



## Through God We Achieve

### OUR VISION AT ST. STEPHEN'S CE PRIMARY SCHOOL

To deliver outstanding education in a caring community, with God at its centre

**'Turning your ear to wisdom and applying your heart to understanding'. Proverbs 2:2**

### OUR VALUES:

**Joy** - we provide a happy and stimulating environment, rooted in Christian values.

**Excellence** - we are a church school committed to the highest standards in everything we do.

**Relationship** – we work hand-in-hand with St Stephen's Church as well as our parents and carers.

**Respect** - we enable our children to deepen or realise their own faith and respect the freedom of others in their beliefs.

**Nurture** – our children are cared for spiritually, morally, intellectually, physically, socially and emotionally.

## BEHAVIOUR AND EMOTIONAL WELLBEING POLICY

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Updated	SLT	March 2022	
Next Review	SLT	April 2023	
Approved	Governors	April 2022	

## **Statement**

At St Stephen's CE Primary School, we promote a community and environment where all members can work safely and happily to the best of their ability within the Christian context.

Our Christian values underpin all aspects of our behaviour policy in terms of our expectations of pupils and how we understand and respond to their behaviour. Ensuring pupils feel safe, comfortable and confident is essential for effective teaching and learning to take place. The underlying principle of St Stephen's CE Primary School's behaviour policy is to adopt a positive and affirmative approach to behavioural matters wherever possible.

This policy involves all members of our community: pupils, staff, volunteers, parents, governors, and visitors to the school, alongside other external participants in school activities.

Staff at St Stephen's CE Primary School recognise that all children have individual needs, which are taken into consideration when any incident occurs. We have developed this policy with the principle of emotional differentiation in mind – ensuring expectations are in line with a pupil's developmental stage and abilities.

## **Aims and Objectives**

At St Stephen's CE Primary School we aim to:

- establish a Christian ethos that is expected in a Church of England school, promoting and reinforcing Christian values in all we do
- value everyone as individuals and respect their rights, values and beliefs including religious beliefs, ethnicity, age, gender identity, disability and sexual orientation and foster a sense of belonging and inclusivity within the school community
- promote high esteem and self-worth in order to develop good relationships, make moral decisions and interact positively
- develop in pupils self-regulation skills, the ability to be reflective and acknowledge socially responsible behaviour and accept responsibility for their own actions
- create a community where effective learning can take place, and in which there is a mutual respect between all members and a proper concern for the environment
- create a positive and stimulating learning environment with high expectations of children's work
- provide an environment with clear expectations and boundaries that enables all members of the community to feel safe, comfortable and ready to engage in learning
- understand behaviour as communication and be curious and non-judgemental in how behaviour is responded to

- continue to review this, and other, policies to ensure they reflect best practice

### Behaviour Code of Conduct

#### **Who benefits from a trauma informed approach?**

Research suggests that ALL children benefit:

*"When schools place a **strong emphasis upon the emotional health and well-being of all members of the school community**, and this ethos is **driven by the school's senior leadership team** and is evident in practice, this leads to **better outcomes for all**" (Banerjee, Weare, and Farr, 2014, in Brighton and Hove Council, 2018)*

At St Stephen's, we have high expectations for all our pupils and hold the belief that all children *want* to do their best. This policy has been developed based on the following principles:

- Relationships and the pupil's sense of safety are at the heart of classroom management
- Staff use nurture, warmth and empathy even when a pupil is presenting with challenging behaviours
- Individual circumstances are taken into account, for example we have a number of post looked after children (PLAC) at the school and this group benefits from differentiation in expectation and behaviour management due to, in some circumstances, adverse early childhood experiences. Similarly, children with autism may need explicit support to understand the situations in which they find themselves and how to manage their emotions.

We understand that all behaviour is communication and to this end, we apply a **PACE** approach with all pupils when responding to behaviour.

P - playfulness

A - acceptance

C – curiosity

E – empathy

St Stephen's maintains the following expectations for all pupils:

- to respect all members of our school community and always be thoughtful and considerate
- to work to the best of your ability and respect the atmosphere in the classroom
- to speak to and treat others politely
- to listen carefully to teachers and any other people in school, put your hand up when you are in a group and wait until you are asked to speak
- to try to do as you are asked as quickly as possible
- to take care of our classrooms, equipment and school environment

These principles are designed not only to guide children's behaviour while at school, but also to have an application in their wider life and society.

