

Positive Behaviour for Learning

Positive Reinforcement ...

leads to positive behaviour for learning

Nurture the child – all behaviour is communication.

- Specific praise – praise the behaviour you want.
- Catch them being 'good'.
- Be specific in your praise – *what* was good?
- Reinforce school rules in everyday language.
- Reward positive behaviour:
 - Praise
 - House points
 - Stickers
- Give choices for independence.

Well done ... you've put your hand up to answer a question.

Good sitting, Good looking, Good listening.

Great turn taking with your partner.

I love how you are sitting looking at the board, you can have a House Point.

I love the way you cared for our community when you picked that rubbish off the floor.

We need to do our learning. You can do your learning in the classroom or in the group room.



Verbal Warning

- Verbal warning if wrong choice made – tell them the behaviour that you would like to see.
- Think about ... does the child have the tools they need to cope with the feeling they are experiencing? If not, how can we support them?
- Praise positive behaviour ASAP.
- **Suggestion:** Try a change of face within the teaching team to try to get behaviour on track to avoid child getting a yellow card.

Are you ok? I'm noticing that you keep calling out, so that's a verbal warning as it is distracting others. I'd like you to put your hand up when you have something to say, thank you (privately if possible).



Yellow Card

Child has broken one of the three school rules. e.g.

- Child has shown disrespectful behaviour towards peers or staff;
- Child has refused to complete a set learning task;
- Child has sworn;
- Child has refused to follow instructions from an adult;
- Child has deliberately damaged school property;
- Child has disrupted the learning of others;
- Child has pushed another child whilst arguing;
- Child was running in the corridor.

Red Card

Child has received more than one yellow card in the same session for the same behaviour.

Or, child has hurt another child. E.g.

- Child has deliberately hurt another child by punching, kicking, scratching etc;
- Child has been physically fighting or caused harm to an adult;
- Child has engaged in rough play resulting in injury to children.

Whilst the above lists are examples of the types of behaviour which could constitute each sanction, we recognise that as a school we have a large range of ages and expectations of children so each negative behaviour would have to be considered in line with the child's developmental understanding and specific needs.

We believe that each child should have the chance to 'start again' and therefore after every break and lunch time the child will come in on a 'clean slate' with an opportunity to demonstrate positive behaviours.

Yellow Card

EYFS / Y1: 3 min time out in the moment.

Y2 – Y6: 5 min time out at playtime.

- Person issuing - discuss with child in the moment (when child is calm enough to hear the message).
 - Why is it a yellow card?
 - What went wrong?
 - How could you have made a different choice?
 - How can you put it right?
- **Listen** to the child's view.
- Don't be afraid to discuss the consequence with the child – *is this a yellow card? I think it is because...* the child needs to know and understand *why* they are getting a yellow card.
- Person issuing - record on class charts. Link to Phase Leader.
- Class Teacher – timeout.
- Class Teacher - reinforce conversation above.
- Class Teacher - end on a positive:
 - 'I am looking forward to seeing you '.
- **Suggestion: Use a change of face within the teaching team to try to get behaviour on track to avoid child getting a red card.**

....., tell me about what has happened? What went wrong? Did you make a mistake?

Is there a better choice that you could have made instead of?

I think this would be a yellow card because, do you agree?

How can we put this right? What could we (me and you) do to help make things better?

I am looking forward to seeing



Red Card

EYFS / Y1: 5 mins in office at playtime.

Y2: 10 mins in office at playtime.

Y3 – Y6: 15 mins in office at playtime.

- Person issuing - discuss with child in the moment (when child is calm enough to hear the message).
 - Why is it a red card?
 - What went wrong?
 - How could you have made a different choice?
 - How can you put it right?
- **Listen** to the child's view.
- Don't be afraid to discuss the consequence with the child – *is this a red card? I think it is because...* the child needs to know and understand *why* they are getting a red card.
- Person issuing - record on class charts. Link to Phase Leader - Inform Phase Leader of the red card and why the child got it.
- HOS / DHT - time out at break / lunch time with the child.
- HOS / DHT – Reinforce what went wrong, how behaviour could have been different and how it can be put right.
- HOS / DHT - end on a positive:
 - 'I am looking forward to seeing you '.

