



## Behaviour and Discipline Policy

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## 1. Introduction – Aims and Expectations

At Abbey Meads Community Primary, we are committed to creating a caring community environment where exemplary behaviour is at the heart of productive learning. Our aim is that all children and members of our school community feel valued, respected and enjoy a sense of belonging.

Everyone is expected to maintain high standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our approach is 'Do As I Do' example setting e.g. if you want children to pay attention in assembly, don't stand there talking yourself. Our behaviour policy guides staff to teach self-discipline, to communicate expectations well and with consistency. It echoes our core value which is 'be kind, be kind, be kind' with a heavy emphasis on respectful behaviour and a 'Pay Forward' attitude. We partner this approach with dynamic interventions that support staff and learners. At Abbey Meads Community Primary School, we do not discriminate against age, disability, gender reassignment, race, religion or belief, sex and sexual orientation (Public Sector Equality Duty, 2011). All children and staff are to be treated fairly and this policy promotes the safety and wellbeing of all our learners. Positive behaviour management is key within our school and therefore the focus is on proactive and restorative management and not merely sanctions or reactive methods of discipline. At Abbey Meads Community Primary School, we believe in supporting children to become independent learners who take responsibility for their own behaviour.

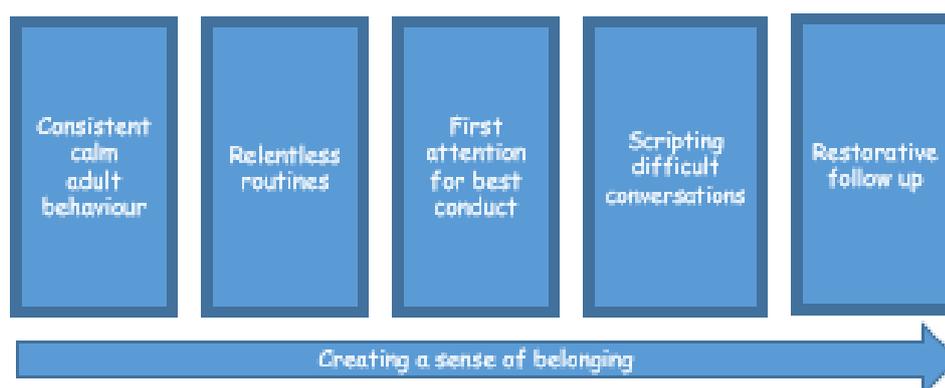
Adults implementing this policy should read it in conjunction with the Safeguarding and Child Protection Policy.

Aims of the policy

- To promote a positive, calm and safe environment where all children can flourish.
- To establish a framework for staff which focuses on consistencies, high expectations and positive relationships.
- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly and shown respect.
- To help learners take control of their behaviour, understand their choices and be responsible for the consequences of them.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To create a sense of belonging for all members of our school community.
- To encourage children to think metacognitively, developing skills such as resilience and perseverance but also to appreciate our 'marvellous mistakes'

We want our children to have a growing understanding and awareness of themselves as individuals and members of the school community. To behave with regard to their feelings and the effect their behaviour, attitude and actions have on those around them.

We also want our children to be active participants in supporting the school ethos and kindness values. Our overall approach to behaviour revolves around the following five pillars of pivotal practice and through creating a sense of belonging.



## 2. Creating a Sense of Belonging – Whole School and Class

In order for children to adhere to the school rules, they must first achieve a sense of belonging. Our four houses; Ridgeway, Avebury, Kennet and Silbury ensure that all children belong to a team from the moment they join Abbey Meads Community Primary School. We use these teams/houses to ensure children know that their individual positive attitudes and behaviour contribute to the success of a wider community within school.

Pupils are awarded house points for demonstrating our three main school rules.

**'1. Be Kind. 2. Be Kind. 3. Be Kind.'** They may also be awarded house points or put in the Golden Book for a **Pay Forward** attitude, or for adhering to their Class Golden Rules. These house points can be awarded by any member of school staff when the child exhibits positive behaviour. The house with the most points at the end of the week is celebrated in assembly when the ceremonial house ribbons are tied onto the house point cup.

A sense of belonging is created through, but not limited to, assemblies, use of classroom tree names, class conduct contracts, circle times, house cup competitions, the feelings registers and through following our Jigsaw PSHE scheme of work. In addition to these elements of our weekly practice, we hold regular family learning events, storytelling events,

family camp outs and other experiences that not only create a sense of belonging for our children but also for their families too.

The three main school rules, Class Golden Rules and Rewards

As stated above, the overarching three rules that all pupils are expected to follow are '1. Be Kind 2. Be Kind 3. Be Kind'. The children are taught to pay forward with kindness at all times and this is modelled by staff. They are expected to demonstrate kindness in all parts of the building and the outside areas. This consistency throughout the day is key for ensuring children meet our high behaviour expectations.

In addition to this, each class has their own set of Classroom Golden Rules, which are displayed throughout the year. They will be loosely based on the following, but specific to the needs of the class:

- Be kind and gentle
- Listen to others
- Respect other people's property
- Be honest
- Keep the school tidy
- Always try to do your best

As a reward for keeping the key school rule or Class Golden Rules, teachers use their discretion to award house points and, at times, periods of Golden Time. **These periods are optional and not compulsory** (forming a part of the teachers' reward options) consisting of activities agreed by the pupils. No home toys are bought into school.

The class teacher will establish the Class Golden Rules in collaboration with the class to help create a sense of collective responsibility and belonging. In addition to these rules, each class also adhere to our whole school Calm Code, which is agreed by the children and displayed on the wall of the classroom. This is re-visited at the start of every term. In this way, every child in the school knows the standard of behaviour that we expect in our school.

