



# Redcastle Family School: Behaviour Policy

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Signed by Chair of Governors:	<i>Heather Pringle</i>
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## **1. RATIONALE**

*“Good behaviour is a necessary condition for effective learning to take place.”*

At Redcastle Family School we aim to :

- Enable every child to succeed as an independent, enthusiastic and confident learner
- Create an atmosphere where each child is valued as an individual, enabling them to develop a positive self-image, self-discipline and respect for other
- To provide a safe and secure learning environment which enables children to continue to treat others with understanding & respect through a positive and consistently applied approach to behaviour
- Teach and encourage emotional awareness and regulation to support children in becoming resilient and aware of others and the world around them

Through Redcastle Family School’s four core vision statements, we will achieve these aims:



These strands are key components in developing self-belief and unlocking the potential of every learner. (Appendix 1 outlines examples of these behaviours across the Key Stages)

## **2. PURPOSES**

Effective learning is supported by good relationships; an atmosphere in which everyone feels valued and an environment where children are encouraged to know their rights and take responsibility for their own behaviour. This includes the ability to identify and regulate their own emotions; understanding what is appropriate for school life and encouraging pupils to be emotionally confident and resilient. This policy and the procedures to implement it are therefore designed to support the way in which all members of the school can live and work together in a supportive way.

It aims to promote an environment where everyone feels happy, safe and secure, and pupils are helped to become positive, responsible and increasingly independent members of the school and wider community. Its main purpose is to support children in becoming life-long learners as a result of being provided with an engaging curriculum; a safe, caring community in which to discover and create; and a significant degree of choice about what and how they are learning.



### **3. GUIDELINES**

*“Good behaviour from pupils maximises the opportunities for achievement and enjoyment. “*

*“Good behaviour is vital to help ensure the safeguarding of pupils and staff.”*

*“Emotional regulation is a critical life skill that can facilitate learning and improve educational outcomes”*

This policy aims to promote good behaviour, work and attitude through praise and reward (rather than merely deter anti-social behaviour) and emotional regulation to be able to be an optimal learner. However, where necessary, self-discipline is supported through fair and consistently applied sanctions.

In order to create a consistent approach to achieving these aims, the following documents set out in detail a full picture of how we expect staff and pupils to establish and manage behaviour across the whole school:

#### **Standards of Behaviour (Appendix 2)**

The children bring to school a wide variety of behaviour patterns, and we, as a school, must work with pupils and parents towards homogenous, high and consistent standards of behaviour. **RFS will use these expectations as the standard to monitor behaviour throughout the school and identify areas of strength and development accordingly.** These expectations directly link to the values attributes and attitudes in our school vision, and what attitudes/ actions we feel lower standards of behaviour.

#### **Learning Behaviours (Appendix 3)**

The learning behaviours link directly to our four core strands that Redcastle Family School believes are essential in achieving our vision. These learning behaviours are the basis of our reward system. Staff will reference the appropriate learning behaviour when reinforcing positive behaviours and will be rewarded through giving a house point to the individual. For example

*“I’m giving you a house point James because you didn’t give up with your maths problems and kept going. You have aimed high and been resilient.”*

#### **Behaviour Category Descriptors (Appendix 4)**

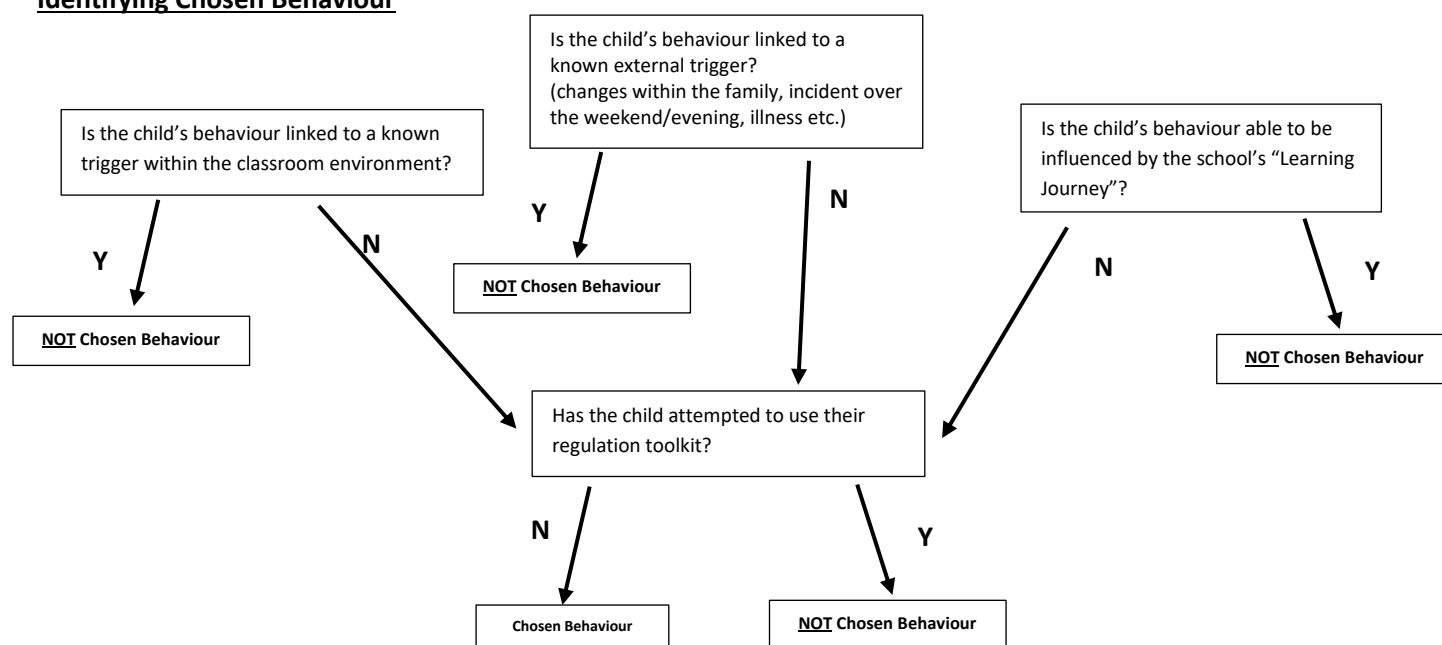
The creation of categories of behaviour allows us to monitor individual pupils and grade /judge them as to their general behaviour. This allows us to track the progress of behaviour as the pupils pass through the school, and to monitor the behaviour of whole classes. It also allows us to be more clear and concise when we report to parents about their child’s behaviour. These categories will also be involved in the establishment of individual action plans, EHCP and where appropriate risk assessments for specific children.

#### **The Unacceptable Behaviour Grid (Appendix 5)**

This is an attempt to make the sanctioning system clear to pupils, staff and parents. It makes clear what types/ levels of behaviour will lead to particular sanctions. It also makes clear what support will be offered to pupils who behave unacceptably. Sanctions and support will be applied/ offered fairly and consistently. The grid will regularly be communicated to parents. It is an implicit part of this document and should be referred to regularly if meeting with a parent to discuss their behaviour.

The behaviour grid also refers to chosen behaviour. This is where children consciously make a negative decision impacting on theirs and others learning after being given opportunities and time to adjust their behaviour. When a child is attempting to manipulate the learning behaviours and zones of regulation the sanctions from stage 3 or 4 will be implemented by a member of SLT. Manipulation of learning behaviours or zones of regulation may also lead to staff moving away from the Norfolk Step Positive language script and limiting the choices that are given to the child.

### Identifying Chosen Behaviour



## 4. EMOTIONAL REGULATION AND ZONES OF REGULATION

The Zones of Regulation is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. The four colours or zones are: blue, green, yellow and red. (Appendix 6)

At Redcastle Family School we know that emotions and behaviours can be directly linked. We have incorporated The Zones of Regulation into our school as an under-pinning way to support and develop children's emotional awareness. We acknowledge that all emotions are relevant and should happen; we encourage children to be able to assess if an emotion is suitable for their environment and provide strategies if adjustment is needed. Redcastle Family School has a "school toolkit" that all children will be familiar with; however children will also be given the opportunity to "check-in" with their emotions every day and develop their own specialised tool-kit of strategies to self-regulate. Tool kits look at strategies to support different emotions and may include things like: taking a walk, deep breathing, yoga stretches, brain breaks and time away from a situation. Weekly teaching on emotions and strategies to support regulation are incorporated within the curriculum throughout all year groups in the form of assemblies, PSHE lessons, circle times and discrete teaching.

## 5. NORFOLK STEPS

The school fully promotes the Norfolk Steps and uses the training and resources within school to support early intervention and prevention through a whole school approach, including managing behaviours that challenge or harm. Norfolk STEPS is split into two area, Step On and Step Up.



Step On is based on sound evidence based principles which promote positive behaviour strategies such as consistency, de-escalation, behaviour analysis and differentiated planning. This programme also provides guidance and practical advice to develop an understanding of the safe and effective use of everyday physical interventions. All members of staff are regularly trained in the use of Step On and new members of staff are offered training as a priority when joining Redcastle Family School.

Step Up focuses on the safe and effective use of restrictive physical intervention within current legislative frameworks. Step Up is used only by specific members of staff that have been trained thoroughly and is always used with at least 2 members of staff so as to make sure that everyone, staff and children, are kept safe.

Redcastle Family Schools approach to managing behaviour and use of dialogue when discussing behaviour and emotions respectively is taken from the Norfolk STEPS scripts (Appendix 7). The information below is a summary of the principles that will be provided as CPD to all staff members to ensure the school consistently adheres to these measures:

**Steps principles are all about understanding:-**

- the importance of ethos and policy
  - the importance of consistency
  - internal and external discipline
  - the importance of relationships
  - conscious and subconscious behaviour
  - the therapeutic approach - experiences, feelings and behaviour \*
  - the language of de-escalation \*\*
  - the need for planning
  - sanction and consequence
  - 'Duty of Care' around harm
  - appropriate physical intervention strategies
  - the importance of restorative approaches and conflict resolution
- 
- Negative experiences can create negative feelings.
  - Negative feelings can create negative behaviour.
  - Positive experiences can create positive feelings.
  - Positive feelings can create positive behaviour.

