

Behaviour for Learning Policy

August 2024 DRAFT

With Jesus in our hearts we love, pray, learn and play.

RATIONALE

At St John Bosco RC Primary School, we believe that every child should be valued and seen to be created in the image and likeness of God. It is a primary aim of our school that every member of our school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Our Behaviour for Learning Policy is designed to ensure that all pupils at St John Bosco's have the opportunity to learn, achieve and be successful.

We acknowledge that good behaviour is a necessary condition for effective teaching and learning to take place and therefore seek to create an environment which encourages and reinforces good behaviour. We are proud of the way in which the vast majority of our children conduct themselves at school. Discipline is good and instances of very poor or aggressive behaviour are rare. The school promotes good relationships at all levels and expects children to show respect towards and care for each other.

OUR POLICY AIMS

Through the implementation of this policy at St John Bosco RC Primary School we aim to:-

- Put the emphasis on praise and rewards in order to encourage good behaviour.
- Encourage children to be responsible for their own choice of behaviour.
- Create a happy but orderly atmosphere allowing all children to be **ready, respectful and safe**.
- Enable children to develop a sense of self-worth, tolerance and respect for others' feelings, property and the wider community.
- Provide a stimulating environment in which children are fully engaged and interested in their work, enabling each child's self-confidence to grow.
- Ensure that all members of the school community experience and celebrate success.
- Foster an environment where honesty and forgiveness are at the heart of all we do.

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996

Education Act 2002

Equality Act 2010

Education and Inspections Act 2006

Health Act 2006

Voyeurism (Offences) Act 2019

The School Information (England) Regulations 2008

DfE (2022) 'Behaviour in schools: advice for headteachers and school staff'

DfE (2023) 'Keeping children safe in education 2023'

DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'

DfE (2018) 'Mental health and behaviour in schools'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

DfE (2013) 'Use of reasonable force'

DfE (2022) 'Searching, screening and confiscation: advice for schools'

Our 3 school rules are simple and clear:

- Be Ready
- Be Respectful
- Be Safe

Every class will display and promote the school rules.

Our behaviour policy is based on the Five Pillars of Pivotal Practice:

- 1) Consistent, calm adult behaviours – no angry faces or raised voices
- 2) First attention to best conduct – class dojos for behaviour for learning skills, Golden Top Table on Friday lunchtime, stickers, verbal praise, praise communicated with home, children starting off the day on 'green traffic light'. Aim is to get to the 'outstanding' star at the end of the day.
- 3) Relentless Routines – moving around schools, transition time, meet and greet
- 4) Scripting difficult conversations
- 5) Restorative Follow Up

(Adult Behaviours "When the Adults Change Everything Changes" (Paul Dix, Pivotal Education))

1. The school rules will be promoted at all times by the whole school community.

2. Boundaries and guidelines of acceptable behaviour will be clear and concise.
3. All staff will expect high standards of behaviour at all times.
4. Children will be taught to be polite, respectful, well-mannered and well-behaved.
5. In line with our mission statement, '*With Jesus in our hearts*' this policy will be used sensitively and consistently by staff to encourage and promote outstanding behaviour.
6. Each member of staff is held responsible for the behaviour of the children in their care.
7. Where a member of staff is experiencing difficult behaviour in their classroom, they will discuss it with the Senior Leadership Team, who will agree an appropriate strategy of help and support.
8. Parents will be involved at an early stage where a learner is experiencing difficulties with behaviour.
9. When there is a serious problem with a learner's behaviour, the SLT will, where appropriate, involve outside agencies.
10. In extreme cases, when a pupil fails to respond to the help, support and other interventions they have received, it may result in the child being excluded from school by the headteacher. **See Appendix 1**

Expectations of Adults (Appendix 2)

At St John Bosco's, we expect all adults to demonstrate the following behaviours: calmness, consistency, positivity, kindness, laughter, gentleness, supportive, respect given no matter what and praise good conduct publicly. Adult behaviours we don't expect to see are: aggression, shouting, negativity, humiliation and reprimanding in public.