Staff may also have their own reward system in their class. Here are some of the examples the current strategies in use.

EYFS	Proud Cloud Tapestry 'Remarking on the remarkable' Chat chair Now & Next
KS1	Daily stars Golden Time Behaviour tools for individual children (e.g. marbles in a jar) Weather system Stickers
KS2	Raffle tickets Traffic light system (Lower KS2) Class values 'E.g. Super Sycamore Seeds'

Movement, mindfulness and metacognition also form a part of our daily behaviour management strategies. We know from research that physical outlets for emotions are known to shrink anxiety and boost mood. Therefore, children have regular opportunities to move throughout the week in addition to PE lessons. This could be in the form of 'Talkie Walkies' with their buddies from another year group, brain break exercises or wake and shake routines. We teach the children that taking care of their minds and bodies is integral to their success within school and later life (see PE policy). In addition to this, we also ensure

the children are learning key metacognition skills such as resilience and perseverance. We want all children to know that 'marvellous mistakes' help us learn.



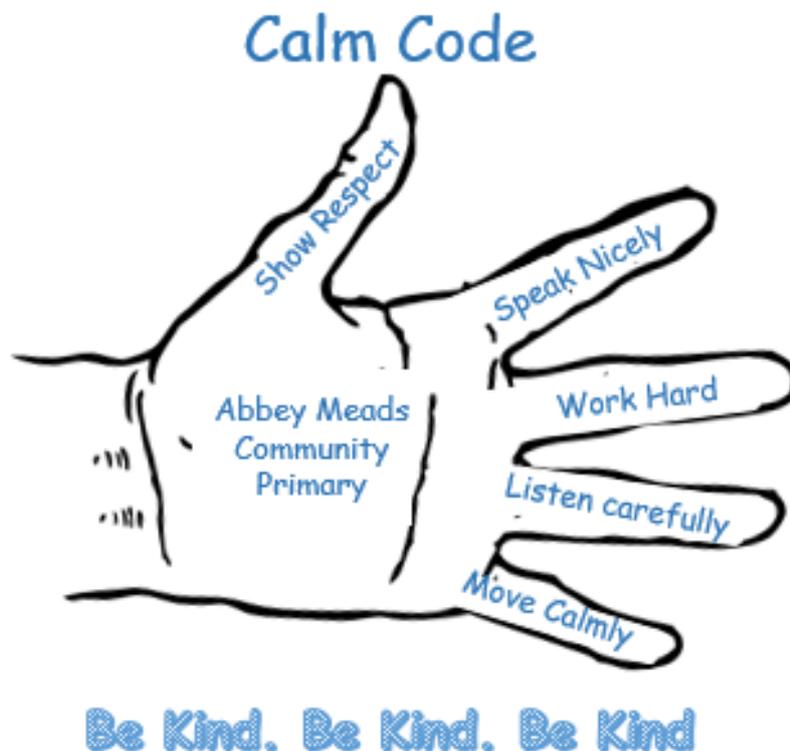
During break and lunch time play, our Active Life Ambassadors (ALAs) will help support the children's play, drawing on the metacognition colours. These colours are referred to throughout the school day and form part of our learning behaviour tools both inside and outside of the classroom.

### 3. Calm, consistent and kind adult behaviour

First, before dealing with an incident, we as adults must be in control of our own emotions and behaviour. As a staff, we do not shout, we aim to de-escalate the situation with a calm and consistent approach. All members of staff will approach the child in line with our Calm Code of Conduct. Children will benefit from this calm and consistent approach. When our children are overwhelmed with big emotions, we believe it is our job to share our calm and not to join in with chaos. All adults and children aim to adhere to our school Calm Code.

We use our Calm Code in conjunction with our Relentless Routines and 30 second script to deal with challenging behaviour. The script on the next page is a 30 second structured discussion with a child. Wording is changed to suit the phase of education the children are working in. Teachers and staff will use this to create a firm, consistent foundation that shows the children the same rules apply in every area of the school.

**Tag in** Sometimes, we as staff, must acknowledge when our own emotions and behaviour may be detrimental to resolving the situation we are dealing with. Therefore, we may opt to tag out and tag another staff member in to help to bring calm to a situation.



#### 30 second script for dealing with challenging behaviour

I have noticed that...  
You know our rule...  
You need to talk to me for 2 minutes after the lesson about this.

If child argues...  
I understand what you are saying but I need you to...  
Remember the day when you...(remind of model behaviour) that is the behaviour I need to see today.

Thank you for listening. (Staff to walk away)

Please see our school behaviour blue print for further information.

#### 4. Relentless Routines

Routines are pivotal in ensuring children feel safe in a predictable school environment. They create consistency and help children meet our high behaviour expectations. Our routine expectations of staff are to

1. Meet and greet pupils at the door as they enter the classroom.
2. Refer to the school rule 'Be Kind. Be Kind. Be Kind.' throughout the day
3. Model positive behaviour expectations
4. Plan engaging lessons that challenge and meet the needs of ALL learners creating an inclusive classroom environment
5. Have a visual timetable
6. Be calm (see Calm Code)
7. Restore relationships with the learner after incident (see restorative process)
8. Use a visual, positive recognition board throughout the school day (e.g. proud cloud)
9. Refer to Classroom Golden Rules regularly to ensure these are embedded
10. Ensure children line up quietly and respectfully after play and for assemblies

#### 5. First attention to Best Conduct

At Abbey Meads Community Primary School, our focus is on those children doing the right thing first before we acknowledge poor behaviour. The vast majority of pupils behave in accordance with our Golden Rules and expectations. This does not mean we are ignoring the children making the wrong choices, but focusing on reinforcing that positive behaviour catches our attention and gains recognition first and foremost. We do this by rewarding with verbal praise and acknowledgement, house points and other class recognition systems and tools.