**How do we *teach* behaviour?**

- through building positive relationships
- through explicit teaching
- by positive role modelling
- through consistent practice
- by using scripts and positive phrasing
- through establishing routines
- by giving explicit specific praise

**\*The Therapeutic Approach**

When considering a child's behaviour Redcastle Family School looks at the child as a whole rather than just the behaviour. Using a therapeutic view (Appendix 8 - Roots and Shoots and 3 Houses) members of staff may talk to a child about any school factors and/or external changes or influences to discover if any underlying factors are directly effecting their behaviour. Staff will then use this information to feed back to SLT, class teachers and/or parents when



relevant. A tailored behaviour plan can then be implemented to support the child and help them through their underlying concerns which has led them to display negative behaviours.

### \*\*The Language of De-Escalation

At Redcastle Family School we have a clear understanding of the power of language. We use positive script and phrases linked to Norfolk STEPS (Appendix 9) when giving children opportunities to change behaviours. We also make sure to give children positive choices when prompting behaviour changes. The choices will focus around the child being given the time to adjust their behaviour but with the expectation that work is completed. Allowing children to take ownership of their behaviour through choices avoids negative relationships between teachers and pupils and allows the child to assume responsibility for the outcomes (good or bad).

## 6. SRB (Moonbeam and the Ship)

It is important that we support all children in Moonbeam with learning strategies in order to regulate their own behaviour for them to enjoy a happy and safe life. Zones of Regulations will be our primary approach in achieving this.

Moonbeam's approach and expectation at RFS is that each child is given strategies and supported in improving their social interaction and communication skills.

All children in Moonbeam follow the same expectations of the whole school.

We invest in other interventions to enable each child to be as successful as they can be. The children are prepared to transition successfully into the school's wider community for some or all of their learning, following the same reward and sanctions as the rest of school. They are explicitly taught about the Zones of Regulation, which encourages them to take responsibility for their own behaviour and emotions. The children are provided with tools to successfully integrate into RFS and for their future learning such as sensory circuits and occupational therapy.

Children's individual needs are considered and respected with an emphasis on adjusting our approach to minimise behavioural issues. These include shorter sessions, engaging and visual learning, offering children with writing difficulties lap top access and considering sensory needs such as noise levels. As with other children at RFS, personalised targets are set through individual learning plans. The Moonbeam team advises scripts and other adjustments to support each child.

## 7. RULES & CONTRACTS

The school has 3 Golden Rules which are:

**We always follow instructions**

**We take care of everyone and everything.**

**We show good manners all of the time.**

Individual class contracts will be created with pupils at the start of each year to help define good behaviour and within these contexts, the responsibilities agreed by the pupils take the place of formal rules.

## 8. REWARD SYSTEM

We feel it is important to reward pupils who behave well. They should not be encouraged to behave simply for reward, but at the same time, consistent good behaviour and/or significant improvement in behaviour should be



acknowledged, celebrated, and rewarded. This reward is rarely materialistic in nature, but should allow pupils to highlight, share, and where possible, model their success.

- **Learning journey (Appendix 10)** Children start the day on “ready to launch” as their day progresses and they show exceptional learning behaviours that exceed Redcastle expectations and actions linked to our core values they will be moved up the universe to “reach for the star” and “to infinity and beyond”. The children are able to move up or down the learning journey through out the day, it is designed to be flexible to the child’s and teacher’s needs.

**EYFS** – Children within EYFS have a learning journey consisting of 3 stages (Ready to Launch, Reach for the Stars and Maintenance Required). These can be re-set at the teachers discretion. (Nursery will begin with 2 stages and will introduce the third stage -maintenance required- in the summer term). The reward for being on “reach for the stars” is at the teachers discretion as house points are not introduced until KS1.

**KS1** – Children have all 5 stages of the learning journey which are re-set after break and lunchtime or after time away from the classroom (eg. RWI/PE).

**LKS2** – Children have all 5 stages of the learning journey which are re-set after break and lunchtime if required.

**UKS2** - Children have all 5 stages of the learning journey which are set once a day.

**\*Reset through the day is only for the children who are below ready to launch. Children who have moved up the journey can be left during the reset and can be moved back to ready to launch for the beginning of a new day.**

- **Class Core Points** Children are praised verbally for any behaviour which supports the school learning behaviours and the child is rewarded with a class point. These class points are linked directly to the core value, which the teacher specifies when rewarding the chosen behaviour and learning. Class points are recorded visually for all the children to see and can also be recorded (teacher discretion) using a coloured card (Core 4 Card – Appendix 10a). Class points are then counted up for each class and the winning class is announced in Fridays Celebration Assembly and win an extra afternoon break time.
- **Daily Compliment Sheet** These are used in every class where one child is selected at the start of the day to receive personalised compliments about how they have been behaving and learning through-out the day. These compliments are given by the teacher, peers and themselves. These are recorded on a form that the child is able to take home and share with their family. (Appendix 14)
- **Achievement Medals** Staff nominate one or two children from their class each week to receive a certificate linked to behaviour, effort and attitude. Medals and certificates are given out in the weekly award assembly. Medals will be listed on the school website for family and friends to be able to celebrate their child’s achievement.
- **Class star** Each term class teachers will write a letter to a child that they have nominated to be the class star. This letter will outline the different behaviours and learning choices the child has made over the half term and invite them to a special lunch.
- **Verbal Praise** Staff make an effort to notice children ‘doing the right thing’. We aim to *catch them being good*. Praise given is specific and relevant to the child. Generic or over the top praise is not encouraged as it does not create the desired impact of motivating children long term and takes away from the praise that is given genuinely.
- **Headteacher Awards** Children are sent to Head teacher/ Deputy Head teacher/ Teacher of their choice with good work or report of their good behaviour. End of day conversations, telephone, email, notes and letters may be sent home to inform parents of consistent effort and/or improved behaviour.
- **End Of Year Awards** At the end of year Leavers’ Assembly, trophies /rewards (book tokens) are awarded to the pupils in Year 6 who have come closest to embodying our school vision. These trophies are highly regarded by pupils and parents.

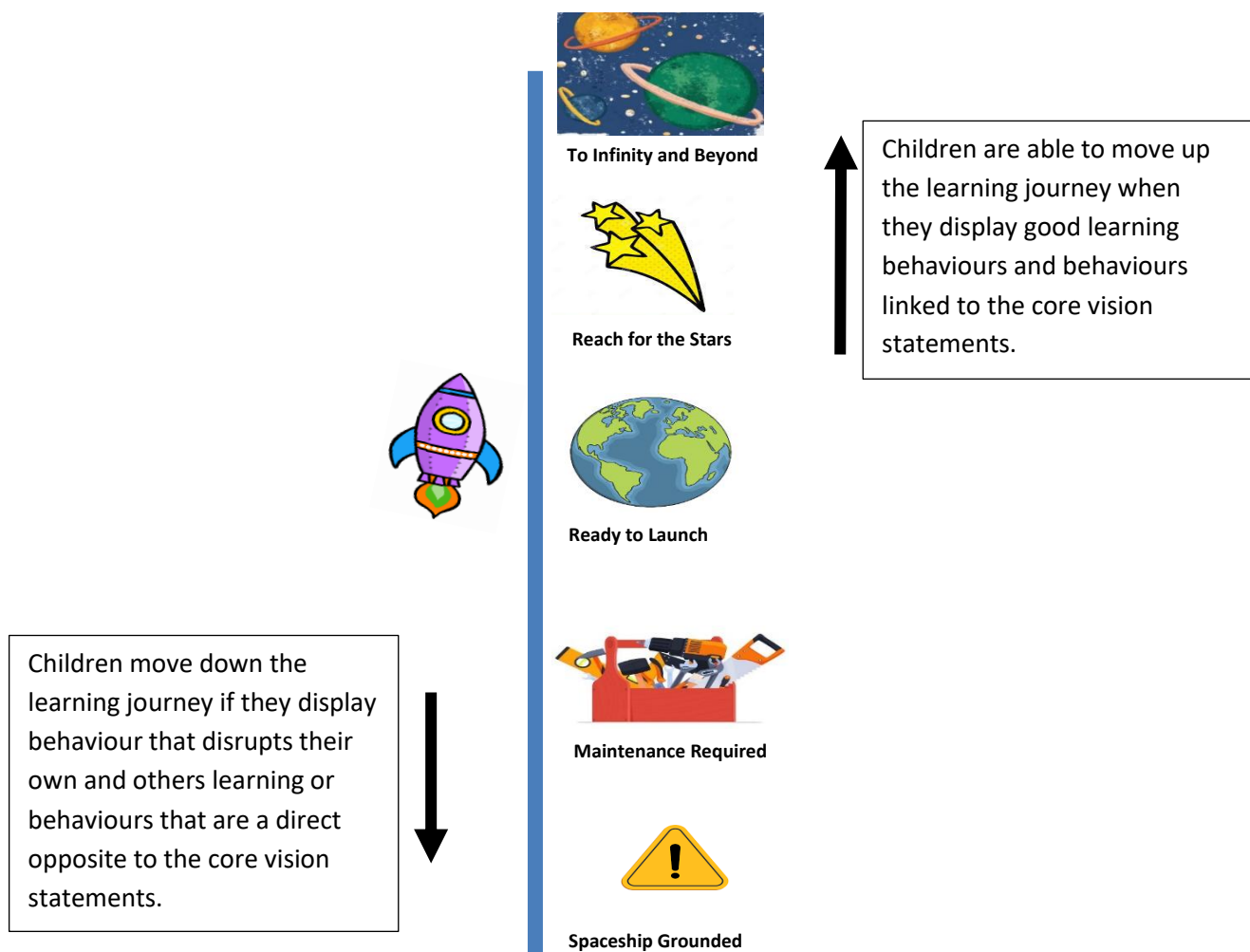




- **Attendance Rewards** Each week the highest attending class in Junior and Infant will receive a certificate, trophy for the week and ten pounds to their class pot. The class can decide through a vote when and how they choose to spend this money which be authorised by a member of SLT. At the end of the year children with 100% attendance for the year (authorised absences by the headteacher will not be counted against the child) will receive a special reward.

