



Positive Behaviour Policy

For Abbots Green Academy, part of the Unity Schools Partnership



This policy should be read in conjunction with the school's:

- Anti-Bullying Policy, November 2023
- Online Safety Policy, September 2023
- Safeguarding Policy, September 2023
- Child Protection Procedures, September 2023

This policy has due regard to all relevant legislation and statutory guidance including:

- Keeping Children Safe in Education, 2023
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, May 2023
- Behaviour in Schools, September 2022
- Searching, Screening and Confiscation Advice for schools July 2022
- Preventing and tackling bullying - Advice for headteachers, staff and governing bodies July 2017

Date of Review:	November 2023
It was ratified by the Abbots Green Local Governing Body on:	15 th November 2023 Ian Goodchild (Chair of Governors)
Date of next Review:	November 2025

Introduction:

The policy principally relates to the pupils within our school (including our Evergreen nursery), but it is important to recognise that the principles set out here relate to the positive relationships and behaviour of all; this includes amongst staff. The implementation of this policy is everyone's responsibility within the school community.

Aims, Expectations and Principles

The aim of this policy is to promote our vision and values through recognising good choices which lead to effective relationships so that everyone can support each other and work together, in a safe environment. We aim to help our pupils become positive, responsible, and increasingly independent members of both the school and wider community, recognising the importance of our rainbow values as we nurture children as an Abbots Green citizen. We are a UNICEF Rights Respecting School (achieving the Silver Award and working towards the Gold Award) - our children see themselves as rights respecting global citizens and advocates for fairness and children's rights.

It is a primary aim of our school that every member of the school community feels happy, valued and respected and that each person is treated fairly and well. As a school, we commit to rewarding and recognising positive behaviour as we grow as individuals. Equally, we have a strong ethos in addressing and monitoring behaviour that has a negative implication for any child in school, including and developing an understanding of the need to support both the child that has been harmed and the child that has harmed.

We promote this through our whole school commitment to knowing every child as an individual by celebrating their behaviours and relationships that we establish throughout their time in school.

Central to this policy is 'choice'. We refer to 'positive choices' - which lead to good consequences, and choices which are negative - which lead to negative consequences. Staff use the school zone boards to visually and verbally refer to these choices/consequences. In our Evergreen nursery, positive choices are reflected by gold stars being placed on a leaf (see Appendix 5)

There are two key reasons for using the language of 'choice': (See Appendix 1)

- It promotes self-management of behaviour and enables some reflection of what behaviour choices exist/ed. It is intended that pupils will see that there are always different behavioural options.
- It avoids labelling pupils. Instead, we refer to choices we all make and that we should always try to make the right choice. We always praise children for making the right choice.

Praise is key to nurturing motivated, engaged pupils who make good choices and consequently build positive relationships. Throughout the school, all stakeholders (staff, pupils, parents and visitors) should aim to notice and praise good behaviour. It is important to maintain this as it is easy for pupils who consistently make good choices to become 'invisible'.

Roles, Rights and Responsibilities:**Pupils:**

It is the responsibility of pupils to make good choices at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships. Pupils should:

- acknowledge one another with kindness each day – respecting culture and difference
- wear their uniform with respect and pride
- understand and adhere to the home school agreement
- use their student voice channels (e.g. Safety Squad, Online Officers, Talk Team, Well-being detectives) to communicate ideas and opinions about their roles, rights and responsibilities

Learning support and teaching staff:

All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. With these principles in mind, specific responsibilities of the staff are to:

- Greet children daily on entry to school so that they feel part of a community where they can flourish

- Praise children on an individual/group basis (public praise is very powerful)
- Be explicit by stating what choice they have made and how this links to our rainbow values.
- Explain and describe what behaviour they would like to see - articulating expectations regularly in assemblies and everyday conversations (e.g. expectations of behaviours in the lunch hall or wet play)
- Display 'Zone boards' so that these can be referred to- this can help when praise or a warning is being given
- Be consistent with all consequences using the zone boards
- Treat children fairly, with respect and understanding – don't be confrontational or make them feel awkward
- Proactively apply these principles - being a positive role model by demonstrating positive relationships with everyone in school – lead by example
- Expect pupils to do their best – children can be asked to refine or repeat a task as part of a lesson.
- Keep a daily record on CPOMS of how many gold awards children have achieved/if they enter the red zone
- Reward children with a gold card each time they achieve 10 stars and record this on CPOMS.
- Share with children what they can use their gold credit card to purchase (see list in Appendix 4 for examples)
- Encourage the children to keep their gold credit cards safe so that they can exchange them for a 100 star badge when they have 10 cards.
- Having followed agreed procedures and consequences, seek help and advice from colleagues if needed
- Liaise with external agencies as necessary to support pupils, e.g. a social worker/Specialist Education Service
- Make appropriate adjustments for those where additional needs have been identified
- Report to parents about the pupil's social and emotional aspects of school life, including positive and negative behaviours