#### 6. Restorative and Inclusive approaches

Sometimes, children will make poor choices despite the reminders to adhere to our school rules '1. Be Kind. 2. Be Kind. 3. Be Kind.' Classroom Golden Rules and our expectations. Where these incidents are significant, we believe in a restorative approach as mistakes can provide excellent learning opportunities too. We know the value of supporting a child to understand their choices and learn new behaviours. Therefore, following an incident, an adult involved will have a restorative conversation with the child based around 5 key questions:

1. What happened?
2. What were you thinking and feeling at the time?

3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?

The discussions may vary slightly depending on year group. For example, EYFS will use the 'Chat Chair' for these instances and the conversation may be simplified. These restorative conversations ensure that the child's point of view is gathered and they are given the opportunity to reflect on their decisions to learn from the situation.

This is the point when there will be an agreement between the pupil and adult about what should happen as a consequence. It is important that any consequences are developmentally appropriate and are designed to support children to learn about both their physiological response to challenge and difficulty, and how better to manage this in the future.

Please see our Restorative Process in the appendix for more detail.

## Restorative Process

### Be Kind. Be Kind. Be Kind



As well as this, we anchor good behaviour through a range of reinforcements such as;

- Precise and immediate praise (verbal and written). Example: In EYFS, children can make it onto the 'Proud Cloud', a certificate is sent home in recognition so the parents are also aware of why their child deserves praise
- Positive recognition through class rewards or whole school 'shout outs'. Example: Each week children from every class are added to Mr Buckley's Golden Book. The reason for their 'shout out' is also given and their names are also published in the weekly school newsletter for the wider community to see you. These children also receive a golden sticker from our Headteacher Mr Buckley.
- Door step chat to the parent or carer to share positive praise
- Open Hour opportunities for parents to view children's work
- When appropriate, phone calls, post cards or emails home to share positives
- Tapestry 'remarking on the remarkable' observation posts (EYFS)

- Kindness Coaches Café with Mr Buckley or Mrs Cunningham once a term
- ## **7. Children with Social, Emotional, and Mental Health Needs (SEMH)**

We know that behaviour is a form of communication. It can indicate that a child is suffering from recent trauma, adverse childhood experiences, unexpected change of disruption in their life (e.g. divorce, death of a family member) or other mental health conditions or needs. All children deserve support in communicating their needs safely, appropriately and successfully.

It is important not to overlook safeguarding when a child displays SEMH needs or behavioural problems. As stated previously, this policy should be read in conjunction with our Child Protection and Safeguarding Policy.

Children with SEMH needs often require individual approaches and planning when it comes to day-to-day school routines and special occasions. Targets for these children should be written on the SEND class provision map. These children may require additional support to adhere to Golden Rules, expectations and routines. Where possible, these children are given additional support through intervention and from staff with whom they have built successful rapport with. Where needed, we gain advice and support from the following agencies

- Pastoral care from Mrs Hobbs
- Lighthouse – Family Support Work
- Lighthouse – Behaviour Support
- Lighthouse – Educational Psychology
- Therapeutic interventions (art therapy, play therapy, lego behaviour group etc)
- Trailblazers/ Project Me (Barnardos)
- CAMHS
- Borough Statutory Educational Psychologists
- Arc
- Sensitive issues book box resources

When necessary, a child is given a safe space or numerous designated calm nooks whereby they can access calming activities independently.

When a child becomes extremely dysregulated, parents/carers may be called to take the child home to calm down in a safe space.

## **8. Suspension (fixed term and permanent exclusion)**

### **Fixed term**

In general, we believe that fixed term suspensions are not an effective means to help a child to move their behaviour on in order to meet our high expectations. However, when we feel a child is being unsafe or putting other children at risk of harm, an external suspension may be used in the best interest of the child and children of the class. This decision would not be taken lightly and a plan for reintegration would be put in place. A meeting would be held with all supporting parties linked to the child to ensure a smooth transition back to school. The child would be treated with respect and without animosity on reintegration to school and the transition would be seen as a fresh start. All fixed term suspensions would be recorded on SIMS and reported to relevant agencies.

### **Permanent Exclusion**

At Abbey Meads Community Primary School, we do not believe a permanent suspension is ever the answer. However, we do acknowledge that this could occur in extreme

circumstances. For example, when a risk assessment indicates that to allow the child to remain in school would be detrimental to the education or welfare of the pupil or other pupils within the school. Before this step was to be taken, all other avenues and strategies should be explored. This is inclusive of, but not limited to, expert advice, interventions, assessment of SEND, pastoral support plan and investigation of alternative provision.

Please see the link below for further information on the Blue Kite Trust policies relating to suspensions and exclusions. [Policies and Reports | Blue Kite Trust](#)

## **9. Child-on-child Abuse and Bullying**

Child-on-child Abuse is behaviour conducted by an individual or a group which intends to physical, sexually or emotionally hurt others. It can be repetitive, intentional and take a variety of forms. Staff recognise that children are capable of abusing their peers in person, online or through other technological means.

A child may not find it easy to report child-on-child abuse and may, instead, show signs through changes in behaviour. As a school, we also understand that the pupil perpetrating the abuse may also be at risk of harm and therefore both the victim and perpetrator will be supported appropriately. Child-on-child abuse is dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy).

