

**THE WILLOW TREE FEDERATION COMMUNITY PRIMARY SCHOOL**

**Relationship Approach to Positive Behaviour Policy**

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| **Mission Statement** |
| The children are at the heart of everything we do at Willow Tree Federation. We take a holistic approach to child development and we are privileged to support our children, families and the wider community to change and enhance lives. We celebrate the wide diversity of the backgrounds, beliefs, talents and interests of our children and we recognise learning happens in communities and empowers them. As a federation at the heart of its community, we understand and respect the positive impact we can have. We plant the seed that grows the future! |

Name of Policy

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| Written by: | Senior Leadership Team in consultation with staff |
| Date approved by staff: | September 2024 |
| Date formally approved bygovernors: | September 2024 |
| Date policy became effective: | September 2024 |
| Review date: | Yearly review |

1. **Introduction and Aims**

At the Willow Tree Federation we recognise behaviour as a way of communicating needs. We understand that children are still growing and developing, and we support them in a positive manner to be able to leave our school with key skills and values that will support them long into their futures.

We have three key values across the Federation that we teach children to live by and we call this our Willow Tree Way. These values are to be respectful, be responsible and be ready. In the Early Years, this is simplified to kind hands, kind voices, listening ears and we look after toys. These values are integrated with the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. These values and expectations are defined and described more in the appendix.

At the Willow Tree Federation, we expect all members of our community to follow and support our approach.

*“When the adult changes, everything changes” Paul Dix*

At the Willow Tree Federation our staff provide a happy, safe and enabling environment that focuses on positive redirection rather than punishment. As adults, we understand that we can be the change in a child’s life and we are here to educate children about healthy relationships and behaviour.

1. **Rights and Responsibilities**

We all have rights and responsibilities to ensure that our Willow Tree Way is followed and that children learn how to become respectful, responsible and ready citizens.

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| **Children have a right to:** | **Children have a responsibility to follow the Willow Tree Way** |
| * The Willow Tree Way
* An engaging and aspirational education
* An enabling environment
* Achieve their potential
* Be safe and secure
* Good health and mental wellbeing
* Make mistakes and learn from them
* Fairness
* Have a voice
* Have fun
* Pursue their hobbies and interests
* Have equity of access
* Develop secure friendships and relationships
 | Respectful examples:* Use manners
* Listen to others
* Celebrate other children’s achievements
* Share and take turns
* Be positive
* Value others and be kind
* Value the input and advice of teachers
* Be tolerant of difference and value and accept diversity
* Work together

Responsible examples:* Look after property and equipment
* Work hard to do their best
* Keep trying even when things seem challenging
* Make sure they and others are safe
* Take part
* Take roles given seriously
* Follow instructions
* Tell the truth
* Represent our federation’s ethos and way in and out of school/ setting

Ready examples:* Listen and focus
* Be prompt into lessons
* Have the correct equipment
* Follow instructions
* Value learning
* Be on time
* Have a good night’s sleep and breakfast
* Complete home learning tasks
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| **Staff have a right to:** | **Staff have a responsibility to the Willow Tree Way** |
| * Teach
* Respect from children, parents and other staff
* Support and training
* Time to plan and assess
* A work life balance
* Support off parents for professional judgement
* Good health and mental wellbeing
* Follow their interests and pursuits

  | Respect:Notice the positives of the children - catch the majority and praise* Praise in public and reprimand in private
* Speak to children in a positive and respectful manner
* Listen to the child’s point of view
* Show tolerance whatever the race, gender, faith, disability or sexual orientation of others

Responsible:* Make sure their teaching meets the needs of the children in their class
* Ensure the children have an enriched curriculum
* Engage with children and take responsibility for their needs
* See themselves as the educator for change
* Treat everybody fairly and with respect

Ready* Be organised
* Be present at all times
* Meet, greet and connect
* Engage with parents
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| **Parents have a right to:** | **Parents have a responsibility to:** |
| Be a valued member of our community by:* Being listened to
* Being supported
* Having open and honest discussions
* Being welcomed into our federation
* Clear communication lines
* Being informed of progress, achievements and concerns as they arise

Knowing their child is:* Accessing an engaging and aspirational education
* Enabled by an enriching environment
* Learning the values of our Willow Tree Way
* Happy and having fun
* Safe and secure
* Making good progress
* Achieving their potential
* Cared for
* Actively listened to
 | Respect:* Behave in a way to keep all children and adults safe
* Show tolerance whatever the race, gender, faith, disability or sexual orientation of others
* Be prepared to discuss issues politely and calmly with staff\*

Responsible: * Be role models of how to behave and to talk privately about adult issues.
* Listen to and encourage their child to read regularly and complete home learning
* Record reading and any other things school needs to know in their child’s communication book
* Be aware of the federation policies and support the federation with them
* Ensure their child’s health needs and physical needs are met

Ready:* Ensure children arrive at school/ settings on time and are collected on time
* Inform the school/ setting on the day of a child’s absence
* Ensure their child has adequate food and sleep
* Ensure their child is in the correct uniform
* Read all letters and messages sent home
* Let staff know if something is wrong
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| **Governors have a right to:** | **Governors have a responsibility to:** |
| * A clean, pleasant and warm environment
* Feel welcome in the federation’s environment
* Be treated consistently with respect in an environment free of prejudice
* Access appropriate information from parents, staff and children
* Be kept up to date (termly) on headline figures regarding behaviour
 | Respect:* Behave in a way to keep all children and adults safe
* Show tolerance whatever the race, gender, faith, disability or sexual orientation of others

Responsibility:* Work to the best of their ability
* Deal with complaints
* Monitor the behaviour policy
* Ensure the federation is operating within the law and the policies of LCC

Ready: * Support and attend functions
* Attend governor meetings and respond to appropriate emails
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1. **Positive Approaches to Behaviour**

**We teach positive behaviours**

All adults in the federation model our behaviours. We use examples to positively reinforce the three key expectations of the Willow Tree Way. We use positive direction and praise to focus on the majority of children and how they are being models of our three expectations. We explicitly teach positive behaviours through our behaviour curriculum (detailed in the appendix), assemblies, PSHE lessons and class circle time. We encourage children to take a stand against behaviour not in line with the Willow Tree Way and support children in making amends when they make mistakes.

**Relationships**

Our staff treat all our children with respect, fairness and kindness at all times. We take pride in knowing our children as individuals and we set clear boundaries, which help our children feel valued and secure. We talk to our children and make connections with them. We are interested in their lives, hobbies and aspirations and we are proactive in our approach of knowing children’s names and personality.

**Consistency**

Children have a keen sense of fairness and we understand that consistency in our approaches to managing behaviour is key. We take the time to share and explain our expectations and systems to our children and regularly check their understanding. Our Willow Tree Way supports all staff in managing and supporting behaviour consistently throughout the federation. Furthermore, we invest in professional development to ensure consistency and high standards throughout school.

