational
- Am under performing academically
- Become stressed or angry when things change

YOU CAN HELP ME FEEL SAFE AND HAPPY IN YOUR CLASS SO THAT I CAN LEARN, YOU CAN DO THIS BY:

- Finding opportunities to nurture me
- Seeing the hidden feeling of fear behind my behaviour
- Showing empathy even when I'm raging at you
- Providing a highly predictable, structured routine
- Using visual timetables and instructions
- Breaking down tasks into small chunks
- Providing transitional objects 'please look after this for me for a while'
- Noticing and keeping me in mind (I thought of you when…)
- Gently ask questions to get me to thinking rather than feeling
- Increasing any separation very slowly
- Offering extra support for transitions
- Planning beginnings, endings and separations
- Giving me strategies to calm strong emotions
- Using permission cards to take time out
- Providing a physical space for me to retreat to
- Mediating and scaffolding peer relationships

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Beacon House

Therapeutic Services and Trauma Team

I BELIEVE IF I SHOW MY FEELINGS, OTHER PEOPLE WITHDRAW OR THEY HURT ME. THE BEST THING I CAN DO, IS TO HIDE MY FEELINGS AND PRETEND EVERYTHING IS OKAY. YOU MAY NOTICE THAT I:

- Am withdrawn and quiet
- Rely on information and ignore feelings
- Am too self-reliant for my age
- Am reluctant to ask for help
- Deny my distress by saying "I'm fine"
- May try to take care of others
- Can appear happy and bright most of the time
- Am a model pupil
- Might show sudden outbursts of anger or upset
- Avoid getting close to others
- Focus on what I can't do rather than what I can do
- Fear failure and need to be the best
- Zone out or shut down when stressed

YOU CAN HELP ME FEEL SAFE AND HAPPY IN YOUR CLASS SO THAT I CAN LEARN, YOU CAN DO THIS BY:

- Finding opportunities to nurture me
- Gently show me that feelings are safe to share
- Help me name my feelings by saying "I wonder if..."
- Help me to feel good about myself regardless of achievement
- Organise me into small groups and encourage 1:1 relationships
- Remain physically close to me even when I'm in trouble
- Arrange for older children to be buddies
- Show me that you hold me in mind (I thought about you on the weekend and...)
- Using questions which are clear and precise
- Using characters, films, videos to help describe emotions
- Using writing frames (filling in boxes etc) to prevent anxiety about spilling out into a blank page
- Avoiding activities which are about winning/ losing all the time, encourage playfulness, taking part

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Appendix 6

TOLWORTH SCHOOL RESTRAINT GUIDELINES

We hope never to have to restrain children but there are rare occasions when, for the safety of other children and adults and the child's own safety a child does need to be held.

These guidelines are to ensure the safety of everyone concerned: adults and children.

- All staff will always try to diffuse and de-escalate any situation that may lead to an outburst or behaviour that may need restraint.
  (E.g. ignoring, walking away, distraction, removal of other children, etc as appropriate to the circumstance)

- If it becomes necessary to hold a child a warning must always be given that this is what you will do if the behaviour does not stop immediately. This will be given in a calm, clear tone.

- Great care must be taken when holding a child. It is safest to hold on the upper arm so there is no danger of damaging wrists and hands. If possible one adult holding each upper arm is safest.

- **Take care not to put yourself in danger of injury:** be aware of flailing arms and legs. If you are able to remove shoes safely from a child who is kicking out then this may help to stop them kick.

