

# Upper Nidderdale Primary Federation

## Promoting Behaviour for Learning and Life Policy - CHAMPS

Policy:	Promoting Behaviour for Learning and Life Policy - CHAMPS
This Policy was approved:	December 2024
This Policy will be reviewed:	December 2025
Governor committee responsibility:	Headteacher

At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, help every child flourish into a caring, confident and resilient young person who has a **love of learning** and:

Chooses the right way and takes **responsibility** for their own actions

Honest in everything they do and shows **compassion** for others

Achieves the best they can with the talents they have and develop their **wisdom**

Manners shown to everyone and treats everyone with **respect**

Perseveres when situations are difficult and shows **courage** when they are challenged

Safety and knowing how to keep safe on and offline to ensure that everyone is kept physically and emotionally safe. This shows the special relationship we have with each other, where as a **community**, we look after each other, keeping each other safe – **Koinonia**

As Rights Respecting schools, our intents are based around the following articles;

**Article 23**

**You have the right to special education if you have a disability.**

**Article 28**

**All children have the right to a good quality education.**

**Article 29**

**All children have the right to an education that helps to develop their talents and abilities.**

*'When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a shortcut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. **The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.**'*

Paul Dix

**We invite all staff joining us to read; 'when the adults change, everything changes' by Paul Dix**

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## 1. UNPF approach

Our policy is based on our **CHAMPS** values along with a relational approach. The approach sets out **HIGH EXPECTATIONS, HIGH CHALLENGE, CLEAR BOUNDARIES APPLIED CONSISTENTLY WITH NURTURE**. It draws on research in neuroscience, psychology and adverse childhood experiences from Dr Bruce Perry, Dr Karen Treisman, Dr Nadine Burke Harris, Paul Dix and many more. It is underpinned by an expectation that by modelling, celebrating and recognising the agreed CHAMPS values and positive behaviours, our children are enabled to be ready to learn effectively. This is the UNPF **CHAMPS** way. These are our **CHAMPS** behaviours for learning;

- Be able to **CHOOSE** the right way and take responsibility for our own actions



- Be **HONEST** in everything we do and show compassion for others



- Be able to develop our talents to **ACHIEVE** our very best in everything we do



- Be respectful to everyone and show excellent **MANNERS**



- Be courageous when faced with challenges and **PERSEVERE** when situations are difficult, and show courage when we are challenged



- Be able to keep our self and others **SAFE**



This shows the special relationship we have with each other, where as a community, we look after each other and ensure we all act in the **CHAMPS WAY – Koinonia**

We recognise children as much as possible through verbal and non-verbal praise as a way to encourage children to use our **CHAMPS** values. We understand the importance of positive body language.

## **2. UNPF Leadership Promise and MISSION**

- A promise to enable everyone to become the best version of themselves.
- To work and learn together as a community to improve and create an **aspirational, experience and knowledge rich curriculum** for our pupils today that enables all pupils and **adults to be nurtured, thrive and succeed, growing potential and achieving high performance, creating confident and knowledgeable thinkers – CHAMPS.**
- We promise to do what is right for staff so that they are empowered SET **HIGH EXPECTATIONS, HIGH CHALLENGE, CLEAR BOUNDARIES APPLIED CONSISTENTLY WITH NURTURE**, educated, enthused and well enough to do what is right for our pupils that they can be the best version of themselves.

## **3. Aims of the policy**

- Set **HIGH EXPECTATIONS, HIGH CHALLENGE, CLEAR BOUNDARIES APPLIED CONSISTENTLY WITH NURTURE**
- To create a culture of exceptionally good behaviour: for learning, for community, **for life**
- To create a restorative, 'done with' culture
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct (praise in public, correct in private)
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, bravery, being in charge of yourself (and your actions), gratitude, curiosity and being on the team – being a **CHAMP**
- To promote community cohesion through improved relationships – **Koinonia**
- To ensure that **excellent behaviour is a minimum expectation for all**
- To ensure that those with special needs or disabilities have a right to be treated with dignity and as far as possible, independence and to play an active role in the community

## **4. Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions (Personal Development Team)

## **5. Behaviour for Learning and Life**

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact and recognise emotions
- Their relationship with the curriculum and learning, e.g. how best they learn

In order to foster a positive learning environment, these relationships must be developed and supported holistically.

As a universal offer, we have developed a 'Behaviour Curriculum.' Through this curriculum children are taught how to follow our behaviour policy in the same way that they are taught in any curriculum subject. Good behaviour is modelled and taught, then recapped and revisited throughout the year.

## **6. Recognising the good, especially the always good**

When we recognise the good, we use our **CHAMPS** values as a framework of language; 'It is so nice to see you being in charge of yourself and making a good **CHOICE** by walking down the corridor' etc

We recognise behaviour in five ways;

- Immediate and timely verbal recognition
- We recognise with our **CHAMPS** stickers
- THREE positive phone calls home per week or verbal comments to parents at pick-up/drop-off in private
- At least three House team points per day per child
- Weekly celebration assembly where one child nominated by the teacher and one child nominated by the pupils are celebrated with a **CHAMPS** certificate and an invitation for them to come to SLT hot chocolate celebration half termly. One child is nominated by the teacher for Christian values and RRS of the week. ALL LINKED AND REFERENCED TO **CHAMPS**. Each class shares their class 'recognition' list of children being spotted being CHAMPS. These are recorded in the purple books and brought to assembly each week.

