

Brownlow Fold Primary School



Brownlow Fold Behaviour Expectations Zones of Regulation

The **ZONES** of Regulation



A Whole School Approach to Behaviour

Our mission is to improve educational outcomes for all pupils at Brownlow Fold and to ensure that pupils leave us well prepared academically, socially and emotionally for the next stage of their education. We aim to ensure that every member of our school community feels valued and respected, and that each person is treated fairly and well. Good behaviour in school is central to a good education. As a school we manage behaviour well so we can provide calm, safe and supportive environments which children want to attend and where they can learn and thrive.



WHEN THE ADULTS CHANGE EVERYTHING

PAUL DIX

SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

1
PRAISE FOR WHEN THE ADULTS CHANGE, EVERYTHING CHANGES

Research/Best Practice

Whole School Training webinars

Supporting Schools to Become Trauma Informed and Mentally Healthy For All

Whole School Implementation of Trauma Informed Practice to Promote Mental Health Cultures For All

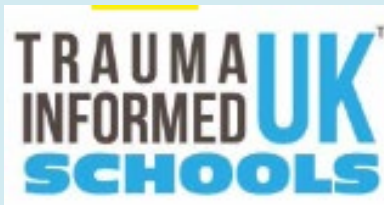
The ZONES of Regulation



Behaviour in Schools

Advice for headteachers and school staff

February 2024



Brownlow Fold Primary School



Behaviour Expectations

Brownlow Fold School Rules

- I will listen carefully and speak politely to others.
- I will move quietly and sensibly around school.
- I will follow instructions.
- I will be kind and helpful.
- I will always try my best.

Our Listening Code at Brownlow Fold

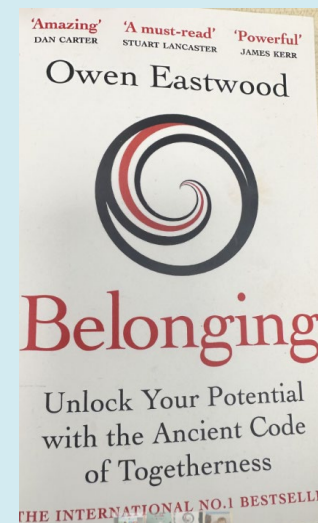
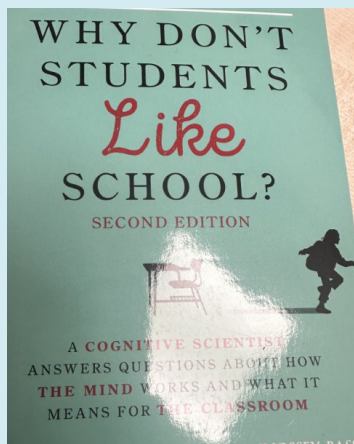
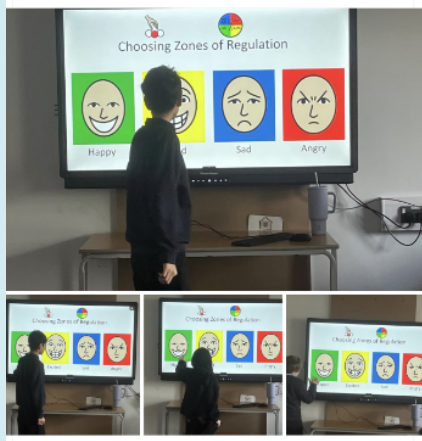
- When an adult asks for my attention I:
- Stop what I am doing
 - Empty my hands
 - Look at the adult speaking
 - Keep quiet and still
 - Listen

Thanks [Rumworth School](#) we love all your Widgeit posts. We understand how well "Zones of Regulations" work for many students.

To all other schools If you want [Widgeit Software](#) at your setting please get in touch with us, we are a "Widgeit Centre" we can arrange this for you with an awareness session to show you how it all works. <https://www.ladywoodoutreach.co.uk/widgeit-centre>

Rumworth School · Follow
1 d · 6

"7B use our Zones of Regulation as part of our morning and afternoon routine to check in and see how we are feeling. 7B really engage with the PowerPoint and enjoy telling us how they feel!"
Miss Watts, Miss Tuson and Miss Riley
[#wearerumworthschool](#)



[Behaviour in Schools - Advice for headteachers and school staff Feb 2024 \(publishing.service.gov.uk\)](#)

The **consistent** use of our **Behaviour Expectations** by all Brownlow staff ensures that:

- We have high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly to help create a calm and safe environment
- Pupil behaviour should not disrupt teaching, learning or school routines. Disruption is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour;
- All members of the school community create a positive, safe environment in which bullying, physical threats or abuse and intimidation are not tolerated, in which pupils are safe, feel safe and everyone is treated respectfully; and any incidents of bullying, discrimination, aggression, and derogatory language (including name calling) are dealt with quickly and effectively
- Staff help children to recognise their own value and enhance their self-esteem

Relationships

- Positive relationships allow Brownlow staff to build relationships with pupils even during difficult moments. What they say in the most difficult moments matters most of all.
- We have a strong behaviour policy at Brownlow Fold and pupil behaviour is **very good**. To support staff responses to children in distress we have introduced the zones of regulation and techniques that de-escalate situations and help children regulate.

The Behaviour Curriculum

The Brownlow Behaviour Curriculum defines the expected behaviours in our school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. There is not an exhaustive list, but the information below represents the key habits and routines required in the school.

Examples of acceptable and unacceptable behaviour include:

Acceptable Behaviour

- Respecting others and their property
- Being helpful
- Saying 'please' and 'thank you'
- Following instructions
- Being fair
- Being punctual
- Considering others
- Trying hard
- Valuing others point of view
- Playing well together

Unacceptable Behaviour

- Rudeness and aggression
- Fighting or physical attacks of any kind
- Swearing, racist or sexist remarks
- Name calling
- Refusing to follow instructions
- Threatening behaviour, bullying
- Telling lies or answering back
- Stealing or damaging property
- Leaving the class/school without permission
- Behaviour which is offensive or disrespectful

Brownlow Fold School Rules

At Brownlow Fold, all pupils follow a set of school rules through which our expectations are promoted and reinforced in a consistent manner throughout all aspects of school life. These are on display at all times in a number of areas across the school, in every classroom and regularly referred to.

The rules are:

Brownlow Fold School Rules

- I will listen carefully and speak politely to others.
- I will move quietly and sensibly around school.
- I will follow instructions.
- I will be kind and helpful.
- I will always try my best.

Within the classroom at Brownlow Fold we always:

- Enter the classroom sensibly and settle quickly;
- Are attentive;
- Listen and concentrate when staff or other children are talking;
- Put up our hand to answer or ask a question, and we do not call out;
- Work sensibly;
- Ask for permission from a member of staff before leaving the classroom;
- Speak politely and appropriately to adults and other children at all times.

Our Listening Code at Brownlow Fold

When an adult asks for my attention I:

- Stop what I am doing
- Empty my hands
- Look at the adult speaking
- Keep quiet and still
- Listen

When the Bell goes

Within the playground we always:

- We stop what we are doing and put equipment down
- We stand still
- We are quiet
- We follow the instructions

Zones of Regulation

Our Behaviour Expectations are now based on the zones of regulation which are a set of five zones that adults in school use to model and frame conversations with children about emotions and behaviours. The zones can then be used by children to support their own regulation. To support children with this, every classroom has a Reading Corner which is a calm/timeout space which has resources to support children with their regulation. Individual children may also have busy hand boxes, or fiddle toys which support them. The graded coloured self-regulation and behaviour chart has been developed to reflect our practice in a visual way, making access simple and easy.

It is based on zones of regulation and aims to promote self-regulation and behaviour by giving children strategies, choices and consequences and should be used to aid self-reflection. The graded scale, is displayed in every class. The essence of the chart will also be displayed in the dining hall and playgrounds, adapted to make it relevant to the other environments.

The **ZONES** of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and 'down' feelings such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the framework focuses on teaching pupils how to recognize and manage their Zone based on the environment and its demands and the people around them.

At Brownlow Fold, all children will now be taught about the different zones through PSHE lessons, direct instruction from staff, in assemblies etc. Visuals to support children to identify their emotional state will be displayed in each classroom.

The zones need to be revisited frequently and adults must regularly model to children how to use the zones to describe and regulate their behaviour and emotions.

Brownlow Fold Self-Regulation Behaviour Chart

	Green	Blue	Yellow	Red
What this looks like to someone else.	You are successfully managing your feelings. You are an active learner, demonstrating a positive attitude. You should feel proud. You are showing respect to adults and your peers.	You are becoming dysregulated and not showing a positive attitude or you are not fully engaged in your learning. It is time to reflect and consider what you can do to turn this situation around.	You have become dysregulated and not showing a positive learning attitude. You may have disrupted learning or playtime/ lunchtime, other people maybe hurt or upset. You can still turn the situation around but may need some help.	You have become Significantly dysregulated and are disrupting learning or playtime/ lunchtime, other people may be hurt or upset. You need significant intervention to turn the situation around.
How this may feel to you.	Happy Confident Calm Ready to learn Content Relaxed Motivated	Sad Tired Bored Unfocused Wiggly	Frustrated Silly Excited/ too much energy Loss of control Upset Worried Distracted	Mad Angry Mean Terrified Destructive Vengeful Out of control
What will happen next?	You can share your own successful strategies with your peers and help others to be even more successful. An adult or peer may recognise this and congratulate/ thank you for your effort.	You need to reflect on your behaviour and consider your choices. You may need to ask for help from a peer or adult, or even refocus on the learning task. A peer or an adult will give you a warning as they want you to be successful.	An adult will give you time in to reflect/ re-regulate in the classroom. We may talk to your parents/ carers about how we will support you and encourage you to support yourself.	An adult will remove you from the situation and give you time in to reflect/ re-regulate in another classroom or environment. An adult will record this incident and if you get more than 3 reds over a term then your parents will be informed.

A Brownlow Empowered Learner

What this looks like to someone else

You are learning and showing respect to all around you. You are setting an excellent example to your peers. You should feel proud. The adults in school are proud of you, respect you and the effort you are making.

