

## Eastfield Primary School

### Policy on Positive Behaviour for Learning

Eastfield Primary School is an inclusive school. We expect positive behaviour for learning, and we believe in an ethos of kindness and cooperation. We promote this using circle time, PSHE and Social and Emotional Aspects of Learning (SEAL). We believe praise is the most powerful form of influencing a child's behaviour and we are committed to creating an environment where positive behaviour is at the heart of productive learning.

#### **AIMS**

- that every member of the school community feels valued and *respected*. We are a caring, inclusive community, whose values are built on mutual trust and *respect* for all.
- to promote an inclusive environment in which everyone feels happy, safe and secure.
- to foster good relationships, so that we can work together in an effective and considerate way, with the common purpose of helping everyone to learn.
- to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- to ensure that all children attend school free from fear of bullying (please see the Anti Bullying Policy).

#### **Golden Rules:**

- Be **ready** to learn and show *pride* and perseverance in your work.
- Be **respectful** to yourselves, others and the school.
- Be **safe** and make the right choices, both in and out of school.

The Golden Rules are consistently applied to all situations, in which the calm and consistent adult approach separates the distressed behaviour from a child. This promotes our high standard of expectations from all, at Eastfield Primary School.

#### **Core Values:**

- Care
- Diversity
- Opportunity
- Pride
- Resilience
- Respect

## **RECOGNITION AND REWARD SYSTEM**

We recognise and reward learners who go 'over and above' our standards of positive behaviour and / or display these consistently. It is our belief that continual praise and recognition of each child's positive behaviour for learning is fundamental to encourage the behaviour we want to see. We routinely notice positive behaviour at every *opportunity* and verbally praise children to nurture our positive relationships.

### **House Points:**

All children and adults belong to a House at Eastfield Primary School. This sense of belonging is the basis of our recognition system. It encourages a real sense of *pride*, fostering our community spirit.

There are four houses:

- Mars (red)
- Neptune (green)
- Jupiter (yellow)
- Saturn (blue)

Children earn house points by expertly displaying our Golden Rules and / or Core Values in all aspects of their school life. This may include displaying *resilience* to solve a problem in Mathematics, consistent *pride* in being ready to learn or showing *care* to children during unstructured times.

Senior Leadership award **5 to 10 house points** for special achievements.

Adults record house points against a child's name on the house point chart. Please see appendix one. Early Phase children also have house sticker charts and, once completed, visit the Head Teacher (HT) to collect their prize and five house points.

House points are collated and updated weekly by our House Captains, where the leading House is announced during Merit Assembly. The house points are entered onto SIMs, half-termly, by the Behaviour and Welfare Officer.

### **Rewards:**

There are a number of ways children receive praise and recognition at Eastfield Primary School.

#### Weekly:

- Merit Assembly: merit stickers and certificates are awarded weekly to two children per class and these reward effort and hard work. Parents / carers informed via text.
- Certificates and stickers are awarded for Reading, Maths Club, Mathlete of the Week, Star Writer and attainment in Lexia.
- Class teachers choose two children every Friday afternoon who are 'Stars of the Week' and receive class responsibilities.
- Stickers and prizes for displaying the focus 'core value' during unstructured times on each phase playground.

#### Termly:

- Top house point earner in each class receives a 'well done' sticker from the Head Teacher.
- All class teachers nominate one child from their class to be 'Child of the Term'. This child is recognised at church and receives a certificate and a prize. This child displays consistent positive behaviour for learning and has superb attendance and punctuality, all of the time.
- House Champions receive a special treat at the end of a term and their house ribbons are added on the house cup.

#### Yearly:

- Trophies are awarded for: Politeness, ICT, Creativity and Endeavour.

Additionally:

- Children have the *opportunity* to become Playground Leaders, Digital Ambassadors, members of the School Council, as well as roles and responsibilities for Year 6, such as Head Boy and Girl and House Captains. Also, Deputy Head Teacher (DHT) Assistants for Upper Phase children.
- Pen licences are awarded for children who have achieved a high standard in their joined handwriting.
- Attendance certificates are awarded throughout the year and children with 100% attendance for the whole year is celebrated. Class attendance certificates and incentives are also awarded.
- Class teachers can also award additional playtime or visits out-of-school for exceptional 'whole class' positive behaviour for learning.

