Ashleigh Primary School and Nursery

All different. All equal. All learning.

Relationships and Behaviour Policy

Date reviewed: 01.07.2026
Due for review: 30.06.2027

Chair of Governors:	Sam Greenhalgh
Date approved by Governors:	01.07.2026

Ashleigh Primary School and Nursery Behaviour Policy 2024-2025

Ashleigh Primary School and Nursery is a nurturing and trauma-informed school. This policy has been written by senior leaders and approved by the governors to support an effective, happy and safe school community, where children enjoy and understand their learning. It aims to make sure that children understand the link between behaviour and learning.

At Ashleigh we believe in the power of relationships and healthy attachments and are clear that every interaction with a child matters and can be a relational intervention. In line with nurture principles, the school acknowledges that "All behaviour is communication". We create a 'secure base' for children and are consistently attuned to the child's needs and responsive to their behaviour.

We aim to grow intrinsic motivation in children and to use restorative strategies to support dysregulated behaviour. We do this so that children develop pro-social behaviours and are a force for good in our school community and the wider world.

The school will ensure that all children who start Ashleigh Primary School & Nursery are familiar with the relevant parts of this policy.

Our Three Reminders are:

1. Follow instructions straight away;
2. Look after yourself, everyone and everything;
3. Show respect and good manners at all times.

Aims

- To ensure that all of our children are safe and happy;
- To ensure our school community has a consistent, fair approach to managing and encouraging learning behaviours;
- To ensure our agreed system promotes positive strategies for eliciting good behaviour;
- To set and communicate high expectations of children's behaviour;
- To give children strategies and processes to manage their own feelings and behaviour;
- To encourage children to see themselves as in control of and taking responsibility for their behaviour;
- To prepare children to become global citizens, ready to make a positive contribution to the world.

"Lovingly Strict"

We know all of the children and have the highest expectations for them.

We expect our children to show respect and kindness for each other and each other's property, the adults, the school building and all associated with the school. We encourage this through our own good example, careful supervision and simple school reminders, which are to make our school a happy and safe place for everyone.

Our emphasis is very much one of encouraging self-discipline through positively reinforcing good behaviour, effort and achievement across the curriculum. Any problems with work or behaviour are dealt with immediately in school. Where appropriate, we involve parents/carers with behaviour incidences so that we can discuss how the child can be helped to overcome the problem.

Staff encourage good behaviour throughout the school at all times using positive reinforcement of exemplary behaviour so as to provide a model of conduct. Our 'Guiding Stars' (appendix 2) provide examples of the qualities we expect. Staff praise children, always looking to 'catch them when they are good' and give specific feedback, thus motivating continual improvement.

We aim to make any consequences we use relevant to each child's behaviour and needs. We endeavour to make consequences educationally valuable, reinforcing our aims towards good behaviour.

The Relational Approach

Our attuned and responsive staff: *'love the children for who they are now and who they could become'* We have high aspirations for behaviour which will equip children for their next steps in education and adult life. At Ashleigh, inclusivity isn't just about staff coping skilfully with behaviours that challenge, it's helping children and their families to develop the behaviours that the children will need to succeed at Ashleigh and beyond.

When working with children, attunement is genuinely caring about them. It is not just asking about their day as a courtesy, but truly listening to their response. It is about noticing when a child comes into the room unhappy or they are unusually quiet and struggling to focus. We recognise the need for all staff to show a '**deliberate botheredness'** (Paul Dix, *When the Adults Change, Everything Changes*) and that small acts of connection, make a big difference: it is a thoughtful remark at the door, an additional compliment on a piece of work or the simple act of remembering what the child had planned for the weekend and asking them about it.

We have a bank of strategies which we use to manage children and we are constantly learning about effective behaviour management through training which supplements thorough behaviour induction.

- We are curious about the lived experience of the child and we truly listen to them;
- We teach children how to put feelings into words;
- We are role models of empathy;
- We help children to make sense of what happens to them by wrapping our adult brains around experiences and emotions.

PACE approach – (see also Appendix 3)

At Ashleigh we use the PACE (Playfulness, Acceptance, Curiosity and Empathy) which is a trauma-informed approach to supporting children and young people, developed by Clinical Psychologist, Dan Hughes.

PACE is a way of thinking, feeling, communicating and behaving that aims to make children and young people feel safe. It is particularly effective in meeting the needs of children and young people who have experienced trauma.

Playfulness	Using a playful, light, warm way of interacting to form a safe connection.
Acceptance	Accepting and acknowledging the feelings underneath the child's behaviour. This leads to trusting that you are not going to be shaming or critical.
Curiosity	Voiced active interest in how the child is experiencing an emotionally charged event "Will you help me understand…?"
Empathy	Felt sense of the other is actively experienced by the practitioner and communicated to the child.

We know that for some children who have experienced trauma, using a PACE approach to develop relationships and to respond to behaviour is often the best initial response, in order to support the

child to feel emotionally safe. Once the connection has been made, we can introduce reflecting on the behaviour to move forwards.