How this may feel to you Proud Pleased Energised Delighted Motivated

What will happen next? You have done something exceptional and are a role model and should share your positive skills with your peers and adults. An adult will record this exception behaviour/ effort.



Autumn One - Self Manager

Autumn Two - Effective Participators

Spring One - Resourceful Thinker

Spring Two - Reflective Learner

Summer One - Independent Enquirer

Summer Two - Team Worker

Early Years and Foundation Stage Behaviour

Self-regulation involves children's developing ability to regulate their emotions, thoughts and behaviour to enable them to act in positive ways toward a goal. Self-regulation grows out of co-regulation, where adults and children work together toward a common purpose, including finding ways to resolve upsets from stress in any domain and return to balance. The foundations of emotional and cognitive self-regulation in the early years are integrally tied together, and both are necessary for behavioural self-regulation. A pedagogy which includes co-regulation strategies will help children develop self-regulatory skills. Developing self-regulation, like many elements of development and learning, is not something children do by themselves. It is a process that grows out of relationships with the caregiver and child.

A pedagogy which includes co-regulation strategies will help children develop self-regulatory skills -

- **Positive Relationships** – Provide a warm, responsive relationship where children feel respected, comforted and supported in times of stress, and confident that they are cared for at all times.
- **Enabling Environments** – Create an environment that makes self-regulation manageable, structured in a predictable way that is physically and emotionally safe for children to explore and take risks without unnecessary stressors.
- **Learning and Development** – Teach self-regulation skills through modelling, suggesting strategies, providing frequent opportunities to practice, and scaffolding to support children to use self-regulation skills.

Children need kind and supportive adults and environments which help to develop their understanding of emotions, relationships and behaviours and that these will support excellent wellbeing and involvement in learning. There is a big emphasis on teaching the vocabulary surrounding emotions with our EYFS children to help them to express themselves when they are feeling sad, worried or angry. This is done through high quality texts, modelling from adults and play partnering. We also recognise the importance of teaching about school routines in order to help them understand the running of the day/session and prepare for their school carer. A simplified school self-regulation and behaviour poster will be displayed throughout EYFS and EYFS staff will refer to the poster. An important aim of the work in EYFS is to help develop children's emotional wellbeing and self-regulation strategies, whilst understanding the consequences of their actions on others.

Lunchtime Behaviour

The expectations for behaviour at lunchtime are the same as for any other time of the school day.

Children will be supervised by a class SMSA who will be responsible for resolving any minor problems. As at playtime, inappropriate behaviour should be managed by a clear verbal warning.

If the child continues to misbehave, the senior SMSA should be notified. The member of staff will come and support the lunchtime supervisor in resolving the issue.

The Senior SMSA is responsible for logging all red cards onto the CPOMs system.

Behaviour on Visits

Children who are going out of school on educational visits, residential trips, attending weekly swimming lessons or walking to and from school are representing Brownlow Fold and we expect them to follow the school rules and to behave in a responsible and acceptable way. Children will be reminded prior to leaving school of their responsibility to do so. Parents/carers are reminded of the school rules and school code of conduct on the letter of every trip/visit.

Brownlow Fold School reserves the right to send a pupil home if it is felt that they have not adhered to the school Code of Conduct. This decision will be taken by the teachers on the trip in conjunction with the headteacher. The parents/carers of the pupil will be required to come and collect the pupil from the trip.

NB: A child's behaviour in the days or weeks leading up to a school visit off site, may cause concern and lead to the parent/carer being spoken to about their child's participation on the trip. At all times the child's health and safety is of high priority and there may be instances when due to inappropriate behaviour, the school is not prepared to take them. In such rare cases the child will remain in school and be given an alternative curriculum.

The Role of School Leaders

The Brownlow Fold leadership team are highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported. Brownlow leaders have a crucial role to play in making sure all staff understand the behavioural expectations and the importance of maintaining them. Brownlow leaders make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

The Role of Teachers and Staff

Brownlow staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Brownlow staff also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. All staff communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff also consider the impact of their own behaviour on the school culture and how they uphold the school rules and expectations.

The Role of Pupils

All Brownlow pupils are aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils are taught that they have a duty to follow the school behaviour policy and uphold the school rules.

The Role of Parents

Parent/carer support and involvement are essential in all aspects of the school. Where there is a problem with behaviour, active support from home nearly always improves the performance at school.

Expectations about behaviour are communicated to parents/carers through a specifically designed booklet/letter, which is sent home at the beginning of year.

Parents/carers with concerns about their child's behaviour at school are encouraged to raise them with the class teacher in the first instance.

The Role of the School Therapy Dog

At Brownlow Fold we believe that having a dog in school makes a difference in the behaviour of pupils. Researchers report that pupils can identify with animals, and with empathy for the dog, can better understand how classmates may feel. Pupils are more interested in school as a result of having a dog at school. Having a dog in school offers an opportunity for improving social development. They are especially useful for teaching pupils social skills and responsibility. At Brownlow Teddy supports older pupils build self-esteem; learn about positive and negative reinforcement, responsibility, and boundaries. Older pupils use Teddy to help communicate, teach kindness, and empower pupils.

With a dog in school, pupils have the opportunity to learn how to care for the animal. This includes walking and grooming. Researchers report that involving pupils in the daily care of classroom dogs is a positive experience, promoting their own daily care. The pupils also learn about responsibility, caring, and sharing when helping each other take care of a dog at school.

Behaviour Expectations and Pupils with Special Educational Needs and/or Disability (SEND)

Children arrive at school with different patterns of behaviour. We recognise that the starting point for each child is different and we carefully monitor progress for those with difficulties. We are also mindful of the fact that circumstances outside of school may affect behaviour in school. Whilst this cannot be used as an excuse for inappropriate behaviour, it should influence the way in which each individual's behaviour is managed. The same high standard of behaviour is expected from ALL children at Brownlow Fold.

Responding to Good Behaviour

Rewards/Positive Consequences

Children will be given regular and frequent praise and rewards by the staff within their year group to reward good behaviour, good work and effort. Stickers will be used daily to publicly recognise children who are working and behaving well. **The ratio of positive reinforcement should always heavily outweigh the use of sanctions to create a positive, caring environment. For example: praise the pupils lining up as you expect them to rather than focus on the pupils who find it more of a challenge.**

Individual Rewards in class: personal to each class but time out of learning is NOT to be used as a consistent reward etc. Rewards such as stickers, star charts etc. Each year the class teacher will choose the rewards with the children so that they are motivated and are part of the process – see appendix.

Lunchtime Rewards: Lunchtime supervisors use a range of rewards to encourage excellent behaviour such as a smile, praise, certificates and stickers.

Class Star of the Week: Each week staff choose a star of the week. Their name is published in the newsletter and is celebrated in Friday's whole school Celebration Assembly.

Whole School Star of the Week Award: Children who have displayed exemplary manners or helped to support others as a good team player, are awarded the weekly Whole School Star of the Week award. The children receive a certificate with the reason for the award, their name is published in the newsletter and is celebrated in Friday's whole school Celebration Assembly.

Perfect Presentation Award: Each week one child is selected who has worked hard to present their work to the highest standard across several pieces of work/subjects. This could be a younger child who has made excellent progress in letter formation and letters are the correct size, orientation and relationship to one another. Alternatively, it could be an older child who has endeavoured to consistently maintain high standards of presentation once having obtained a pen licence. Their name is published in the newsletter and is celebrated in Friday's whole school Celebration Assembly.

A Golden Ticket – Celebrating Excellence in Reading: Each class teacher selects a child from their class who has displayed excellence in reading that week. This could be for applying phonic knowledge to successfully decode texts, reading regularly at home with parents signing their reading record, using wonderful expression when reading aloud to an adult in school, or gaining a better understanding of longer more complex texts through their developing reading comprehension skills. They are awarded a Golden Ticket which goes into Willy Wonka's hat and one child's name from KS1, one child from LKS2 and one child from UKS2 is pulled out each half term to win a prize: a quality children's book.

Healthiest Class Award: Each week one child is selected that has carefully considered the snacks they bring into school at break times. A class certificate is awarded to the winning class and is celebrated in Friday's whole school Celebration Assembly.

Head Teacher Award: When a child follows the school rules, displays exemplary manners or produces a fantastic piece of work etc. they are awarded a Head Teacher award. The children receive a special sticker and a certificate with the reason for the award and their photograph is displayed in the Head Teacher's office for half a term. A text message is sent home to parents/carers.

Wall of Excellence: Every half term, teachers select a pupil to have their work displayed on the Wall of Excellence. Work on the Wall of Excellence sets the standard of excellence that we expect at Brownlow Fold and we hope that it inspires other children to aim for that standard. Work that encourages the children to want to go 'beyond their best'. The work is displayed in the head teacher's office, a letter and certificate is sent home and parents are invited to share in their child's success.

Teddy Award: Each week Teddy (School therapy dog) chooses a pupil to receive the Teddy Award. Their name is published in the newsletter and is celebrated in a whole school assembly.

Teddy Time: Teddy is gentle and loving, but at the same time full of fun and enjoyment for the pupils at Brownlow. Those pupils who have performed incredibly well during the week or those who have made progress in a certain subject, or those who have achieved tasks set for them, are rewarded with spending time during lunch or break to interact with teddy. Walking, grooming, playing and training are some of the responsibilities pupils will be allowed to undertake. It has been proved that working and playing with a dog improves children's social skills and self-esteem. Pupils who struggle with social interaction find a reassuring friend in Teddy.

Headteacher Tea Party: Every half term, pupils that have had their work displayed on the Wall of Excellence are invited to the Headteacher tea party. Parents/carers/grandparents are also invited to attend and celebrate their child's/grandchild's achievement.