All staff

1. Meet and greet at the door.
2. Refer to 'Be Ready, Be Respectful, Be Safe'
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson eg: class dojos
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

Senior Leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

1. Meet and greet families at the beginning of the day on the school gate.
2. Be a visible presence around the school and especially at transition times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing learners with more complex or entrenched negative behaviours.
6. Regularly review provision for learners who fall beyond the range of written policies.
7. Carry out regular learning walks to support, coach and model expectations.

Recognition and Rewards

At St John Bosco we believe that time should be spent celebrating the good behaviour of children across the school and we recognise and reward learners who go 'above and beyond' our standards. **(Appendix 3)**

We use a range of positive recognition strategies to reinforce expected behaviour, so that all children develop their self-esteem and sense of self-pride.

Classdojo is an online classroom behaviour management platform where our staff can award pupils reward points for a variety of behaviours. It is a visual and auditory system that is motivating for pupils. Children can gain points individually or for their 'Houses'. The classdojos have different skills and the system records what each child gets a dojo for eg- listening to instructions. Some dojos are worth different points. **(Appendix 12)**

Each child is in one of the four houses (family groups are in the same house), named after four saints. St Maximilian, St Theresa, St Dominc and St Bernadette.

Each class has a set of traffic lights displayed plus a gold star. **(Appendix 10)**. Each child has a name card and starts off each new day on the green light. Children's names are moved to different colours depending on their behaviour. If they go 'above and beyond' with their behaviour they move to the outstanding golden star. If a child does not follow our rules of 'ready, respectful and safe' they will move to amber or red. Each child is encouraged to improve behaviour again to get back to green.

Rewards in individual classes consist of:

Children beginning each day with their name on the 'green traffic light' displayed in their classroom- the aim is to go above and beyond and get to the gold star.

1. Verbal praise, class dojos, encouragement stickers and certificates.
2. Teaching Assistants work with the class teachers to support this positive ethos.
3. Children will be regularly and consistently praised for behaving in the right way, being polite and demonstrating the school's Catholic ethos.
4. We recognise that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated and can be as effective as a larger, more public reward.

5. Positive messages by all staff praise notes/ email/ phone calls home: these will be sent at the staff's discretion on a regular basis. (Staff will keep a record)
6. Weekly recognition of children who demonstrate going 'above and beyond' the standard of behaviour we expect, will be invited to the Golden Table at lunch to eat with a member of SLT on a Friday.
7. A Positive Recognition Board is displayed in the corridor to celebrate the words, thoughts and actions of pupils who go above and beyond our standard. (See full list of rewards: **Appendix 4**)

CPOMS

CPOMS is our school's online behaviour record which is used by all staff members to log behaviour incidents that arise. Each staff member has their own personal log in and every child is on the system. Behaviour incidents must be recorded the same day. Parents must be spoken to the same day as an incident and this conversation must be recorded accurately the same day.

Managing Behaviour

De-escalation of inappropriate pupil behaviour by staff avoids low-level behaviours escalating and becoming more serious. When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support the pupil to get back on track without giving attention to the negative behaviour. Engagement with learning is always our primary aim. For the vast majority of our learners a gentle reminder is all that is needed. See **Appendix 5** for 'Practical steps in managing and modifying poor behaviour.'

If a range of strategies, such as those described above, have been implemented and have not had the required impact, staff should get alongside the pupil and deliver a positive and supportive "script".

Staff will create a script that they feel comfortable with. An example of this could be: 1) I've noticed that (you are not ready to learn), reference previous good behaviour

2) I need you to ... (give pupils choices, phrase the choices so that whatever the choice the pupil makes it will be the right choice)

3) I know you can do this/...you are better than this/ /thank you for listening This should be no more than a 30-second intervention.