"Connect and redirect: When a child is upset, connect first emotionally, right-brain to right-brain. Then, once the child is more in control and receptive bring in the left-brain lessons"- The Whole Brain Child, Daniel J. Siegel and Tina Payne Bryson

An example of how to use this in practice is the WIN (wonder, imagine, notice) approach:

I wonder – The adult provides genuine curiosity

> *"I wonder if you are worried about going to High school and this is making you feel sad/ angry/ worried/ unsure?"*

I Imagine – The adult provides validation and affirmation, making the situation survivable, suggesting and not telling or assuming. The adult offers acceptance, empathy and curiosity.

> *"I imagine that this is a very big feelings and your tummy may be feeling wobbly, perhaps you feel sick? It's OK, did you know that uncomfortable feelings do not tend to last for long. We all have them from time to time. I am here/ I know what to do / I can keep you safe"*

I notice – The adult is naming the behaviour, wrapping the adult brain around the problem/ emotion and offering validation through noticing

> *"I notice that you are shouting, crying and forgetting to follow the school reminders. You appear to look sad."*

How do Ashleigh staff show their commitment to building relationships?

- Model good social behaviour and language at all times: we are kind and calm with everyone;
- Have an unconditional positive regard for all pupils;
- Listen to the voice of the pupils;
- Provide pupils with a calm, safe and nurturing environment;
- Deliver an engaging curriculum;
- Provide morning greetings and wellbeing check ins;
- Using a PACE approach;
- Show self-awareness, self-regulation and self –reflection. Acknowledging that we all make mistakes and can learn from them;
- Have the highest expectations and uphold consistent, clear boundaries;
- Being a role model for forgiveness and repair;
- Provide consistent, predictable routines and structure;
- Build a sense of belonging for every child;
- Being a role model of 'All different, All equal, All learning'.

At Ashleigh, we support the children with a consistent, predictable approach which develops with the children as they mature.

For this reason, we avoid:

- Inconsistency;
- Negative comments – especially about a person or a group;
- Labelling or dismissing children who have previously struggled with regulating their behaviour – instead, 'we love the child for who they are now and who they could become';
- Punishing a whole group;
- Imposing excessive sanctions;
- Aggressive shouting, put downs and sarcasm, ridicule or humiliation;
- Causing intentional embarrassment;
- Labelling the child instead of challenging their action(s) and behaviour;
- Using nicknames or addressing children or groups of children in ways that blur the boundaries of school e.g. love, lovelies, honey. 'Folks' is a nice, general way of addressing a group of children;
- Introducing extra initiatives which aren't in line with the behaviour policy which make classes differ in approach.

Our Behaviour Management System

It's Good to Be Green
All children start on green each day, green is expected behaviour. Every class has a chart which displays the children's names.

Rewards
We work hard to develop intrinsic motivation in our pupils. We believe that everything we do in school is worth doing in its own right – not because we get rewarded for doing it. An example of this is that reading is a pleasure and learning to read is a wonderful, life enhancing experience. We don't believe that children need rewards for reading. Reading is its own reward. The same is true of behaving well, doing homework, trying hard and making a positive contribution to school life.

Gold Book – This is read out in the Monday assembly to recognise children who have really excelled in their work or attitude this week.

Golden Tickets – These are given out to celebrate children demonstrating our 'Guiding Stars' (appendix 2). They are placed in a tombola and 15 are drawn out in Friday assemblies. If a child's ticket is pulled out of the tombola they choose a prize from a selection of books.

Consequences
We use Good to Be Green to make the process of managing behaviour explicit to the children.