Brownlow Fold Empowered Learner Award: Each half term, there will be a focus on one of our Empowering Learning values and this will be reflected in whole school assemblies. The children are awarded with a 'Empowered Learner' certificate linked to one of six behaviours in the Awards Assembly should staff see children working towards and displaying the desired learning behaviours. At the end of each Years, children are given the opportunity to work towards achieving the **'Brownlow Fold Empowered Learner Award'** This is the most prestigious award that any pupil at Brownlow Fold can achieve and involves a considerable amount of hard work, dedication and commitment from the pupil that extends beyond the school day. In each year group there are various tasks that pupils must undertake in order to be considered for the award. This award is designed to encourage our pupils to try new experiences, develop new interests and acquire new skills.



Self-Manager

- Ability to organise themselves and work out goals and priorities
- Show personal responsibility, initiative, creativity and enterprise
- Anticipate, take and manage risks
- Commit themselves to learning and self-improvement
- Respond positively to change

Effective Participators

- Engage actively with issues that affect them and those around them.
- Play a full part in the life of the school
- Take responsible action to bring improvement for others as well as themselves
- Discuss issues of concern, seeking resolution
- Present a persuasive case for action
- Propose practical ways forward
- Try to influence others, negotiating and balancing diverse views

Resourceful Thinker

- Think creatively by generating and exploring relevant ideas, and making original connections
- Find links and see relationships
- Explore and experiment with resources and materials
- Ask 'why', 'how' and 'what if' questions
- Apply imaginative thinking to solve a problem
- Try different ways to tackle a problem
- Work with others to find imaginative solutions and outcomes that are of value

Reflective Learner

- Evaluate their strengths and limitations as learners
- Review their work and act on outcomes
- Set themselves realistic goals and criteria for success
- Monitor their own performance and progress
- Invite feedback and deal positively with praise, setbacks & criticism.
- Make changes to improve their learning
- Communicate their learning in relevant ways to different audiences

Independent Enquirer

- Gather, process and evaluate information in their investigations
- Plan what to do and how to go about it
- Draw conclusions and evaluate outcomes
- Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes
- Use range of techniques to collect and organise information

Team Worker

- Work confidently with others, adapting to different contexts and taking responsibility for their own role
- Listen and take account of others' views
- Form collaborative relationships, resolving issues and reaching agreed outcomes
- Adapt behaviours to suit different roles and situations
- Show fairness and consideration towards others

The rewards/**positive consequences** at Brownlow Fold are designed to encourage the children to commit towards working towards achieving a goal. Through the positive experience of goal setting, the children will learn about themselves, by taking responsibility for their own behaviour. This is how we teach our pupils commitment, responsibility, obligation, and persistence, as a way to push past their effort positively towards reaching a goal. As a result, our pupils will become confident, self-assured learners that are proud of their achievements and of their school.

Day

Class Rewards
Lunchtime Rewards
Stickers

Week

Star of the Week
Perfect Presentation
Award
Golden Ticket
Healthiest Class Award
Teddy Award
Phone Call Home

Half Term

Brownlow Fold
Empowered Learner
Award
Wall of Excellence
HT Tea Party

Annually

Whole School Celebration
Events

Responding to Misbehaviour

When a member of Brownlow staff becomes aware of misbehaviour, they respond predictably, promptly in accordance with the school behaviour policy. Staff respond in a consistent, fair, and proportionate manner so pupils know with certainty that misbehaviour will always be addressed. De-escalation techniques can be used to help prevent further behaviour issues arising and recurring to help restore calm. The aims of any response to misbehaviour should be to maintain the culture of school, restore a calm and safe environment in which all pupils can learn and thrive, and prevent the recurrence of misbehaviour.

Triage

Sometimes Triage isn't a place but a conversation in a corridor. A walk and talk is a perfect way to triage a frustrated pupil.

PRINCIPLES OF TRIAGE

Triage is a no blame, no judgement environment

Triage is designed to return children to classrooms ready to learn

Learning, not behaviour is the topic of conversation

Students don't return to the same lesson they were removed from

Middle Leaders pick up students who are repeatedly same day Triaged

Class teachers make informed decisions on
consequences

**WHEN
THE ADULTS
CHANGE**



Reminder (Support with self-regulation)	Warning behaviours should be looked out for and de-escalation should be sought wherever possible.
Verbal Warning	A child who is displaying low-level disruptive behaviour will be reminded of the school expectations and consequences and given a verbal warning.
Red Card (Red Zone)	If the child chooses to continue to behave inappropriately then the child is given a reflection card and a note to take home to parents/carers. <u>The class teacher must also text parents to make them aware of this.</u> Children who have been given a reflection card will miss the next playtime and complete a behaviour reflection sheet/restorative conversation with the member of staff. It is the responsibility of the adult that has put the child on red to supervise the completion of the behaviour reflection sheet. The child's name and a brief summary of why they have been moved to red is recorded on CPOMs by the member of staff. If children persist with disruptive behaviour then they will work in another room in school. The Behaviour records on CPOMs are analysed on a weekly basis by the deputy head teacher and pupils discussed at the weekly pastoral meetings. The Deputy Head Teacher meets with all pupils that have received a Red card to discuss the incident(s) at the end of each week. The class teacher must speak to parents to discuss the matter if a child is given a red card more than once in a week. Any child that is appearing regularly on red will be sent a letter and parents will be invited into school to discuss the issue with the Deputy Head Teacher/Head Teacher.

All Red Card Incidents are recorded onto CPOMs

Who:

What – if recording a verbal disclosure by a child, use their word:

Where:

When: (day and time)

Were there any WITNESSES:

What is the pupil's account and/or perspective?

Your professional opinion (where relevant):

Any other relevant information (distinguish between fact and opinion):

*E.g. previous concerns

This is a free text box so you can add as much or as little as needed.

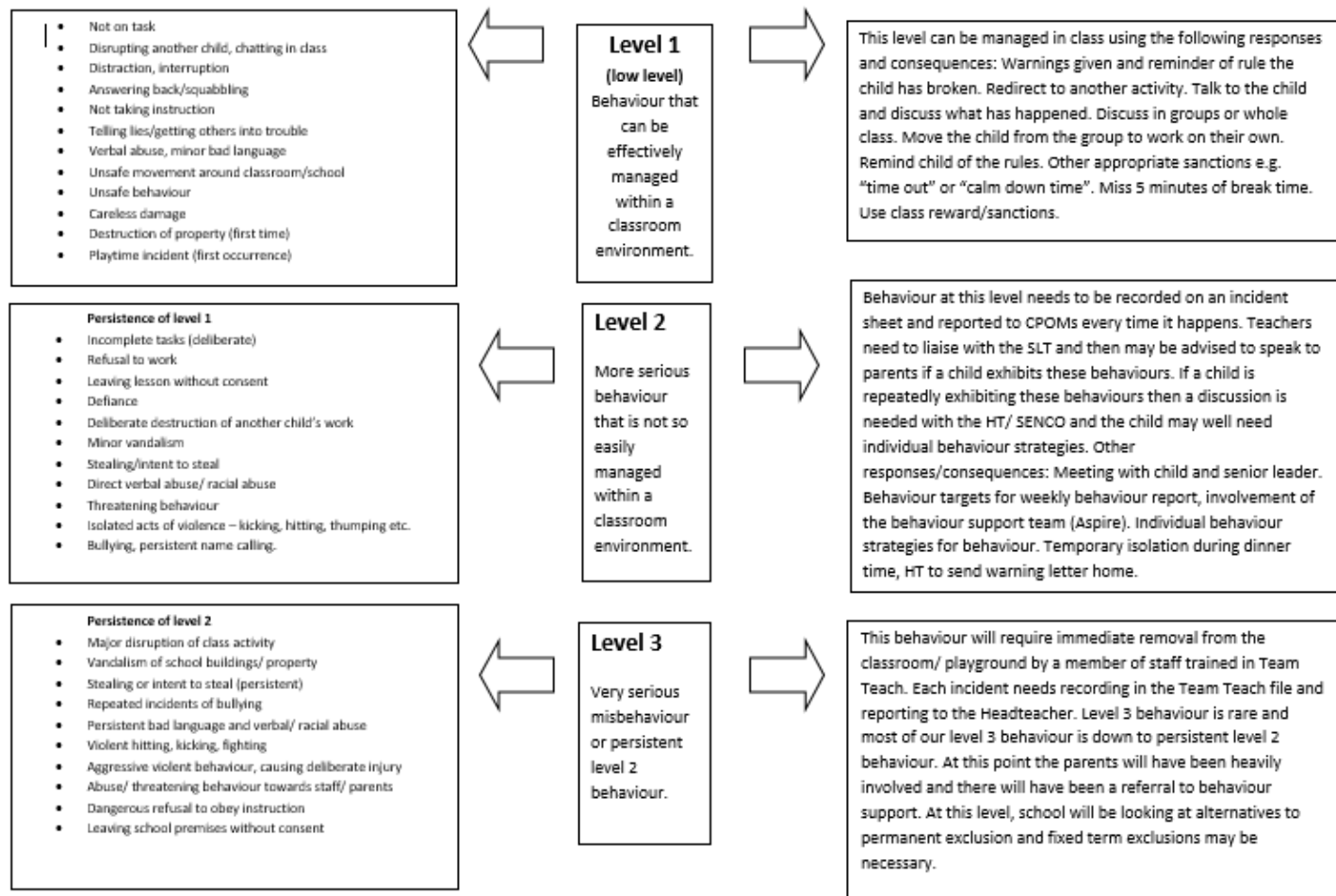
The Deputy Head Teacher meets with all pupils that have received a red card each week.

Acceptable Forms of Sanction

The behaviour policy includes a range of possible sanctions. Examples of sanctions may include:

- a verbal reprimand and reminder of the expectations of behaviour;
- the setting of written tasks such as an account of their behaviour;
- loss of privileges – for instance, the loss of a prized responsibility;
- school based community service, such as tidying a classroom;
- regular reporting or being placed “on report” for behaviour monitoring;
- suspension; and in the most serious of circumstances, permanent exclusion (only the Headteacher has authority to suspend or exclude pupils)

Levels of Behaviour and Responses



Responding to the Behaviour of Pupils with Special Educational Needs and/or Disability (SEND)

Brownlow staff consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate to sanction the pupil. Staff also consider whether any reasonable adjustments need to be made to the sanction in response to any disability the pupil may have and seek to understand the underlying causes of behaviour and whether additional support is needed.