\* Children may also be given special roles and responsibilities as rewards, such as Prefects, Play Leaders, Monitors, and School Council members.

### Learning Journey Example



## 9. SYSTEMS TO SUPPORT BEHAVIOUR

At Redcastle Family school we understand that, for children, constantly maintaining optimal learning behaviour can be a challenge. Therefore we have a number of support systems to support a child in making good choices and encourage a change in behaviour. We aim to support children by reinforcing positive behaviours and changing, rather than suppressing, negative behaviours.



### **Voice Levels**

Each class must display the voice level chart (Appendix 11). This should be used to identify which level children should be using for different activities and where this is not adhered to then the model of sanctions is followed accordingly. When appropriate, it is important to identify why the voice level has been given.

### **Learning Behaviour Focus**

A focus that the whole school maintains through out the school year is Active Listening. This is an important tool in behaviour and learning. All teachers have been coached on a range of ways to use Active Listening effectively within the classroom. If Active Listening is not happening then the children are moved to Maintenance Required immediately and are given opportunities to show Active Listening to then move back up the Learning Journey. If Active Listening still does not occur then the individual sanctions are followed (starting at point 3).

At times classes or cohorts may need to develop an appropriate learning behaviour as a whole. Each class must therefore have a class behaviour focus, which is reinforced as and when the issue arises. Where learning behaviour is consistently good then this learning behaviour could relate to an expectation relating to our four core strands. The learning behaviour should remain until the children are consistently following the expectation. Where this is not followed then the sanction of class minutes should be used to reinforce this.

### **THRIVE/Kapow**

As part of the curriculum at Redcastle Family School, each class has scheduled time to teach behaviours and emotional regulation through Kapow. This is to support and allow children to fully understand and practise different behaviours and emotional regulations. Additionally, the THRIVE programme is run with small interventions tailored to support children that need more support or time in specific areas outlined by THRIVE.

### **Individual Sanctions**

Where possible the school adopts the approach of praise in public and repair in private. When a sanction is needed the member of staff will attempt to give the following warnings and choices in a calm and respectful manner, which in turns model the behaviour we are encouraging from the child. The school employs a variety of sanctions to help promote positive behaviour. These sanctions are linked to the 5 stages of Unacceptable Behaviour outlined in Appendix 5. The following flow chart is expected to be followed by all members for all individual issues:

1. Verbal warning with a reminder of the rule broken/expectation of good behaviour.
2. Second verbal warning with clear explanation of the consequences, name moved down the learning journey and placed on maintenance required to indicate that a change needs to be made. This should prompt children to “check-in” emotionally and use a strategy from their personal or school toolkit to regulate and make a good choice. (Teacher will discuss why at the end of the lesson with the child or at an appropriate time). If a child is able to regulate their behaviour they can then be moved back up the learning journey.
3. Third Instance child moved onto spaceship grounded. This will mean 5 minutes of lost free time (in the classroom if before break, if before lunch this will be after they have eaten and return to the classroom, after lunch they will have 5 minutes outside the classroom with the expectation that work is completed when they return). The teacher may also decide to manage the behaviour to stop the disruption off learning Eg. Child moved in class. After the child has completed their missed time they are placed back onto ready to launch with the reminder to use their toolkit if required.



Where a child is moved to spaceship grounded staff will speak to parents about any serious incident not satisfactorily resolved at the time or where it is felt that this will support.

4. Further instances teacher adds a strike by name and this means an additional 5 minutes is lost (up to 15 minutes can be lost before additional steps are taken).

#### **Where this is assessed in having little or no impact.**

5. A member of the Senior Leadership Team and/or Pastoral Team will be contacted to support the removal of the child. Once the child has been removed the member of SLT or PT will either complete some emotional regulation tasks with them or support them in choosing some self-regulation tools to help them re-enter their classroom environment. If a member of SLT or PT needs to remove the same child for a second time in that day the child will not be allowed to re-enter their class or participate with their peers in break/lunch times for the rest of the day and all work will need to be completed independently in the Office. When this occurs a discussion with SLT, class teacher and parent will be held to decide on future support for the child (e.g. report card).

#### **Incomplete Work**

All work set by a teacher is expected to be completed within the given time frame. If this does not occur a child may be asked to complete work at break, lunch or even after school. This will be decided by class teacher and member of SLT and parents will be contacted to discuss arrangements. The work will then be completed outside the headteachers office.

#### **Report cards**

Behaviour is monitored regularly by CT and SLT. If ongoing negative choices and behaviour is displayed the decision to place a child on a positive behaviour report (Appendix 12) may be taken.

There are issued by a member of the safeguarding team/ SLT after discussion with class teacher. A child will be placed on a report card which requires a 1-3 score for each session of the day (1 being positive 3 being negative) As set out in appendix 4. If a 3 is given, a teacher must refer to the appendix and note the behaviour displayed. If a child receives a 3 in every session, SLT must be notified and a meeting/phone call with the parent or carer will be made to discuss further repercussions and an alternative support plan to be implemented within school. The child must take this home every evening and get this signed by a parent who will be asked to discuss/ praise the scores given respectively. The progress will be monitored weekly by the behaviour team until the child is consistently following school expectations.

#### **Whole Class Sanctions**

If the whole class behaviour is not meeting school expectations then the teacher may take minutes from the whole class. This would be done gradually and displayed clearly on the board each time some time was taken away. For example if the learning behaviour was to show good listening then those not following expectation add a minute to class time break and lunch collectively. Instances of good listening take time off. **As children are kept in let out those who have you know to have not been involved in general low level behaviour been so only those who have been disruptive, remain.**

### **10. MANAGING SERIOUS & PERSISTENT POOR BEHAVIOUR**

#### **Persistent Poor Behaviour**



The following actions will be consistently followed when addressing a pupil/ pupils who persistently fall below the school behaviour expectations:

- Parents will be informed early on in order that we can work together to support any difficult pattern of behaviour.
- Persistent poor behaviour is likely to warrant exclusion. Parents will be warned, verbally where possible, and in writing, that this is a possibility if behaviour does not improve. The child will first be put on a report card to try and encourage consistent behaviour and regular reinforcement of issues and good choices at home.
- Discussions may be held with the SENDCo to ascertain whether any intervention is needed, and what steps should be taken.
- All records will be maintained to identify any patterns of behaviour on Eduspot.
- Persistent lateness will be reported to the Head Teacher to be followed up promptly.
- Pupils who struggle with behaviour when supply teachers take their class will receive additional sanctions if they do not maintain consistent behaviour. These sanctions, and any class specific minor variations, are explained to the children at the start of the year, with reminders when necessary.

### **Emergency Behaviour**

In an emergency, the class teacher will phone/walkie-talkie for a member of SLT who will come to the class to remove the child. This may only be for a short period of time if the child is able to regulate and show good choices or for extended period time if they are struggling de-escalate their behaviour independently and need additional support.

If the behaviour being shown is potentially harmful to the rest of the class then the teacher must also remove the rest of the class if a child needs to be isolated. \*

\* Any incident of this will require a risk assessment to be completed with the class teacher, pastoral manager and DHT and then shared in a meeting with the parents.

### **11. FIXED TERM EXCLUSIONS**

In applying exclusions (and, indeed, other sanctions), we will always consider any special circumstances which may be relevant e.g. the age and maturity of the child, past patterns of behaviour or particular pressures the child may be under at the time.

A fixed term exclusion helps to alert the parents to the seriousness of the situation, gives the child time to reflect on what they have done and gives the school/ class some respite from the unacceptable behaviour.

Fixed term exclusion may result from persistent Stage 3 behaviour, but is usually linked to Stage 4 and 5 behaviours (see Appendix 5). They vary in length from half a day up to a maximum of 10 days depending on the severity of the behaviour. If it is necessary to exclude for a repeat of the same Stage behaviour within a school year, then periods are likely to be longer.

Work will be set for the pupil to complete whilst excluded which the school will expect to be returned at the end of the period of exclusion. All fixed term exclusions are reported to the Governors.

It is the responsibility of the parents to attend a meeting with the Head/Deputy on the child's return to school to discuss how to avoid any repetition of the behaviour.



While Redcastle Family School will try everything, it can to avoid permanent exclusion there are times when after every other avenue to correct or challenge the behaviour has been attempted that the school will need to take this course of action. A child's behaviour can adversely affect other children at school and staff involved can find it impossible to carry out their normal roles effectively because of the need to address the behaviour problems of that individual. Where the child's behaviour puts the safety of other pupils, staff or themselves in jeopardy, and/or consistently inhibits the quality of learning, it may mean that neither the school nor child is benefitting from their presence at Redcastle Family School. This, and single acts of extreme seriousness, may therefore lead to permanent exclusion.

A child can expect to be permanently excluded if one or more of the following circumstances apply:

- \* A single very serious act of bad behaviour e.g. Serious assault on another child or member of staff, major vandalism, carrying weapons
- \* An incident or series of incidents that make it very difficult for the child to return to the school e.g. As a result of the effect of the bad behaviour on other children, staff or other parents
- \* When fixed term exclusions have reached 45 school days in a year. This would indicate that the efforts made by the school, with support from outside agencies where available, had failed to modify behaviour to an acceptable level.

