

Woodnewton – a learning community

Purpose of our Positive Behaviour Policy

The purpose of our Academy is to provide a positive, motivating environment which enables children to learn. Our Vision Statement is as follows:

- At Woodnewton – a learning community, we are determined to create an inclusive culture where all children will be challenged in their thinking, strive for continuous self-improvement and be motivated to become life-long learners.
- We will empower our children to become respected citizens to enable them to make valuable contributions locally and globally.

Our Academy is held in high regard for our inclusive approach, pupil voice and ethos which strives to create a welcoming, caring environment where relationships are based on our core values of respect, responsibility, friendship, compassion, trust and hope. We respect and celebrate adults and children's religion, race and culture in the implementation of our behaviour policy. We aim to develop a positive self-esteem in each child to encourage the best efforts, independence, self-reliance and responsibility for their own actions. (See Charter of Rights, Appendix 1 and the Academy Code of Working Together, Appendix 2) As a staff team we will provide clear expectations of behaviour to which everyone can aspire, following the restorative approach.

Both our vision and ethos are set in the context of our approach to learning at Woodnewton – a learning community which helps to promote an enquiring mind, confidence, self-esteem, respect for others and positive relationships with children and adults (restorative approach).

This policy takes into account the needs of all children including those with Special Educational Needs, disability and vulnerability.

Acknowledging Behaviour – General Principles

Acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that children learn how to behave quickly and effectively.

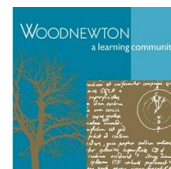
<u>Behaviour we encourage:</u>	<u>Unacceptable behaviour includes:</u>
<ul style="list-style-type: none"> • Children being ready for learning (see Appendix 3) • Respect for other people, their views and their work. • Attentiveness. • A sense of right and wrong. • Self-respect. • Respect for the environment. • Working co-operatively. • Honesty and trust. • Fairness. • Self-discipline. • Politeness and good manners. • Setting a good example. 	<ul style="list-style-type: none"> • Racial harassment. • Violence and aggression. • Hurting other people's feelings. • Threatening behaviour including bullying. • Dishonesty. • Deliberate disobedience. • Discrimination. • Lack of respect. • Using unacceptable language. • Deliberately damaging property. • Disrupting teaching and learning. • Taking things that do not belong to us. • Threatening behaviour including weapons being brought onto the Academy site and used inappropriately.

Behaviour in response to COVID- 19:

At Woodnewton- a learning community children will be educated in how to keep themselves safe during the risk of Covid-19 spreading. All children will be expected to behave in a way that keeps themselves and others safe; being aware of how their actions impacts other pupils physical and mental health.

It is important to consider the following:

1. **Consistency** - throughout the Academy. A whole Academy framework must have approaches used by everybody and have flexibility for individual pupils.
2. **Fairness**- it is easy to miss out the '*in the middle*' children who do not stand out. It is important that teachers keep some sort of checklist to ensure that all children are considered.
3. **Ground rules** - used for ongoing class management in line with the behaviour policy and classroom room rules individual to each class based on the Academy values.



4. **Communication** - within the Academy, but also between the Academy and home (good news letters).

5. **Variety** - so that approaches do not become stale, but at the same time strategies need to remain constant for stability. (See Appendix 4)

Woodnewton – a learning community will always take into account, offer special support and make reasonable adjustments with regard to children with special needs, disability and vulnerable children when implementing our behaviour policy.

Whole School System for Behaviour Management

This system is based on Dojo points, which can be given by all adults in the Academy. Dojo points can be given but must **NEVER** be taken away.

50 Dojo points = Bronze award

100 Dojo points = Silver award

150 Dojo points = Gold award

200 Dojo points = Platinum award

Children will receive certificates in the weekly Key Stage celebration assembly on Thursday/Friday.

