

## Greysbrooke Primary School

### Whole School Approach to Supporting Behaviour



### Vision & Intent

Good behaviour in Greysbrooke Primary School is central to a good education. At Greysbrooke we manage behaviour well so that we can provide a calm, safe and supportive environment which children want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed.

Our whole school approach to supporting behaviour sets out clear expectations and standards which are consistently implemented by all adults in our school. It is designed to support the way in which all members of the school community can live and work together in a co-operative way. We seek to promote high expectations of behaviour and encourage positive self-esteem, so that our children will develop into responsible citizens.

At Greysbrooke we share the same values of resilience, kindness, gratitude and aspiration in our children. These values are shared in assemblies, our day-to-day practise and are linked to our privilege system.

If a pupil requires extra support with managing their behaviour (this may include Special Educational Needs) there are several opportunities available to them that will be agreed by both the class teacher and the parents or carers of the child. First the class teacher will provide quality first teaching strategies to manage and support their behaviour for eg with individual reward charts or any individualised programme. If further support is needed there are 3 trained ELSA's (Emotional Literacy Support Assistants) in school who are available to offer 1:1 support sessions to support with a child's social and emotional needs. Individual behaviour plans are also available for those children who may require them.

Greysbrooke expects high standards of behaviour from all pupils. The school's procedures for managing behaviour are fair and are applied to all. Pupils, staff and parents know that any language which is racist, sexist, homophobic or potentially damaging to any minority group is always unacceptable.

### Trauma Informed Restorative Approach

All staff at Greysbrooke School have been trained in how to use a trauma informed approach to behaviour management. Trauma informed practice ensures that we put the emotional and psychological needs of the children first. The holistic approach addresses trauma's underlying cause instead of punishing challenging behaviour to provide a safe and supportive environment for children. This approach is research based and has proved highly effective in other schools.

Emotion Coaching is a tool used at Greysbrooke School to support children's behaviour in the moment. There are 4 key steps to emotion coaching. (Appendix 1)

Why emotion coaching?

- It helps children to regulate.
- Helps children to calm down and better understand emotions.
- Allows practitioners to be more sensitive to children's needs.
- Creates consistent approaches to children's behaviour.
- Practitioners feel more 'in control' during incidents.
- Fosters positive relationships between adults and children by promoting trust.

### **The Classroom and Learning Environment**

- At the start of the school year, the children in the class, alongside the class teacher and support staff, will generate a Learning Charter or a Respect Umbrella. This will display the expectations and standards specific to their class, the use of water bottles and going to the toilet. The class will revisit the expectations regularly throughout the year. There is an expectation that all children and staff adhere to the expectations and standards that are set.
- The class expectations and standards will be displayed at the front of the classroom, printed onto a brightly coloured umbrella. This will be consistent in every classroom.
- The expectations and standards are displayed to act as a reminder and can be referred to when a wrong choice is being made or to encourage a positive change in behaviour.

### **Upholding the Highest Expectations in the Classroom and Learning Environment.**

- When adults greet children, they expect a positive, respectful response in return.
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- When an adult says 1,2,3 eyes on me or 3,2,1- there is an expectation that all children stop, look and listen to that adult. The adult will then continue when all children are actively listening.
- Water bottles are accessible in the classroom. The accessibility of the water bottles and where they are stored throughout the day are to be decided by the class when they develop their class charter. They can be accessed when a teacher or learning assistant is not directly teaching, unless there is an agreement in place between the class teacher and parents or carer or the child needs immediate access to their water bottle for a medical reason.
- When equipment is dropped, it is picked up quickly because we look after ours and others belongings and we respect our environment.
- Chairs are always tucked under tables when moving away.
- Bags, coats and spare trainers are stored away in the lockers provided. The locker area is to always be kept clean and tidy.
- If a child is sitting on the carpet, the child's legs are crossed and hands are in laps.
- When sitting at a table, chair feet always remain on the floor.
- When moving around the classroom, walking is expected.
- There is an expectation for the children to remain in their seats if that is the adult's expectation. Permission needs to be sought from an adult if a child wishes to leave the classroom.

### **A Common Language**

- 1,2,3 eyes on me.
- 3,2,1 eyes and ear on me.
- This is a reminder.
- Next step...
- Visual cues- A hand signal to stop, pause, redirect.