Redcastle Family School and the board of Governors will adhere to the Norfolk Children's Services protocols for permanent exclusion and appeal at all times.

### **13. ROLES & RESPONSIBILITIES**

The creation of a caring, welcoming ethos, which provides a safe, secure and stable environment, is the responsibility of all at Redcastle Primary School. Everyone has the responsibility and opportunities to make positive contributions. Everyone should expect to give and receive respect from colleagues and pupils. The expectations of good behaviour should be consistent and universal.

All stakeholders contributed to the creation of our vision, and all should feel responsible for its realisation.

#### **Teachers & All staff**

All staff must make themselves familiar with this policy and the Appendices. The procedures should be followed as closely as possible at all times and rewards and sanctions fairly, objectively and consistently applied.

All staff are responsible in logging relevant behaviour incidents on Eduspot. Staff can use the behaviour category descriptors (Appendix 4) to use consistent phrases when logging incidents and the unacceptable behaviour grid (Appendix 5) when logging the level of severity.

Class teachers should endeavour to ensure that their class behaves in a responsible manner at all times. The teacher should work with pupils at the start of the year to create and display a class contract to make pupil responsibilities clear. Circle time and PSHE sessions should be used to discuss issues concerning behaviour and reinforce expectations.

Class teachers must inform other people who may take their class of any pupils who may present behavioural problems and advise on how these could be managed.



Only staff who are Norfolk STEPS trained will intervene physically to restrain children and/or prevent injury to a child, or if a child is in danger of hurting themselves.

### **The Headteacher**

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to Governors on the effectiveness of the policy. The Headteacher supports the staff in the implementation of the policy.

The Headteacher must ensure that records of all incidents of serious behaviour at Stage 4 or above are kept, along with records of sanctions used.

The Headteacher (or Deputy Head in their absence) has the responsibility for giving fixed term and permanent exclusions, for notifying relevant bodies and completing the relevant paperwork in line with National Guidelines.

The Headteacher, along with Assessment Leader, is responsible for collecting the annual individual pupil behaviour grades from teachers, and ensuring the data is analysed and has impact.

### **Governors**

The Governing Body has the responsibility for agreeing this policy, monitoring its success and for supporting the Headteacher in carrying it out.

Governors must set up appropriate committees with appropriate Terms of Reference to review exclusions in line with guidance issued by the DfE in September 2017.

## **14. MONITORING**

All incidents of negative behaviour that require restorative work or sanctions must be recorded using Eduspot using the language laid out in the various linked appendices.

SLT monitors the effectiveness of this policy on a regular basis, in conjunction with staff and parents, and reports to the Governing Body. The Head's Report to Governors includes information on exclusions.

The school keeps a variety of records of incidents of misbehaviour. Any serious misbehaviour, racist incidents or bullying is recorded and reported as appropriate.

This policy is part of an overarching approach to the safeguarding of pupils and of access and inclusion and should be read in conjunction with our Safeguarding statements and policies on Special Educational Needs, Anti-Bullying and Equal Opportunities.

## **15. PARENT EXPECTATION**

An effective Behaviour Policy requires close co-operation between parents, teachers and children. At Redcastle Family School we feel that it is important for children to see that the School supports their parents and in turn that the Parents support the school.

### **Supporting the School**

Parents should make themselves familiar with this policy and the appendices – the Behaviour Category Descriptors and Unacceptable Behaviour Grid



We expect parents to support their child's learning, and to cooperate with the school, as set out in the Home School Agreement.

If the school has to apply reasonable sanctions to discipline a child, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should approach the class teacher in the first instance – calmly and politely. If the concern remains, they should contact the SENDCo /Headteacher. If these discussions cannot resolve the problem, the School Complaints Procedure can be followed.

Parents should ensure they stay in regular contact with the school – through the website, Meet and Greet sessions, Parents' Evenings, Formal/ Informal meetings, reading Newsletters etc.

Parents should work in partnership with the school to resolve behavioural issues as soon as possible.

### Supporting the Class

Parents should be given copies of class and whole school contracts (or have access to them). They should discuss them, and the behavioural expectations inherent within with their child/ren, emphasising their support for them.

If a child is placed on positive behaviour report to support them in making positive learning and behavioural choices it is expected that the child will show their parent every night. Parents need to make sure their child is showing them the report card and signing it to show the teacher that the child is making good choices.

### School Premises and Property

When on school premises and/or when communicating with school staff parents/carers are expected to model the learning behaviours of the school. Parents/carers who are verbally or physically aggressive, disrespectful or rude to any member of staff will be asked to leave the school premises and if behaviour is repeated may be banned from school property.

To support our Golden Rule that “we look after everything and everyone” children are expected to take care of their school with pride including any equipment that is borrowed (library/reading books) and their school uniform. If property loaned by the school is damaged or lost it is expected that a fine or replacement is issued at the headteachers discretion.

### School Supporting Home

At Redcastle Family School we actively support the community – especially the families from our school. We are available to support emotional regulation and behaviour at home by offering guidance towards relevant help and additional resources to practise regulation at home. (Appendix 13)



## **APPENDICES**

**APPENDIX 1 – BEHAVIOUR LINKED TO CORE VALUES**

**APPENDIX 2 – STANDARDS OF BEHAVIOUR**

**APPENDIX 3 – LEARNING BEHAVIOURS**

**APPENDIX 4 – BEHAVIOUR CATEGORIES**

**APPENDIX 5 – UNACCEPTABLE BEHAVIOUR GRID**

**APPENDIX 6 – ZONES OF REGULATION AND SCHOOL TOOLKIT**

**APPENDIX 7 – STEPS AND STOP SCRIPT**

**APPENDIX 8 – THERAPEUTIC APPROACH**

**APPENDIX 9 - LANGUAGE OF DE-ESCALATION**

**APPENDIX 10 -LEARNING JOURNEY**

**APPENDIX – 11 VOICE LEVELS**

**APPENDIX 12 – REPORT CARD**

**APPENDIX 13 – HOME RESOURCES**





## Appendix 1 – Behaviour Linked to Core Values

	<b><u>Aim High to Respond to Challenge</u></b>	<b><u>Celebrate and Develop Independence</u></b>	<b><u>Love Learning and Understand Life</u></b>	<b><u>Take Care of Ourselves, Others and the World</u></b>
EYFS	By participating, observing, sharing, playing and questioning.	By completing self-led learning, choosing appropriate resources independently and learning to follow and predict routines.	By exploring their own interests and making independent choices about their learning.	By dressing themselves; going to the toilet independently; eating healthy; using kind words, feet and hands; looking after one of the areas in the EYFS areas.
KS1	Beginning to independently problem solve in most lessons and begin to develop their own strategies through the guidance of the teacher to support their learning.	Taking ownership of their learning and having pride in completing challenges. Developing a pro-active approach to their learning. Celebrating other people's achievements and expressing a desire to succeed.	Having pride in themselves and their work and showing this by being able to articulate their learning and how it makes them feel when they succeed and their use of questions to deepen their understanding.	Taking pride in their school and show this by behaviour within the school and outer community.
KS2	Independently going out of their comfort zone to complete additional work that supports their learning. This could include: completing work that has been a challenge for them, completing additional work that they have independently sought out, applied strategies of learning consistently and independently.	Taking ownership of their learning and having pride in completing challenges. Developing a pro-active approach to their learning. Celebrating other people's achievements and expressing a desire to succeed.	Become curious learners by independently deepening their learning through reading, questions and experiences.	Supporting peers and other year groups through volunteering around the school. Taking pride in their school and show this by behaviour within the school and outer community.



## Appendix 2- RFS Behaviour Expectations

*Label the behaviour- not the child.*

Focus	Areas which require development	Redcastle Expectation	Excelling in practice
<b>Behaviour</b>  <i>(strategies for managing pupils behaviour</i>	There are Groups of learners that lack engagement or show persistent low-level disruption	Low level disruption is uncommon <i>and</i> where disruption does occur learners are refocused with minimal disruption using the school behaviour policy.	Lesson proceeds without interruption.
	Behaviour management strategies are applied generally although at times there may be examples of pupils not following expectations consistently which is left unchallenged.	Behaviour management strategies are applied consistently well therefore pupils respond very well to the teacher’s behaviour systems and work cooperatively with each other.	There is a systematic, consistently applied approach to behaviour management, which make a strong contribution to an exceptionally positive climate for learning.
	Groups of learners are socially competent and are able to partake in independent and collaborative work successfully although Learners lack the social skills to participate in group or collaborative work successfully without mediation.	Nearly all learners are socially competent and are able to partake in independent and collaborative work successfully.	Pupils ‘make every effort’ to ensure that others learn and thrive in an atmosphere of respect and dignity.
	<b>Moving away from....</b> - Children not modelling manners when talking to the teacher or each other - Unfocussed chatter - Calling out - Fiddling when should be listening. - Behaviour which distracts learners - Actions which try to blame others - Actions which order others to do things without co-operation - Labelling children - Lack of respect to each other - Disrespectful actions to an adult - Physical or verbal unkindness - Making excuses for their actions	<b>Strategies to facilitate this:</b> <div>-Voice Level display/ instruction</div> <div>- Placing ownership on the child E.g. What noise level should you use?</div> <div>- Call system/ focus</div> <div>-Provide opportunities for children to share how negative behaviours make them feel.</div> <div>- Using THRIVE principles within all teaching</div> <div>- Eye statements</div> <div>- “I it is not good when you” Challenge the behaviour, not the child</div> <div>- Reward systems to focus on extra effort or learning behaviours not expected standards of courtesy or behaviour.</div> <div>- Clear expectations</div> <div>- Maintain consistency</div> <div>- Stick to boundaries which reinforce expectations</div> <div>- Use language of choice rather than language of control</div> <div>-Put codes of co-operation in a positive light.</div> <div>- reference how negative behaviour is unsafe behaviour</div> <div>- Monitor the whole room- regular checks to show you are vigilant at all times.</div> <div>- Continually reinforce/ positive praise right choices</div> <div>- Make comments personal: “This was a challenge for you and you’ve done so well to reach this far” or “This isn’t you, you’re always so good at listening”</div> <div>- Use behaviour strategies plans which show the child behaviours will be communicated to parents.</div> <div>-Measure behaviour and challenge children to do the same: How would you rate you behaviour/ Why?/ How could you improve it</div>	
<b>Attitudes to Learning.</b>	Some groups of learners demonstrate the value of learning skills although most learners see skills as subject or task based.	Nearly all learners demonstrate the value of learning skills and can begin to relate this to their future lives	They place high regard that the skills they learn are valuable for their future lives.
	Learners develop stable relationships but these do not always offer positive reinforcement in making progress.	Pupils are typically considerate, respectful and courteous; they consistently meet teacher’s expectations to learning/ progress.	Very high level of engagement, courtesy, collaboration and cooperation.
	Pupils’ attitudes to learning are generally positive and at times show attributes of the core values of SMSC.	Pupils’ attitudes to learning are good and incorporate the majority of core values of SMSC.	Pupils’ attitudes to learning are exemplary and incorporate all of the core values of SMSC.