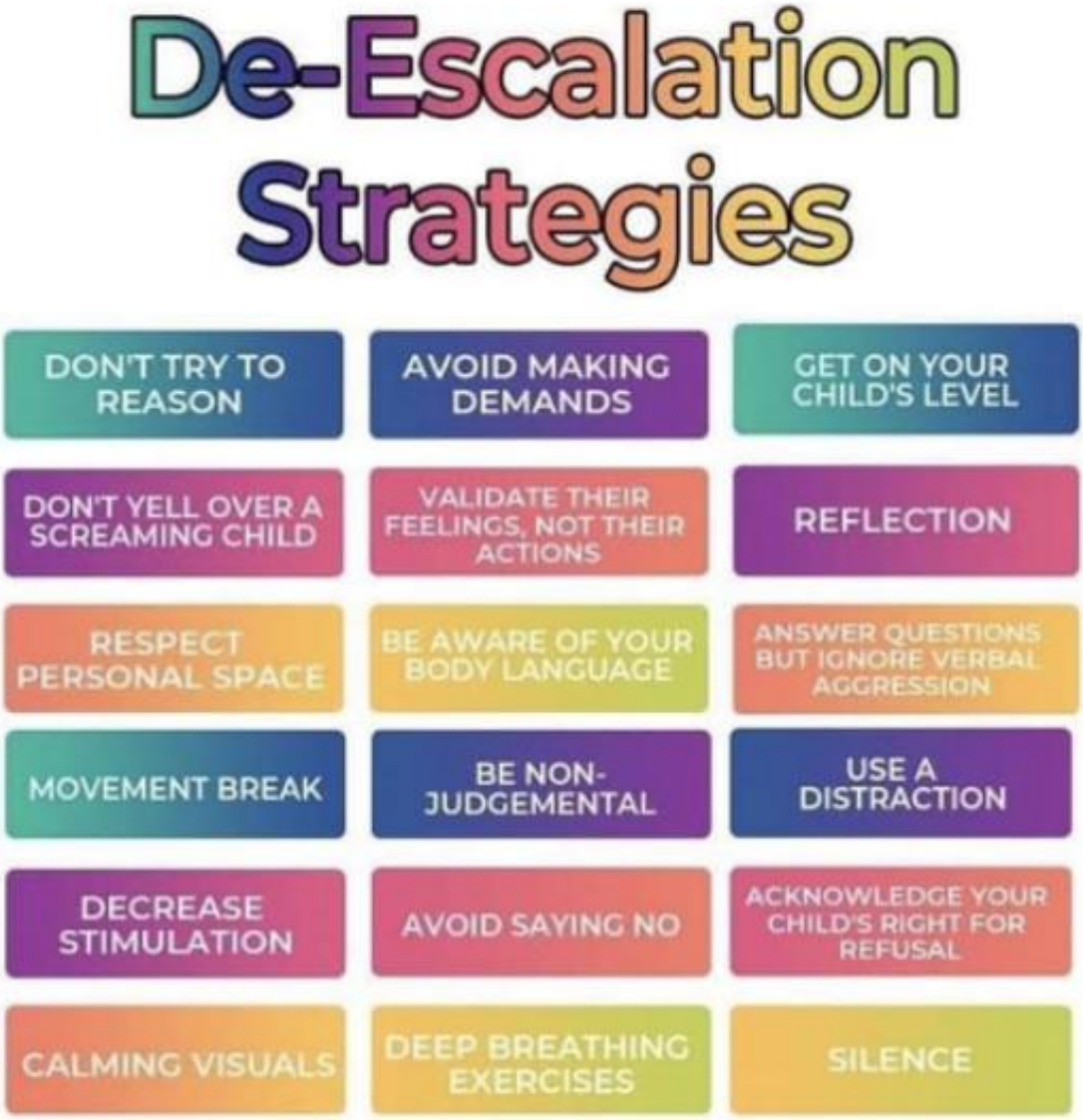
- If it is necessary to hold the child very firmly stand / sit behind them and, if possible, cross their arms in front of them and hold them near the elbow. Be careful of heads thrown back and kicking. Only maintain this position for a max. of a minute as it can impede the child's breathing.

- If there is an immediate danger of someone being seriously hurt, reasonable force can be used to prevent this.

- At all times try to use a firm but calm voice so that it is clear to the child that you expect them to comply but is not causing the child to react more. In moments of immediate danger it may be appropriate to shout.

- As far as is reasonably possible, two adults should be present at all times if a child is being held.

- **Any restraint needs to be recorded (ABC form, blue incident form) <u>and</u> reported to the HT/DHTs so that a positive plan forward can be made together**


De-Escalation Strategies
DON'T TRY TO REASON
AVOID MAKING DEMANDS
GET ON YOUR CHILD'S LEVEL
DON'T YELL OVER A SCREAMING CHILD
VALIDATE THEIR FEELINGS, NOT THEIR ACTIONS
REFLECTION
RESPECT PERSONAL SPACE
BE AWARE OF YOUR BODY LANGUAGE
ANSWER QUESTIONS BUT IGNORE VERBAL AGGRESSION
MOVEMENT BREAK
BE NON-JUDGEMENTAL
USE A DISTRACTION
DECREASE STIMULATION
AVOID SAYING NO
ACKNOWLEDGE YOUR CHILD'S RIGHT FOR REFUSAL
CALMING VISUALS
DEEP BREATHING EXERCISES
SILENCE