### Outside of the Classroom and Learning Environment Including Playtime, Lunchtime & Movement

- Both adults and children will walk around the school and practise appropriate manners. Examples being; giving way to one another through doors and corridors, politely holding doors open for each other and politely acknowledging each other.
- Both adults and children will use quiet voices when walking around the school and inside the locker area.
- When a class is walking through the school, the teacher will lead the class and a member of support staff will follow from the back of the line.
- Once outside, children will remain outside with the adult, entering only to use the toilet when they have asked for permission from an adult or to change their outdoor shoes.
- KS1 children enter and exit the building through the KS1 external doors.
- KS2 children enter and exit the building through the KS2 external doors.
- KS1, children receive fruit from the school to eat as a snack at break times. A child from KS1 is only to bring a snack from home if it has been agreed between the parent, class teacher and senior leadership team.
- In KS2, only healthy snacks are permitted at break time. Examples being: bread sticks, rice cakes, cereal bar, fruit. No products should contain nuts.
- Appropriate balls are to be used on the playground and playing field. No balls are to be brought in from home as we have the adequate equipment in school.
- At the end of play or lunch time, children stand still on the first whistle and then sensibly walk to their line after the second whistle.
- Year 5 and 6 can walk home with written permission.

### Assemblies

- There is an expectation that the children enter the hall for assembly quietly and in a line.
- Once seated for assembly the children remain seated.
- When adults greet children, they expect a positive response in return.
- When an adult says 1,2,3 eyes on me or 3,2,1- there is an expectation that all children stop, look and listen to that adult. The adult will then continue when all children are actively listening.
- Clapping and cheering achievements is encouraged but this is to be done sensibly and respectfully.

### Uniform and Personal Presentation

Children in Year 6 can bring a phone to school. Phones are collected at the start of the day, locked away securely in the school office throughout the day and then handed out by the class teacher at the end of the day.

### Jewellery

Earrings should be a stud only.

The child wearing the earrings should be able to remove them independently and should not wear them on a PE day.

Children can wear a digital or analogue watch but not a smart watch.

### Hair

Long of shoulder length hair should be tied back on a PE day.

Children can wear appropriate school coloured hairband.

### School uniform

<https://greysbrooke.staffs.sch.uk/parents/school-uniform/>

Grey trousers, skirt, shorts, dress

White or red shirt or polo shirt

Red sweatshirt or cardigan

Red gingham dress

Black/grey/white socks

Grey/red/ black tights

Black shoes or an all-black leather trainer (not trainers in a different colour or a black trainer with another colour). Examples are below:



### PE Kit

House coloured t-shirt

Black shorts / black jogging bottoms (can be worn over the top of shorts on colder days)

Grey Hoodie

Trainers (black pumps do not support your child enough in outdoor PE lessons)

### Year 6 Hoody

Year 6 will receive a leavers hoody. This can be worn instead of a red sweatshirt or cardigan in school at break and lunch times.

### Make up, nail paint & tattoo transfers.

Children are not to wear make up, nail paint or tattoo transfers to school.

## **A Celebration of Awards**

### **The House and Merit System.**

There are four house groups at Greysbrooke Primary School; Topaz, Emerald, Ruby and Sapphire and each child and adult at Greysbrooke Primary School is assigned to a house.

At the start of each academic year, there will be a house captain election where each house will appoint a house captain from Year 6.

The role of the House Captain from Year 6 and the Deputy House Captain from Year 5:

- Take a lead and supervise on key stage and whole school events.
- Present and being visible at parent information sessions, workshops and open evenings.
- Mentoring and supporting pupils in Key Stage One.
- Spot check locker rooms, communal areas and corridors each morning.

### **Dojos Inside the Classroom**

Each day, children can be awarded dojos inside the classroom for a range of achievements, including excellent effort, wonderful work, incredible improvement, practising appropriate manners through the school and for following our core values of aspiration, respect, kindness and gratitude.

All adults can reward dojos to the children in the classroom and the the adult will record this on Classroom Dojo.

Children work towards Bronze, Silver, Gold and Platinum certificates throughout the year.

Bronze	50 Dojos
Silver	100 Dojos
Gold	150 Dojos
Platinum	200 Dojos

### **Celebration Assemblies**

Greysbrooke Primary School has a celebration assembly at the end of every half term.

Children are awarded certificates during our celebration assemblies. This gives the children the opportunity to be rewarded for their achievements in front of the Greysbrooke community.

### **Dojos Outside the Classroom**

If an adult rewards a dojo to a child outside of the classroom, the child will be given a house token. The child will then place the token in their house token collector at the front of the school. The Senior Leadership Team will calculate tokens weekly.

