

## BEHAVIOUR POLICY AND PROCEDURE

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<b>Date of last review</b>	September 2020
<b>Date of next review</b>	September 2021

### Aims

At Oyster Park Primary Academy, all children are valued as individuals. It is our aim to ensure all children enjoy their learning within a safe environment and that they work confidently, to reach their full potential. We follow the 'Webster Stratton' behaviour approach within which the ultimate objective is to enhance children's ability to become socially and emotionally competent individuals who succeed in school and this forms the basis of the behaviour policy. We also take into account national guidance published by the 'Department for Education.' We expect all staff within the school to follow this system to ensure a consistent approach for our children.

We are a caring, inclusive school in the heart of our community. By embedding the Webster Stratton approach our aim is to:

- Encourage children to manage their own behaviour
- Encourage children to be 'responsible' for their actions
- Encourage children to 'respect' the rights of others
- Build relationships
- Promote consistent expectations of behaviour and how behaviour is managed
- Respond appropriately to incidents

### Core Values

#### ***Ambition - Bravery - Respect***

Within the Northern Ambition Academies Trust, we expect that our students:

- Attend school on time, every day, ready to learn;
- Wear their uniform with pride;
- Put 100% effort into all aspects of their learning;
- Learn to be **brave** and resilient;
- Develop effective communication skills, to equip them for life;
- Show **respect** at all times;
- Are responsible members of their school, local community and wider world;
- Are **ambitious** and believe they can!

### Building Positive Relationships

The behaviour of the adults in school is a significant factor in creating success for our children. The care and nurture of the children, by staff is vital for the wellbeing and success of our school. The Webster Stratton approach is built upon the foundations of creating positive relationships. We believe that positive teacher-pupil relationships built on trust, will foster co-operation and motivation within our children and therefore promote positive outcomes for all. To do this we aim to:

- Lead by example.
- Foster a consistent approach in dealing with children and parents.
- Create positive relationships with parents and carers encouraging regular communication.
- Get to know children as individuals.
- Have high expectations of the children.

- Meet all individual needs through a creative differentiated curriculum.
- Build confidence and self-esteem.
- Use positive language focussing on the do's rather than don'ts.
- Listen to children.
- Allow children to be independent and make their own choices.
- Immerse children in the language of praise- 'Building up their piggy bank' (See Appendix 1)

### **Behaviour Management Strategies**

At Oyster Park Primary Academy we focus on a positive approach to behaviour management. A range of the agreed strategies we use are displayed within classrooms and around the school building. They are used to reinforce and remind children of our expectations. We also use our whole school assembly time to reaffirm routines, to ensure children are fully aware of what is expected of them and to provide them with the tools to manage their own behaviours.

<b>Positive Behaviour Strategies</b>	
<b>Visual timetables</b>	<ul style="list-style-type: none"> <li>• Enable children to establish routines.</li> <li>• Children feel fully informed.</li> <li>• Prevent any anxieties.</li> </ul>
<b>Show me 5</b>	<ul style="list-style-type: none"> <li>• This strategy is used to create a calm, controlled learning environment.</li> <li>• When children are asked to 'Show 5' they know this means; eyes looking, ears listening, lips closed/no talking, hands still and feet still.</li> </ul>
<b>Emotional Registers</b>	<ul style="list-style-type: none"> <li>• Emotional registers allow children to express how they are feeling.</li> <li>• They can be presented in a variety of ways and can help identify triggers to certain behaviours.</li> <li>• Staff must be able to respond to the register and support children with how they are feeling.</li> </ul>
<b>Compliment Circles</b>	<ul style="list-style-type: none"> <li>• Are used to demonstrate how to give and receive positive feedback.</li> <li>• Teachers should model how to give positive feedback to the children.</li> <li>• Children are encouraged to say one nice thing that they have liked or appreciated about what one of their peers did that day or during the week.</li> <li>• Positive relationships are promoted and supported.</li> </ul>
<b>I Can Box</b>	<ul style="list-style-type: none"> <li>• Encourages children to self-praise.</li> <li>• A tool which is vital to allow children to accept themselves and their achievements.</li> <li>• Children write down what they can do (have achieved) and post it into a box. These statements can then be shared with the whole class to celebrate individual achievements.</li> </ul>
<b>Worry Box</b>	<ul style="list-style-type: none"> <li>• Worry boxes allow children to share their worries/concerns in a discrete way.</li> <li>• They value that all children may not feel confident in speaking out about their concerns.</li> <li>• Staff should frequently check boxes and act appropriately to deal with worries that have been shared.</li> </ul>