Supporting Pupils Following a Sanction

Following a sanction, strategies should be considered to help all pupils to understand how to improve their behaviour and meet the behaviour expectations of the school.

Restorative Conversations

When there is a need for a more focused behaviour intervention then a restorative conversation is carried out. It is important that this conversation is held with the adult involved. The school's Restorative 5 is outlined below and further guidance is offered:

What happened? It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement. Steer clear of, 'And then you decided it would be clever to empty the paint on poor Hassan.' Take care how you present your view. Go slowly and step carefully. After all, if you have already decided on the outcome of the meeting then the questioning is redundant.

What were you thinking at the time? This reflection helps the pupil to reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to you (and anyone else looking on). However, it may not be obvious to the child that their initial thoughts might have sent them down the wrong path.

What have you thought since? Many doors are opened through this question that might allow the pupil a change of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem. You may need to help tease them out.

How did this make people feel? The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant, but in the aftermath it is important to shine a light on it. They may not have noticed the audience – the children throwing themselves onto the coat rack in retreat or the younger child who got pushed. The link with the next question is clear. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on others.

What should we do to put things right? For many adults this is the moment to sit back and wait for an apology to be offered. In many restorative meetings this question can up the ante. Run badly the meeting can seem like a build up to it, so it is important that an apology is not demanded. There may be other ways to put things right. Even if an apology is the obvious ‘correct’ step from the adult’s perspective, resist the urge to guide the conversation that way. It might take the child time to reach this point. They may apologise without being able to have ‘that conversation’ with the adult. They may apologise in a tone that you don’t favour. Try not to criticise, as they might need some support before they can get it absolutely right. Accept an apology whenever it is offered with enthusiasm and reciprocation.

With younger children or children that struggle with this, focus on:

- What happened?
- How did this make people feel?
- What can we do to make things right?

Team Teach/De-escalation Strategies must ALWAYS have been used in the first instance. The Head teacher/Deputy Head teacher should be sent for before any form of physical intervention is used.

The Use of Reasonable Force

Very occasionally, situations may arise in which physical restraint may be required. A member of staff who has been 'Team Teach' trained may use such restraint as is reasonable in the circumstances for the purpose of preventing the child from doing, or continuing to do, any of the following:

- Causing personal injury or damage to property
- Engaging in behaviour which puts their own or others personal safety at risk

Practical methods to defuse the situation should always be considered before restraint is used including keeping calm, offering verbal prompts or retreat.

In a serious incident leading to physical restraint, the member(s) of staff involved should complete a Record of Physical Restraint form available from the Head teacher. Parents/carers will also be informed of the incident.

Please see the school's Control and Restraint policy for further details on the use of physical intervention.

Searching, Screening and Confiscation

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.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules, which has been identified in the rules as an item, which may be searched for.

Confiscation

School staff can seize any prohibited item found as a result of a search. They can also seize any item, they consider harmful or detrimental to school discipline.

Screening

Any member of school staff can screen pupils.

If a pupil refuses to be screened, the school may refuse to have the pupil on the premises.

Health and safety legislation requires a school to be managed in a way which does not expose pupils or staff to risks to their health and safety and this would include making reasonable rules as a condition of admittance. If a pupil fails to comply, and the school does not let the pupil in, the school has not excluded the pupil and the pupil's absence should be treated as unauthorised. The pupil should comply with the rules and attend.

This type of screening, without physical contact, is not subject to the same conditions as apply to the powers to search without consent.

Please see Searching, Screening and Confiscation for detailed advice which outlines schools' powers of screening and searching pupils. In particular, it explains the use of the power to search pupils without consent. It also explains the powers schools have to seize and then confiscate items found during a search. It includes statutory guidance which schools must have regard to.

[Searching, screening and confiscation - GOV.UK](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614441/Searching_screening_and_confiscation.pdf)[https://assets.publishing.service.gov.uk › file › Sea...](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/614441/Searching_screening_and_confiscation.pdf)

Pupil Removal from Classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff (in consultation with the Headteacher). This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a reflection conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted unless the behaviour is so extreme as to warrant immediate removal.

Suspension and Permanent Exclusion

At Brownlow Fold, we will do all that we can to support all children in accessing all aspects of school life through early intervention, the providing of additional resources and working in close partnership with the families and outside agencies concerned.

In rare cases, it may be necessary to exclude a child from school. This will only be considered after all other possible avenues have been explored. A decision to exclude a child will only be taken in response to serious breaches of the school's behaviour policy and if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Very careful arrangements will be made to ensure that any child returning to school after an exclusion is helped to behave appropriately. Local Authority guidelines will be followed. An offer of outside help is available to the parent/carer in these situations. In the event of a temporary or permanent exclusion, the parent/carer has a right of appeal to the Governing Body. **The decision to suspend or exclude a pupil at Brownlow Fold can only be made by the Headteacher.**

<https://www.gov.uk/government/publications/school-exclusion>

Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests. The decision to initiate a managed move can only be made by the Headteacher.

Behaviour Outside of School Premises

Brownlow Fold have the authority to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school.

Preventing recurrence of misbehaviour

Brownlow Fold uses a range of intervention strategies to help pupils manage their behaviour. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils who struggle to meet those expectations. Some pupils will need more support than others and this is provided as proactively as possible. It will often be necessary to deliver this support outside of the classroom, in small groups, or in one-to one activities. The weekly pastoral meetings and weekly meetings between the DHT and pupils ensure relevant members of leadership and pastoral staff are aware of any pupil persistently misbehaving, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

As a school we understand that some specific children with identified behavioural and emotional needs may need support to manage their behaviour in addition to the whole school behaviour system. Some of these identified children will have a De-Escalation and Positive Handling Flow Chart in place which will provide staff with a series of practical steps prior to and during crisis, but de-escalation is equally about knowing specific strategies and techniques that work for each unique child. All staff working in school must feel in a position to support the distraction and de-escalation of these early behaviours. For children who present with significant behavioural or emotional needs, those children at risk of exclusion and those who are in the Red Zone on a number of occasions, a one page Pupil Profile System should be used which is an 'at a glance' document designed to support the emotional well-being of specific students.

Pupils missing out on Education/Pupils on a part-time timetable

All pupils at Brownlow Fold are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil’s individual needs. For example where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. In agreeing to a part-time timetable a school has agreed to a pupil being absent from school for part of the week or day and therefore must record it as authorised.



Pupils missing out on Education – Pupils on a part-time timetable

Schools are required to submit this return to the Lead Administrator, Alison Gregory *as soon as a child is placed on a part time timetable and when this ends* - alison.gregory@bolton.gov.uk

Please also note the additional columns.

School:										
Name of pupil	Yr Grp	UPN	LAC/CP?	EHCP ?	Start Date	No. of hours attending school per day	Reason for part-time timetable	Proposed date of return to full time education (25hours)	Notes	Actual End Date

Consent from parents has been obtained and is recorded in school: **Yes / No**

External Agencies working with Brownlow Fold

The 'Team around the Child' often includes any number of professionals from health, education, social services, police, housing and voluntary/independent organisations. Miss Price is the designated 'key worker', acting as the point of reference for all concerned parties.

Early Help Assessment Framework

The Early Help Assessment is not just a form; it is a process that includes the completion of paperwork via discussion and engagement with children, young people and families. It is also a recognised suitable tool to share information with consent. Brownlow Fold is currently working with the following external agencies.

- Educational Psychology Service
- Speech and Language Service
- Learning Disability Nurse
- The Achievement Cohesion & Integration Service (ACIS)
- CAMHS
- Social Care
- Integrated Working Team
- School Nursing Team
- Behaviour Support
- Ladywood Outreach
- Occupational Therapy
- Sensory Support Service
- Paediatric Occupational Therapy
- Early Intervention

Pupil Support Units

A pupil support unit is a planned intervention occurring in small groups and in place of mainstream lessons. The purpose of this unit can be two-fold:

- as a planned intervention for behavioural or pastoral reasons
- as a final preventative measure to support pupils at risk of exclusion.

In both circumstances, the underlying ambition should be to improve behaviour and maintain learning with the goal to successfully reintegrate pupils into mainstream lessons. The approach in the unit should be aligned to the culture of the whole school and compatible with the school's behaviour policy.

<https://www.gov.uk/government/publications/alternative-provision>

Reintegration

Brownlow Fold reintegrates pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This involves reintegration meetings between the school, pupils, parents and, if relevant, other agencies. We also consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.

Monitoring and Evaluating School Behaviour

Brownlow Fold has effective systems for data capture, including all components of the behaviour culture. This is monitored and objectively analysed regularly. Brownlow leaders collect data from the following sources:

- behaviour incident data, including on removal from the classroom;
- attendance, permanent exclusion and suspension data;
- use of pupil support units, off-site directions and managed moves;
- incidents of searching, screening and confiscation; and
- surveys for staff, pupils, governors and other stakeholders on their perceptions and experiences of the school behaviour culture.

Information about the ZONES of Regulation

Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a pupil plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library. The lessons and learning activities are designed to help pupils recognize when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in. In addition to addressing self-regulation, pupils will gain an increased vocabulary of emotional terms, skills in reading other people's facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem solving skills.

A critical aspect of this curriculum is that all members of staff at Brownlow know and understand The Zones language. This creates a comfortable and supportive environment for pupils to practice his or her self-regulation skills. It also helps pupils learn the skills more quickly and be more likely to apply them in many situations.