### **CONSEQUENCE SYSTEM**

Everyone is expected to maintain the highest standards of positive behaviour for learning, to accept responsibility for their actions and encourage others to do the same. Our restorative strategies guide adults to teach children self-discipline and echoes our core values, with a heavy emphasis on *respectful* relationships between all.

All children have the *opportunity* to make the right choice with support from adults through redirections and reminders. For the vast majority of our children a gentle reminder is all that's needed. However, on some occasions, adults will use the restorative strategies for dealing with distressed behaviour in a calm and consistent manner, with any child who is hindering their own learning and that of other children.

Adults will deal with behaviour without delegating. Senior Leadership are not expected to readdress the behaviour during 'take up time'. Rather, they are to stand alongside adults to support, guide, model and show a unified consistency to the child or children.

Children are held responsible for their behaviour through restorative conversations. This approach is about building and maintaining relationships that are *respectful* and empowering. This is central to providing effective support for emotional well-being and positive behaviour for learning. Please see appendix two for further information.

### **Restorative Strategies:**

**Redirection:**

A non-verbal cue or 'drive-by' in the form of a gentle encouragement / a 'nudge' in the right direction to make the right choice / a small act of kindness.

**Reminder:**

A reminder of the Golden Rule, delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible, and take the initiative to keep things at this stage.

**Formal Verbal Caution:**

A clear verbal caution, delivered privately where possible, of the Golden Rule in need of reminding and clear awareness of the consequence should they continue with the behaviour. A child's choice explained relating to the individual Golden Rule. Child reminded of their previous positive conduct.

**30 second micro-script:**

I've noticed...

I need you to...

Do you remember when...

Thank you for listening.

Reflective Conversation (recorded in the class behaviour folder):

The child will speak to the adult away from others where boundaries are reset. The child is asked to reflect on their next step. Again, the adult will remind a child of their previous positive conduct. This is the final *opportunity* to reengage with the learning.

'Take up Time' with Senior Leadership (recorded in the class behaviour folder):

Should behaviour persist, the child will need 'take up time' with a member of Senior Leadership. Give the child an *opportunity* to reflect away from others. Speak to the child privately and offer a positive choice to reengage with their learning; prevent before sanction. Parents / carers informed by Senior Leadership.

Reparation (recorded in the class behaviour folder):

A restorative conversation / meeting between adult and child will take place at the next available *opportunity*. Restorative practice questions will be discussed. Focus on the positive behaviour for learning and repairing trust will be needed. If this meeting is unsuccessful, the adult should call on guidance from the Senior Leadership who will support this process.

A serious breach of our Golden Rules and / or Core Values may result in a period of fixed term exclusion and / or community service settlement.

In such circumstances, it is important that the child has the chance to reflect on this serious breach with the adult and Senior Leadership through restorative conversations. Only the Head Teacher reserves the right to exclude a child for a serious breach of the Positive Behaviour for Learning Policy.

Please see appendix three for guidance.

**MONITORING AND REVIEW:**

- Adults will record details relating to restorative strategies in the class behaviour folder.
- At the start of each week, the Behaviour and Welfare Officer will record all restorative strategies on SIMs.
- Class teachers, Phase Leaders and the Behaviour and Welfare Officer will monitor trends of repeated incidents or social / emotional behaviour concerns in the class behaviour folder.
- Class teachers will administer circle time, PSHE and / or SEAL to address social / emotional concerns.
- Class teachers will complete a 'Behaviour and Well-Being Environmental Checklist' should a child display distressed behaviour over a period of two consecutive weeks. Please see appendix five.
- Class teachers will attend strategy discussions for persistent incidents of redirections, reminders and formal verbal cautions.
- Phase Leaders and the Behaviour and Welfare Officer will meet weekly to identify children displaying distressed behaviour and discuss supportive strategies for both adult and child.
- Parents / carers will be made aware of the number of 'take up times' needed every half term via letter.
- Class teachers and the Behaviour and Welfare Officer will meet with parents / carers, in the first instance, if behaviour concerns persist that hinders their own learning or that of others.