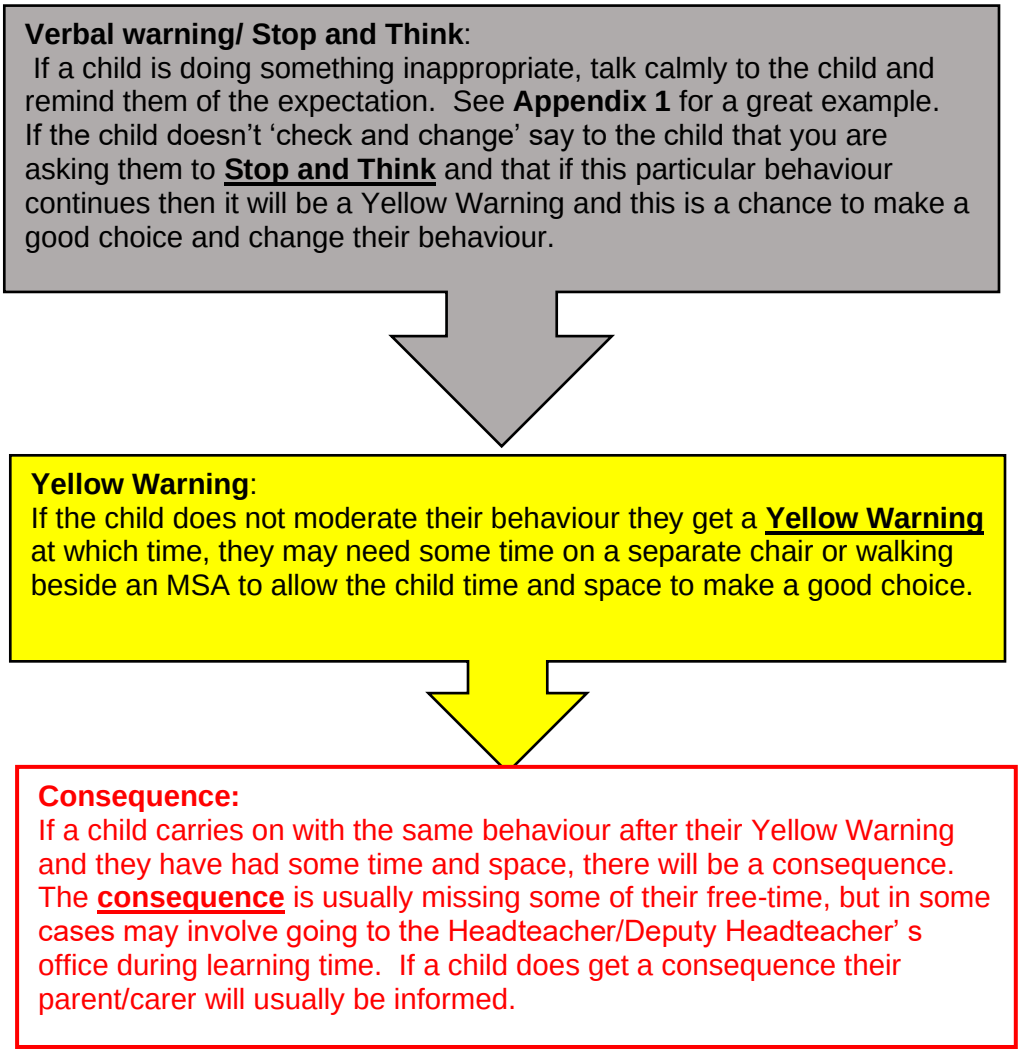
Consequences should be:
- Related – to the behaviour;
- Reasonable – how serious was it?
- Respectful.

Whole class consequences are very likely to cause more problems than they solve because there will always be children for whom a whole class consequence doesn't pass the Three R test.

If a child needs to miss some of their playtime for a reflection or restorative conversation – this is done in class. If they need to miss the whole of playtime, they may be taken to the Head's or

Deputy Head's office. If they need to miss lunchtime play – they are sent to a member of the Senior Leadership Team who will ensure they are supervised during lunchtime.

Teaching staff will log consequences on CPOMS and tag it with 'Behaviour'. Teaching staff will usually inform all relevant parties (e.g. parents, MSAs) of consequences used to ensure that behaviour management is consistent throughout the school. If a teacher feels that she/he is having discipline problems with a particular pupil that are not improving, the matter should be referred to the Headteacher/Deputy Headteacher/SENDCo, and a meeting held with parents/carers to discuss strategies. This could be caused by being moved to Red more than once or twice in a week.



What does a restorative approach look like?

We PIP and RIP (Praise in Public and Repair in Private).
We use a restorative approach which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.

We use restorative scripts and visual prompts to structure these conversations through the stages of Regulate, Relate and Reason. These resources and scripts can be adapted based on the needs of the individual child (see appendix 1 for examples)

This doesn't mean that we don't have consequences, the restorative approach should always be used although sometimes a consequence may be appropriate too, e.g. after a fight.

SEND and individualised positive behaviour management plans:
If children have Special Educational Needs that affect behaviour, the class teacher will work with the SENDCo in order to tailor an appropriate and effective positive behaviour plan in line with the SEN Code of practice which may work without use of the normal consequences.

We believe that we are an inclusive school and our behaviour policy should be flexible enough to meet the needs of all of the children within our mainstream educational setting. We also believe that all children benefit from clear boundaries and a school environment which is safe and predictable.

If children need time out of their classroom, then they need to go to another classroom or to sit outside of the classroom with an adult.

Our staff are NORFOLK STEPS trained and understand the importance of safeguarding themselves as well as the children. Staff have learned the appropriate way to positively praise children. Staff are also trained the Norfolk Steps 'open hands' and 'close hands' to divert children displaying negative behaviour towards safety. These measures are only used in appropriate circumstances.

Where behaviour is dangerous, Senior leadership will be called and trained members of staff will be used to de-escalate the situation and if necessary use positive handling to keep everyone safe. All other children and adults may be moved to a place of safety. If a child has needed to be held, a Risk Reduction Plan (agreed by parents/carers) is put in place before or after the first incident and all incidents are reviewed, recorded and parents informed.

Sometimes behaviour incidents are so extreme they warrant the child's name being changed straight to Red and involvement from the Senior Leadership Team.

Internal exclusion spaces. This is likely to be inside or outside an office. This would be a short term measure, used while capacity to include the child in other provision is assessed.

