



## Newbottle and Charlton C.E. V.A. Primary School

*Every person matters, every moment counts ;  
"I can do all this through him who gives me strength."*

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# BEHAVIOUR POLICY

(Statutory – Annual review)

<b>Adopted by the Governing Body on [Date]:</b>	
<b>Reviewed by:</b>	Ethos Committee
<b>Date of committee review:</b>	19 <sup>th</sup> Nov 2020
<b>Chair of Governors Signature:</b>	D. Hayter
<b>Date of next review:</b>	November 2021



## **Newbottle and Charlton CEVA Primary School**

*Newbottle & Charlton CEVA Primary School seeks to create an environment that reflects our Christian ethos, providing safe, happy and challenging working conditions for all members of the school. This environment is exemplified by our school values and wheel with hope, dignity, wisdom and community at its hub.*

### **Behaviour Policy**

#### **Introduction**

Newbottle and Charlton CEVA Primary School is a caring and nurturing school and we treat each child as an individual. We expect that all children abide by the rules. However, we understand that at times children will face challenges. Some children will have an inner resilience to cope with these challenges. Other children will need extra support to cope with the demands of the school day, their home life and social interaction.

This policy is intended to support and develop self-discipline, resilience and the awareness of the needs of others.

#### **Aims:**

- To create a safe, comfortable and caring environment which encourages and reinforces good behaviour
- To define acceptable/unacceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships which enable children to become positive citizens of the school and the outside community
- To encourage the involvement of both home and school in the implementation of this policy
- To use restorative approaches in supporting behaviour management

#### **Responsibilities and Roles**

##### **The governing body**

The ethos committee is responsible for reviewing this policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

## **The headteacher**

The headteacher is responsible for reviewing this behaviour policy in conjunction with the ethos committee, giving due consideration to the school's statement of behaviour principles.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor/negative behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **Staff**

The adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other. They will do this by implementing this policy consistently. Adults in the school aim to:

- Create a positive climate with high but realistic expectations inside and outside the classroom
- Emphasise the importance of being valued as an individual within the group and a member of our school community
- Provide a caring and effective learning environment
- Encourage relationships based on honesty, integrity, kindness, forgiveness, respect and understanding the needs of others
- Ensure fair treatment for all, regardless of age, gender, sexual orientation, race, ability, disability or religion
- Show appreciation of the efforts and contribution of all.

## **Parents**

Parents are expected to:

- Support their child in following our values and school rules
- Inform the school of any changes in circumstances that may affect their behaviour
- Discuss any behavioural concerns with their class teacher promptly.

## **Our Practice**

The school believes the best way to encourage and ensure positive behaviour is to recognise it and sometimes reward it when we feel it is appropriate. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do not just to get a reward.

For a minority of children, they may need more incentive and support to behave well. In these circumstances individual reward charts may be used. With a focus on earning a reward for behaving appropriately.

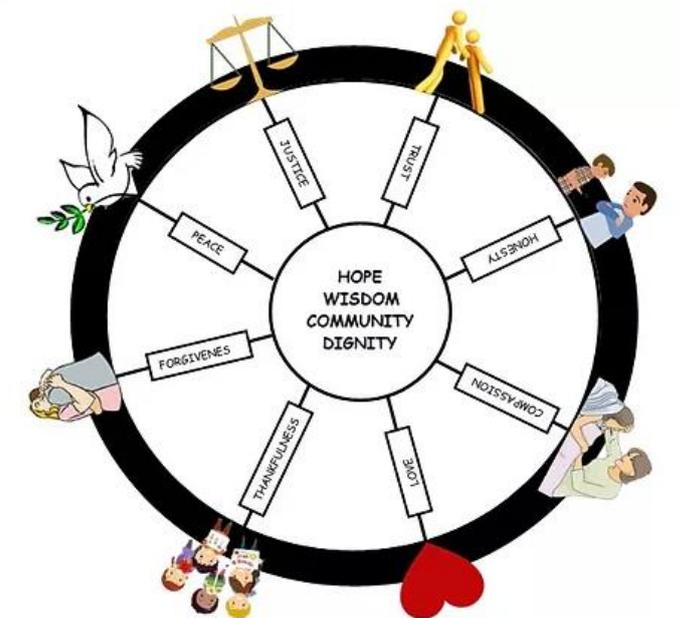
The PSHE Curriculum supports systematically the development of positive behaviour. At the beginning of each year, each class writes their own set of rules and expectations together in addition to our three main school rules.