**Supportive Strategies:**

Some children, at some time during their school life, will require support for managing their responses / behaviour conduct towards identified situations. These incidents will be monitored in the class behaviour folder. At these times, the Behaviour and Welfare Officer will discuss early intervention strategies with adults. These preventative strategies foster our common purpose of helping everyone to learn. Parents / carers informed by class teachers and / or the Behaviour and Welfare Officer.

Supportive strategies may include:

- Playtime Provision
- Nurture Groups
- Mindfulness, Relaxation, Sensory Breaks
- Programmes concentrating on social and emotional needs
- Behaviour Report
- School-led Early Help Assessment
- Referral to external agencies such as Strengthening Families Team, Educational Psychologist, Headstart, CAMHS, etc.

### **FIXED-TERM AND PERMANENT EXCLUSIONS:**

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school.

Fixed term exclusions may include:

- An internal lunchtime exclusion or external lunchtime exclusion.
- An internal exclusion
- A fixed term exclusion.

The Head Teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head Teacher may exclude a child permanently. It is also possible for the Head Teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head Teacher excludes a child, the parents / carers will be immediately informed, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents / carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents / carers how to make any such appeal.

Governors are notified of an exclusion after the event not before, as only the Head Teacher can exclude a child. For fixed term exclusions of less than 5 days, Governors are notified once per term. For permanent exclusions, fixed term exclusions over five days or where a child would miss a public examination or national curriculum tests, Governors should be informed without delay but not before.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher. The governing body has a discipline committee that is made up of three members. This committee considers any exclusion appeals on behalf of the Governors. When an appeals panel meet to consider an exclusion, they consider the circumstances under which a child was excluded, consider any representation by parents / carers and the LA and consider whether a child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

### **THE ROLE OF STAFF:**

It is the responsibility of **all adults** to model and ensure that the Golden Rules are followed at Eastfield Primary School, at all times. All adults have high expectations of the children with regard to behaviour and strive to ensure that all children work to the best of their ability.

All adults treat each child fairly, with *care* and *respect*, and apply the Positive Behaviour for Learning Policy consistently to all situations.

The class teacher / covering school staff will:

- Keep an accurate record of restorative strategies in the class behaviour folder.
- Apply a range of behaviour strategies to distressed behaviour. For guidance, please see appendix four.
- Complete a 'Behaviour and Well-Being Environmental Checklist' and attend strategy discussions with the Behaviour and Welfare Officer to support and unpick reasons behind distressed behaviour.

- Report to parents / carers about the progress of each child in the class on a termly basis during parent's evening and, on an informal basis, before and after school, (adults are present at the playground doors each day at 8:45am and 3.15pm).

All adults are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils – please see Physical Intervention Policy. Adults only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **THE ROLE OF THE HEAD TEACHER:**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher will:

- Support adults by implementing the Positive Behaviour for Learning Policy and by setting the high standards of behaviour.
- Ensure all records of a reported serious breach of restorative strategies are entered onto SIMs.

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for repetitive and / or a serious breach of the Positive Behaviour for Learning Policy. For further incidents of unacceptable behaviour or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The Head Teacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. Please see 'fixed term and permanent exclusion' below.

### **THE ROLE OF PARENTS / CARERS:**

The school works collaboratively with parents / carers ensuring consistent messages about how to behave at home and at school. We explain the Golden Rules and Core Values in the school prospectus and we ask parents / carers to read and support them.

We ask parents / carers to:

- Support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school. We inform parents / carers immediately if we have concerns about their child's behaviour and / or welfare.
- Support the actions of the school and the restorative strategies. If parents / carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they then should contact the Phase Leader, then Inclusion Team (*Behaviour and Welfare Officer and Family Liaison and Safeguarding Officer*), and then the DHT followed by HT. If these discussions cannot resolve the problem, a formal complaint / grievance or appeal process can be implemented (please see the Complaints Policy).