**Creative curriculum**

Positive behaviour is promoted through well-planned and engaging lessons and provision, in which children feel successful and take ownership of their learning. Teachers create interesting and relevant learning opportunities across the curriculum and we enrich the curriculum with outdoor learning, visitors and visits. Our curriculum is informed by the needs and interests of our children and provides challenge and support for all. We believe that no moment should be lost and children should be so busy with learning that there is no time to mess about. Our curriculum and pedagogy also considers the age and stage of development of our children to best support learning and behaviour across the Federation.

**Restorative approach**

A ‘restorative approach’ supports our children in building relationships, making good choices and taking responsibility for their actions. We encourage children to reflect on their behaviour, its impact on others, and how they can begin to make things better if they make a mistake. Where appropriate, we will support children in meeting together and in agreeing solutions when difficulties in relationships arise. This is a ‘same day’ and private intervention where children are spoken to and redirected in how to follow our Willow Tree Way. As with all behaviours there are logical consequences to actions (see below). The children are made aware of these and any lost learning may be caught up during their free time.

1. **Recognition**

At Willow Tree, all staff recognise and praise good behaviour; this contributes to the positive, kind and caring school ethos.

* All members of staff will always offer verbal recognition through specific, positive reinforcement and praise.
* All teachers and SLT will contact home each week for positive recognition of at least three different children within the class (e.g. text, phone call, face-to-face).
* A recognition board in each class focusing on an area linked to the three values of the Willow Tree Way. The aim is to help each class work as a team to help each other on to the recognition board every day. The board is re-set each day.
* One or two children are chosen to be Star of the Day. They are recognised and celebrated by the class for exceeding our expectations for the Willow Tree Way.
* In EYFS and Year 1, children take home a class bear for Star of the Day. Children are encouraged to share and celebrate their achievement at home
* Children share their work with members of the SLT. Work is celebrated in the reception area; a text is sent home and children receive a recognition sticker.
* We give Willow Points to children who meet and exceed our expectations for the Willow Tree Way. Each class chooses a target (e.g. 50 Willow Points) and a shared reward to work towards. The aim is that all children support each other to achieve the reward. Willow Points are counted as yellow tokens and collected in class. Staff should award only one Willow Point at a time.
* Exceptional work, effort or behaviour is recognised each week in our celebration assemblies. Two children from each class are chosen by staff for a Special Mention Certificate.

**The Early Years**

* In the Early Years (Birth to Five), we recognise that children need a great deal of encouragement as they progress through their social and emotional development. In our EYFS, we concentrate on recognising positive behaviour verbally and celebrating this. In younger children this may be through positive gestures such as clapping and happy faces. In the classrooms, every child has a star that staff add stickers to reinforce positive behaviours. Once the child has ten stickers, they take the star home to celebrate their achievement with their family.
* In Appletree Little Pips (0-2yrs) instant feedback is given and positive feedback is passed on to parents daily. Stickers are given directly to the children.
* A Star of the Week is also chosen by nursery staff and shared in the Appletree Newsletter each week.
* In the Early Years and Year 1, a school bear is taken home by children as a reward. Children are encouraged to share their achievements at home and talk about their time with the bear when back in class.
1. **Supporting Persistent and Challenging Behaviours**

We are a positive and friendly federation, and we recognise all behaviour is a form of communication. We prioritise promoting, teaching and supporting positive behaviour. However, we know all children will need additional support and reminders for their behaviour as they grow, learn and develop. We do not accept poor behaviour but challenge it and work with individuals so that all children can thrive.

The purpose of a logical consequence is to raise the child’s awareness of their behaviour and its impact on others and to provide clarity on expected standards of behaviour. It supports them in making amends, resetting expectations and restoring relationships so all children can be happy and safe in setting. It also protects the rights of other children in the federation. All staff challenge less than good behaviour. All staff retain ownership for dealing with behaviour. All staff deal with behaviour fairly and calmly.

In most cases, staff will begin with lowest level of intervention possible. The steps detailed below should only be skipped in rare occasions when there is a risk of harm or significant disruption. However, the steps must be applied fairly and consistently. Children on Individual Behaviour Support Plans may have additional or adapted steps/processes.

1) **Check In:** Non-verbal e.g. gesture, proximity or verbal redirection ‘Are you okay?’ What should you be doing?’

2) **Reminder** e.g. You are… This is a reminder, I need you to… Thanks.

2a) **Zones** Some children may use their Zones training to self-regulate e.g. You are still… Remember to use your zones to get back on track.

3) **Warning** e.g. I have asked you to… You have chosen to… This is your first warning. Now I need you to… I will check in with you again shortly. Thanks.

4) **Reset** e.g. You have chosen to… after your warning. You now need to wait for me over there (move to work in another area of class or outside class for brief time). I will speak to you in a minute. You have… This is not okay because… In our school we are… If you choose to continue…, you will need to… (Consequence).

5) **Consequence** You have chosen to… that is not acceptable. You will now… (Consequence).

Note: In most cases any negative secondary behaviours (e.g. eye rolling) are tactically ignored so as not to draw further attention to the child. However, they should be followed up privately with the child at the next opportunity convenient for the adult or class needs. E.g. at break time.

**The Early Years**

In the Early Years (and beyond), we recognise that children are still developing their ability to interact with others and manage their emotions. Staff follow the steps below to help regulate the child and work to redirect them with a clear reminder of the expectations. Children will be encouraged to go to a quiet area in the classroom to regulate. Other physiological aspects will also be explored. Such as: Are they tired? Are they hungry? Are they out of their routine?

1) **Check In:** Non-verbal e.g. gesture, proximity or verbal redirection ‘Are you okay?’

2) **Reminder:** A reminder based on which one of the four behaviour was. E.g. Remember to use your kind hands.

2a) **Zones:** Staff may validate or explore the child’s emotions through the use of the zone they are in.

3) **Reset:** Stay with the child or have the child near (this will dependent on the age of the child). Talk through what is happening and how everyone is feeling.

5) **Consequence:** The consequence would be time out of play with a key worker if the child was unable to regulate themselves despite reset time or it might be working with the child to undo what has happened, for example to tidy up or make amends. This would always be followed by a discussion about the effects on others and themselves. This may include the use of puppets and stories to help them learn and the use of the zones of regulation.

1. **Logical Consequences**

The purpose of logical consequences is to raise the child’s awareness of their behaviour and its impact on others and to provide clarity on expected standards of behaviour in school. It supports them in making amends, resetting expectations and restoring relationships so all children can be happy and safe in school. It also protects the rights of other children in the school. Parents/carers will not automatically be informed of all logical consequences given by staff. However, parents/carers will be informed of persistent poor behaviour or serious behaviour incidents (including racism, fighting, bullying.