Head teacher:

In addition to the above, it is the responsibility of the Head teacher to:

- Support the staff in implementing the policy and by setting the standards of behaviour
- Support continuous professional development - use time in staff meetings/PD days to discuss behaviour
- Ensure that staff have regular, protected time to record and act upon behaviour (e.g. parent phone calls/use of CPOMS to record)
- Implement this policy consistently throughout the school from Nursery to Year 6
- Consider and refer to the policy during both the Safer Recruitment and Induction of new staff processes
- Regularly report to governors on behaviour in school and on the policy's effectiveness.
- Ensure the health, safety and welfare of all pupils in the school
- Monitor records of all reported incidents of behaviour using CPOMS
- Investigate, respond to and monitor complaints made regarding the use and implementation of the behaviour policy
- Issue fixed-term suspensions for individual pupils for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a pupil (permanent exclusions are only made after Unity Schools Partnership have been notified)

Behaviour outside school:

The headteacher has specific, yet discretionary statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the head teacher the power to regulate pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff. This can relate to any bullying incidents occurring anywhere off the school premises, such as on public transport, outside shops, in a park, or in the town centre.

Where bullying or anti-social behaviour outside school, including that which is online, is reported to school staff, it may be investigated and acted on. The head teacher will also consider whether it is appropriate to notify the police or anti-social behaviour coordinator in the local authority of the actions taken against a pupil. If the misbehaviour could be criminal or poses a serious threat to a member of the public, the police will always be informed.

Parents:

The school works collaboratively with parents so pupils receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We expect parents to:

- Respect all adults that work in school and treat them as they would expect to be treated themselves
- Be aware that we have school rules and to support the school's decision when applying consequences to deal with any specific incident
- Ensure that they understand the behaviour policy and adopt this alongside the staff
- To work in partnership with the school to promote the positive behaviour policy as stated in the home school agreement.

If parents have any concern about the way that the behaviour policy has been implemented, they should initially contact the class teacher. If the concern remains, they should contact the Assistant Head teacher. If the concern is still unresolved parents should contact the Deputy or Head teacher. If these discussions do not resolve the issue, parents should follow the complaints procedure set out in the school prospectus.

Governors:

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

Rewards and Positive Consequences for individuals:

As mentioned above, all adults praise pupils for good behaviour. This is done in a variety of ways:

- Verbal praise will include frequent use of encouraging language and gestures, in lessons and around school.
- Showing and telling good news to each other and about each other
- Movement of children's photographs to the silver and gold zones on the zone board
- Displaying work around the school and through achievement assemblies for parents and the community
- Friday Assembly – this is an opportunity to publicly celebrate our Rainbow Values which ignite positive behaviours. Teachers use the rainbow of learning behaviours to identify children using the colours and the behaviour that they represent. This also allows the school to celebrate achievements out of school in order to promote a wider range of interests and recognise pupil's wider talents – the children are invited on to the talent bench.

Each term, teachers nominate one pupil in each class that has consistently displayed all of the rainbow values – this is celebrated with an Abbots Green Citizen Award badge and certificate to recognise excellence.

Sanctions and Negative Consequences:

Staff at Abbots Green clearly and consistently employ a hierarchy of negative consequences if a child displays negative behaviours. This is to ensure a safe and effective learning environment in which positive relationships can flourish.