Staff will support pupils during this process by doing the following:

- Use the language and talk about the concepts of The Zones as they apply in a variety of environments. Make comments aloud so pupils understand it is natural that we all experience the different Zones and use strategies to control (or regulate) ourselves. For example, “This is really frustrating me and making me go into the Yellow Zone. I need to use a tool to calm down. I will take some deep breaths.”
- Help pupils gain awareness of his or her Zones and feelings by pointing out our observations.
- Validate what Zone pupils are in and help them brainstorm expected ways to self-regulate so their behaviour is expected for the context.
- Share with pupils how his or her behaviour is affecting the Zone they are in and how we feel.
- Help pupils become comfortable using the language to communicate his or her feelings and needs by encouraging them to share his or her Zone with us.
- Show interest in learning about pupil’s triggers and Zones tools. Ask pupils if he or she wants reminders to use these tools and how we should present these reminders.
- Ask pupils to frequently share his or her Zones Folder with us and talk about what he or she has learned.

Make sure to positively reinforce pupils for recognizing their Zone and managing their behaviours while in it, rather than only pointing out when they are demonstrating unexpected behaviours while in a Zone.

It is important to note that everyone experiences all of the Zones—the Red and Yellow Zones are not the “bad” or “naughty” Zones. All of the Zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgment.

The ZONES of Regulation Glossary

Self-regulation: The ability to achieve the preferred state of alertness for the given situation. This includes regulating one’s body’s needs as well as one’s emotions.

The Zones: A concept used to help pupils learn how to self-regulate. The Zones of Regulation creates a system to categorise how the body feels and emotions into four coloured Zones with which the pupils can easily identify.

Blue Zone: Used to describe a low state of alertness. The Blue Zone is used to describe when one feels sad, tired, sick, or bored.

Green Zone: Used to describe the ideal state of alertness. A person may be described as calm, happy, focused, or content when he or she is in the Green Zone. The pupil feels a strong sense of internal control when in the Green Zone.

Yellow Zone: Used to describe a heightened state of alertness. A person may be experiencing stress, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The pupil's energy is elevated yet he or she feels some sense of internal control in the Yellow Zone.

Red Zone: Used to describe an extremely heightened state of alertness. A person may be experiencing anger, rage, explosive behaviour, panic, extreme grief, terror, or elation when in the Red Zone and feels a loss of control.

Toolbox: A collection of calming and alerting strategies a pupil can pull from depending on the present need.

Tools or strategies: Used interchangeably to refer to a calming or alerting technique that aids the pupil in self-regulation.

Trigger: An irritant that causes a pupil to become less regulated and increases the likelihood of going into the Yellow or Red Zone.

Stop, Opt, and Go: A concept used to aid pupils in controlling impulses and problem solving better solutions. This phrase is paired with a stoplight to provide additional cues for pupils.

Expected behaviours: Behaviours that give people around you good or comfortable thoughts about you.

Unexpected behaviours: Behaviours that give people uncomfortable thoughts about you.

Doer: The person or persons doing the expected or unexpected behaviour in a situation.

What is the size of the problem? and Is this a Big or Little Problem?: Questions posed to help pupils measure the size of the problem they are experiencing (Big Problem, Medium Problem, or Little Problem).

Big Problems: Problems that many people share and that have no easy, quick, or pleasant solution.

Medium Problems: Problems some people share that are able to be resolved in an hour to a couple of days.

Little Problems: Problems that only affect one to two people and can be ignored or solved in a matter of minutes.

Inner critic: Used to describe negative, self-defeating thoughts.

Inner coach: Used to describe positive thoughts.

Growth Mindset: A flexible thinking pattern in which a person is able to consider different points of view or ways to do something.

Fixed Mindset: A rigid thinking pattern in which a person gets stuck on an idea and has difficulty considering other options or ways to do something.

The ZONES of Regulation

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

— All the —
ZONES
— are —
OK

THE
ZONES OF
REGULATION®

What **ZONE**
are you in?



— All the —
ZONES
— are —
OK

THE
ZONES OF
REGULATION®

Blue



Hurt



Sad



Depressed



Tired



Sick



Bored



Exhausted



Shy



Green



Content



Hopeful



Comfortable



Proud



Grateful



Happy



Calm



Relaxed



Focused



Okay



Yellow



Excited



Frustrated



Nervous



Worried/Anxious



Silly



Annoyed



Embarrassed



Overwhelmed



Jealous



Upset



Scared



Confused



Red



Overjoyed



Mad/Angry



Furious



Devastated



Panicked



Terrified



Out of Control



Elated



Wild



Tools for Each of My **ZONES**

When I feel...

I can try...

Tired or Sad



Calm or Happy



Frustrated or Silly



Mad or Out of Control





WHAT ZONE ARE YOU IN?

RED ZONE

Angry/Mad • Terrified • Elated/Ecstatic
Devastated • Panicked • Out of Control

YELLOW ZONE

Frustrated • Worried/Anxious
Excited/ Silly • Restless • Overwhelmed
Loss of Some Control

GREEN ZONE

Happy • Calm • Okay/Content
Focused • Proud • Relaxed

BLUE ZONE

Sad • Lonely
Tired/Exhausted • Bored
Depressed • Moving slow

Behaviour Report

Children who are consistently disrupting learning will be placed on an Individual Behaviour Report this will be decided by the Head Teacher /Deputy Head Teacher. Children on the Behaviour Report must report to either the Head Teacher /Deputy Head Teacher each week with their report so that their behaviour is closely monitored and evaluated. Parents/carers will be invited into school to discuss the Behaviour Report every half term so that progress can be reviewed.

Brownlow Fold Behaviour Report									
Date:	Assembly	9.30-10.20	10.20 – 10.35 Break	10.35 – 11.45	11.45-12.15	12.15-1.15 Lunch	1.15 – 2.15	2.15-3.15	Parent Sign/ Comment
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Teacher Comment					Parent/Carer Comment				

Racist Incident

If a racist incident occurs, a separate form is completed electronically on all staff detailing the children involved and the incident must be reported to the Head teacher/Deputy head teacher on the day that it occurred. Parents/carers must be invited into school to discuss the incident. Racist incidents are reported to the Governing Body on a termly basis by the Head Teacher.

Brownlow Fold Primary School Racist Incident Log

A racist incident form will be completed with all relevant details. All racist incidents will be reported to the Governing Body on a termly basis.

Date and Time	Name (and other details)	Incident (nature, location, those involved, triggers, etc	Action taken in school	Parents <u>informed?</u>

Bullying Investigation Log

All known/reported incidences of bullying will be investigated by the class teacher and shared with the Head Teacher /Deputy Head Teacher. During and after the incident(s) have been investigated and dealt with, each case is recorded on the Bullying Investigation Log and monitored to ensure repeated bullying does not take place. If a bullying incident occurs a separate form is completed electronically on all staff detailing the children involved and the incident must be reported to the Head teacher/Deputy head teacher on the day that it occurred.

Brownlow Fold Primary School Bullying Investigation Incident Log				
Date and Time	Name (and other details)	Account of individual(s) alleged to be experiencing bullying (nature, location, triggers, type of, etc)	Action taken in school	Parents informed?
Summary and Outcome of investigation (Bullying confirmed? Previous incidents? Nature of bullying? Future actions for those involved?)				

Child on Child/Peer on Peer Investigation Log

Peer-on-peer abuse includes, but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying
- teenage relationship abuse

All known/reported incidences of Child on Child/Peer on Peer abuse will be investigated by the Head Teacher and if necessary the police. During and after the incident(s) have been investigated and dealt with, each case is recorded on the Child on Child/Peer on Peer Investigation Log and monitored to ensure repeated behaviours do not take place. If another incident occurs, a meeting is called by the Headteacher with all involved.

Brownlow Fold Primary Child on Child /Peer on Peer Abuse Log				
Date and Time	Name (and other details)	Reason for Exclusion	Fixed Term/Permanent	Re-integration Meeting

Sexual Harassment Investigation Log

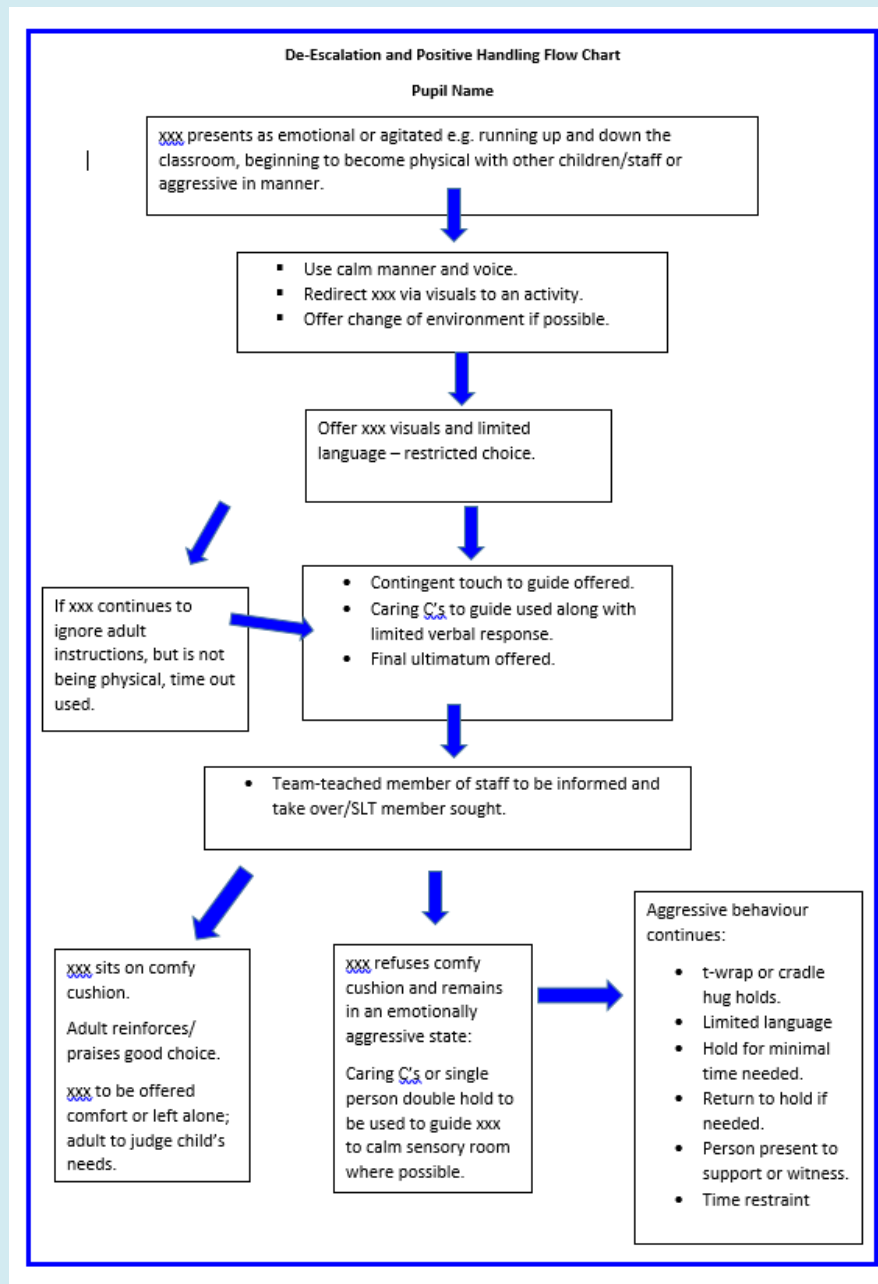
Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. As set out in Part one of Keeping children safe in education (KCSIE), all staff working with children are advised to maintain an attitude of ‘it could happen here’.