**Examples**

* For failing to follow routines or instructions/disrupting learning/not trying: move to another class and finish all set work. Miss 5-10 minute break for restorative conversation with lead adult.
* For rudeness to staff, serious disruption, deliberately hurtful physical or verbal actions. Immediate removal from class. Complete work with SLT. Miss whole of break time. Restorative conversation with adult (and SLT if required). Children missing breaks sit on first aid benches. In the Early Years, this would result in time out in the office and SLT will speak to the child.
* For rough play/not following instructions or routines outside: time out of play for 5 minutes, including restorative conversation with adult (positive redirection).
* For repeated rough play/not following routines or instructions: send to the staff room door and miss rest of play. In the Early Years, the key worker would bring the child inside to setting. The adult must have follow up restorative conversation and let the class teacher know.
* Outside (e.g. break time), adults may give a warning and if the child fails to follow the instruction, they should be given a 5 min time out at the side of the playground and expectations clearly reset by the adult. The class teacher must be informed of any time outs so they monitor as appropriate. Any children failing to respond positively at this point should be taken to the staffroom door and the child will miss the remainder of their break (consequence). The adult involved in sending the child in must have a follow up conversation with the child to reset expectations (they may request support from the class teacher or SLT if required). This should be recorded on CPOMS.

Children missing break times should wait on the first aid seats near the photocopy room. However, any restorative conversations should take place away from other children (e.g. in the pastoral office).

**Supporting Persistent Challenging Behaviour**

1. If any child fails to follow the steps set out by the adult, then a member of SLT should be requested. They will then remove the child from the situation and a follow-up conversation between the adult and the child will be held (supported by SLT as needed). In KS2 the child will miss full break time and lunch play. In KS1 the child will miss a break. This is recorded on CPOMS and the class teacher must speak to parents. In the Early Years, parents will be asked to come in to talk through the behaviour and explore how we can best support the child.

2. Adults may move straight to an immediate consequence for any deliberate hurtful physical acts against other children or staff (e.g. hitting, fighting, spitting). Steps may also be accelerated if the behaviour poses a risk of significant or persistent harm to other students or serious disruption to their learning (including racist or homophobic behaviour).

3. More immediate consequences may also form part of a behaviour support plan (e.g. in response to agreed zero tolerance behaviours or cases of bullying).

4. For persistently poor behaviour the class teacher should arrange a meeting with the parent/carer of the child. Where appropriate, the child may also attend the meeting. This may be defined as three ‘consequences’ in a half-term or one serious incident (e.g. racism, bullying, fighting, swearing at a member of staff). This meeting must be recorded on CPOMS.

5. If behaviour continues to not improve the teacher should have a further discussion with a member of SLT. A second meeting with the child and parents should be arranged and an ABC chart put in place. Parents receive regular updates on the child’s behaviour through their communication book.

6. If the behaviour fails still fails to improve. A meeting is set up with the class teacher, headteacher, child and parents. An individual behaviour plan is agreed, and a home/school behaviour tracker is put in place. Depending on the child’s age, development and needs, external support and advice may be sought through the SENDCO. This will then forms part of the plan, do, review cycle.

7. If the child’s behaviour does not improve at this stage, the child may be at risk of a fixed term exclusion.

1. **Use of Senior Leadership Team**

If a child’s behaviour or work warrants immediate positive recognition from SLT then they should be sent to share their work and earn a headteacher’s award. This should be followed up with a positive message home.

If a child continues with negative behaviour following a logical consequence or their behaviour is causing a risk to others, then a member of SLT should be called for to help support and resolve the situation.

To request a member of SLT, children or staff should go to the office who will locate the SLT.

1. **Use of Isolation Within the Federation**

From the age of 3-11, if a child is at risk of harming themselves or others or is significantly disrupting learning, they may be asked to leave the room and sit by themselves (in view of an adult) to do work or ‘cool down’ in the headteacher’s office or the meeting room at Willow Lane and school office at Appletree Nursery School. In all cases of isolation being used, parents/carers of the child will be informed by school, and it will be recorded on CPOMS. This should be followed up with a logical consequence and a restorative conversation.

1. **Conduct Outside the School Gates**

The same principles towards managing and supporting behaviour will apply outside of Willow Lane school when:

* taking part in any school organised or school related activity;
* travelling to or from school;
* wearing school uniform;
* in some other way identifiable as a pupil at the school.

Or where the above does not apply but the inappropriate behaviour:

* Could have repercussions for the orderly running of the schools;
* Poses a threat to another pupil or member of the public;
* Could adversely affect the reputation of the federation.

The federation works in partnership with local and community agencies in order to address issues relating to behaviour outside school hours.

1. **Parent and Carer Conduct**

We also expect parents to conduct themselves respectfully and responsibly whilst on school grounds or attending school events. The federation has the power to remove or ban parents from our grounds if they are deemed a risk or behave inappropriately towards staff, other parents or children. This includes communication via telephone, email, text message or social media. Please note that our staff are instructed to end any communication if they feel that the behaviour of the parent/carer is rude, abusive, or threatening. We ask for your understanding and cooperation in ensuring that all communications are conducted in a respectful manner. Guidance for staff dealing with inappropriate behaviour is given in the appendix.

1. **Exclusion**

It may be necessary to exclude a child from our federation, although we firmly believe that this should only be carried out in most extreme circumstances and/or if all other support and consequences have failed. In most circumstances, the federation will have identified any children at risk of exclusion and arranged appropriate meetings and support prior to the decision to exclude.

The decision to exclude is made by the Headteacher and this may be for a fixed term or a permanent exclusion. The Headteacher will take into account the circumstances, evidence available and the need to balance the interests of the pupil against those of the whole federation community. The following are examples of behaviour that will not be tolerated and would most likely warrant exclusion:

* extreme or violent physical abuse to another child or member of staff;
* persistent disruptive behaviour that does not allow children to learn or teachers to teach;
* frequent and persistent breaches of the federation’s rules.

Parents/carers will always be informed of the decision to exclude a child. Parents/carers have the right to make representations to the Governing Body (or Discipline Committee) about an exclusion and the Governing Body must review the exclusion decision. Where the Governing Body upholds the right to a permanent exclusion, parents/carers have the right to appeal the decision at an independent review panel.

1. **Criminal Law**

As a federation, we are asked to be aware that some types of harassing or threatening behaviour – or communication – can be a criminal offence, for example under the protection from Harassment Act 1997, the Malicious Communications Act 1988, The Communications Act 2003, and the Public Order Act 1986. We are advised that if school staff feel that an offence may have been committed, they may elect to seek assistance from the police, but any reference to the police should only be taken with the agreement of the Headteacher.