### **THE ROLE OF GOVERNORS:**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour and for reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

**Signed: S Hay**

**Date: September 2018**

**APPENDIX ONE**

House Point Chart

This is clearly visible in the classroom, allowing continual praise and recognition of each child's positive behaviour for learning.

**MARS**

<u>Name</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Total (per child)</u>
<u>Total (per week)</u>							

**NEPTUNE**

<u>Name</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Total (per child)</u>
<u>Total (per week)</u>							

**JUPITER**

<u>Name</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Total (per child)</u>
<u>Total (per week)</u>							

**SATURN**

<u>Name</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Total (per child)</u>
<u>Total (per week)</u>							

## **APPENDIX TWO**

### Restorative Practice Guidance

Restorative means having the ability to restore health, strength and / or well-being.

The aim of restorative practice is to develop community and to manage conflict by building and maintaining relationships that are *respectful* and empowering. The goal is to place value on repairing relationships that have been injured.

Restorative practice is the consistent approach adults take when dealing with any incident. In a restorative community, children are given responsibility for decision-making on incidents that affect their lives, their learning and their experiences of school. It allows individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual/s affected by the behaviour. Doing this requires understanding and acknowledgement, that the behaviour was harmful to others, which in turn, allows discussions around necessary changes to avoid such harm in the future.

Restorative conversations / meetings can take place between 'child to child' / 'child to adult' / 'adult to child' / 'adult' to 'adult'.

#### Six Restorative Questions:

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

## APPENDIX THREE

### Serious Breach Guidance

Behaviour conduct at Eastfield Primary School can be categorised as low, moderate and high and as an inclusive school, we may at times, witness any combinations of these 'distressed behaviours'.

Distressed behaviours may be directed 'child to child' / 'child to adult' / 'adult to child' / 'adult' to 'adult'.