Relationships Education for primary pupils covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours. The focus on healthy relationships in schools will help children who are experiencing or witnessing unhealthy relationships know where to seek help and report abuse. Health Education addresses important aspects such as mental wellbeing.

All known/reported incidences of Sexual Harassment will be investigated by the Headteacher and if necessary the police. During and after the incident(s) have been investigated and dealt with, each case is recorded on the Sexual Harassment Investigation Log and monitored closely to ensure repeated behaviours do not take place. If another incident occurs, a meeting is called by the Headteacher with all involved.

Brownlow Fold Primary Sexual Harassment Log				
Date and Time	Name (and other details)	Reason for Exclusion	Fixed Term/Permanent	Re-integration Meeting

De-Escalation and Positive Handling Flow Chart



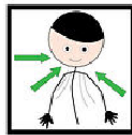
When I am angry resource

When I am angry



I can:

Take 3 deep breaths



Count to ten



Squeeze



Shake it out



Take a break



Daily Record of Challenging/Disruptive Behaviour

Name:

Daily Record of Challenging/Disruptive Behaviour

[illegible][illegible]

Guidance for when pupils abscond from school or go missing

The purpose of this guidance is to set out procedures to support staff to deal with instances where a pupil leaves the school without permission.

We actively work to provide a secure, safe environment, a school where children want to come to enjoy learning with others as part of a caring community. We recognise that it is highly unlikely that a child will try to abscond from our school but this statement of practice is written to ensure we are ready to deal with this eventuality should it occur.

To abscond is to 'leave without permission'.

Under Section 3 of the Health and Safety at Work Act, 1974 and in Common Law, schools and other education settings, owe a duty of care towards their pupils. This duty of care requires that all reasonable steps are taken to ensure that pupils are safe and remain within the care of the school at all times throughout the school day and during school led activities.

Pupil Absconded from School key Information

Full name:

Date of birth of the child:

Address of the child:

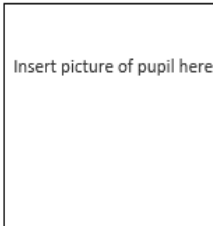
School absconded

Telephone: 01204 333511

Head Teacher: Mrs Julie Cheung

Whether they have, they been missing before:

A description of the child/young person and their clothing:



When they were last seen and with whom:

Any info re risks and vulnerabilities, concerns, such as self-harm/suicide risk, CSE, criminality, drugs, radicalisation risk:

What has led to the circumstances of the missing episode:

Telephone numbers including the young person's mobile phone number if they have one

Names of family, known friends/acquaintances, addresses and telephone numbers and what efforts have been made to contact family

Details of other people the child/young person may be with

Details of any medical treatment + ongoing treatment info

Legal Status, including social care involvement (full care orders/section 20 for example)

Incident Advice and Procedures - Incident/crisis Script for XXX

Team Teach Refresher

When an adult is dealing with a child all staff need to make sure they are addressing the adult rather than the child. As some children become overwhelmed by more adults or it can fuel more negative behaviours.

So, for example if you come across a child in a crisis with an adult, you would address the adult say 2 is ready to say hello” if the adult says yes say hello but really over emphasise on a positive hello.

However, if the staff member says no, say 2 I will come back later and say hello” then leave the adult to deal with the situation.

If you see an adult dealing with a child in crisis, please be mindful that they have probably been dealing with the incident for a while so when walking past it is important that the adult is okay without the child knowing the adult might not be. As we want the adult to remain in control please don't talk to the child first as it could undermine all the hard work the adult has been putting in place.

To support adults adopting a script.

For example, when seeing an adult with a child in crisis you could ask

“Would you like a brew?”

If they say, no means that they are fine and don't need assistance at the moment.

If they say put the kettle on ... this means they are okay currently however are asking for you to come back in a few minutes. Go away for 5-10 minutes and then return.

At this point if the same adult is with the child and it's the same situation you would then say "I have put the kettle on do you want a brew now? If they say they are okay walk away and return with another member of staff who has team teach training.

When you return if they are still in a hold or struggling and situation is getting any better. Tell the member of staff " your brew is ready now." Because they have done really well and completed all their jobs (over emphasise this point so the child knows staff also get rewards for doing jobs well), this way it allows change of face or new person to hold.

If the member of staff says they need a brew straight away, which means they need a team taught trained member of staff straight away. If not team taught find a team taught trained adult immediately and say they need a break. Tell adult their brew is ready.

Sometimes as staff it is hard to back down or admit that it isn't working. It is not a failure of the adult and nothing personal towards them. At the time the child might not respond to person at the start of crisis and change of face is the best option. As adults we don't want to be seen like we can't handle situations or we have lost and the child has won. This script will take pressure away from staff dealing with a crisis.

Holds and restrains

- Should only be used by **trained members of staff**
- Only used when necessary for the safety of the child or those around them
- Should involve 2 people – one trained member of staff who is leading the team teach. One member of staff to physically support or supervise (this member of staff should be keeping an eye on times of restraint).
- All holds to be approached in a calm manner using the Team Teach approaches that have been recommended by training providers and behaviour support specialists who have observed the child.

Repair Work Guidance

Child: XXX

- Wait until child is in a calm state
- Offer menial activity for child to complete whilst repair work is going on e.g. helping to tidy up/ simple job
- Offer reassurance (this could be done verbally through conversation)
- Calm quiet voice used
- Explain XXX actions that caused upset.
- Ask XXX to apologise and rectify problems or issues – e.g. tidy up the resources he has thrown.
- Remind XXX about the calm area and that this is a good place to go when they feel frustrated.
- Facial expression symbols can be used to reinforce emotions if needed.
- XXX must listen to feedback before he can move on; XXX often likes to immediately forget their behaviour and pretend everything is 'back to normal'.

Reflection and Informing Caregivers

- The numbered and bound book is to be completed for any physical intervention. This is to be completed by the class teachers. Staff should have time to de-brief and reflect prior to filling in the book with the Head teacher.
- Caregivers should be informed of any physical intervention and asked to sign a record within school and the numbered and bound record which has been completed.
- Opportunity for discussion with caregivers should always be offered and supported.
- Mrs Cheung to oversee the overall wellbeing of the children and staff involved with each incident.
- The completed paperwork to be added to CPOMS (scanned). A log to be made marked 'behaviour' but staff do not need to complete the full CPOM script (when where etc) if the bound and numbered book sheet is attached.

Pupil Profile Page

- Class teachers are responsible for the completion of the Pupil Profile Page. It should be a document that is completed in conjunction with members of the teaching team who have regular contact with the child. This could be Learning Support Staff, Learning Mentor or the school SENDCO where appropriate (if linked to SEND needs).
- Parents and carers should be included in the process. A brief parent consultation to discuss and sign the form would be best practice.
- Teachers should make the profile personalised to the individual child. The purpose of the document is to provide useful strategies for distraction, de-escalation and management of behaviour 'at a glance'.
- All Pupil Profile Page's should be signed by the parent. The signed copy will need to be scanned into the school computer system and saved in the Behaviour folder.
- The Profile should be printed and a laminated copy kept in a discreet location in the classroom for staff reference. All staff working with the child, including dinner time staff, should know where this profile is kept for ease of reference. Children with an assigned 1:1 may also benefit from a personal copy for continual reference.
- This document should ideally be used when a child shows early signs of becoming distressed and before crisis point. It is a tool to support de-escalation that is personal to that child and could even be of benefit during crisis. Staff should refer to the Pupil Profile Page to support the child before a member of the senior leadership team is contacted for further intervention. A child will always feel most comfortable receiving support from an adult with whom they have a strong relationship and they see regularly.
- The Pupil Profile Page does not need to be updated unless the child's behavioural or emotional needs change. It will need reviewing through further parent consultation when a child moves year groups OR the child's main carer changes (for those children who are looked after children for example).

Pupil Profile Page



Insert pupil photo

Child's name:

Class Teacher:

Year:

What people like & admire about me:

Things I enjoy and respond positively to:

I can become emotional or upset when (known triggers for behaviours):

How best to support me: (This can include strategies, environmental changes, resources, distractions and de-escalation activities)

Parent/ Carer signature:

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy;
- The behaviour policy is understood by pupils and staff;
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions;
- Pupils are helped to take responsibility for their actions;
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

WHEN THE ADULTS CHANGE EVERYTHING CHANGES

PAUL DIX
SEISMIC SHIFTS IN SCHOOL BEHAVIOUR

New Behaviour Expectations in practice

The following slides will share scenarios and thought provoking questions to enable staff to self reflect on their own behaviour management.

What to Say

In this section of the training we will look at....

- How your language affects behaviour
- How to avoid deficit language
- How to structure a two minute pep talk that works for everyone
- What to say in the trickiest moments
- How to avoid shaming
- What to say when children argue or try to negotiate your expectations
- What to say when you call home

There is specific advice on the language that works well and a task that is an essential reflective tool.