Any member of staff can suggest alternative provision for a child to a member of the leadership team, who will discuss the issues and ensure the child is receiving the right support.

The Leadership Team
The whole staff is a team. When it comes to behaviour, the leadership of the school play their part by supporting the whole staff to manage behaviour. Teachers need to be trusted and empowered by the leadership. School leaders need to know that teachers are prepared to take responsibility for behaviour management.

When this is the case and working well, teachers use the SLT as a form of back-up.

If a child has disrupted a lesson, it's really beneficial for a teacher to keep the child behind and do the work which will reduce the likelihood that it will happen again. If a child disrupts a lesson and is sent to the SLT the teacher is handing over a bit of their responsibility. The teacher is sending the message "This child's behaviour in class is going to need more intervention than I can give on my own". Of course, this is very necessary with some children and it is a strength to be able to ask for help but the teacher needs to be reflective about when this decision is made.

To put it another way, what do teachers and TAs need an SLT member for? Is there anything SLT can do that teachers can't? If a teacher/TA can do it for themselves then they will benefit from doing so. If the teacher/TA needs support, then they should enlist it and will benefit from that.

Behaviour management is less effective when:

> People who don't need support pass an issue on because they'd rather not spend time on it.
>
> People who do need support try to deal with an issue that they should be getting support with.

Teamwork and communication are really important to address these pitfalls. Never worry about talking a situation through or receiving feedback. Knowing when to ask for support is a skill.

Behaviours which challenge can also be tackled with use of other colleagues before going to a senior leader.

There are effective ways that staff can use the SLT:

- Advice. The SLT all have a wealth of experience when it comes to working with behaviours which challenge. Enlisting a senior colleague to visit and observe can support more effective behaviour management in the classroom. Advice and suggestions based on observation are often of real practical benefit;
- Emergencies. Dangerous behaviour;
- Racist incidents and bullying. SLT need to know about any of these things;
- Removing the audience and providing thinking time (the teacher should follow up with the repair);
- Moving on to a behaviour plan.

SLT shouldn't be there to give counselling, jobs or play games with children who are displaying behaviours that challenge.

The most useful thing an SLT member might be able to do is to cover the class so the teacher is free to do the repair.

When Good to Be Green isn't working for the child:
In the cases where persistent unacceptable behaviours are reoccurring despite use of the Good to Be Green, and the pupil's behaviour goes to Red for the second time in a week, or third time in a half term, the parent/carer is required to meet with the class teacher to discuss strategies to resolve behaviour.

If the strategies agreed upon in this meeting aren't successful and the child's name is moved to Red again during the half term, a meeting with the child's parents, the teacher and a member of the SLT will be held to draw up a behaviour plan. This will then be discussed with the child, as appropriate.

The child will be set one, two or three weekly targets and these will be reviewed and adapted if necessary with the behaviour plan in a fortnightly meeting with the teacher, the parents and the SLT member. This will then be discussed with the child, as appropriate.

The parent will be sent an email every day to share the child's progress against her/his targets.

The aim of this process is to ensure that we all work together to support the child to be able to make increasingly positive choices.

Transition
To ensure the correct support is in place for all children, staff will discuss and share information around children who require behaviour support whenever there is a change of regular classroom staff.

What happens if the behaviour plans don't help?
Our aim is to prepare children for the next stage of their education. If a child's behaviour continues to get worse, despite support, the school may support the parents to explore options such as a change of class, a multi-agency assessment for issues such as undiagnosed SEN, a managed move (offering a fresh start in a new setting), specialist provision (a school more set up to help children who exhibit highly challenging behaviours) or any options which may help the child to be able to succeed in education in the long term. It is not in anyone's interest for school to just contain children who exhibit behaviours which will get in the way of them thriving in later life – we must be focussed on preparing children for high school and beyond by helping them to get the right support to develop the pro-social behaviours they will need to lead positive, happy lives.

Child on child abuse
In order to prevent child on child abuse the school will have an open safeguarding culture, in which children are clear about their own rights and boundaries and how they can talk to if they have worries. This will be embedded in our curriculum and practice.

The school will ensure all incidents of harmful sexual behaviour are met with a suitable response and never ignored. Children are encouraged to report anything that makes them feel uncomfortable to a member of staff. The school's response will be:
Proportionate; considered; supportive and decided on a case by case basis.

Prejudice Related Incidents
At Ashleigh we are 'All Different. All Equal. All learning' and we aim to educate our pupils to become responsible global citizens. The Equality Act 2010 sets out a list of protected characteristics and it is our duty to ensure that all members of our community are protected and supported. If anyone in our community uses terms or gestures which are deemed unacceptable, this will be recorded on CPOMS. Our aim is to educate children about why these terms or gestures are unacceptable or may cause offence, so that they can embrace diversity and use pro-social behaviours in the wider world. Victims must be listened to and taken seriously and must feel secure in the knowledge that they will be supported. School will inform parents and carers of any prejudice related incident to ensure that we work together to develop children's understanding of protected characteristics.