<b>Learning Mentors</b>	<ul style="list-style-type: none"> <li>• Learning mentors are deployed in classrooms to work with children and adults to promote positive behaviours.</li> <li>• They are expected to be pro-active in dealing with any issues that arise.</li> </ul>
<b>More discrete strategies (See Appendix 2 for glossary)</b>	<ul style="list-style-type: none"> <li>• Spotlight of attention</li> <li>• Doubling the impact</li> <li>• Proximal praise</li> <li>• Adults working as a team</li> <li>• Using 'Thank you' rather than 'Please'.</li> <li>• Coaching</li> <li>• Working the room</li> <li>• Descriptive commentary</li> <li>• Choices</li> <li>• Responsibilities</li> <li>• Ignore</li> <li>• Distraction</li> <li>• Acknowledgement 'a look'</li> <li>• Reminders</li> <li>• Re-direction</li> <li>• Private Words</li> </ul>

### Strategies for Children

As educationalists we believe it is our role to provide children with the skills which allow them to self-regulate and independently solve problems. Webster Stratton provides the children with strategies to support this.

<b>Strategies To Promote Independence</b>	
<b>Problem Solving (See Appendix 3 for visual)</b>	<ul style="list-style-type: none"> <li>• Children are encouraged to independently work through several steps to solve any problems they may encounter.</li> <li>• The steps can be applied to many scenarios both inside and outside the classroom.</li> <li>• Adults can scaffold this strategy if required.</li> </ul> <p>Steps involved;</p> <ol style="list-style-type: none"> <li>1. Identify the problem.</li> <li>2. Brainstorm solutions.</li> <li>3. Think of the consequences of these solutions.</li> <li>4. Identify the best solution. Children should be encouraged to ask themselves- Is the solution <b>safe</b>? Is it <b>fair</b>? How would it make me/others <b>feel</b>?</li> <li>5. What would be the consequence?</li> <li>6. Put the solution into practice.</li> <li>7. Evaluate how we did. Children need to be able to evaluate in order to learn from their experiences.</li> </ol>
<b>Positive Self Talk</b>	<ul style="list-style-type: none"> <li>• Enables children to stay calm in a range of situations.</li> </ul> <p>Examples include-</p> <ul style="list-style-type: none"> <li>• Taking three breaths.</li> <li>• Thinking happy.</li> <li>• 'Everyone makes mistakes. Next time I will...'</li> <li>• 'He/she didn't do it on purpose. It was an accident.'</li> <li>• 'With more practice I'll get it.'</li> </ul>

	<ul style="list-style-type: none"> <li>• 'My friends still like me even when I make mistakes.'</li> </ul>
<b>Turtle Time</b>	<ul style="list-style-type: none"> <li>• Helps children to calm down if they are not yet ready for the problem solving stage.</li> <li>• Creates a safe secure place for children to withdraw to.</li> <li>• Where appropriate space should be in the classroom.</li> </ul> <p>Steps involved;</p> <ol style="list-style-type: none"> <li>1. Incident occurs leading to unhappy/angry feelings.</li> <li>2. Think <b>STOP!</b></li> <li>3. Take three slow deep breaths.</li> <li>4. Withdraw into shell (go to turtle time space) reflect and think about what caused the angry feelings.</li> <li>5. When calm let's start again.</li> </ol>

### Rewards and Incentives

The aims of rewards and incentives are to reaffirm expectations, raise self-esteem, acknowledge and promote positive behaviour, encourage good attitudes to learning and to celebrate achievements. We reward children by using a range of whole class and individual strategies. These include:

- Attention from an adult- This could include a smile or thumbs up.
- Public praise- Sharing aloud what a child has done well
- Positive Praise
- Sharing achievements with peers
- Sharing achievements with SLT
- Stickers
- Achievement assembly- Achievements are rewarded in assembly for both learning and behaviour.
- Star of the week award- Awarded in achievement assembly.
- Certificates
- Praise postcards
- Discussions with parents giving positive feedback.
- Reward Time- Reward Time takes place on a Friday afternoon. Children can earn minutes for their class throughout the week, building up to a maximum of 30 minutes. All children have a guaranteed 10 minutes so they can experience what they may be missing if minutes are removed. Whole class efforts earn additional minutes up to 30 to foster a team work ethos. Additional minutes over 30 can be given for exceptional reasons.

### Sanctions/Consequences

We believe that there are consequences to making the wrong choice and that children should be encouraged to see this. However, mistakes are made by everyone and every child needs a chance to redeem themselves, therefore, every day is a fresh start. Disapproval must be directed at the behaviour not the child. When intervention from an adult is required this intervention should occur on a least to most intrusive basis. Least intrusive intervention could involve reminders, non-verbal cues and simple direction. Most intrusive intervention could occur when there is repetitive disruption, a potential safety concern or aggressive behaviour.

	<b>Webster Stratton</b>
<b>Behaviour Management Strategies</b>	<ul style="list-style-type: none"> <li>• Re-affirm positive behaviours.</li> <li>• Reminders given using Language of Choice. For example “if you continue to talk you will choose to have a warning”</li> <li>• Reminders given using positive commands. For example using “walk thank you” rather than “do not run”.</li> <li>• If an inappropriate behaviour is spotted praise will be given to children showing the desired behaviour before the child is reminded about their own behaviour. This gives the child a chance to correct their own behaviour before being given a reprimand by staff.</li> <li>• Reminder of the desired behaviour wanted.</li> <li>• Second reminder</li> <li>• Verbal warnings (See hierarchy leading to Time Out in Appendix)</li> </ul>
<b>Time Out</b> (Refer to Appendix 4)	<ul style="list-style-type: none"> <li>• Time Out areas are set up in all classrooms. Other agreed areas used for individual children or during lunchtime are set up around school.</li> <li>• Time Out should be a time for children to ‘think and reflect’ about their actions.</li> <li>• Used instantly for swearing, aggression, racism or destruction.</li> <li>• If the child misses work because of Time Out then this work must be completed in the child’s own free time.</li> <li>• Time Out works on a set structure: <ul style="list-style-type: none"> <li>- <i>Initially a range of Webster Stratton strategies should be used to remind children about their behaviour and minimise disruption.</i></li> <li>- <i>If a child continues to display disruptive behaviour after reminders are given then they will be issued with their first verbal warning.</i></li> <li>- <i>This will be followed by more intervention strategies if the behaviour continues.</i></li> <li>- <i>A second verbal warning can then be issued.</i></li> <li>- <i>Finally a child who has continued to be disruptive after the two warnings will be given some ‘Time Out.’</i></li> <li>- <i>Time Out will be for 5minutes and the last 2minutes must be settled.</i></li> </ul> </li> <li>• The final 2 minutes of time out must be settled and calm thus the actual time may be longer than the initial time given.</li> <li>• If the child refuses to enter Time Out, the time can increase up to the age of the child, but not beyond 9 minutes. (See hierarchy leading to Time Out in appendix)</li> </ul>
<b>Loss of Recreational Time</b>	<ul style="list-style-type: none"> <li>• If work is not completed due to time out, avoidance, unwanted behaviours then playtimes, lunchtimes can be lost.</li> <li>• The time lost must be reasonable and used for children to not only catch up on work missed but to reflect on their behaviour.</li> </ul>
<b>Moving place in the classroom</b>	<ul style="list-style-type: none"> <li>• Children may be asked to sit alone if their behaviour is disrupting the learning of others.</li> </ul>
<b>SLT</b>	<ul style="list-style-type: none"> <li>• The Senior Leadership Team are available throughout the day to support high level incidents.</li> <li>• The hierarchy for support, once the class teacher has followed the WS behaviour strategies, and if a child is still presenting challenging behaviours is: SLT → Assistant Headteacher → Deputy Headteacher → Headteacher</li> <li>• They will determine sanctions for more serious or persistent behaviours.</li> <li>• SLT will be the ones that make decisions on parents being contacted.</li> <li>• Internal exclusions where children work in a room alone for a period of time could be issued by SLT.</li> <li>• Under exceptional circumstances the Headteacher may issue fixed or permanent exclusions.</li> </ul>