### **Be Ready, Be Respectful, Be Safe**

1. We are always **ready** to work to the best of our abilities and take responsibility for our actions
2. We show **respect** for others and our school
3. We help to keep ourselves and others **safe**

A number of other documents and resources support the teaching of Behaviour in school including Scarf (Coram Education), Christian Values, British Values and specific PSHE weeks incl Anti Bullying Week and Online-Safety. We also use Zones of Regulation to promote positive behaviours and develop children emotional regulation of their own feelings.

#### OUR SCHOOL CHRISTIAN VALUES



#### **BRITISH VALUES**

According to Ofsted, 'fundamental British values' are:

- democracy
- the rule of law
- individual liberty
- mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

### **Recognition of Positive Behaviour**

Children who demonstrate positive behaviour and follow our rules and values are rewarded in a variety of ways:

- praise and recognition within class and/or the group;
- stars (include a raffle ticket) for good work (3 ticks) and also displaying particular acts of kindness, helpfulness, politeness, respectfulness, resilience and team work. This will be rewarded by the team (air, earth, fire or water) who receive the most stars in school each week who will

receive golden time. One person from each class will receive a HT special prize if their raffle ticket is removed from the class pot each week.

- Showing work to Headteacher who will recognise good work.
- Recognition board to promote positive behaviour. Each class will have a focus for the day or work and the aim is to move everyone on to this board by the end of the day.
- Whole class reward systems
- Hot Choc with headteacher- twice a term with specific individuals nominated by staff.
- Certificates- Including

**Star Certificate:** children are awarded stars in class for hard work and positive behaviour. These are put on a class star chart. When children achieve 15 stars then a certificate of achievement will be given out in Achievers' Assembly on a Friday. Children will receive a small gift when they receive their certificates.

**Achievers' Certificate:** each week teachers choose at least two children from each year group to receive this certificate". The award is given out in Achievers' Assembly and the teacher tells the rest of the school about the positive work/behaviour of their chosen achievers. Where possible these link to the principles of our Growth Mindset mantra. The names appear on the weekly newsletter as recognition for their achievements too.



**Head Teacher Value Certificates** – these are awarded weekly linked to the Christian Values and other values / behaviours etc that have been seen by the Head teacher in or around school. They also may have been nominated by children, parents and other staff.

- **Individual Rewards:** The school understands that there are some children who have difficulties socially and emotionally. Therefore these children have additional support and systems of rewards to encourage positive behaviour. These include daily "What I'm Proud of" and "What I've Done Well Today" charts; specific behaviour targets which when achieved result in 10 minutes of "golden time" and other systems which are adapted to suit the individual child.

## **Consequences and Sanctions**

While it is hoped that all pupils will value and respect one another as well as recognise the benefits of positive behaviour and attitudes, there will be times when inappropriate behaviour does occur. On these occasions adult responses are administered calmly, consistently and reasonably. The focus is always on the behaviour. (see appendix 1 for further details on strategies to promote positive behaviour)

Behaviours at Newbottle and Charlton School which we do not wish to see are:

- Disruption in lessons, in corridors between lessons and at break and lunch-times.
- Poor attitude
- Not carrying out the work set and distracting others
- Repeated breaches of our school and class rules

Serious Negative Behaviours

- Physical aggression e.g. Hitting Kicking Punching Spitting Fighting
- Verbal aggression e.g. Name calling, Swearing, disrespecting an adult, racist, sexist, homophobic or discriminatory behaviour
- Damaging/Disrespectful to property e.g. Theft, Vandalism
- Any form of bullying (see anti-bullying policy for more information and definitions of forms of bullying)

Children will have a warning before the consequences of the behaviour so that they have chance to change the behaviour before the consequence. If a serious negative behaviour has been identified, then there will need to be a consequence straight away. They will be immediate, short and appropriate for the behaviour and only aimed at the behaviour of the child and will depend on the child's age, any special education needs or disability they may have, and any religious requirements affecting them.

For pupils who engage in inappropriate behaviour in class, there is a procedure to follow; this is also true of unacceptable behaviour in less structured times e.g. break times and lunchtimes.