The shorter the intervention, the less likely a member of staff is to "improvise". Staff will then walk away and give pupils time to think and act positively. (**Appendix 6**)

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided. The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long
- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

Some pupils will have an individual tailored behaviour plan developed for them to meet their individual needs by their class teacher with support from Mrs Webster, the Learning Mentor and Mrs Lovell, the SENDCo. These plans are regularly reviewed and shared with the child, parents and staff. All staff are responsible to follow the plans consistently, correctly and to support or request updates when required.

Zones of regulation

Zones of Regulation is a therapeutic approach to help support children with their emotional development. The Zones approach offers practical strategies and techniques and is built around self-reflection and regulation of emotions.

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation . We teach the children a variety of methods of self- regulation and children are encouraged to use these.

Each class has a calm corner with some 'regulating' resources in. There is also a Zones poster with the 4 colours and emotions/ behaviours related to each one. **(Appendix 13)**

Serious Incidents

Depending on the age of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT and logged on CPOMs. Such incidents could include:

- Fighting
- All forms of bullying
- Child on child abuse
- Racist or homophobic comments
- Using abusive/offensive language
- Physically striking adults

Bullying (see Anti-Bullying Policy)

Bullying is the systematic, long term, mistreatment of one child by another child or group of children. The mistreatment may be physical or emotional, often both. All members of staff must recognise that incidents of bullying may occur in school, particularly in the playground. It is essential that all staff remain vigilant, as bullying is most usually a covert activity causing tremendous distress to the victim and potential (psychological) damage to the perpetrators who need to understand that their behaviour is totally unacceptable.

The concept of bullying, the fact that it is not acceptable in school, for whatever reason, and the need to tell an adult if it is happening, is discussed with the children as part of the school's Personal and Social Development programmes. Incidents of bullying should be dealt with immediately and reported to the SLT who will, when appropriate, inform the parents of the children involved. All children involved will be provided with support from a learning mentor.

Consequences

When pupils have been given the support and opportunities to make the right choices but do not modify their behaviour, staff will use the agreed consequences. Consequences Chart. **(Appendix 7)**

Restorative Conversation:

A restorative conversation needs to take place between an adult and the child at the end of the lesson in which they received a move to a **red traffic light**. This must include the adult that has dealt with the behaviour. Another colleague or line manager could support this. This should take the form of a coaching conversation for the pupil. Staff will have a script for the restorative conversation that they feel comfortable with. The restorative conversation is:

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

The use of the PECS Restorative Visual Aid can support this conversation **(APPENDIX 9)**.

In line with the DfE guidelines, 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;

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

Searching

School staff can search a pupil for any item if the pupil agrees. 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.

Banned Items

Any products containing solvents. Aerosols, matches, lighters and cigarettes. Electronic/battery computer games, devices and gadgets. Excess jewellery (see uniform policy). Energy drinks, i.e. those with a high caffeine content such as Red Bull or Monster Boost. Mobile phones. Note: Year 6 and other children who are allowed to walk home are allowed mobiles. These must be handed into to the staff at the gate at the beginning of the day and then collected at the end of the day.

Procedures for staff - if a member of staff finds a pupil in possession of a dangerous item, they should immediately confiscate it and inform the Headteacher. If a pupil is found in possession of a banned item staff will confiscate it and bring it to the office for safe-keeping.

British Values

At St John Bosco School, we value the diversity of backgrounds of all pupils, families and the wider school community.

We uphold the following definition of British Values:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Our school reflects British values in all that we do. We aim to nurture our children on their journey through life so they can grow into safe, caring, democratic, responsible and tolerant adults who make a positive difference to British society and to the world. We encourage our children to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

Equality

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil or member of our school community and it helps to promote equality at this school.

Governors

The Governors will ask the headteacher each term about any problems with behaviour. The headteacher, prepares a report on behaviour at full governors' meetings. Behaviour/Safeguarding is a standing item at these governors' meetings.

If necessary, Governors may attend a discipline committee meeting with the parents of children who are having problems with behaviour.