<b>Partnerships with Parents</b>	<ul style="list-style-type: none"> <li>• We believe that promoting positive relationships with parents is fundamental to behaviour management.</li> <li>• SLT will decide if severity of behaviours warrant phone calls home to parents to inform them of their child's behaviour.</li> <li>• Parents may be asked to attend meetings involving class teacher and SLT.</li> </ul>
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### **Repair and Rebuild**

As our whole behaviour approach is based upon building strong foundations using positive relationships, as part of a consequence it is important that there is time to **'Repair and Rebuild'** relationships. Preferably this should be carried out by the person who was the one who issued the consequence.

This time should be used to reinforce expectations and draw upon the problem solving strategy. This time for reflection should minimise the likelihood of this behaviour occurring again.

### **Fixed Term and Permanent Exclusion**

Under exceptional circumstances the Headteacher may issue a fixed or permanent exclusion. If a child is excluded parents will be informed and provided with the reason that has led to this decision being made. Parents will be informed on how to appeal against the exclusion if they wish to do so. The DfE guidelines will be followed during this process and both the LA and governing body will be informed.

'A decision to exclude a pupil permanently should only be taken: in response to serious or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. *DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012'*

The Headteacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual or threatened violence against another student or a member of staff;
- Sexual abuse or assault;
- Possession of an illegal drug;
- Carrying an offensive weapon;
- Making a malicious serious false allegation against a member of staff;
- Arson or threats of arson;
- Theft and damage to school property;
- Breaking in and entering the school building without permission.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. The Headteacher may permanently exclude a student for:

- One of the above offences; or serious breach of the exclusions offences
- Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and/or use of an illegal drug or drug paraphernalia on school premises.

### **Internal Exclusion**

'Internal exclusion' is when a child is excluded within the school for disciplinary reasons. The child will be removed from their classroom, to work in a separate room with adult supervision and support, for a fixed period time. Whilst the child will be excluded from playtimes and lunchtimes they will have the opportunity to have a break and go outside at a time that is not whole school playtime or lunchtime. They will be supervised by a member of school staff at all times, they will not be left in a room on their own. The class teacher will provide work for the

child to complete, the member of school staff supervising and supporting the child will provide any support needed. Parents will be informed of the decision for their child to be in inclusion and the reasons why.

### **Supporting Children with More Challenging Behaviours**

We recognise that some of our children will display more challenging and persistent behaviours which may fall out of the Webster Stratton approach. In such instances we may implement a range of different strategies which may include,

- Learning Mentor support implementing pastoral intervention.
- More targeted Social and Emotional interventions.
- Intensive interventions- Dinosaur School.
- Behaviour risk assessments.
- Reduced timetables (in accordance with LA pro formas).
- Individual Behaviour Plans (See Appendix 5 for format).
- Involvement from outside agencies such as; Educational Psychology, Art Therapy, CFIT (Children and Families Inclusion Team). CAMHS
- Implementation of recommendations from outside agencies.

### **Supporting Children effected by Emotional and Behaviour difficulties including Trauma**

We recognise that short term stress and worry is a normal part of life and many issues can be experienced as mild or transitory challenges for some children and their families. Others will experience more serious and longer lasting effects. The same experience can have different effects on different children depending on other factors in their life. For example, it is normal for children to feel nervous or under stress around exam times, but other factors can make such stress part of an enduring and persistent mental health problem for some children. When a problem is particularly severe or persistent over time, or when a number of these difficulties are experienced at the same time, children are often described as experiencing mental health problems.

Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders. Mental health professionals have classified these as:

- **Emotional disorders** - for example phobias, anxiety states and depression;
- **Conduct disorders** - for example stealing, defiance, fire-setting, aggression and anti-social behaviour;
- **Hyperkinetic disorders** - for example disturbance of activity and attention;
- **Developmental disorders** - for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- **Attachment disorders** - for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- **Trauma disorders** - such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect; and
- other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder.