Reporting Home:

- **Phase Leader - call home red cards from 2 yellows.**
- **HOS / DHT- call red cards.**

....., tell me about what has happened? What went wrong? Did you make a mistake?

Is there a better choice that you could have made instead of?

I think this would be a red card because, do you agree?

How can we put this right? What could we (me and you) do to help make things better?

I am looking forward to seeing

Child with a Behaviour Plan

- Follow behaviour plan... always.
- Everyone aware and consistent.
- If support is needed – try change of face in this order:
 - Teaching Team.
 - Phase Leader.
 - PINC team.
 - HOS / DHT.

Physical Intervention

- **Call office** for urgent bing bong for SLT.
- All PI's must be recorded in the bound book.
PI's are a last resort – to keep the child or others safe.

Emotion Coaching

Step 1: Recognise, empathise, validate the feelings and label them

- I can see that you are angry. I would feel angry too if that happened to me. It's normal to feel like that'
- 'I can see that you are frowning and you're kicking the wall and expressing a lot of energy. I would feel like that too if I didn't want to do something'
- 'I noticed you are looking around at other people's work. I think you might be feeling nervous about whether you are doing it right. Have I got that right?

Step 2: Set limits on behaviour e.g.

- 'These are the rules that we have to follow. Doing that is not OK'
- 'We can't behave like that even though you are feeling annoyed because it is not safe'

Step 3: Problem solve with the child e.g.

- 'This is not a safe place to be angry. Let's go to a safe place and then we can talk'
- 'Next time you're feeling like this, what could you do? How do you think you will react if this happens again?'
- 'You need to do ___ or ___ - which do you want to do?'



What I need

Yedess

- I like you to use my name – not abstract names.
- I need adults to be calm and to give short, clear instructions.
- I need simple language and a calm tone.
- I need to feel liked and cared for.
- I need to know the expectations/plan for the day.
- I like to know what is happening 'Now and Next'.
- I follow instruction better once I have made eye contact.
- I like to hold things in my hands and make physical contact with adults for reassurance.
- I need 2 clear choices.
- I like safe, quiet spaces. I can become overwhelmed (sensory overload – smells and sounds).
- I have a calming box which I use when I need it.
- I love Sonic.
- I can have a snack if I am hungry.

If I'm struggling

- I sometimes need a change of face within the year group team if I am becoming frustrated.
- I can be calmed using sensory toys/LEGO.
- I need to go to a quiet space.
- I can work in a different, quiet space if I need to.
- I will complete 'time outs' with my adult and with timers outside the classroom.
- I am able to tidy up after myself and apologise to adults.
- If I run, I will usually find a place with toys.

Yedess, look (wait until eye contact is made or repeat instruction).

Yedess, now we need to...

Yedess, next we will...



What I need

Jason

- I like things to be consistent and predictable.
- I need adults to be calm and give short, clear instructions/clear boundaries.
- I like having my familiar adults around me. I have strong attachments to my key adults which make me feel safe.
- I like safe, quiet spaces. Loud, busy environments can overwhelm me.
- I need you to remind me to use my words and model talking about my feelings.
- I need all transitions to be carefully planned and supported by an adult from the team.
- I need to have calming time after all big transitions e.g. after drop-off, break, lunch.
- I need regular breaks to enable me to complete activities. I need you to help me take a break when I am experiencing big emotions.
- I need to be supported with visual timetables so I know what to expect.
- I need you to offer me chewellery if I am biting myself.
- I need someone to check in with me regularly so I know I haven't been forgotten.
- I need someone to share my social story with me each day to remind me of the expectations.

If I'm struggling

- I may need a movement/sensory break/job to redirect my behaviour.
- I need two clear choices to help me feel I have some control.
- I may need to go to a quiet space.
- If I run, I have two safe spaces to go to – SEN office or sensory room. I know that an adult will follow to make sure I am safe.
- I can complete my learning in a quiet space with my 1:1 adult.
- I will complete 'time outs' in the moment with my adult and with timers in the Y1/2 corridor. If I hurt another child, I need you to call a member of SLT/PINC to come and talk to me while I do my time out. Mr Page and Mrs Ferris will be the first people to try and call if I need some support.
- I will be taken to the office for significant events that mean I am showing that I am not currently safe to be around other children.

Jason, now we need to...

Jason, next we will...

Jason, let's go together to....