Below are the steps staff will take. Each class/teacher may have a behaviour book to record incidents and track behaviours being displayed. This allows for common patterns to be identified as well as a record to refer back to.

### In class negative behaviour

- Teaching Assistants (TAs) and teachers deal with behaviours in class, TAs inform class teacher of any inappropriate behaviour.
  - All classrooms will have a behaviour system in place to support the promotion of both positive and negative behaviours- Moving names depending on behaviour. Visually for positive (recognition board) and private for negative.
1. **Verbal reminder** of the rules privately offering a positive choice. (30 second script could be used)
  2. **Caution**- A card will be placed on the table to make child aware their behaviour needs to be adjusted or there will be a consequence. Teachers will place child's name onto caution section of their behaviour management system on their desk/table near them.
  3. **Time out**- If the child hasn't engaged after the second reminder he/she needs time out. This can be a short time for a child to think about their behaviour and to calm down (This may take place in another classroom or quietly in the headteacher's office). Teachers will place child's name onto consequence section of their behaviour management system on their desk/table near them.
  4. **Repair**- This might be a quick chat at break time in the playground or a formal meeting. (See restorative questions in appendix 2).

Where serious negative behaviour has been identified (see list above) then children will be sent straight in for timeout with headteacher.

Teachers will put own strategies in place such as a reward/sanction programme if needed

- If strategies employed are not working, then:
  1. Seek help from other colleagues- ask for strategies that may have worked before
  2. Parents need to be informed of behaviours and regular conversation needs to take place
  3. If this is still not helping, then ask for support from Headteacher/SENDCo
  4. School to provide interventions to support positive behaviour
  5. Parents must meet CT and Head together face to face or virtually. CT to lead meeting
  6. If behaviour continues then a further meeting with the Headteacher face to face or virtually.
  7. If this is still not working, then outside agency support shall be sought.

No child should stand outside a classroom or the Headteacher's office.

### **Behaviours Specific to the Playground**

**Following a review, a set of reminders were created which are regularly shared with children on their conduct on the playground. They include:**

- ✓ Have fun enjoy yourself and make the most of the time outside.
- ✓ Do your very best to get on with everyone.
- ✓ Have kind hands, kind feet and use kind words.
- ✓ When all the school are out at play small balls/activities can be played with on the playground (that take up a small part of the playground).

- ✓ Football is only to be played on the field when permission is given by adult on duty.
- ✓ Ensure you follow the boundary rules – only go where an adult can see you.
- ✓ Make sure you ask permission to collect a ball.
- ✓ Use seats and benches to sit on properly.
- ✓ Ensure you walk from school onto the playground and vice versa.
- ✓ Ensure at the end of play you line up and are quiet.
- ✓ Look after the play equipment and play with it as it should be.
- ✓ Watch where you are going when running.
- ✓ Make sure you stay outside unless you ask permission from an adult to go in.

The school operates a “zero tolerance” policy towards serious negative behaviours which specifically target others based on race, ethnicity, religion, sexual orientation, gender and disability. These incidents are recorded in a single, central record, reported to governors, treated as major offences and may result in exclusion (see pupil support section for further information)

Any incident involving an unprovoked assault on a member of staff or another child will result in immediate exclusion.

Any incidents of bullying behaviour are taken very seriously. (Please see the school’s Anti-Bullying Policy).

### **Expectations of Adults in the Playground**

Adults in the playground will be proactive, looking out for any possible incidents and responding quickly if an incident occurs.

#### Out of class negative behaviour

- Lunch sup/adult on duty must inform class teacher of all incidents from outside whether this is inappropriate behaviour with another child/group of children or not following instructions from an adult.  
*NB Staff must not (where possible) deal with incidents that involve their own child.*
- Children will be reminded of behaviour expectations including outside reminders at Newbottle and Charlton CEVA Primary School and explain the consequence of what will happen if the behaviour happens again.
- The reminder of behaviour expectation will be explained, then caution that if they don’t change their actions they there will be a consequence and then a time out (outside or in headteacher’s office)
- Where serious negative behaviour has been identified (see list above) then children will be sent straight in for timeout with headteacher or class teacher if Headteacher is unavailable.
- Staff will always ensure that ALL children are interviewed and must be allowed to be given the opportunity to share what has happened from their perspective. This should be recorded if it is a serious incident.
- If in the same week a similar incident presents itself then they will need to stay for some parts of lunchtime for Reflection. This will need to be shared with Headteacher

- Parents need to be informed by a phone call from class teacher at this stage
- If the negative behaviour is repeated on the playground again then the child will reflect on behaviour with Headteacher and call will be made home. Next steps will be decided with parents and headteacher.
- Any further incidents may result in children having to eat lunch at home.