Dojo points can be given for:

- appropriate behaviour
- working towards appropriate behaviour
- work which is of a good standard for an individual
- politeness and good manners
- following Academy / class rules
- helping others
- for following the new behaviour expectations in relation to the Covid 19 edit

We expect adults to:

- use a positive reinforcement model which focuses on celebrating expected behaviours
- be aware of positives in every child and reward them with Dojo points and associated certificates
- praise every child by rewarding an achievement certificate and a postcard home every year

We expect children to:

- to behave and work positively in line with the behaviour policy and Academy expectations
- to receive acknowledgement for effort made in work, behaviour and Academy life in general

Other Class-wide and Individual Recognition of Positive Behaviour

In addition to the whole Academy system individual teachers can use other strategies to reinforce good behaviour. Examples are:

1. Praise

This should be used the most. You can look for good behaviour and continuously promote positive behaviour by modelling expectations. Feedback should be specific. For example, "Thank you for putting the pencils away". Praise should be natural and varied, age/developmentally appropriate, attention getting (name names), frequent and consistent and must outnumber corrections or reprimands. Such positive feedback could include words, nods, claps, smiles, thumbs up etc. Be generous with praise when establishing the rules. Children should be praised for their effort against their ability. **(NB: No child should ever be compared or shamed for their achievement or effort. For example: reading/sharing test results in a public forum, popularity voting outcomes etc)**

2. Showing and telling

Children should be given time to talk about good behaviour and good work within the classroom and to another class / teacher. It is important that children are also referred to the EPL Year group leader, SLT and the Headteacher in these circumstances.

3. Work and behaviour targets

Individual targets can be set and rewards for achievements can be given which include stickers, certificates, postcards sent home to parents etc.

4. Class rewards

Children work together to collect class reward decided by pupils. Two children will be nominated by each class teacher to be shared in their weekly year group assembly. Each class will have the opportunity to earn termly x3 times per year class treats eg movie afternoon

5. SLT awards

Each term, one child from each class will be chosen to have afternoon tea with a member of the SLT as a reward for their hard work and dedication to excellent behaviour.

General Classroom Management

The basis for all classroom management is the PIP/RIP rule.

All adults must:

Praise In Puplic (PIP) and Reprimand In Private (RIP)

The Dojo system and other reward systems acknowledge appropriate, positive behaviour but it is also necessary to have a consistent system to acknowledge inappropriate or negative behaviour. The system is explained to children very carefully and clearly so that everyone understands the procedures.

With inappropriate behaviour, interventions can be made in a low-key way, with as little disruption as possible, without shaming. However, if an incident should escalate some disruption cannot be avoided.

In the first few minutes the following strategies can be used:

1. Firm tactical ignoring.

For behaviour such as playing with equipment or daydreaming it is sometimes effective to avoid eye contact or commenting. Other children can be praised for on task behaviour, whilst being aware of the moment when the misbehaviour changes to being on task behaviour so praise can be given.

2. Simple direction or rule restatement.

For example, "Joe, the task was to work without talking, thank you". Using the words "thank you" communicates the expectation of compliance. Then, turn the eye focus away to the 'on task' members of the class.

If the behaviour continues teacher response should be as follows:

In EYFS the system is in line with GEMS. (Appendix 5)

In KS1 and KS2 the behaviour cards are to be used and followed to manage unwanted behaviour.

RESTORATIVE CONVERSATION

KS2 all questions. KS1 * questions usually enough

- What happened?*
- How did this make people feel?*
- Who has been affected?
- What should we do to put things right?*
- How can we do things differently in the future?

RESTORATIVE CONVERSATION

- STAGE 3 teacher/adult with child
- STAGE 4 SLT alongside teacher/adult with child

STAGE 1—The Woodnewton Way

Reminder—A nudge in the right direction

A reminder of our Academy Code of Conduct

Respect, Responsibility and being Ready to Learn

Delivered privately. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.

STAGE 1—Reminder

Not following our Academy Code of Conduct

- Listen and follow instructions
 - Walk quietly in/around building
 - Use hands/feet for working & playing
 - Keep environment clean, green & tidy
 - Treat others like want to be treated
 - Behave in kind & considerate way
 - Think before we speak/act, use polite & kind words & actions
- (Inappropriate language—these are not the words we want to hear in our Academy)

STAGE 2—WARNING CARD ISSUED

Continuing to display the behaviours at STAGE 1

- Spoiling another's work
- Leaving class/playground without permission

Reminded again—Academy Code of Conduct

STAGE 2—WARNING CARD ISSUED

5 minutes with a yellow card to get themselves back on track to STAGE 1

Name, I am giving you time to think now. When you (describe behaviour here) you are not following our Academy Code of Conduct (name rule here). You are choosing to be on STAGE 2. Do you remember when (description of previously displayed positive behaviour). That is the behaviour I would like to see.

Thank you for listening.

