

Managing Behaviour through Positive Relationships

Staff will use a stepped approach to encourage children to make the right choice and demonstrate positive behaviour.

Step 1

As part of 30 Second intervention do the following:

- Establish eye contact (where appropriate)
- Tactical ignoring of negative behaviour and positive comments to reward the right choice
- Proximal praise – praising the positive behaviour of someone near
- Verbal reminder of expectations in a quiet, calm voice. Heatherlands Way vocabulary
- Walk away to allow the child thinking time and to correct their behaviour

Then move to a first warning using the yellow trackit light.

Provide the child with a choice 'if you continue to....., the consequence will be.....' and then track the 2nd warning using the amber trackit light.

Step 2

- Consider an 'on the spot' reflection time within the classroom if appropriate, using the Trick Box model with the class teacher at that time (A, B, C, D coaching card).
- If behaviour escalates, suggest the child reflects in an agreed place outside the classroom, with either the class teacher or year leader (This means going to another year group class). This will only be for a short period of time to support the child before they return to class.

N/B If the behaviour continues or escalates, move to step 3 and inform the parents (Phone call to be made by the class teacher)

Step 3

- Reflection time at the end of the school day at 3.00pm with a member of SLT. Following restorative practice conversations and the opportunity to rebuild relationships. Children will complete a 'Restorative, Reflection Support tool'
- A visual Report Card (from Year 2 upwards). Check-Ins during the day to review choices being made with a member of SLT. (3 reflections in a half term will result in a report card being issued)

Internal Exclusion is if a child is preventing other children from learning or feeling safe (high-level behaviour). They will be supervised by a member of SLT, either completing work or having time to re-regulate or reflect on what has happened through restorative practice. This may happen at break time, lunchtime or sometimes in lesson time if the adult feels this is appropriate.