



THE
GRANGE
ACADEMY

ASPIRE FOR EXCELLENCE

Behaviour for Learning Policy 2023- 2024

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Academy Link: Mr C Williams

Introduction

Effective teaching and learning can only take place in a well ordered environment. Promoting positive behaviour requires the commitment of all members of our school community, students, parents/carers, governors and staff; it requires a consistency of practice across the school to ensure that students know the standard of behaviour that is expected.

Our Behaviour for Learning Policy invites all members of the school community to actively participate in enabling all young people to strive to reach their full potential. The Behaviour for Learning Policy assists The Grange Academy in offering all students an education of the highest quality as an essential preparation for life and to enable each student to develop their talents to the full, both as an individual, and as a member of the wider community. If all members of the school community are to develop and achieve their best then they must be free to learn and teach in an environment that is caring and respectful, open and welcoming, culturally affirming and equitable.

General Principles

The emphasis is on good order and respect for the individual thus enabling high quality teaching and learning for all members of our community. It is our belief that if our approach to behaviour management is consistent and applied by all it will make a significant difference to our ability to teach well and our students' ability to learn effectively. We recognise that the vast majority of students want to behave well and want to learn. With positive behaviour management we can help them to achieve to the best of their ability. We have adopted a coaching approach to support students in self-regulation and focusing on students as human **BE**ings rather than solely on what they **DO**.

Our behaviour commitments

The Principal, governors and all the school staff have set out in this behaviour for learning policy to ensure our students can demonstrate our behaviour commitments (REPS);

- To be Respectful
- To strive for Excellence
- To Persevere
- To be Safe

If we are to achieve the above, everyone in our community must be encouraged to work together. We are committed to developing a positive climate which places learning as the number one priority and reinforces the need to teach, model and coach both good conduct and social/life skills. We believe that a strong ethos of achievement and good conduct comes from us all working together within a clear framework. Every member of staff has a responsibility to uphold the procedures outlined in this policy. Regular training is given to staff at The Grange Academy including during staff induction.

Classroom Management

Classroom management and teaching methods have an important influence on student's behaviour. The classroom environment gives clear messages to the student about the extent to which they and their efforts are valued. Relationships between teacher and student, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way students behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the student to work in co-operation with others. Praise should be used to encourage good behaviour and improve self-esteem in line with the school's policy. (See Rewards Policy)

When addressing undesired behaviour, staff should apply the following structure consistently: Staff follow the chance, choice and consequence structure:

- **Chance** - If a student chooses the incorrect behaviour, they will be given a chance by the teacher. This is an opportunity to improve. It is expected that students will take personal responsibility for their behaviour.

Choice – If the student continues to choose the incorrect behaviour, they will be given a clear choice by the teacher to take personal responsibility of their behaviour.

- **Consequence**- If the student continues to choose the incorrect behaviour, they will be issued with a negative ATL and receive an after-school detention for the following school day.

THASP (The Happy at School Project)

Through a series of workshops staff have been supported to develop a positive, empowering and coaching led culture so that students can be taught the knowledge and skills to enable them to self regulate, navigate their emotions and enable good attitudes to learning. Managing self, recognising triggers and using strategies and language to coach are key strategies used across school to support both staff and students. (Appendix3)

Responsibilities

Good behaviour does not happen by accident. It is the responsibility of those concerned with the school – parents/carers, staff, governors and students - to ensure good behaviour.

Students' responsibilities have an essential part to play in relation to the policy. Students are to follow our Behaviour Commitments towards all members of the school community, who work among them or have charge over them. Students should always aim to reflect on their behaviour and work with staff to bring about the necessary improvements.