It is important that schools provide support to pupils at such times, including those who are not presenting any obvious issues. We understand that early help is more effective in promoting the welfare of children than reacting later, and can also prevent further problems (including mental health problems) arising.

We are aware of the risk and protective factors that are believed to be associated with mental health outcomes, our school ethos, policies and procedures are rooted in the protective factors detailed below.

<b>Risk and protective factors that are believed to be associated with mental health outcomes in school</b>	
<b>Risk Factors</b>	<b>Protective Factors</b>
• Bullying including online (cyber)	• Clear policies on behaviour and bullying

<ul style="list-style-type: none"> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Deviant peer influences</li> <li>• Peer pressure</li> <li>• Peer on peer abuse</li> <li>• Poor pupil to teacher/school staff relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Staff behaviour policy (also known as code of conduct)</li> <li>• ‘Open door’ policy for children to raise problems</li> <li>• A whole-school approach to promoting good mental health</li> <li>• Good pupil to teacher/school staff relationships</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> <li>• Positive friendships</li> <li>• Effective safeguarding and Child Protection policies.</li> <li>• An effective early help process</li> <li>• Understand their role in and be part of effective multi-agency working</li> <li>• Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively</li> </ul>
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### **Absconding Procedures**

The school has set procedures for staff to advise them on how to deal with a child leaving the premises (See Appendix 6 for absconding procedure)

### **Use of Reasonable Force**

The term ‘reasonable force’ covers the broad range of actions that can be used by staff that involve a degree of physical contact with pupils. 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 physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

Schools can use ‘Reasonable Force’ to;

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school 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; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

*(DFE, Use of Reasonable Force, 2013)*

If the use of restraint is required staff will need to record the events factually and only staff who are TeamTeach trained will support. (See Positive Handling policy for further information)

### **Behaviour Records**

Any behaviour incident should be recorded on CPOMS and SLT should be tagged into the incident at the earliest possibility for them to action as appropriate.

### **Resources**

All staff have access to a Webster Stratton reference book. There are copies located in the school office.

### **Books**

How to Promote Children's Social and Emotional Competence (Carolyn Webster-Stratton)

### **Related Policies**

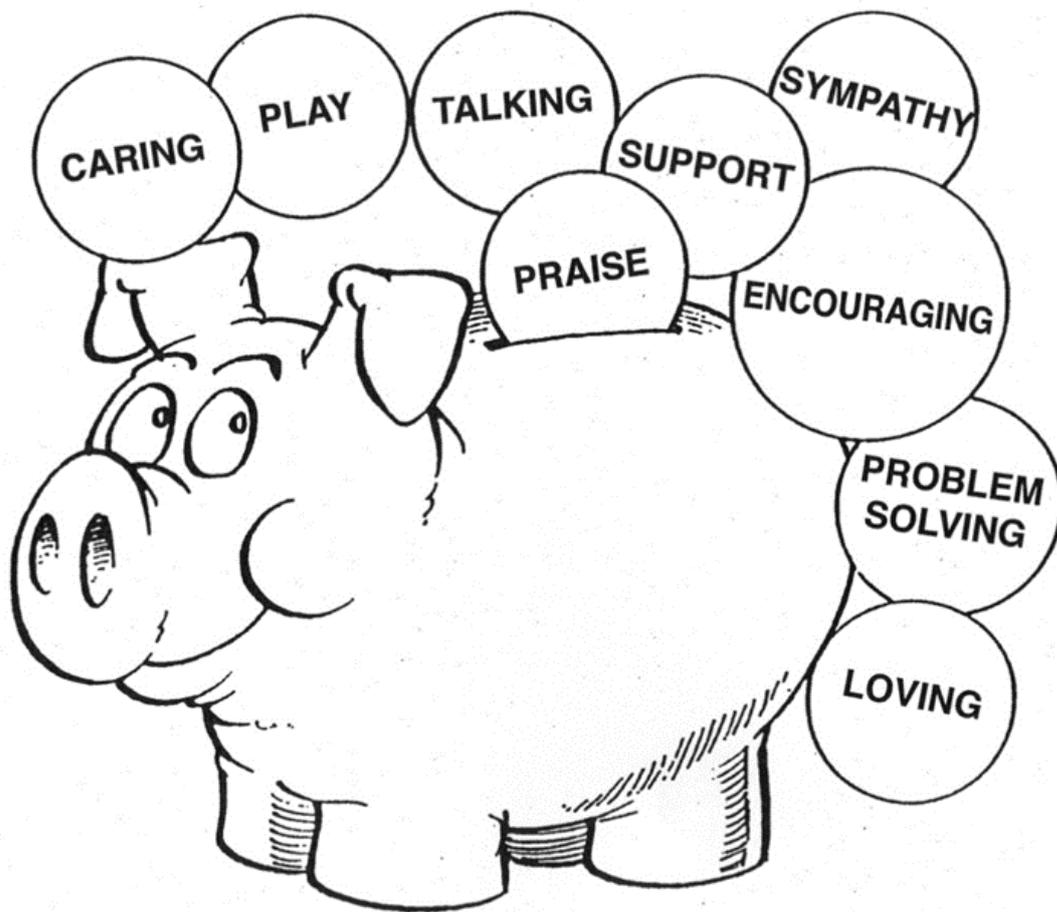
Absconding Procedure (Appendix 6)