Suspensions
For some pupils, where their behaviour is deemed to cause wellbeing, personal safety, the safe running of the school or children's education to be compromised, this may lead to a fixed term suspension. It is expected that a parent will attend a meeting prior to the pupil returning to school and a plan being agreed by the school, parents and pupil. Any such suspension must follow the statutory guidance on suspensions from the Department for Education.

Confiscation
This policy is in accord with all other school policies around the confiscation of digital devices. The school reserves the right to confiscate items that could cause harm.

Discipline beyond the School Gates

At times, a school is made aware of incidents of bullying or anti-social behaviour beyond the school gates. We know that behaviour out of school quickly impacts upon the relationships and engagement in learning within school. Therefore, we have the same high expectations for behaviour 'beyond the school gates' and strive to support our children in developing pro-social behaviours so that they may become global citizens.

At Ashleigh, any 'out of school' incidents which are reported will be recorded in line with our Safeguarding policy. We work alongside parents and carers, as the primary educators of their children, to manage a consistent response between home and school.

The Headteacher should also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in their local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff should follow its safeguarding policy.

Monitoring of behaviour
Behaviour is logged on CPOMS. This enables the school to track and monitor the behaviour of groups and individuals and provide appropriate intervention as required.
Incidents where a consequence is given should be added to CPOMS providing an accurate account of events so that teaching staff/SLT are able to fully discuss the matter with parents/carers.

How does Ashleigh promote pro-social behaviours?

At Ashleigh we consistently promote the Guiding Stars (See Appendix 2) in every moment of the school day so that children become responsible members of the community.

Our Routines

Quick, easy routines make the school a safe, predictable and well-organised place to be. If the expectations are high around transitions the school will be a calm, orderly place in which all learners can thrive.

1. **Hands up for silence.**
   When an adult puts their hand up it is the expectation that the children will raise their hand and be silent.

2. **Quick lines.**
   Lining up is part of school life that we want to be quick and easy so we can move on to something more interesting. The expectation is that children will line-up, facing the direction they're waiting to go, ready to listen, without talking or touching. Everyone should know who they stand behind and who they stand in front of.

3. **Meet and greet.**
   Staff make a real effort to say "Good morning/afternoon!" to the children and to ask "How are you?". Children are expected to do the same.

4. **Wonderful walking.**
   Children follow the rules for wonderful walking around the school. This means:
   - Facing forwards;
   - Walking at a steady pace;
   - In a straight line;
   - Without talking.

Expectations

Our Manners

At Ashleigh, the children will:

- Know that we address staff as Mr / Miss / Mrs;
- Know that we always say please when asking for something;
- Know that we always say thank you when we receive something or when someone does something nice for you;
- Know that we say excuse me if someone is in our way;
- Know that we smile at one another to create a positive atmosphere in school;
- Know that we let any waiting people through a doorway before walking through ourselves and hold the door for them. We never squeeze through closing doors;
- Know that we knock on doors and wait to be invited in when visiting the staff room or offices;
- Know that it is polite to maintain eye contact with the person you are talking to;
- Know that it is important to have good manners so that people will act politely back to you.

Playtime behaviour

At Ashleigh, the children will:

- Know that we must walk from our classroom to the playground using Wonderful Walking;
- Know that we must play safely without hurting anyone;
- Know that we do not 'play fight' as we might accidentally hurt someone;
- Know that we must be kind by including people in our games and sharing equipment;

- Know that someone who is kind behaves in a gentle, caring and helpful way towards other people;
- Know that we should not scream when playing together;
- Know that we must stand still when the first whistle is blown;
- Know that we must use Wonderful Walking to re-enter the school when the second whistle blows.

Lunchtime behaviour
At Ashleigh, the children will:

- Know that we use Wonderful Walking in the dinner hall;
- Know that we use a quiet voice to talk to friends in the dinner hall;
- Know that we use a knife and fork correctly or ask for help if we cannot;
- Know that we finish what we are eating before we leave our seat;
- Know that we throw rubbish in the bins and take your recycling home in your lunchbox;
- Know that we use good manners in the dinner hall, saying please and thank you to the kitchen staff and midday supervisors;
- Know that we take responsibility to keep the dinner hall clean and tidy for others;
- Know that we raise our hand if we need assistance from a midday supervisor;
- Know that we do not leave the dinner hall unless instructed to by a midday supervisor.