## **7. Supporting children who are struggling or making mistakes in their behaviour**

When children start to show behaviours that are not conducive to good learning, we use the following approach;

- Gentle, quiet and under the radar approaches to support them to return to our expected behavioural norms (see Jason Bangbala non exhaustive list in **appendix 3**)
- If children continue to struggle, timeout in **the class calm areas** with the 10 minute timer and their personal calm box, is offered within the classroom and this could include 'change of face'/ fizzy pop bottle card. These can be used by children when they are struggling to verbalise their needs.
- If the techniques that are employed do not have the desired effect of getting the child to a calm and self-regulated state, time away from the class may be necessary. This may be with another member of staff in the first instance then a member of Leadership.
- The behaviour **must not disrupt the learning of others in the class**.

\*When a child exits the classroom, an armband must be worn (in line with safeguarding expectations)

We use a variety of techniques such as humour, distraction, calming boxes, weighted blankets, sensory circuits etc to enable children to remain engaged in learning/making good choices.

The aim is always to get children back to good, rather than to punish.

Once a child is calm and regulated, a reparation or restorative conversation **must take place**. This may also need to include a logical/natural consequence. **If a child has missed learning, then they will complete that learning during their own time (break, lunch or after school).**

The PD Team can support in managing more difficult behaviour both proactively and reactively. This approach is bespoke to each child. This is discussed in 3 weekly Meetings with the SENco.

## **8. Reporting of behaviour**

All behaviour incidents are recorded on CPOMS using the BTA approach and the following types of behaviour are reported directly to SLT to ensure appropriate challenge and support is in place:

- Bullying
- Violence
- Any derogatory use of language relating to protected characteristics (racism, homophobic language etc)
- Harmful Sexualised behaviour (including sexualised language)

Any of the above will be also be reported to parents.

Behaviour incidents are analysed on a weekly basis by the DHT/vulnerable pupils Leader to ensure proactive approaches to improving and supporting behaviour at the Federation.

Weekly inclusion meetings ensure that leaders meet regularly to discuss behaviour in conjunction with SEND and safeguarding leaders and plan support to meet the needs of children and the Federation. This is followed by a 4 weekly strategy meeting with the Headteacher to update.

**See Appendix 1 for flowchart of parental/outside agency involvement**

## **9. Supporting children with SEMH difficulties**

### **NEUROSCIENCE AND NEUROPHYSIOLOGY**

As a Federation, we recognise that pupils with Social Emotional and Mental Health (SEMH) difficulties experience a range of different physiological and psychological challenges within their daily life. Some of our pupils have experienced significant adverse childhood trauma resulting in:

- Underdeveloped brain systems badly affecting capacity for attention, learning, concentration and kindness
- Smaller brains with less sophisticated neuronal networks
- Alarm systems in the brain having a field day, leading to dysregulated brain and body systems and stressed-out children functioning like threatened animals. For this reason, we have used the latest evidence-based scientific research to develop a positive and supportive behaviour framework through which staff can support pupils to regulate their brains and their bodies so they can make progress both academically and personally. It is built around the six principles of nurture and the following core beliefs:

#### **• Behaviour communicates:**

We believe that behaviour communicates information about need and recognise that some learners will require additional, individual support to help them with their development. We also understand that needs can change and will adapt our approach accordingly.

#### **• Behaviour can change:**

We strongly believe that behaviour is a learnt response that can be changed. It can be changed when **pupils feel safe, have HIGH EXPECTATIONS set for them, HIGH CHALLENGE is set for them, CLEAR BOUNDARIES APPLIED CONSISTENTLY WITH NURTURE**, which brings down their toxic stress levels. It can be changed though playful,

empathic and reflective adult-child relationships. It can be changed by providing repeated positive relational experiences, which enables pupils to view relationships as nurturing, not threatening. We understand that behaviour does not change all at once and we will stagger expectations and offer praise when progress is made.

● **Behaviour is about everyone:**

We believe that behaviour is about everyone. We all have a role to play in **modelling**, supporting and managing behaviour. As a team, we understand that our actions will be scrutinised and will exemplify our core CHAMPS values to learners with on-going clear examples.

● **Behaviour is about British Values:**

We believe that it is our responsibility to contribute to pupils' personal development through the promotion of fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **10. Positive Handling**

Due to the complex needs of some of our pupils, we recognise that there may be a need, reflected in common law, for staff to physically intervene when there is an obvious risk to the safety of pupils, staff and property which will harm the child, other children or adult. The Federation has adopted the term 'Positive Handling' to describe such interventions. Further information about this approach can be found in the school's Positive Handling Policy. Staff receive positive handling training/Team Teach training, which is renewed 2 yearly.