STAGE 3—TAKING A BREAK. NOTE HOME

Continuing to display the behaviours at STAGE 2

- Hurting another child once, physically
- Persistently goading another child
- Taking property that does not belong to them
 - Showing threatening behaviour
- Throwing equipment at another child or adult

STAGE 3—TAKING A BREAK. NOTE HOME

PART 1—'Take a Break'

Name, you are now choosing to be on STAGE 3 because you are not following our Academy Code of Conduct (name rule here). We will discuss this later. You need to 'Take a Break' to help you focus and ensure you get back to STAGE 1.

PART 2—Note Home, loss of privilege

Name, you have chosen to be on STAGE 3 and I have written a note home. You are (describe loss of privilege i.e. currently missing out on your play). Do you remember when (description of previously displayed positive behaviour seen by adult). That is the behaviour I would like to see. Thank you for listening.

STAGE 4—REFLECTION/LOSS OF PRIVILEGES

Continuing to display behaviours outlined in STAGES 1-3 despite the adult asking them to stop.

Purposefully using inappropriate sexual behaviour

Racist or homophobic language used

Purposeful violent or dangerous behaviour

Bullying—repeated unkind actions that impact on the wellbeing of other children.

'Your behaviour...Your choice'

STAGE 4—REFLECTION/LOSS OF PRIVILEGES

Name, you are now choosing to be on STAGE 4 because you are not following our Academy Code of Conduct (name rule here). I will now ask an adult to take you to another room so that we can continue to enjoy our learning in class.

Parents will be invited in to discuss the child's behaviour. The reflection sheet will be signed by the parent, filed by the class teacher and recorded.

Stage 1: If a child is showing unwanted behaviours they should be reminded of the expected behaviour. When the behaviour changes the child should be acknowledged and the expected behaviour praised.

Stage 2: If the unwanted behaviour continues the child should be given a yellow card and be told to take a 5 minute break in the classroom away from the area they are working in, using the verbal script on the Stage 2 card. E.g. If a child receives a Stage 2 while working on the carpet, they would sit with the yellow card at a desk or the back of the classroom, still able to join in with the learning. The yellow card should always be given discreetly and the child should be told where they are to go and sit. The child at this stage would not leave the classroom.

Stage 3: If the unwanted behaviour continues the child should 'take a break' away from the classroom for 10 minutes in their buddy classroom. At this point, a green form should be completed (See Appendix 6) and sent to the receiving teacher. (This is so the receiving teacher is aware of the behaviours observed.) It may be appropriate for the child to complete the 4 W's Thinking sheet to encourage them to reflect on their unwanted behaviour. (See Appendix 7) The subsequent break time or 15 minutes of lunchtime should be lost and the child will remain with their class teacher. (Children should not be sent to the Hive to take a break unless this is a pre-arranged behaviour strategy for the child) A verbal discussion is to be held with the child and their parent at the end of the day (once all of the other children have been collected) if a Stage 3 is given to a child. If the child is on the walking bus, walks home alone (Year 5 and 6 only), attends Tea Time or is picked up by someone other than their parent/carer a phone call, made by the class teacher, informing them of a Stage 3 must be made.

Stage 4: If Stages 1-3 have been followed and the unwanted behaviour continues the child is taken to another class by an adult and they will remain here for the rest of that session. (E.g. morning or afternoon) A discussion should be had with a member of SLT (and any other adults involved with that child) to determine next steps. Parents will be invited in for a meeting with the Class Teacher to discuss actions agreed.

Stage 5: In the case of a single serious incident (eg racist or homophobic abuse directed at another individual) or multiple stage 4 incidents, the headteacher will be immediately involved and may need to follow the exclusion guidance where appropriate.

NB: A call on the walkie talkie for support/SLT should NOT be made unless Stage 1, Stage 2 and Stage 3 have already been followed and the verbal script has been used with the child. The only exception to this would be if a child is at risk of harming themselves or others (not for non-

compliance). In this exceptional instance the behaviour would skip straight to Stage 4 and a call for support would be made.

Buddy Classrooms 2021-2022

FS2MH/LC - FS2JS	Y2AM/HB - Y2RR	Y3AC – Y5CM	Y4VF - Y6RK
FS2LW- FS2SB	Y2HW - Y2KK	Y3GS – Y5CR	Y4CG - Y6CB
Y1WH/RM- Y1AC		Y3TP – Y5SW	Y4AB – Y6JB
Y1HC - Y1KB		Y3JF – Y5RW	Y4HW/MH - Y6DF

Assemblies

During assemblies, children choosing to exhibit inappropriate behaviour will be given a reminder, if a second reminder is required they will be given a warning that if they are spoken to again that they will be removed from the hall and supervised until the assembly has finished (the child will also be spoken to at the end of the assembly by the adult leading the session reminding them of the expectations). If this happens twice in one week, a letter will be sent to parents informing them of their child's misbehaviour in assembly resulting in the loss of playtime privileges for one day.