Low Level	Moderate Level	High Level
<ul style="list-style-type: none"> <li>▪ Fiddling / fidgeting / distracting others</li> <li>▪ Accidental damage through carelessness</li> <li>▪ Inappropriate noises</li> <li>▪ Noisy e.g. talking / shouting</li> <li>▪ Failing to keep on task</li> <li>▪ Defacing or damaging their work</li> <li>▪ Talking when someone else is - continued talking when adult addresses</li> <li>▪ Talking over adult or interrupting progress of the lesson</li> <li>▪ Negative peer pressure</li> <li>▪ Encouraging or telling a child to make the wrong choice</li> <li>▪ Teasing / winding others up</li> <li>▪ Throwing equipment</li> <li>▪ Putting head on table</li> <li>▪ Slouching in chair with attitude</li> <li>▪ Exclusion of others on purpose</li> <li>▪ Not lining up correctly, not listening</li> <li>▪ Shouting out</li> <li>▪ Telling tales</li> <li>▪ Late for school</li> <li>▪ Mumbling under breath about adults / or consequence given (chuntering)</li> <li>▪ Refusing eye contact</li> <li>▪ Surly manner - not standing-up straight / hands in pockets</li> <li>▪ Dropping Litter</li> <li>▪ Leaving seats without permission</li> <li>▪ Unkind remarks - rude comments to others</li> <li>▪ Bad language (one off)</li> <li>▪ Time wasting</li> <li>▪ Telling lies (one off)</li> <li>▪ Running in corridors</li> <li>▪ Pushing in line</li> </ul>	<ul style="list-style-type: none"> <li>▪ Constantly shouting out - <b><u>persistent</u></b> calling out answers</li> <li>▪ Poor effort</li> <li>▪ <b><u>Continually</u></b> distracting others</li> <li>▪ Aggressive tone of voice</li> <li>▪ Mean gossip</li> <li>▪ Abusive personal comments</li> <li>▪ Threatening looks / comments (e.g. don't look at me or else)</li> <li>▪ Threats of physical violence</li> <li>▪ Being sexually explicit</li> <li>▪ Rudeness to a member of staff</li> <li>▪ Deliberate pushing</li> <li>▪ Threatening other children</li> <li>▪ Going under the table and refusing to come out</li> <li>▪ Climbing on table / bookshelves / lockers</li> <li>▪ Open, persistent defiance</li> <li>▪ Swearing at a child</li> <li>▪ Telling lies (persistently)</li> <li>▪ Breaking health and safety rules</li> <li>▪ Damaging property</li> <li>▪ Leaving room without permission</li> <li>▪ Damaging work</li> <li>▪ Spitting</li> <li>▪ Arguing / questioning Positive Behaviour for Learning Policy</li> <li>▪ <b><u>Persistent</u></b> low-level behaviour where the child has not responded to sanctions / strategies</li> <li>▪ Poor attendance</li> <li>▪ Continuously unprepared for work</li> <li>▪ Non uniform / jewellery</li> <li>▪ Stealing (one off)</li> <li>▪ Persistently disregarding instructions from adults during unstructured times</li> <li>▪ Threatening / aggressive behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Malicious physical assault of another child or adult</li> <li>▪ Serious assault on another child – repeatedly punching / kicking</li> <li>▪ Vandalism e.g. deliberate damage to school property / graffiti</li> <li>▪ Physical / verbal threats made to adults</li> <li>▪ <b><u>Continually</u></b> disrespecting adults or children using inappropriate language, tone of voice or body language</li> <li>▪ Use of, or in possession of drugs / solvents</li> <li>▪ Continued violent outbursts, verbal or physical</li> <li>▪ Leaving school without permission</li> <li>▪ Swearing at an adult</li> <li>▪ Offensive gestures</li> <li>▪ Theft on several occasions</li> <li>▪ <b><u>Deliberately</u></b> throwing equipment at someone</li> <li>▪ Bullying</li> <li>▪ Sexual assault</li> <li>▪ Racism / discriminatory language</li> <li>▪ <b><u>Persistent</u></b> refusal to obey rules</li> <li>▪ <b><u>Persistent</u></b> low and moderate level behaviour</li> </ul>

<ul style="list-style-type: none"> <li>▪ Chewing gum</li> <li>▪ Borrowing without permission</li> <li>▪ Leaving work area untidy</li> </ul>	<ul style="list-style-type: none"> <li>▪ Refusal to cooperate</li> </ul>	
<p>Low-level distressed behaviour will be monitored in the class behaviour folder.</p> <p>Adults will employ a variety of behaviour strategies.</p>	<p>Persistent low and moderate level behaviour will result in additional strategies been delivered by the Behaviour and Welfare Officer and SENCO. Children will be placed on the SEN register and a SEMH plan will be written.</p>	<p>Persistent moderate and high-level behaviour will result in additional agencies being involved and a team around the child / family. An EHCP may be considered and also a referral to a PRU / Re-entry. Fixed term exclusions will be used.</p>

## **APPENDIX FOUR**

### Behaviour Strategy Toolkit and Guidance

Behaviour strategies employed may include:

- Task specific counting e.g. 5 – put your pencils down, thank you, 4 – close your books, 3 – fold your arms, 2 – and so on...
- Waiting for silence when talking to the whole class. Developing strategies for silence e.g. rhythmic clapping, hands up, count down, fingers wiggling etc.
- Non-verbal signals such as, 'the look', thumbs up, moving closer to the child, clicking fingers, waiting silently etc.
- Focusing on primary and not secondary behaviours such as, muttering, tutting or over exaggerated movements.
- Smiling as much as humanly possible.
- Using 'thank you' instead of 'please' at the end of a direction, believing the child is going to comply with the direction.
- Deliberately ignoring is choosing not to attend to low-level distressed behaviour and simultaneously acknowledging children making the right choice. Otherwise, delivering an instruction or redirection before ignoring low-level distressed behaviour.
- Clear and explicit instructions – keeping it short and simple.
- Focusing on the positive using 'I need you to' rather than 'don't'.
- The use of personal pronoun 'I' helps to separate the behaviour from the child.
- Asking 'what should you be doing now?' refocuses the brain.
- Giving the child the power of choice.
- Continually walking around the classroom, quietly offering encouraging words / a nudge in the right direction.