<b>Learning Behaviours</b>	Groups of learners find it difficult to maintain focus on suitable activities and need constant reinforcement.	Nearly all learners are able to maintain focus for suitable periods of time and while others complete varying activities which may differ to their own.	Focus is maintained during both planned and unplanned situations with learners able to articulate its role in successful learning.
	While some groups of learners are able to show ARE independent learning skills there are groups which are not able to and this is not being challenged to develop quickly.	The majority of learners demonstrate the ability to work and learn independently within ARE or are being challenged to do so and can explain why this is an important part of good learning.	Nearly all learners are able to demonstrate high levels of independence which enables frequent opportunities for child led learning.
	Generally children have a limited understanding of growth mind set for ARE and do not apply its principles when encountering challenge without continued support.	Most children understand the principles of having a growth mind set within ARE and have clear strategies to develop their ability to think positively about challenges.	Growth Mind-set has been fully embodied and allows more adventurous challenges and risk taking to be experienced ensuring children have the capacity to respond and progress accordingly.
	While some learners show good listening skills, activities or instruction are often hindered through groups of learners inability to listen effectively.	The majority of learners are able to listen to a range of different stimulus and respond to them accordingly to enhance their learning.	The ability of learners to listen in a range of different contexts and apply this autonomously is fully embedded.
	Learning is passive and does not always ensure knowledge or instructions are retained successfully.	Most learners are actively engaged and motivated to find out more , they retain and apply knowledge and skills and seek guidance when they are unsure how to do this.	The retention and active use of knowledge and skills allows the teacher consistently assume the role of facilitator as large portions of learning can be self-led.
	While some groups of learners are able to explain the meaning of the different learning powers they are still those who are not sure how you would see or use them while learning.	All learners are able to explain the meaning of learning and can explain how they would demonstrate this in their own learning.	Most learners ability have developed the ability to self-reflect upon the learning powers they are using and identify strategies to help further improve their learning.
	<b>Moving away from...</b> <ul style="list-style-type: none"> <li>- Giving up tasks easily</li> <li>- Not able to complete tasks independently</li> <li>- Negative viewpoints</li> <li>- Not showing respect to their own achievements</li> <li>- Lack of understanding about the importance of learning</li> <li>- Not taking pride or feeling positive about their efforts</li> <li>- Completing tasks without their full effort being given</li> <li>- Avoiding challenge</li> <li>- Looking for ways out of facing challenge/ completing tasks.</li> </ul>	<b>Strategies to facilitate this:</b> <ul style="list-style-type: none"> <li>- Creative Learning Opportunities</li> <li>- Real life learning contexts</li> <li>- Systems for rewarding/ ownership learning powers</li> <li>- Collaborative learning tasks</li> <li>- Tasks designed to challenge specific behaviours.</li> </ul> <ul style="list-style-type: none"> <li>- Discrete Growth Mind-set lessons</li> <li>- Differentiated challenge that promotes resilience.</li> <li>- Referencing positive / negative learning behaviours while teaching as they occur.</li> <li>-Using resources of inspirational characters</li> <li>- Peers responsibility</li> <li>- Collaboration with other year groups</li> </ul> <ul style="list-style-type: none"> <li>-Creating learning linked with the community</li> <li>- Learning Behaviour Display</li> <li>- Encouraging appropriate self expression</li> </ul>	
<b>Regulation</b>	<b>Strategies to support self-regulation</b> <ul style="list-style-type: none"> <li>-Deep breaths</li> <li>-Take a walk</li> <li>-Brain breaks</li> <li>-Yoga stretches</li> <li>-Find a safe space</li> <li>-Take a break</li> </ul>	<b>Optimal learning should be in the green zone.</b> <ul style="list-style-type: none"> <li>-Drinking water</li> <li>-Aware of emotions</li> <li>-Emotional check-ins</li> <li>-Good night's sleep</li> <li>-Regular exercise</li> </ul>	

### Appendix 3- Learning Behaviours

The four core areas to achieve our vision are:



#### Aim High and Respond to Challenge

To ensure that our learners are always provided with the opportunities which challenge them to achieve their full potential and to develop the necessary skills, knowledge and strategies to embrace and enjoy facing challenges successfully, regardless of the outcome.

Be Resilient

Be Growth  
Mindset

Be  
Courageous

#### Love learning and Understand Life

To instil a love for acquiring new skills and knowledge by providing positive experiences, where learners identify how and why learning is invaluable to their own development and wellbeing. To relate the experiences they are exposed to within school to their wider importance as members of the community and be clear on how to succeed as individuals in a challenging and changing society.

Be  
Inquisitive

Be Creative

Be  
Considerate



To foster an understanding of the value in being independent. To ensure learners develop a measured veil of self-belief, that can be articulated through reflecting upon opportunities where their knowledge and skills have been applied within a range of contexts and their choices and actions have led to successful outcomes. To create a culture where everyone has a role in nurturing the confidence and ability a learner has to master their emotions, to trust in themselves and be proud of their accomplishments.

Be  
Responsible

Be  
Reflective

Be Mighty

#### Take Care- of Self and Others

To support learners in developing the ability to feel positive about themselves as individuals in both their strengths and weaknesses, as well as their interests and preferences. In addition, to foster an understanding of how tolerating and celebrating these virtues in other people contributes to their own security, and that supporting the needs of others is an essential characteristic of a positive approach to living.

Be Mindful

Be Tolerant

Be Positive



Category	Description	Strategies - We may...	Report card If a child is placed on report card they are scored 1, 2 or 3.
<b>A</b>	<p>Child is polite, well behaved, keen to please, eager and ready to learn.</p> <p>Works well on their own, in pairs and in groups.</p> <p>Takes responsibility and is completely reliable and trustworthy.</p> <p>Listens attentively and contributes positively in lessons and follows instructions first time.</p> <p>Always wears school uniform, has PE kit and reading book in school and hands in homework. A good role model.</p> <p>Child copes successfully in school, following rules and routines and responding to normal rewards and sanctions. Attends well and is generally happy.</p> <p>Would usually only need a gentle nudge to behave well.</p>	<ul style="list-style-type: none"> <li>- Praise</li> <li>- Award house points</li> <li>- Give recognition (Certificates, Medal Awards)</li> <li>- Give special treats and rewards</li> <li>- Offer positions of responsibility</li> <li>- Give verbal reminders</li> <li>- Model their behaviour to peers</li> </ul>	<b>1</b>
<b>B</b>	<p>Child can cause some low-level disruption usually in unstructured time.</p> <p>Normally responds well to normal sanctions and rewards.</p> <p>Generally works co-operatively or collaboratively with other children.</p> <p>Can take responsibility but is easily led astray.</p> <p>Can show remorse and understand consequences.</p> <p>Doesn't always have their own equipment/PE kit etc.</p>	<p>As above</p> <ul style="list-style-type: none"> <li>- Use normal class sanctions of verbal warning, 2nd warning, time out, partner class etc.</li> <li>- Involve parents</li> </ul>	<b>2</b>
<b>C</b>	<p>Child will cause low level disruption and be off task, distracting others and unable to focus or concentrate in a range of lessons.</p> <p>Some behaviour incidents recorded involving the Deputy Head/Headteacher.</p> <p>Not always responsive to normal sanctions, can lose temper or sulk or slam out of the room.</p> <p>Often requires 'time out'.</p> <p>Is likely to abuse positions of responsibility.</p> <p>Can answer back and argue with the teacher or other children.</p> <p>May find it difficult to work co-operatively or collaboratively with other children without support.</p> <p>Can misbehave more for supply teachers /unfamiliar teachers.</p> <p>Problems likely at break or lunchtimes.</p>	<ul style="list-style-type: none"> <li>- Provide positive praise and recognition etc.</li> <li>- Clarify expectations</li> <li>- Keep them in at break times</li> <li>- Involve parents</li> <li>- Involve Senior staff</li> <li>- Set up individual Behaviour Charts/records</li> </ul>	
<b>D</b>	<p>Child is likely to have major incidents which bring teaching to a standstill on a regular basis and disrupt teaching with low level disruption across the majority of lessons.</p> <p>The child will often be defiant and refuse to comply with the teacher.</p> <p>Child needs to be sent out of the room to see the Head/Deputy Head</p> <p>Is unable to work co-operatively or collaboratively with other children without falling out, sulking or refusing to.</p> <p>Child is quick tempered with a short fuse.</p> <p>Child shows lack of respect to other adults.</p> <p>Child cannot cope with responsibility. Regular problems at break and lunchtimes.</p>	<ul style="list-style-type: none"> <li>- Provide positive praise and recognition</li> <li>- Offer clear rewards and sanctions</li> <li>- Start <b>internal exclusions</b></li> <li>- Compose clear Behaviour targets monitored daily</li> <li>- Personal Behavioural Plan.</li> <li>- Have regular involvement of parents</li> <li>- Have regular involvement of Senior Staff</li> <li>- Use short fixed term exclusions</li> </ul>	<b>3</b>



