

At Tilstock CE Primary School, our staff and governors are committed in providing a positive, nurturing and emotionally safe environment, where children feel empowered and motivated to care about themselves and their school.

**Appendix M**

**Behaviour  
for  
Learning**

Through powerful projects and meaningful experiences, we provide regular opportunities for children to contribute, create, and to be recognised for their individual talents.

Our pupils feel confident in developing the relevant key skills and knowledge, required in a way that progresses naturally from year to year, across the curriculum.

In partnership with families (including parents, carers, and those with parental responsibility), staff, the Church and the community, our pupils are enabled to flourish and achieve their full potential through love, aspirations, positive role-models, underpinned by our Values: **Hope, Nurture, Joy, Respect, Aspire, Achieve**



To ensure that our provision enables the best learning to take place we know that clear expectations on behaviour are vital. We also know that as a school team we can work together to ensure children have the best possible environment for learning. This includes:



Clear expectations of behaviour



Understanding and planning for children's needs



A consistent, calm approach with effective praise and sanctions

<b>Classroom</b>	<ul style="list-style-type: none"> <li>Our classroom is tidy and clutter free</li> <li>We meet and greet pupils when they come in</li> <li>We have a visual timetable on the wall</li> <li>We keep to routines as much as possible</li> <li>We follow the school behaviour policy</li> <li>We ensure our rules are on display - and ensure that the pupils and staff know what they are</li> <li>We have a clear system in place for rewards</li> <li>We have a clear system of sanctions</li> </ul>
<b>Pupils</b>	<ul style="list-style-type: none"> <li>We have a plan in place for children with individual pupil plans (SEMH, SEND)</li> <li>We ensure all other adults in the class know the plan</li> <li>We try our best to fully understand pupils with special educational needs or emotional difficulties</li> <li>We ensure pupils with SEN or EBD have appropriate scaffolding, modelling and resources in place</li> <li>We ensure pupils know and understand the behaviour ladders (rewards/consequences)</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>We ensure that all resources are prepared in advance</li> <li>We are a positive praising school - and praise the behaviour we want to see more of</li> <li>We praise children doing the right thing, more than criticising those who are doing the wrong thing (parallel praise)</li> <li>We adapt our teaching to differentiate (tasks, objectives, resources, models, support, guidance, 1-1)</li> <li>We always stay calm</li> <li>We have clear routines for transitions and for stopping the class</li> <li>We teach children the class routines</li> </ul>
<b>Parents</b>	<ul style="list-style-type: none"> <li>We always give feedback to parents about their child's behaviour – we let them know about the good days as well as the bad ones</li> </ul>

## Our school motto is to

“Shine bright and reach for the stars...”



At Tilstock we know that we need to try our very best everyday, and Tilly helps us to remember 4 simple rules for the way we behave and learn around school.

### **Be ready, Be respectful, Be resilient, Be safe**

This means:

- Being ready to learn in lessons
- SMART WALKING around school
- Showing respect to the pupils and adults in our school
- Trying our best
- Remembering that if we can't do something now, it means that we can't do something **yet**, but we can work at it to achieve anything
- Tomorrow is a new day
- Know how to keep ourselves and the people around us safe.

## Teaching and learning

Our curriculum is bespoke to Tilstock. That means that our Tilstock pupils' needs, and interests are at the heart of our curriculum planning, and it has been designed specifically by us for our pupils. With that in mind, we also know that we need to make adaptations to some areas of learning to ensure that all children can access the curriculum so that they can achieve and make good progress.

Our staff know the importance of Quality First Teaching, and this is threaded through all lessons and all subjects.

At Tilstock, we teach using the principles of Rosenshine within all lessons, across the whole school. This helps our staff teach effective lessons for all pupils. We begin all lessons with the essential first step of Rosenshine, to review learning, and this allows each child to successfully re-visit and re-address the learning that has already occurred and to understand its application to current and new learning.

### QFT10

**CHECK #1 POLICIES**  
All policies have been read, processes understood and these are applied consistently. It is important to breed consistency as, although alternative approaches may not affect you, they may affect a colleague, and will definitely impact on the students.

**CHECK #2 PREPARATION**  
You have cross-referenced your class lists, Learning Support Register information, obtained Person Centred Plans, reviewed previous data (FT/SIRA) and are aware of access arrangement information.

**CHECK #3 SPACE**  
Seating plans consider the access needs of all students and the classroom is well-organised, free of clutter (low-visual environment), labelled and all displays are accessible for all, supporting the learning planned for the space, including subject-specific vocabulary supported with visual aids.

**RULE #4 STRUCTURE**  
Clear, logical learning is planned and adaptations implemented. Learning is chunked with opportunities for pre- and over-learning. Links to real-life situations are explained and when any changes are due, these are prefaced with a warning.

**RULE #5 ROUTINE**  
Clear, consistent routines are used to create a safe environment (i.e. SMART way, task on entry, references are in line with policy: A.L.s, Zones of Regulation, 5 systems, rewards, etc). Students are involved in the routine and given roles and responsibilities - coordinate control in the room.

**RELATIONSHIPS RULE #6**  
...are the currency to all things positive! Know your students! This does not mean you're their friend but their supportive critic. Are they FSM, PP, what's the thing that they love, what is their PCP...? Relationships should hinge on a shared intention for the student to thrive.

**RULE #7 MODELLING**  
Model the behaviours you wish to see: punctuality, calmness, compassion, respect. Model everything you wish students to do: thought processes, written responses, completing a process - look for opportunities to praise. Discuss wrong-doing restoratively to unpick the error and look for alternative eventualities. Model alternative routes to 'getting it right' rather than admonishing the error, academically and behaviourally.

**COMMUNICATION RULE #8**  
...with all stakeholders. You are not an island and need the student working with you, along with their families, colleagues, external professionals. Speak to them. Engage them. Work together. Be clear. If your communications are unclear, the response will not be as you need it to be.

**RULE #9 IMMEDIACY**  
Do it now! Give feedback now - not retrospectively when it doesn't get read, but in class, in discussion, in low-stakes tests, in collaboration; write it, model it, coach it. Students need to see they are getting it right and this needs to be explicit, or the value is diminished. They also need to know when they're getting it wrong and if you commit to support or a consequence, this needs to happen there and then or soon.

**ACCESS | SUPPORT RULE #10**  
Plan in and with, any arranged in-class support (TA's, HLTA's, Access Leaders, etc.) - this should not be based on behaviour but learning. Verbal instructions/expectations should be explicit & chunked, where possible also supported by visual cues. Build in a series of multi-sensory learning (visual, auditory and kinesthetic) to improve memory.

## Self-regulation and emotional literacy

### The ZONES of Regulation

<b>Blue Zone</b>	<b>Green Zone</b>	<b>Yellow Zone</b>	<b>Red Zone</b>
Sad Bored Tired Sick	Happy Focused Calm Proud	Worried Frustrated Silly Excited	overjoyed/Elated Panicked Angry Terrified

The Zones of Regulation is a programme that aims to help children notice the emotion they are feeling and then regulate themselves if they are feeling uncomfortable.

The children explore the zones and learn to be able to identify which zone they are in. This is supported by all staff who wear zone cards attached to their lanyards. There are also posters in every room. Sometimes children can't or don't want to name the emotion they feel or experience, but they can identify which zone they are in.

Children also learn that their feelings and emotions can lead to expected and unexpected behaviours and that those behaviours can have an impact on the children and adults around them, i.e., *you are in the red zone and yelling at your friend it is unlikely that your friend will be in the green zone.*

We also may scale the problem with the children. Does the size of the reaction match the problem? i.e., *Is this really a yellow zones problem or is it more like a green zone problem?*

Once children understand the concept of the zones, they will they explore ways to help regulate themselves with the support of sensory devices and calming techniques.

We want to help all children recognize when they are beginning to feel uncomfortable in the yellow zone and have a toolbox of ideas to help them regulate themselves.



### **EYFS – The Colour Monster**

In the EYFS we use a book called 'The Colour Monster' - this helps our younger children understand their emotion and how to self-regulate and leads into our use of the Zones of Regulation in later Key Stages.

### **Worship Leaders, Learning Leaders, Play Leaders**

In each year group we have a 'Worship Leader', a 'Learning Leader' and 'Playground Leaders', that have been voted into post by the children in their class. We believe that as democratically selected leaders, our pupils are developing an understanding of British Values and responsibility, providing them with the opportunities and support to play a role in making the decisions that affect them in the wider world.

The principles of Tilstock Leaders include:

- Recognising that our pupils have valid perspectives and opinions on issues that matter in the classroom, in the school, and in the community.
- Providing pupils with an active role in influencing decisions as to how to resolve issues, as well as experience of how to implement change.
- Enabling our pupils to participate as active young citizens.

## Curriculum Enrichment

Throughout our curriculum, visits and visitors into school expose children to wider life experiences, such as visits to the theatre, art galleries and places of worship. KS2 children develop resilience and a sense of community through events such as residential visits, sports competitions and Bikeability. We also enhance our learning through partnership with the church, coming together for community events such as Harvest, Remembrance, Easter service, Christingle services and Advent. Weekly Primary Picture News lessons focus on a current news story to enable children to learn from the world around them and develop respect for other's beliefs, feelings, and faiths.

## Appendix N

Behaviour  
for  
Life

**Our Tilstock Pledge passports enable children to track their achievements within the school values of Respect, aspire, achieve, joy, nurture, and hope.** Each time they achieve one of their pledges, they tick it off their tracker.

When children have achieved all of the pledges, in any value column, they share it with their teacher and they will have a Value Certificate presented to them in celebration assembly.

## Courageous Advocacy

'Courageous advocacy' involves being courageous enough to speak out against injustice. We encourage our pupils to come together to become informed about issues that people across the world are facing, and to tackle issues, support and educate other people, and to improve both their local community as well as helping to address global problems.

Tilstock children live out the school's Christian values by supporting others through a wide range of charity work which takes place throughout the year, supporting charities such as Macmillan Cancer Support, NSPCC, Samaritan's Purse, Comic Relief, Children in Need, and a range of local charities which children regularly feel moved to help out, such as local food banks and organisations supporting learning needs. However, encouraging children to be courageous advocates goes much further than this, and requires time to introduce them to the range of issues faced across the world, and giving them the opportunities to raise awareness and help find solutions.

Courageous advocacy opportunities within school, whilst being responsive to issues that arise throughout the school year, are broadly mapped against our curriculum to ensure that children make meaningful links between their learning, and social action. In 2015, world leaders agreed to 17 Global Goals. These goals aim to create a better world by 2030, by ending poverty, fighting inequality and addressing the urgency of climate change. These goals form a basis for many of the courageous advocacy opportunities which link to our curriculum. The goals are:





At Tilstock celebrating individual and group achievements, and children demonstrating our values, inside and outside of school - is integral to our culture.

**Recognising behaviours and offering strategies**

We seek to recognise escalations in behaviours and offer strategies to de-escalate swiftly Regular training takes place, and it is part of our induction process. This includes training in the TEAM TEACH approach.

We have developed a [step-by-step procedure](#) which is known and understood by all. Children understand that there are consequences to actions, and we believe in a fresh start approach

Everybody makes mistakes but learning from mistakes is what matters and it is our job to support children to do this.

We believe that working with parents is essential as we are a partnership in the development of children.

We need to celebrate the success with parents and carers but also work together in supporting children in times of need.

We track behaviour incidents and removals through our CPOMS and Arbor. These are analysed in our regular Inclusions meetings. We regularly review our practice to ensure the right support is given at the right time.

**Consequences**

After any incident, we will first ensure all children and staff are safe and then complete an investigation. An investigation should be conducted swiftly by taking witness statements from children and adults involved, including the alleged perpetrator. This can be scribed and signed for in all cases if necessary. Outcomes should be loaded live onto CPOMS where time and circumstance permit.

We will always reflect and review incidents to ensure that the child's needs were being met at the time of the incident. Each incident will be treated fairly and on an individual need's basis. Other options to suspension will always be explored, including, but not exclusively:

- A restorative meeting with the child and the staff member and/or peer(s) involved
- Invite parent/carer into join child in Blue Zone or Green Zone for regulation/calming time
- Invite parent/carer into school to spend 10-15 minutes with their child to prepare them for a consequence
- Invite parent to spend a fixed period with the child in a space in the school
- Issue a fixed period in an office space (internal isolation)
- Parallel class for a fixed period
- Removal of social time for a fixed period (for incidents during social time)

**Tilstock CE Primary School**  
Part of the Marches Academy Trust

# REWARD SYSTEM

There are lots of things that we do to reward good behaviour, but we mostly use Class Dojo.

Class Dojo helps us create a positive culture, whereby teachers can encourage and reward children for any skill or value they have displayed - whether it's working hard, being kind, helping others or upholding our school values.

Children collect their points and can cash them in our Class Dojo shop each half-term.

**Types of rewards, beyond Class Dojos:**

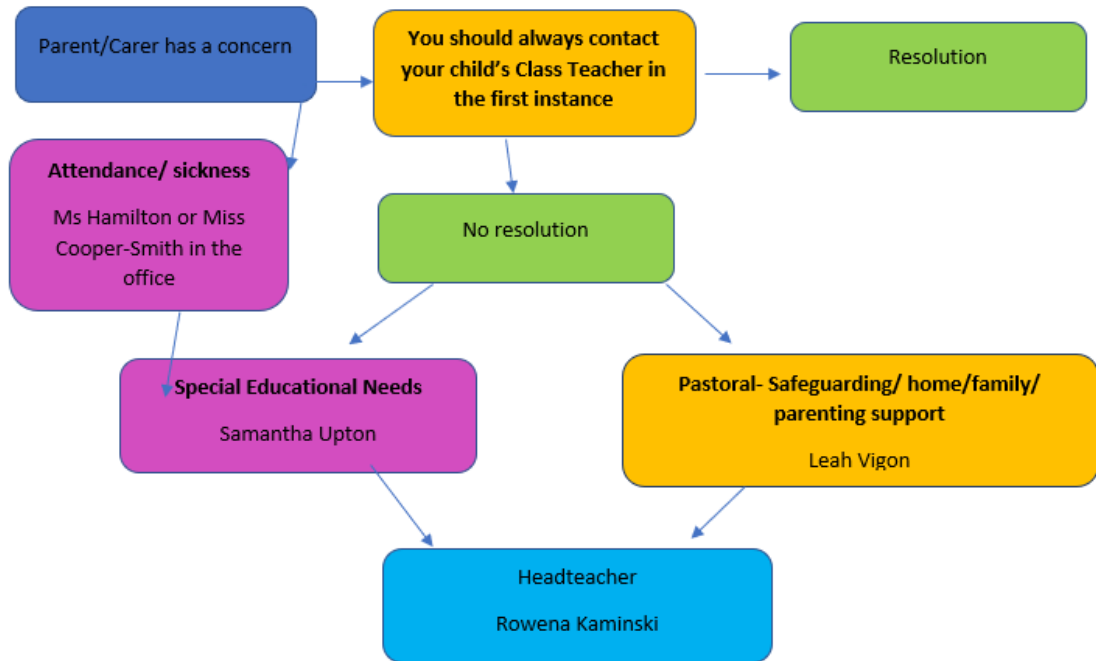
- Postcards home
- On-the-spot reward stickers
- Showing the Headteacher your work
- Message home
- Weekly celebration awards
- Lunchtime rewards
- Maths Doodle/99

50	Prize from the Dojo Box
100	Prize from the Dojo Box
200	30 minutes reward choice time
300	an afternoon of class reward activities
<b>HEAD AWARD</b>	Children who produce outstanding learning are nominated for a Head's Award. These go into the celebration assembly and receive a certificate from the Headteacher

Actions after the consequence has been implemented:

- Home – School communication must be made for all suspensions and ‘near misses’
- Reflection: What can we learn from this incident? What pre-emptive actions can be taken to avoid any recurrence?
- For a suspension, the ‘Readmit Meeting’ must be scheduled and paperwork completed prior to the meeting. The member of staff who dealt with the suspension must conduct the Readmit Meeting

### Who can I contact if I have a worry or concern?



# Emotion coaching involves:

## Teaching

Teaching children and young people about emotion in the moment.

## Giving

Giving strategies to deal with ups and downs in emotions.

## Accepting

Accepting all emotions are normal, not as 'negative' or 'undesirable'

## Using

Using moments of emotions as opportunities for teaching.

## Building

Building trusting and respectful relationships between adults and CYP

# Steps in Emotion coaching

... a practical three-step approach to dealing with behaviour in the moment

## Step 1

Recognising, empathizing, validating the feelings and labelling them

## Step 2

Setting limits on behaviour

## Step 3

Problem-solving with the child or young person

## ELSA

ELSA stands for emotional literacy support assistant - this wiki tells you more about what ELSAs do in schools and how they support children.

### What is ELSA?

In schools, ELSA stands for Emotional Literacy Support Assistant. ELSA support in schools is a project designed to help schools support the emotional needs of their pupils.

ELSA acknowledges that children and young people learn best when they feel happier and their emotional needs are being addressed.

The initiative was developed and supported by educational psychologists who used knowledge of how children develop socially and emotionally and apply this knowledge to the needs of pupils.

The role title of ELSA may only be taken by someone who:

- Has attended a full ELSA training course.
- Regularly attends supervision groups led by educational psychologists.
- Currently, are developing bespoke programmes to support the emotional needs of children in their school.
- ELSAs are trained to plan and deliver programmes of support to pupils in their school who may be experiencing temporary or long term additional emotional needs.

Ms Vigon has completed the full ELSA training with an Educational Psychologist.

A lot of work that ELSAs do will be on an individual basis with one child, however, there are cases where group sessions may be appropriate such as when working on social skills and friendship skills.

Individual approaches are developed where required within the classroom such as the use of Now and Next boards, visual timetables and a 'work / reward' approach.

Other measures to support may include an individual behaviour record, Pastoral Support Plan or bespoke personal support. All provisions are communicated to parents, reviewed regularly and monitored for impact.

### **Personalised Support Plans.**

Personalised support plans ensure that a carefully created plan is in place to support individual children's needs. This is shared with parent, child and all adults within the setting to make sure that there is a consistent approach agreed and followed to support the child. This is reviewed regularly in partnership with all to ensure there is time for reflection, evaluation and progress.