At the end of a half term, the house with the most tokens collected with receive a prize and the house captain of that house will organise for the school to support a charitable event or project in the wider community.

## The Privilege System

As a reward for positive behaviour throughout the week, all children will receive Golden Time. Golden Time is an additional break on a Friday afternoon starting at 1.40pm and finishing at 1.50pm for Key Stage 1 and starting at 2.30pm and finishing at 2.40pm for Key Stage 2. Key Stage 2 children will then line up at the end of Golden Time and enter assembly immediately.

We also have a Privilege System. A privilege can be awarded to a child by any adult in the school, at any time during the week, for exceptional achievement. This is when an adult feels that a child has gone above and beyond both academically, socially, emotionally and when demonstrating the school values or British values.

The adult will then record the privilege internally. An adult can award up to 3 privileges a week.

At the start of the academic year, the children create their class list of privilege awards with their class teacher. Then, when a child receives a privilege, they can decide the privilege award they are going to receive from the list.

Examples of privilege awards are:

- Wear non-school uniform for the day.
- Come to school in pyjamas for the day.
- Bring a table mascot into school for the day.
- Sit on the teachers chair all day.
- Create a VIP table for the day.
- Spend time in the Leadership Office.
- Teach a lesson.

On the day that the child receives their privilege award, they will wear a privilege lanyard so all adults know and can celebrate it with the child. The child will receive a privilege certificate in the privilege assembly that week and share with the Greysbrooke community the reason why they had received the privilege and the privilege award they decided to have.

## Flow Chart of Behaviour Rationale Including Practical Application

Sitting alongside our behaviour rationale is this flowchart which is aimed to support the adults to help children improve their social and emotional development, well-being and help correct behaviour that fails to meet our Greysbrooke standards when they occur.

If a pupil requires extra support with managing their behaviour (this may include Special Educational Needs) there are several opportunities available to them that will be agreed by both the class teacher and the parents or carers of the child. First the class teacher will provide quality first teaching strategies to manage and support their behaviour for eg with individual reward charts or any individualised programme. If further support is needed there are 3 trained ELSA's (Emotional Literacy Support Assistants) in school who are available to offer 1:1 support sessions to support with a child's social and emotional needs. Individual personalised approach to behaviour plans are also available for those children who may require them.

### All Adults

#### The Reminder

Examples: Low level disruption in the classroom, behaviours against the class expectations and standards that have been agreed at the start of the academic year both inside and outside the classroom. Behaviours that are against the school's values.

All adults at Greysbrooke Primary School can give a reminder.

#### Prevention, reaction and repair strategies can include:

- Pre-empting situations that may cause a stress related response and therefore pre-tutor the children.
- Articulate the behaviours that the adult would like to see, rather than the behaviours you do not want to see.
- A 'Time In Session' with any adult, so that their emotions can be validated, regulated and where possible prevent an escalation of negative behaviour. The conversation can take place inside or outside of the classroom or completed in a designated regulation station.
- An independent time out for self care and regulation to prevent an escalation of undesirable behaviour.

Conversation sentence stems:

What can I do to help?

Do you need some space away from your class?

Will it help to change seats?

This is not your usual behaviour. This is what I am noticing....

May I remind you of the following expectations that we decided as a class....



## Classroom Teacher

### The Check In

*'This is not your usual behaviour.'*

Examples: A second incident of low-level disruption in the classroom, behaviours against the class expectations and standards that have been agreed at the start of the academic year both inside and outside the classroom or behaviours that are against the school's values. An altercation outside of the classroom.

### The Check In Reaction and Repair Strategies:

The class teacher will have a Restorative Conversation with the child.

In the event or circumstance that the class teacher can not conduct the Restorative Conversation, a member of support staff or the Key Stage Leader will lead the conversation. This decision is to be made by The Key Stage Leader.

### Restorative Conversation Questions:

1. What happened?
2. Who has been affected?
3. What were you feeling?
4. How do you feel now?
5. What needs to happen to put it right?
6. Next time I could...

The adult who conducted the Restorative Conversation will inform the Key Stage Leader of the conversation.

The restorative conversation is recorded on My Concern by the adult who had the Restorative Conversation.

The key stage leader and the teacher will decide together if a phone call or conversation with the parents of the children involved in the incident is necessary.

If the teacher has had a conversation with the parents of the children involved in the incident, the conversation is recorded on My Concern.