Anti-Bullying Policy

Positive Handling Policy

**Appendix 1**  
**Piggy Bank of Praise**

Behaviour Management is built on positive relationships.  
Relationships are built by 'filling up the Piggy Bank'.



**Remember to Build Up Your Bank Account**

## **Appendix 2**

### **Glossary**

#### **Coaching:**

Coaching is saying what you see. Tell the children the positives of what they are doing. Builds self-confidence.

#### **Descriptive Commentary:**

Providing the children attention by describing and commenting on what they are doing rather than asking questions.

#### **Distraction:**

Taking the focus of the child's attention from negative behaviours to focus on something more positive.

#### **Doubling the Impact:**

This is when adults work together to share and build on praise that is given to a child. This also involves sharing success with parents and carers.

#### **Ignore:**

Minor, low level behaviours (behaviours that are not dangerous or hurtful to other children or adults) can often be eliminated if they are systematically ignored.

#### **Proximal Praise:**

Instead of focussing on a student who is showing unwanted behaviours focus the attention to a child who is making the right choices and praise them. This acts as a prompt and reminder of what is expected rather than drawing attention to negatives. "I think I will ask Sarah to answer as she is putting her hand up."

#### **Spotlight of attention:**

This is focussing all of your attention on something positive that a child has done and celebrating the success.

**Appendix 3**  
**Problem Solving Steps**



1 What is my problem?



2 What is a solution?



3 What are some other solutions?



4 What happens next? (consequences)



5 What is the best solution?



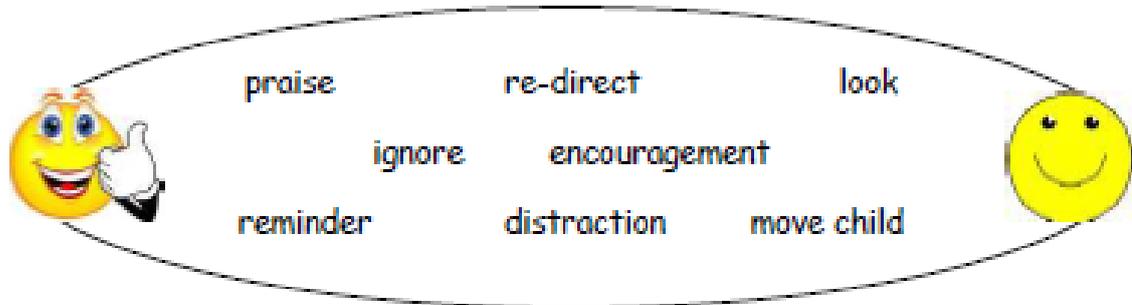
6 Can I use the plan?