E	<p>Child is likely to have major incidents every day or more frequently. Problems likely at break or lunchtimes</p> <p>Regularly refuse or are unable to do as they are told or follow rules or routines</p> <p>Maybe physically abusive to staff and pupils and require restraint</p> <p>Frequent temper tantrums</p> <p>On occasions considered beyond the control of the school.</p> <p>Child cannot cope if gets thing wrong or criticism</p>	<ul style="list-style-type: none"><li>- Involve outside agencies</li><li>- Have Personal Behavioural Plan Targets</li><li>- Have daily (at least weekly) involvement of<ul style="list-style-type: none"><li>o parents</li></ul></li><li>- Use Fixed term exclusions</li><li>- Involvement of <u>S2S</u></li></ul>	<p>If behaviour E is displayed a child will be removed from the class and alternative measures will then be put in place moving forward.</p>
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## Appendix 5- Unacceptable Behaviour Grid

	Examples of Behaviour	Sanctions – We may use 1 or more
<b>Stage 1</b>	Wandering about Name calling (other than racist/homophobic) Calling out/ interrupting Teasing/making fun of others or their work Distracting others Poor behaviour in lunch hall Ignoring minor instructions Pushing in line Not fulfilling responsibilities Not adhering to class charter Poor work ethic Running inside school/ Running or jumping on stairs Messing around in cloakrooms or toilets	Verbal challenge/warning Seating change Team points taken away Repeat task properly Class specific sanction Moving up the learning journey
<b>Stage 2</b>	Persistent Stage 1 behaviour Deliberately winding up others Deliberately creating distraction/ disruption Leaving the room without permission Damage through carelessness Repetitively annoying others Interfering with other peoples'/ school property Reluctant/ slow to complete work Accidentally causing harm through poor behaviour Refusal to adhere to Around the School Charter Sliding down stair banisters Littering Telling lies	<b>USING THE TIME THEY HAVE LOST:</b> Removal from class (outside door or in another room) Complete work at playtimes Miss play Letter of apology Separation from rest of class Class specific sanction Lunchtime Time Out Phone call/letter home if appropriate Moving down the learning journey
<b>Stage 3</b>	Persistent Stage 2 behaviour Deliberate refusal to follow instructions Deliberately causing (minor) physical harm Deliberate damage to property Leaving class without permission Repeated refusal to adhere to Around the School Charter Fighting - wrestling Insolence/ defiance Threatening/ intimidating actions Swearing as part of conversation	Long term removal from class (1/2 to 1 day) Letter home/ meeting with parents/carers Sent to Head/ Deputy Head Teacher Long term removal from playground (1 to 5 days) Removal of responsibilities Lunchtime Time Out (1 to 5 days) - A letter will be sent home if a child incurs a time out longer than 1 day. Behaviour report
<b>Stage 4</b>	Persistent Stage 3 behaviour Use of sexually explicit language Fighting - involving punching/ kicking etc Leaving school grounds Vandalism to buildings/ infrastructure Minor theft Deliberately endangering others Abuse based on race, gender or sexuality Spitting Verbal confrontation/ challenge to staff Swearing at someone or something Deliberate acts of potential danger - eg	Immediate involvement of Head/ Deputy Head teacher Immediate (where possible) involvement of parents/ carers Prolonged Lunchtime Time Out (5 to 10 days) Long term removal from playground (5 to 10 days) Long term exclusion from class (1 to 5 days) Lunchtime exclusion Short term (up to 2 day) fixed term exclusion
<b>Stage 5</b>	Persistent Stage 4 behaviour Bullying - repeated and persistent threatening, intimidating and harming behaviour Swearing at staff Inappropriate touching Violence towards staff/adults Deliberately, when unprovoked, causing (major) physical harm Acts of extreme danger Very serious challenge to authority Major or repeated theft Carrying potential weapons Making potentially serious false allegations	Immediate involvement of Head/ Deputy Head teacher Immediate involvement of parents/ carers Long term removal from playground (up to 20 days) Long term exclusion from class (up to 20 days) Lunchtime exclusion Exclusion of 1 - <b>45 days</b> (depending on extremity of behaviour and number of recent exclusions) Possible permanent exclusion



## Appendix 6 – Zones of Regulation and School Toolkit

# Zones of Regulation

The four zones of regulation provide us with a simple way to assess how we are feeling at any given time, and take any necessary steps to regulate our emotions by meeting our needs.

	Blue Zone	Green Zone	Yellow Zone	Red Zone
<b>How am I feeling?</b>	sad withdrawn bored tired unwell	happy positive focused calm proud	worried anxious frustrated excited silly	overexcited panicked angry scared out of control
<b>What does this mean?</b>	It can be difficult to engage in any kind of activity when you are in this state. Meeting your needs may help to regulate your emotions.	This is a good state of mind to be in for many situations, especially for learning at school.	Regulating your emotions might be useful here. Excitement or silliness can be OK in some situations but not in others, such as learning at school.	This state is associated with an excess of energy and a loss of control, which can lead to issues in various situations.
<b>What can I do to help?</b>	<ul style="list-style-type: none"> <li>• Talk to someone you trust about how you are feeling.</li> <li>• Take a brain break.</li> <li>• Go for a walk.</li> <li>• Take some time out to rest and look after yourself.</li> </ul>	Maintain this state by ensuring you take regular breaks, drink plenty of water and pay attention to any needs and/or changes in how you are feeling.	<ul style="list-style-type: none"> <li>• Take deep breaths.</li> <li>• Take a brain break.</li> <li>• Go for a walk or do another form of exercise.</li> <li>• Squeeze a stress ball or use a fidget toy.</li> <li>• Draw a picture or do some colouring.</li> </ul>	<ul style="list-style-type: none"> <li>• Stop what you are doing.</li> <li>• Try to remove yourself from the situation.</li> <li>• Take deep breaths.</li> <li>• Ask for a longer break.</li> <li>• Find a safe space.</li> <li>• Ask for help or talk to someone you trust.</li> </ul>

## BEYOND



Blue Area Tools	Green Area Tools	Yellow Area Tools	Red Area Tools
Talk to somebody	Do yoga stretches	Take some deep breathes	Take a break
Take a brain break	Drink plenty of water	Take a brain break	Walk away from the situation
Close your eyes	Get a good night's sleep	Go for a walk	Find a safe space



## **Appendix 7 – STEPS Script and "Stop" Script**

### **STEPS SCRIPT**

Kind/Safe/Quite words please ...

Kind/Safe hands please ...

Classroom language, thank you

Walking in the corridor, thank you

We need to finish this

Sensible and safe behaviour

First ... and then ...

Now ... and then ...

We will talk about this later

There will be a consequence

Talk and I will listen

I need to keep you safe

### **Repeat/Remind/Take-up Time/Please/Thank You**

### **STOP SCRIPT**

- 1. "Excuse me..":** Saying this gently and firmly can let the child know that they have crossed the line in a neutral and non-confrontational way.
- 2. "You sound upset and angry..":** Responding to a child's back talk with empathy is probably the most effective tactic. It is called a countermove, don't respond with anger to anger. Children feel less threatened and it is a great way to diffuse potential power struggles.
- 3. "Let's try again...":** This is another simple and gentle way to let the child know that they are behaving badly, but that you have faith in them that they can behave better and be more respectful. Using the word, "Let's" is modelling respect. It shows them that you are on the same team.
- 4. "Wrong answer...":** This is a more neutral response. This is best to use when the child is not completely and totally frustrated.



**5. Take a deep exaggerated breath..** : Taking a deep breath physiologically helps you calm down. It gives the child a minute to take stock of the situation and hopefully realize that they don't need to respond in anger.

