



Green Lane Infant School

Roots to Grow and Wings to Fly

Rationale

Green Lane Infant School is committed to creating an environment where **exemplary behaviour** is at the heart of **productive learning**. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the **key values** of: 'Honesty, Kindness, Respect, Resilience, Teamwork and Courage.'

Members of staff will:

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect through consistent routines
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion
- Take time to welcome children at the start of the day and after lunch
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring to our school values.

Green Lane's behaviour principles: 'Be Honest, Be Kind and Be Respectful'

We recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules which link to our values 'Be Honest, Be Kind and Be Respectful' which can be applied to a variety of situations and behaviours and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. We will also use CPOMS to record and monitor patterns in behaviour.

Our policy is structured around three key areas for positive behaviour management and these are relational, responsive and restorative strategies and practices.

Collaborative agreements for behaviour at Green Lane for all staff

Our Rules	Visible Consistencies	Recognition
Be Honest Be Kind Be Respectful	Daily Meet and Greet Visual Timetables Emotional Check-In Daily Countdown for instruction- Eyes On Me Lovely Lines Wonderful Walking Year Group Zen Den	Recognition Boards in each classroom Child focused displays including learning journey Home Contact by the class teacher Home Contact by SLT

Relational Strategies and Practices

Coming into school

How the day starts sets the **tone** for the rest of the day. At Green Lane we firmly believe that all children should receive a **warm welcome** as they enter school. SLT will be out **in the playground** and teachers will be on the **entrance to their classrooms** each morning to say hello / good morning to their class and a teaching assistant will be on the **main cloakroom** (Yr 1 and Yr2) to welcome children as they put their coats away.

Children can 'say hey their way' and choose how they say hello but there is a high expectation for children to verbally reply good morning/good afternoon in response to an adult.

Coming in from Breaks and Lunches

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At Green Lane Infant School we operate the following system:

At the end of the **break** the **whistle is blown** – all children **stop** what they are doing and **stand still**. Year groups are then called and those children **walk** into the building. A teaching assistant will be on the door to **welcome children** into the cloakrooms and the class teacher will welcome children **back** into the room **ready to learn**.

Visual Timetables

All classroom bases have a visual timetable set up in a key area for all children to see. This is set for each day and talked through after register time so that all children are prepared for the day ahead.

Emotional Check In

As children enter the classroom in the morning and after break/lunch they move their numbered peg to the colour monster that they feel represents their feelings. Any children who are feeling black, red or blue will be spoken to during that session to discuss their big emotion with an adult.

Responsive Strategies and Practices

It is widely recognised that children who have clear and consistent approaches to behaviour are more likely to also behave in a more consistent manner.

Routines that have been explicitly taught are a huge part of daily responsive behaviour.

At Green Lane we operate a very clear approach to how we can gather a class back together / larger groups together quickly. The following process is to be used by all staff:

Application	Scripted Language
Raise your hand and say the word	Stop
Then say	Everything down (if with equipment)- 5,4,3,2,1
Finally say	Eyes on me

Wonderful walking

Head up, chin up, chest out, hands by side, feeling proud. It is what we do. It is how we walk around school.

Lovely Lines

One behind the other, leave a little space.

Teachers will also have routines in place for other key transitions (see appendix 1).

When entering the hall for assembly, children sit in their designated hall space with 5 children per row. When exiting the hall, a row stands one at a time and is led by the child on the left hand side.

Specific Praise

Children are given specific praise by all staff.

Application	Scripted Language
Specifics of what they have done	I love how you....
Personalisation- use their name	Hamza
Achieve- how this is helping them for this task	You are doing.... I can see....
Context for overall learning	Your work is going to be brilliant Resilience is a really key skill when we get older
Extension	If we keep trying then we will feel so proud when we do succeed.

Stepped Boundaries

Gentle approach, using the child's name at child's level with eye contact to deliver message		
Step 1	Application	Scripted language
Choice (Giving children clear choices)	<p>Link back to the three rules or the routine not being followed</p> <p>Congratulate children who is completing the action/request correctly first highlighting the correct behaviour</p> <p>Deliver as privately as possible</p>	<p>I noticed you chose to.....</p> <p>This is a reminder that you need to be (honest/kind/respectful)</p> <p>If you continue, you will have to...</p> <p>It is your choice</p>