Toilet behaviour
At Ashleigh, the children will:

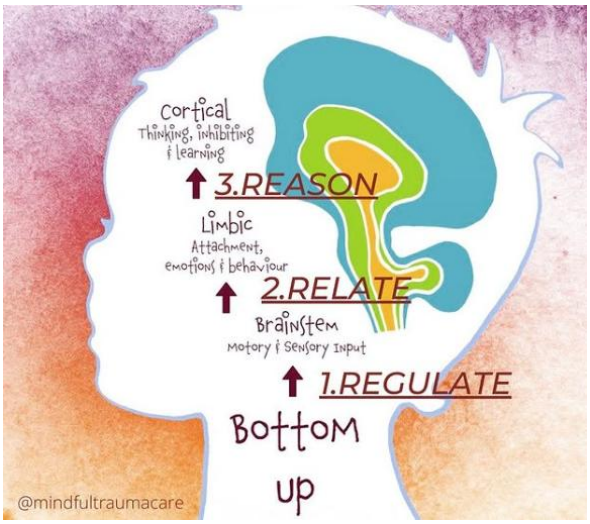
- Know that they should try their best to go to the toilet at break times and lunchtimes rather than lesson times;
- Know that they wash their hands after a toilet visit;
- Know that toilets are not places where they socialise or hang out;
- Know that toilets are private places, not play places.

Eating
Dining spaces should be calm and quiet. All adults can play a part in insisting that children do not blur the lines between play and eating. They can do this by ensuring that low level infringements are picked up on meticulously and effectively by whoever observes them. Shouting, running, mess-making and inconsiderate behaviour must be challenged.

Wet break times
Each teacher should agree with the class the routines, daily procedures and duties that are necessary so that everyone knows who does what, when and perhaps most importantly how. Children should be in their own classroom, doing something safe and sensible. Wet breaks are unfortunately not an opportunity to ‘let off steam’ but they can be an opportunity to relax.

Appendix 4 includes further detail for all staff on the supervision of behaviour at break and lunchtimes.

Appendix 1: Regulation and Restorative conversations



REGULATE: if something has gone wrong

"Stop! It's ok to feel angry (furious, frustrated, etc.) that's an uncomfortable feeling but it's not ok to punch (hit, jump on, etc.)."

"Come with me and we will talk. You talk, I'll listen."

REPEAT (maybe several times)

Child X says what happened and how they feel

Adult repeats :"So you think that…

So, your opinion is that…

Have I got that right?"

What rule was affected?

Child Y says what happened and how they feel and adult repeats.

RELATE + ATTUNE (Show you understand their feelings)

"'Wow, I **notice** that that was really tricky (hard, impossible, scary, etc.) for you.

It's ok to feel ____ but it is not ok

RELATE+ SOOTHE (I'm here for you)

"I really get that that was too hard (tricky, confusing, etc.) for you. I'm here and I'll look after you. "

"Stay with me for a while.

"What do you need to help you right now?"

REASON+ REPAIR – when they are ready

What needs to happen next?

What can we do to make it right?

How can I help you do this?

Model apology: When someone says I'm sorry say

"Thank you. I appreciate that"

Appendix 1-Regulation and Restorative conversations (continued)

Paul Dix- *When the Adults Change, Everything Changes*– 30 second Script:

I notice that you are…. (moving around the classroom unsafely)

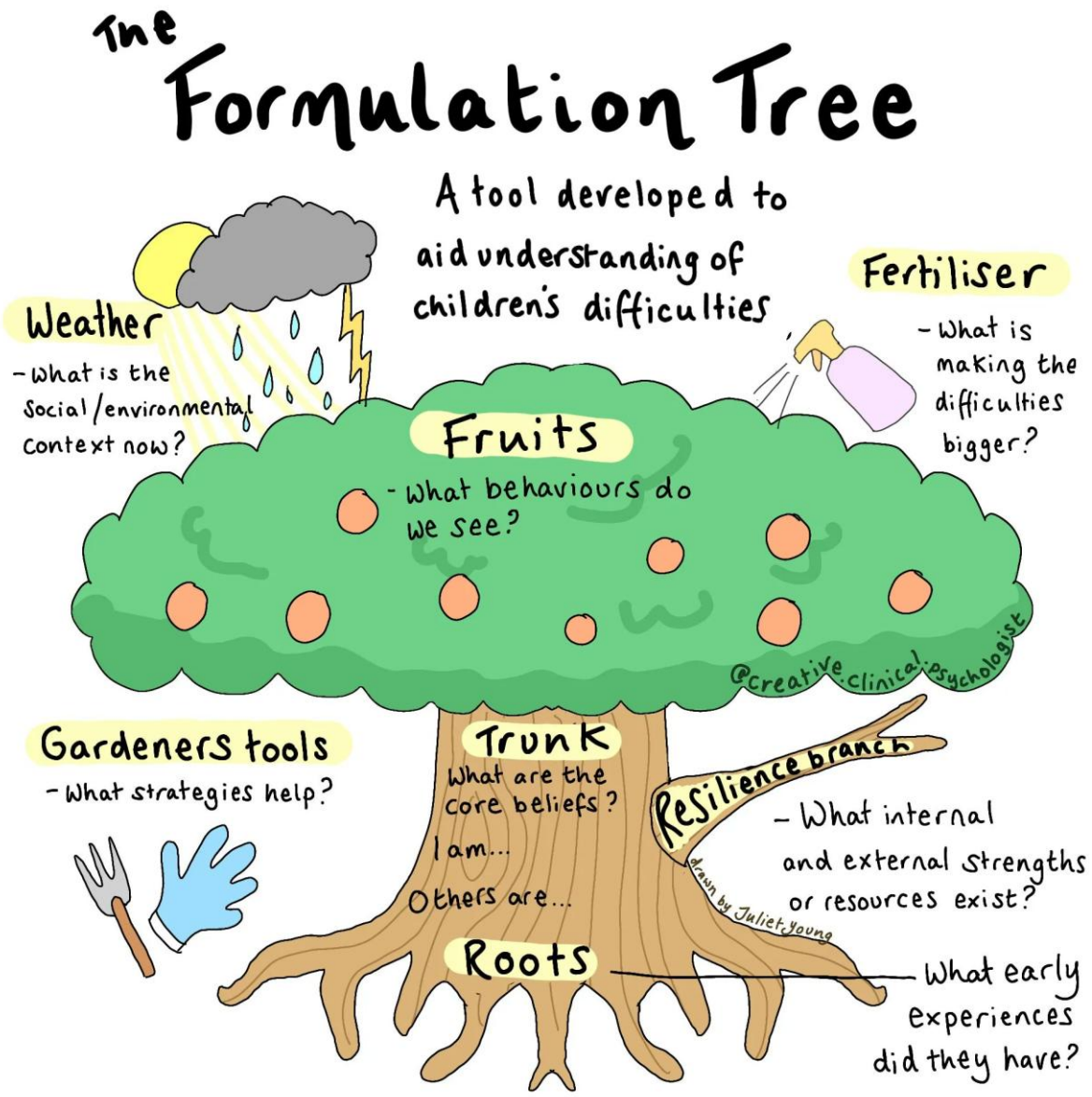
It is the reminder about …. (following instructions straight away) **that you are not following**