## **11. The restorative conversation**

As adults we aim to understand and support children in finding the solution and finding a way to learn from their mistakes. Questions that are useful in framing these conversations are;

- *Can you help me to understand what happened?*
- *What were you thinking at the time?*
- *What have you thought since?*
- *How did this make people feel?*
- *Who has been affected?*
- *How have they been affected?*
- *What should we do to put things right?*
- *What could we do differently in the future?*

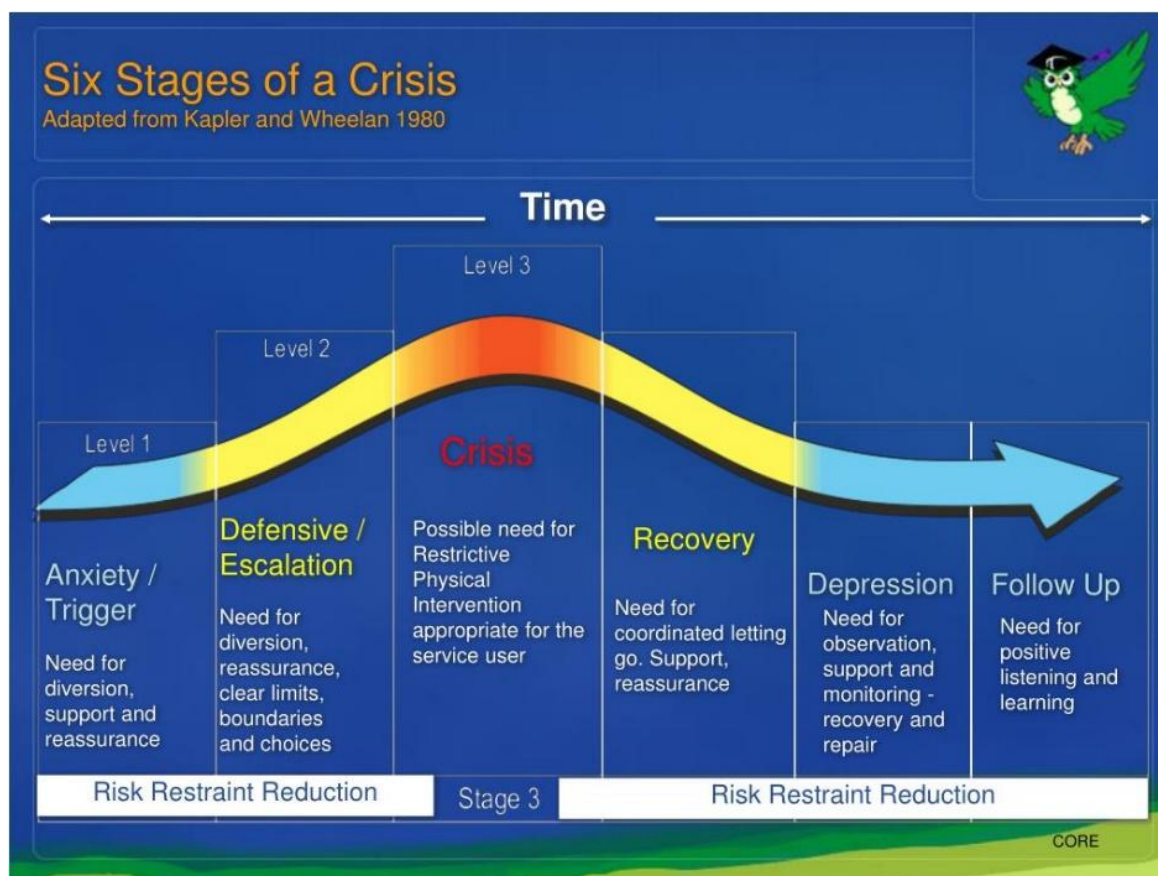
An agreed post-incident learning support is used to support children that may struggle to verbalise the incident and their feelings. This supports pupils to develop the emotional vocabulary needed for a restorative conversation. These conversations will only take place when the pupils involved have had the opportunity to regulate their emotions.

Children may also use the '**Happy High-5 Card**' (**displayed around the Federation**) to facilitate their own **restorative conversations** (**see appendix 2**).

## **12. Crisis behaviour in which there is violence, a danger to self/staff/children, or vandalism**

In all instances of severe violence, self-harm or vandalism, parents must be contacted, and the incident should be recorded on CPOMS. PD Team/SLT will become involved to support the child and the class team. A plan will be made to enable the child to self-regulate. Restorative conversations must always take place after crisis in line with the research regarding the six stages of crisis (see diagram).





### 13. Inclusion: NYC Behaviour Ladder

Exclusion is discouraged and a last resort at UNPF. If, after a graduated response approach, a child continues to struggle in our setting due to an SEMH or SEND need, the NYC Ladder and flow chart for suspensions and exclusion will be used to support children to succeed.

### Upper Nidderdale Primary Federation Continuum of Support

The UNPF serves a community of incredible young people, each with their own bespoke needs. The inclusion of our pupils is at the heart of all that we do at our Federation. Below is an overview of the continuum of support we offer here at UNPF. This continuum exists to support children to achieve optimum happiness and success in learning and life.

