



## Behaviour Policy 2022-2023

Agreed:

Review Date: September 2023 Signed:

Inspired to learn; motivated to achieve

Our vision is to be an inclusive, outward facing school at the heart of our community, where children are inspired to learn, being motivated and nurtured by staff who go the extra mile to make a difference.

Aims of our School



We have clear expectations for behaviour at Great Dunham Primary School and we expect children and adults to follow the school rules and show the school values at all times. These expectations are the same both in the school and outside of the school.

1. We show respect for others and our school
2. We do our best learning, showing resilience
3. We are always ready to take responsibility for our actions

Our Golden Rule is

# RESPECT

- For yourself
- For others
- For learning
- For buildings and resources

This rule applies to all members of our School Community

Promoting Positive Behaviour Management  
At Great Dunham Primary School, we want everyone:

to feel safe, to be  
happy and to be able  
to learn.

These are the basic rights of every child at our school and against which the behaviour of everyone in our school is considered.

Pupils are encouraged to be aware not only of their own needs but also those of others.

These important skills can only develop in an atmosphere of mutual support and understanding and it is the duty of all staff and parents to promote this atmosphere and to lead by example. Within this caring atmosphere, discipline is consistent yet sympathetic.

We recognise that consistency is key to promoting positive behaviour in school. To promote the consistency we expect that staff follow these principles:

- 3 step routines that are consistent across the school eg for lining up, assembly (see appendix 1)
- Recognition board to promote positive behaviour.
- Whole class reward systems
- Meet and Greet children
- Build positive relationships and show interest in the children's lives
- Focus on effort not achievement
- Growth Mindset
- Persistence, consistency and always following through with poor behaviour
- Celebration when children go above and beyond expectations
- Weekly 'Above and Beyond' assemblies

Unacceptable behaviour

When a pupil's behaviour is unacceptable it will be dealt with in a fair and consistent way. Other pupils may be involved in discussing the incident so as to establish the facts. Significant bad behaviour or complaints by adults about bad behaviour is recorded on the Behaviour log. One copy is kept by the Head.

The following are behaviours that Great Dunham Primary School considers unacceptable:

- Discrimination of any kind – Equality Act 2010 – reported to Local Authority & Governors
- Disruption of learning time
- Swearing
- Physical violence against anyone in the school
- Defiance
- Disrespect
- Bullying\* – reported to the Governors
- Stealing
- Bringing illegal items or substances into school

\* The ABA (Anti-Bullying Alliance) defines bullying as: The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

It is against the law to discriminate against anyone because of the protected characteristics (Equality Act 2010):

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability

- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The Equality Act also introduced a single Public Sector Equality Duty (PSED) (sometimes also referred to as the ‘general duty’) that applies to public bodies, including maintained schools. This combined equality duty came into effect in April 2011. It has three main elements; in carrying out their functions, public bodies are required to have due regard to the need to:

- eliminate discrimination and other conduct that is prohibited by the Act,
- advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

Any prejudice related incidents have to be reported to the Headteacher and LA.

As we believe in a restorative approach, these sanctions are always reversible for positive behaviour and it is always stressed that it is the behaviour that is being sanctioned not the child.

### **Zero-tolerance approach to sexual harassment and sexual violence**

We are committed to ensuring that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored, in line with expectations of Paragraph 275 of the Ofsted Inspection Handbook (2022).

As a key element of our safeguarding culture, principles and procedures, pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

Our response will always be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence may include, but not be restricted to;

- Suspension for a fixed period
- Internal Exclusion
- Permanent Exclusion
- Referral to Norfolk Police

We have clear Safeguarding and Child Protection procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to Norfolk Children’s Advice and Duty Service (CADS) and to respond to advice from CADS for possible referrals to:
    - Norfolk Early Help
    - Children’s social care
    - Police

Please also refer to our child protection and safeguarding policy for more information.

## Our practice

### Rewards and Sanctions

For most children verbal praise and recognition are enough.

The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.

Certificates: Teachers award 'Star of the week' and 'Good Citizen' certificates to children from their class for going above and beyond in work, attitude, behaviour, effort and citizenship. The certificates are presented to children in our 'Above and Beyond' assembly by the Headteacher and the names of the children are placed in the school's newsletter. Children who demonstrate outstanding behaviours for learning or go above and beyond the school expectations could be entered into the Head Teacher's golden book (an example of their work may be included).

For a minority of children they may need more incentive and support to behave well. In these circumstances individual reward charts may be used, with a focus on earning a reward for behaving appropriately. The use of a sanction, e.g. timeout should be used when a child needs to self-regulate their behaviour. The adults need to provide safe places for the child to go and self-regulate and they may need 'tools' to support their self-regulation.