### Class Management

At St Stephen's, we understand the value of having clear, predictable boundaries in our classrooms. Good classroom management ensures that a positive and safe social and learning environment is set up and maintained, enabling children to make the most of learning opportunities. It is well evidenced that children who are not feeling safe and secure are unable to learn effectively.

Key areas for consideration when building safe spaces are:

- good classroom layout and organisation of resources, equipment and personal belongings
- setting of clear expectations and joint ownership of class rules
- establishment and maintenance of appropriate routines
- effective and appropriate groupings of children for different activities
- thorough planning of the curriculum and stimulating, relevant delivery, appropriately differentiated for individual learning differences
- fair and consistent application of rewards and sanctions

In line with the school's code of good behaviour, and using the principles outlined above, each class begins the school year identifying and articulating a set of rules which each member of the class agrees and signs up to, expressed in a positive language that the children understand. Please see Appendices for further information.

### Through the Curriculum

Positive behaviour knowledge, skills and attitudes are specifically taught through the Relationships and Health Education (RHE) curriculum.

RHE learning focuses on relationships with one another and positive working environments to help children understand and think about the reasons for good behaviour for the good of themselves and others.

A wide range of activities are used within the units of work including drama and role play; sorting and ranking activities; circle time and discussion; use of literature, photos and pictures and information technology in addition, where a child or group has identified social, emotional and behavioural needs, a specific programme of activities may be set up according to the children's Individual Provision Plan(s) to take place within the school day.

### Through Additional Responsibilities

Pupils are also involved in developing and maintaining the school ethos outside lessons. We promote all pupils feeling like valuable members of the school community through responsibilities such as:

- Representation of their classes as members of School Council
- Representation of their House Groups as House Captains

- Support for other children as Playground/Friendship Buddies in the playground
- Exemplary behaviour on all school trips
- Acting as ambassadors with visitors to the school

Training and coaching is offered to participating pupils to help them to feel confident to fulfil their role when appropriate.

#### Specific Responsibilities

##### **School Senior Leadership Team (SLT)**

The SLT support staff and encourage and facilitate good behaviour by:

- monitoring the implementation and success of employed behaviour strategies through observation and discussion with their teams
- ensuring staff have access to ongoing training in the approaches underpinning this policy, such as attachment theory and the PACE model
- being available to take an active role in responding to behaviour as well as supporting staff to implement the behaviour policy within their classroom
- ensuring everyone within the school community has access to this policy and is aware of their responsibilities
- reviewing the policy on an annual basis, or in light of new local and/or central government guidance
- taking a leading role in establishing and continually improving the school's behaviour policy and codes of conduct, and leading by example alongside having high aspirations for pupils and staff

#### **Teachers**

Teaching staff encourage and facilitate emotional wellbeing and positive behaviour at St Stephen's by:

- being consistent in implementing the school's behaviour policy and codes of conduct as agreed
- providing a broad, balanced, stimulating curriculum to which all children have access, and by catering to individual needs as appropriate
- to provide opportunities throughout the school day for pupils to express, share and explore feelings that might otherwise lead to challenging behaviour
- upholding the ethos of the school e.g. through worship, RE and PSHE
- being good role models, being punctual and well prepared
- responding to the needs of pupils sensitively
- enabling children to take responsibility for their own learning and actions
- having high aspirations for pupils
- emphasising and praising positive behaviour and progress
- being curious, non-judgemental and fair when dealing with challenging behaviour
- supporting children to form positive relationships with peers and adults
- being in corridors and in classes as children come in, encouraging children to come in quietly and walk at all times, whilst also providing a warm welcome to help children feel noticed and valued
- recognising when pupils are being kind, polite and considerate and celebrating these moments
- discussing with pupils how their actions impact upon others, and helping them to reflect on any difficult situations

- ensuring that any fighting, verbal or physical abuse is challenged and recorded and referred as necessary to SLT
- keeping parents actively informed about any occasions of challenging behaviour and how this has been explored and responded to
- encouraging children to take pride in themselves, their school and their work by being consistent with both praise and discipline on an individual basis
- following up and responding to those matters brought to their attention by support staff
- ensuring that all children are aware of behavioural and work expectations, e.g. Home School Agreement and classroom rules
- sharing strategies with other members of staff
- accessing and engaging in supportive discussions with other members of staff following any challenges and taking responsibility for their own emotional wellbeing