1. A reminder about behaviour and choices by the class teacher (use of the class zone board to move a child from the green zone, to orange followed by red). It is important to note that if a child moves to the red zone they can move out of this zone if an improvement in behaviour is noticed. If this occurs, the child can only move as high as the silver zone. Red behaviour will be communicated with adults at home. Each day the zones will be reset with all children starting a new day in the green zone.
2. If a child is on red, and continues to behave negatively, a member of SLT will be called to attend.
3. If the behaviour continues, the child will be taken out of class to a member of SLT; they will miss 15 minutes of their lunch break and a phone call home will be made.
4. If a child continues not to improve behaviours using the zone board and consistently demonstrates a negative attitude to their learning, parents will be asked to meet with their class teacher and a member of the Senior Leadership team on a weekly basis, until there has been a significant sustained improvement. This is termed as being on 'Behaviour Report' (see Appendix 3)

Serious misbehaviour

In the event of red behaviour, we contact parents so that a consistent message can be given to the pupil from both home and school. We recognise that there are occasionally overriding circumstances.

The safety of the pupils is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher may stop the activity/lesson and prevent the child from taking part for the remainder of the lesson or in imminent school trips.

The school does not tolerate bullying of any kind. At Abbots Green, we consider bullying to be pre-meditated 'behaviour taken by an individual, or group, repeated over time, which intentionally hurts another individual or group, either physically or emotionally' (DfE 'Preventing and Tackling Bullying, July 2017'). (See *Anti-Bullying Policy September 2023*)

Sexual violence, sexual harassment, harmful sexual behaviour

Abbots Green promote a safeguarding culture of "It could/does happen here." Any reported incidents will be taken seriously and considered in line with this behaviour policy, the school's Safeguarding policy; Child Protection Procedures and Online Safety policy.

Behaviour report

In some unique cases, there may be children that require more support and guidance with managing their behaviour. This would be evident if a child continues to be in the red zone, or Level 3 & 4.

When behaviour is a cause for concern, parents will be informed that their child will be on Behaviour report. This means that children will have their behaviour logged (according to the zone colour) during each session and report to a senior member of staff throughout the day. There is an expectation that parents will meet with a senior member of staff each week to ensure that there is a significant, rapid improvement in their child's behaviour.

Use of Reasonable Force

At Abbots Green, the use of reasonable force (restraint procedures) is an absolute last resort and in accordance with the Education and Inspections Act 2006, staff have a right to prevent a pupil from doing or continuing to do any of the following;

1. Committing a criminal offence
2. Injuring themselves or others
3. Causing damage to property
4. Engaging in any behaviour prejudicial to maintaining good order and discipline in class/ school, where all strategies have been applied, and there is no other option.

All members of staff are also aware of the regulations regarding the use of force by teachers, as set out in the DFEE Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school are Behaviour Safe trained to allow them to use appropriate physical contact if necessary, this could range from holding hands with a pupil to intervening if children are fighting one another. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. Some members of staff receive training in the correct use of restraint; this training is updated at the required interval.

In the occasional circumstance that physical intervention is likely, children with specific needs will have individual risk assessments that will be reviewed and shared with parents termly. Radios will be provided for members of staff where significant behaviours have been identified.

Confiscation, Searching and screening:

Within Abbots Green, staff have the authority to confiscate a pupil's belongings, but this must be applied reasonably. It is important to recognise that young children may have attachments to particular items and that removing this may cause further distress. Therefore, the following procedures should be followed:

- Children should not be bringing toys into school e.g. – loombands, key rings, trading cards, soft toys etc.

- Children are informed that their property will be confiscated and why, for example, distraction to learning, or posing a threat to safety.
- Inform the pupil when and where the confiscated item will be kept safely and when it will be returned. This should be on the same day and parents will be informed.
- In Year 5 and 6, parents may give consent for a child to bring a mobile phone to school. If the phone is not handed into the class teacher at the beginning of the day, the teacher will confiscate the phone. Mobile phones and Smart watches with cameras will be stored in a locked cupboard.
- Items which are prohibited (and therefore should not be in the pupil's possession) are: knives and weapons; alcohol; illegal drugs; stolen items; any article that the member of staff reasonably suspects has been, or is likely to be used to either commit an offence, or to cause personal injury to, or damage to property of any person (including the pupil); tobacco, vapes, cigarette papers and lighters; fireworks; pornographic images.
- Staff at Abbots Green will not physically search a child – a child will be asked to voluntarily hand over a prohibited item or parents and police will be called as appropriate. In such instances, the Head teacher and Designated Safeguarding Lead will be called to review the situation in line with the Searching, Screening and Confiscation Advice for schools (July 2022)
- Staff are not liable for loss or damage of confiscated items if they act lawfully in line with this policy.

