

St Andrew's Church of England VC Junior School

'Shining Light on a World of Possibilities'



Behaviour for Learning & Anti-Bullying Guidance

St Andrew's Church of England VC Junior School

Behaviour for Learning Policy

1. Introduction

St Andrew's Church of England School supports the view that good behaviour is achieved through positive behaviour management in line with Christian values. We understand that behaviour is a form of communication. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress (Appendix 5). Thinking of a child as behaving badly disposes you to think of punishment.

As a church school, we believe each child/person is created in the image of God (Genesis 1) and is uniquely made and loved by God (John 3:16). Each person is part of God's purposes and God has plans for him/her. Our school values each and every child, for who they are in God's eyes; a child of God. Each child is "fearfully and wonderfully made". (Psalm 139). The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made, in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with the SENDCo or a member of SLT.

2. Intent

- a. To positively promote socially acceptable behaviour
- b. To provide a safe, calm and caring atmosphere in the school
- c. To ensure consistency and fairness and set high standards
- d. To enable pupils to develop social skills and the ability to choose between right and wrong
- e. To promote respectful and polite attitudes towards one another
- f. To ensure pupils have an clear understanding of what bullying is, what they can do and what school procedures are

3. School Values

These are based on the core Christian Values. Each class will display these values, which we all strive to follow. They are:

- Love
- Hope
- Respect
- Perseverance

The school community therefore expects all members of it to act according to these Christian values by:

- o Respecting each other, themselves and the school environment;
- o Being polite to each other at all times;

'Shining Light on a World of Possibilities'

- Working hard and to the best of their ability;
- Being responsible and sensible at all times;
- Being good ambassadors for the school in the wider community.

As a Church of England Junior School, biblical teachings underpin all we do. We encourage our pupils to “live the values” – (1 Peter 4): ‘Above all, love each other deeply, because love covers over a multitude of sins.’ Overarching Christian values of “true love and forgiveness” shown in the life and death of Jesus, are lived out in this school. Children are loved and we all seek to restore broken relationships with forgiveness and reconciliation.

These values will be promoted through our holistic approach and ethos, including RE teaching and Collective Worship, in order to support our behaviour management process.

These important skills can only develop in an environment of support and understanding and it is the duty of all members of our school community to promote this atmosphere and to lead by example. Within this caring atmosphere discipline is firm yet sympathetic. To achieve this aim, adults are encouraged to promote positive behaviour management strategies. The main focus of our behaviour management is to praise positive actions by identifying children doing the right thing and rewarding and celebrating their good behaviour.

4. Guidelines

- a. To involve all of the school community in making and celebrating the rules
- b. To ensure that everyone knows and practises the ‘school values’
- c. To regularly use a variety of strategies to promote high standards of behaviour
- d. To use praise to promote self-esteem, using this to reward kindness shown for others, for consistent good manners, good effort and high standards of achievement
- e. To ensure that all staff are conscious of the example they set the whole time
- f. To focus on the child’s behaviour and not the child him/herself
- g. To take ownership of behaviour issues – maintaining and implementing the high expectations of behaviour throughout the school.
- h. To seek guidance from outside agencies when extra support is needed

We believe it is important that the school provides a clear and consistent approach to behaviour which can be adopted by all members of the school community. We all have the right to feel secure and well respected in line with both SEN and Equality discriminatory legislation. Everyone is expected to show courtesy and tolerance for others and to behave in a responsible manner.

We aim to establish a caring school ethos where the quality of all relationships is positive. We recognise the importance of training, so that children gradually develop self-discipline and we provide opportunities for them to make independent choices and become increasingly responsible for their own actions.

5. Emotion Coaching

We use emotion coaching to support children to understand, regulate and reflect on their behaviour. (Appendix 6)

Step 1	Recognising the child’s feelings and empathising with them
Step 2	Label the feelings and validating them (validating = let the child know why they might be feeling like this and that having that feeling is OK)
Step 3	Set limits on the behaviour (if needed), e.g. It is OK to feel angry, It is not OK to hit.
Step 4	Problem solve with the child (It is not usually appropriate to do this straight after step 3 as the child may need time to feel calmer and engage more with the rational thinking side of their brain before they can problem solve effectively) Staff MUST leave time for this to happen before doing step 4.