### **Support staff (including volunteers)**

Support staff to encourage and facilitate good behaviour by:

- reporting more serious incidents to teachers and senior management so that matters can be investigated and followed up
- following the guidance set out in this policy, and recording and discussing any incidents with teaching and/or senior management as necessary
- having positive interactions with pupils, praising them consistently and using appropriate and agreed school reward systems
- reminding children to show respect and consideration towards each other
- modelling positive behaviour choices and applying the PACE model in all interactions with pupils
- having sensitivity to any physical or sensory needs children may have, to minimise escalation of dysregulation e.g. ensuring quiet area to play, reminders to drink or go to the toilet.

### **Pupils**

Pupils take responsibility for their own attitudes and behaviour by:

- respecting the daily timetable and being punctual
- observing and trying their best to follow all published school rules and codes
- taking developmentally-appropriate levels of responsibility for their environment and their own learning
- being sensitive and caring towards others
- moving around the school in an orderly and safe manner
- showing respect for others and co-operating fully with all members of the school community
- dealing with conflict or challenges without hurting others
- accepting responsibility for their own behaviour and accepting help from adults to reflect on what's happened
- listening carefully to instructions and following them
  
- participating in School Council / House endeavours
- understanding when to tell an adult about something that has happened

## **Parents and Carers**

Parent/Carers encourage their children to behave in a responsible way by:

- positively and actively supporting all staff and children in their endeavours to uphold the Behaviour Policy and Code of Conduct
- using approaches and systems that are consistent between home and school
- engaging in appropriate and proportionate information sharing between home and school where it may be relevant to how adults understand and support their child
- having high aspirations for and taking an active interest in their children's learning and life at school
- attending parent/carer meetings wherever possible
- encouraging children to follow the rules
- modelling good behaviour through their own positive behaviour

## **Governors**

Governors support the school community in this aspect by:

- overseeing and monitoring the effectiveness of the school's behaviour policy and ensuring the policy is reviewed annually
- supporting all aspects of the policy
- monitoring the reporting of serious incidents leading to exclusion (exclusions panel)
- modelling good behaviour through their own positive behaviour

## **Visitors and Guests**

Visitors to the school and other guests can help support the school behaviour policy by:

- reading the visitors leaflet upon arrival which sets out expectations and school systems
- reporting any observed behaviour incidents to school staff, so that matters can be investigated and followed up
- modelling good behaviour through their own positive behaviour

## **Praise and Rewards**

At St Stephen's CE Primary School we believe the consistent and regular use of praise and rewards to be a very important feature of our school.

### *Praise*

High levels of appropriate praise are especially important when establishing routines and expectations. Intermittent praise is valuable in maintaining them. At St Stephen's, we consider that the giving of praise

should be varied and specific and that frequent and consistent praise statements should outnumber corrections. Praise should be specific and delivered in a way that is recognisable and meaningful to the individual child. We also recognise that some children find it hard to accept praise. For these children, staff at St Stephen's persevere with relationship building and introducing praise in gentle, indirect way until a child finds it easier to tolerate.

Staff are also encouraged to praise each other to promote an atmosphere in which all members of the school community give and receive praise.

#### *Reward*

Rewards can be given in many ways including:

- direct praise, both verbal and non-verbal (thumbs up, smile)
- positive recognition for achievement privileges and positions of responsibilities
- representing the class on school council
- stickers and written comments
- house points (which are counted up by the Year 6 children)
- certificates for notable behaviour, academic achievements and attendance and punctuality
- house trips
- being commended to the headteacher/SLT
- pupil and/or work referenced or sent to other teachers or classes

At St Stephen's, we use praise and reward to:

- encourage positive self-esteem and help pupils recognise what they have done well
- value and accept children as they are, not putting conditions on acceptance
- recognise effort and improvement as well as achievement
- reinforce simple rule-following and exemplify general rules
- draw other pupils' attention to appropriate behaviour
- give an emphasis to the wanted behaviours rather than to the unwanted
- encourage high standards of effort and academic work, as well as social behaviour
- encouraging and showing appreciation for contributions in class
- enable pupils to learn more effectively through the giving of positive feedback

#### **Zones of Regulation**

Staff at St Stephen's are offered Zones of Regulation training on a regular basis through the Speech and Language Therapy Service.

Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which adversely affect their mental and physical wellbeing. We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.

- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal ‘toolkit’).

### **What are the different Zones?**

**Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.

**Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

**Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

**Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

We will teach the children that everyone experiences all of the Zones. The Red and Yellow Zones are not ‘bad’ or ‘naughty’ Zones. All of the Zones are expected at one time or another.

### **Sanctions**

The purpose of any sanction is to keep the child and other children safe. A variety of strategies and approaches are required to respond to pupil behaviour that may be inappropriate, disruptive or unkind. Examples of this sort of behaviour include:

- behaviour that makes it difficult for other pupils to concentrate/learn and/or teachers to teach effectively
- inappropriate use of equipment or mistreatment of the environment
- failure to comply with instructions given by staff

Staff respond to these behaviours proportionately, fairly and appropriately, and with the following principles in mind:

- all behaviour is communication
- pupils develop emotional wellbeing and the ability to regulate their behaviour at different paces
- individual circumstances may impact a child’s ability to follow behaviour expectations

We have a tiered approach to dealing with misdemeanours and fully accept that there is a difference in approach required from low level behaviours such as chatting over adult talk, squabbling or avoidant behaviours to the more serious fighting, bullying and swearing for example.

### Level 1 - One-off/occasional disruption to learning/unsafe behaviour - Class Teacher

- Verbal warning
- Teaching Assistant must intervene quietly and try to get child back on track
- If undesirable behaviour continues, child is asked to move places within the classroom
- If child is unable to self-manage, they have time out for the rest of the lesson in a different class, where they should complete a reflection sheet (Reflection Time during lunchtime with a member of the SLT)
- Pupil allowed back into next lesson; however, if behaviour/disruption repeated, pupil will be removed to partner class for the rest of the session where they complete a reflection sheet and parents are informed

For low level behaviour issues children may be asked to miss part of their break time - classroom team will organise the supervision of this.

### Level 2 - Persistent disruption to learning/unsafe behaviour Class Teacher/ SLT

- Parents meet with Class Teacher and a member of the SLT and an action plan agreed (e.g. a target card for one week)
- SENCO involvement to discuss wider needs e.g. referral to ELSA, School counsellor

### Level 3- Persistent disruption to learning/unsafe behaviour -extreme incidents (e.g. racism, bullying)

#### Head Teacher

- Parents called into school (See Anti Bullying Policy protocol)
- Internal exclusion where necessary
- Investigate and make a decision about consequences (fixed term exclusion or permanent exclusion)
- SENCO involvement/outside agency involvement considered e.g. Educational Psychologist

### **Responding to Challenging Behaviour**

The responses to challenging behaviour will:

- be non-judgemental
- be based on the principles of PACE
- externalise the behaviour to reduce feelings of shame - place the focus on the behaviour not the child
- provide opportunities for the child to reflect on what has happened with a trusted adult
- be carried out when the child is no longer in a heightened state

Responses to challenging behaviour will focus primarily on intervention and meeting the need being communicated by the child. These include but are not limited to:

- Restorative conversations
- Emotion Coaching
- Opportunities to talk to the Emotional Literacy Support Assistant
- Regular check-ins and reflection time with a trusted member of staff
- Sensory activities to help regulate a child
- Social Stories

When a sanction is to be deployed, the child will have the opportunity to share why they did what they did so that the context for the behaviour and the child's perception of the situation is understood.

Where a sanction or consequence is appropriate, the following might be used, proportionate to the behaviour:

- rule reminders
- related sanctions (e.g. make up work missed or clean up mess made)
- 'thinking time' in own or another class
- reflection time with a member of staff during lunchtime play
- withdrawal of other school privileges - this will be used with consideration about why the privilege was given and the value it adds to the child's wellbeing
- move places within class
- written records kept
- incident referred to, or pupil sent to see member of the school's SLT
- parents contacted informally, e.g. verbally at pick up time
- parents contacted/informed by phone and/or letter
- parents called into school to attend a parental meeting

If a sanction is used, it is important that pupils know exactly why they are being disciplined, and that the inappropriate behaviour is stated and the child is told clearly how to correct it. Externalising language should be used when talking to the child about the behaviour.