Staff responsibilities are to:

- model good practice, model acceptable communication and use **language of choice and THASP**. (See Appendix)
- seek to raise the self-esteem of all students and develop their full potential.
- work in close co-operation with parents in matters of behaviour management and to encourage students to take responsibility for their own behaviour.
- recognise and celebrate students' achievements.
- create and maintain an ordered and calm atmosphere in which all members of the school community can feel comfortable and secure.
- engage in reflection with students to repair relationships
- model our Core Values (Achievement, Support, Perseverance, Integrity, Respect & Enrichment)

Using the language of choice is powerful. It helps students realise that they are making choices in many areas of life and the staff can guide them to make more socially appropriate choices. Good choices should be rewarded, poor choices should have consequences

Students' Responsibilities are to:

- follow our Behaviour Commitments and Core Values (ASPIRE)
- follow by the Home School Agreement
- work to the best of their ability and allow others to do the same
- follow the instructions of school staff
- take care of property and the school environment
- co-operate with other student and adults
- work together to prevent bullying of all kinds
- complete all assigned work, homework and any coursework to the best of their ability.
- engage in reflection and repairing of relationships if needed.

Parents, Guardians and Carers have responsibilities as role models for our young people and they have an essential part to play in relation to the Behaviour for Learning Policy. The policy cannot be seen in isolation from the parent's task as being primarily responsible for their child's education. Under the policy, parents are expected to co-operate with The Grange Academy and work with teachers and other members of staff to help their child develop to their full potential.

Parents / carers' responsibilities are to:

- follow and support the Behaviour for Learning Policy
- share concerns about their child's education, welfare and behaviour with the school
- take an interest in their child's work and achievements
- help their child with their work
- inform the school of any absence
- communicate with all staff in an appropriate and respectful manner

School and Class Expectations

All staff and students are expected to behave in a way which is respectful of other people and the school environment including on online platforms. Good discipline is the responsibility of all staff. It

is maintained through shared expectations and consistently high standards of courtesy, behaviour, effort, presentation of work, self and punctuality.

For the majority of students, positive relationships between teacher and student play a more significant role in maintaining good discipline than any fixed system. Classrooms (including labs, workshops, playgrounds etc.) are places of work and there need to be clearly understood rules and expectations which allow everybody to work safely, successfully and enjoyably.

Movement around the school

We always encourage a calm, orderly and purposeful environment. We believe being polite and courteous is important. Students should move around the school site in an orderly manner that supports a calm atmosphere and respects the health and safety of others. Students should walk on the left-hand side to ensure a safe flow around the school.

Punctuality to lessons

Good punctuality to lessons maximises students' learning and gives them the best opportunity to make good progress throughout their time at The Grange Academy. Students must walk sensibly around the academy and arrive to lessons within the first 4 minutes. If students arrive after this time, they will be logged as late to lesson. If a student accumulates 10 or more minutes late to lessons throughout the day, they will receive a supervised lunchtime detention for the following day. If a student does not attend the lunchtime detention, they will be given an after-school detention for the following day.

Dining Hall

Food and drink should only be consumed in the designated areas. Litter must not be dropped anywhere inside or outside the school site and we ask all members of the school community to take care to keep the school clean and tidy. Plenty of bins are available and students are expected to take responsibility for their areas and pick up litter in and around their immediate vicinity.

Poor Behaviour outside the School Gates

Teachers have the statutory power to discipline Students for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives teachers statutory power to regulate students' behaviour in these circumstances "to such an extent as is reasonable." Conduct outside the school premises, including online conduct such as:

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

This may also apply to students that pose a threat to another student or member of the public or could adversely affect the reputation of the school. These will be subject to a statement(s) being

completed or a report from staff, students or member of the public. An investigation will take place and consequences will be imposed that are deemed reasonable in all circumstances.

Rewards

As a school we are committed to promoting, celebrating and rewarding achievement. It is recognised that our students possess a range of talents and abilities. We are therefore committed to recognising and rewarding effort and achievement at all levels. (See Rewards policy)

Consequences

The sensitive use of reprimands and sanctions is an effective means of reducing and tackling inappropriate behaviour, but the inappropriate use of reprimands and sanctions can exacerbate poor behaviour. Staff should use various de-escalation techniques when faced with challenging behaviour issues. Staff should always reprimand only the students responsible for misbehaviour. When imposing sanctions, we need to remember:

- To focus on the poor behaviour and not the student;
- To use private rather than public reprimands wherever possible;
- To be consistent when dealing with students and when implementing the Behaviour for Learning Policy;
- Once a sanction has been imposed the student is made aware that the incident is over and they can make a fresh start.

The initial responsibility for dealing with student behaviour lies with the member of staff who witnesses the inappropriate behaviour, this includes all paid members of staff, and consistent concerns with a particular student or group should lead to consultation with relevant staff so that problems are resolved.

Following a potential breach in the behaviour for learning policy the Pastoral Team may require some time to investigate the incident before applying the appropriate sanction. During this time pupils may be required to work with a member of staff or in the Behaviour Support Base whilst the investigation is taking place.

Detention

Teachers have the legal power to put students in detention. Where a detention is outside school hours we will endeavour to give parents 24 hours' notice due to safeguarding and travel considerations. Lunchtime and break time detentions do not need prior notification of the parents/carers. We will allow reasonable time for students to eat, drink and use the toilet.

Exclusions

Internal Exclusion - Any behaviour that is deemed, in the judgement of the pastoral team or Senior Member of Staff to undermine the authority of a member of staff or adversely affect the health and safety of a member of the community, may result in an internal exclusion. Students will

have the opportunity to reflect on their actions and behaviour for a fixed period of time in the Behaviour Support Base (BSB). The BSB will operate at the alternative times of 9am - 3pm.

Suspension - Any behaviour that is deemed, in the judgement of the Principal or in their absence, a Head of Phase, to undermine the authority of a member of staff or adversely affect the health and safety of a member of the community, may result a student being suspended from school. This would normally be for 1 to 5 days but in very exceptional circumstances could be up to 45 days in any one school year. Parents/carers will be expected to bring the student back to school to be formally reintegrated. On return from a suspension, students will spend at least one day of reflection in the Behaviour Support Base.

Permanent Exclusion - This is used in extreme circumstances when a change of school is the only way forward for both the students and the school. A formal exclusion meeting is held with parents, an LA officer and Governors. All exclusions, fixed period and permanent are made following the LA procedures.

The Principal of school may decide that permanent exclusion is necessary for a student. This may include, but is not limited to, the following:

- All other steps to encourage the student to obey the school rules have failed.
- Allowing the student to remain in school would be seriously detrimental to the education or welfare of others in the school.
- Persistent and defiant behaviour. This would encompass persistent bullying/discrimination.
- Persistent breaches of the school's behaviour policy,
- Serious actual or threatened violence against a student or member of staff.
- Sexual misconduct.
- Supply of an illegal drug, or the severe misuse of an illegal drug. Please see the Drug Education Policy for further guidance.
- Carrying an offensive weapon.

There is a right for parents to make representations about all exclusion decisions. For permanent and suspensions that result in more than 15 days of exclusion in a term, there is a right to make representations at a meeting of the school Governing Body disciplinary panel, which must be held within a 15 school-day period. For suspensions of between 6 and 15 days, governors must meet if requested by parents and carers. In cases where the exclusion is less than 6 days, parents and carers may make representations to the governing body, but there is no right to a meeting.

The Grange Academy Behaviour for Learning Policy takes note of the guidance provided by the DFE **“Behaviour and Discipline in Schools” (January 2016), Exclusion from maintained schools, academies and pupil referral units in England (September 2017) and Behaviour in schools (July 2022)**

Attitude to Learning (ATL) and behaviour

Attitude to learning is just as important as good behaviour. Having a positive AtL will ensure all students are able to make good progress and complete work in a positive learning environment. An ATL issue will be identified as a student who does not disturb the learning environment, but their

actions are affecting their own progress – for example no equipment, no homework or very little work completed in lesson, work not to the required standard, not acting on feedback etc.

A behavioural issue will be identified as a student who is displaying behaviours that are affecting their own learning, the learning of others and the ability of the teacher to teach – for example a teacher may have to ask the student to stop talking/turning around too often, disrupting others, talking, shouting out etc.

Attitude to Learning Criteria

Positive Attitude to Learning = Place 2 on SIMS register or move to 1

The pupil is positive about their learning and demonstrates a keen attitude towards improvements. The pupil makes a conscious effort to ensure the quality of work is produced in-line with ability. The pupil makes a conscious effort to improve areas identified by the class teacher – this includes acting upon verbal and written feedback. The pupil completes an appropriate amount of work during the lesson.

Requires Improvement = Place 3 on SIMS register

There are areas that the pupil needs to improve; he/she is not working to their full potential. The standard of work produced is not in-line with the pupil's ability due to lack of effort. The pupil may demonstrate a lack of motivation and/or a lacklustre approach toward learning activities. They inconsistently reflect on teacher's feedback and a limited attempt is made to improve work. The pupil doesn't have the basic or subject specific equipment consistently.

Cause for Concern = Place 3 on SIMS register

The pupil's effort levels are a major cause for concern. The standard of work being produced is significantly below the pupil's ability due to a serious lack of effort. The pupil's engagement in the learning activities is minimal, thus impacting on progress. They rarely reflect on teacher's feedback and little attempt is made to improve work. The pupil is poorly equipped for the lesson.

Behaviour Criteria

Expected Behaviour = 2 on lesson monitor

A pupil consistently meets the school's day to day standards and expectations. When re-focussing is required, the pupil responds respectfully and addresses areas of concern.

Unsatisfactory Behaviour = Change SIMS from a 2 to 4

A pupil's behaviour has a negative impact on the progress of the lesson, its learners and hinders the teachers' ability to teach the lesson. When re – focussing takes place, the pupil can lack cooperation and take too long to address areas of concern.

Serious Cause for Concern = Change SIMS from a 2 to 5

A pupil's behaviour has been detrimental to the progress of the lesson and its learners. The pupil has failed to respond and improve, despite the range of sanctions that have been put in place. The

pupil may have been involved in a serious breach of the Behaviour for Learning Policy which has resulted in mutual support.

Where a pupil receives 3 or more unsatisfactory behaviour or serious cause for concerns logs in one day an internal exclusion sanction will be put in place.

Student Support & Interventions

Graduated Response – a waved reporting system will be utilised where necessary to support the student in improving their behaviour and attitude to learning. Identifying key areas of concern. There are 4 tiers to the reporting system:

Secondary

Wave 1 Progress Tutor
Wave 2 Assistant Progress Leader
Wave 3 Progress Leader
Wave 4 Senior Leadership Team

Primary

Wave 1 Support staff
Wave 2 Classteacher
Wave 3 AAP (Key Stage)
Wave 4 Head of Primary

Wave 1

Target Card

- A target card inclusive of SMART targets will be issued to the student at wave 1 stage.

Wave 2

Positive Behaviour Support Plan – (PBSP)

- A positive behaviour support plan will be created when a student is placed on wave 2 report. This will be created with the students input and include strategies to support and manage improvements.

Target Card/Report Card

- A target/report card inclusive of SMART targets will be issued to the student at wave 2 report stage to report to Assistant Progress Leader/Pastoral Leader/Classteacher

Intervention Sessions

- Where appropriate a student will be included in either individual or group intervention sessions to help modify and improve behaviour and attitudes to learning.

Wave 3

Pastoral Support Plan - is an action plan for improvement implemented at wave 3 report stage, which is put in place for any student who is in danger of being excluded or whose behaviour is deteriorating rapidly. It will be written by a member of staff working with the student to improve their behaviour, in conjunction with the student and their parents/carers. The PSP will identify precise and realistic behavioural targets for them to work towards, together with any outside agencies that are involved. Strategies that have been put in place to help the student will be reviewed

at an appropriate date. A Pastoral Support Plan (PSP) may be initiated upon unsuccessful completion of the PBSP or a serious decline in standards. This document will last twelve weeks with a review after six weeks and a final review. If a pupil is unsuccessful in meeting their targets, then this may lead to a period of outreach work at a neighbouring school and/or the agreement of a managed transfer to another school and/or the initiation of alternative provision in order to further support the pupil. A review of a PSP may take place sooner if the student is failing to meet the targets set within the plan. The PSP will be initiated by a member of the Senior Leadership Team and led by Pastoral staff. The School Behaviour Toolkit Checklist will be used to identify any additional support strategies.

Target/Report Card

- A target/Report card inclusive of SMART targets will be issued to the student at wave 3 report stage to report to Pastoral staff.

Intervention Sessions

- Where appropriate a student will be included in either individual or group intervention sessions to help modify and improve behaviour and attitudes to learning.

Step-out – For any behaviour that is deemed, in the judgement of the Principal or Head of Phase, to be a persistent breach of the school’s behaviour policy or single incident serious that adversely affect the health and safety of a member of the community, may result in a student being placed on a step-out. A step-out is a fixed period of time at an alternative educational establishment. If behaviour does not improve a fixed-term exclusion may also be issued.

Wave 4

Behaviour Contract – A behaviour contract will be implemented at wave 4 report stage if a PSP has failed or a student is failing to respond to the set targets on the pastoral support plan. A behaviour contract may also be used in order to bring about improvements in behaviour. These will be initiated at the discretion of the Principal after all reasonable steps have been taken to improve a student’s behaviour.

- The Behaviour contract will identify clear behavioural targets for the student to adhere to.
- A behaviour contract will be issued if a student is at serious risk of permanent exclusion.

Target/Report Card

- A target/Report card inclusive of SMART targets will be issued to the student at wave 4 report stage to report to Senior Leadership Team.

Intervention Sessions

- Where appropriate a student will be included in either individual or group intervention sessions to help modify and improve behaviour and attitudes to learning.

Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent Students committing an offence, injuring themselves or others or damaging property (See Use of Reasonable Force Policy). Please refer to DfE guidance of 'Use of Reasonable Force in Schools.' (July 2013).

Searching, Screening & Confiscation

Items which may be searched for without consent may include knives or weapons (made or adapted), alcohol, illegal drugs, tobacco or vaping products, fireworks, pornographic images and stolen items. The Grange Academy also enforces a strict ban on tobacco, e-cigarettes/vapes and fizzy/energy drinks which have a detrimental effect to school discipline. School staff can search Students if they have a reasonable suspicion that a student is in possession of a banned item. School staff may also search and confiscate electronic devices, such as mobile phones, if there is reasonable suspicion that it may contain offensive or inappropriate material which has been, or is likely to be used to commit an offence. Please refer to Screening, searching and confiscation, DfE (Updated July 2023). Whilst it is good practise to inform parents or guardians that there will be a referral made to the police, advice will be taken from the police if it is felt that a school representative needs to act as appropriate adult. The school is not obliged to inform parents before a search takes place or to seek their consent to search their child. School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Working with the Police

The school will provide necessary support and information to assist the police in any investigation involving our students. It is the responsibility of parents and carers to inform the police of matters such as assaults/fights that take place in school. The usual school protocol will be followed should these incidents occur. The school will contact the police with safeguarding issues that warrant police involvement in accordance with Sexual violence and sexual harassment incidents.

Appendix I - School Rules and Expectations

We have 4 school rules

REPS

- To be **R**espectful
- To strive for **E**xcellence
- To **P**ersevere
- To be **S**afe

These rules will enable you to behave in a responsible, polite and courteous manner in line with our school Behaviour for Learning Policy.

Alongside these rules we have consistent expectations of behaviour and conduct

Attendance and Punctuality:

- Students must ensure that they're present and on time each day and for all lessons.

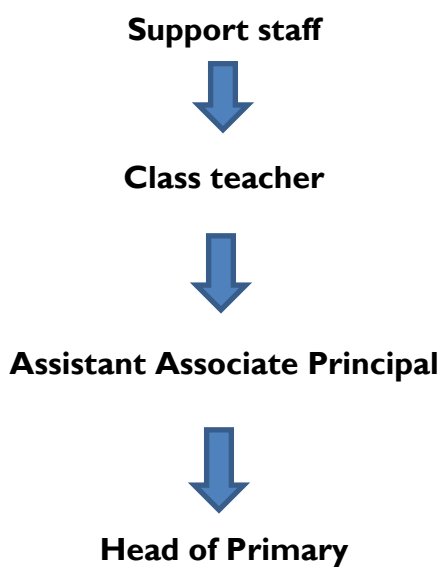
Behaviour and Conduct:

- Students must ensure that they display the correct behaviour during lessons and social times around school
- No Mobile Devices to be used in school
- No Fizzy/energy drinks
- No sweets or chewing gum
- Be respectful towards peers and staff
- Follow instructions first time
- Always walk on Left
- Keep hands and feet to yourself and behave in a safe manner
- Enter & exit wings through one-way system

Appendix 2 – Chain of Referral (Secondary)



Chain of Referral (Primary)



The school recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of students with special educational needs & disabilities (SEND).

Appendix 3 – THASP language and coaching techniques



THE HAPPY AT SCHOOL
PROJECT

Concepts to TEACH pupils

1a **Best Self / Super Selfer** – talk to students what their best self /super selfer is, looks like, would do, would say, how they would feel, how they would act, how they would make others feel, what would others say about them etc – draw them, bubble the qualities, write about them, write a story about something their best self does. Remember to help the children who find this hard then they can imagine it is a character (not one that can fly etc so not a super hero).

1b In class/on the yard/after a situation/when work is hard/when a tough decision is needed/when they are in a spot of bother then we can talk about what would their best self/super selfer do/say/how would they act etc. Again you can draw this, speech or thought bubble, write a story or paragraph, describe, invent a story etc

2a **Power/Empowered Zone / Helpless zone** – introduce these – use stick men or puppets or examples. What does it look like when we are in our Helpless zone? How can we jump into our Power Zone? What would we say, do etc. Draw this, have a display to help the pupils with phrases. Get them to physically jump or step into Power Zone. Maybe have a Powerzone action (like a Superman Arm in the air or similar).

2b In class/on yard/during a situation we can use the language – are you I your Power/Empowered Zone? What support do you need to get into your Power Zone? What would your best self/SuperSelfer do to get into their Power Zone?

3 **10/10 Best Effort** – discuss this with the children. It is NOT being Perfect. It is NOT being the best. It IS being your best for that day at that moment. What might that look and feel like. How will it feel? Discuss the Growth Zone (remember this is the better way to describe stepping out of our comfort zone). Describe the growth zone. How it feels, the type of things that we do to get there, how it is tricky and scary but at the end it often feels amazing etc.

At the start of the lesson, you could ask...how do you want to feel at the end of this lesson, how will you achieve that? Then review at the end of the lesson. How do you feel? What does that tell you about you...it tells me that...what does it tell you? What are you proud of?? I am proud of.... what are you proud of? What have you learned today in this lesson? I think you have learned.... what do you think you have learned? Who has got into their growth zone today? I saw you in your growth one when you... when do you think you were in your growth zone?

3b **321 Do it** – linked to **Growth Zone – Bravery Wall** or **321 Do it wall**

3c **Imagine language**...imagine if you did try, imagine if you did finish 2 sentences, imagine if you had a go. Students could write or draw their own example – you could display these around the room.

3d **Choose Your Story**– positive, neutral, and negative story. E.g., Snow Positive = yes I love snow I will build a snow man, Neutral = Snow is OK as long as I wrap up and don't stay out too long I will have some fun, Negative = I hate snow and I feel miserable – which story will you choose? E.g. 2 I haven't done my reading and will get into trouble Positive = I have been brave and admitted my mistake and will remember next time, Neutral = I will stay in at break do my reading, its just one break time I can just get it done then I can play out later. Negative = I kick off and shout and refuse and I will miss this break and maybe lunch and my family will have to be told

My new story is Admitting what I did is brave and honest. I will miss break but at least Miss/Sir knows I am honest

4a **Manage emotions** Choose your weather/what is your weather?

4b **Daily Gratitude's**, Setting your intention. Discuss this and introduce the language. Then discuss and you model it.

4c **Pocket of Joj (POJ)** – discuss what they are and how they work, how they make people feel, how simple they can be like a smile , a kind word, a note, sharing etc – Pig of Happiness or Lifebelt film can be shared

5a **Positive Pool** – what things can you put, do you need in your pool to stay/be/become positive. Draw/illustrate/write about what goes in their pool – teacher demonstrate own Positive Pool example. Smiles in tummy/sunshine in brain

5b **Biosphere** and who can support them, who makes them feel positive, who is it good to be with when they need to feel good. Link to Positive Pool or use instead (depends on age)

5c **Keep your pool positive.** Bat away words, don't allow words and people in pool if they poison it, stay in own pool/lane, positive self-talk – lots of work on this – what do we say, what could we say – write, have them displayed around the room as a reminder

5d **Stay in your lane.** Stay focussed on you and don't compare or comment on the behaviour of others

6 **Triggers** – introduce idea that no one makes them feel, say, do, think in a certain way. No one lifts open their brain – look at 6 steps to serenity – slowly and bit by bit. It may be enough to notice they are being triggered for some – can they spot the signs – what possible signs or reasons might there be that cause a trigger – lots of discussion and noticing and helping each other.

Rewards and Coaching

Class Gems/marble/stones – these can be for a range of things that are positive and can be related to the needs of your class. So it may be that your focus is silent working so when they achieve this then they gain a stone, maybe it is silent walking, when they achieve this, they gain a stone. It may be that you want them to focus on being ready at transitions or tidying away, it could be lining up silently on the yard, it could be ALL reading or ALL completing homework etc – you may have 2, 3 or 4 things you wish to focus on. HOWEVER – you need to TELL your class what the focus is (DISPLAY IT SO OTHER STAFF KNOW), MODEL how they will achieve it – what it will look like and DECIDE the reward they are aiming for. Aim for 30 marbles or gems in the jar.

Bell of awesomeness – ring the bell if receive an ATL1, if they are brave, if they spot a trigger, if they enter their growth zone, if they change their weather, if they jump into Power Zone. If you spot them being really kind or if they do something and you are proud of them, or they are proud of themselves.

Beach Ball – can they see the other side of the beachball/situation. Use as a tool or to break up the tension of a moment and release oxygen into the brain. Provide time out for the brain to regulate and move from fight or flight.

Behaviours – the consequence needs to be proportional to the age of understanding, the deed, and the context. Always find out what happened – pupils can fill in an incident form or reflection form – expectation on full sentences and clarity or you can discuss (if they are calm enough to do this). The consequence needs to link to the action and the person harmed. So, if rude to dinner staff they apologise to them, or write them a letter or spend 5/10 mins of lunch walking with the lunch person. If they hurt a child on the yard, they repair the damage with the child but then they miss going on the yard therefore. If they upset someone in class then they can be removed from their friends – sit outside, sit on own. Behaviours should be shared with parents too.

Some examples to help you

Not completing work – Coaching in the moment (Citm) and stay in and complete work or take home and complete

Not reading – Citm then stay in and read

Name calling – Citm then suitable consequence – apology, miss break, inform parents

Hurting others – Citm, apologise, miss break or lunch if not safe on yard – inform parents

Vandalism – Citm, clean/ repair the vandalism, write letter to Mrs Hall, Spie or other hurt party. Inform parents

Not being silent in line – Citm then walk next to you for a period of specified time

Being rude to an adult – Citm, apologise, mediation, inform parents

Shouting out – Citm, tokens for answers, send outside class, teach behaviour

Fighting/Pushing – Citm, mediation, stay off yard or away from canteen be supervised in line, loss of freedom

Other consequences (graduated)

Supervised lunch, supervised break, miss part of break or lunch, complete work in own time, apologise, letter, card, mediation, repair the damage, tidy up, do a good deed, BSB, suspension, target card etc