Children who do not respond

It is expected that while generally year groups will work together to deal with challenging behaviours, on occasion the serious unwanted behaviour will continue. In the event of a serious incident, e.g. fighting in class, teachers will need support straight away. It is expected that the class teacher will skip through the stages of behaviour to Level 4 and use the Walkie Talkie to call for SLT support, giving the class name and location that is required. No child's name is to be given over the 'Walkie Talkie'. The member of staff responding will say '(member of staff name) on the way.' If the behaviour is not serious (e.g a child has refused to do their work) the 'Walkie Talkie' should not be used and other behaviour strategies should be referred to in line with the stages of behaviour. The class teacher may need to discuss the behaviour with the child at a later date, when they are ready to listen. Persistent behaviour should be documented and referred to P.A.S.S for further discussion and support.

If the behaviour is serious it may in the first instance be necessary to remove the rest of the children to a safe place first. The teacher, or other named members of staff will try to deescalate the situation however they may decide that it is necessary to use positive handling techniques to control or restrain children. Only those who hold the Team Teach certificate are able to use positive handling. In extreme cases and if no member of staff who holds the qualification is present then the Governing Body have endorsed the ruling that any responsible adult is able to use positive handling to restrain the pupil if there is a significant threat of harm to the pupils' safety or the safety of others. Parents must be informed if positive handling is used on any child and the Bound and Numbered book must be completed by the member of staff who administers the hold. (See Physical Intervention Policy)

There may be rare occasions when staff are working with children who may be seriously at risk of exclusion (please see Exclusion Policy) and the following strategies may be necessary:

1. **Children's personal property** – staff have the right to remove children's property should the item be considered to be a distraction from children's learning, inappropriate to task or a health and safety risk – it is to be kept in a safe place and returned to the parents at the end of the day. Academy staff will always refer to the Headteacher for guidance and support and all items will be safely stored in the school safe for the period of time agreed. Parents will always be involved if this action occurs.

In the unlikely event of staff suspecting that children are carrying knives or items that could harm others, staff have the right to search children. This will be with 2 members of staff present. This is to ensure the safety and wellbeing of the entire Academy community. Parents will be notified of this action.

2. **Setting up a Personal Intervention Plan for behaviour.**

Some children will require a Personal Intervention Plan (PIP). These will be set up in conjunction with the SENCo and parents will be informed. They will be reviewed regularly (weekly if necessary).

3. **Exclusion (Please see Exclusion Policy)**

The Headteacher and Deputy Headteacher, (in the Headteacher's absence in consultation with the Headteacher) have the power to exclude a pupil from the Academy after consultation with the CEO. They may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. They may also exclude a pupil permanently. If the Headteacher or Deputy Headteacher excludes a pupil he/she must inform the parents immediately, giving reasons for the exclusion. At the same time, they make it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The Academy informs the parents how to make any such appeal.

The Headteacher and Deputy Headteacher must inform the LA and the governing body about any permanent exclusion and about any fixed term exclusion.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher or Deputy Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors. When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and consider whether the pupil should be re-instated.

If the governors' appeals panel decides that a pupil should be re-instated, the Headteacher must comply with this ruling.

Lunchtimes

At lunchtime, the Senior Supervisor and midday supervisors play an extremely important role in promoting positive pupil behaviour. For guidance on the role and relationship with children and teachers, SLT will provide training to support. (Appendix 8)

Mobile Phones

While we accept that children may bring mobile phones onto the Academy site, under no circumstances should these be used on Academy site unless they are given permission by a member of staff. Mobile phones should be turned off and given to a responsible adult in the classroom at the beginning of the day and will be returned to children as they leave the Academy at the end of the day. If a child is found with a mobile phone on them during the Academy day, the phone will be removed and stored safely until it can be handed to the child's grown-up at the end of the day. If the child walks home/attends Teatime club, the phone will need to be collected by the child's adult from the Academy office at an appropriate time, the phone will not be handed back to the child.