Outcomes

This policy will promote the excellent ethos of the school. It will ensure that children and staff are happy and that they enjoy coming to school. It will underpin excellent teaching, learning and progress. It will promote the high standards and high expectations set out in the school's aim and rules of conduct. It will be used to promote community cohesion. A one-page summary of this policy will be displayed in every room (**Appendix 8**)

Policy agreed by Governors:

Policy to be reviewed:

APPENDIX 1

Exclusions and suspensions

In a very limited number of cases, it may be necessary to suspend a child from St John Bosco PC Primary School for a fixed-term or exclude a child on a permanent basis. Whilst it is our intention to avoid this situation, it is also acknowledged that this approach must still be considered as an ultimate sanction.

Who has the power to exclude?

Exclusion can only be made by:

- The Headteacher
- A person acting in the absence of the Headteacher

For what reasons might a child be suspended or excluded?

At St John Bosco's, exclusions will only be considered:

- Where there have been serious breaches of the school's behaviour policy (including bullying)
- When allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or pupils/staff/others in the school.

The exclusion process:

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- Make sure that an appropriate investigation has been carried out
- Consider all the evidence available, taking into account the school's behaviour and equal opportunities policies, and, if applicable, any equalities legislation.
- Talk to the pupil to hear his/her version of events if practical/possible.
- Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment
- If necessary, consult others but not anyone who may later have a role in reviewing the head teacher's decision, such as a member of the governors' discipline committee.

A child can only be suspended or excluded after the Headteacher has taken the steps above, and is satisfied that the pupil did what s/he was accused of. A pupil may be suspended for one or more fixed periods, but these must not exceed 45 days in any one school year.

Suspension for an indefinite period of time (sometimes called an informal suspension) is unlawful. At St John Bosco's, the length of the fixed term suspension will be dependent and considered, on an individual basis.

The school will notify the Governing Body of any fixed term suspensions on a termly basis. In addition, the school will inform the local authority each term of any suspension that, in total, adds up to five school days in any one term.

In all cases of fixed term suspensions or permanent exclusions the school will abide by the DfE's most recent guidance.

APPENDIX 2

Desirable and Undesirable Adult Behaviours

<u>Adult behaviours we don't want to see</u>	<u>Adult behaviours we want to see</u>
Judgemental	Calmness
Inconsistency	Consistency
Over reaction	Kindness
Negativity	Empathy
Moaning	Caring
Shouting	Fairness
Humiliation	Positivity
Sarcasm	Helping each other Laughter
Aggression	Nurturing
Shaming	Complimenting
Shushing	Supportive
Talking about children in their presence	Humour
Negative body language	Forgiveness Gentleness
Creating/making drama	Respect given no matter what
Reprimand in private	Restorative Practice/Collective Worship
	Praise in public

APPENDIX 3

Expectations of Behaviour at St John Bosco RC Primary School

THE STANDARD

At our school, we want to reward our pupils for going 'above and beyond' the expected standard of behaviour. This expected standard is listed below:

- Follow our 3 school rules: Be ready, Be respectful, Be safe
- Have 97% attendance or more
- Be on time for school
- Walk safely around our school – fantastic walking
- Show good manners & be polite

- Wear our school's uniform with pride (including PE. Kit)
- Listen carefully & follow instructions
- Care for everyone in our school & everything in it
- Be helpful to everyone
- Kind words, kind hands, kind feet
- Complete tasks to the best of your ability
- Listen to one another
- Try your best
- All forms of bullying are unacceptable
- Best handwriting & presentation in all work

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APPENDIX 4

Behaviour Policy Rewards

<u>Rewards</u>
<ul style="list-style-type: none">• Headteacher Awards• Verbal Praise• Class dojo points for behaviour skills• Moved onto the 'outstanding gold star'• Stickers• Ambassadors/School Council/ Caritas and others• Francis Factor certificates• Achievement certificates• Pupils chosen to represent the school at events/trips/competitions• Meet & Greet at classroom door every morning• Golden Table on Friday awards (1 per class over & above- chosen by lunchtime organisers)• Personalised messages home - praise notes/ emails• Positive phone calls home• Positive recognition board• Praise in public

APPENDIX 5

Practical Steps in Managing and Modifying Poor Behaviour

Learners are responsible for their behaviour. Staff will deal with behaviour without delegating using the steps in behaviour for dealing with poor conduct.