These should be provided for the child when appropriate.

(Please see section on playground behaviour for sanctions at playtime)

### Consequences

- Consequences can be positive and negative.
- Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.
- Children should have a warning before the consequence so that they have a chance to change the behaviour before the consequence.

### Different types of consequences

#### Related consequences

Examples of related consequences:

- If a child is being silly and spills a drink, he/she must wipe it up
- If a child is fighting over a toy, the toy is put away
- If a child refuses to get off the iPad he/she loses time later in the day

### Loss of privilege

Examples of loss of privilege:

- If a child refuses to follow instructions, he/she may lose 5 minutes play time
- If a child has had a fight on the playground, he/she may lose playtime
- If a child is not completing work, he/she stays in at play to finish

Note of caution: Missing playtime is an easy consequence to use, however it can have a detrimental effect on the child's behaviour, the child who misses playtime the most is probably the child who needs playtime the most. Adults in school will focus on building relationships and allowing time to get to know the children.

We avoid making the whole class miss playtime; it's not fair to make all children suffer for the behaviour of one or two children.

During transition days each class teacher will work with pupils to create a Class Contract which everyone will sign. This will outline the sorts of behaviours they want to see in their room that will help to develop our golden rule of respect which will allow everyone to be able to learn, be safe and be happy.

For behaviour that has reached a level that is beyond these thresholds, the Headteacher will be available to support a more serious consequence such as calling home, internal exclusions, fixed term or permanent exclusions.

Where appropriate children will be given time to regulate their behaviour. Staff will then continue to support their behaviour choices with a restorative approach. All incidents are dealt with at the time and staff ensure they are supporting children to recognise the issues with their behaviour and make positive decisions.

## Safety and Wellbeing

Children's safety and well-being is of paramount importance to us and when a child, adult or children are in danger we take the following steps.

### Physical restraint/ safer handling

There may be times when a child's behaviour is a danger to themselves and others.

All staff members have completed Step On training with Educator Solutions (refreshed every two years) which provides foundation knowledge in understanding and responding to behaviour within settings & deescalation strategies. It provides advice on the safe and effective use of everyday physical interventions. Two members of staff, have also completed Step Up training with Educator Solutions (refreshed annually), provides a range of the most commonly used personal safety and restrictive physical interventions relevant to our setting.

### Exclusion

We have high expectations of behaviour at school. We will work with children and families to promote positive outcomes. We treat all children as individuals and come from a caring and compassionate place. When necessary, we will separate a child from their class. This is our first option. It means that they remain in school but are not with their own class or allowed to take part in the normal routine of the day. We understand that exclusion is the ultimate consequence available to us. We do not take decisions for exclusion lightly and will only exclude a child when all other options and strategies are not working for us or the child.

### Prevention of Bullying

We take bullying very seriously and we are aware that bullying in school can cause significant harm to a child's emotional well-being. If you think a child is being bullied please talk to the class teacher in the first instance and then the Head teacher. Refer to our anti-bullying policy for more information.

### Persistent Poor Behaviour

“Damaged children need people, not punishment”

There may be times and circumstances when children are finding it difficult to adhere to the rules, values and routine of the school. This is always a small number but they need care and support and intervention to help them develop their resilience.

At Great Dunham we understand that there is always a reason for the behaviour. Behaviour difficulties can reflect an unmet need e.g.: communication difficulties, learning difficulties, social interaction difficulties, emotional and mental health needs. Children's home lives, their relationships and the security of their early attachments, feeling tired, hungry or unwell, housing conditions – all issues beyond a child's control - can all have an impact on children's well-being and affect their behaviour development. Some children may struggle to manage the busy, stimulating school environment, finding it overwhelming or confusing.

When children are continually showing poor behaviour we will:

- Work with class teacher, parents and the child
- Create a positive behaviour plan
- Put in place a home school contact book
- Offer specialist provision, desk alone, reward charts, alternative play times
- Provide interventions- e.g. sensory circuits; 1:1 sessions
- Seek the advice of outside professionals where appropriate, such as the EPSS team; Educational Psychologist or Behaviour Team. Such referrals will involve parents.
- Establish a Family Support Plan (FSP) where needed, involving the family and all professionals supporting a family.
- Seek early help where parents need support in managing their children's behaviour through Just One Number.
- Share Children's individual needs and the strategies being tried with the whole school staff team to ensure a consistent approach.

