

## **Positive Behaviour and Relationships Policy Appendices**













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## Appendix 1: Our School Values



# Our School Values



LOVE	KINDNESS	RESILIENCE	UNDERSTANDING
   <p>“This is my commandment, that you love on another as I have loved you.” <i>John 15.12</i></p>	   <p>“Clothe yourselves with compassion, kindness, humility, gentleness and patience.” <i>Colossians 3.12</i></p>	   <p>“I can do all this through Him who gives me strength.” <i>Philippians 4.13</i></p>	   <p>“Make every effort to do what leads to peace and help each other have a strong faith.” <i>Romans 14.19</i></p>
COMMUNITY	DIGNITY	WISDOM	HOPE

Build R	espectful relationships
Provide E	quality of opportunity
Create a S	afe environment
Insp I	re excellence
Are chi L	d centred
Have h I	gh expectations
Are fri E	ndly and fun
Show a passio N	for learning
Are a caring C	hristian community
E	njoy going to school

## **Appendix 2: Gold & Red Slips**

### **2)i General Principals**

The slips are identical and will be printed onto coloured paper to show whether it is 'Gold' (Yellow) or 'Red'.

They are used to reflect children's behaviour/attitudes around school and to provide an opportunity to communicate with home.

Gold Slips are given when our expectations are exceeded. This can be the child showing values, completing a helpful task around school (perhaps without being asked to) or being exceptionally kind/hard working. It can also be used to reward the children who 'always' show our values – though not usually more than once or twice a year. Care should be taken that they are given fairly and consistently. Usually, not more than one or two per week would be the expected rate for any one class.

Red Slips are given when our behaviour expectations are not met. Situations or stages where this is used are identified in Section 9 of the Behaviour and Relationships Policy.

#### **Procedure for giving a slip**

Inform the child they will receive one and tell them why. This should be done in keeping with the general principals of the Behaviour and Relationship Policy.

The slip can be written out - with the reason against one or more of the values. One of the template letters should then be used. The Slip can be copied onto the bottom of the letter and this copy is kept for the class behaviour file. The original slip and letter are then placed in an envelope and sent home that day.

Gold Slips are kept by the family and celebrated at home. Red Slips should be signed by a parent/carer and then returned to school.

The letter makes it clear that we are not asking parents to sanction their child, unless they feel it necessary. And it invites parents to talk with their child's class teacher if they need to.

Red Slips should be recorded in the class behaviour file.

**2i) Parent Letter - Gold Slip**

Date as per slip

Dear Parents/Carers,

I am delighted to share with you your child has been given a Gold Slip. This is given when they exceed expectations to show our school values in their behaviour or class work. We aim high for all our children, and expect them to aim high for themselves too, something your child has done today!

I'm sure you will want to celebrate this at home, so they have been given the slip to bring home and share. In school, a Gold Slip is used to recognise a child's achievement and celebrate. They will have also received a Merit and House Point, which will go towards the certificates all children aim for in school.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Philip Asher', with a long horizontal flourish extending from the end.

Mr Philip Asher  
*Headteacher*

## 2ii) Parent Letter – Red Slip

Date as per slip

Dear Parents/Carers,

Unfortunately today your child has received a Red Slip. This is given when they do not show our school values in their behaviour or meet our expectations with their class work. We aim high for all our children, and expect them to aim high for themselves too.

Please could you read the Red Slip and talk to your child about what has happened. They will already have had a conversation with their teacher about how they are going to put it right – and may have already acted on that discussion. They may have missed out on some playtime, and either completed unfinished work or a 'Reflect & Repair' sheet. This provides them an opportunity to reflect on their behaviour and to put things right.

When you have read the slip, please sign it and return it to school. As always, if you have any concerns, or would like to discuss the Red Slip further, please speak with your child's class teacher.

Thank you in advance for your support.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Philip Asher', with a long horizontal flourish extending from the end.

Mr Philip Asher  
Headteacher

2iii) Gold & Red Slips (Print on respective colour paper)

Child's Name& Class:		Date:
<b><u>At All Saints we always show:</u></b>		
<b>Love</b>	Compassion Generosity Thankfulness	
<b>Kindness</b>	Friendship Respect Trust	
<b>Resilience</b>	Courage Perseverance Service	
<b>Understanding</b>	Forgiveness Justice Truthfulness	
<b>Given by:</b>		

Child's Name& Class:		Date:
<b><u>At All Saints we always show:</u></b>		
<b>Love</b>	Compassion Generosity Thankfulness	
<b>Kindness</b>	Friendship Respect Trust	
<b>Resilience</b>	Courage Perseverance Service	
<b>Understanding</b>	Forgiveness Justice Truthfulness	
<b>Given by:</b>		

Child's Name& Class:		Date:
<b><u>At All Saints we always show:</u></b>		
<b>Love</b>	Compassion Generosity Thankfulness	
<b>Kindness</b>	Friendship Respect Trust	
<b>Resilience</b>	Courage Perseverance Service	
<b>Understanding</b>	Forgiveness Justice Truthfulness	
<b>Given by:</b>		

Child's Name& Class:		Date:
<b><u>At All Saints we always show:</u></b>		
<b>Love</b>	Compassion Generosity Thankfulness	
<b>Kindness</b>	Friendship Respect Trust	
<b>Resilience</b>	Courage Perseverance Service	
<b>Understanding</b>	Forgiveness Justice Truthfulness	
<b>Given by:</b>		

## **Appendix 3: Whole School Merit System**

To reward good behaviour every pupil will have a merit book in which to record merit points. The system works differently in each Key Stage.

In Key Stage 1 after a child has been awarded 15 merit points he or she will be given a red badge. After every 15 more merits earned, the child will be awarded with a colour badge until he or she has received seven badges representing the colours of the rainbow. Each badge will be presented in an assembly to which parents will be invited. A letter of commendation will be sent home to the parents. Once all “rainbow colour” badges have been achieved the next three badges are bronze, silver and gold and these are awarded after the child has earned 20 more merits each time.

At Key Stage 2 certificates will be awarded when the child receives the following number of merits:

30 Merits 75 Merits 135 Merits 195 Merits 255 Merits 315 Merits 400 Merits

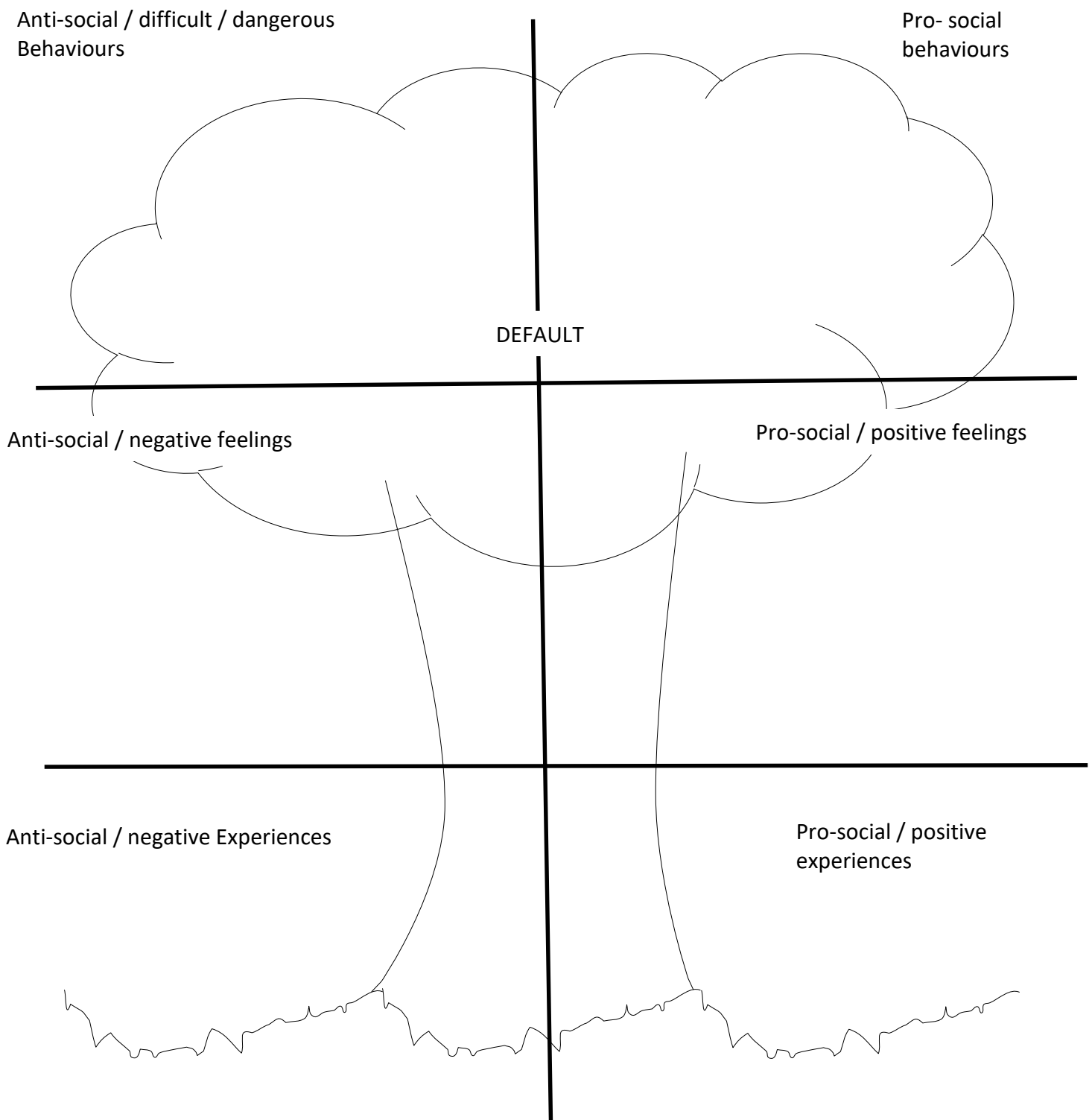
- Merit Certificate
- Bronze Certificate
- Silver Certificate
- Gold Certificate
- Super Gold Certificate – Platinum Certificate
- Diamond Certificate

Each award will be presented in assembly. Parents will be invited and a letter of commendation will be sent home. There will be a special presentation and a prize from a school Governor when children achieve a Gold award, Super Gold award, Platinum award and Diamond Award. All awards will be recorded in children’s merit books. Positive achievements and attitudes are celebrated in assemblies, circle time, newsletters and the School Achievement Book.

## Appendix 4: 'Roots and Fruits' and Anxiety Mapping

### 4i) Roots and Fruits

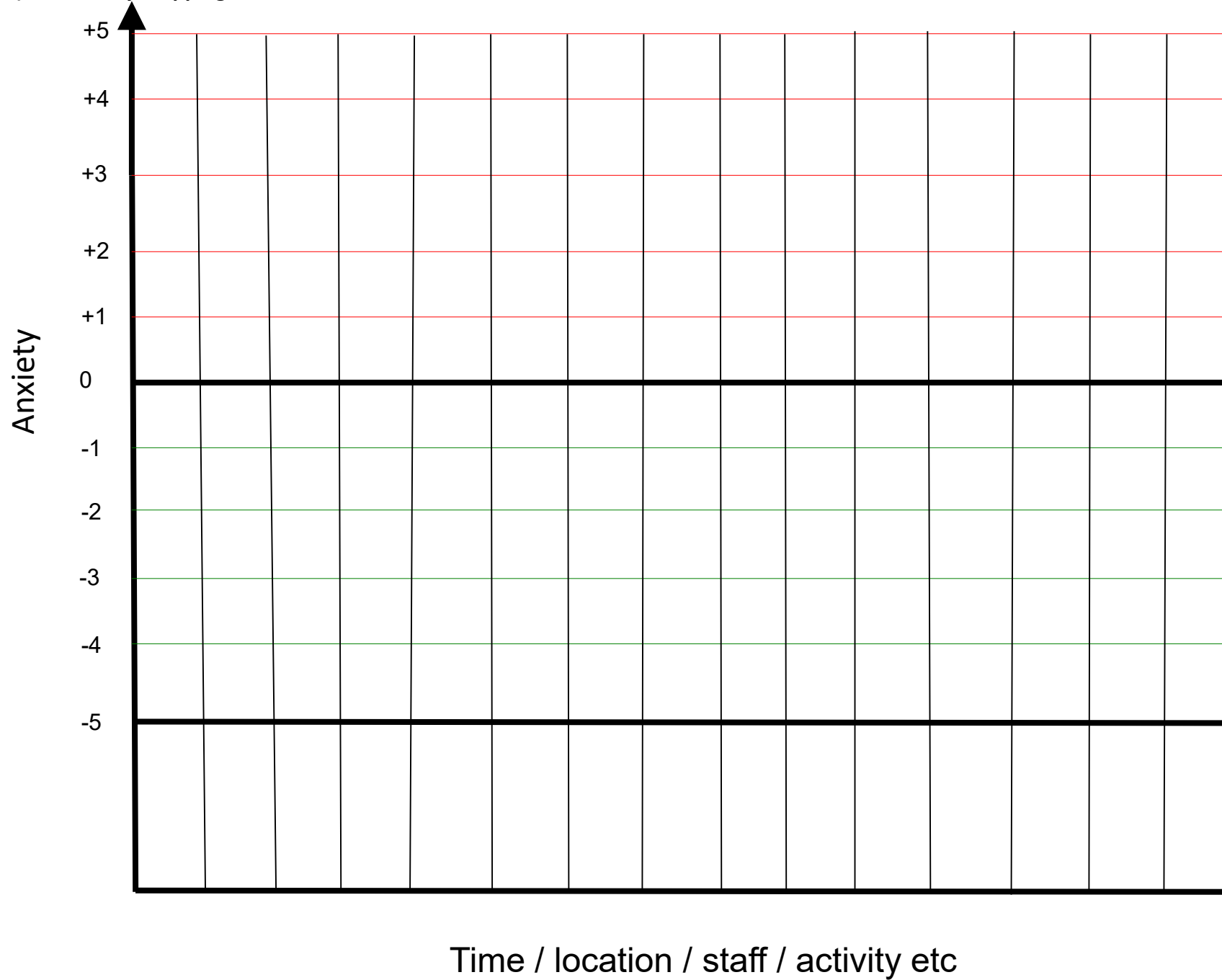
Name	
Supporting Staff	
Date	
Review Date	





**4ii)**

## Anxiety Mapping



## Appendix 5: Reflect and Repair Sheet



All Saints CE Primary School & Nursery

### Reflect & Repair

Child's Name:				Class:			Date:		
Which ZONE were you in:	<b>Blue Zone</b>		<b>Green Zone</b>		<b>Yellow Zone</b>		<b>Red Zone</b>		
What did you do? (Describe what happened and the choices you made):				What were you thinking when you acted this way? (How did you feel when you made the choice?)					
What was the impact of your choice on others? (How did my choice affect others? How did your actions make other people feel?)									
If I was in the Green Zone, I could have made these choices: (What could I have done differently?)									
I am going to do these things to help everyone feel better about what happened (How will I fix it?):									
The consequence that has been agreed to help me to remember to make better choices is...									
Shared with parent:						By:			



## Reflect & Repair

Child's Name:					Class:			Date:		
Which ZONE were you in:	<b>Blue Zone</b>		<b>Green Zone</b>		<b>Yellow Zone</b>		<b>Red Zone</b>			
<p>What did you do? Draw a picture and circle the things that went wrong. (Describe what happened and the choices you made)</p>										
<p>Draw a picture of what you will do to help everyone feel better about what happened: (How will I fix it?)</p>										
<p>The consequence that has been agreed to help me to remember to make better choices is...</p>										
Shared with parent:						By:				

## Appendix 6: Class Behaviour Record

# All Saints Church of England Primary School and Nursery

## Class Behaviour Record

Class: \_\_\_\_\_

[illegible]

## Appendix 7: Conscious & Unconscious Behaviour Plan

### Subconscious Behaviours – behaviours that choose us

Behaviours that are evident without any thought or planning.

Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration, anxiety or depression or excitement.

Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity. (Reference anxiety mapping.)

Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.

Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

Below is a checklist to explore whether the behaviour of an individual child is subconscious. Please use this checklist to analyse the behaviour and identify anxieties through Anxiety Mapping or overwhelming experiences and feelings or over reliant on unavailable support through Roots and Fruits.

### Subconscious behaviour analysis checklist

Question	Response	Solutions or differentiation through anxiety mapping. Predict and prevent escalation
Is the behaviour medical or habitual?		Have we considered diagnosed or undiagnosed needs or diagnosis? Have we sought <b>advice</b> on the best way to support them?
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)		Anxiety Mapping. How do we <b>lower</b> their anxiety? (topic, adult, time, activity, peers, transition, noise etc)
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)		How do we <b>support</b> them to feel less fearful?
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)		How do we <b>support</b> them to feel less angry/manage their anger? (roots and fruits)
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)		How do we <b>provide support/structure</b> so they feel less confused?
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)		How do we <b>support them</b> to feel less embarrassed/manage these feelings?
What is stimulating/overwhelming them?		How do we <b>manage this stimulus</b> ? (topic, adult, time, activity, peers, transition, noise etc Anxiety mapping)

## **Conscious behaviour – Behaviours that we choose because they are successful or effective at meeting our needs. Behaviours that are the result of thought or planning**

Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any certain or potential consequence or punishment associated with the behaviour.

Conscious decisions are influenced by the perceived outcome. They can be positively influenced by rewards, praise, recognition etc or suppressed with expectations, consequences, disapproval (within an established positive relationship), positive peer influences or expectations.

Responses to pro-social conscious behaviours may include positive feedback, recognition, consequential rewards, such as 'you have finished your work so you can leave early,' or logical additional freedoms.

Responses to anti-social conscious behaviour will be supported by clear expectations and an understanding and certainty of the logical protective and educational consequences.

**The following checklist helps to explore the behaviour of an individual to acknowledge the relevant motivations for its continued use.**

### Conscious behaviour checklist

Question	Response	Solution or differentiation
What is their desired outcome of their behaviour?		Is there any other way they could get their desired outcome using pro-social behaviours, such as asking, negotiating etc?
What is the motivation to behave anti socially?		What gains or benefits practically or emotionally are achieved through the behaviour?
What is the motivation to behave pro socially?		Is there any practical or emotional benefit or incentive to behaving pro-socially?
What are the expected consequences?		Is there certainty established through protective consequences? Are these used without time limitation? Do they prefer the consequence to the experience they have attempted to avoid?
How can I impact on the child's beliefs or values?		What pro-social experiences have you identified on their roots and fruits that will impact positively on their understanding, motivation, beliefs and values resulting in pro-social conscious behaviour?



## Appendix 8: Individual Risk Management Plan

### Risk Assessment Calculator

Name		
DOB		
Date of Assessment		

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) should have strategies listed on next page

# Individual Risk Management Plan

Name	DOB	Date	Review Date
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date .....

Signature of Parent / Carer..... Date .....

Signature of Young Person.....Date.....

## Appendix 9: Strategies for Managing Behaviour – staff guidance

Teaching behaviour is about:

<b>Relationships</b>	Having positive relationships with children and acting in a consistent and fair manner is the most effective way to ensure a positive and engaging learning environment.
<b>Role Modelling</b>	Using words and actions that mirror the responses we are trying to encourage in children.
<b>Consistency</b>	Working out the best way to support each individual child and ensure that approaches to that child are consistent.
<b>Scripts and Routines</b>	Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
<b>Positive Phrasing</b>	Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.
<b>Planning</b>	Making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise.
<b>Reward &amp; Positive Reinforcement</b>	Noticing when children are demonstrating socially acceptable behaviours and our school values and ensuring this is praised and rewarded.
<b>Comfort &amp; Forgiveness</b>	Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

From time to time, some children will struggle to self-regulate and need additional support to meet behaviour expectations and keep the All Saints Code of Conduct.

**9i) Strategies for managing a child's behaviour that is impacting negatively on their own and/or others learning and general low-level disruptive behaviour:**

**Sometimes a simple action is all that is needed:**

- Distraction
- Change of seat
- Express belief in the child / remind the child of past success
- Reward those who have completed work with praise
- Deliberately change tone of voice
- Set a challenge – which table can be ready first?
- Praise children on task – getting it right
- Set a specific task e.g. can you do 'X' by the time I get back?
- Offer support
- Gentle touch on shoulder as a reminder to focus on work
- Tactically ignore (but address with the child later). Respond to those children who are following the rules.
- Class rules reminder to whole class or privately to the individual
- Use non-verbal signals

**More generally,**

- Ensure that the curriculum is appropriately differentiated for the child – we recognise that there is an inseparable link between teaching, learning and behaviour
- Remain calm, use the child's name first before giving an instruction e.g. 'pick up the book, thank you.'
- Use positive phrasing: Stand next to me, put the pen on the table, walk with me to the library, stay seated in your chair.
- Spend time with the child to try and understand the reasons for the behaviour.
- Ignore secondary behaviours (eye rolling, muttering under their breath, stamping about etc.) which the child may show whilst they conform to the initial instruction (these can be dealt with later).
- Subtly emphasise to other children that negative behaviour will be dealt with, but now may not be the best time.
- Explain clearly to the child, using the school code of conduct and/or values, why the behaviour is causing concern and reinforce the fact that it is the behaviour and not the child that you do not accept. Emphasise the importance of learning and that behaviour is preventing learning from taking place.
- Always tell the child the consequences should the unacceptable behaviour continue and always carry it out.
- Give limited choices – where shall we talk, here or in the library; put the pen on the table or in the box; are you going to sit on your own or with the group?; are you starting your work with words or a picture?; do you want to join us now, or use your concentration station?
- Allow take up time by giving limited choices and moving away.

- Recognise that some behaviour may be attention seeking and choose to ignore or distract the child in order to avoid negative reinforcement.
- Disempower the behaviour - you can listen from there; we will carry on when you are ready; come back into the room when you are ready.
- Recognise emotions e.g. I can see that you are feeling fidgety. Would it help if you stretched your legs by handing out the books? This may be agreed in advance as part of behaviour management plan.
- When appropriate, discuss the difficult behaviour with a colleague who has taught the child before.
- Seek support from parents earlier, rather than later.
- Ask a trusted adult to talk to the child if you cannot get to the bottom of the problem. Sometimes the child may relate better to another member of staff.
- Devise a report card / 'catch me being good' card, giving the child small achievable targets in any given time. This may be shared with parents, Deputy/Headteacher as appropriate.
- Describe the behaviour, not the child e.g. "You are doing X, you should be doing Y."
- Seek support from the SENCO / Headteacher who may be able to access outside agencies e.g. Educational Psychology Service, Behaviour Support Team, Aspects etc.

It is important to be consistent in approach, but flexible in practice, acknowledging that every child is different, and every situation is different.

Throughout all interactions with the child, the adults voice, body language and facial expressions should remain calm, firm and secure. Where possible, aim to speak privately to the child.

Strive to diffuse challenging behaviours before they escalate and become challenging. By following the above strategies, behaviours should rarely escalate beyond this level.

### **9ii) De-escalation Script**

This should be used by all staff:

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

### **9iii) Specific Strategies**

It is important for pupils to understand their own feelings and behaviours as well as the impact they have on others. All Saints use a range of age appropriate strategies to facilitate this understanding:

- Social stories
- Comic Strip Conversations
- Drawing for talking
- Zones of Regulation
- Restorative Justice approach

### **9iv) Interventions**

Following the completion of the Conscious and Unconscious behaviour plan, or an Individual Risk Management Plan, a range of nurture strategies may be used to support a pupil following discussion with a member of SLT / the SENCo. These may include:

- Sand tray therapy
- Lego therapy
- Protective behaviours
- Skill Streaming
- Stop, Think, Do
- School bespoke programs
- Programs devised / delivered by outside agencies

Parent/carers permission must be given before the introduction of any nurture intervention.

### **9v) Class-based Time-out**

This is quiet time in a designated place such as a chair or a cushion. The area will be in sight of the adults in the classroom. Children should be encouraged to use class-based time-out on their own initiative and with the discretion of the teacher if they are finding it hard to cope with some aspect of class or school life. It is considered a very positive step for children and should be encouraged as a way of helping that child find strategies to manage their own behaviour.

#### **Rules of Class-based Time-out**

- The child may go without request or hinderance.
- The child must go quietly, not disturbing other.
- The time spent there must be quiet.
- The class / individual 'zones of regulation board' should be within easy access.
- They may stay there until calm or for a maximum of 10 minutes.

- Resources required, in line with the 'zones of regulation' will be available e.g. simple mindfulness visual activity cards, sensory tools
- Any work missed must be completed later, but the adults will never in any way be confrontational about this.
- They will be praised for taking this positive step to manage their own behaviour.
- No one will draw attention to them being there.

**9vi) Time out - breakout area**

If SLT deem it is necessary for a child to be escorted from their classroom/ area in the school as they are presenting a danger to themselves and/or other adults children, then they will be taken to the school's Time out area. When in the Time out area, the child will be given the time and space to calm themselves down. Use of the room is not a consequence. It is a strategy to help the children to regain their composure and be ready to return to their learning as soon as possible. During time out, the adult with the child will not try to find out what has happened / solve any problems. At an appropriate time after the challenging incident, SLT will make a decision about consequences that need to be carried out **after** the child has calmed down. If a child is returned to their class after using the Time Out area then they will be quietly welcomed back and not made to discuss the incident at this stage. The use of the Time out area is a last resort and it is expected that children will need to be escorted here using one of the approaches advocated within STEP On training.

**9vii) Whole school call and response system**

A school wide "call and response system" is in place – adult claps a short rhythm which the children repeat back. The expectation for the children and other adults should be very clear (e.g. stop what you are doing, face the adult who has clapped and put everything in your hands down).

**9viii) Lunchtime Staff**

Lunchtime staff will be allocated an area / zone to supervise (see MSA Rota and Zone Plan). This will be adapted to the context (winter/summer, activities available etc.) and be managed by the Senior MSA and Headteacher.

A member of SLT will be on call throughout each lunch break from 12:00-12:50pm. A member of SLT will then join the lunchtime team on duty and support as needed. A walkie-talkie system will be used, if necessary, to raise the alarm by a member of the lunchtime staff outside.

All lunchtime staff will wear a fluorescent jacket outside so that they are clearly visible.

## Appendix 10: LLDP Challenge Card (Sticker Chart)

**My score this week:**

*Did you beat last weeks'?*

**This week I am very proud of:**

**Class teacher:**

**Parent:**

**Headteacher:**

All Saints CE Primary School & Nursery

**Listen • Learn • Do • Play**

**Challenge:**

**1. Listen**  
*I will show that I am listening and focused.*

**2. Learn**  
*I will make progress in today's lesson.*

**3. Do**  
*I will do my very best.*

**4. Play**  
*I will play kindly and respectfully.*

	Lesson 1	Lesson 2	Collective Worship	Break	Lesson 3	Lunch		Lesson 4	Lesson 5	Home
						Hall	Play			
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

*Place a sticker, or rate out of 5, each session if the challenge was met. Count up your total at the end of each week.*