When discussing behaviour incidents with children it is important that all adults talk to them with a calm and non-confrontational voice. It is important that all adults working within the school are able to lead by example and regulate their emotions appropriately.

It is important **not** to say “**Why** did you do that?” We encourage adults to be mindful of the following questions that should be asked during a restorative chat after the incident and when the child is calm.

1. What happened?
2. What was going through your mind?
3. How were you feeling?
4. Who else has been affected by this?
5. What do you need now so that the harm can be repaired? How can we make it right?

6. What do we do to teach and promote positive management of behaviour?

Positive Reinforcement: In all dealings with children in school our first aim is to be positive. The children are praised for good work and complimented on politeness and good behaviour. Adults will continuously ‘catch children out’ for doing the right thing and being a positive role model throughout the school day. The following measures are used within classrooms and around the school to reward good behaviour:

- **Verbal & written praise.** This can be routinely offered by any member of staff whenever a child is seen doing something well, being helpful or making an effort.
- **Smiles and enthusiasm.** Children respond to the feeling that they are liked and approved of.
- **School Merits.** The Merit System is well-established now, and the children are enthusiastic in their efforts to gain merits. To mark the gaining of 50, 100, 150 and 200 merits, the child is presented in Celebration Assembly with a certificate. At the end of the year three girls and three boys in each year are presented with a Merit Award, a small, engraved shield. Their parents/carers are invited to the presentation ceremony. One winner, from Year 6, receives the St Andrew’s Merit Cup. Merits are recorded. Each month, during celebration assembly, the house merit totals are read out and recorded on the House Merit display and the team with the highest total receives the House Point Cup.
- **Curriculum awards:** Presentation points are awarded for good presentation in written work and children are promoted within the TT Rock Stars and Presentation points.
- **Sending to another member of staff for praise.** Children can be sent to the headteacher the deputy head, the assistant head, or to another teacher such as the teacher they had last year, or the teacher of the parallel class. Where a child has been previously rebuked it is good to have the opportunity to send him or her to the same member of staff, this time for praise.
- **Praising achievements in class.** Each class will nominate at least one member of their class as ‘star of the week’ every week.
- **Praising achievements in Celebration Assembly.** Each year group will nominate a pupil for a ‘head teacher’s award’. Children are actively encouraged to bring in trophies and certificates they may have gained in sporting, musical or other pursuits out of school. These will also be shared at the celebration assembly and parents/carers.
- **Opportunities for praise by peers** (for example in class discussion). This can help raise self-esteem.
- **Headteacher Commendations.** These are awarded termly by the Headteacher to children whose behavior and attitudes are exemplary
- **Individual teachers’ strategies.** E.g. table points, ‘marbles in the jar’, phone calls home

During the end of term assembly, the School Values Certificate is presented by a member of the clergy or Headteacher to a child from each class who has consistently demonstrated the School Values. One child is selected by the adult, the other by the class.

An invitation is sent to parents/carers of all children receiving an award in the weekly celebration assembly.

7. Consequences

All class teachers and adults set clear expectations for behaviour in class and throughout the school. Teachers and adults will encourage and inspire children to earn rewards and all classes include resources to support children in regulating their emotions and behaving appropriately. Consequences include:

- 5 point approach: The 'St Andrew's Steps' – pupils can have some 'time in' during lunchtime to feel calmer and work on how they could regulate their emotions or behaviour better next time.
- Parental notification to inform parent/carers about concerns
- Report/Target card to monitor positive behaviour
- Children are sent to the 'Lighthouse' to regulate – teachers to complete slip.
- Internal exclusion to provide an enhanced period of supported reflection
- After school detention
- Fixed term and permanent exclusion (as a last resort once all options have been explored)

8. The St Andrew's Steps

Within the classroom context, children will be supported to develop a self-awareness of their behaviour and given opportunities to reflect on how they are doing. This approach is introduced to all children at the beginning of each year and is clearly displayed in the classrooms and around the school. The children will understand that their behaviour will need to be considered by a staged approach beginning with 'a look' from the class teacher, specialist teacher or adult to a period of 'time-out' outside of the classroom and possibly 'time-in' from playtime. At the beginning of each session, the child will have a fresh start and an opportunity given to demonstrate positive behaviour in class. This stepped approach is summarised in Appendix 1.