#### Unacceptable behaviour

There are some instances where behaviour is not acceptable because it is unsafe, discriminatory or harmful to others or the environment. Examples of unacceptable behaviour include:

- bullying and harassment (See Anti-bullying Policy)
- swearing and the use of other inappropriate language
- damage to property
- harming others
- persistent refusal to comply with adult direction
- comments that contradict the **Equalities Policy**

St Stephen's aims to promote inclusion and fixed term or permanent exclusions will only be considered in extreme cases.

#### Preventing bullying including cyberbullying, prejudiced based and discriminatory bullying

The whole school community is committed to:

- Creating and supporting an inclusive environment, which promotes a culture of mutual respect, consideration and care for others, which will be upheld by all
- Recognising the potential for children with SEND to be disproportionately impacted by bullying and will implement additional pastoral support as required
- Openly discussing differences between people that could motivate bullying such as different family situations, looked after children, religion, disability, sex, sexuality or appearance-related differences
- Challenging behaviour and language including banter) which do not uphold the school values of tolerance, non-discrimination and respect towards others through a variety of means including RHE circle time, use of class worry box, extra supervision at playtimes, adult check-in with pupils and parent/carer meetings
- Encouraging the use of technology, especially mobile phones and social media positively and responsibly
- Working with staff, the wider community and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying
- Actively creating safe spaces for vulnerable children and young people
- Celebrating success and achievements to promote and build a positive school ethos
- Ensuring anti-bullying has a high profile throughout the year reinforced through key opportunities such as anti-bullying week (normally in November)
- Providing systemic opportunities to develop pupils social and emotional skills including building their resilience and self-esteem
- Within the curriculum, raising awareness about the nature of bullying through whole class lessons on social and emotional needs and behaviour, displays, peer support, the school council and assemblies, in an attempt to eradicate such behaviour.

### **Restorative Script**

These prompts should be used by adults in the school when an incident has taken place or to support a child to reflect on their behaviour. When an incident has just taken place, ask the individual child:

- What happened?
- What choice did you make?
- What choice could you have made?
- How can you put this right?

If children are clearly distressed or dysregulated after an incident and need cooling off time, allow them to sit quietly for at least 5 minutes. Before leaving children to ‘cool off’:

- Remind them that when we will talk, we value their honesty
- Ask them to think about what happened and if there was anything they could have done differently
- Remind them we want to resolve the situation positively.

When children have had time to ‘cool off’ after an incident, ask the other children involved:

- What happened?
- What choice did you make?
- What choice could you have made?

- Who's been upset/affected by this?
- What needs to happen to put things right?

Always finish any conversation with the children reminding the child of how we forgive and that they are valued by us. Focus on giving the child a positive enquiry/smile the next time you see them.

#### **Physical Restraint:**

At St Stephen's CE Primary School we follow the London Borough of Hammersmith and Fulham's guidance on the use and practice of physical restraint. We are fortunate that this is rarely used but conscious to abide by recommendations and good practice.

#### **Behaviour links with/to special education needs (SEND)**

Children with SEN/D are given special consideration in relation to this policy. Staff are encouraged to liaise with the SENCo to explore reasonable adjustments that may need to be made e.g. reduced outdoor play if over stimulated by playground noise, movement, and use of social story to clarify expectations. It should be recognised that repeated patterns and types of behaviour can relate to:

- Specific learning differences
- Difficulties with social interaction and social communication
- Emotional wellbeing needs related to in-school circumstances
- Emotional wellbeing needs related to out-of-school circumstances

Concerns relating to repeated behaviours may require consideration of a child being placed on the school's SEND register. Therefore teachers, working with external educational and children's services specialists and professionals where appropriate, need to review a child's progress and achievement in light of this. Teachers need to consider the nature, severity, frequency, duration and generality of the one or many identified behaviours causing concern. Inclusion on the SEN register would be appropriate when/if:

- the school's basic positive and negative behavioural and other support strategies have been implemented
- the class teacher requires specialist support to continue successful management (i.e. from the school's SENDCo, and/or the local authority's teaching and/or behavioural support, and/or CAMHS
- it seems likely that other specialist or other expert advice may be necessary in the short/long term to help support and safeguard the child concerned

#### **Break times and Lunchtimes**

Children are expected to play in the playground in a friendly and co-operative manner with adult supervision. Staff will support with play conversations and games, manage disputes and clarifying expectations. Children should be reminded about the inappropriateness of any games which could lead to a risk of harm or upset to themselves or others.