### Reflection-Repair

This is a time for children to reflect on their behaviour whilst being separated from peers and missing a playtime. It is a purposeful time though when children should discuss/think what they could have done differently using reflection sheet and write a letter of apology if necessary. If occurring frequently then it needs to be carried out on a rota basis. Whilst a time to think about their behaviour it is not a detention, children should be given the opportunity to talk about their feelings and the feelings of others following their actions. A behaviour reflection form for a child to complete is used for them to record feelings and thoughts and how things may need to be done if presented with the problem in future. Depending on the age- protective behaviours philosophy may be discussed with the children involving actions that lead up to the child 'flipping their lid'.

### **Exclusion**

In very minimal cases children may need to be excluded due the severity of the behaviour or the continuation of behaviour. Each case will be dealt with individually. To try to prevent this from happening the SENDCO may work with the class teacher and parents to create an inclusion support plan for children when they have first presented some challenging behaviour.

If there is a decision by the headteacher to exclude in the first instance it will be an internal exclusion at school where the child will be separated from their peers for a half a day and complete work. In rare instances it may also be necessary to externally exclude where the child will complete work at home.

### **Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will discipline the pupil in accordance with this policy and allegations of abuse against staff policy. The headteacher may wish to include the school governors when considering what action to take. The school has the power to suspend or expel pupils who make false claims, or refer the case to the police if the school thinks a criminal offence has been committed. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

## **Emotional or Self Regulation**

In order for a child to be ready for learning they need to be able to self-regulate, which is defined as the capacity to manage one's thoughts, feeling and actions in adaptive and flexible way across a range of contexts.

As children start school they are only just beginning to understand their own emotions and can struggle to identify or label these. They therefore need a greater amount of staff support in managing their emotions and consequently their behaviour. In recognition of this, we support the children in understanding their emotions by discussing how the incident has made them feel, and support their management of these emotions by modelling self-soothing behaviours, such as deep breathing rubbing their arms or watching glitter settle.

Where appropriate children will be given time to regulate their behaviour. Children will be introduced to the story called 'The Colour Monster' by Anna Llenas in EYFS and Key Stage One. This story will support children in recognising and communicating their own and others feelings linked to a colour.

This will lead into a more formal framework known as the 'Zones of Regulation'\* in Key Stage Two. This continues to help children to identify and manage their feelings and emotions through the use of colours. With adult support children will learn to use their 'tools' to self-regulate.

These approaches are an easy-to-use curriculum to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning and achieving their best. When used effectively children feel empowered and in control of their emotions. Children are taught that no emotion is good or bad but the actions that can occur from these emotions can link to unwanted negative behaviours in school.

*\*we are focusing the zones with children with SEMH for the Autumn term 2020 and will roll out the zones/colour monsters for the whole school in January 2021.*

## **Pupil Support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The zones of regulation are particularly effective for children with SEND, SEMH needs and may form part of pastoral support on an individual or group basis to further embed this approach.

The school's special educational needs coordinator (SENDCo) in consultation with teacher and headteacher will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the IEP and review it on a regular basis.

The headteacher will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this is the case, staff will follow the schools' safeguarding and child protection policy.

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. Teachers have the power to discipline pupils for misbehaving outside of the school premise to such an extent as is reasonable for their age, special educational need or disability they may have.

Teachers may need to apply sanctions when:

Misbehaviour (negative behaviours) when the pupil is:

- Taking part in a school-organised or school related activity- Including school trips or
- Travelling to or from school or
- Wearing school uniform or
- In some other way is identifiable as a pupil at the school.

Or misbehaviour at any time, whether or not the conditions above apply, that

- Could have repercussions for the orderly running of the school or
- Poses a threat to another pupil or member of the public or
- Could adversely affect the reputation of the school.