Appendix 7 – blue forms in staffroom and online T-drive-Behaviour Folder

TOLWORTH SCHOOL

Logging Discriminative and Serious Behaviour Incidents including racist incidents, and online incidents – please circle which one/s

PLEASE PASS THIS FORM TO HEAD OR DEPUTY HEADTEACHER

(Rachel Nye / Rachel Jennings/Harriet Dodson)

<table>
<tr><td colspan="2">Name & Class of child/ren involved:</td></tr>
<tr><td>Day, Date and Time of concern noted:</td><td>Day, Date and Time (of writing):</td></tr>
<tr><td colspan="2">Name of person reporting incident & job title:
Signature:</td></tr>
<tr><td colspan="2">What happened leading up to the incident (if witnessed)?</td></tr>
<tr><td colspan="2">Record the incident factually: Who is involved? What happened? (if recording a verbal content by a child use their words)? Where? (at school or at home)? Any witnesses? Any other relevant information (distinguish between fact and opinion). Carry on overleaf if necessary or on additional sheet</td></tr>
<tr><td colspan="2">Professional opinion (if relevant) how and why might this have happened?</td></tr>
<tr><td colspan="2">How was the incident dealt with? Any consequences already put in place? Carry on overleaf if necessary or on additional sheet</td></tr>
<tr><td colspan="2">Follow up if appropriate? Carry on overleaf if necessary or on additional sheet</td></tr>
</table>

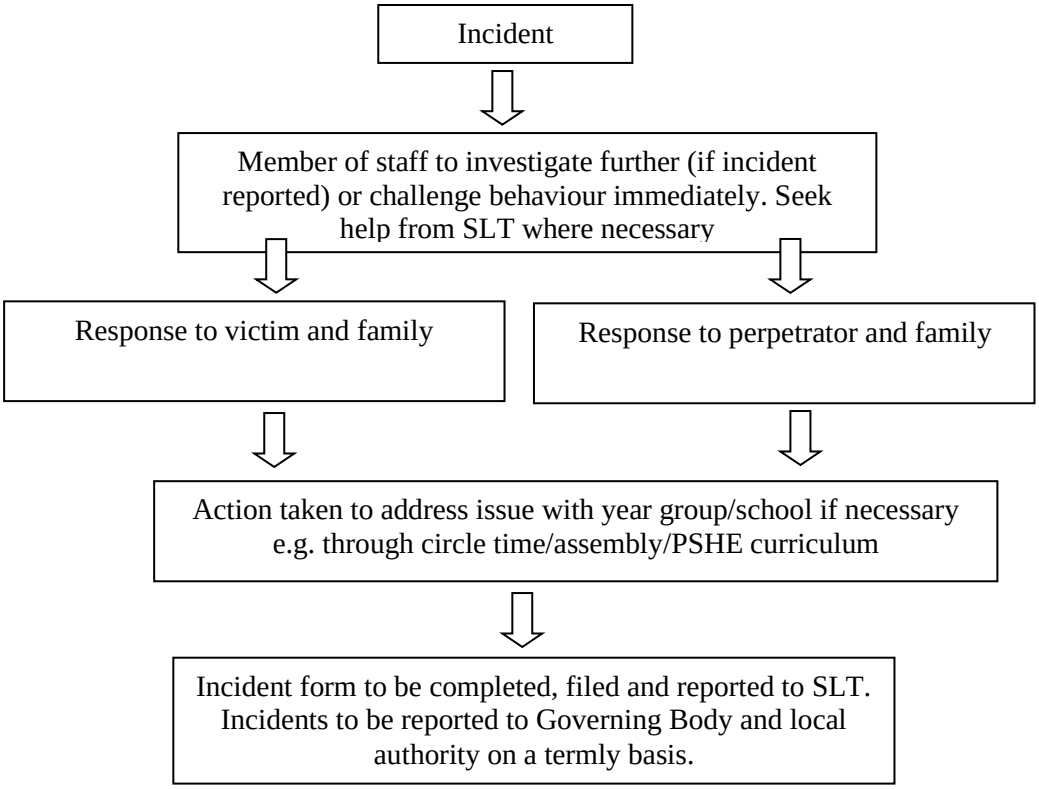
Appendix 8 – analyse for patterns of behaviour to help support, discuss with SLT

Date and time	**Antecedents** What led up to the behaviour?	**Behaviour** What happened	**Reaction** What happened next?