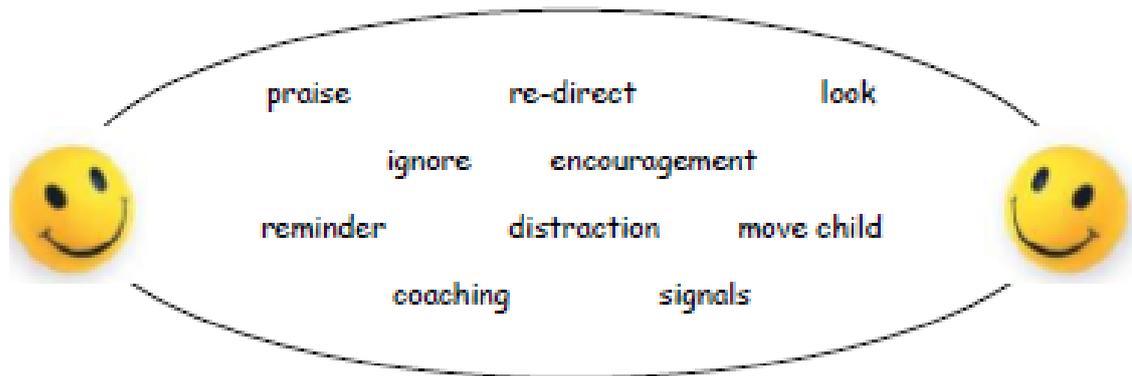
7 How did I do?

**Appendix 4**  
**Hierarchy Leading to Timeout**

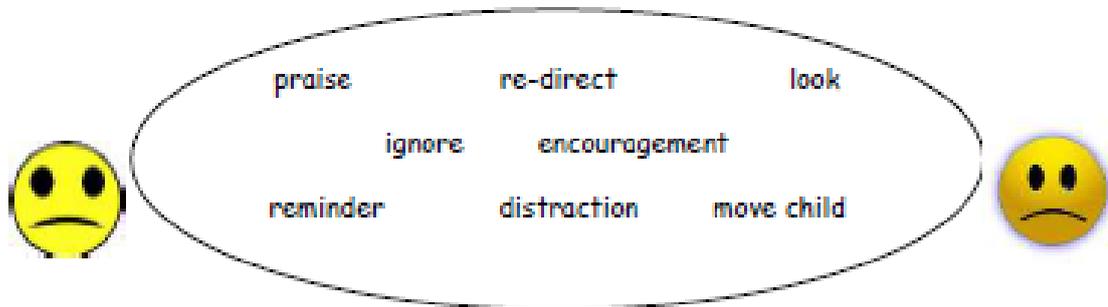
**Webster Stratton - Hierarchy Strategies**



**First warning - verbal**



**Second warning - Verbal**



**TIME OUT**

**Appendix 5**  
**Individual Behaviour Plan**

Behaviour Plan for: \_\_\_\_\_

Class: \_\_\_\_\_

Date: \_\_\_\_\_

<b>1. Negative Classroom Behaviours</b>	<b>2. When/Why</b>	<b>3. Desired Behaviour</b>	<b>4. Proactive Strategy</b>

Review Date \_\_\_\_\_

## Appendix 6

### Absconding Procedure

Once parents have handed over pupils to class teachers at the beginning of the school day (from 8:45 am) they are to remain on school premises until 3:05pm (3:15pm for Nursery), unless authorised to leave with a parent/guardian, school organised activity etc.

At school children are taught the importance of keeping themselves safe and know that they should not leave the premises unless permission is given for various activities. Parents are encouraged to discuss the importance of children following our school procedures and specifically not leaving the school site during the school day.

If a pupil leaves the school site without permission the procedure is as follows:-

1. Member of staff to inform school office as soon as possible. Then:
2. Office staff to contact the pupil's parents.
3. If parents are unavailable inform the police.
4. Staff will **not chase pupils** as this could lead to pupils wandering further or cause a traffic accident.
5. Staff will follow at a safe distance to monitor pupil. Walkie-talkies or mobile phones will be used to update school of situation.
6. Pupils should be brought back to school the same day if possible, for the parent, child and Head teacher to discuss the issues and any consequences. Future action will be discussed and agreed.