- Step 1: Non-verbal reminder
- Step 2: Member of staff highlights the behaviour to the child and clarifies/reinforces expectations with them using emotion coaching script if needed. A first verbal reminder (noted discretely by teacher if needed)
- Step 3: Teacher repeats expectations and makes any adjustments to support the child (see appendix 4: Examples of classroom approaches when dealing with behaviour) A second verbal reminder (noted discretely by teacher if needed). Allow child some processing take up time.
- Step 4: Teacher repeats expectations and makes further adjustments and allows processing times (see appendix 4) to support the child. If needed at this point, time out from the activity (This could be outside the classroom)
- Step 5: Time in room during midday break / SLT member to be called if the situation is unsafe

If step 5 is reached, the member of staff will complete a behaviour slip (See Appendix 2) which will state the reason for the consequence and how long it should be. Often partial loss or total loss of midday break is an appropriate consequence. Pupils may be sent, on such occasions, to the Time-in Room, under the supervision of a member of staff. The behaviour slip is recorded.

A member of staff is responsible for checking the Time-in Room behaviour tracking. If any child receives more than 6 'behaviour slips' in a half term, the child's parent/carer will be contacted. Any escalation of consequences as described in section 7 are recorded to ensure everyone is clear what action has been taken and where they should go next.

In addition to the Time out room, we have a Quiet room available at lunchtime. Research has shown that meta-cognition, mindfulness and controlled breathing techniques can have a profound effect on our choices and behaviour. The Quiet room is there to support children to regulate their emotions that will help them learn and achieve successfully. The room is a safe space which can be used by anyone at lunchtime and will usually have relaxing music and/or meditations playing. There will be an adult there who can talk things through with the child and offer ways to help them regulate their emotions if this is needed. There will also be sensory and calm boxes and mindful colouring available for children to use if needed. There will also be a worry monster available for children to post any worries or concerns.

Report Card

If a pattern of behaviour choices emerges that are contrary to the St Andrew's Values the Leadership Team will consider placing a child on report. The child will be monitored at the end of each session during the day and their behaviour

'Shining Light on a World of Possibilities'

reviewed over an agreed period, usually a week. Parents will be informed and invited to a meeting where the child will attend at the beginning of the week and at the end of the week to review the outcome and plan next steps. (See Appendix 3, Report Card)

Head Teacher notification If a child's behaviour continues to be negative and/or the severity of the behaviour is deemed significant, the class teacher will send the pupil to the Head teacher/ Deputy Head Teacher. This may then result in one of the following sanctions:

Internal Exclusion

Internal exclusion is when a pupil is excluded from the rest of the school and must work away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for an external/fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary as identified through an Behaviour Support Plan.

Fixed-Term and Permanent Exclusion

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted guidance, from the Department for Education: 'Exclusion from Maintained Schools, Academy Schools and Pupil Referral Units' (September 2017). We recognise the duty on schools and local authorities to make fulltime educational provision for excluded pupils from day 6 of their exclusion. It is the duty of parents/carers to ensure their child is not present in a public place during the first five days of exclusion, and the duty of the Headteacher to offer the parent a reintegration interview in respect of certain fixed-period exclusions. Only the Headteacher (or the Headteacher) has the authority to exclude a child from school. The Headteacher 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 Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion, if the circumstances warrant this. If the Headteacher excludes a child, the parents/carers are informed immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the Governing Board. The school informs the parents/carers how to make any such appeal. The Headteacher informs the Local Authority (LA) and the Governing Board about any exclusion. The Governing Board itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

Re-integration

After a fixed term exclusion the pupil and parent/carers will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to exclusion will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed.

Supporting Pupils

If persistent low-level misbehaviour continues, the child is referred to a member of the leadership team, usually the deputy head in the first instance, who will explain clearly what will happen if the misbehaviour continues.