## Special Educational Needs

Sometime children with SEND are more likely to have behaviour difficulties and SEMH difficulties. We support these children by:

- Using visuals - such as visual timetables, now and next boards and social stories.
- Being clear and consistent
- Following routines
- Providing additional support at transition times
- Using timers for taking turns
- Providing emotionally calming strategies

## The Zones of Regulation and Self-Regulation

The zones of regulation are a research based intervention to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning, and achieving their best.

When used effectively children feel empowered and in control of their emotions. The Zones of Regulation are particularly effective for children with SEND and SEMH needs.

In order for a child to be ready for learning they need to be able to self-regulate. For most children they are able to regulate with ease. For other children they will need 'tools' to help them self-regulate. The Zones of Regulation helps children to identify their feelings through the use of colours:

- blue - sad, sick, tired
- green- happy calm, ok
- yellow - frustrated, worried excited
- red - angry, out of control.

With adult support children will learn to use their 'tools' to self-regulate. The zones are used not only for key children but for all children, adults and parents as a model to self-regulate emotions.

## Early Years Foundation Stage

Children in Reception are just beginning to understand their own emotions and can struggle to identify or label these. They therefore need a greater amount of staff support in managing their emotions and consequently their behaviour. In recognition of this we support the children in understanding their emotions by discussing how the incident has made them feel, and support their management of these emotions by modelling self-soothing behaviours, such as deep breathing or rubbing their arms. This support not only helps them to calm themselves in order to deal with the behaviour but will also support them later when they begin to use Zones of Regulation. We also ensure Oulton classroom has an area that is comfortable, calmer and quieter in order for children to remove themselves, reduce anxiety and self-soothe. The staff use consistent approaches and support the children with clear expectations, for example through the use of visuals and sand timers for taking turns. We use praise in order to reinforce positive behaviours, ensuring we catch all children displaying these behaviours.

## Incidents that require further support from HT

- Threatening behaviour to children and adults - this means behaviour that is completely inappropriate e.g. swearing, making threats, refusing to listen, continuing to provoke others •

## Fighting

- Persistent poor learning behaviour
- For any of the above behaviours please complete an incident form and give to HT Headteacher
- Will record incidents of disruptive, threatening, violent, aggressive behaviour both inside and outside the classroom
- Will use a behaviour log to record incidents as future records
- Will follow up serious incidents and find out what happened from all children using restorative questions.
- Will inform parents and arrange meetings if necessary.
- Communicate to other staff members any children to be aware of during playtime and how to deal with them.
- If there are persistent behaviours from certain children, liaise with SENDCo re additional support or referrals

## Damages:



Where wilful, criminal damage is caused this will be recorded on pupil files and an appropriate protective or educational consequence given. Opportunities, where possible will be provided for children and young people to work with parents/ carers to put right any damage to reduce/ avoid costs. Where this is not possible or appropriate, parents/ carers will be charged for damage caused. Associated letters and invoices will be provided to parents/ carers for payment. Any ongoing or significant incidents of damage will be reported to the Police.

#### Appendix 1: Three step routines

##### Assembly

- 1 Eyes front
- 2 Lips Closed
- 3 Hands in lap

##### Lining up

- 1 Eyes front
- 2 Lips closed
- 3 Hands by side

#### Appendix 2: Restorative Questions

Restore, Redraw, Repair - after the event when the child is calm go back to the child and have a short conversation  
Restorative Five

Choose five questions when dealing with a behaviour incident.

“In between your truth and their truth is the truth” (Paul Dix - When the adult changes everything changes) 1 What happened?

- 2 What were you thinking at the time?
- 3 What have you thought since?
- 4 How did this make people feel?
- 5 Who has been affected?
- 6 How have they been affected?
- 7 What should we do to put things right?
- 8 How can we do things differently in the future?

For younger children try:

- 1 ‘Ok, imagine if there were.....(people affected/a way of putting it right/things you could do differently).

What would they be?

- 2 1-10scales: On a scale of 1-10 how angry were you?
- 3 Offer a postponement and some support if the child is not ready to speak: “I can see that you aren’t quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Ms...sit with you and help you with the answers?”

#### Steps to certainty

- 1 When children escalate take them back to the original behaviour before you deal with the secondary behaviours.
- 2 Display consistency clearly on the walls of the classroom. Encourage the children to keep on track.
- 3 Manage escalating inappropriate behaviour with an emotionless almost scripted response.
- 4 Use phone calls, positive notes home or speak to parents to reinforce your positive certainty. This works in the most inconsistent homes.
- 5 Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
- 6 Use the term when you speaking to children about their behaviour: “If you choose to stay on task throughout this activity you can be certain that I will catch you and give you praise and reward. If you choose to ignore the routine/make a house under the desk/eat lilies rubber .....you can be certain that you will receive a sanction that I will enforce.”
- 7 Don’t judge yourself too harshly when you fall off the wagon and behave inconsistently. Apologise and get back to your consistent habits and routines

- 8 Resist the temptation to deal with minor indiscretions with high levels of sanctions. In effect you are crying wolf, so when you really need support for behaviour that does warrant a high level of sanction your colleagues may not be so keen to support you.
- 9 Shift into listening mode. This is not a time for lengthy speeches. Less will almost certainly be more.