All instances of child-on-child abuse including bullying, abusive behaviour, dysregulated and intolerant (sexist, racist, prejudice against religions, homophobic, transphobic or disablist) incidents are added to CPOMS and dealt with immediately and thoroughly.

The following measures are in place to minimize the risk

- Due to our focus on creating a sense of belonging and community, our school's ethos encourages pupils to raise concerns with staff knowing that they will be listened to, believed and valued.
- Posters and reminders are given relating to sources of support such as Childline
- PSHE – Jigsaw (age appropriate lessons) and circle times provide children with the opportunity to learn about child-on-child abuse, bullying and reporting procedures and healthy/unhealthy relationships and behaviours (Jigsaw is on StaffShared). The curriculum is balanced and covers sensitive issues in an age appropriate way
- Internet Safety lessons (covering online bullying too)
- Social stories
- Follow safeguarding protocols (see safeguarding policy)
- Special assemblies throughout the year
- Staff receive regular training to ensure they know the signs and indicators which may suggest a pupil is at risk of child-on-child abuse and understand their role and responsibilities to report to the safeguarding team as soon as possible.
- Our school has a zero-tolerance approach to abuse and regular staff training ensures that incidents of child-on-child are never passed off as 'banter', part of growing up or 'boys being boys'. All incidents of child-on-child abuse are reported to the safeguarding team.

## **10. The role of the class teacher and school staff**

It is the responsibility of the class teachers to ensure that the school rules are enforced in their class, and that their classes behave in a responsible manner during lesson time. The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code, golden rules and the calm code consistently. The teacher treats all children in his/her class with respect, kindness and understanding.

If a child demonstrates undesirable behaviour repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in accordance with our restorative process through reminders and then the 30 second script. However, if the behaviour issues continue, the class teacher seeks help and advice from the appropriate Assistant Headteacher within the Senior Leadership Team, the Deputy Headteacher or the Head teacher.

When necessary, the class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with Social Services or the Blue Kite Academy Trust Social Emotional and Mental Health (SEMH) Outreach service- Lighthouse.

The class teacher reports to parents about the progress of each child in her/his class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. The class teacher may put in place a communication behaviour book that passes between home and school each day for a defined period. Furthermore, in extreme circumstances, the class teacher may speak to the SENDCO about the need for an IBP (Individual Behaviour Plan).

Lunchtime support staff are also Teaching Assistants and therefore know the children well. They ensure there is a consistent approach applied both inside and outside the classroom in accordance with our behaviour policy.

All T.A.'s are expected and encouraged to actively promote activities to make lunchtimes fun and interesting for the children. They are expected to engage with the children and know which children have been identified as requiring additional support and/or supervision.

## **11. The role of the Head teacher**

It is the responsibility of the Head teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The head teacher keeps records of all reported serious incidents of misbehaviour.

The Head teacher has the responsibility for giving fixed-term suspensions when needed. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child. This ultimate action is only taken after the school governors have been notified. Please see section 8 for more detail.

## 12. The role of the children

We expect our older children to act as role models for the younger children.

We expect and encourage our children to have a growing awareness of their personal and social development.

Years 4-6 children act as child mentors through their Reading Buddy Roles and Talkie Walkie buddies.

Year 5 pupils are trained as Active Life Ambassadors and Year 6 as Peer Mediators.

In this way they are actively involved and engaged in making playtime a better place for the other pupils.

The children are expected to uphold our three school rules 'Be Kind. Be Kind. Be Kind' and their Classroom Golden Rules throughout the duration of the school day. In addition to this, they are to adhere to our school Calm Code. We have a proactive School Council with members from all classes to ensure the children have a voice and involvement in how the school runs. They are also integral in teaching and reinforcing our school rules and Calm Code through regular class updates.

## 13. The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We expect parents to use the 'Do As I Do' approach too and to focus on positive reinforcement in order to help build up children's self-esteem.

**Abbey Meads Community Primary School**

Children Learn What They Live.

- If Children live with criticism, they learn to condemn.
- If Children live with hostility, they learn to fight.
- If Children live with ridicule, they learn to be shy.
- If Children live with shame, they learn to feel guilty.
- If Children live with tolerance, they learn to be patient.
- If Children live with encouragement, they learn confidence.
- If Children live with praise, they learn to appreciate.
- If Children live with fairness, they learn justice.
- If Children live with security, they learn to have faith.
- If Children live with approval, they learn to like themselves.
- If Children live with acceptance and friendship...  
...they learn to find love in the world.

**Abbey Meads Community Primary School**  
**Abbey Meads Community Primary School**

"Full Esteem Ahead"

*If I had my child to raise all over again,  
I'd finger paint more, and point the finger less.  
I'd do less correcting and more connecting.  
I'd take my eyes off my watch and watch with my eyes.  
I would care to know less and know to care more.  
I'd take more hikes and fly more kites.  
I'd stop playing serious, and seriously play.  
I'd run through more fields and gaze at more stars.  
I'd do more hugging and less tugging.  
I would be firm less often and affirm much more.  
I'd build self-esteem first, and the house later.  
I'd teach less about the love of power,  
And more about the power of love.*

Diane Looman



We explain the school rules in the school prospectus and Home /School contract, and we expect parents to read these, to sign up to them, and support them.

We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences for poor behaviour choices of a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, following the

complaints procedure by letter to the Chair of Governors. Please see the following link for the Blue Kite Trust complaints policy. [Policies and Reports | Blue Kite Trust](#)

#### **14. The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The governors will sit on appeals panels relating to suspensions and permanent exclusions.