Fixed term suspensions and permanent exclusions:

Fixed term suspensions and permanent exclusions will always remain the most serious sanction in the school and be delivered in line with statutory guidance (pupils of statutory school age only).

These sanctions will usually follow a lengthy period of consultation with parents where a child's behaviour has caused concern over a period of time prior to a fixed term suspension or permanent exclusion and will be a last resort, where there is no alternative that would benefit the child. This is to allow both the school and the parents time to determine a course of action that will prevent a fixed or permanent exclusion taking place. This is necessarily a lengthy process as modifying or changing a child's behaviour is a complex situation.

Only the Head teacher has the power to exclude a pupil from school. The Head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently. It is also possible for the Head teacher to convert a fixed-term suspension into a permanent exclusion if the circumstances warrant this.

If the Head teacher suspends a pupil, the parents are informed immediately, giving reasons for the suspension. At the same time, the Head teacher informs the parents that they can, if they wish, appeal against the decision to the governing body.

The Head teacher informs the USP Trust, the LA and the Governing Body about any permanent exclusion, and about any fixed term suspensions beyond five days in one term. The Governing Body itself cannot either suspend a pupil or extend the suspension period made by the Head teacher.

The Governing Body has a discipline committee which is made up of between three and five members. This committee considers any suspension appeals on behalf of the governors. When an appeals panel meets to consider a suspension, they consider the circumstances in which the pupil was suspended, consider any representation by parents, and consider whether the pupil should be reinstated. If the governors' appeal panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Monitoring:

The head teacher monitors the effectiveness of this policy on a regular basis. This is reported to the governing body and, if necessary, makes recommendations for further improvements.

The school records and monitors behaviour using CPOMS (Child Protection Online Management System). Behaviours are categorised on CPOMS under the following headings:

- Gold behaviour

- Red behaviour
- Bullying/Friendship related issues (Physical/Verbal/Online)
- Online Safety concern
- Harmful sexual behaviour concern
- Harmful sexual language concern
- Racist incident
- Homophobic incident

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

Inclusion:

The school expects every member of the school community to behave in a considerate way towards others. We treat all pupils fairly and apply this policy without prejudice in a consistent, non-judgemental way. If there are children in school with a Special Educational Need, the use of this policy will be adapted if professionals feel that this is necessary. This will be done in partnership with SLT, SENDCo, class teachers and parents.

We aim to provide equal opportunities for all groups of children, including those with diverse needs. Our main objective is to safeguard the interests of all children and ensure they achieve their full potential. All children should have the opportunity to join with their peers in the curriculum and life of the school. Our behaviour policy aims to support our inclusion policy. Where possible, the response to a child’s behaviour should not prevent the child from accessing learning, nor should the child’s behaviour prevent others from learning.

Where appropriate, ‘reasonable adjustments’ to the implementation of this policy will be made to allow for all individual needs. (DfE guidance)

Review :

This policy will be reviewed every year as part of the school’s cycle, sooner in the case of new information, changes and/or legislation.

For reference, the current Senior Leadership Team:

Ang Morrison	Head teacher
Jo Uttley	Deputy Head teacher and Designated Safeguarding Lead
Jackie Norman	KS1 leader
Rod Marsh	Assistant Head teacher – LKS2
Natalie Heath	Assistant Head teacher – UKS2
Sharn Warren	Special Educational Needs Co-ordinator (SENDCO)
Leda Yeaman	Operations Manager

Appendix 1: The Language of Choice

Step 1 – Statement of reality (tell them what you see)

'Ricky, you're climbing over the fence.'

Never ask a child why they are doing what they are doing. It is confrontational and you don't actually need to know why they are doing it – they just need to stop.

After hearing you use a statement of reality, most children will quickly do something to change the behaviour without having to move further down the script. Remember you have to give them 'take-up time' to do this rather than stand over them which, again, can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

Step 2 – Describe the behaviour you want to see, ending the statement with a 'thank you'

'Ricky, you need to collect the ball by using the gate – thank you.'

Rather than starting or ending your statement with please, use a thank you instead. A thank you carries more of an expectation that they will do as you have asked them to do.

(Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.)

Step 3 – Statement of choice

If they still do not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out, and you must deliver consequences or the child will learn that you do not follow threats through.

'Ricky, if you choose to continue to climb over the fence then you'll will be moved to red and I will call your parents. It's your choice.'

Although it's easier said than done, you must remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, the child will pick up on your tone and may well be aggressive back which will make the situation worse.

If, after using the language of choice the child chooses to do the right thing, then you must praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made the right choice. Children love to be praised, even though they may not show it.

'Well done Ricky, you made the right choice.'

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, follow through with the consequences you stated.

Don't give in to protests as you carry out the consequences – if you are consistent, the methods outlined will work. You could repeatedly say, for example, *'In our school, we keep hands and feet to ourselves'*, which reminds them of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.

Appendix 2: (This appendix will be reviewed each September to reflect any changes/updates in KCSiE)

To be displayed in each classroom for guidance - professional judgement, knowledge and age of the child must be used alongside this to treat all pupils appropriately.

Behaviour/Consequence	1	2	3	4
Low level disruption e.g. work avoidance, calling out, swinging on chairs.				
Being disrespectful e.g. back chatting or refusal to follow instructions				
Continuation of the above behaviours				
Verbally abusive e.g. swearing (or implied swearing)				
Harming peers or adults physically in any form – zero tolerance				
Deliberate damage to school equipment or property				
Continuation of the above behaviours				
Significantly harming peers or adults physically e.g. hitting, biting that leaves a mark				
Intentionally leaving the classroom without permission and ignoring instruction				
Homophobic, racial and/or gender comments				
Sexual Violence (KCSiE, Sep 2023 for definition & guidance)				
Sexual Harassment (KCSiE, Sep 2023 for definition & guidance)				
Harmful sexual behaviour (KCSiE, Sep 2023 for definition & guidance)				

Behaviour Consequences Grid

Level of behaviour	Notes
1	A reminder about behaviour and choices by the class teacher/partner teacher/SLT using zone boards
2	All red behaviour to be reported on CPOMS and to parents
3	Report to member of SLT.
4	Child taken out of class to member of SLT. 15 minutes of lunch missed. Phone call home – made by SLT


Guidance:

- Consequences start at the shaded square
- Level 2, 3 & 4 need to be recorded on CPOMS and reported to parents
- Persistent Level 1 & 2 behaviour = teacher intervention e.g. positive rewards chart
- Further persistent Level 2 behaviour (red zone) seek Rainbow Support if appropriate
- Persistent Level 3 & 4 behaviour = weekly behaviour report in partnership with SLT & parents
- Movement up and down the zone board will be based upon teacher’s professional judgement and discretion.

Level	What does this mean?	Examples of behaviour
	Recognition of exceptional and consistent attitude/actions/learning behaviours	Children’s attitude and behaviour clearly stands out as being above and beyond that of which is expected – e.g. showing consistent resilience and perseverance within a lesson when introduced to a new maths concept, not for getting 10/10 in a weekly test.
	Recognition of outstanding commitment to rainbow values.	Children are embracing an opportunity or situation and are actively showcasing a rainbow value – being brave and sharing an opinion or supporting a peer when they are in need.
	Respectful Abbots Green citizens	This is the expected Abbots Green Academy behaviour and attitude to learning - children are showing their rainbow values, behaving positively and respectfully towards adults and each other.
	Reminder needed to reset behaviours	Low level disruption including calling out, swinging on chairs, lack of engagement & back chatting
	Recognition that there is a continuous lack of commitment to demonstrate positive behaviours.	Significant behaviours such as physically harming others or a continuation of the behaviours mentioned above (in orange).



Appendix 3: Behaviour report

Child's Name:		Record of behaviour (week beginning):			Class:		
		<p>The intention of this report is to provide a weekly record of behaviour that is shared between parents, teacher and child.</p> <p>The expectation is for rapid improvement following serious behavioural concerns.</p>					
		8.30—9.30	9.30—10.45		11.00-12.00		1.00 –2.00pm
Monday			Break		Lunchtime		
Tuesday			Break		Lunchtime		
Wednesday			Break		Lunchtime		
Thursday			Break		Lunchtime		
Friday			Break		Lunchtime		
<p>Present: (This must be a member of SLT, child and family member)</p> <p>Behaviour this week (significant events to be shared using weekly summary)</p> <p>Significant Improvements observed</p> <p>Report to continue (Y/N) Future meeting date: Commitment to improved behaviour: Child</p>							

- Each lesson will be colour coded to reflect child’s position on the zone board
- Comments to be added e.g. moved up to silver for positive interactions with peers
- It will be stored on OneDrive so that teachers and SLT can monitor as the week progresses

Appendix 4: Examples of Gold Credit Card Rewards

- Playpod with another year group
- Lego/board games
- Extra PE session with Mr Newson/Outdoor games
- Cooking or Art & Craft session
- Non-Uniform day
- iPad games time
- Visit to Oxlip House
- Help in another class for the afternoon
- Free Tuckeroo
- Front of queue lunch pass
- Sit on a chair in assembly for the half term
- Lunch with a member of staff
- Park visit

Appendix 5:



Positive Behaviour Policy

Aim

In line with the aims, expectations and principles of the Abbots Green Academy behaviour policy, in Evergreen Nursery we believe that children flourish best when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour. It is the intention that this will support our children in building relationships with peers and adults beyond their home environment.

Introduction

As children develop, they learn about boundaries and the differences between right and wrong. Children learn to consider the views and feelings of others alongside their own needs and rights. To enable children in developing these skills, adult guidance and modelling is required which requires appropriate intervention and support. This appendix details the differences between the approaches used in the main school and that used in the Evergreen nursery, due to the age and developmental stage of the children.

What we do to support positive behaviour

The way we interact with children and the way in which we support them in learning to play in a safe environment is vital. The safe and sensible use of resources and equipment is essential for children to become resilient as they learn to take risks in their play. Risk allows children to push themselves to the limits of their capabilities allowing them space to explore and progress.

As staff, we will continuously model good behaviour to demonstrate the correct usage and handling of resources and equipment. Effectively this will support children in maintaining control of their actions, by learning through play within safe boundaries.

In our setting, we aim to support behaviour in a positive way using positive reframing and specific positive frame. When we communicate with children, we are explicit, describing actions and emotions in the same consistent manner that we would for any other aspect of learning. Some of the positive prefaces we will use in nursery are:

- You are playing beautifully, well done for ensuring the water/ sand remains in the tray
- I'm so pleased that you are playing nicely - you have stacked your blocks carefully so that nobody gets hurt
- That is super listening, well done/I'm very pleased with your choice
- Fantastic sitting on the carpet, good sitting lets me know you are ready to learn
- What lovely sharing I can see you are all being considerate on your table
- You are all so kind and caring to each other, I'm happy that nobody is feeling alone
- You are using the scissors so sensibly, I'm so pleased you are keeping yourself and your friends safe
- Well done for taking turns, it can be frustrating having to wait your turn but you are doing a great job
- You put your coat on by yourself well done for being independent
- You helped your friend, it's lovely that we all support each other in nursery
- Thank you for putting your hand up (this can remind other children to do this next time)
- Good job - you are using your indoor voice/your walking feet
- Thank you for showing me your smiley/ sad face it helps me to know how you are feeling
- It's super you only took some of the toys out of the box instead of tipping them all out
- Remember to use your words so I can help you

Strategies with children who engage in challenging behaviour

- Strategies may include, an acknowledgement of the child's feelings, explanations as to what was or was not acceptable and supporting the child in gaining control of their own. This type of support can enable a child in recognising the feeling so that if it happens again, they can learn a more appropriate response. This will be encouraged through the use of co-regulation until they can self-regulate.
- We ensure that there is a wide range of stimulating resources and sufficient activities available so that children are meaningfully engaged and inspired without the need for unnecessary conflict over sharing and waiting turns.

- We avoid creating situations in which children only receive adult attention in return for inappropriate behaviour.
- When children behave in an inconsiderate manner, we support them in understanding the outcomes of their action.
- We support children in learning how to recognise their feelings and develop strategies on how to manage them; we model empathy so that children can begin to feel and understand.
- We do not shout or raise our voices in a threatening way to respond to children's inappropriate behaviour. However, in extreme cases (e.g. for safety), the adult may need to use a louder voice

Rough and tumble play

Very young children often engage in play that has aggressive themes, such as superhero and weapon play or goodies and baddies - some children can become pre-occupied with these themes. As staff it is important, we remain mindful that this behaviour is not necessarily a precursor to hurtful behaviour and that children can simply just be deeply involved in their play. There may, however, be incidents or times when aggressive theme play may appear inappropriate which can become problematic. In these instances, staff will intervene, and often suggest alternative play. We are also able to tune in to the content of the play, perhaps to suggest alternative strategies for heroes and heroines, we believe this enables making the most of 'teachable moments' by encouraging empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

Supporting Children's Individual Needs

When children are unable to express their feelings through language, we recognise that strategies for supporting them will need to be individually appropriate.

- We recognise that very young children are unable to regulate their own emotions, emotions can demonstrate as anger, fear or distress or withdrawal. An inability to self-regulate will require a sensitive adult. We are familiar with the needs of our children.
- Common inappropriate or hurtful behaviours of young children include tantrums, biting or fighting. All of our team members are calm and patient, offering comfort and support to help children with these intense emotions. Staff encourage children to manage their feelings and talk about them, we find this supports children in self-resolving issues by promoting understanding.
- We consider the individual child and the circumstances and context of the behaviour to ensure that any outbursts are dealt with in an appropriate way.
- Sometimes a visual is needed to support a child's understanding

Staff will seek support and advice from our Special Educational Needs Co-ordinator if appropriate/necessary; this would always be discussed with parents/carers.

Use of specific rewards and positive consequences

- Every child in Evergreen has a leaf which they collect gold stars on
- The gold stars are given when the adults observe behaviour that clearly stands out as being above and beyond that of which is expected of the individual child - this is also age and stage appropriate. A gold star is given to the child to wear, and one is also added to their leaf.
- When the child has 5 gold stars on their leaf, they visit Mrs Morrison (Head teacher) to share a 'Rainbow Cookie'. The children then receive a new leaf and start collecting stars again.




Use of specific sanctions and negative consequences

- The child will be verbally told "No thank you." for the behaviour that they are displaying.
- The child may be given reflection time/away from an activity/space – adults support this and guide the children in their understanding.
- In more serious incidents, (e.g. where a child has harmed another child or adult) a member of SLT will be called to support and parents will be informed of the details of the incident in an appropriate and sensitive manner – usually by the key worker. In such cases, it is important that the parents of both children are informed. All details should be recorded on CPOMS.

Appendix 6: Sunrisers/Sunsetters behaviour policy

Whilst the aim and offer of our wraparound care is somewhat different to a normal school day at Abbots Green Academy, children who attend Sunrisers/Sunsetters will be expected to behave in the same manner that they would during the rest of the school day – showing respect to adults, each other, and school property.

In terms of behaviour, it is important that the children’s zone board position remains during the hours of the school day and is not started during Sunrisers or continues during Sunsetters. Therefore, the wraparound club has its own behaviour system:

<p>Rainbow values</p> 	<p>A positive approach to behaviour will be encouraged; staff will refer to our Rainbow Values and notice when children are displaying these attributes.</p>
<p>Golden High Five</p> 	<p>Children will be given a Golden High Five if their behaviour exceeds what is expected during a Sunsetters or Sunrisers session.</p> <p>When a child receives 10 of these, they will receive a treat e.g. – an ice-cream.</p>
<p>Stop and think</p> 	<p>If behaviour choices are not what is expected:</p> <ol style="list-style-type: none"> 1.Children will be reminded of the positive behaviour choices that are expected. 2. Children will be given 5 minutes reflection time – the adult will explain what needs to change. 3. If the behaviour continues, a stop and think warning will be given. <p>If a child receives 5 of these during any one half-term, a conversation will be shared between home and school (if appropriate a member of SLT will make this call).</p> <p>In the event of any significant behaviour incidents, a member of SLT will be called immediately to assist.</p> <p>In cases of continuous stop and think cards being given, Abbots Green Academy reserve the right to review places and timings within our wraparound provision.</p>

- Stop and Think Cards received during Sunrisers will be passed on to parents via a text message.
- Cards received during Sunsetters will be passed on to parents when they come to collect
- Sunrisers/Sunsetters staff to recorded on CPOMS each day – DSLs and class teacher will be alerted

The Senior Leadership Team will monitor the use of this behaviour policy and ensure that children, staff and parents are continuing to work together to ensure that our before and after school provision, remains a positive environment in which the children thrive in all aspects.