1. **Preventing Child on Child Abuse (including bullying)**

Child-on-Child abuse is defined as abuse between children under 18 years of age. Willow Tree Federation has a zero-tolerance approach to abuse, including child-on-child abuse. Also, see related school policies: Safeguarding and CP Policy, Anti-Bullying Policy, ICT and AUP Policy.

All staff are aware that child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff are aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenging inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”.

Child-on-child abuse can be manifested in many different ways, including:

• Bullying, including cyberbullying and prejudice-based or discriminatory bullying.

• Abuse in intimate personal relationships between peers.

• Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.

• Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.

• Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.

• Causing someone to engage in sexual activity without consent.

• The consensual and non-consensual sharing of nude and semi-nude images and/or videos.

• Upskirting.

• Initiation and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

We aim to prevent child-on-child abuse through our teaching and modelling of values and positive behaviours as outlined at the start of this document. We teach children how they can develop healthy relationships and keep themselves and others safe. We teach them how to recognise when they might need help and where they can go for help when they need it.

Child-on-child abuse is unacceptable at the Willow Tree Federation, and it is treated very seriously by all members of staff. Staff are trained to recognise signs of child-on-child abuse and know how to respond to cases of child-on-child abuse. Staff will act immediately to support victims of child-on-child abuse and prevent further harm. Staff will report any suspected cases of child-on-child abuse to the Designated Safeguarding Lead (Lucy Naylor) or Deputy DSLs (Duncan Webster and Kirsty Banks) as soon as possible. The DSL will then conduct a risk and needs analysis before deciding how to manage or escalate a report. In most cases (unless there is a risk of harm in doing so) parents and carers of all children will be informed and the steps taken to safeguard all children will be shared as appropriate. Staff will also refer to the Safeguarding and CP Policy.

1. **Confiscation of Inappropriate Items**

Federation staff can search a pupil for any item if the pupil agrees. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil’s property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably. The legislation does not describe what must be done with the confiscated item. At Willow Tree Federation, either the confiscated item will be returned to the pupil at the end of the academic day, or parents / carers will be asked to collect the item, or it will be handed to the police.

Headteachers, and staff authorised by them, have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

 knives or weapons,

 alcohol,

 illegal drugs,

  stolen items,

  tobacco and cigarette papers,

  fireworks,

  pornographic images,

  any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the federation rules and that has been identified as an item for which a search can be conducted.

These include:

* Mobile phones
* Vapes
* Chewing Gum
* Smart watch
* Digital device
* Banned items as identified in school assemblies
* Unhealthy food and drink
* Inappropriate material (e.g. games, books aimed at older audiences)

Federation staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline. Parents will be informed by school if such event takes place, and it will be recorded on CPOMS.

1. **Power to Use Reasonable Force**

**What is reasonable force?**

The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances, such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. ‘Reasonable in the circumstances’ means using no more force than is needed. Schools generally use force to control pupils and to restrain them. 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom. Power to use reasonable force ‘restraint’ means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

**Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

**When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to intervene physically is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. The following list is not exhaustive but provides some examples of situations where reasonable force can be used. Schools can use reasonable force to:

 remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;

 prevent a pupil behaving in a way that disrupts an event or a trip or visit;

 prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;

 prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;

 restrain a pupil at risk of harming themselves through physical outbursts.

In all cases of reasonable force being used with a child in school, the Headteacher (or member of the Senior Leadership Team) will inform the parent/carer of the child concerned and the incident will be recorded on CPOMS.

1. **Biting**

Biting is a common behaviour among children in the early years and can be a concern for parents and staff. Biting can often be painful and frightening for the child who has been bitten and also frightening for the child who bites. Biting happens for different reasons with different children and under different circumstances. This is part of some children’s development and can be triggered when they do not yet have the words to communicate their anger, frustration or need.

There may be many reasons for a child to bite:

* Exploration – babies and young children explore the world around them using their senses, young children do not always know the difference between gnawing on a toy and biting someone.
* Teething – swelling gums can be painful and cause discomfort; this can be relieved by biting or chewing on something.
* Cause and effect – at around one year old, children become interested in what happens when they do something. For example, they may bang a spoon on a table and discover it makes a notice. This behaviour may be repeated again and again to support their learning and development. This could be the case with biting as the child explores the reaction to biting someone.
* Attention – when children are in a situation where they feel they are not receiving enough attention biting is a quick way of becoming the centre of attention.
* Independence – toddlers are trying very hard to be independent using phrases such as “me do it” and “mine”. If a child wants a toy, or wants another child to do something this could lead to a biting incident.
* Frustration – children can be frustrated by a number of things, such as long waiting times before or after transitions times. Wanting to do something independently, but not quite being able to manage the task. Also not having the vocabulary to express themselves clearly. This can lead to biting as a way of dealing with this frustration.
* Environment – an environment that does not provide challenge, or allows children to become uninterested can lead to displays of negative behaviour such as biting.
* Not having their needs met – children who are tired, hungry or uncomfortable may bite others as a way of expressing their emotions. All these triggers should be considered – it could be one of these factors or a combination of them.

Procedure In the event of a biting incident:

1. The child who has been bitten will be the priority and should be comforted and given reassurance.

2. Once the child is calm, staff should check for any visual injury. If there is a bruise, a cold compress will be given to reduce any swelling.

3a. If the skin is broken: If the wound is bleeding it should be allowed to bleed as covering the wound can increase the risk of infection. b. In cases where the bite has broken the child’s skin, a senior member of staff must contact the parent/carer of the child immediately. This phone call should be sensitive and give reassurance to the parent/carer and offer an explanation of the procedure which has been followed.

The parents/carers will be advised to contact the child’s GP.

4. If the skin has been severely broken the child should be taken to Accident and Emergency Procedure

3b, If the skin is not broken (we do not want to worry parents/carers unnecessarily):

4. Staff should wait 45/60 minutes and then check if there is bruising or a bite mark still present. If there is no obvious mark or bruising this can then be discussed with the parents/carers at collection time.

If after 45/60 mins the bite has left the child with a bite mark or bruising then a senior member of staff should contact the parents of the child to inform them of the incident.

The staff member who witnessed the incident should record on CPOMS for all children involved.

Wherever possible the child who has bitten should have their behaviour managed by their key person and the consequence of this behaviour should be explained in a way which is appropriate to the child’s age and stage of development.

The parents/carers of the child who has bitten another person should be informed at collection time or by phone prior; this must be handled in a sensitive and confidential manner and not discussed openly in front of other parents/carers and children.

Staff will not disclose information about the child who has bitten to parents, as confidentiality must be maintained.

Where a child may repeatedly bite and/or if they have a particular special educational need or disability that lends itself to increased biting, e.g. in some cases of autism where a child doesn’t have the communication skills, the nursery will carry out a risk assessment.