#### **15. Child Protection Links**

This policy should be read in conjunction with our Safeguarding and Child Protection Policy and Procedures. [Policies | Abbey Meads](#). Other useful safeguarding links:

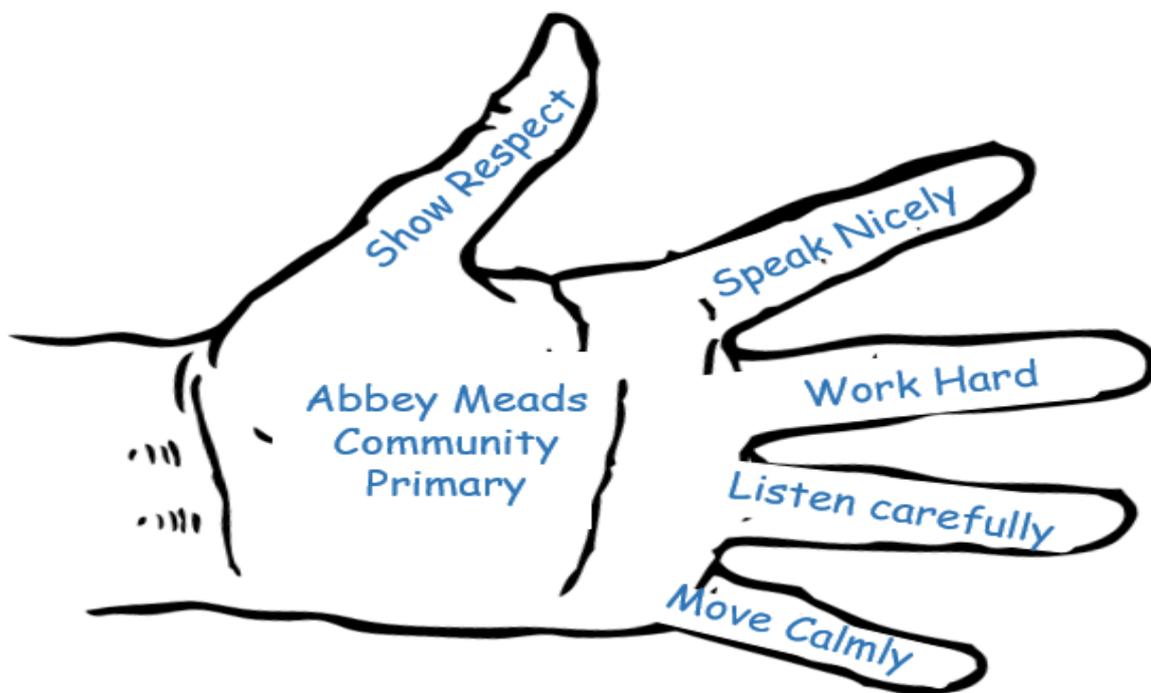
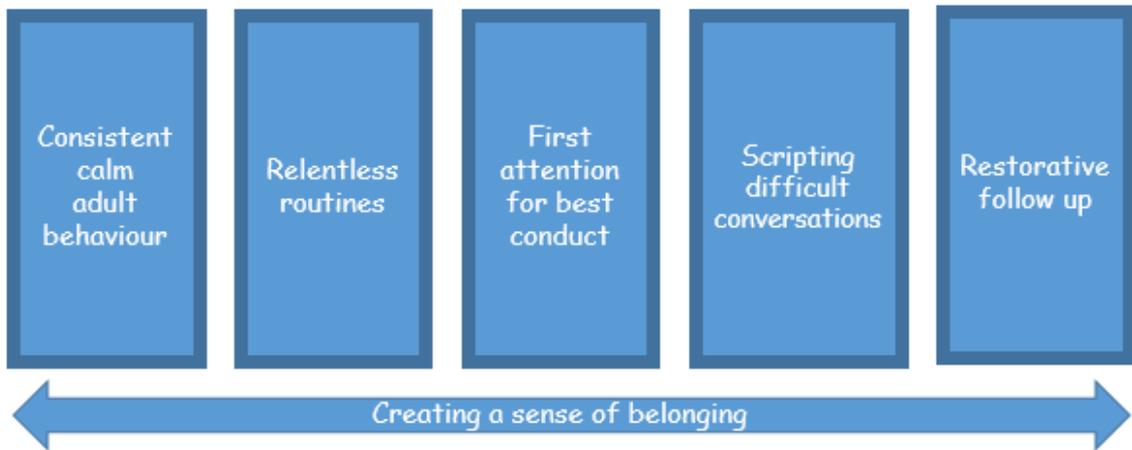
[Safeguarding | Abbey Meads](#)

[Policies and Reports | Blue Kite Trust](#)

**Appendix A**

The 5 Pillars of Pivotal Practice & The Calm Code

The Five Pillars of Pivotal Practice & Calm Code  
**Abbey Meads Community Primary**



**Be Kind. Be Kind. Be Kind.**

Calm Code

At Abbey Meads Community Primary School, we have high expectations of learning and behaviour. Respect and kindness underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their goals.

Be Kind. Be Kind. Be Kind.

#### Golden Rules

Be kind and gentle  
Listen to others  
Respect other people's property  
Be honest  
Keep the school tidy  
Keep smiling and always try to do your best

#### Praise

House points  
Positive recognition board  
Verbal praise  
Class reward system

#### Calm Code

Show respect  
Speak nicely  
Work hard  
Listen carefully  
Move Calmly  
Be kind, be kind, be kind

### Relentless Routines

Line up quietly  
Welcomed at the door in the mornings  
Visual timetable referred to regularly throughout the day

#### 30 Second Script

I have noticed that...  
You know our rule...  
You need to talk to me for 2 minutes after the lesson about this.  
If child argues...  
I understand what you are saying but I need you to...  
Remember the day when you...(remind of model behaviour) that is the behaviour I need to see today.  
Thank you for listening.