Children holding roles as **Friendship or Peace Mediators** will address issues as appropriate. Training is regularly provided to children (on a rota) to carry out these roles.

**Play-fighting, abusive or offensive language** is not tolerated. On occasions staff will use the perimeter area of the playground or a bench for reflection and/or to reinstate some calm as necessary. This will be for a maximum of minutes matched to age - years e.g. aged seven years, no longer than 7 minutes.

Any challenging behaviour during break times should be dealt with quickly and effectively - with a message to the relevant class teacher if necessary. Playground incidents are never dealt with during learning time. Serious incidents are always referred to SLT and will involve removal from the playground. Children are not permitted in classrooms during breaks or lunchtimes unless supervised by an adult and have permission.

All school staff on duty should be aware of any special strategies that should be used with specific children.

**Policy monitoring and review:**

The implementation of the above policy is monitored on a day-to-day basis by the Head teacher / SLT. The Head teacher provides routine reports to the Governors on the standard of behaviour in school. The Head teacher will, where they feel necessary or where requested, provide Governors with an assessment of the effectiveness of the school's behaviour and anti-bullying policies. The above policy will be reviewed regularly by staff and governors' representatives.

**Success criteria:**

This policy will be judged effective if:

- St Stephen's CE Primary School is seen and known to be a happy and successful school where children feel secure, safe and able to learn to the best of their ability
- Fixed term or permanent exclusions are rare

This policy has been shared and discussed with various members of the school community including whole staff (teaching and non-teaching), school Educational Psychologist, school counsellor/therapists, parents of PLAC, parents of pupils with SEND, School Council pupil representatives and the Governing Body.

## APPENDICES

### **Appendix A - Guidelines for good classroom management:**

#### Classroom Layout

Staff are encouraged to consider the following:

- arrangement of children's tables, particularly in relation to the interactive whiteboard
- other key teaching resources
- use of classroom space, including carpet area
- location of resources and equipment
- use of wall space, ceiling and display
- location of teacher desk, storage and teacher/assistant's administrative area
- organisation of provision for personal belongings of children.

#### Developing Routines

Routines are vital in good behaviour management. They may be established for:

- entering and leaving the classroom
- getting out materials
- getting work marked
- getting the attention of the class or teacher
- changing activities
- making up non-completed work
- what to do when work is completed
- distribution of administrative information
- going to the toilet
- water breaks and playtime snacks
- getting started and winding down.

#### Curriculum Considerations

Staff are encouraged to consider the following questions:

- Is the teacher working within the curriculum guidelines for the school?
- Is the content of work meaningful, relevant and interesting for all children?
- Is there a matching of curriculum activities and tasks to the attainment level of each child in the class?
- How are groups organised?
- Are a number of curriculum areas in action at any one time?
- Is there a balance of activities - whole group, small group, teacher talk, intra-group or group and teacher discussion, independent work, practical work?
- How appropriate is curriculum organisation and delivery?
- Is there a balance of questioning techniques?
- Is there appropriate feedback to children about their work?

- What techniques of pupil assessment and monitoring are used?
- Is there planned encouragement of independent working and learning habits?
- What are the reward systems for work and effort?
- What provision is made for children with Special Educational Needs, for those with English as an Additional Language and for the most able?

### Establishment of class rules

Discuss with the class the importance of good behaviour and co-operation and negotiate a clear set of class rules. These should be positively phrased and limited in number.

Classroom Rules should be:

- Negotiated with the children
- Few in number, succinct and catchy, linked to the school's code of good behaviour
- Flexible - open to review and re-negotiation
- Positively phrased
- Teachable and enforceable
- Clearly displayed for easy reference
- Frequently read through and referred to
- Usually general and exemplified by routines; e.g. Rule 'Be polite.' Routine for discussion activity: 'Listen when others are speaking and take turns to speak.'