## Additional guidance for staff

### Strategies to promote positive behaviour

(All advice and ideas are taken from Paul Dix When the Adults Change Everything Changes)

1 Meet and Greet: Meeting your class every day with a personal greeting could have the greatest impact on their behaviour it will make them feel valued, important and they will know that you want to get to know them. Once you have committed to this you won't be able to stop as the children will be expecting this consistency.

2 Make Learners feel important: Build relationships.....the most important part, give compliments, ask them how their birthday party was, remember what they like football team, book, sport, and ask them about it. You don't have to be their best friend, just remember the little things. Respect works both ways, daily acts of care, generosity, interest in their lives, being bothered ('Botheredness' H.Roberts 'Oops helping children learn accidentally' p 39 WTACEC Paul Dix) "I can give you a special job and make you feel like a king. I can give you £50 and make you feel like you don't matter"

3 Positive notes: Create a positive message board on the front of your classroom. Give each child a positive note, write on a post it and place at their desk. Try giving out positive notes every week for a chosen behaviour do this consistently for the children. This will motivate them to do their best and want to get a positive note.

4 Use your recognition board: Ways to sharpen the use of recognition boards

- Target your recognition board at learning attitudes, not just functional behaviours.
- Make sure that the behaviours you choose raises the expectations for the children and is not simply something they can do well already.
- Names go on the board to recognise children who are demonstrating the desired learning attitude
- Names are never removed from the board. Children who disrupt are dealt with privately. Once a name is on the recognition board for good conduct it cannot come off for poor conduct. A different response should be given.
- Children can nominate others to be put on the board.
- Emphasise peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name on the board.
- Children are recognised for effort, not achievement. Your recognition board should be for everyone. Your highest achievers might always be high achievers. They only get on the board when they have shown the required effort.
- When everyone has their name on the board a collective 'whoop' is appropriate; large rewards are not necessary. This is critical to the success of the recognition board. To keep the atmosphere positively supportive the mini celebration at the end of the lesson is enough. You will find that more children choose to support those who are wobbling when jeopardy is minimised.
- Use the recognition board to persistently and relentlessly catch learners demonstrating the right behaviours.

5 Simplify rules: Three is the magic number!!

- We show respect for others and our school
- We do our best learning, showing resilience
- We are always ready and take responsibility for our actions.

6 Refuse to shout (all adults): When we change the way we behave then it will change the way the children behave. Save your loudest teacher voice for lavishing praise over the children and refuse to give currency to the poor behaviour. We do not glorify and give attention to the poor behaviour, if we do this it is the quickest way for a child to rise to celebrity status.

### Shifts in adult behaviour

- Deliberately noticing something new about a child
- Focusing positive attention on effort not achievement
- Stopping yourself from telling the children how their negative behaviour makes you feel.
- Refusing to shout
- Introducing non- verbal cues
- Focusing positive recognition on those going above and beyond
- Ending the lesson with positive reflections every time.

7 Give first attention to those doing the right thing: It is very easy to be distracted by the poor behaviour. What we need to do is focus our attention and energy on the good behaviour. 'Praise the best and ignore the rest'. If we do this we create a positive atmosphere where we are giving the right things attention. 8 Take the fame out of behaving badly: If we do step 7 then we take the fame out of behaving poorly. 9 Make a point of recognising and praising behaviour that is above and beyond: As a whole school we praise the children for going above and beyond. Make sure in the classroom the same is happening. 10 Teach a new 3 step routine packed with high expectations e.g. lining up, tidying up, transitions: To establish a calm and orderly classroom routines should be an 'obsession'. Children need to know what is expected of them and how they are going to achieve that. For example: whole class routine for transitions from an activity

1 Follow instructions first time 2  
One voice (only, at a time) 3 Keep  
hands and feet to yourself.

As a whole school we are going to introduce a three step routine for lining up (legendary lines), we will all use the same three prompts.

1 Eyes to the front  
2 Lips are closed  
3 Hands by side

And for sitting in assembly

1 Eyes this way, listening  
2 Lips are closed  
3 Hands in lap

Our expectation is that children will come into assembly in silence, they sit and are reminded of the three steps above. To get routines solid and clear they need to be relentlessly modelled, remind, cajole, reinforce, make it important every day.