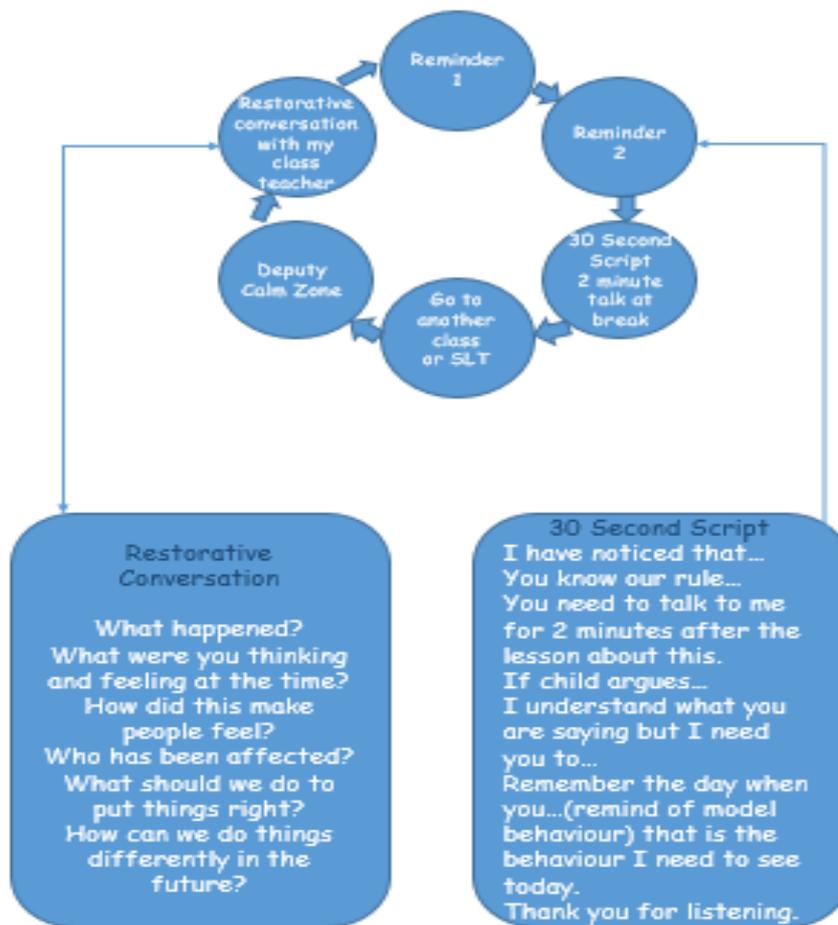
#### Restorative Process

1. Reminder
2. Reminder
3. Reminder - 30 second script and 2 minute talk at break time
4. Reminder - go to another class
5. Reminder - Head of key stage/SLT
6. Reminder - Deputy Head and restorative conversation
7. Parent collaboration

#### Restorative Conversation

What happened?  
What were you thinking and feeling at the time?  
How did this make people feel?  
Who has been affected?  
What should we do to put things right?  
How can we do things differently in the future?

## Restorative Process Be Kind. Be Kind. Be Kind.



### 30 second script for dealing with challenging behaviour

I have noticed that...

You know our rule...

You need to talk to me for 2 minutes after the lesson about this.

If child argues...

I understand what you are saying but I need you to...

Remember the day when you...(remind of model behaviour) that is the behaviour I need to see today.

Thank you for listening. (Staff to walk away)

## Behaviour Toolkit

### Be Kind. Be Kind. Be Kind.

Directions are given in a calm, firm, quiet voice.

Name... direction ... Thanks  
E.g. "Kyle, baseball cap off, thanks."

Give instructions and walk away to show expectation of compliance.  
E.g. "I need you to move your chair. Thank you."

Always end instruction with 'thanks' or 'thank you'. Modelling polite and respectful language.

Be consistent with expectations.

Create a sense of belonging with the phrase "In this class we..."

Create a sense of belonging with the phrase "At Abbey Meads School we..."

Use the language of choice.  
E.g. "Andy you have two choices (give choices). What's your choice?"

Use 'we' not 'you'.  
"We need to listen carefully to our instructions."

Refer to the school rules regularly throughout the day.

Use double questions.  
E.g. "Bob what are you doing? What should you be doing?"

Use 'when and then'.  
E.G. "Bob, when you sit down, I will then answer your question."

Use "Are you OK?" to show that you have noticed a change in behaviour that may need support.

Give instructions quietly so children have to be quiet in order to hear.

Watch me.. show what good listening looks like. Show me.. what good listening look like.

Use songs to help create routines and gain whole class attention.

## Appendix E When it really 'kicks off' strategies

## When it really 'Kicks Off' strategies Abbey Meads Community Primary

### When it Really Kicks Off!

Please listen to the following podcast:

<https://what4education.com/when-it-really-kicks-off/>

What do you do when a learner really explodes?

Paul Dix (2014) explains what to do and what not to do!



#### Discuss choices

Clearly and calmly explain the behaviours which you observed, how they relate to the classroom plan and that the student has made a 'poor choice' so far. Tell the student that you want them to make better choices. You are then focusing on the behaviours and the student is less likely to feel personally attacked.

#### Don't chase secondary behaviours

Focus on the behaviour you are correcting and do not discuss anything else. If the student tries to divert you tell them that you understand what they are saying but they still have a consequence/need to make better choices in their behaviour.