Parent Links

It is important to develop a good working relationship between teachers and parents through:

- Maintaining regular meetings and working together as a team.
- Parents should be able to contact their child's teacher in addition to the regular consultations if there is an immediate concern that needs to be addressed quickly.
- Teachers should discuss with parents any concerns **or successes** at an early stage.

Parents should not be approached on the playground or in the vicinity of other parents but should be asked in to the classroom or contacted via telephone. These discussions should take place at the end of the day to avoid the disruption of lessons in the morning. If this is not possible due to children being child-minded etc. then a telephone call or letter home (delivered by a responsible adult) may be appropriate.

If there is a continuing pattern of disruptive or anti-social behaviour a solution could be found in a more formal way with a home/Academy contract (See Appendix 9) or individual behaviour plan. (Discuss with SENCo/SLT)

In addition, the Academy will act in accordance with this policy to enforce the positive behaviour of children when walking to and from the Academy, on residential and Academy visits, applying consequences for misbehaviour and praising the demonstration by the children of the Academy's values. A specific code of conduct relating to behaviour on residential visits should be shared with parents and children and signed.

Monitoring

The Headteacher and Deputy Headteacher monitor the effectiveness of this policy on a regular basis. They report to the governing body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The Academy keeps a variety of records of incidents of misbehaviour. When necessary the class teacher records repeated classroom incidents and year groups keep a log. The Headteacher, Deputy Headteacher and Assistant Headteachers record serious incidents reported to them or dealt with by them. The Midday supervisors always report incidents of antisocial behaviour and other problems to the class teacher.

The Headteacher and Deputy Headteacher keep a record of any pupil who is suspended for a fixed term or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the Academy policy is administered fairly and consistently.

Review

The governing body and staff review this policy every 2 years. Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how policy might be improved.

Appendices

1. Charter of Rights
2. Academy Code of working together
3. Ready for Learning
4. Strategies for Positive Performance
5. Behaviour in the Early Years: GEMS
6. 4W Thinking Sheet
7. Guidance for Midday Supervisors
8. Home/Academy contract

Appendix 1

Charter of Rights at Woodnewton – a learning community

Children have the right:

- To be treated with respect
- To be treated kindly
- To be listened to
- To be helped
- To have a friend
- To join in class games and other games by agreement
- To be happy
- To feel wanted
- To be safe
- To feel special
- To lead a healthy lifestyle
- To have an opinion
- To be treated equally
- To say 'No' to playing with others

Adults have the right:

- To be treated with respect by everyone

To be treated kindly

To be listened to

To be happy

To feel wanted

To be safe

To feel special

To be treated equally

To be valued for who and what they are

Appendix 2

Academy Code of Working Together

At Woodnewton – a learning community we will always try to do our best and accept responsibility for all the things we do.

We will:

1. Treat everyone how we would want to be treated. In particular, we will be kind and speak politely to everyone in the Academy community and be helpful and caring to others when needed.
2. Respect other people and all that is special to them including whether they are male or female, have a disability, and whatever religion, beliefs or skin colour they may have.
3. Behave in a safe way by:
 - Leaving jewellery at home (except stud earrings).
 - Always walking around the Academy.
 - Arriving at the Academy after 8:45 am and before 8:55am, unless booked in at Breakfast Club or a Sports Club.
 - Only leaving the Academy with written, signed permission from Parent/Carer.
 - Always wearing sensible and appropriate clothes and shoes – Academy Uniform.
 - For PE lessons, remembering to bring a spare pair of trainers or plimsolls, taking earring studs out of ears and ensuring hair is tied up if it is long.
4. Remember to:
 - Have all items of our clothes named.
 - Keep the cloakrooms and classrooms tidy.
 - Wear PE kit to the Academy on specified PE days.

- Leave the Academy quietly and calmly with Class Teacher at the end of the day to meet parents on the playground.
- Take home all Academy letters.
- Complete Home Learning tasks.
- Be ready for the register at 8:55am.

5. Ask for help or tell an adult if we are unhappy.

Appendix 3

Ready for Learning!

Thinking Heads

Listening Ears

Looking Eyes

Friendly Hands

Talking Mouths

To ask a fantastic question:

Think about what you want to know.

Practise your question, with a partner or in your head.

Look at the person you want to ask.

Ask the question clearly.

Wait for the answer.

To answer a question brilliantly:

Listen carefully to the question.

Practise your answer in your head.

Think again - does it answer the question?

Put up your hand and wait.

Speak clearly when asked.