You have chosen to …. (not listen to the instruction about moving around the room safely)

Do you remember last week when you… (lined up sensibly and waited for your teacher/ got a golden ticket for teamwork/ did an excellent piece of writing)

***That* is who I need to see today…**

Thank you for listening (give the child take up time)



Appendix 2- Guiding Stars

Ashleigh Guiding Stars

Appendix 3- PACE

Appendix 4 –Break and Lunchtime Behaviour

Playtimes should be safe times which everyone can enjoy. We want children to continue to develop their social and emotional skills during break times and this means that adults must continue to provide high quality supervision and guidance at break and lunch. Supervising other peoples breaks requires skill, because you are working while others are relaxing.

Supporting positive behaviour

All members of staff are responsible for ensuring that our agreed behavioural expectations are upheld. This means that low level infringements must be picked up on meticulously and effectively by whoever observes them, ensuring that low level incidents do not escalate into more serious ones. If the question is "what's going on over there?", the next action should be – go and find out.

We want children to be able to take ownership of their behaviour at playtime. We want children to relax at playtime, but we don't want incidents. How can we ensure that playtime is enjoyable and safe? We all need to be active.

1. Being aware of what is going on and getting involved early. An accident, a fight, a bullying incident, a falling out…all of them are unwelcome because of the distress they cause for the children but doubly so because they generate work for the adults in the school which reduces our capacity to focus on high quality teaching and learning. That's why we all need to constantly work hard to find the goings on that are about to cause problems. "That looks rough, make sure you're being safe" "Is everything ok round this corner?" "Stand up Dorothy, thank you." "Which reminder does that effect?" "How do we use the stilts?"

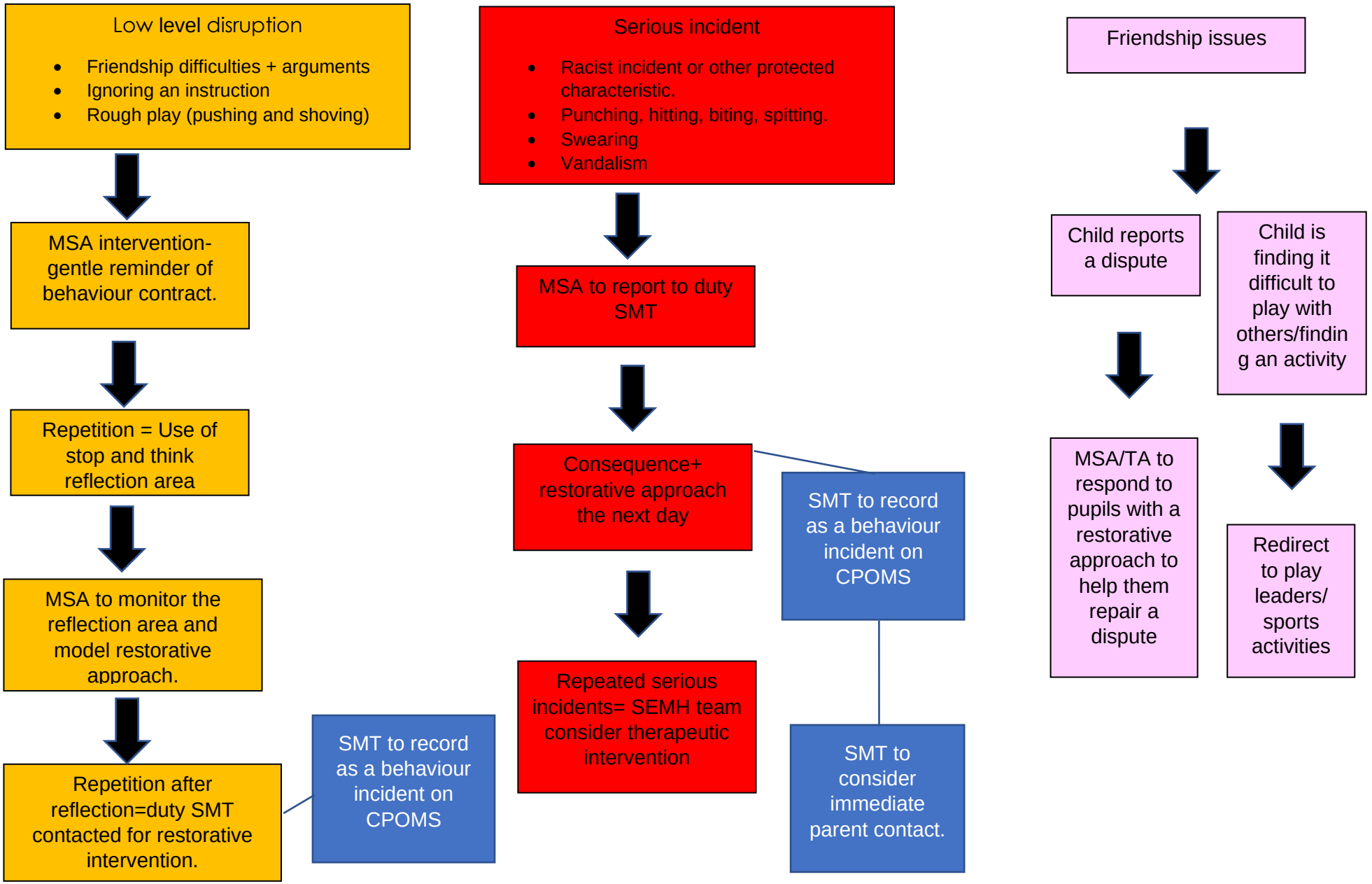
2. Talking to the children. Constantly increasing the children's awareness of their behaviour and encouraging them to take ownership. "What is the reason we don't pick each other up on the playground?" "Dorothy, come here please…always look in the direction you are running. Do you know why?" "What's the reason we don't allow play fighting? Which reminder does that affect?" "Which way round should your coat be? Which reminder does that affect?" "Make a safe choice, Dorothy" "Thank you for checking and changing, Dorothy". "What's the plan with that skipping rope, Dorothy?"

3. Confidence. Everyone needs to be clear – the adults are in school to get involved with the children. Adults should have no concern that the children will not respond in a co-operative and respectful way and should therefore feel confident to guide their behaviour. All adults should expect all children to follow instructions straight away. If children don't meet this expectation, it is a matter for the leadership team.

4. Child focus. We have lots of staff on duty so that they can all focus on the children and role model what we expect. Every time two adults talk to each other, we have two less sets of eyes on the children. While good communication between staff is essential to a well organised playground, the expectation is that staff are talking with children – not each other - for as much time as possible. The children's break time is when they need the most supervision, not a chance for us to relax, unwind or switch off. It is unwinding, relaxing and switching off which allows molehills to become mountains. Staff on duty should spend break times searching for the molehills.

If a child is failing to display the necessary levels of self-management on the playground, the leadership team will provide access to alternative provision. During lunchtimes, the Treehouse mobile provides opportunities to play indoors with toys and games, with close supervision and a focus on building relationships in a safe way. Some children may need to watch this in action before taking part.

Appendix 4- Lunchtime Behaviour Procedures (continued)



BEHAVIOUR GUIIDE

We always
Praise in Public
Repair in Private

3 Reminders
1. Follow instructions straight away;
2. Look after yourself, everyone and everything;
3. Show respect and good manners at all times.

Lovingly strict deliberate botheredness

In class steps
1. 'Drive By' Reminder
2. Stop and Think
3. Yellow Warning
4. Consequence

It's good to be green!
Great behaviour is it's own reward.
We give out Golden Tickets to celebrate when children follow our Guiding Stars.

Our Routines
1. Hands up for silence
2. Quick lines
3. Meet and greet
4. Wonderful walking

P.A.C.E. and W.I.N
Playful, Accepting, Curious and Empathic

I wonder... I Imagine... I notice...

Paul Dix- When the Adults Change, Everything Changes– 30 second Script:

I notice that you are.... (moving around the classroom unsafely)

It is the reminder about .... (following instructions straight away) that you are not following

You have chosen to .... (not listen to the instruction about moving around the room safely)

Do you remember last week when you... (lined up sensibly and waited for your teacher/ got a golden ticket for teamwork/ did an excellent piece of writing)

That is who I need to see today...

Thank you for listening (give the child take up time)