Appendix 9

Responding to and reporting discriminatory incidents including racist incidents

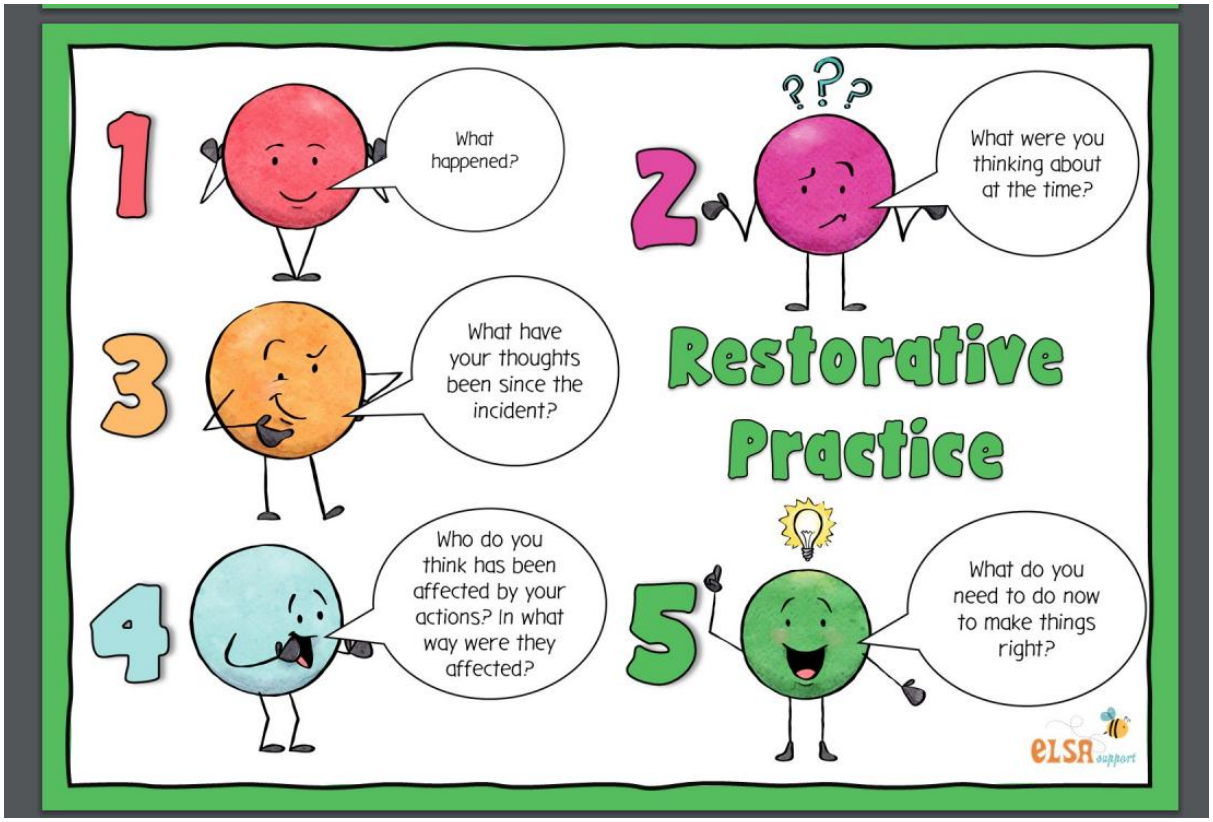
It should be clear to pupils and staff how they report incidents. All staff, teaching and non-teaching, should view dealing with incidents as vital to the well-being of the whole school. A suggested procedure for responding and reporting is outlined below:



If unsure about any procedure please ask your Year Group Leader or SLT.

We have access to trained ELSAs (Emotional Literacy Support Assistants), an Inclusion Team and Educational Psychologist that may be able to help

Appendix 10 – Restorative Practice and self-reflection



www.elsa-support.co.uk

Appendix 11 – additional spaces

Nurture Room – is used for ELSA work, Young Carers, games club at lunchtime and those children that need extra nurturing who may have had a Boxall Profile competed.

Junior and Infant Sensory Soft Play Rooms – to meet children's sensory needs

Please talk to SENCOS (Harriet and Maria) if you need help with this.