Jason, I can see that you are, let's

What I need



Alfie

- I like things to be consistent and predictable.
- I like having familiar adults around me.
- I need to know the expectations/plan for the day.
- I need support to manage any transition in the school day.
- I need adults to notice and 'catch me' making good choices and give me a good choice card – linked to the behaviour system. I can earn time with Miss Holmes if I get 5 cards.
- I need adults to know and use my behaviour system – good choice cards, warning cards, time out cards.
- I need adults to model how to act appropriately and interact with others and help me calm down if problems arise.
- I need an adult near me in adult directed group learning to ensure I am challenged and do not give up and/or affect the learning of others.
- I need adults to remind me of positive behaviours and to be clear with expectations.
- I require short and precise instructions with visuals to support me in understanding routines, listen to instructions and to help me understand his feelings.
- I need adults to help restart my day if I have had a difficult moment.
- I need support to accept and move past mistakes.

If I'm struggling

- I may need a movement/sensory break/job to redirect my behaviour.
- If I am making the wrong choice, I will be given a verbal warning.
- If I do not correct this, I will be given a warning card along with a 5-minute timer and an expectation of what to do within the next 5 minutes.
- If I respond and complete what is asked, the warning card can be exchanged for a good choice card.
- If I make the wrong choice, I will be given a time out card and will be expected to complete 2 minutes in the agreed space in the classroom.
- After 2 minutes, adults will speak with me and try to help reset my day.
- If I refuse to complete my time out, I will be sent to Miss Kemp or Mr Page (dependent on availability).
- The school behaviour system for red cards will remain in place for me but these will be served immediately in the office with a member of SLT.

NB: Staff at break times and lunch times can also give Alfie warnings and time outs. A time out given at recreational time will be completed in the outdoor classroom. The adult that gave Alfie the time out should be the person that discusses his behaviour with him, reintegrate him back into play and inform the class team on return to class so they can record it.

Alfie, now we need to...

Alfie, next we will...

Alfie, let's go together to...

Alfie, I can see that you are, let's

What I need



Nevaeh

- I need adults to remain calm when I am finding it difficult to make the right choices.
- I need adults to use clear, firm directions and instructions.
- I need adults to understand that I mask my anxieties quite well at times and often, very small things can 'cause my tub to overflow'.
- I need 2 clear choices. e.g. "You can do your learning in the classroom or in Mrs Summers' office."
- I need to know that people are proud of me and care for me.
- I work really well with House Points and praise.
- I earn 1 minute of treat time per ten minutes I am in the classroom. I have my treat time at the end of the day. If I miss my treat time for any reason, I will get it at the start of the next day.
- I only see the guinea pigs or go to Year R at the end of the day during my treat time that I have earned.
- I need a quiet, safe space if the classroom or playground is too busy for me. I have agreed that this is either Starbooks (Y6 space) or Mrs Summers' office.
- I need adults to stay out of my physical space and to give me room.
- I need adults to support me to avoid other children that may further heighten me.

If I'm struggling

- I need a clear warning of the behaviour I am showing and why this is not ok.
- I then need clear expectations of what I need to change my behaviours to and time to adapt my behaviours.
- I need two clear choices.
- I can work in a quiet space if I need to.
- I can have a movement break if needed.
- I may need a change of face in the following order if they are available: the other class TA (Mrs Hardy/Mrs Keleher), Mr Jobber, a member of the PINC team, a member of SLT.
- If I am heightened, I need a distraction before talking through my behaviours and choices. This can be in one of my safe spaces.
- I have 'time outs' and 'consequences' instead of yellow and red cards and I do these immediately in Mr Page or Mrs Chambers' office. Mr Page or Mrs Chambers will do a consequence with me and call my 1:1 to return after. These are recorded as yellow and red cards on CC.
- I need to talk through my behaviours and choices using emotional coaching strategies when I have re-regulated my behaviour.
- I need you to give me a responsibility.
- I need you to remind me that you care.

"Nev, I need you to stop.... because..."

"If you were ... and someone, how would that make you feel? I know that if it were me, I would feel... because... would you agree?"

"When I feel (state emotion), I feel.... or start to...., do you ever feel like that?"

"Are you ready to talk about.... now or would you like a bit more time to think about it first?" (a shoulder shrug generally means Nev needs more time)

"Nev, right now, you are.... but we need to.... you can either.... in or in ..."