Paul Dix's Behaviour Course

Language: Transcript

Let's start with words. They matter. Everyone's got a story about how words from a teacher have landed at the wrong moment. 50 years later, they recall it as if it were yesterday. My art teacher told me I couldn't paint, gave me the crayons, and sat me at the back of the class. I still can't paint. What you say to a child in the most difficult moments matters a lot. So the first practical change a teacher can make is to change their language. It changes your thoughts. It affects your actions.

The language that's used to describe children and their behaviour and character is a great place to start. So much of the language used in schools is a deficit model. It searches for difference, for problems. "Badly behaved," "problem child," "trouble," "difficult." It describes a moment, an event, but it ends up being used to describe the character. "Aggressive," "annoying," "attention-seeking," "awkward," "badly behaved," "challenging," "dangerous," "difficult," "threatening," "disadvantaged."

Are you happy with that label being applied to your family? "Disordered," "disruptive," "feral," "free school meals," "malicious," "manipulative," "naughty," "no empathy," almost as if to suggest some psychological disorder. "Pupil premium," a phrase that people said would never be used in front of children, and yet, it's used constantly. "Unstable," "unwanted," "violent," "volatile," "young offender." A child is not their behaviour any more than an adult is theirs. So language that attacks the child or

apportions a negative label to the child is of no use. Tell a child they're violent, volatile, difficult, challenging, and they'll root everything through that.

So let's start your behaviour plan by establishing the language that you want to use by default. Some of this language will be clunky and unnatural for a couple of weeks. That's okay. The payoff is that it is more precise, less inflammatory, and much, much more rational. Let's start with some language that's less emotive, more precise, and a great deal kinder to describe most of the challenges you might face. How about "additional needs," "connection-seeking," "distressed?"

With all respect to Jennifer Knussen from East Pitteuchar Primary School in Scotland, who introduced the word "distressed" to cover children who were dysregulated, behaviour can be puzzling, safe, or unsafe. A child can be struggling. A reaction to behaviour might be physical. You need to constantly rethink the labels you're applying because they start to affect how you feel. And they start to affect how the child feels about themselves.

I was in a school in Bristol, who had done a lot of work on the book, *When the Adults Change*. And I was talking to the headteacher. And he was talking me through all the different changes they'd made. And a member of staff burst in, it was lunch time, and stood at the door, and said, "Sir, sir, there's a dysregulated child in the playground." And I laughed because I thought he was doing it just because I was there for the day. And the headteacher turned around to me and said, "That is the language we use. That is our language that is default. That's what our staff go to first."

It was quite a moment. "There's a dysregulated child in the playground," is more rational, more nuanced, less emotion, and doesn't cause a member of staff to leap up and run as a hero to save the day. The headteacher stood up, walked calmly to the playground, and helped to calm and soothe the child just aside from where they were originally playing. I wonder if you shift the language that you use to describe some of the behaviours you like least. You might start to base that description in the moment rather than to characterize the whole child.

When words are too much

Knowing when to say nothing is a critical skill. Particularly when you are supporting children who are distressed and hypervigilant and who don't want to have a conversation. Standing alongside, stepping back and sitting down might jar against the urgency of getting back to learning but might also be the best thing to do.

A little pause and patience in a tricky moment can pay off in spades later. You can help others to regulate just by being there, just through your presence. It is well accepted that distressed children in crisis find it difficult to respond to complex questions or commands. The amygdala dominates in survival mode and hearing is often reduced as a consequence. So many people try to address children who are struggling to control themselves with increasingly loud demands and deep philosophical questions at the most inappropriate time. 'Sit down, why are you doing this again, who do you think you are, no sit down, be quiet, why are we having the same conversation, no SIT DOWN etc...'

Recognising when your own behaviour is fuelling the drama is critical. In a crisis your silence can be golden. Your patience and pause are powerful. They release the pressure on the child and give you a moment to think about what the best teacher in the world would do now.

'What's happened to you?' is a good question. It is so much better than 'What have you done?' and sets the conversation off in a very different direction. 'What's happened to you?' is a doorway to coaching emotions. It is almost always the best way to find a route back from a crisis.

Walkaways

Sometimes less is most definitely more effective. A small nudge towards the right behaviour as you pass by, can be much more productive than a hefty punishment or public shaming.

- Do you need a pen?
- Thank for being ready
- One voice please Aisha
- Love that....
- You are good at that.....
- You are better than that
- Like yesterday Zain
- Spot on, thanks Bella
- Fabulous Mohammed

They are small moments of coaching that gently encourage and affirm. You are gently building confidence and emotional currency. Little and often works really well. When you circulate the room giving positive feedback and correcting small behaviours, the atmosphere is set and the boundaries absolutely clear to everyone.

Write it with a post-it-note as you pass. They can choose to look at it immediately or when they are ready. They can keep it and show it to the people at home if they like. It is a small thing and won't stick forever but it is a bit sticky but like a sticky note it needs refreshing every day.

You need to keep things simple. Deliberately and routinely acknowledge children who are putting the effort in; every lesson, every day is more important than anything. You don't need behaviour software or tracking sheets or vast reward schemes on top of that. They become so time consuming and overwhelming that the basics are easily forgotten. People like to feel important, welcome and like they belong. They like someone they respect to tell them they are doing well. Make that your priority and have a good old clear out of anything that gets in the way.

Calling Home: Transcript

Can I talk to you about positive phone calls home? Picking up the phone on a Friday to say to a student or to say to a student's parents or guardian it's been a fantastic week. It's one of those strategies that's often suggested but few class teachers find the time to do it. You're busy. And who wants to pick up a phone on a Friday at 4:30 when you're not quite sure of the response you're going to get? Let me give you some help.

Friday afternoon is an excellent time to phone home. Why? Because most of the family are at home 4:30, 5 o'clock on a Friday. You'll catch them. You won't just catch the answerphone. Of course, if you phone home on a Friday, you could make the weekend for that child. I don't mean in terms of parents and guardians giving them stuff and rewards, but just by making them feel proud. The positive phone call home doesn't just exist in that moment, although it's really exciting when the teacher phones home, it's really exciting to have contact with the parents. It lasts.

You make some phone calls home this Friday, and on Monday morning, you're going to have a queue of children lining up outside your door saying, "Ah, Miss, are you doing phone calls home? Do you want my dad's number?" The positive phone call home takes you 30 seconds. And it's important that you stick to the subject. You don't get drawn into other conversations that the parent might want to have with you. And yes, it's critical that you check with other members of staff first because you



Paul Dix's Behaviour Course

[Calling Home: Transcript](#)

don't want to be phoning home with good news when somebody has just phoned home with bad.

But how many teachers genuinely phone the homes of the children who have been brilliant that week? How many of us find the time to seek help from the parent? To do a bad news call home, but yet, not to do it for the children who are performing brilliantly? So why don't you do this? Just one phone call every week. Just one. It will take you less than a minute to do. The impact will ripple around your classroom.

Just one phone call and see the impact that has on the family, on your relationship with the child, and on the parents view of you as a teacher. Just one phone call. Do it for the next month. Do four phone calls in the next four weeks, and see just how good that strategy can be.

TESTING

Choose one or two microscripts to use in the next week. Create your own or select from the list below.

Seven assertive sentence stems to set you off on the right foot

1. You need to ... (speak to me at the side of the room).
2. I need to see you ... (following the agreed routine).
3. I expect ... (to see your table immaculately tidy in the next two minutes).
4. I know you will ... (help Kyra to clean the pen off her face).
5. Thank you for ... (letting go of her hair, let's walk and talk).

Seven juicy bits of script

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen ... If you choose not to do the work, then this will happen ... I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.
4. I am not leaving, I care about what happens. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. Darrel it's not like you to ... (kick doors/shout out/shake the hamster).

Defaults

When you get frustrated and can't find the words to use, your linguistic defaults kick in. Suddenly you find yourself posing ridiculous questions that you were asked as a child, 'Would you like to tell everyone what you were talking about?' or 'it's not my time you are wasting is it?' (it is) or even 'would you do that at home?'. We all have a set of 'defaults' that seem to have been given to us, implanted even. You need a plan of how to respond when things get tricky, or tempers are frayed.

Your mantras are most useful when children try to negotiate the boundaries or excuse their behaviour. Instead of risky and exhausting improvisation with each child, you need a few standard responses. Your predictability is critical, and it starts with your language.

'Ali, that's not how we do it here'

'I understand you feel like that. You need to speak to me for 2 minutes at the end of the lesson'

'Asma, this is a warning, you can do better than that'

'Parker it isn't acceptable to use that language. You need to move to Triage. I will catch up with you later'

'Be that as it may, this is your reminder'

'I need to remind you of our agreement'

Your calm, planned response to poor conduct doesn't mean that your response is softer. On the contrary, the repetition, your certainty, your language draws the line again and again. Each time the line is stepped over the responses are the same. Contrast this tone, this level of detailed planning with joy and enthusiasm for when they get things right. That is the light and shade of classroom leadership.

Task: 7 days, 5 phrases

TASK

Your lanyard is the ideal place to note down new language you are trying to get in the habit of using. Maybe it is the act of deciding which words or phrases and then writing them down. Maybe it is the act of wearing it. It works though.

So, a maximum of 5 words or phrases that you would like to swap into your teaching. Give yourself a week to make the change.

Make your practice deliberate and check yourself when you slip up. If appropriate, ask the children to help you and explain why you are doing it. It needs to be important for a few days, you need to break the old routine with a new one.