Eastfield Primary School's **3** adult consistencies are:

- Relentless routines
- Works hard to sustain positive working relationships
- A calm, consistent and unified approach

## APPENDIX FIVE

### Behaviour and Well-Being Environmental Checklist

**Getting It Right:**  
Positive Steps to Support Behaviour and  
Emotional Wellbeing in Schools

*A Good Practice Guidance Resource*

## Behaviour and wellbeing environmental checklist

### About the environmental checklist

The purpose of this tool is to prompt reflection and planning around factors in the school, teaching and learning environment that help to promote positive behaviour and wellbeing. The tool should be completed by the person who

has identified a concern (e.g. the class teacher). It will be helpful to complete the tool collaboratively with a colleague, such as another teacher, a teaching assistant or the SENCo. This tool should not be used to audit or rate another person's practice.

### What the ratings mean:

Rating	Descriptor
1	Strongly disagree - very significant need for action
2	Moderately disagree – some need for action
3	Moderately agree – some need for action
4	Strongly agree – no need for action
Don't Know	Further information gathering may be needed
Not Applicable	Not applicable to that school context

*Circle the most applicable rating*

### The classroom environment

My classroom looks and feels like a good work environment.

1 2 3 4 D/K N/A

Furniture and equipment are arranged to the best effect for teaching and learning.

1 2 3 4 D/K N/A

There is appropriate heat, ventilation and light.

1 2 3 4 D/K N/A

Students are seated according to a seating plan.

1 2 3 4 D/K N/A

The whiteboard is easily seen by all.

1 2 3 4 D/K N/A

External noise levels do not interfere with learning.

1 2 3 4 D/K N/A

There is sufficient space and ease of movement for all.

1 2 3 4 D/K N/A

Students and teachers have adequate personal work space.

1 2 3 4 D/K N/A

### Managing teaching and learning

I arrive at my classroom before the students and greet them on arrival

1 2 3 4 D/K N/A

My instructions to students are clear.

1 2 3 4 D/K N/A

I notice and acknowledge good behaviour.	1	2	3	4	D/K	N/A
I prepare materials and equipment before class.	1	2	3	4	D/K	N/A
Students bring the correct materials/equipment to class.	1	2	3	4	D/K	N/A
My delivery of the curriculum is differentiated so that all students can succeed at learning.	1	2	3	4	D/K	N/A
I am aware of the SEN/other needs/issues of the students in my class.	1	2	3	4	D/K	N/A
Lessons are interesting and have a variety of different activities.	1	2	3	4	D/K	N/A
Students are involved in the setting of their own goals and targets.	1	2	3	4	D/K	N/A
Students work together in a way that supports learning.	1	2	3	4	D/K	N/A
There are clear expectations and roles for additional adult support.	1	2	3	4	D/K	N/A
Students needing additional support to follow routines/ instructions (e.g. visual support, cuing-in, extra time) receive this consistently	1	2	3	4	D/K	N/A

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### Promoting wellbeing in class

I help teach students to understand their own emotions.	1	2	3	4	D/K	N/A
I help students to communicate their feelings and seek help.	1	2	3	4	D/K	N/A
Students are taught/supported with self-management skills.	1	2	3	4	D/K	N/A
Staff can recognise signs of their own emotional need and are aware of how their emotions may affect their behaviours towards their pupils.	1	2	3	4	D/K	N/A
Staff can recognise signs of pupils' emotional need and are aware of how the pupils' emotions may affect their behaviours.	1	2	3	4	D/K	N/A
Staff can support pupils who are upset or anxious.	1	2	3	4	D/K	N/A
Staff are aware of strategies to promote emotional wellbeing.	1	2	3	4	D/K	N/A
Feedback from staff consistently promotes positive beliefs (e.g. self-esteem, autonomy, responsibility)	1	2	3	4	D/K	N/A