### UPPERNIDDERDALE PRIMARY FEDERATION CONTINUUM OF SUPPORT

<b>High Quality -ALL</b> <i>Teaching:</i> 5 phase maths 5 phase English TT rockstars Interoceptive Curriculum Behaviour Curriculum	<b>Graduated Response 1</b> Lexia Beat Dyslexia Toe by Toe	<b>Graduated Response 2</b> Socially Speaking/Time to Talk Lego Therapy Sensory Circuits	<b>Graduated Response 3</b> 1:1 S&L OT Play Therapy	EHCP Managed Move GAP
<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>	<b>Wave 4</b>	<b>BEYOND</b>

As a restorative practice Federation, we endeavour to avoid exclusion at all costs. If a breach of this policy is deemed so severe as to warrant exclusion, a suspension between 1 and 5

days will be issued. The Pupil Reintegration Team (PRT, PD Team and SLT) will be notified and parents/carers will be invited into the school for a reintegration meeting on the day of return.

During the first five days of any exclusion, parents/carers must ensure their child is not found in a public place during normal school hours without good reason. If a child has been excluded, advice can be sought from North Yorkshire suspensions and exclusions team.

## 15. Staff responsibilities

### All staff will...

- Set the Federation **HIGH EXPECTATIONS, HIGH CHALLENGE, CLEAR BOUNDARIES and APPLY THESE CONSISTENTLY WITHIN the CHAMPS VALUES.**
- Teach the behaviour curriculum weekly as per the Intent and curriculum
- Meet and greet at the door (as per environment policy)
- Teach the Interoceptive curriculum DAILY and the behaviour curriculum Weekly.
- Ensure we make our expectations welcoming and **consistent**
- Each session will start with **clear instructions** for the children, so they know what to do as they come into the room. If this session is after a break the books or equipment should be already out on the table - this will, possibly, have been done by the children at the end of the previous session.
- The teaching will be initiated by the teacher asking for listening, using the Federation agreed signal of a calm and quiet '**3,2,1**' (**3 = stop what we are doing, 2 = put everything down out of your hands, 1 = Listen to the adult**) and welcoming the children to the learning they will be undertaking in terms of learning behaviours to tune into.
- Plan engaging, **CHALLENGING** and relevant lessons that are **pitched to engage all learners (SEND, MORE ABLE)**, considering the delivery method. A teacher should not be the hardest worker in the room at the point of delivery.
- Installing core routines into the daily life of the classroom that are positively modelled, reminded and reinforced on a daily basis
- Engage in Nurture Breakfast (toast and check in)
- Refer to the **CHAMPS** in their approach to behaviour and rewards and consequences
- Model positive behaviours and build relationships
- Have high expectations of all children with regard to behaviours for learning and **CHAMPS**
- Create a classroom environment that is **clearly organised, tidy and calm (see environment policy)**
- Ensure that all resources, water bottles, calm boxes, chair tidies etc are available
- Ensure that classrooms are tidy and clear after every session and allocate 'monitors' for jobs
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'time out' when going through the steps
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are making negative behaviour choices or struggling with their behaviour
- Use change of face as much as needed to enable staff and children to regulate
- Use the signal '**3, 2, 1**' to bring the children's attention
- Model and ensure children move around school, transition - enter and leave the classrooms and hall calmly and silently.
- Adults **MUST ALWAYS** lead the children from the front and never leave children to enter a room/space on their own.

Staff are invited to have lunch with children at lunchtimes at least once per week.

**Senior leaders will:**

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

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support all staff in managing learners with more complex or entrenched behavioural difficulties
- Use behaviour data to target and assess Federation-wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies (weekly inclusion Meeting with the SENCo and 4-weekly with the Head)
- Be a daily visible presence around the school site, particularly at times of transition
- Hold inclusion meetings on a weekly basis to review and monitor behaviour

Senior Leaders are invited to have lunch with children at lunchtimes at least once per week.

**Children will:**

**Be CHAMPS (as per this policy) and during lessons, display good learning behaviour:** This means that we use **STAR**

**S** - Sitting or standing up straight

**T** - Tracking the teacher

**A** - Attention at all times

**R** - Respect towards others and learning in silence or conversation voices as per teacher instruction

**16. Uniform**

Effective teaching and learning needs proper organisation and this starts with a smart and tidy appearance, which helps to instil pride in appearance in pupils, and reduces the risk of distraction in lessons. For details of uniform policy and uniforms please see the website.

**17. Environment**

Effective teaching and learning needs proper organisation and this starts with a smart and tidy school and classroom, which helps to instil pride in pupils, and reduces the risk of distraction in lessons. Each child has a personal chair organiser for pens, books etc. Each child has their photo displayed in each class they spend time in throughout the day e.g. AM class will also have their photo in the PM class. This helps with the child's sense of belonging.

**For details, see the school organisation and environment policy.**

**18. Drugs**

The Federation will not tolerate drug use of any sort on Federation property or during off-site activities. The federation takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

**Prescription drugs/Controlled substances**

Carrying, supplying or taking prescription drugs illegitimately is strictly prohibited.

### Non-prescription medication

Some over-the-counter medication can be harmful if misused. For this reason, pupils should not carry these in the federation. If pupils need to take non-prescription medication during the school day, parents/carers should inform the office and the medications in school policy followed.