Step 2	Application	Scripted language
Warning	<p>Uses the 30 second scripted intervention (see scripted language).</p> <p>Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson/ session (even if the behaviours improve after this – it cannot be earned back)</p> <p>Finish by reminding the child of when they did succeed in following this rule – try to be specific</p> <p>Walk away so as not to get into a back and forth negotiation.</p>	<p>30 second scripted intervention:</p> <ol style="list-style-type: none"> 1. "[NAME], I notice that you are... [Specify unwanted behaviour]." 2. "It was the rule about being [Honest/ Kind/ respectful] that you broke." 3. "If it continues then you have chosen to go to another class and will talk to me after." 4. "Do you remember last week when you [highlight example of the child succeeding in following the rule]?" 5. "That is who I need to see now [NAME]." 6. "It is your choice" 7. "We will talk about this at the end of the session." <p>Then walk away to give 'take up time' .</p>

Step 3	Application	Scripted language
Regulation	<p>Sent to another class as appropriate for a specified time (X Minutes) – with work.</p> <p>If a child is deregulated it might be a walk with another adult or (older children)</p>	<p>I noticed you chose to (noticed behaviour). This was not a good choice.</p> <p>You need to: Go to sit with other class for 10 minutes or go to SLT (depending on behaviour displayed)</p>

	<p>a trip to the water fountain to give some 'time out'. If it is playtime or PE then X minutes on a bench to allow thinking time.</p> <p>5+ minute discussion at the next break about what happened and how it can be avoided in future.</p>	<p>Playground: You need to:</p> <ol style="list-style-type: none"> 1. Stand by another staff member 2. Sit on the bench 3. Go inside to a member of SLT (depending on behaviour displayed) <p>I will come and speak to you at the end of the session.</p>
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Restorative Strategies and Practices

Step 4	Application	Scripted language
Follow up, Repair and restore	<p>The most important part of the process.</p> <p>Can either be an informal chat at breaktime walking in the playground (walk and talk) or in the classroom; or a more formal restorative meeting with a senior staff member present</p> <p>If there has been conflict between children then all children are part of the discussion</p>	<p>Repair – 5 questions:</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking/ feeling at the time? 3. What was the impact of your choice? 4. What can you do to make it right? <p>For KS1:</p> <ol style="list-style-type: none"> 5. How could we do things differently next time? <p>(see below for more detail)</p>

★ *At any point, a child could move to another space and have 'time-out' where they do not face consequences, but can use the time to calm themselves and re-regulate themselves* ★

Logical Consequences

Consequences are directly related to the behaviour and are helpful and purposeful.

Repair- additional guidance when undertaking conflict resolution with groups of children

1. What happened (Draw out each person's story one at a time, starting with the person who caused the harm. The aim is not to come to a definitive conclusion, but for each person to have their point of view listened to).
2. How did it make you feel?
3. How did it make others feel? How has the victim been affected by what happened? Who was impacted by the situation including witnesses, staff and other children.
4. What needs to happen now? What are the consequences? What could help to repair the relationship? Support the children's thinking and identify appropriate consequences.
5. How can we work together to stop this happening again? What would you do differently next time? Does the child/children need visuals/social story to remind them of what to do?

Suggested Strategy for resolving conflict amongst peers

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

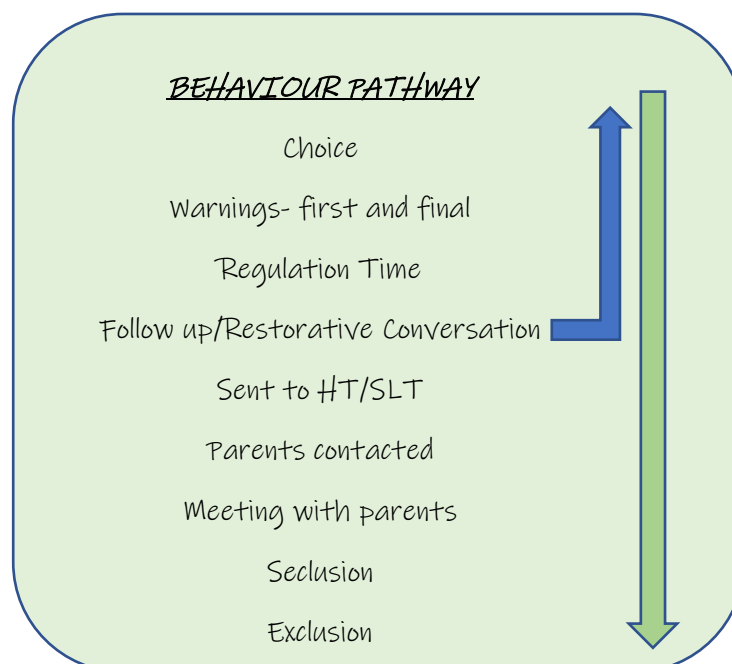
Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. We must remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher. Incidents are logged on CPOMS. If a child is sent to another class, has time out at playtime or is sent to a member of SLT then restorative conversations will happen with the staff member present and this will be recorded on CPOMS for monitoring purposes. These will be monitored during safeguarding meetings by DSL's.