Potential strategies to support the management of biting incidents

* Staff may need to increase the supervision of a child who is biting; this does not necessarily need to be one to one. It could be certain during times of the day, or by simply reducing the number of large group activities provided.
* Staff should make sure a child who is biting receives significant encouragement when displaying positive behaviour and avoids receiving excessive attention following an incident.
* Staff should evaluate the routine and judge whether it is meeting the needs of the child. A good quality routine should provide experiences and activities both indoors and outdoors that have no waiting times. Whilst group activities should be for the benefit of the children and not as a holding exercise.
* Staff should plan activities which help release frustration such as physical outdoor play and malleable experiences like play dough, gloop etc.
* Staff should provide cosy areas for children to relax in and activities which release tension such as splashing in water, digging in sand and using sensory equipment.
1. **School Support Systems**

As a fully inclusive school, we recognise that for some children additional or different action may be necessary because of a special educational need and/or disability. This is in accordance with the SEND Code of Practice. We recognise that a child with social, emotional and behavioural difficulties, or a child on the autistic spectrum, may require something additional or different in the same way that we would make curriculum adaptations for a child with additional learning needs. We also recognise that certain behaviour may be in line with a child’s cognitive age and not their age in years.

Where this is the case, a child will be identified on our school’s SEN List. A Targeted Learning Plan or Individual Behaviour Plan may be established in consultation with the child and his/her parent/carer. This will outline agreed targets and strategies as well as the ways in which we will support the child. This may include referral to our Learning Mentors and/or referral to an appropriate outside agency. It may also be appropriate to help other children in the school understand what they can do in order to support this particular pupil.

Further information on the school’s approach to inclusion is outlined in the Special Educational Needs Policy. We support staff in accessing appropriate training and pastoral support to help them manage pupils who present with challenging behaviour.

Where parents are finding a child’s behaviour challenging in the home environment, we can support parents’ access to Early Help. This may involve starting a ‘Your Family’s Early Help Assessment’, which identifies the support necessary (e.g. setting of boundaries and routines in the home environment).

1. **Complaints Procedure**

This section should be read in conjunction with our school’s complaint procedure. In respect of this particular policy, we note that:

* All complaints about the use of force will be investigated thoroughly, promptly and appropriately.
* Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage or property disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
* Where a complaint is made, the onus is on the person making the complaint to prove that his/her allegations are true – it is not for a member of staff to show that he/she has acted reasonably.
* The guidance ‘Dealing with Allegations of Abuse against Teachers and Other Staff’ will be referred to where a complaint or allegation is made against a member of staff.

A full copy of the school’s complaints procedures is available on the website and a copy can be requested from the school office.

**APPENDIX**

**Willow Tree Behaviour and Values Curriculum**

|  |
| --- |
| Aim: To create a safe, happy and enabling environment for all children and staff.At Willow Tree, we make it easier for our children to behave well so that we can create a safe, happy and enabling environment for everyone. We do this by explicitly teaching children about our values, what they look like and how they can show them through their behaviour. We explain, model and practise key routines and behaviours to support all children in getting it right. We dedicate time in the first week back to school in September and revisit our routines and learning behaviours at the start of each term. We uphold high standards as all staff model the behaviours at all times and always insist, re-teach and follow-up on our values and routines.  |
| **Willow Tree and British Values**

|  |
| --- |
| **Be Respectful** |
| Respect is the foundation of meaningful relationships and harmonious communities. We emphasise the importance of respecting oneself, others and the world around us. Through compassion, understanding and empathy, our children learn to appreciate diversity, communicate effectively, and contribute positively to society. |
| *Child friendly definition:* Treating others as you would want to be treated. Treating others with kindness and care. |
| *British values link:* Tolerance and Respect. Respecting all people, regardless of differences in how they look, where they are from or what they believe.  |
| *Examples:* Good manners, Listening to each other, Celebrate others’ achievements, accepting others’ difference, show kindness |

|  |
| --- |
| **Be Responsible** |
| Responsibility is the cornerstone of personal growth and development. By teaching our children to be responsible, we empower them to take ownership of their actions, choices, and commitments. This cultivates accountability and resilience, essential qualities for navigating the complexities of the world. |
| *Child friendly definition:* Looking after ourselves, each other and our environment. |
| *British values link:* Rule of Law. Rules and laws guide and protect us. They are agreed ways of behaving. We take responsibility for our actions and understand that our actions have consequences. Democracy. We all have a voice and a say in how we live our lives. We know we can speak up for our rights and the rights of others. We know we can make positive changes through peaceful actions. |
| *Examples:* Follow school routines without reminders, Working hard, Aiming high, Looking after each other, Looking after our school, Follow instructions first time |

|  |
| --- |
| **Be Ready** |
| Being ready means more than just preparedness; it embodies the mindset of readiness for challenges, opportunities and learning. Encouraging our children to be ready equips them with the tools to face whatever comes their way with confidence and determination. |
| *Child friendly definition:* Ready for learning, ready for challenge, ready to bounce back. |
| *British Values link:* Individual liberty (Freedom). We have the right to live our lives and make our own choices. We can follow our dreams. We have the right to safe and secure lives.  |
| *Examples:* On time to class, Books in school, Home learning completed, Pencil cases set up, Show resilience, Take on challenges, Focused on tasks, Joining after-school clubs and teams, Showing a growth mindset |

**Growth Mindset**We actively support our children in developing a growth mindset. We believe this is an important part of character development as it helps children embrace challenges, view feedback and set-backs positively and gain positive attitudes to learning and working together. We do this by explicitly teaching about how people learn and how the brain works. We model and draw attention to the characteristics of a growth mindset described below. We teach children through stories and by sharing inspiring examples of people demonstrating a growth mindset to overcome challenges and meet their goals.

|  |
| --- |
| 1. *We know that we can grow our intelligence and skills.* They are never fixed. If at first we find something hard, it doesn’t mean we can’t learn it. Every time we work on something, we strengthen our ability to do it.
 |
| 1. *We embrace and enjoy challenges.* Tackling tricky things helps us to grow, makes us stronger people and better prepared for the future.
 |
| 1. *We keep going even after we fail*. Mistakes and failures are often the experiences we learn from most. We know having another go, will help us to improve on our best.
 |
| 1. *We know working hard is how we reach our goals* and learn the most. We know learning and getting better is a journey that never ends.
 |
| 1. *We know that we can learn from others.* Feedback is a gift and helps us to grow, learn more and get better. Giving others feedback that is kind, helpful and specific is a great thing to do.
 |
| 1. *We are inspired and learn from the success of others.* We always aim high and keep working on improving our best. We recognise and take pride in our own journey and successes.
 |
| 1. *We are a team and work together* to help us all enjoy school and be the best we can be.
 |

 |

**Behaviour Curriculum**

These are core routines for the whole school, which are explicitly taught at the beginning of each school year. They are then frequently practised and revisited so that all children know the behaviour expected of them.

