

Elements		Actions 2020-2021
Coordinator Governor lead	Audrey Andrews Samantha Gough Sharon Hunt	
<p>Intent</p> <p>What do we believe?</p> <p>Protect</p> <p>Relate</p> <p>Regulate</p> <p>Reflect</p>	<ul style="list-style-type: none"> • Our ethos is to protect and relate to children, to encourage children to access their learning in a safe, nurturing and positive environment where all children, staff and parents respect and care for each other. • Nurturing positive relationships built on trust, understanding and care will foster children's motivation and promote their learning, social and emotional development and academic achievement. • We have high behaviour expectations which is essential for effective teaching and learning to take place. • High self esteem promotes positive behaviour, effective learning and meaningful relationships. The best results, in terms of promoting positive behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on negative behaviour. • Through adults modelling positive behaviour, well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self discipline. • Positive and supportive relationships with parents is a key factor in allowing children to achieve their full potential. We will work with families and other agencies to provide support where needed. • Children are treated as individuals as their needs are different, this may appear unfair but is necessary to ensure each child receives the support they need. • We will teach strategies to help children and staff regulate and bring down stress levels. • We will ensure that time is given to children to reflect and repair upon behaviour that has been inappropriate or unacceptable to think about how it can be put right. This will take place with the adult that dealt with the unacceptable behaviour in the first place. This will allow the relationship between the child and adult to remain a positive one. 	
<p>Implementation</p> <p>What do we do?</p> <p>Build positive relationships</p>	<p>This is the main tool we will use to help children to develop. Positive relationships between children and staff are vital and when secure, behaviour around them will improve. All staff in the school will be expected to use different strategies to help build positive and nurturing relationships with children.</p> <p>Some children have had trauma in their lives, they may not have had an adult they can trust. Building positive relationships with these children is a priority and can take months.</p>	<p>To feedback to staff information from Incredible Years training (AA SG) and Trauma Informed Schools training (SH) Through Spring term 2020 staff meetings and drop in sessions and resources on shared google drive.</p>
<p>Implementation</p> <p>Strategies</p>	<ul style="list-style-type: none"> • Consistent approach across the school • Keep notes on individuals hobbies/likes/out of school achievements to enable conversations • Children with trauma in their lives will need extra time with staff. • Meet and greet each morning • Tapestry used to share photos of special moments 	<p>Keep notes up to date in year group booklets on Google docs</p> <p>Send a letter home before a child starts in a new class asking for</p>

	<ul style="list-style-type: none"> • 1 to 1 support • Weekly meetings with parent, child and teacher • Small targets/steps • Regular incentives (KS1 Whizzy Workers time) • Calm Areas • Teach calm strategies (appendix 1) • Comfort toy • Safe holding/positive handling (appendix 2) • Parent helps child settle in the morning • Extra breaks for physical activities • Individual timetable • Reduced timetable (appendix 3) • Own work space • Staff modify their own behaviour depending on the needs of the child • Individual behaviour plan • Scripts for use by staff • Teaching emotional vocabulary and labels for feelings to bring down stress levels (appendix 4) • Time for children reflect on feelings, actions and alternative actions once calm and repair the relationship with the adult 	<p>hobbies, pets, interests</p> <p>FOS to source funding for 4 pods to be used for calm areas</p> <p>Timetable teaching of calming strategies with staff modelling</p> <p>Feedback strategies to all staff</p> <p>Put prompts on lanyards for staff</p>
Implementation Rewards and Sanctions	<ul style="list-style-type: none"> • A poster clearly setting out the sanction steps (appendix 5) • Whizzy worker time (KS 1) for all children • Loss of Whizzy worker time • Lose something they like • Apologise and repair the relationship • Work taken home • Mend or tidy (if property damaged) • Temporary internal or external exclusion • Award assembly • Dojo points • Positive verbal and non verbal praise by staff and children 	
Implementation Individual Plans	<ul style="list-style-type: none"> • Some children will require the support of an individual behaviour plan and personalised timetable. These will be discussed with parents and the child. <p>Template (appendix 6)</p> <ul style="list-style-type: none"> • Motional programme 	Keep behaviour plans/timetables up to date and share/review regularly with parents.
Implementation Communication	<ul style="list-style-type: none"> • Home school communication through Tapestry • Daily emails • Incidents logged on My Concern with photos if appropriate • Weekly meetings with parent, child and teacher • Poster clearly displayed showing steps • Children taught the steps 	Allow children time to practice the 'steps'.
Impact What will happen?	<ul style="list-style-type: none"> • Children feel safe and secure and able to access their learning • Children at risk of permanent exclusion able to remain in school 	

	<ul style="list-style-type: none">• Children on reduced timetable increase their time in school• Reduction in numbers of children at risk of internal or external exclusion	
References	Incredible Teachers Webster Stratton Trauma and Mental Health Informed Schools When adults change, everything changes Paul Dix Motional	

Appendix 1: Calm Down Strategies

- Deep breaths - rocket breaths, smell the flowers blow out the candle, teddy on tummy
- Calm down area in the classroom/just outside classroom with Tiny Turtle (KS1) - stay in there for no longer than 5 minutes.
- Calm down thermometer: Think 'stop' - take 3 deep breaths - stay cool.
- Blow a feather across the room.
- Use ideas on Dojo website
















Appendix 2: Safe holding/positive handling

Government guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Appendix 3: reduced timetable

Timetable: Spring 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Task 1	Robins 	Robins 	Robins 	Robins 	Robins 
Morning Task 2	Robins 	Robins 	Robins 	Robins 	Robins 
Afternoon	Home 	Rabbits 	OE 	Rabbits 	Home 

Appendix 4: Emotional Vocabulary

Progression in vocabulary

https://docs.google.com/document/d/1w3ruSr_lxCepUcS0BpPCMjKTDIsFuAbrQvirPkUyPcl/edit

Feelings, powerless, destroy, attack, worried, anxious, frightened, terrified, alone, not belonging, lost, lonely, disapproval, guilty, shock, damaged, anger, trust, mistrustful, jealous, unsafe, relationship, sorry, frustrated, annoyed, aggressive, acceptable, repair, protect, positive, negative, fair, unfair, goal, sanction, reward, calm, relaxed, respect, patience, ignore, support, happy, excited, proud, resilience

Appendix 5: Child speak sanction steps poster

<https://docs.google.com/document/d/1p04Pv9eodNsxSeOwOdEspL7plvLm0QgNFynvadsFLIQ/edit>

Appendix 6: Individual behaviour plan

Waiting for example from Jenna

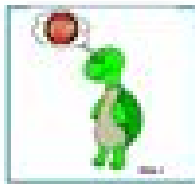
Calm Down idea to copy

Think Like a Turtle



Sometimes things happen at preschool that make me mad or sad.

1



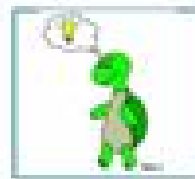
I need to stop and keep my hands, body, and feet to myself.

2

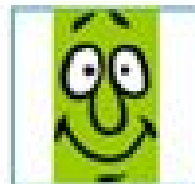


I can tuck and take 3 deep breaths to calm down.

3



I can then think of a solution or a way to make it better.



Everybody is happy when I am nice, share, and keep my hands and body to myself.