### Incident, Coincidence and Pattern

If a child has 3 Check Ins in a half term it will be escalated to The Senior Leadership Team. The Senior Leadership Team will track Incident, Coincidence and Pattern.





## The Senior Leadership Team

### Reflect, Reframe, Refocus

Examples: An act of verbal abuse. Examples being, racism, sexism, homophobia or abuse of sexual orientation, discriminatory language or verbal violent threats. An act of physical abuse towards and adult or child, damage to school property or another adults or child's property, deliberately defying an adults instruction.

### Reflect, Reframe, Refocus Reaction and Repair Strategies

The Senior Leadership Team will conduct the investigation and sanctions.

A member of The Senior Leadership Team will have a Restorative Conversation with the child or children involved in the incident, once the child or children are regulated.

#### Restorative Conversation Questions:

1. What happened?
2. Who has been affected?
3. What were you feeling?
4. How do you feel now?
5. What needs to happen to put it right?
6. Next time I could...

The investigation and the Restorative Conversations will be logged on My Concern by the member of The Senior Leadership Team who is conducting the interview.

The Senior Leadership Team will conduct a phone call or a meeting with the parents of the children involved in the incident and that will be recorded on My Concern.

The Senior Leadership Team will communicate the findings of the investigation and the meeting with the parents to the class teacher and the support staff for the children involved in the incident.

### Incident, Coincidence and Pattern

If a child has 3 incidents of Reflect, Reframe, Refocus then a formalised, tailored plan, will be put into place created in collaboration with the class teacher, The Senior Leadership Team, The Hub SENDCO and the child's parents or carers.

For behaviour or incidents that result in exclusion, more serious cases or negative behaviour outside of school, please refer to the ATLP Relationships & Behaviour Policy that can be accessed on the school website here:

<https://atlp.org.uk/files/2023/11/Exp-2024-09-ATLP-Relationships-and-Behaviour-Policy.pdf#atlp-relationships-and-behaviour-policy/>

## Appendices

The 4 steps of Emotion Coaching:

1. Notice and Empathise

Be aware of the different emotions a child may feel. Observe, listen and learn how the child expresses different emotions. Watch for facial expressions, gestures, tone of voice, and speed of speech.

'Be curious rather than furious'

Look beneath the behaviour:

The children's behaviour tells you they are struggling with how they're feeling and need adult support. Accepting the emotion will help you to de-escalate the behaviour.

2. Label and Validate

Sometimes a child can't tell you what they're feeling, so you can help them to do this. By putting a child's feeling into words, you are comforting them and showing them that you understand.

3. Set Expectations

Provided the child is safe and no one is at risk of harm, setting expectations is an opportunity to remind the child about acceptable behaviour which the child needs to understand and practice. A kind reminder acknowledges that none of us learn things straight away. Managing emotions is no different to any other skill, it takes time and practice.

4. Problem Solve

Reinforce the idea that the child has the capacity to develop skills to cope with strong emotions.

"How were you feeling when that happened?"

"Let's think about what you could have done instead"

"You could do...or..., which one sounds good to you?"

"What will help you remember this?"

## Restorative Conversation

### Definition:

Restorative conversations are a term used to describe behaviours, interactions and approaches which help to build and maintain positive, healthy relationships, resolve difficulties and repair harm when there has been conflict. They provide a safe space for students to fix their mistakes and return to the group strengthened.

### Questions

Please see above.

### Example Script

#### Introduction to restorative conversation

Open the lines of communication, this is not the time for lectures or judgements.

Say:

How's it going?

I wanted to talk to you about something.....

#### Step 1:

Allow them to explain the situation, what happened?

What happened?

Can you tell me more about.....

What led to the incident and the root causes?

Step 2: Who has been affected?

Identify the impact.

What happened to you?

Your friend, your family?

Who else has been effected/upset/harmed by your actions?

What role do you think you played in the situation?

Step 3: What were you feeling?

It sounds like you felt.....

What made you feel that way?

What happened before it started?

What else do you think was going on with.....?

Has this happened before?

Step 4: How do you feel now?

Do you feel calm now?

Do you feel different from when the incident happened?

Can you label the emotion now?

Step 5:

What needs to happen to put it right?

What can you do to make things better?

If you were ..... what do you think you would need?

What do you need to do to help you do that?

What would you like to see happen?

What could you do to make sure this doesn't happen again?

Step 6:

Next time I could.....

Allow the child time to think for themselves, if they need support in this then give them examples of how they can repair the relationship.

What do you want to do to make things better?

What do you think you would like them to do if they had harmed you?