The health and safety of the children is a main concern for the governors and staff at Oyster Park Primary Academy. The school building and grounds are designed to eliminate the problem of pupils leaving the school site without permission.

## Appendix 7

### Webster Stratton: For Visitors

#### Reward Time:

Children are aware that through positive behaviour around school they can earn minutes for their class towards reward time on a Friday and that any adult around school can award these minutes. These are generally awarded for whole class positive behaviour to foster a team approach.

Class teachers implement some individual behaviour plans within their classrooms. Where relevant these plans will be shared with staff to ensure a consistent approach.

#### Core Values Trust Charter

##### *Ambition - Bravery - Respect*

Within the Northern Ambition Academies Trust, we expect that our students:

- Attend school on time, every day, ready to learn;
- Wear their uniform with pride;
- Put 100% effort into all aspects of their learning;
- Learn to be **brave** and resilient;
- Develop effective communication skills, to equip them for life;
- Show **respect** at all times;
- Are responsible members of their school, local community and wider world;
- Are **ambitious** and believe they can!

#### Show Me 5:

Children are aware of the 'Show Me 5' principle. They know that the 5 elements are,

**Eyes looking**

**Ears listening**

**Lips closed/no talking**

**Hands still**

**Feet still**

#### Emotional Register:

Emotional registers allow children to express how they are feeling. They can be presented in a variety of ways and can help identify triggers to certain behaviours.

- Each classroom has an emotional register. The way this is presented is decided as a class.
- Staff must be able to respond to the register and support children with how they are feeling.

### **Ignoring Muscle:**

Children are aware of the ignoring muscle and the action that accompanies this when the ignoring is taking place. Whole school assembly time posed scenarios where the children needed to use this technique to ignore disruptive behaviours. The children were also made aware of how disruptive behaviours are dealt with.

### **Hierarchy Leading to Time Out:**

'Time Out' will be used in all classrooms. 'Time Out' follows a set structure;

1. Initially a range of Webster Stratton strategies should be used to remind children about their behaviour and minimise disruption.
  2. If a child continues to display disruptive behaviour after reminders are given then they will be issued with their **first verbal warning**.
  3. This will be followed by more intervention strategies if the behaviour continues.
  4. A **second verbal warning** can then be issued.
  5. Finally a child who has continued to be disruptive after the two warnings will be given some 'Time Out.'
  6. 'Time Out' will be for 5 minutes and the last 2 minutes must be settled.
  7. HOWEVER if a child displays violent or destructive behaviour they will be sent straight to 'Time Out.'
- An area is set up in each classroom that is dedicated to 'Time Out.'
  - Reminders, questions and images are displayed around the chair.
  - Classes display the hierarchy ensuring the system is clear.
  - Whenever a child completes a 'Time Out' it must be recorded on the agreed sheet.

### **Problem Solving:**

Children are encouraged to independently work through several steps to solve any problems they may encounter. The steps can be applied to many scenarios both inside and outside the classroom. Adults can scaffold this strategy if required.

Steps involved;

1. Identify the problem.
2. Brainstorm solutions.
3. Think of the consequences of these solutions.
4. Identify the best solution. Children should be encouraged to ask themselves- Is the solution **safe**? Is it **fair**? How would it make me/others **feel**?
5. What would be the consequence?
6. Put the solution into practice.
7. Evaluate how we did. Children need to be able to evaluate in order to learn from their experiences.

## **Turtle Time:**

Turtle Time helps children to calm down if they are not yet ready for the problem solving stage. It creates a safe secure place for children to withdraw to. Where appropriate the space is in the classroom.

Steps involved;

1. Incident occurs leading to unhappy/angry feelings.
2. Think **STOP!**
3. Take three slow deep breaths.
4. Withdraw into shell (go to turtle time space) reflect and think about what caused the angry feelings.
5. When calm let's start again.

## **'I Can' Can:**

Encourages children to self-praise. A tool which is vital to allow children to accept themselves and their achievements. Children write down what they can do (have achieved) and post it into a can/box. These statements can then be shared with the whole class to celebrate individual achievements.