### Medication

We are aware that it may be necessary for some pupils to take medication during the day. Parents/carers should make the school aware of this, via the school office, and complete a form to authorise the giving of medicine in school. This form can be viewed in the Administering Medicines in School Policy. The school may request medical evidence prior to administering any medication.

## **19. Alcohol**

Consuming, carrying or supplying alcohol is strictly prohibited.

## **20. Unacceptable behaviour outside the Federation**

Community partnership and cohesion is extremely important at UNPF - Koinonia.

We expect pupils to take responsibility for their actions outside of the Federation and be **CHAMPS** outside of school hours.

All unacceptable behaviour and instances of bullying occurring anywhere outside the Federation, which have been witnessed by a staff member or reported to the federation, will be dealt with using the Federation behaviour policy.

This will include any unacceptable behaviour when a pupil is:

- Taking part in any activity organised by the Federation
- Travelling to or from the Federation
- Wearing school uniform
- In some other way identifiable as a pupil of the Federation that poses a threat to another student or member of the public, and which could adversely affect the reputation of the Federation.

## **20. Hints and tips**

- 30 second intervention (Paul Dix). The 30 second intervention should be used in the first instance to ensure you don't spend too much time dealing with behaviour issues in the classroom. Privately... "You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today. Remember when..." firmly and dispassionately leave the child anchored in a previous positive moment. **DO NOT deliver sanction. This will result in conflict.** This is where the adult uses the fruits of their professional '**botheredness**' and uses the relationship knowledge they have.
- Gentle approach, personal, non-threatening, side on, eye level or lower reminding the child of **CHAMPS**
- State the behaviour and **CHAMPS** value that was observed and which rule/expectation/routine it contravenes. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour
- Walk away from the learner; allow them time to decide what to do next
- If there are comments as you walk away, write them down and follow up later
- We resist endless discussions around behaviour and spend our energy returning learners to their learning
- Jason Bangbala behaviour strategies (appendix 3)

Mark Finnis Training - for example; assertive statements

- When you...
- I feel...
- I need you to... (A call to action.)

## **21. Monitoring and review**

The Executive Headteacher is responsible for monitoring the effectiveness of this policy on a regular basis and for reviewing the policy annually in partnership with staff and the Governing Body. **Consistency** of use will, therefore, be monitored informally throughout the year, during lesson enquiries and walk-throughs.

## **Appendix 1: Parental/ Outside Agency Involvement**

This is simply a guide as to when it is deemed appropriate to begin to involve parents and outside agencies when children are struggling to regulate and manage emotions. At all times it is recognised that behaviour is communication, and all adults should seek to understand what is happening for the child. The aim should always be to enable children to learn regulation and coping strategies in an inclusive way.

	Incidents	Actions
1 Initial incidents	Incident of violence, self-harm, vandalism or abusive language	<ul style="list-style-type: none"> <li>• Inform parents</li> <li>• Restorative task/ conversation</li> <li>• SLT/ Care Team informed (debrief)</li> <li>• Added to CPOMS</li> </ul>
	Aim: ensure that child is supported to self-regulate/ no further incidents	
2 After repeated incidents	Repeated incidents (there is no set number, this step will be decided in consultation with SLT/ Care Team and Class Team)	<ul style="list-style-type: none"> <li>• Invite parents in to school to meet</li> <li>• Restorative task/ conversation</li> <li>• Targets set and interventions planned</li> <li>• Decide on outside agency involvement</li> <li>• SLT/ Care Team informed (debrief)</li> <li>• Added to CPOMS</li> </ul> <p>Check in meeting 6 weeks after</p>
	Aim: At 6 week check in, child is supported to self-regulate/ reduction/ no further incidents	
	Aim: At 6 week check in, child is supported to self-regulate/ reduction/ no further incidents	
3 Continues as long as is necessary as graduated response	Repeated incidents (there is no set number, this step will be decided in consultation with SLT/ Care Team and Class Team)	<ul style="list-style-type: none"> <li>• Invite parents in to review targets</li> <li>• Restorative task/ conversations</li> <li>• Escalate through SEND protocols</li> <li>• Targets set and interventions planned</li> <li>• SLT/ Care Team informed (debrief)</li> <li>• Added to CPOMS</li> <li>• Referral to BOSS/ PRT</li> </ul> <p>Check in meeting 6 weeks after</p>
	Aim: At 6 week check in, child is supported to self-regulate/ reduction/ no further incidents	

## Challenging Behaviour Strategies & Consequences

- Low level behaviours occur due to an unmet need.
- A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.
- Defensive behaviours occur due to a breakdown in communication.
- A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support
- Defensive behaviours can tip into crisis very quickly.
- Crisis behaviours occur when a child has 'flipped their lid' - their main priority here is survival
- If the child perceives a threat, they are likely to respond with fight, flight or freeze.