Principles:

1. Try to use the language children suggest but remember compliance with the rule must be observable or you will not be able to praise them for keeping it.
2. Praise the children who follow the rules (e.g. put a hand up) mentioning their name and the rule when you do so in as far as possible. This will remind other children.
3. Do not attend to behaviour which does not comply with the rules. For example do not answer anyone who is out of their seat or who does not put a hand up. Ignore them and make this obvious by turning away or taking the contribution of another child.
4. Make sure to praise the child as soon as they behave appropriately e.g. put a hand up.
5. It may be necessary to remind a child of a rule sometimes, but remember to praise as soon as the child's behaviour becomes appropriate and then praise again in order to keep the child on task.
6. Try to make all instructions positive. For example: 'I want to see you all standing really quietly in the line...I know you can'.

### EXAMPLE OF CLASS RULES

1. Always try your hardest!
2. Stay in your seat or workplace.
3. Put your hand up for the teacher.
4. Listen when anyone is speaking.
5. Take care of each other and our school.
6. Walk through the school quietly

## **Appendix B – The Language of Praise**

When making comments about children's efforts take care not to place value judgements on what they have done and avoid making positive comments in a critical manner.

Values and opinions should be expressed in such a way as to help children believe in themselves. Try not to overuse value-loaded words, for example: good, great, excellent, fantastic etc. Substitute these with words and phrases which inform the child more specifically what they have to be proud of.

Phrases that demonstrate acceptance:

- ‘I like the way you handled that.’
- ‘I like the way you tackle a problem.’
- ‘I’m glad you enjoyed the work you did in class today.’

Phrases that show confidence:

- ‘Knowing you, I’m sure that you will do well.’
- ‘You’ll make it.’
- ‘I can trust you to do that.’
- ‘I think you can work that one out for yourself.’

Phrases that show appreciation by focusing on contribution and abilities:

- ‘Thanks that helped a lot.’
- ‘It was thoughtful of you to ...’
- ‘Thank you, I really appreciate .... because it makes my job much easier.’
- ‘I need your help on ... “I really enjoyed working with you.’
- ‘You can do that really well. Would you like to do one for the class?’

Phrases that recognise effort and improvement:

- ‘It looks as if you have put a good deal of work into that.’
- ‘Look at the progress you’ve made.’ (be specific - tell how)
- ‘You’re really improving in ... ‘ (be specific)
- ‘You may not feel that you’ve reached your target, but look how far you’ve come.’

## **A WORD OF CAUTION**

Encouraging words can become discouraging if motivated by a desire to establish ‘good behaviour’ permanently, or by an ‘I told you so’ attitude. Avoid giving with one hand and taking away with the other. That is, avoid qualifying or moralising comments. For example: "It looks as if you really worked hard on that - so why not do that all the time?" "It's about time." "See what you can do when you ..."

# Let's Reflect

**What did I choose to do?**

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**How do I feel now?**



**I didn't show:**

- |              |                          |
|--------------|--------------------------|
| Thankfulness | <input type="checkbox"/> |
| Compassion   | <input type="checkbox"/> |
| Forgiveness  | <input type="checkbox"/> |
| Resilience   | <input type="checkbox"/> |
| Integrity    | <input type="checkbox"/> |
| Respect      | <input type="checkbox"/> |

**What should I have chosen?**

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**How does the other person feel?**



**How am I going to make this right again?**

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Have I apologised to the people affected? \_\_\_\_\_

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Do I think this has helped? Why? \_\_\_\_\_

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What could I have done instead? \_\_\_\_\_

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From now on, I will \_\_\_\_\_

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Please sign this reflection sheet below:

Pupil: \_\_\_\_\_

Teacher: \_\_\_\_\_



## Let's Reflect

Use this reflection sheet to think about how you have behaved and how this affected you and others.

**What did I choose to do?**

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By making this choice, I was not showing:

- |  |  |
|--|--|
| <input type="checkbox"/> <b>thankfulness</b> | <input type="checkbox"/> <b>forgiveness</b>  |
| <input type="checkbox"/> <b>compassion</b>   | <input type="checkbox"/> <b>integrity</b>    |
| <input type="checkbox"/> <b>respect</b>      | <input type="checkbox"/> <b>other:</b> _____ |
| <input type="checkbox"/> <b>resilience</b>   |  |

How did I feel when I acted this way? \_\_\_\_\_

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How do I feel now about how I acted? \_\_\_\_\_

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