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### Routines, expectations and consequences

I have clear and established routines for gaining students' attention.	1	2	3	4	D/K	N/A
I have established a clear routine for students entering and exiting the room.	1	2	3	4	D/K	N/A
I have established effective clear routines for: gaining quiet/ silence; distributing and collecting materials; changing activities; clearing up.	1	2	3	4	D/K	N/A

Classroom expectations are discussed with and understood by the students	1	2	3	4	D/K	N/A
Classroom expectations are positively framed, referred to and reinforced.	1	2	3	4	D/K	N/A
Classroom expectations are clearly displayed in the classroom.	1	2	3	4	D/K	N/A
I explicitly teach the expectations and routines of positive behaviour.	1	2	3	4	D/K	N/A
Rewards are small and readily achievable.	1	2	3	4	D/K	N/A
My classroom rewards are linked to the school's reward system.	1	2	3	4	D/K	N/A
Rewards are awarded fairly and consistently.	1	2	3	4	D/K	N/A
In my class consequences are clear to students and appropriate to the unacceptable behaviour.	1	2	3	4	D/K	N/A
I apply consequences in a consistent and fair manner.	1	2	3	4	D/K	N/A
Consequences are understood by parents/guardians.	1	2	3	4	D/K	N/A

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### **Around school**

Rules and routines for movement around this school are clear.	1	2	3	4	D/K	N/A
Break time and/or lunchtime rules are understood by students.	1	2	3	4	D/K	N/A
The rules are communicated to and adopted by all staff.	1	2	3	4	D/K	N/A
Corridors and social areas are well supervised/monitored.	1	2	3	4	D/K	N/A
Problem areas are identified and adequately monitored.	1	2	3	4	D/K	N/A
Systems are in place for the effective resolution of students' conflict.	1	2	3	4	D/K	N/A
There is adequate supervision at break and lunch.	1	2	3	4	D/K	N/A
There are safe spaces available for students to engage in suitable and interesting activities.	1	2	3	4	D/K	N/A
Staff engage positively with students across the school.	1	2	3	4	D/K	N/A
The students' environment is pleasant, orderly and safe.	1	2	3	4	D/K	N/A

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### **Support for students**

Students feel cared for and valued.	1	2	3	4	D/K	N/A
All students are encouraged and supported to achieve their full potential.	1	2	3	4	D/K	N/A
Students are encouraged to take responsibility for their learning and behaviour.	1	2	3	4	D/K	N/A

There are effective student welfare policies in this school (e.g. anti-bullying policies).	1	2	3	4	D/K	N/A
There is an effective, relevant and inclusive SEN policy in the school.	1	2	3	4	D/K	N/A
Behaviour issues are addressed in accordance with equal opportunities legislation.	1	2	3	4	D/K	N/A
Students have opportunities to make their views known and have these considered/acted on.	1	2	3	4	D/K	N/A
Students have someone they can talk to and listen to.	1	2	3	4	D/K	N/A
Students have a safe space (e.g. for calm/quiet time).	1	2	3	4	D/K	N/A
Whole school promotion of positive relationships and diversity.	1	2	3	4	D/K	N/A
Peer support and mentoring services are available to students.	1	2	3	4	D/K	N/A
Safeguarding concerns are taken seriously.	1	2	3	4	D/K	N/A

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### Whole school behaviour systems

An effective policy exists to promote positive behaviour.	1	2	3	4	D/K	N/A
I have a clear understanding of the school's code of behaviour.	1	2	3	4	D/K	N/A
Rules are communicated frequently and effectively to students.	1	2	3	4	D/K	N/A
Staff (including non-teaching staff) are fully aware of, and adopt, the school rules.	1	2	3	4	D/K	N/A
Rules are communicated effectively to parents and guardians.	1	2	3	4	D/K	N/A
I have a clear idea of rewards that can be used for acceptable behaviours.	1	2	3	4	D/K	N/A
I have a clear idea of the range of sanctions that can be used for unacceptable behaviours.	1	2	3	4	D/K	N/A
A system is in place to monitor and review the code of behaviour regularly.	1	2	3	4	D/K	N/A