When there is the need for further action, this will usually take the form of a telephone call or conversation, and may include mention of a proposed serious consequence, from the list above. However, we know that negative behaviours can be a result of an unmet need, so we endeavor to support pupils in a variety of ways including:

- Target cards
- Parent/carer to be invited to discuss the behavior and possible causes
- Regular meetings with parent/carer to discuss progress.
- Pupil support from the school's Emotional Literacy Support Assistant (ELSA)
- Home-school diary to aid communication between home and school
- Completion of specific behaviour record sheets (ABCC) which try to identify what the child may be trying to communicate by their behavior.
- Individual Behaviour Plans/Pastoral Support Plans (BSPs/PSPs) are prepared for particular children when needed. They are principally concerned with supporting the complex needs of some of our children and often reflect the involvement of external agencies. These are reviewed with parent/carer and children on a termly basis.
- Positive Handling Plans which are agreed by parents and offer personalised strategies to support the child

'Shining Light on a World of Possibilities'

- It is important to note that there are a few children, with Special Educational Needs, whose social emotional mental health needs mean they require differentiated consequences and a personalised approach. E.g. They are given more time to respond to instructions; are given more reminders before consequences are given; consequences are adjusted by giving the child some time in another safe place rather than being sent to the Time in Room. These strategies will have come as a result of discussions between parent/carer, the pupil, staff and the SENCo/Leadership Team.

9. Monitoring and recording

The Leadership Team regularly monitor the behaviour logs to identify trends of both incident and pupil. This log supports class teacher's records, as well as specific behaviour record sheets (ABCC) which also try to identify what the child may be trying to communicate. A general report goes to governors annually.

10. Home/School agreement

Every parent/carer and pupil is expected to sign the Home/School agreement on admission, as an indication of the partnership between home and school.

11. Anti-bullying

Please note that the school policy on 'Peer-to-peer abuse' should be read in conjunction with this. Everyone in the school community, including children, staff and parent/carers, need to know the clear definitions of bullying. Bullying is ...

"...usually defined as behaviour that is:

- *repeated*
- *intended to hurt someone either physically or emotionally*
- *often aimed at certain groups, eg because of race, religion, gender or sexual orientation."* (www.gov.uk/bullying-at-school)

Bullying can take different forms, including:

- Physical (kicking, pinching etc.)
- Verbal (name calling, insults, threats etc.)
- Gesture (turning of the back, rude hand gestures etc.)
- Exclusion (being left out of friendship groups, work groups etc.)
- Extortion (threatening with harm if money or possessions are not forthcoming)
- Anti-racist or homophobic incidents
- Cyberbullying (bullying via mobile phone or online)

Actions

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that can be why they bully. If bullying is suspected ie It is **deliberately hurtful behaviour, and repetitive** we will:

- Talk to the suspected victim, and any witnesses individually.
- Identify the bully and talk about what has happened, to discover why they became involved.
- Make it clear that bullying is not tolerated.
- If the bully owns up, follow sanction procedures outlined in this policy.
- Record on a behaviour slip for the school behaviour log and record the incident on individual pupil chronologies.
- Keep an informal log of incidents if there are concerns.
- Involve all parties together to discuss the issues if agreed by all parties.
- Allow children time to sort things out.

'Shining Light on a World of Possibilities'

- Support & empower children to resolve the conflict & understand their role in the issues
- Establish an agreement between the children where needed
- Inform parents/carers
- Follow up with further discussions with individual pupils and parents/carers
- When necessary support children individually and, when appropriate, together
- If the incidents persist instigate more serious sanctions as described in this policy.

Prevention

Prevention and promoting awareness reinforces our policy on Anti bullying. Such activities include:

- Anti-bullying week in the Autumn Term.
- Children are made aware of the strategies to deal with low level issues and what to do in different situations including situations of cyberbullying.
- Children participate in role play work in class as part of PSHE.
- Making use of curriculum opportunities to raise pupil awareness eg through RE, cross curricular themes, drama, story writing and literature
- A whole school reward system
- Good quality role models
- Adult modelling of appropriate response to a wide range of scenarios
- Children & parents/carers have a good knowledge of the procedure/policy
- Children have a clear understanding of their rights & responsibilities
- On-line safety frequently discussed and taught
- Adults being proactive dealing with a situation where children are upset and unhappy, even if it appears minor as talking to the children may prevent the situation escalating.