Teacher standard 7- Manage behaviour effectively to ensure a good and safe learning environment

Steps	Actions
1) Redirection	This can be delivered to the whole class.
2) Reminder	Reminder of the 3 simple rules, could be non verbal, eg pointing to the poster.
3) Verbal Warning	Verbal warning to turn it around, delivered privately where possible making children aware of their behaviour and consequences if they continue. Staff to use the 30 second intervention – talk to child privately where possible and give opportunity to engage. Supportive actions to support behaviour may be put in place e.g. child moved within class.
4) Time out	Minutes away from the group (to the calm table/corner). Child to move their name to 'amber traffic light'. Minutes missed from playtime- child to stay with class teacher. (5 minutes) If a child reverts back to expected behaviour, move them back to green traffic light immediately.
5) Internal Referral	If behaviour continues child is sent to partner class for remainder of the lesson (this must be recorded on CPOMS). Child is moved to red traffic light.
6) Restorative follow up meeting	Restorative follow up meeting between class teacher and child (should be before the end of the day or before the next teaching session). Child is expected to improve their behaviour and get back to green traffic light by the end of the day.
7) Meeting with child	A meeting with the teacher, pupil and Learning Mentor. Recorded on CPOMS with agreed actions.
8) Meeting with parent / carer	A meeting with the teacher, pupil and Learning Mentor. Recorded on CPOMS with agreed actions. Could lead to EHA or other referrals.

9) Report / Behaviour Plan	If improvements are not seen child may be placed on report. Parents and SLT should be informed of this and should be present during the initial meeting. Regular review meetings should be held until it is agreed that the child comes off report.
10) Restorative Follow up	<p>5 questions is usually enough from the following: What happened? What were you thinking / feeling at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future? These questions can be used with children involved in an incident.</p> <p>PECS Visual Restorative Aid (Appendix 9) can be used</p>

De-escalation strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation.

This includes:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- * Calmly explaining why an action is taking place
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work."

APPENDIX 6

30 seconds scripted intervention

Done discreetly with a pupil

1. I noticed you are not ... (refer to rules and child's behaviour) right now
 2. You know the school rules, ready, respectful and safe.
 3. If you continue, you are choosing to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
 4. Can you remember...when you...(refer to previous positive behaviour)
 5. That is who I need to see today.
 6. Thank you for listening (give take up time)
- Then WALK AWAY and don't look back. Eventually pupils will complete your sentences for you when you are consistent. It is VERY IMPORTANT to finish by bringing their attention to past positive behaviour or the current good behaviour of the class. Normalising compliance.

APPENDIX 7

St John Bosco Catholic Primary School – Consequences

<u>Behaviour</u>	<u>Consequence</u>	<u>Next Steps</u>
Swearing, Fighting or Physical Aggression Children will have been moved to red traffic light .	Inform parents Possible steps to follow – Start at step 7 Pupil will miss outdoor play with peers at break (15 mins with class teacher) Possible internal exclusion or fixed term suspension. Depending on level of aggression- SLT will be involved and deal with child.	Log on CPOMs. Arrange a meeting with parents/carers and set actions. During exclusion from playtime, children will complete the following: 1) Agree to do something to 'make up' with other pupil/s 2) Read a book or social story with age appropriate topics eg. What makes a good friend? Respect; Good manners or other such topics. Use of PECs Visual Restorative Aid. Support of Learning Mentor where appropriate.
Racist & Homophobic comments Children will have been moved to red traffic light .	As above details which emerge from restorative meeting will determine a next step consequence	As above. Log with the authority. Learning mentor support if required.
Continually ignoring instructions Children will have been moved to red traffic light .	Follow step 7 and 8	Parents informed. Learning mentor support if required.

Appendix 8 **ST JOHN BOSCO BEHAVIOUR OVERVIEW**

STAFF

1. Calm, consistent and fair
2. Relentlessly bothered
3. Meet and greet with a smile
4. First response is kindness
5. First attention is best conduct
6. Recognise over and above

Restorative chat school rules

(if misbehaviour continues after a warning)

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. What will you do in the future?

Microscript- 30 second intervention

Done discreetly with a pupil

1. I noticed you are not ... (refer to rules and child's behaviour) right now
 2. You know the school rules, ready, respectful and safe.
 3. If you continue, you are choosing to... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
 4. Can you remember...when you... (refer to previous positive behaviour)
 5. That is who I need to see today.
 6. Thank you for listening (give take up time)
- Then WALK AWAY and don't look back. Eventually pupils will complete your sentences for you when you are consistent. It is VERY IMPORTANT to finish by bringing their attention to past positive behaviour or the current good behaviour of the class. Normalising compliance.

School rules













1. Be Ready
2. Be Respectful
3. Be Safe

Rewards

1. Plenty of verbal praise, class dojos, stickers, smiles, certificates
2. Positive vocabulary, meet and greet
3. Behaviour recognition board
4. Praise notes/ emails/ phone calls home
5. Golden Top Table on Friday

All children start off every new day on the green traffic light!

APPENDIX 9 PECS Visual Aid

 silly noises	 shouted at someone	 screaming	 walked off	 tore work
 swore	 What happened?			 broke something
 swore at a friend				 unkind
 swore at a teacher				 hurt someone



worried



fidgety



confused



angry



frustrated



not ok



What were you
thinking or feeling?



mad



poorly



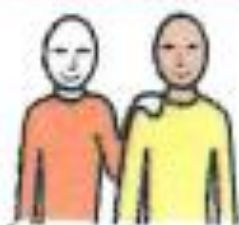
distracted



something



Me



A friend



A teacher



A TA



My Dad



Someone else's Mum



Who has been affected?



My Mum



Someone else's Dad



My Brother



Someone else's Mum



someone



sad



sorry



guilty



ashamed



embarrassed



worried



What are you thinking
or feeling now?



scared



anxious



unsure



shocked



neutral



pointing



thumbs up



something



write it down



write a letter



talk with a teacher



say sorry



fix something



reading



What needs to happen to put it right?



no reward



kind hands



draw



kind words



make a change



sensory room



threading



something else



talk to a teacher



ask for time out



sensory room



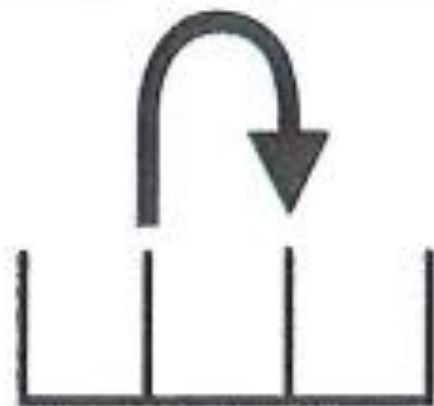
fiddle with something



talk to a friend



read a book



Next time I could...



deep breaths



go for a walk



sit next to someone else



count to 10



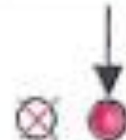
play somewhere else



make a change



think about Zones



something else

Appendix 10

Be Ready Be Respectful Be Safe



APPENDIX 12

Class dojos behaviour skills and points





Behaviour/ skill	Point
Ending the day on the green traffic light	1
Ending the day on the gold outstanding star	2
Being ready	1
Being respectful	1
Being safe	1
Helping others	1
Being on task	1
Working hard	1
Teamwork	1
Participating	1
Persistence	1
Lunchtime excellence	2
Reading at home	2

Extra skills can be added in consultation with SLT.

Appendix 13

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The **ZONES** of Regulation™

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

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