**Getting Ready for School**

|  |
| --- |
| What?* Eat well, sleep well
* Check your uniform
* Check your bookbag
* Complete your home learning
* Be on time
 |
| Why?Getting enough sleep is essential for healthy brain development, making memories and having energy and focus in the day. Eating well gives us the energy for learning, staying focused and helps prevent us feeling poorly. Our uniform helps us to be prepared and comfortable for learning. It helps stop bullying and makes us part of a team. Home reading and learning makes you smarter! Being on time for school means you make the most of all our learning and play time. Missing just 5 minutes a day is the same as missing 3 whole school days across a year. Missing 15 minutes a day is nearly 2 weeks of missed learning across a year! |

**Smart Sitting**

|  |
| --- |
| What?* Voices off
* Empty hands
* Crossed legs or feet on floor
* Sit up
* Facing the speaker or adult
 |
| Why?Smart sitting is respectful shows we are ready to listen and learn. We are better able to focus and so won’t miss important instructions for helping us to learn, know what is next or to help keep us safe. It also helps others to focus on their learning. It keeps us safe and helps everyone to feel comfortable. |

**Smart Standing**

|  |
| --- |
| What?* Voices off
* Facing the front
* Hands by your side
* No leaning!
 |
| Smart standing is respectful shows we are ready to listen and learn. We are better able to focus and so won’t miss important instructions for helping us to learn, know what is next or to help keep us safe. It also helps others to focus. It keeps us safe and helps everyone to feel comfortable. |

**Marvellous Manners**

|  |
| --- |
| What?* Use please, thank you, excuse me and sorry.
* Greet others around school by smiling and saying hello, good morning, or how are you?
* Say goodbye and thank you at the end of the day
* Hold open doors or let others past
* Offer to help others (e.g. picking things up, helping to carry things)
 |
| Manners are respectful. They help to show that you care about others. When you help someone, it can help you to feel good about yourself. It also makes it more likely someone will help you when you need it.  |

**Smart Walking (always use smart walking inside school)**

|  |
| --- |
| What?* Single file (or pairs if asked by a teacher)
* Stay to the left
* Calm and quiet
* Library voices
* Use marvellous manners
 |
| Smart walking is responsible It helps keep everyone safe around school. It also helps others to focus on their learning. |

**Ready to Learn**

|  |
| --- |
| What?* Smart sitting
* Voices off
* Focus on the speaker
* Hands-up to share ideas and questions
* Celebrate and encourage others
 |
| Why?Being ready to learn means you can make the most of every moment in class. It keeps lessons moving more quickly so you learn more and have more fun. It helps everyone feel safe and happy in class. It allows everyone to share their thoughts, questions and ideas. |

**Turn and Talk**

|  |
| --- |
| What?* Turn to your partner
* Take turns
* Full sentence answers
* Stay on topic
* Agree, Build, Challenge (ABC)
 |
| Why?When we talk we practise our learning and ideas. We all learn from each other and we all get a chance to share our thoughts. Talking helps us to make new memories and tackle new ideas. |

**What to When You Are Stuck**

|  |
| --- |
| What?* Brain (What do you already know? What can you use from the classroom or your book to help you? Give it a go!)
* Buddy (Ask a partner using your library voice.)
* Boss (Ask an adult for help)
* Remember, the power of yet
* Remember, mistakes are a big part of learning
 |
| We all find something tricky and we all get stuck at some point. If things were easy you wouldn’t learn as much. Challenges are fun and help our brain to grow. Knowing how you can help yourself when you are stuck is an important way to keep learning and achieve your goals. |

**Gaining Attention**

|  |
| --- |
| What?* Get ready to learn when an adult counts down.
* Adult will show a hand in the air and count down on fingers.
* Adult will tell you what they are looking for as they count down. 3 Voices off. 2 Looking this way. 1. Smart sitting.
* Eventually, this can become a silent signal.

What?* Adult calls ‘1,2’
* Call back ‘Eyes on you’
* Stop what you are doing and focus on the adult
* Smart sitting or standing
 |
| Why?Listening carefully and following instructions first time is respectful. It also helps everyone to be ready quickly and know what is happening next. This means there is more time for learning and fun in every school day. The instructions will be important to help you learn and to keep you safe. |

**Emergency Routine**

|  |
| --- |
| What?* Listen for a long ringing bell.
* Stop what you are doing, leave your things and quietly and quickly walk to the nearest outside exit.
* Quickly, quietly and calmly join your class line on the grass by the MUGA.
* Smart lining up.
* Wait for an adults’ next instructions.
 |
| Why?The fire alarm ringing may mean that there is an emergency in school, such as a fire. Head to the class meeting point outside to stay away from any danger. Staying calm and quiet means we can help everyone to leave the school quickly and keep everyone safe. Smart lining up means we can check we have everyone safely together outside and can quickly find anyone that might be missing. |

**Playtime**

|  |
| --- |
| What?* Play friendly games (no rough play)
* Share spaces, friends and equipment
* Follow instructions from adults first time
* Be a good sport (win and lose well)
* Encourage others to join in
 |
| Why?Friendly games help to keep everyone safe. Rough games may mean someone gets hurt accidentally. Listening to adults will help keep you safe and have fun and make the most of your playtime. Lots of un games involve winning and losing. If you win, enjoy it, but do not be kind to people who have lost. If you lose, congratulate others and don’t feel bad. Winning and losing are part of the game. If someone makes a mistake, remember they are learning and we aren’t all as good at the same things at the same time. Helping others to join in makes everyone feel welcome, safe and happy at school. It could be you that needs a friend one day. |

**What to do if You Have a Problem at Playtime**

|  |
| --- |
| What?* Take some deep breaths
* Say how you feel
* Listen to the other person
* Use words not hands (say sorry if you need to)
* Get help or use a reset space
 |
| Why?We all make mistakes and we can all be upset by others at some point. Knowing what to do when that happens can help stop it getting worse and help you to feel better. Acting before something is a big worry or someone is hurt or upset means that you will have the most fun at playtime. |

**Lunchtime**

|  |
| --- |
| What?* Smart walking, lining up and sitting
* Inside voices
* Use your cutlery
* Use your manners (excuse me, please, thank you)
* Tidy your place and clear plates and rubbish
 |
| Why?The hall is a busy place at lunchtime. We want everyone to feel calm, safe and happy while they have their lunch. Using your manners and inside voices will help everyone to enjoy the space. Helping to keep you space clean and tidy means it will be nicer for the next person and is respectful. |

**Toilets**

|  |
| --- |
| What?* Use toilets at break and lunchtimes
* Flush the toilet when you are done
* Leave the toilet space tidy
* Wash your hands with soap and water
* Let an adult know if toilets are not left clean and tidy
 |
| Why?We all want to use toilets that are clean and calm places. This helps to make everyone feel safe and comfortable using the toilet. Flushing, keeping them clean and washing your hands make it nicer for the next person and also help to stop you and others from catching germs and feeling poorly.  |