The role of the Head Teacher

- To implement the school's Behaviour and Anti-Bullying Policy, and to ensure that all staff (both teaching and non-teaching) are aware of the school policy, and know how to identify and deal with incidents of bullying. The Head Teacher reports to the Governing Body about the effectiveness of the anti-bullying policy.
- To ensure that all children know that bullying is unacceptable behaviour.
- To ensure that all staff, including midday supervisors, receive sufficient training to be equipped to identify and deal with all incidents of bullying.
- To lead the school in making our vision a reality, where all members of the learning community nurture, value, respect and care for each other.
- To ensure accurate records are maintained. Pupil chronologies must record incidents, actions and impact and an the overview document summarises incidents and are reviewed by the Safeguarding Team.

The role of all staff

- To ensure all types of bullying are taken seriously, and proactive measures are taken to prevent it from taking place.
- To deal with situations quickly to prevent situations escalating.
- To follow up what they have said e.g. keeping an eye, follow up discussions etc.
- For teachers to be responsible for acting upon all incidents of bullying that happen in their class. If a child is being bullied or is bullying others, the class teacher will inform the child's parent/carer and the Head Teacher and will co-ordinate follow-up meetings.
- For teachers to record all incidents of bullying that occur both in and out of class. The school will also record known incidents that occur near the school, or on the children's way between school and home.
- For teachers to use a range of methods to help prevent bullying and to establish a climate of trust and respect for all.
- To maintain pupil chronologies which record incidents, actions and impact and an the overview document summarises incidents and are reviewed by the Safeguarding Team

The role of parent/carer/carers

- To look out for unusual behaviour in your children – for example, they may suddenly not wish to attend school, feel ill regularly, or not complete work to their usual standard.
- To take an active role in your child’s education. Enquire how their day has gone, who they have spent their time with, etc.
- If you feel your child may be a victim of bullying behaviour, inform school immediately. Your complaint will be taken seriously and appropriate action will follow.
- If a child has bullied your child, please do not approach that child on the playground or their parent/carer or involve an older child to deal with the bully. Please inform school immediately and we will deal with it following the school procedures.
- It is important that you advise your child not to fight back. It can make matters worse!
- Tell your child that it is not their fault that they are being bullied.
- Reinforce the school’s policy concerning bullying and make sure your child is not afraid to ask for help.
- If you know your child is involved in bullying, please discuss the issues with them and inform school. The matter will be dealt with appropriately. Remember incidents are confidential, do not discuss them with other parent/carer on the playground.
- Speak to school staff if you have any concerns.

If parent is dissatisfied with the way the school has dealt with a bullying incident, they should follow the school complaints procedure by initially contacting the Head Teacher. If they are still concerned, they should contact the Governing Body via the clerk to Governors.

The role of children

What Can Children Do If They Are Being Bullied?

- Each term or when incidents occur, class teachers will discuss bullying and reinforce the following strategies:
- Remember that your silence is the bully’s greatest weapon.
- Tell yourself that you do not deserve to be bullied and that it is wrong.
- Be proud of who you are. It is good to be individual.
- Try not to show that you are upset or scared. It is hard, but a bully thrives on someone’s fear.
- Stay with a group of friends/people. There is safety in numbers.
- Be strong inside – say “No!” Walk confidently away. Go straight to a teacher or member of staff.
- If you are getting emails, texts or messages that make you feel uncomfortable please save them and show them to an adult. Do not respond to them.
- Fighting back may make things worse – don’t do it.
- Generally it is best to tell an adult you trust straight away. You will get immediate support.
- Teachers will take you seriously and will deal with the bullies in a way which will end the bullying and will not make things worse for you.

What Can Children Do If They Know Someone Is Being Bullied?

- Take action! Watching and doing nothing looks as if you are on the side of the bully. It makes the victim feel more unhappy and on their own.
- Tell an adult immediately. Teachers will deal with the bully without getting you into trouble.
- Do not take direct action yourself.