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### Support for staff

There is collective responsibility for behaviour management in this school.	1	2	3	4	D/K	N/A
Staff feel able to acknowledge difficulties with behavioural issues.	1	2	3	4	D/K	N/A
Staff can access help to deal with student conflict.	1	2	3	4	D/K	N/A
Behavioural issues are recorded fairly and efficiently.	1	2	3	4	D/K	N/A
Staff roles are clearly defined.	1	2	3	4	D/K	N/A

Staff and parents work collaboratively to address concerns about wellbeing and /or behaviour.	1	2	3	4	D/K	N/A
Staff peer support is valued and easily accessible.	1	2	3	4	D/K	N/A
Support services are used systematically and effectively.	1	2	3	4	D/K	N/A
Staff can access training in de-escalation, support strategies, behaviour management etc.	1	2	3	4	D/K	N/A

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### **Communication and joint working**

Parents/guardians are routinely told of students' positive behaviours and successes (notes home, phone calls, meetings)	1	2	3	4	D/K	N/A
Parents/guardians are routinely informed about concerns about students wellbeing and/or behaviour.	1	2	3	4	D/K	N/A
Young people are informed of any decision that may impact on their learning.	1	2	3	4	D/K	N/A
Praise and concerns regarding pupils are shared between staff.	1	2	3	4	D/K	N/A
Staff actively ensure there is an appropriate power balance between staff, pupils and parents.	1	2	3	4	D/K	N/A
Staff adopt a multi-agency approach where appropriate (e.g. using early help assessment, team around child).	1	2	3	4	D/K	N/A
There are effective means for parents to share important information with staff, including in support planning.	1	2	3	4	D/K	N/A
There is effective dispute resolution with relationship repair for pupils/staff/parents.	1	2	3	4	D/K	N/A
Where external agencies are involved, their advice is shared effectively with teaching and other key staff	1	2	3	4	D/K	N/A

### Environmental Checklist: Reflection & Action Planning

Checklist completed by:	Date:
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What were the concerns that led to you completing the checklist?

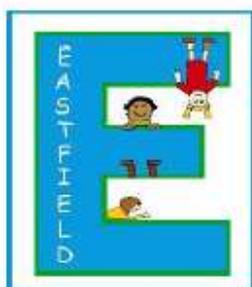
What key areas for development or improvement have been highlighted?

What are you going to do/ change?	When	Who else is involved

## APPENDIX SIX

### Eastfield's Behaviour Blueprint

# EASTFIELD'S BEHAVIOUR BLUEPRINT



## GOLDEN RULES

1. Be **ready** to learn and show *pride* and perseverance in your work.
2. Be **respectful** to yourselves, others and the school.
3. Be **safe** and make the right choices, both in and out of school.

## CORE VALUES

Care | Diversity | Opportunity | Pride | Resilience | Respect

## RESTORATIVE STRATEGIES

- **Redirection:** a non-verbal cue in the form of a gentle encouragement.
- **Reminder:** reminder of the Golden Rule delivered privately wherever possible. Deescalate, where reasonable.
- **Formal Verbal Caution:** a clear verbal caution, delivered privately where possible, of the Golden Rule in need of reminding and clear awareness of the consequence should the behaviour persist. Reminder of previous positive conduct.
  - 30 second micro-script
- **Reflective Conversation:** the child will speak to the adult away from others where the boundaries are reset. Reminder of previous positive conduct.
- **'Take up Time':** gives a child an opportunity to reflect away from others with a senior member of staff.
- **Reparation:** a restorative meeting between adult and child will take place at the next available opportunity.

## ADULT CONSISTENCIES

- Relentless routines.
- Works hard to sustain positive working relationships.
- A calm, consistent and unified approach.

## MICROSCRIPT - 30 SECONDS

I've noticed...

I need you to...

Do you remember when...

Thank you for listening.

## RESTORATIVE QUESTIONS

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?