#### Plan your interaction

Make sure that you take a moment to structure what you are going to say and keep to that 'script'. Think carefully about your verbal and non-verbal communication. Enjoy the skill of being able to stay in control of the confrontation.

#### Don't bring up past misdemeanours

Focus on the single, identifiable behaviour which you have seen. All students start each class with a clean sheet.

#### Remember that you are the adult

Losing your temper will leave you exposed. Try and see the interaction for what it is – an adult helping a child to learn about behaviour and make better choices.

#### Get on their level physically

If they are seated, try kneeling or bending over, rather than standing over them.

#### Avoid negative comments on cultural styles

Students should be allowed to dress themselves and their hair within the agreed limits of the school's dress code and to move as they please if this does not encroach on the space of others.

#### Respect students' personal space

Students may feel threatened and become agitated if their personal space is constantly violated. This does not mean, however, that teachers should ignore bad behaviour.

#### Use friendly gestures, not aggressive ones

Avoid pointing the finger. Open hands with upturned palms are less threatening.

#### Use student's preferred name

Ask each student how he/she would like to be addressed in the classroom and then respect that preference.

#### Respect students' personal space

Students may feel threatened and become agitated if their personal space is constantly violated. This does not mean, however, that teachers should ignore bad behaviour.

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Avoid pointing the finger. Open hands with upturned palms are less threatening.

#### Use student's preferred name

Ask each student how he/she would like to be addressed in the classroom and then respect that preference.

#### Ask questions rather than make accusations

Assume that the student is a responsible person. "Are you ready to begin?" is less confrontational than: "Put your magazine away. It's time to start class", especially spoken in a concerned and kind tone.

#### Deal with the behaviour problem in private

Reprimanding or 'shaming' students in front of their peers causes unnecessary embarrassment. Speaking to them privately respects their dignity and self-esteem.

#### Listen carefully when students speak

Remain open-minded and objective. Consider the messages of students carefully. Avoid interrupting them or offering unsolicited advice or criticism.

It is ok to...



## EMOTION COACHING

**Attend to the emotion**  
acknowledge something's wrong

01

SAY

"Whoa! I can tell something's up right now"

**Name the emotion**

Put the emotion your child's experiencing into words

02

SAY

"You look really mad" or "you seem disappointed"

**Validate the emotion**

Remember – all emotions are valid, even if the behavior accompanying them is inappropriate.

03

SAY

"It makes sense that you feel [emotion] because [reason 1], and [reason 2], and [reason 3]"

**Meet the Need of the Emotion**

Help your child get through the emotion until it passes

04

**SADNESS** needs comfort  
**FEAR** needs safety & security  
**ANGER** needs patience & boundaries

## DE-ESCALATION strategies for meltdowns

Don't yell to be heard over a screaming child

Avoid making demands

Remain non-judgmental

Validate their feelings, but not their actions

Silence

Don't try to reason

Be aware of your body language

Avoid the word 'no'

Respect personal space

Answer questions, but ignore verbal aggression

Acknowledge your child's right for refusal

Use a distraction

Practice deep breathing exercises

Take a walk or a short movement break

Get down to your child's level

Decrease sensory stimulation

Reflective listening

Use calming visual input

**Our School Recognition Boards**  
**Abbey Meads Community Primary**

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Here are a sample of our classroom recognition boards. They may change each year but the principle behind them remains the same. The classroom recognition board is designed for positive praise and reinforces behaviours and actions we want to see in our classrooms here at Abbey Meads Community Primary School. At times, children may nominate peers for the recognition board. This helps pupils to be motivated to recognise the good learning behaviours in themselves and in each other. For example, children could be put on the recognition boards for the following things:

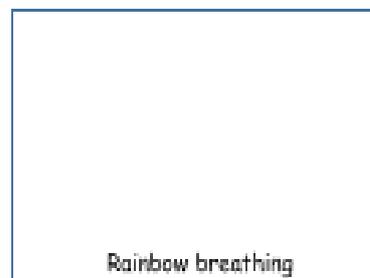
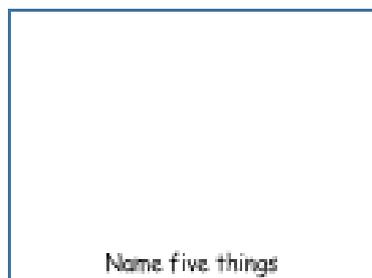
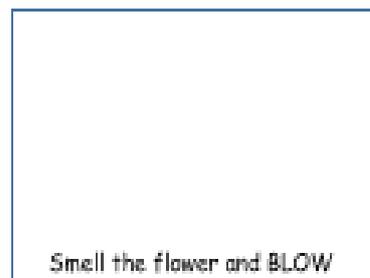
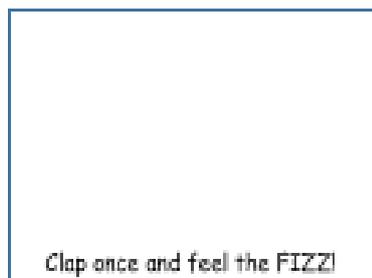
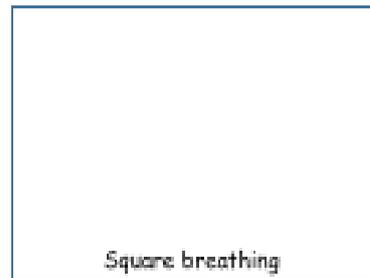
- Supporting another child
- Staying on task
- Perseverance
- Showing forgiveness

Whole School Calming Strategies  
Abbey Meads Community Primary

Our whole school calming strategies have been taught to the children by our school council representatives and are reinforced regularly by the class teachers and staff.