		3 Crisis
	2 Defensive	
1 Anxiety	Behaviour (Not an exhaustive list)	
Rocking Tapping  Swinging on chair  Head on desk  Sullen Calling out  Is this stimming or not?  Are needs being met?  Finding it hard to cooperate  Inappropriate comments  Failure to complete work  Disrespect	Teasing Pushing  Arguing Destroying work Running indoors  Disrupting  Use of inappropriate language  Disrespecting school equipment  Not following instructions  Leaving the classroom	Vandalism  Physical assault  Fighting  Disrespectful to adults  Racial abuse  Bullying  Leaving the classroom or school grounds without permission
Strategies		
<ul style="list-style-type: none"><li>• Acknowledge all low-level behaviours</li><li>• Read the body language of the child</li><li>• Consider you own body language</li><li>• Invite the child into your calm, don't join them in their chaos</li><li>• Use child's name to engage</li><li>• Use reflective language... "I can see that... I notice... I am wondering... I imagine."</li></ul>	<ul style="list-style-type: none"><li>• Continue to use low level strategies if appropriate</li><li>• "What should you be doing now?</li><li>• "Name, command, thank you"</li><li>• Ask "what?" not "why?"</li><li>• Give the child 2 choices (don't make these punitive, make them choices you are happy with)</li><li>• Maintain high expectations and boundaries</li></ul>	<ul style="list-style-type: none"><li>• Change environment</li><li>• The child will be taken back to class when safe enough to engage</li><li>• Continue to use anxiety and defensive strategies</li><li>• Support and closely supervise</li></ul>



<ul style="list-style-type: none"> <li>• Use empathy "I understand this is hard for you.... That must be really difficult."</li> <li>• Match affect – use a low tone of voice</li> <li>• Consider sensory regulation (deep pressure)</li> <li>• Remind children of the natural consequence to their behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Affect language... "when you...I feel... I need you to"</li> <li>• Remind children of school expectations</li> <li>• Ensure strong routines are in place</li> <li>• Use a sensory break for the whole class</li> <li>• Staff should use positive recognition to encourage and create a positive culture</li> <li>• Give time and space</li> <li>• Class reset</li> <li>• Restorative conversation</li> <li>• Think reflection not reprimand</li> <li>• Be curious</li> <li>• If the behaviour becomes unsafe respond as if it is a crisis behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Offer a safe space</li> <li>• Change face</li> <li>• All crises should be followed up with a restorative conversation with class staff/SLT/pastoral</li> <li>• Support for classroom staff to recover</li> <li>• Logical consequence –</li> <li>• Head teacher is the only person to decide if suspension due to the incident is warranted/ needed as a last resort.</li> </ul>
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#### Aim

<ul style="list-style-type: none"> <li>• The purpose of these strategies is to ensure the child feels listened to, heard and understood</li> <li>• We need to make the child feel safe enough to use their words</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that Children don't behave for systems; they communicate with people who connect, people who care.</li> <li>• Find a balance of challenge and support to prevent further escalation into crisis.</li> </ul>	<ul style="list-style-type: none"> <li>• The priority in a crisis is to maintain safety and calm the situation.</li> <li>• Crisis situations may involve the removal of stressors.</li> </ul>
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#### Consequences – learning

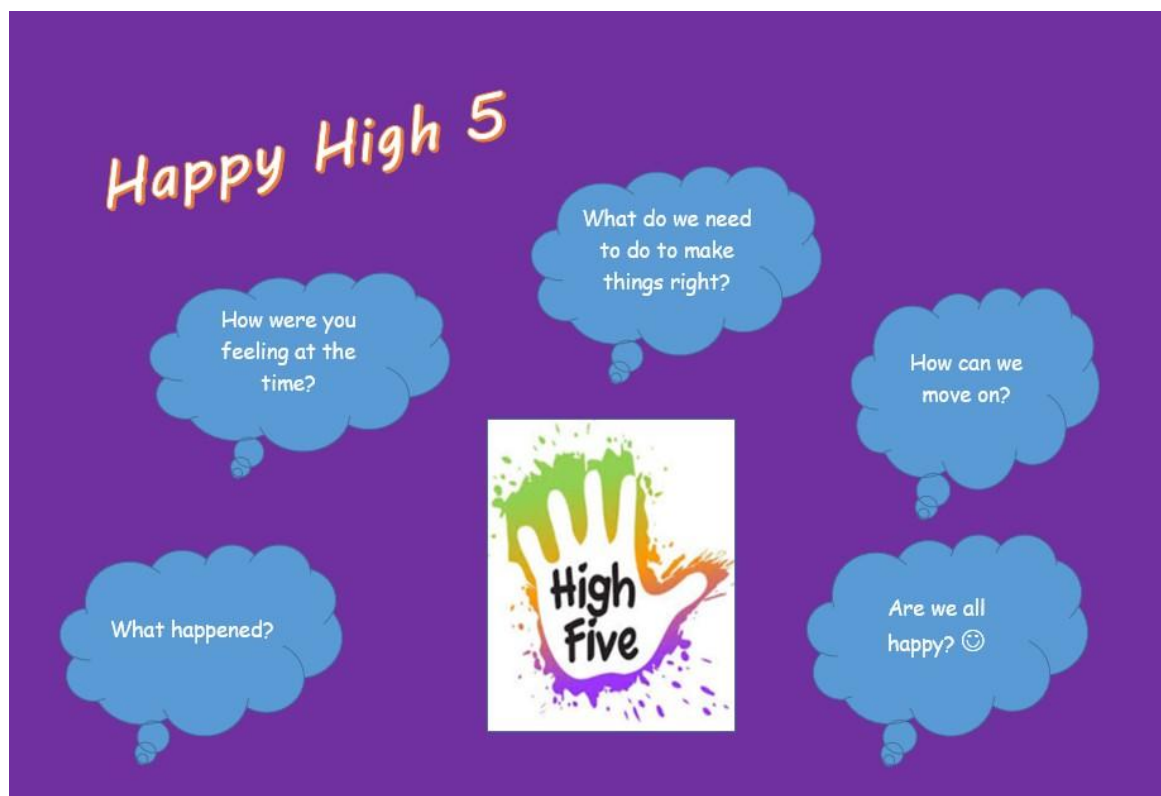
**Logical consequence - Putting right what has gone wrong** = Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without time being 'owed'), restorative conversations. Logical consequences will only work when the child is ready.