TASK

Questions to consider

- How do you plan to react and what will you do if a child is rude to you?
- How do you plan to let children know when they have broken the rules? What words will you repeatedly use?
- What phrase, that has little impact, do you overuse?
- Can you make a child behave better by making them feel bad about themselves?
- If you tell a child they are good at something every day for 5 days, what impact might it have? What if you told them they were 'naughty' for 5 days? (this is not a suggestion for action research)

Retrieval Practice

TASK

- 3 planned responses to children breaking the rules written down and rehearsed
- Practiced the 'Fogging Technique' until you can do it naturally
- Planned and rehearsed what you will say when you need to speak to a child about their behaviour away from the class
- Examined your use of language and made changes to neutralise it

What you say to pupils can always be undermined by a sharp tone or careless physical cues. Some of the children you are working with will be very quick to pick up on the slightest aggression, doubt or desperation in your voice. They will be sensitive to your body language, your approach, the space you give them and the pace at which you demand a response. So a scripted or planned response can be undermined by the adult's physical language in a heartbeat. This is not a reason to abandon the strategy but every reason to be honest about the fact that it is not magic dust.

No one imagines that simply because you say a carefully crafted set of words that students will magically back down and become perfectly behaved. Yet there are words and phrases that work better than others. And there is a tone and way of being that is suited to edgy situations. There is a way of performing that works really well. We should not be nervous about universal microscripts when they are created with kindness, empathy and understanding. You don't need aggression to hold boundaries. You need a consistency that comes through in every tricky conversation. One that is not just wished for but that is repeated and refined day after day.

The Pull

The Pull is what pulls people in. Positive acknowledgment, noticing, praise. If that is visible, audible, and public, it creates a safer culture for learning. When it is private it is highly impactful, sometimes life changing. Focus on acknowledging effort so that children at all stages of development can be positively noticed. Differentiate it so that those who need noticing more get it more, and those who would be demotivated by receiving it every 20 minutes get their needs met also.

The Pull is also about your relationship with the class and with individuals. Your emotional leverage is built from the drip, drip, drip of everyday interactions. It matters that you notice the good stuff, that you are kind when children are struggling, that your first response is curiosity not judgment.

The key is to build a positive reinforcement default into your own brain. The ultimate aim is to change your response style for good. It doesn't take long with some concerted effort and at every stage it is encouraged by the children. They want their teacher to notice, they change their behaviour because of it. Often immediately.

Simple Routines

Think about the bits of your lesson that cause you the most concern. Introduce a simple three-word routine. Model it, demonstrate it, rehearse it.

Each time you enter into the routine you need to ask the children to recall it.

- 'Aishah, what will keep us safe while we move the tables?'
- 'Mariam, what is the first step in our routine?'
- 'Bilal, how will I know everyone is following the routine?'

Remind everyone of the routine before it begins. As the children start the routine, immediately identify those children who are doing it right.

- 'Lovely Ariana your routine is perfect'
- 'Humeira, that is exactly what I was looking for'
- 'Jack, thank you for doing that in the right order'

The more you positively reiterate the routine, the quicker the children will learn it. Don't be satisfied with a routine that is 'alright', don't stop teaching it until it is seamless. How you teach the first one and how picky you are about it being perfect will determine the quality of every subsequent routine. Don't expect it to be perfect the day you introduce it. Come back to key routines frequently and go through the same process drip, drip drip, this is how we do it here. In a few weeks you will be cueing routines with the raise of an eyebrow and other teachers will be in awe of your skills. The truth is always that the work must be put in early, grinding out routines every day.

TASK

Write down your three words. Introduce the routine tomorrow. Don't negotiate it. Catch the children who do it well first time and acknowledge them.

WHAT WE SAY 
TO THE CHILDREN
IN THE MOST
DIFFICULT MOMENTS
IS WHAT MATTERS

The Push

The Push is the nudge, the consequence, the difficult conversation and the coaching. It is what you do to hold the boundaries and hold the children accountable for their actions. It is supportive and understanding, but the Push has no problem with saying 'No' and saying it strongly. Whether you are correcting behaviour in the moment or reflecting after it has happened, you need a plan.

This section shows you how to balance The Push with The Pull. Importantly, it will help you structure your consistent response. You need a plan for everyday and a plan for the difficult moments. Written plans and a plan for how you are going to verbally and physically respond. Poker face ready? Let's go.

Creating and holding to boundaries

Children/adults need rules. Don't negotiate them - you are the leader in the classroom you; set the rules.

'Charley, I need you to be kind, please hand it back to Sian'

'Farhan, thank you for waiting for the others to finish speaking. It was a great example of our listening rule'

'Mariam, think carefully about our rule about Safety before you do that'

Don't worry, you won't need to spend the rest of your teaching career speaking in that way!

Rules in teaching apply when teachers refer to them. Persist until children know the rules, persist until they are fed up with hearing them, persist until they start reminding each other of them or write them in their stories. When rules are embedded, they are simply 'how we do it here'. Drip, drip, drip. With a tricky group it might take a little longer, but they will soon be accepted. That doesn't mean that you will suddenly be presented with a group of children who are perfectly behaved. That takes more work. But regardless of their ability to stay within the boundaries, they will know them. That, for any class, is a huge step forward.

‘Stay on task’ - The Equaliser

If you have a class that feels wobbly, then a single focus on one rule can help to establish both fairness and consistency. Stay on Task is a rule for everyone and sets a high standard. Most rules are only ever applied to the unruly. The Stay on Task rule is an equaliser.

Those who are quietly doing very little are suddenly tackled in equal measure to those who are wandering the room looking for bother. When your most vocal pupils realise that you are applying the rule to everyone, something fundamental changes. They see fairness in your consistency.

Of course, those who have become experts in 'looking as if they are working' are not happy that you have rumbled their game. No matter. You have just upped the productivity in your teaching space. Consistency in expectations just got real for everyone.

Consistent Response to Poor Conduct

Regardless of how you adapt the principles, the principles must always be clear. Support is what is needed, not just a string of escalating punishments.

You don't need to display the steps, but pupils do need to know what they are.

Reminder (Support with self-regulation)	Warning behaviours should be looked out for and de-escalation should be sought wherever possible.
Verbal Warning	A child who is displaying low-level disruptive behaviour will be reminded of the school expectations and consequences and given a verbal warning.
Red Card (Red Zone)	If the child chooses to continue to behave inappropriately then the child is given a reflection card and a note to take home to parents/carers. <u>The class teacher must also text parents to make them aware of this.</u> Children who have been given a reflection card will miss the next playtime and complete a behaviour reflection sheet/restorative conversation with the member of staff. It is the responsibility of the adult that has put the child on red to supervise the completion of the behaviour reflection sheet. The child's name and a brief summary of why they have been moved to red is recorded on CPOMs by the member of staff. If children persist with disruptive behaviour then they will work in another room in school. The Behaviour records on CPOMs are analysed on a weekly basis by the deputy head teacher and pupils discussed at the weekly pastoral meetings. The Deputy Head Teacher meets with all pupils that have received a Red card to discuss the incident(s) at the end of each week. The class teacher must speak to parents to discuss the matter if a child is given a red card more than once in a week. Any child that is appearing regularly on red will be sent a letter and parents will be invited into school to discuss the issue with the Deputy Head Teacher/Head Teacher.

This is how we do it here

What matters is that you explain in some detail, precisely 'how we do it here'. Drip feed our expectations over time with reference to that key phrase.

TASK

Write down 5 clear expectations that define 'how we do it here'. Teach them over the first 2/3 weeks.

When the expectations are learned, when the children understand them, you will be gently correcting behaviour by referring to 'how we do it here', and it will be accepted. You may not constantly need to refer to individual rules. In fact, when you no longer need the detail, 'this is how we do it here' becomes a culture not a checklist.

- 'Abdullah, that is not how we do things here'
- 'Harley, that is exactly how we do things here, thank you'
- 'I am sure, Thomas, that you remember how we do things here'

It allows you to define what is important in your classes without criticising anyone else's style.

TASK

- deliberately increased your positive acknowledgment and noticing
- created a clear routine that is ready to teach that will address the most difficult moments
- a plan for correcting behaviour
- a process for removing a student that is calm and shame-free
- a rehearsed response for when children argue or try to negotiate the boundaries
- refreshed your restorative approach

Emotionally Consistent

Strip out the emotional reaction to poor behaviour and step up the positive noticing.

It sounds simple, but when I say strip out the negative reaction, I mean all of it. The screw face, the raised eyebrows, the stare, the raised voice, the frustrated tone. all of it. You need a poker face that works for you.

Now you are using a limited amount of your range. Good. Don't let them see your full range; the power lies in the middle not at the edges. Don't show the children that their poor behaviour affects you emotionally.

Now make sure that they see your positive emotion in response to their outstanding work/kindness/generosity/patience. Again, you don't need to show the full extent of your positive emotion.

Being able to appear unshockable, unmovable in the face of poor conduct is so important. It is so important that it pushes every other strategy into second place.

Your reaction to poor behaviour is central to conserving your energy to give to the rest of your classes. It is a workload reduction strategy as well as being safe for the children. You become more predictable. Less extreme.

You become someone who it is easy to build a relationship with, easy to trust. Being the best version of yourself, staying within a limited range, and trying to hold a poker face in response to appalling behaviour can be tiring. But not as tiring as dealing with the consequences and chaos of not doing so.

Children at Brownlow need an adult who is a model of emotional control. We are often their best model. The more predictable we are, the safer we are. The safer we become, the faster trust and relational capital build.

Questions to consider

The word "TASK" is written in a large, stylized, handwritten font in white on a solid green rectangular background.

- How do you plan to manage your emotions on a bad day?
- If you overreact should you apologise to the child?
- Should you share your problems with the children if they are affecting your emotional state?
- Does how you feel affect the consequence for the child?
- Do you give children what they 'deserve' for their behaviour or what they need to change it?

TASK

Soundtrack to your teaching

Make an audio recording of you teaching a lesson. Use an i-pad. The aim is to record your voice not the children, but there may be overlap.

- Make a tally of the positive and encouraging comments you make to children and also one for any negative. This might be a real eye opener. It is extremely common for teachers to consider themselves to be generally positive and to acknowledge good conduct. In reality, we are all living our best game in our heads.
- Listen carefully to when you correct behaviour; what words do you use?
- Are you happy with your tone and volume?
- Which bits make you cringe and why?

Now set a reminder to do it again in a few weeks. What has shifted? What are your defaults now? How is the balance of positive acknowledgment versus negative attention? Describe the teacher that you want to be.