In all cases of misbehaviour (negative behaviours) the teacher can only apply sanctions when the pupil is under the lawful control of the member of staff.

### **Training**

Behaviour management is part of our continuing professional development for staff. This policy will be reviewed and the procedures discussed and explained with staff annually. Support will be given to any member of staff who feels they need support in this area.

## Appendix 1

### Strategies to promote positive behaviour

#### 1 Meet and Greet

Meeting your class every day with a personal greeting could have the greatest impact on their behaviour it will make them feel valued, important and they will know that you want to get to know them. Once you have committed to this you won't be able to stop as the children will be expecting this consistency.

#### 2 Make Learners feel important

Build relationships.....the most important part, give compliments, ask them how their birthday party was, remember what they like football team, book, sport, and ask them about it. You don't have to be their best friend, just remember the little things.

Respect works both ways, daily acts of care, generosity, interest in their lives, being bothered (*'Botheredness' H.Roberts 'Oops helping children learn accidentally' p 39 WTACEC Paul Dix*)

*"I can give you a special job and make you feel like a king. I can give you £50 and make you feel like you don't matter"*

#### 4 Use your recognition board

Ways to sharpen the use of recognition boards

- Target your recognition board at learning attitudes, not just functional behaviours.  
*(All advice and ideas in this manual are taken from Paul Dix When the Adults Change Everything Changes)*
- Make sure that the behaviours you choose raises the expectations for the children and is not simply something they can do well already.
- Names or tallies go on the board to recognise children who are demonstrating the desired learning attitude
- Names or tallies are never removed from the board. Children who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct. A different response should be given.
- Children can nominate others to be put on the board. Try stopping an activity after 15 minutes and asking them to write up four names of other children who have been consistently demonstrating the desired behaviour. Use it for reflection at the end of the lesson.
- Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board.
- Recognition boards need to be refreshed daily or weekly depending on the age of the children and the context in which you are working.
- Children are recognised for effort, not achievement. Your recognition board should be for everyone. Your highest achievers might always be high achievers. They only get on the board when they have shown the required effort.
- When everyone has their name on the board a collective 'whoop' is

appropriate; large rewards are not necessary. This is critical to the success of the recognition board. To keep the atmosphere positively supportive the mini celebration at the end of the lesson is enough. You will find that more children choose to support those who are wobbling when jeopardy is minimised.

- Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

### **5 Give first attention to those doing the right thing**

It is very easy to be distracted by the poor/negative behaviour. What we need to do is focus our attention and energy on the good behaviour. 'Praise the best and ignore the rest'. If we do this we create a positive atmosphere where we are giving the right things attention.

### **6 Take the fame out of behaving badly**

If we do step 7 then we take the fame out of behaving poorly.

### **7 Make a point of recognising and praising behaviour that is above and beyond**

As a whole school we praise the children for going above and beyond. Make sure in the classroom the same is happening.

### **8 Teach a new 3 step routine packed with high expectations eg lining up, tidying up, transitions**

To establish a calm and orderly classroom routines should be an 'obsession'. Children need to know what is expected of them and how they are going to achieve that. For example: whole class routine for transitions from an activity

- 1 Follow instructions first time
- 2 One voice (only, at a time)
- 3 Keep hands and feet to yourself.

To get routines solid and clear they need to be relentless model, remind, cajole, reinforce, make it important every day.

### **9 Strip out every last drop of negativity.**

Positive, positive, positive. Easier said than done! But practice, practice, practice.

Give children the strategies to control their behaviour teach them how to by giving them mantras such as:

- I can choose to walk away
- I can stop myself
- I am ok
- I am in control of myself
- I can choose to be calm
- I have a bigger goal than this fight

### **10 Use a 30 second intervention- Reminder or caution**

*30 second rule*

Get in, deliver message, anchor child's behaviour, deal with the incident later one to one and in private (no public humiliation). The moment you

deliver a sanction is the moment of confrontation, complaint or protest will emerge (see the five steps for dealing with behaviour).