Below, our school council are showcasing six of our best strategies. All of our pupils will be taught how to use them so that they can refer to them when they need support to restore a sense of calm within themselves.

1. Starfish breathing
2. Square breathing
3. Clap once and feel the FIZZ!
4. Smell the flower and BLOW the seeds away
5. Name five things
6. Rainbow breathing



Appendix H

WHAT BEHAVIOURS CAN RESULT FROM ATTACHMENT ISSUES AND WHAT MIGHT YOU DO?

Attachment type	Behaviour	What this means for child	Possible triggers	What might you do?
AVOIDANT (I'm OK, you're not OK)	Withdrawn Unable to make or keep friends Bullies other vulnerable children	I have to rely on myself and nobody else. I respond to frightening situations by fleeing. I don't expect other people to like me. I pretend to be strong by making other children do what I want.		Introduce a buddy system. Consider 'circle of friends' approach. Encourage the child to help around the school.
	Refusal of help with work	I was left helpless before. I'm not going to be left helpless again.	Singled out for 1:1 support	Encourage work in pairs or small groups. Ask the child to help another who is less able.
	Loses or destroys property	I have no sense of the value of anything. I have little interest in things if they are not mine. I am angry and I take it out on things.		Validate the child's feelings, "I can see that you are angry...". Help the child repair/restore where possible - together.
AMBIVALENT (I'm not OK, you're OK)	Talks all the time, asking trivial questions	I feel safer if I do all the talking. I want to communicate but don't know how.		Have set routine. Make sure all first tasks are simple and achievable. Seat child close to you. Allow child to wait quietly.
	Demanding teacher attention all the time	I fear that if I don't let you know I'm here you may leave me on my own. Even negative attention is good. I fear getting it wrong.		Notice the child explicitly. Give child something to look after for a while. Give child responsibilities for things (not people).
	Hostile when frustrated	I will feel shame and humiliation if my difficulties are discovered.	Task that is hard/new/unusual	Small step differentiation. Use timer to divide tasks.
	Poor concentration, fidgeting, turning round	I must scan the room all the time for danger. I must stay hyper-aroused. I dare not relax.	Sights, smells and sounds can trigger panic as reminders of past trauma	Arrange seating so there is no one behind the child but where you can stay in contact. Laugh with the child, even at silly things.
DISORGANISED (I'm not OK, you're not OK)	Refuses to engage with work	Getting things wrong is frightening. Being wrong will lead to rejection AGAIN.	Task that is hard/new/unusual	Offer choices. Make sure both are acceptable! Make lessons/tasks very structured (multiple choice/cloze/sentence completion). Have all materials to hand.
	Tries to create chaos and mayhem	It feels chaotic inside so it feels safer if it is chaos outside as well.		Focus on modifying most serious behaviour. Validate the child's feelings. "I can see that you are angry/upset...."
	Oppositional and defiant	I need to stay in control so things won't hurt me. I do not want to be exposed as stupid. You are horrible like all adults.	Task that is hard/new/unusual	Be assertive but keep emotional temperature down. Avoid showing anger, irritation or fear. Start each day with clean slate.
	Sexually aggressive	I know from past experience that sex = power and I want to be in control.	Variety of stimuli including stress	Record all incidences very clearly. Seek advice from other agencies (see 'Useful Resources', <a href="#">here</a> )
INDICATORS OF ATTACHMENT DIFFICULTIES GENERALLY	Unable to accept praise or to have fun	I am not worthy of praise and you are stupid if you don't realise how bad I am. I am unlovable.		Give praise but don't be too effusive and be specific about what you are praising. Privately may be more acceptable to child.
	Physically or verbally abusive	I respond to frightening or threatening situations by fighting, fleeing or freezing.		Avoid threat of removal or rejection. 'Time in' not 'time out'. If unavoidable, do so positively "I need to get on with the class - you come and sit here till you feel better". Speculate aloud why it might have happened (don't ask child to explain).
	Ignores instructions	I have too much anxiety to be able to listen. I can only retain one instruction at a time as there's too much going round in my head. I am easily distracted.		Keep format/structure the same every day. Describe plan of activities for session at outset. Do the child's remembering for him/her! Let the child make lists on Post-Its.
	Sulkiness, avoids eye contact	I don't dare see what others think. I have no words to describe my feelings - looking sulky is a cover-up.	Face-to-face contact. Being told "look at me when I'm talking to you"	Find ways to reassure - smile, thumbs up. Encourage playing games to make children laugh. Sit side by side.
	In trouble at break times	I fear rejection by my peers. I panic in crowds. I cannot self-regulate when stressed.	Unstructured time	Reduce time in playground, introduce tighter structure and supervision, create inside 'retreat', establish nurture group.
	Lying or living in fantasy	I prefer to make things up how I would like them to be. I'm not sure who I am or what the truth is. I don't know the difference between fantasy and reality.		Avoid accusing child of lying or fantasising. State the truth of the matter briefly and simply.
	Stealing	I have no expectation of getting something so I'll just take it. I have no idea you may feel hurt or angry but when I see the effect I have I feel powerful.	Rejection by peers	Do not insist on 'sorry'. Suggest an action that might repair damaged relationships. Try not to leave desirable things lying around!
	Behaviour suddenly deteriorates	There is a painful anniversary coming up. A new sibling has arrived. I have got contact with birth family coming up/ have just come from contact with birth family.	Special occasions like Christmas, birthdays or Mother's Day Before and after weekends	Be sensitive in curriculum delivery. Allow child time and space to manage feelings away from the classroom.