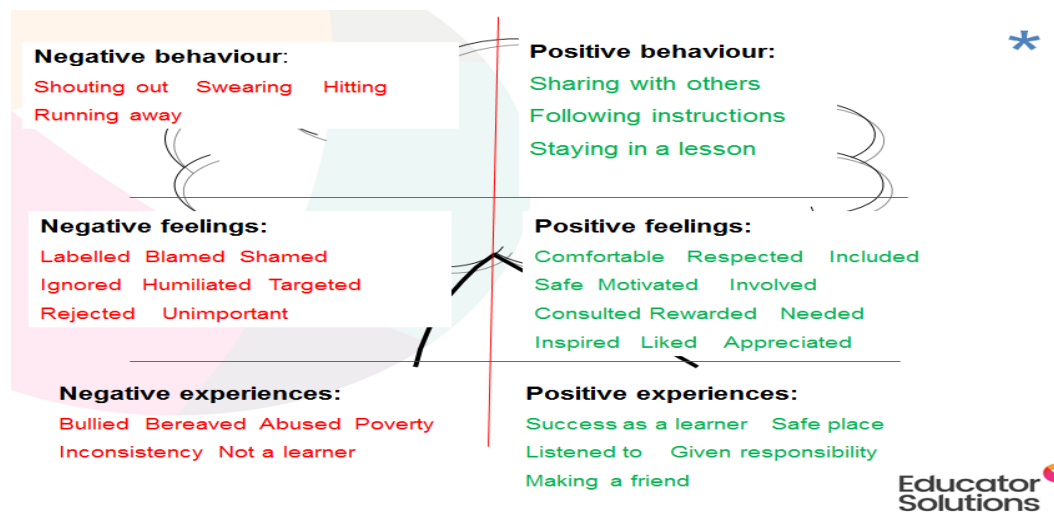
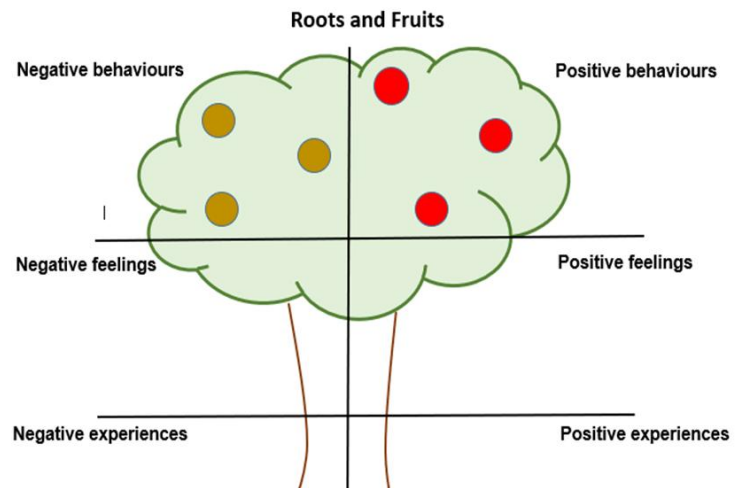
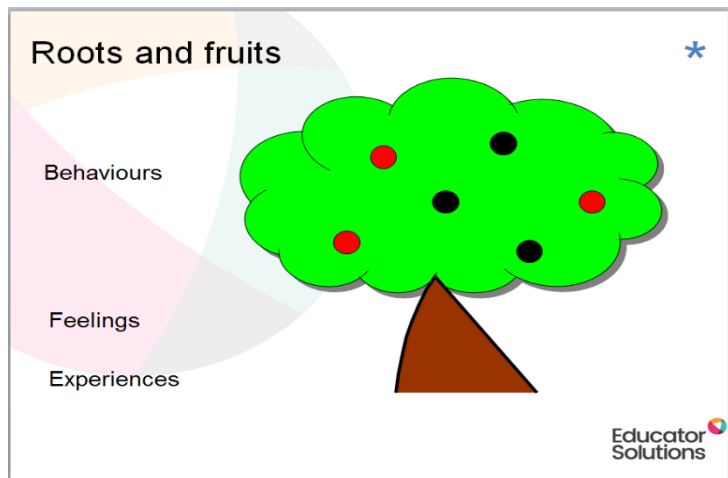
**6. “Can you say that respectfully?”**: It is a gentle way to let the child know that they are being rude. The underlying message is one of faith, “I know you can improve your behaviour and be respectful...”

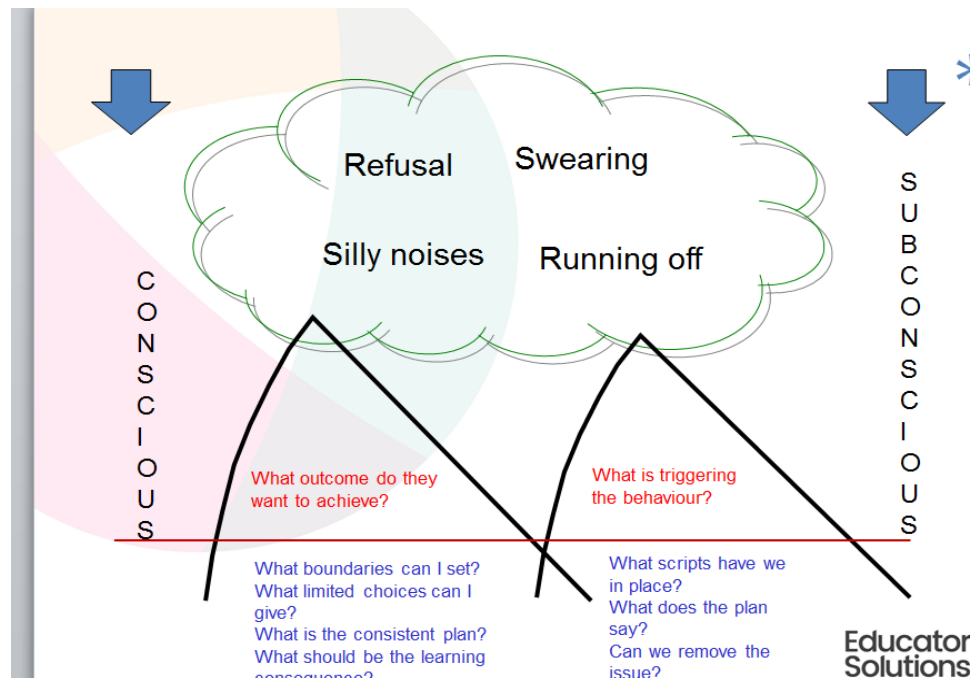
**7. “I think we all need a break now...”**: When the child is in the “red zone”, mad and totally overwhelmed, this is probably the best.

**8. “I know you know how to speak respectfully...”**: This is similar to no. 6. It is a gentle admonishment, you are really saying, “You are being completely disrespectful and I know you can turn this behaviour around.”

**9. Raising your eyebrows**: This is the quietest way to still the storm of back talk.

## Appendix 8 – Therapeutic Approach

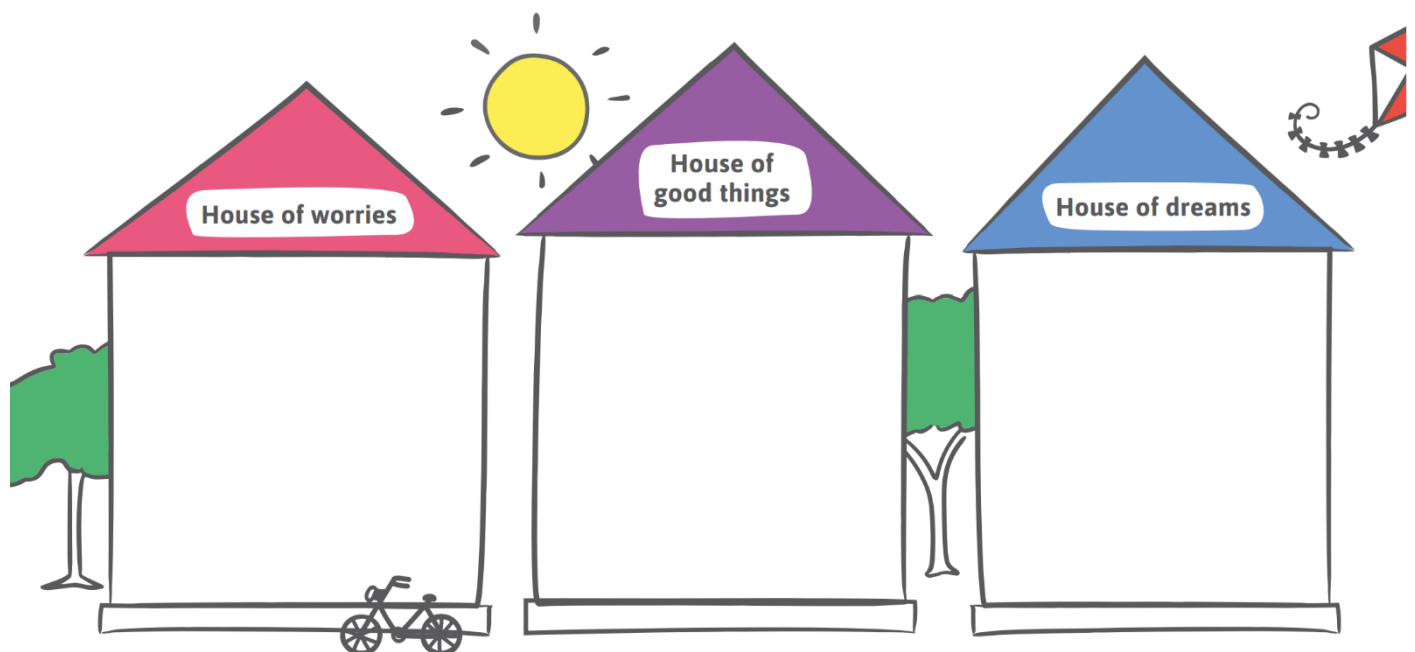




## Three Houses

**Me first**

Children and young people  
centred communication



## Appendix 9 – Language of De-Escalation

### Norfolk STEPS Use of dialogue:

<b>We encourage positive dialogue:-</b> <ul style="list-style-type: none"> <li>• Positive phrasing</li> <li>• Limited choice</li> <li>• Disempowering the behaviour</li> <li>• De-escalating body language</li> <li>• Consequences</li> </ul>	<b>We avoid negative dialogue:-</b> <ul style="list-style-type: none"> <li>• Negative phrasing</li> <li>• No choice or open choice</li> <li>• Empowering behaviour</li> <li>• Escalating body language</li> <li>• Punishments</li> </ul>
<b>Positive Phrasing:-</b> <ul style="list-style-type: none"> <li>• stand next to me</li> <li>• put the pen on the table</li> <li>• walk in the corridor</li> <li>• switch the computer off</li> <li>• walk with me to the library</li> <li>• stay seated in your chair</li> <li>• <i>please / thank you</i></li> </ul>	<b>Negative phrasing:-</b> <ul style="list-style-type: none"> <li>• stop being silly</li> <li>• don't throw the pen</li> <li>• stop running</li> <li>• don't talk to me like <u>that</u></li> <li>• calm down</li> <li>• how many times do I have to tell you?</li> <li>• how old are you?</li> <li>• act your age</li> <li>• I might have expected it from you</li> </ul>
<b>Limited choice:</b> <ul style="list-style-type: none"> <li>• where shall we talk, here or in the library?</li> <li>• put the pen on the table or in the box</li> <li>• I am making a drink, orange or lemon?</li> <li>• are you going to sit on your own or with the group?</li> <li>• are you starting your work with the words or a picture?</li> <li>• are you starting with text or animation?</li> </ul>	<b>No choice: (making demands)</b> <ul style="list-style-type: none"> <li>• get in here now</li> <li>• get out</li> <li>• do as you are told</li> <li>• give it to me now</li> </ul>
<b>Disempowering the behaviour</b> <ul style="list-style-type: none"> <li>• you can listen from there</li> <li>• come and find me when you come back</li> <li>• come back into the room when you are ready</li> <li>• that's an interesting idea, thank you for sharing</li> <li>• I can hear you are passionate about that</li> </ul>	<b>Open choice:</b> <ul style="list-style-type: none"> <li>• What do you want to do?</li> <li>• Would you like to go inside?</li> <li>• Would you like to put your coat on?</li> <li>• Who would you like to sit next to?</li> </ul>