To sit smartly on the floor:

Sit on the floor

Face the front

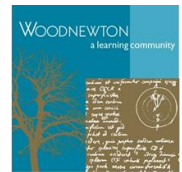
Cross your legs

Hands in laps

Listening ears

Looking eyes

To sit smartly on a chair:



Sit on the seat
Face the front
Hands in front of you
Feet and chair legs on the floor
Listening ears
Looking eyes

Appendix 4

Strategies for Positive Performance

- Invite, model and expect respect.
 - Separating behaviour from the person.
 - Allowing the consequence to do the teaching.
 - Use private rather than public reprimands.
 - Take children aside to focus on what they should be doing.
 - Avoid bearing grudges.
 - De-escalate tension, use humour.
 - Re-establish the relationship as soon as possible after correction.
 - Avoid sarcasm or idle threats.
 - Target specific behaviour.
 - Re-focus the children.
 - Adopt a no-blame approach.
- Use praise!
- Describe the behaviours you want.
- Model fairness, consistency and problem solving and staying calm.
- Make your classroom a 'no put-down' zone.
- Start positively and stay there.
- Teach, and use, 'I' messages.
- Separate the person from the behaviour.
- Set a time or positive deadline.
- Be specific with your language.
- Give single instructions.
- Teach and use active listening skills.
- Practise behaviours and be consistent.
- Use a timeline for behavioural flexibility.
- Use names when addressing children.
- Tactical ignoring and use of silence.
- Give choices.
- Be aware of your own behaviour
 - Body language
 - Tone of voice (respectful)
 - Posture
 - Eye contact

Appendix 5

Our Behaviour Policy for the Early Years is... GEMS

G Get their attention...when a child is making the 'wrong choice', say their name and make sure they are looking at you.

E Explain..... the 'right choice' for their behaviour.

M Model.....the 'right choice' so that they are aware of our expectations.

S Show meso that they, and we know, if the child has understood.

This will be used twice and if the child is still not making the 'right choice', he or she will need some time out to think about their behaviour, 4-5 minutes depending on age of child. This will be spent constructively by helping to mend something broken, drawing a picture to show how they can make it better, etc.

Appendix 7

Guidance for Midday Supervisor Training

General

Be observant on the playground. Look for negative body language, children by themselves and children annoying/chasing/interfering with other children's games.

Action:

- Distract the child and give them a job to do or ask them to take a five minute break from the activity/area.
- If the child ignores or is rude to you the child should be spoken to and instructed to take a break with the Senior Supervisor. There should be no more than 3 children with the Senior Supervisor at any one time.

Additional Actions

- Using the Walkie Talkie to call for the Class Teacher who should note the child's behaviour in the Day Book.

Important

- Always try and build up a positive relationship with the child you are trying to manage. Model positive language using the 3 phrases on the back of this card at all times.
- It is important that all adults in our Academy model our school values of respect and responsibility.
- Always be visible on the playground and move around a lot to ensure that you are not in 'pairs' so that you miss children's behaviour.
- Teachers should inform you of any pupils who have had a difficult morning prior to lunchtime so that an eye can be kept on them.

Use the following phrases:

xxxx.... I can see that something is wrong/has happened and you are feeling angry/unhappy.

I am here to help/talk/listen.

Do you want to tell me about it/talk to someone/ or go to X [offer a specific place] to calm down first?

Tell me what happened.

What do you think needs to happen/you could do next?

Do you know a good way to sort this out/make this better?

Appendix 8

Home/Academy Contracts

- Contracts must involve children, parents and teachers. Both parents and teachers must be seen to be supportive of the child during the period of the contract.
- Contracts must be realistic, fair and time limited.
- Contracts must be written in language that is clear and unambiguous.
- Contracts should be reviewed regularly, possibly weekly or fortnightly.
- Draft copies of the contracts should be shown to the Headteacher first.

Example of a behaviour contract

Behaviour contract

JOHN AGREES:

- To be polite to his teachers and not to lose his temper.
- To report to Mrs Smith at the end of each day and let her know if there are difficulties that need sorting out.

MRS SMITH AGREES

- To see John each day and check up on how he is doing, positive and negative.
- Not to lose her temper with John.
- To let Mr Jones know how John is doing.

MR JONES (DAD) AGREES

- To telephone Mrs Smith each Monday and Thursday.
- To take John to McDonalds if he succeeds in his part of the contract for two weeks.

GO FOR IT JOHN

Signed _____