#### EXAMPLES - SCRIPTS

*"You own your behaviour. Your behaviour does not deserve my time. You are better than the behaviour you are showing today."*

Give an example of their good behaviour-

*"Do you remember yesterday/last week/ when you helped me tidy up/led the group/gave me that excellent homework? Remember mum's face when she got the note? That is the person I know, that is the Chelsea I need to see today"*

- Walk away leave them to make a choice and ignore any secondary
- Behaviour- i.e slams door or stamps feet or throws equipment.
- Deal with the poor behaviour at a later date with the child alone.
- Could be the following day
- Could be lunchtime
- Make sure you follow up the incident.

Other scripts to try

*"I noticed you are ... ( having trouble getting started/struggling to get going/wandering around the classroom dabbing)*

*"You have chosen to ....(move to the back /catch up with your work at lunchtime)*

*"Do you remember last week when you ....(arrived on time everyday 'got a positive note ..)*

*" That is who I need to see today...."*

*"Thank you for listening" (Then give the child some take up time)*

*If you are hostile the child will be hostile back, treat a child in an unexpected, compassionate way then the child will react differently.*

### **11 Practice micro-scripts everyday**

*Other scripts you might try....*

- *You need to.....(speak to me at the side of the room)*
- *I need to see you .... (following the agreed routine)*
- *I expect .....(to see your table immaculately tidy in the next two minutes)*
- *I know you will.... (help Kyra to clean the pen off her face)*
- *Thank you for ..... (letting go of her hair, lets walk and talk)*
- *I have heard what you said, now you must.... (collect your things calmly and move to the thinking spot)*
- *We will .....(have a better day tomorrow)!*

*Longer Scripts*

- *You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen.....If you choose not to do the work, then this will happen.....I'll leave you to make your decision.*
- *Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.*
- *I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.*

- *I am not leaving, I care about what happens. You are going to be brilliant!*
- *What do you think the poor choices were that caught my attention?*
- *What do you think you could do to avoid this happening in the next lesson?*
- *Darrell its not like you to.....(kick doors/shout out/shake the hamster)*

**Remember - There is always a reason for the behaviour (p31WTACEC Paul Dix)**

"Damaged children need people, not punishment"

"Kill them with kindness"

When they arrive at school their bucket may already be full

Other reasons:

Other learning needs....

## Appendix 2

### Restorative Questions

**Restore, Redraw, Repair - after the event when the child is calm go back to the child and have a short conversation**

#### Restorative Five

Choose five questions when dealing with a behaviour incident.

"In between your truth and their truth is the truth" (Paul Dix - When the adult changes everything changes)

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

For younger children try:

1 'Ok, imagine if there were.....(people affected/a way of putting it right/things you could do differently). What would they be?

2 1-10scales: On a scale of 1-10 how angry were you?

3 Offer a postponement and some support if the child is not ready to speak: "I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Ms...sit with you and help you with the answers?"

#### 8 Steps to Certainty

1. When children escalate take them back to the original behaviour before you deal with the secondary behaviours
2. Display consistency clearly on the walls of the classroom. Encourage the children to keep on track.
3. Manage escalating inappropriate behaviour with an emotionless almost scripted response.
4. Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
5. Use the term when you speaking to children about their behaviour: "If you choose to stay on task throughout this activity you can be certain that I will catch you and give you praise and reward. If you choose to ignore the routine/make a house under the desk/eat lilies rubber .....you can be certain that you will receive a sanction that I will enforce."
6. Don't judge yourself too harshly when you fall off the wagon and behave inconsistently. Apologise and get back to your consistent habits and routines
7. Resist the temptation to deal with minor indiscretions with high levels of sanctions. In effect you are crying wolf, so when you really need support for behaviour that does warrant a high level of sanction your colleagues may not be so keen to support you.
8. Shift into listening mode. This is not a time for lengthy speeches. Less will almost certainly be more.

**Appendix 3  
Behaviour Reflection Form (Scribed by adult for EYFS and KS1 child)**

Name:

Date:

The behaviour I have shown today was not: (Tick all that apply)

Following the rules		Listening	
Being cooperative		Following directions	
Being responsible		Being safe	
Being respectful		Being kind	
Other:			

Describe what happened							
Who else was involved?							
How I felt: (Please circle)							
Angry	Jealous	Sad	Frustrated	Confused	Lonely	Hurt	Scared
Explain why this behaviour is unacceptable							
How can you correct the situation?							
How will you deal with situation in the future?							
Student signature:							

Copy to file/copy to go home.