**Lining Up**

|  |
| --- |
| What?* Smart walking to the line
* Smart standing (face the front, hands by your side, space for person in front)
* Voices off
* Face the front
* Single file (no pushing in or saving places)
 |
| Smart lining up is respectful and shows we are ready to listen and learn. It means we won’t miss important instructions to know what is next. It keeps us safe and helps to stop accidents. It means we can move quickly between places and activities without disrupting others’ learning. |

**Assembly**

|  |
| --- |
| What?* Smart lining up in line order
* Smart walking
* Smart standing facing the front
* Smart sitting when asked by an adult
* Hands up to share ideas or questions
 |
| Why?Coming into assembly smartly and calmly means that it is a calm and comfortable space for everyone. It shows we are respectful and ready to listen so that we can make the most of our time together. |

**Noise Levels**

|  |
| --- |
| What?* Voices off (no talking / silent)
* Library voices (whispers / quiet talk / only your partner should hear)
* Inside voices (normal talk / group work)
* Loud and proud (speak up / be clear / presenting / sharing ideas)
* Outside voices (outside playtime)
 |
| What?Knowing which noise level is best for different activities means that you can focus on your learning or play without disrupting others’. It helps everyone to concentrate and get the most out of the day. |

**Transitions**

|  |
| --- |
| What?* Full focus (voices off)
* Tidy your space
* Stand behind your chair (tucked in)
* A group at a time follow next instruction (e.g. line up, move to next table, go out to play)
 |
| Why?Leaving your space tidy means that you won’t lose things and are ready for the next activity. It is also respectful to others using the space. Taking responsibility for your space and things is important as we all help to make our school the best for each other that it can be. Moving quickly and quietly between places and activities means you know what is going on, can stay safe and make the most of your time in school. |



**Behaviour Guidance- Positive Direction**

**Step: Set the weather**

* Smile as children enter class.
* Talk to them by name and greet them.
* Greet children warmly.
* Use gestures and tone to indicate enthusiasm.
* Note and engage children’s life out of school (birthdays/pets/interests/experiences).
* Be interesting and fun- encourage active listening through what you do

*.*

**Step:** **Catch in- Specific praise**

* Actively look for and praise the children meeting expectations.
* Make your praise meaningful.
* Use levels (good/great/brilliant).
* Name the action deserving praise and be specific.

**Step: Don’t overlook the ordinary**

* Acknowledge and thank those who are calm, orderly and managing their emotions.
* This extends to parents and visitors too!

**Step: Praise in public: Reprimand in private (Reprimand meaning positive redirection for change or logical consequence)**

* Catch in- notice the majority
* If positive praise and reinforcement hasn’t work:
* Use eye contact and give actions
* Use proximity- walk and whisper- do they need any help- redirect
* Give directed choice
* Carry out logical consequence

**Step: Logical consequences**

* Check if everything is okay
* Redirect on what the child should be doing
* If struggling to redirect explain the logical consequence linked to the behaviour.
* e.g. complete work in own time, talk it through in own time.



**Step: Adapt to the children’s needs**

* Start from children’s current understanding and learning.
* Provide adaptations and resources for children to have access and positive learning experiences.
* Use small steps to boost confidence.
* Regular reviews to boost confidence.
* Celebrate progress and effort.



**Behaviour Guidance- Learning Behaviour**

**Step: Create routine**

* Design your routine.
* Communicate the routine.
* Teach the steps and signals.
* Rehearse the routine.
* Refresh or relaunch when needed.
* Children need to know what they are doing throughout the day- visual timetables to be in place.



**Step: Be ready to focus**

* Use the 3 steps with children:
* 3- voices off
* 2- looking this way
* 1- smart sitting

**Step: Connect before correct**

* Ask the child if they are okay
* Get involved in their learning
* Positively comment on what they are doing
* Model the behaviours you want

**Step: No Wasted Time**

* A flying start to lessons- recap and refocus
* Have a dynamic door
* Provide extensions and challenge
* Active learning and brain breaks



**Behaviour Guidance- Unstructured Time**

**Step: Be present: SMILE**

* Scan
* Move
* Interact
* Learn
* Encourage

**Step: Play**

* Have fun
* Model and comment on play
* Catch in and recognise good examples

**Step: Pre-empt**

* Know, connect and check in with key children (as identified on staff whiteboard)
* Spread out- adults monitoring different areas
* Locations- check in regularly with ‘hot spots’ (e.g. MUGA, little house, KS1 climbing triangle, den building, mound, football, corridors)



**Step: Suggest and encourage**

* Suggest games and play partners for children ‘looking lost’
* Also for children at risk of engaging in negative behaviours
* Direct towards play leaders and activity areas
* Suggest chill out zone



**Behaviour- Scripts**

These scripts aim to promote a positive and proactive approach to behaviour management, focusing on clear expectations, empathy, and constructive communication, as advocated by Paul Dix, Jason Bangbala and Bill Rogers. Teachers should adapt and personalise these scripts to fit their style of communication and the specific needs of their students and classroom environment.

The aim of talking to a child about their behaviour is to:

* raise their behaviour awareness
* to promote ownership and responsibility for their behaviour
* to emphasise awareness of others’ rights to feel safe and learn without undue distraction or disruption
* to give and expect respect and fairness in our relationships with others
* seek to build workable relationships and a cooperative teaching/learning environment.

(Bill Rogers, 2015)

Top of Form

**Step: Setting Expectations**

* Remember our Willow Tree Way. We show respect to everyone, including ourselves. That means listening when someone is speaking and keeping our hands and objects to ourselves. It's important for our learning environment.
* This works well as a reminder before entering/leaving class and as part of a ‘dynamic door’.
* Focus on a positive issue before needing to engage in correction. E.g. Remember to share the paints thoughtfully.
* Focus on the expected behaviour. Use verbs (face this way). Keep it short and simple. Where possible, dual code directions with gestures.

**Step: Catch in**

* I can see 12, no 13 people ready with empty hands and eyes front. Keep going. That’s it- I have nearly everybody ready. Good job.
* Remember to stand in a prominent position and be seen looking.

**Step: Zoom in**

* I can see 12, no 13 people ready with empty hands and eyes front. Keep going. That’s it- I have nearly everybody ready. Good job.
* I’m just waiting on 2 or 3 people. I need voices off, empty hands and eyes front.
* Name\_ You’re talking and I’m ready to teach. I want you ready sitting ready to learn.

**Step: Positive acknowledgement**

* Name\_ is ready. Name\_is ready. Sitting with eyes front and ready to learn. Thank you.
* Note this is acknowledging children meeting expectations and saves praise for those going above and beyond.