Racial Incidents

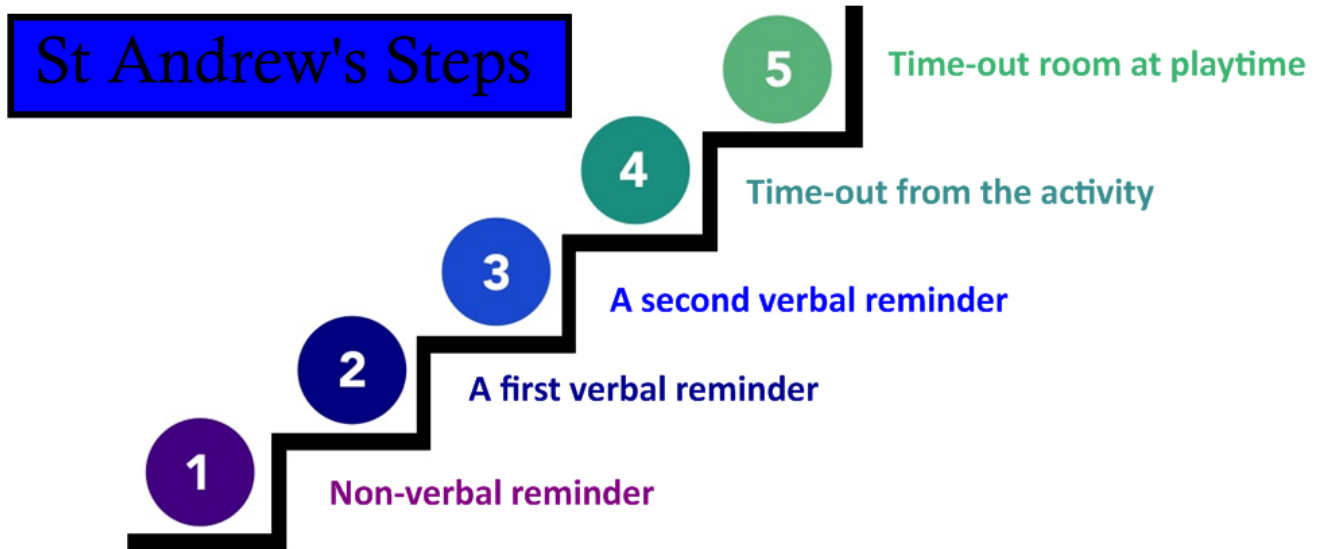
For details on how St Andrew’s responds to racial incidents, please refer to Annex 1 ‘Racial Incident Report Form’. The form and accompanying guidance should be referred to whenever a racial incident has occurred.

Monitoring of this policy

This policy is monitored on a day-to-day basis by the Head Teacher, who reports to governors on request about the effectiveness of the policy. This behaviour and anti-bullying policy is the governors’ responsibility, and they review its effectiveness annually. They do this by examining the school’s anti bullying logbook, where incidents of bullying

are recorded, and by discussion with the Head Teacher. Governors analyse information for patterns of people, places or groups. They look out in particular for racist bullying, or bullying directed at children with disabilities or special educational needs. The use of discriminatory language is currently being monitored in all incidents (low level name calling **and** bullying) as part of our Equality Duty objectives- our behaviour slips (Appendix 2) reflect this as there is a specific box to tick if such language is being used.

Appendix 1: St Andrew's Five Steps



Appendix 2: Behaviour Slip

TIME IN ROOM

Full name: _____ Class: _____ Date: _____

Referred by: _____

Location: Classroom Playground Dinner hall Collective worship

Other: _____

Reason:

<input type="checkbox"/> Absconding	<input type="checkbox"/> Assault (pupil)	<input type="checkbox"/> Assault (adult)
<input type="checkbox"/> Bullying	<input type="checkbox"/> Child Protection	<input type="checkbox"/> Cyber bullying
<input type="checkbox"/> Damage	<input type="checkbox"/> Defiance	<input type="checkbox"/> Defiance of instructions
<input type="checkbox"/> Disrespect	<input type="checkbox"/> Disruptive behaviour	<input type="checkbox"/> Extremist behaviour
<input type="checkbox"/> Fighting	<input type="checkbox"/> Homophobic incident	<input type="checkbox"/> Low level disruption
<input type="checkbox"/> Lunch time incident	<input type="checkbox"/> Racist incident	<input type="checkbox"/> Theft
<input type="checkbox"/> Truancy	<input type="checkbox"/> Verbal abuse (pupil)	<input type="checkbox"/> Verbal abuse (adult)