Use of Force

Key Points Regarding Use of Force

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders will support their staff when they use this power.
- Staff are trained in Team Teach Techniques. On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any occasion where TEAM teach / use of force is used must be recorded on an electronic physical intervention form.

What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.
2. Force is usually used either to control or restrain. This can range from guiding a child to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as guiding a child by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a child under control. It is typically used in more extreme circumstances, for example when two children are fighting or children are harming themselves.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

Appendix 1

Routines

How should children enter the room?

How should children exit the room?

How do they get their equipment?

How should they sit on the carpet?

How should they put their belongings away?

How should they tidy their table? Provision area?

How should they line up?

What does transition from the carpet to the table look like?

How do books/worksheets get collected?

How will they know if I want their attention?

How do they ask for help?

How will they understand classroom volume?

What do they do if they're finished?

What does working independently look like?

What should partner work look like?

How do I expect them to address me and talk to me?

When can they go to the toilet?

How will they go to the toilet in class?

When will they drink water?

How do they inform you of an emergency?

Where is playtime?

What is the playtime procedure?

What is the home time routine?

What is the routine when entering and exiting the hall for assembly?

How do they enter and exit the hall at lunchtime?

Appendix 2

It is a consistency rooted in kindness, not in the machismo of zero tolerance. Outstanding management of behaviour and relationships is simply not skills led. Neither is it imported with 'magic' behaviour systems, bought with data tracking software or instantly achieved by calling a school an academy.

Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.

It seems that the behaviour of a few leaders is pivotal to the success of such initiatives. Many would argue that their behaviour is pivotal to the success of the school. Without visible consistency from the top, collaborative agreements are just discarded sticky notes at the end of an INSET day.

Token economies, where a credit or merit system is used to reward individuals, can never be consistent. It always rewards the highest achievers or the worst behaved... They do not add anything to behaviour practice that can't be done with a sincere 'well done' or a round of applause from the class.

THE COST OF ADULT EMOTION - When adult behaviour is wobbly there are lots of hidden costs. The knock-on effect on the workload of others is considerable. If we don't address the language we use by default then we risk the greatest inconsistency of all: managing poor behaviour with improvised responses.

You can land a sanction with a hard edge or you can land a sanction with an immediate reminder of the child's previous good behaviour. Done well, with good timing and perfect tone, there is a little magic here:

"It was the rule about ... (lining up/staying on task/bringing military hardware into school) that you broke. You have chosen to ... (move to the back/catch up with your work at lunchtime/ speak to the man from Scotland Yard). Do you remember last week when you ... (arrived on time every day/got that positive note/received the Nobel Prize)? That is who I need to see today ... Thank you for listening.

(Then give the child some 'take up' time.)" ... Save your finest performance for when it has **most impact**: when children do the right thing. Then reward them with your enthusiasm, encouragement, humour, time and attention.

Great policies embed basic expectations with absolute certainty while allowing professionals the autonomy to meet the needs of individuals.

There is a reason why the UK has the highest imprisonment rates in the European Union, and it is the same reason why sticking children in silent detentions or imprisoning them in isolation booths doesn't solve anything...

Damaged children need people, not punishment.

Expecting restorative meetings to be a quick fix. It takes time for pupils to be able to answer questions fully and reflect properly. It takes time to change behaviour. Persist and gradually trust is built, conscience is developed and everyone is more aware of their behaviour.

Punishment doesn't teach better behaviour, restorative conversations do.

WHEN THE ADULTS CHANGE EVERYTHING CHANGES PAUL KEE
SCHOOL CHARTER IN SCHOOL BEHAVIOUR

But why crush behaviours with punishment when you can grow them with love?

Visible consistency with visible kindness allows exceptional behaviour to flourish.

It might be comforting to think that we reach a certain age and suddenly know how to behave. The reality is that there is no such age.

They don't need their name on the board or a tick/cross/ cloud against their name. It reconfirms their poor self-image, re-stamps a label of low expectation and provides a perverse incentive to the more subversive mind. Some children's names still appear on the board even when they have been rubbed off.

Adults who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response so it is predictable, consistent and empathetic.

Consistent, calm, adult behaviour. First attention for best conduct. Relentless routines. Scripting difficult interventions. Restorative follow-up.