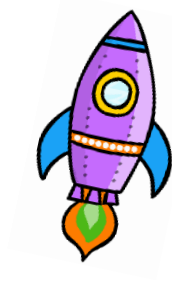
## Appendix 10 – Learning Journey



To Infinity and Beyond



Reach for the Stars



Ready to Launch



Maintenance Required



Spaceship Grounded



**Love Learning and Understanding**


## Love Learning and Understanding


**Aim High and Respond to Challenge**


**Celebrate and Develop**


**Take Care of Ourselves, Others and  
the World**




# Voice Levels

5

outside



4

front of class or  
presentation



3

normal voice



2

small group  
and partners



1

whispering



0

no talking



## Appendix 12 – Report Card



# Redcastle Family School Report Card

Name	Year	Week Beginning:			No of RC	Teacher			
Report card started:	Session 1 EMW	Session 2 Maths	Break	Session 4 English	Session 5 English	Lunch	Session 6 Foundation	Session 7 Foundation	Parent/Carers comment /Signature
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									
Child's Comment:									
Teacher Target 1) To		Teacher Target 2) To				Child's Target 3) To			
<p><i>Each session your child will be given a score 1= Good lesson, making good choices; 2= making some poor choices but improved when reminded; 3= poor choices made even after being reminded of what is expected. If the lesson is given a 3 the teacher will make a note to explain why. After school, you as a parent(s)/carer, are requested to sign the report card and talk with your child about their day, addressing any issues. The report card must be handed back to the teacher at the start of the next day. If the report card is not returned, the child will be required to miss their lunchtime break the following day.</i></p>									



## **Appendix 13 – Home Resources**

### **Within the Community**

**Early Childhood and Family Service Base** - The Early Childhood and Family Service (ECFS) offers support to 0-5-year-olds and their families in Norfolk. The Local Authority has commissioned Action for Children to deliver the service. Everyone can get advice and guidance online or by visiting their local library. If you want to take your child to play activities and meet other parents join us at our Early Childhood and Family Service activities in your local area and across Norfolk. Activities will be held in our 15 early childhood and family bases and a large range of other community venues. Sometimes families need a little extra help or support. The ECFS teams are trained to support families and have experience in working with families in their homes or in groups in your community.

**Thetford Family Centre** - A service for families in need (with children under 12 years of age). Help may be at home or at the Centre, with the whole family or for individual parents, children or groups. Special activities are provided to support children and families in the summer holidays.

Young Carers group for 7-11 year olds. The group meets each Tuesday between 4.30 p.m. - 6.30 p.m. Transport can be provided.

ADHD Support group meets monthly at the Family Centre.

Child Development Group run weekly for parents of pre-school children with delayed development or disability who need support to enhance their child's development

**Family Hubs** - Our [Start for Life](#) and family hubs approach supports a shared ambition that Norfolk is a place where all children and young people can [flourish](#). By joining up and enhancing existing services, we want to ensure all children, young people and their parents and carers can access the early support they need when they need it. Our family hubs approach supports parents and carers of children and young people from conception up to the age of 19-years-old (25 for young people with special educational needs and/or disabilities).

Families can access support:

- Within their community in places they already visit that are part of our Start for Life and family hub network
- Virtually through online and digital platforms
- By visiting [a family hub site](#), and talking to a relevant professional or practitioner in person
- From another parent or carer, as we develop more volunteer peer support opportunities

### **Useful Websites**

<https://www.elsa-support.co.uk/about-elsa-support/>

<https://www.thriveapproach.com/>

<https://raisingchildren.net.au/school-age/behaviour>

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/challenging-behaviour/>

<https://families.barnardos.org.uk/4-8-years/understanding-behaviour>

<https://parents.actionforchildren.org.uk/behaviour/>



## Useful Books

### **SELF-REGULATION BOOKS: BOOKS FOR THE RED ZONE**

**RED ZONE** books are those books that have topics such as anger, devastation, elation, explosive behaviour, feeling terrified, or hands-on physical reactions such as hitting or kicking, or maybe even yelling.

The following red zone books are popular among teachers:

**Lifetimes: The Beautiful Ways to Explain Death to Children** – This book is perfect for children of all ages when the death of a loved one has occurred or is about to happen. It explains with sensitivity and caring in a beautiful way about the cycle of life and helps a child to understand that all living things have their own lifetimes.

**Llama Llama Mad at Mama** – This book is when Little Llama gets really tired and overwhelmed and has a meltdown when running errands with his mom. With Mama Llama's guidance, they clean up the mess and find different ways to make the errands more enjoyable. Pair this book with a hands-on activity like our **Llama Llama Red Pajama heavy work activity** that offers great calming proprioceptive input.

**When I Feel Angry** – This book explains how different things can make you feel angry, and this is an acceptable feeling; however, it is what you do when you get angry that matters most.

**When Sophie Gets Angry – Really, Really Angry** – This book explores the very upsetting feeling of anger and emphasizes that everyone gets angry sometimes. The main character, Sophie, gets really, really angry and kicks, screams, and roars, and then runs into the woods to climb a tree and calm down, she later returns home to her loving family where things are calm and back to normal.

### **SELF-REGULATION BOOKS: BOOKS FOR THE YELLOW ZONE**

**YELLOW ZONE** books are those books that have topics such as feeling anxious, excited, frustrated, grumpy, nervous, scared, being silly or wiggly, or feeling worried.

The following yellow zone books are popular among school counsellors:

**Bear Feels Scared** – In this cute and compassionate book, Bear gets scared by bad weather and gets lost in the woods. After worry from his friends, they find him and help him to calm his fears. A book that tells a story about fear and reassurance that things do get better.

**Bye Bye Pesky Fly** – This is a cute little book about Pig and Fly who end up teaching children how they can deal with situations in relationships that annoy or frustrate them in a kind way.

**Grumpy Bird** – This is a fun little character book about Bird who wakes up with the grumpies and when he goes on a walk to shake them off, his friends join in and soon he discovers that exercise and the company of friends can help him shake off his grumpy mood.



**Wemberly Worried** – This sweet book is about the mouse Wemberly who worries about everything and after she makes a new friend at school she begins to worry less and less. It's a cute book that shows children that by facing the anxiety it can get better. It's an entertaining and reassuring book that shows how anxieties can lessen over time.

### SELF-REGULATION BOOKS: BOOKS FOR THE GREEN ZONE

**GREEN ZONE** books are those books that have topics such as feeling calm, content, focused, happy, proud, ready to learn, and thankful.

The following green zone books are popular among educators:

**I Am Thankful** – This is a special, rhyming book that follows three diverse families as they celebrate the Thanksgiving holiday with their own traditions, acts of kindness, and demonstrating the ways they give back to others.

**I Feel Happy: Why do I feel happy today?** – This is a sweet book that teaches young children the feeling of happiness and how sometimes it feels loud and other times it may feel calm. The main character who is a sunshine name Happy, teaches children how being happy feels in the body and what it may look like on the outside.

**Marvelous Me: Inside and Out** – This book encourages children to enjoy the things that make them unique and feel proud of who they are! It's a cute book about a young boy who simply likes himself for who he is and all the things that make him special.

### SELF- REGULATION BOOKS: BOOKS FOR THE BLUE ZONE

**BLUE ZONE** books are those books that have topics such as feeling bored, depressed, disappointed, sad, shy, sick, or tired.

The following blue zone books are popular among parents:

**Bored Claude** – This cute book is about a shark feeling gloomy and bored. His friends are busy doing things, but Claude isn't interested in doing what they want to do as he thinks it's boring. He comes up with a brilliant idea for something that everyone can do together.

**I'm Sad** – This book is about Flamingo who talks about feeling sad and his friends who try to cheer him up, but nothing seems to work. Flamingo learns he will not always feel this way and sometimes just being a friend means you just support by being there and you don't have to try to cheer someone up.

**When Sophie's Feelings Are Really, Really Hurt** – This is a book about how Sophie's feelings get really hurt in school when the class laughs at her painting making her feel sad and disappointed, but when she explains her painting to everyone, they understand what she is trying to do.



## MORE SELF-REGULATION BOOKS

**ALL ZONES books** are those books that include all of the emotions. These books are popular among most professionals and parents:

**Glad Monster, Sad Monster** – This little brightly coloured book shows monsters acting out different emotions and things that could trigger them.

**The Colour Monster** – This is a fun concept book for children when the Colour Monster wakes up feeling many emotions all at once. The book helps children to identifying emotions and learn how to feel more in control.

**The Feelings Book** – This bright and colourful book talks about how we all feel different emotions sometimes.

**The Pigeon Has Feelings, Too!** – Every young child knows about Mo Willem’s Pigeon and those famous temper tantrums, but this book is about more emotions and The Pigeon makes it more engaging while getting kiddos talking about emotions.

**The Way I Feel** – This is a comprehensive book about multiple emotions with fun rhyming text that makes it fun to read aloud.



# Star of the Day compliment



My teacher says:

My friend says:

I say:

