

Our Rules	Visible consistencies	Over and above recognition
Kind to others Interested in learning Notice the good in each other Smile, succeed and be safe	Daily meet and greet Wonderful walking Super sitting Fantastic friend	Bee brilliant board Lucky dip boxes Certificates Postcards home HT/SLT praise Class reward

Routines

Praise in public (PIP) Reprimand in private (RIP)	Wonderful walking around school	Consistent language Use of a script TIME IN not TIME OUT
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Stepped boundaries

Gentle approach, use the child's name, get to the child's level, eye contact, deliver the message
<p>1. REMINDER:</p> <p>I noticed that you chose to _____ (noticed behaviour)</p> <p>This is a REMINDER that we need to be _____ (link to the school rules)</p> <p>You now have the chance to make a better choice. Thank you for listening.</p> <p>Example - I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.</p>
<p>2. WARNING:</p> <p>I noticed you chose to _____ (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>(Child's name) If you choose to break the rules again you will go to the quiet/thinking area.</p>

Do you remember when _____ (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully, I know that you can make good choices. Thank you for listening. I am glad we have had this conversation.

Example - I notice that you are not ready to do your work. You are breaking our school rule of being interested in learning. You have now chosen to catch up on your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.

3. CALMING TIME

I noticed you chose to _____ (noticed behaviour)

You need to 1) Go to the quiet/thinking area. 2) Wait outside the classroom 3) Go to the HT's office/DHT's classroom (in her absence).

Playground: You need to: 1) Stand by a different member of staff 2) Sit on the bench 3) Go to the HT's office/DHT's classroom (in her absence).

I will come and speak to you in two minutes.

Example - I have noticed that you chose to use mean words. You are breaking the school rule of being kind to others. You have now chosen to go to the quiet/thinking area. I will come and speak to you in two minutes. Thank you for listening.

4. FOLLOW UP, REPAIR AND RESTORE

1. What happened? (Neutral, dispassionate language)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make other people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

THINGS TO REMEMBER:

TIME IN not TIME OUT.

DO NOT describe the child's behaviour to other adults in front of the child.

It's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

Sanctions

Sanctions should:

1. Make it clear that unacceptable behaviour affects others.
2. Not apply to a whole group or class for the actions of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
4. Make it clear that it is the behaviour that is unacceptable and address this, not be made personal to the child.
5. Be proportionate to the offence.

Adult strategies to develop excellent behaviour:

- Identify the behaviour we expect
- Explicitly teach behaviour
- Model the behaviour we are expecting
- Practise behaviour
- Notice excellent behaviour
- Create conditions for excellent behaviour

Language around behaviour

At Kilburn Infant and Nursery School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' and 'meltdown' are unhelpful in these instances and we should try to remain professional and calm at all times.

Conversations should follow the script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted in the first instance by the class teacher.

Behaviour pathway

Reminder

Warning

Time in/calming time

Follow up/reparative conversation

Should staff feel a senior member of staff needs to be part of the follow up/reparative conversation, then follow the guidelines below:

Sent to HT/DHT

Parents spoken to on the same day face to face (or by phone if this isn't possible)

Parents invited to come into school to discuss behaviour

Positive behaviour plan is written and implemented

Risk assessment (if necessary)

Consideration of a reduced hour time table

Exclusion

Extreme behaviours

Some children exhibit particular behaviours based on early childhood experiences, family circumstances or because of an additional need. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have a Positive behaviour plans in place (see Appendix A) and a risk assessment would be written.

Exclusions

Exclusions will occur following extreme incidents at the discretion of the Head teacher or Deputy Head teacher in her absence. A fixed term exclusion will be enforced under these conditions:

- Staff need respite after an extreme incident
- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will better support the child
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include missing a playtime, missing an 'extra' during the school day or spending time in a different classroom.

We understand that throughout this process, it is important that we explain what is happening and why it is happening to Parents/Carers, and arrange meetings to discuss.

Permanent exclusion or out of school transfer

Permanent exclusion is a very extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk of harm to staff and other children is too high
- The impact on staff and children's wellbeing is too high
- The impact on learning is too high