#### Consequences – break and lunch times

If a child becomes **unsafe**, they will be supported by a member of staff using the strategies above. If the staff cannot keep the child safe the child can be directed to the **designated room** to have time in with a member of SLT. During this time the children will reflect on their behaviour through the use of restorative practice. SLT will then make a decision whether the child is safe enough to return to the playground, or whether they should finish lunch time in the **designated room**. The class teacher must be informed for them to gauge whether communication with the parent/carer is necessary, and all incidents must be logged so that patterns in behaviour can be noticed by senior leaders.



**Appendix 2. Happy High 5 displayed in and around school and outside in the playground.**



**Appendix 3. Welcome Poster displayed outside each classroom and at each entrance to the school.**



## Appendix 4.

Jason Bangbala strategies for behaviour management:

### 42 Behaviour Management Tips with Jason Bangbala

1) Always **meet, greet and correct at the door** as pupils enter/ leave: brings positivity early, as well as the first chance to stamp out untidy uniform, chewing etc: "Excellent uniform \_\_\_\_"; "Great to see you today \_\_\_\_"; "Good start \_\_\_\_";

2) **REMEMBER NAMES!** If we don't know every pupil we teach, how can we make them feel accepted? This is also part of us "owning" the classroom as teachers

3) Ignore bad behaviour and **focus on good behaviour**: "Thankyou \_\_\_\_ for being ready to listen"; "Thankyou \_\_\_\_ for looking this way"; "Thankyou \_\_\_\_ for your maturity" etc.

4) **Exude confidence!** How can we impart confidence and self esteem in our pupils if we are severely lacking it ourselves? Plus pupils can smell fear a mile off & will capitalise on it!

5) Set the scene:

**WALT:** What are we learning today? Big picture e.g. "Today we will learn the blues scale ready for an assessment next lesson"

**WILF:** What am I looking for? Success criteria (afl) e.g. "Today I'm looking for you to play the right notes of the blues scale together with the right tempo"

**WAGOLL:** What a good one looks like – model the template – what a good one looks like, plus this builds healthy competition – can the pupils do it as good or better?

**STARTER:** Always use a starter to reinforce prior learning to prepare for this lesson

6) Use **non-confrontational techniques**:

"Is everything alright there \_\_\_\_?" for unfocussed pupils.

"How can I help you \_\_\_\_?" for pupils off task.

Stand next to a disruptive pupil

7) Make **extra-ordinary** out of the **ordinary** – use a lot of praise for small events

8) If pupils don't respond to a question, repeat it again **slowly** or in a **different way**. Get quieter pupils to answer in order for them to be included – try using a soft object to throw.

9) **Look beyond the behaviour** – they're not all evil! All pupils need encouragement and acceptance .

10) 99% of managing behaviour **is in your head!** Overcome fears by trying new strategies – get out of your comfort zone e.g. try wearing your watch on your other hand for a month!

11) **Pupils need praise** like plants need water – unruly classes can be tamed by praise

12) Utilise and develop **non-verbal skills** e.g. to sort tie out, tuck shirt in, feet off chairs, looking this way etc. Thumbs up for good. Why use?: keeps calm environment and doesn't disrupt the pace of lesson; boosts pupils' self esteem; pupils can't answer back to a verbal cue!

13) **Routine** is crucial – **HAND IN THE AIR** to get attention, with a thumbs up from other hand to pupils that respond

- 14) **Acknowledge latecomers** but **don't let it stop the flow** of the lesson: "thankyou for taking your seat quietly and I'll speak to you at the end"
- 15) Pupils **never forget** a good member of staff! "Who do we have next?" is more asked between them than "What do we have next?"
- 16) **Correct terminology** is crucial! "Well done **team!**" and "**Learning buddy**" promotes inclusion, self-esteem, and an atmosphere of 'togetherness'
- 17) **Knowing their motives** allows you to solve behaviour problems e.g. are they bored due to uninspired and disengaging lessons?
- 18) **Plenaries**: don't just use at the very end of the lesson, as learning needs to be **consistently reinforced**. Use throughout lesson for pupils to build on existing knowledge. Use 'thumbs up', 'thumbs in middle', and 'thumbs down' e.g. to check understanding
- 19) **Connect with pupils** make everything relevant by using football/ films/ music etc. to apply understanding in new contexts and so the pupils can easily relate
- 20) Have **high expectations** of all pupils e.g. "I expect all pupils in this room to get a level 5".
- 21) Use a **good sense of humour**: again a great way to engage with pupils e.g. "as Boyzone once told me, if you don't have anything positive to say, then say nothing at all"
- 22) **Change your mindset** – 'buzz' off difficult classes!
- 23) **Smile!** It's infectious! No one likes a 'lemon lip'! Generates warmth and a positive learning environment
- 24) Use **seating plans** – break up **cliques** and **friendship groups**. Take ownership of room
- 25) **Use rewards!** Must be desirable and specific. Always make the carrot bigger than the stick – pupils just want to please and be accepted e.g. using sweets to discretely give out for good answers/ work.
- 26) As a teacher, get around **radiators**, not **drainers**: if you surround yourself with top staff, you'll become a top teacher! Stay away from BMWs ( \_ moaners and wingers!).
- 27) Don't do more than 2 hours planning on a Sunday – **you need to be refreshed** in order to **teach effectively!** Have hobbies and activities outside school life
- 28) Have **effective time management** – be packed ready to leave on the bell, ready to be early and set ready for your next class. Pupils pick up a lot from our behaviour patterns!
- 29) A **phone call home** to a parent for **praise** is far more worth more than a 1,000 negative calls – this is **goldust!** A 1 minute call distributing a pupils' praise to their parent can have far more impact than many hours of detentions
- 30) Keep **low level disruption low level** e.g. quietly go round and whisper in their ear to focus on task, to listen etc. Don't make a mountain out of a mould hill! Will increase self esteem
- 31) 4 good strategies to **combat a disruptive pupil**:
- a) 1) Say their name; 2) Eye contact; 3)Pause; 4) Body language; 5) Action e.g. "look this way"; 6) "Thank you"; 7) Move on

- b) Ask **"What should you be doing now?"** – refocuses their brain
- c) **Power of choice** e.g. "If you choose to disrupt the lesson for a 3rd time... it's your choice"
- d) **Diversion** – agree and refocus e.g. Pupil: "Sir I'm rubbish on the keyboard", Teacher: "Maybe you do struggle playing the keyboard but this task will help you to learn the blues scale"

32) Make tasks for males **competitive** – males thrive on competition!

33) Tasks must have **QUDOS**: Quick; Understandable; Doable; Open ended and Simple to understand (whilst still having a challenge -differentiation). Also PVC: Pace (including updates); Variety, and Challenge

34) Emphasise **TEAM** – Together Everyone Achieves More!

35) Again have an **air of confidence**, this is crucial! Eye contact, clear voice, walk around the whole class, use personal stories, smile, and wear proper clothes!

36) Don't be afraid to give pupils **high fives** to let pupils know you care!

37) A good teacher **brings the curriculum to life!** Work is done when it's fun!

38) Always be on the look out to **plagiarise** and **steal** good ideas, techniques and strategies from good practice! Observe others often. Video yourself

39) Always be **ALERT** and be careful of **positioning** – you should always know what each pupil is doing e.g. never turn your back to focus on one pupil etc.

40) Continually go round **quietly** and offer **encouraging words/ gentle discipline**

41) Give no more than **3 instructions** at any one time – brain struggles to process

42) Lastly, doing all this can be tiring, but **you only get out what you put in!**

### **Best skills of an excellent teacher:**

- 1) **Confidence** – impart this to pupils in order to boost their self esteem
- 2) **Inter-personal skills** – they know their names, personal stories, use good sense of humour, engage with pupils using references that pupils relate to e.g. latest bands/popular TV programmes etc.

### **5 key qualities of an excellent teacher:**

- 1) Firm, fair and clear boundaries: meet, greet and correct issues at door
- 2) Interesting and engaging lessons
- 3) Good, consistent performance
- 4) Assertive and confident manner – body language etc.
- 5) Engaging relationships – know names? Do they see the teacher as a human being?

**Appendix 5. Paul Dix 30-second Interventions** (see below) **and the excerpt from Paul Dix's publication 'After the Adults Change – Achievable Behaviour Nirvana** (saved in Teams for reference purposes - Upper Nidderdale Federation\Staff - General\POLICIES\FEDERATION POLICIES\BEHAVIOUR POLICY AND APPENDICES.

<b>Typical Statements by teacher</b>	<b>Improved Wording (<i>using a calm tone of voice and neutral body language</i>)</b>
<i>Don't speak to me like that</i>	<i>I need you to speak respectfully</i>
<i>Why are you dropping litter?</i>	<i>I need you to pick that up and put it in the bin. Thank you</i>
<i>You've left your equipment out again!</i>	<i>You must put away your equipment.</i>
<i>How dare you argue with me!</i>	<i>I am giving you a chance to re-phrase your concern</i>
<i>You are really annoying me by interrupting.</i>	<i>Remember the rule about interrupting.</i>
<i>What do you think you're doing?</i>	<i>I need you to refocus on your learning task</i>
<i>Who told you to get that book out?</i>	<i>You should return that book, and return to your learning task</i>