Further details (If needed):

Time out required:

Appendix 3: Report Card

'Shining Light on a World of Possibilities'

Child's name:

Class:

Date	Morning	Afternoon
	Teacher: Headteacher:	Teacher: Headteacher:
	Teacher: Headteacher:	Teacher: Headteacher:
	Teacher: Headteacher:	Teacher: Headteacher:
	Teacher: Headteacher:	Teacher: Headteacher:
	Teacher: Headteacher:	Teacher: Headteacher:
Overall comments		
Next steps		

Appendix 4: Examples of classroom approaches when dealing with behaviour

Level	1	2	3
Concern	Some minor support on more than one occasion	Needed support on a number of occasions	Significant support required
Teacher response or actions	Re-focus child Quiet word	Direct an adult or give extra support (staff presence for the child/containment)	

'Shining Light on a World of Possibilities'

	<p>Offer of support e.g. “You okay, do you need anything?”</p> <p>Cue name – e.g. “Bob – you all okay?”</p> <p>Nip in the bud: e.g. “James, you’re talking and we are working quietly in this lesson.”</p>	<p>Wondering question: James, I’m wondering if sitting too close to xx is making it difficult for you to concentrate on your work. Come and sit here where I can help you.”</p> <p>Distraction/Redirection: James – please pop next door and ask to borrow xxx – thanks.</p> <p>Name the need: You’re very cross because you wanted to go in the ipad group. I can see that is hard. Everyone will get a go this week.</p> <p>What do you need options:</p> <ul style="list-style-type: none"> ● Movement/sensory break ● Use of desk partition/ear defenders ● Calming box/area ● Go and see someone ● Work in a different place
--	---	--

Appendix 5

We should always aim to look beyond what we see and aim to identify what the underlying reasons are for the 'anger'. Only then, can we hope to help the child and make more longer term changes.



Appendix 6: The Five Essential Steps of Emotion Coaching

'Shining Light on a World of Possibilities'

<p>Step 1 – Be aware of emotions and tune in to the child’s emotions and your own</p> <ul style="list-style-type: none"> • pay attention to your own emotions, from happiness to sadness to anger • understand that emotions are a natural and valuable part of life • observe, listen and learn how your child expresses different emotions • watch for changes in facial expressions, body language, posture and tone of voice 	<p>Step 2- Connect with the child. Use emotional moments as opportunities to connect</p> <ul style="list-style-type: none"> • pay close attention to the child’s emotions • try not to dismiss or avoid them • see emotional moments as opportunities for teaching. • recognise feelings and encourage the child to talk about his or her emotions • provide guidance before emotions escalate into misbehaviour
<p>Step 3 – Listen to the child. Respect the child’s feelings by taking time to listen carefully</p> <ul style="list-style-type: none"> • take the child’s emotions seriously • show the child that you understand what he or she is feeling • avoid judging or criticising the child’s emotions 	<p>Step 4 – Name emotions. Help the child identify and name emotions</p> <ul style="list-style-type: none"> • identify the emotions the child is experiencing instead of telling the child how he or she should feel • naming emotions helps soothe a child • set a good example by naming your own emotions and talking about them • help the child to build a vocabulary for different feelings
<p>Step 5 - Find good solutions. Explore solutions to problems together</p> <ul style="list-style-type: none"> • redirect misbehaving children for what they do, not what they feel • when children misbehave, help them to identify their feelings and explain why their behaviour was inappropriate • encourage emotional expression but set clear limits on behaviour • help children think through possible solutions • don’t expect too much too soon • be aware of potentially difficult settings and be prepared to help the child through them • create situations where the child can explore without hearing lots of ‘don’ts’ • catch the child doing lots of things right and praise them • make tasks as fun as possible e.g. with a young child, tidying up together 	