**Step: Specific praise**

* Name\_ is being super respectful and responsible. It is brilliant how you tidied your things away and then helped others with theirs. Thank you. I’m so pleased to add you to the recognition board.
* Remember to use your levels- good, great, awesome. Save the superlatives for when you mean them!
* Be enthusiastic- make the extraordinary, extraordinary.

**Step: Non-verbal cues**

* Move closer to the child to raise their behaviour awareness.
* Use eye contact and facial expressions.
* Use hand gestures (e.g. palm down towards table indicating child should place equipment on the table; thumbs up for thanks).
* This may be followed up with walk and whisper. A short, direction given as discretely as possible to an individual.

**Step: Gain attention (SEE)**

* Signal, pause, insist.
* Signal: Stop (Gesture: raised hand, palm forward). Equipment down or Empty hands (Gesture: palm down). Everybody ready (Gesture: Eye contact/scanning and arms folded).
* Pause: allow a moment for children to adjust.
* Insist: Expect 100% response. Use prompts and reminders as needed.

**Step: Raise awareness**

* Name\_ you’re fiddling with your water bottle. It is really distracting.
* Sometimes just raising awareness of the behaviour will be enough.

**Step: Positive redirection**

* Name\_ leave the water bottle and eyes and ears this way. Thanks.
* Focus on what you want the child to do. Make it a positive action.
* Thank them when they follow the direction.
* Use a positive, expectant tone. Decisive but respectful.

**Step: Directed choice**

* Name\_ you can put your toy away in your tray or on my desk. Thanks.
* Name- you can choose to complete your work now or during your break time.
* Note: it can be useful to give some take up time to allow the child to make the choice.
* I will check how everyone else is doing around the class and check back in with you in two minutes. I want you to have started your first sentence by the time I am back.

**Step: Positive redirection**

* Name\_ leave the water bottle and eyes and ears this way. Thanks.
* Focus on what you want the child to do. Make it a positive action.
* Thank them when they follow the direction.
* Use a positive, expectant tone. Decisive but respectful.
* Think When… Then.
* Name\_, you can either work quietly by yourself or you can come up and sit with me,
* Name\_, you can go next door to work with Mrs \_\_\_\_\_ or you can work sensibly with \_\_\_\_\_\_\_ as I’ve asked.

**Step: Rule reminder**

* Name\_ how should we walk through the corridors?
* What is our rule for…?
* What should you be doing now?
* Avoid open questions. Use what, where, when, how questions.



**Step: Controlled severity**

* Very clear boundaries may sometimes need to be set or reinforced using ‘controlled severity’.
* A sharper, harder corrective tone that conveys: “No! You will not do that –EVER!”
* This may be a response to potentially harmful behaviour, including physical violence or discriminatory or targeted behaviour.
* It should be followed quickly by a return to the normal friendly, warm tone to reassure other children nearby.
* Often, the simple sharp reprimand is all that is needed – a cross tone that says: “I care about you, but you know that is beyond the boundary and you know I will not tolerate it again”.
* Teachers should only need to use the severe tone occasionally.
* Sometimes commands may need to be given in this manner (e.g. Name*\_ (said sharply. Then gain eye contact and use a frim assertive tone)*. Get off the table now.) (Name\_ Move away now.)

**Step: Firm, fair and assertive**

* Name\_ your behaviour is distracting others. I need you focused and working hard. Do you need help with anything? We will need to discuss your behaviour at break time so you don’t miss out on any more learning.
* If you choose to continue distracting others, you will need leave the classroom and catch up on your learning at break time.
* Use a calm but assertive tone and posture.

**Step: Partial agreement**

* Avoid getting drawn into arguments or secondary behaviours by using partial agreement.
* Others may be talking, but I need you focused on your work.
* Even if they did, I need you to…
* Perhaps so, but our rule is clear, you need to….

**Positive Strategies Overview**



**Responsive Strategies Overview**





**Guidance for dealing with aggressive, abusive** **and/or offensive telephone calls**

**Introduction**

1. There is a need to deal with all telephone calls professionally and courteously. However, it is recognised that no staff should have to accept telephone calls from callers who are offensive, abusive or threatening.

1. This guidance is for staff to use that, after attempts to resolve a situation, may continue to feel abused or threatened despite callers being asked to stop.

1. It is important to provide a consistent approach in response to difficult calls. Using the script below may assist staff in dealing with these calls.

**Procedure**

1. If you receive a call that you believe is abusive, aggressive or offensive, staff should adopt the following procedure:

* + Note the name of the caller (if known).

* + Note the time of the call.

* + Try to ascertain the number from which you are being called.

* + Attempt to take a record of what is said.

1. If the caller continues to be abusive, aggressive or threatening, follow the script below:

**“I realise that you may be angry/upset, but the way you are speaking to me is not acceptable, and I am asking you to stop speaking to me in that manner”.**

1. If the abusive/aggressive/offensive language or attitude does not stop, they must be told:

 **“If you continue to be offensive/aggressive, I will end this call”.**

1. If the behaviour continues, the caller must be told:

 **“You are still being offensive/aggressive and so I am ending this call. Goodbye.”**

1. At this point, disconnect immediately.

1. Report the incident to a senior member of staff and record the incident on CPOMS.

**Guidance for dealing with visitors to the school who behave in an aggressive, abusive and/or offensive manner**

**Introduction**

1. There is a need to deal with all visitors professionally and courteously. However, it is recognised that no staff should have to accept behaviour from visitors who are offensive, abusive or threatening.

1. This guidance is for staff to use if they feel threatened or the behaviour of a visitor is offensive or abusive.

1. It is important to provide a consistent approach in response to difficult situations. Using the script below may assist staff in dealing with these situations.

1. In the event of a member of staff feeling physically threatened or physical violence taking place, the police will be called immediately. The Federation reserves the right to consider banning an individual from the Federation’s premises as a result of abusive or aggressive behaviour.

**Procedure**

1. If a visitor is abusive, aggressive or offensive, staff should adopt the following procedure:

* + Note the name of the visitor (if known).

* + Note the time of the visit.

* + Attempt to take a record of what is said.

* + Seek support from another member of staff.

1. Staff should follow the script: **“I realise that you may be angry/upset, however, the way you are behaving towards me is unacceptable, and I am asking you to stop behaving in that manner.”**

1. If the abusive/aggressive/offensive language or attitude does not stop, they must be told: **“Unless you stop behaving in this manner, I will need to walk away from you.”**

1. If the behaviour continues, the visitor must be told: **“You have not listened to my warning and so I am walking away from you now. Goodbye.”**

1. At this point, walk away and move to a safe place. Report the incident to a senior member of staff (this will need to be done immediately if the visitor has not left the school site). Record the incident on CPOMS.