11 Strip out every last drop of negativity: Positive, positive, positive. Easier said than done! But practice, practice, practice.

Give children the strategies to control their behaviour teach them how to by giving them mantras such as:

- I can choose to walk away
- I can stop myself
- I am ok
- I am in control of myself
- I can choose to be calm
- I have a bigger goal than this fight

12 Use a 30 second intervention.: 30 second rule

Get in, deliver message, anchor child's behaviour, deal with the incident, later one to one and in private (no public humiliation). The moment you deliver a sanction is the moment of confrontation, complaint or protest will emerge (see the five steps for dealing with behaviour).

EXAMPLES - SCRIPTS

"You own your behaviour. Your behaviour does not deserve my time. You are better than the behaviour you are showing today." Give an example of their good behaviour-

"Do you remember yesterday/last week/ when you helped me tidy up/led the group/gave me that excellent homework? Remember mum's face when she got the note? That is the person I know, that is the Chelsea I need to see today"

Walk away, leave them to make a choice and ignore any secondary behaviour. Deal with the poor behaviour at a later date with the child alone (could be the following day or lunchtime). Make sure you follow up the incident.

Other scripts to try

"I noticed you are ... (having trouble getting started/struggling to get going/wandering around the classroom dabbng)

"You have chosen to ...(move to the back /catch up with your work at lunchtime)

"Do you remember last week when you ...(arrived on time everyday 'got a positive note ..) "That is who I need to see today..."

“Thank you for listening” (Then give the child some take up time)

If you are hostile the child will be hostile back, treat a child in an unexpected, compassionate way then the child will react differently. 13 Practice micro-scripts everyday Other scripts you might try....

- You need to.....(speak to me at the side of the room)
- I need to see you .... (following the agreed routine)
- I expect .....(to see your table immaculately tidy in the next two minutes)
- I know you will.... (help Kyra to clean the pen off her face)
- Thank you for ..... (letting go of her hair, let's walk and talk)
- I have heard what you said, now you must.... (collect your things calmly and move to the thinking spot) - We will .....(have a better day tomorrow)! Longer Scripts
- You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen.....If you choose not to do the work, then this will happen.....I'll leave you to make your decision.
- Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time.
- I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.
- I am not leaving, I care about what happens. You are going to be brilliant!
- What do you think the poor choices were that caught my attention?
- What do you think you could do to avoid this happening in the next lesson?
- Darrell it's not like you to.....(kick doors/shout out/shake the hamster)

Remember - There is always a reason for the behaviour (p31WTACEC Paul Dix)

“Damaged children need people, not punishment”

“Kill them with kindness”

When they arrive at school their bucket may already be full Other reasons:

ADHD

ASD

Other learning needs....

Steps for dealing with poor behaviour

Reminder, Caution, Last Chance, Time out, Repair.

1 Reminder - of the rules, and the three step routine, delivered privately,

2 Caution - deliver in private if possible, make the child aware of their behaviour and clearly outline consequence if the behaviour continues eg having time out. Use phrase “think carefully about your next step”

3 Last chance - speak to the child in private, give a final opportunity to engage. Offer a positive choice to do e.g. Do you remember yesterday when you helped me to tidy up? That is the Stefan I need to see today, that is the Stefan you can be all the time. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success. 4 Use 30

second scripts (see previous)

5 Time out - If the child hasn't engaged after the third reminder they need time out, this can be a short time (must be short: no more than the child's age) this is a few minutes for the child to think about their behaviour and calm down.

6 Repair - this might be a quick chat at break time in the playground or more formal meeting. (See restorative questions)

Secondary Behaviour

What is a secondary behaviour?

Example: If a child slams the door after you have followed all of these steps do not chase this behaviour: this is a secondary behaviour

Ways to manage secondary behaviour

- Don't bite back with your words
- Refuse to chase or engage with the behaviour or engage in power play
- Remember the first act of poor behaviour that triggered the outburst
- Use choice if you can but not if it inflames the situation
- Resist the urge to bring up past misdemeanours
- Don't follow the child if they walk away, unless you have to because of clear and present safety concerns. The act of following can provoke and peak anger
- Remember you are the adult, focus on the outcome you want, not the argument
- Ask questions and don't make accusations
- Focus on what is happening next. You can uncover what has just happened later
- Whenever possible move the child to a safe space out of public view and the pressure of an audience
- Shift into listening mode. This is not time for lengthy speeches, less will almost certainly be more **Scripts to reroute power play with a child**

**I understand ...(that you are angry/upset/livid)**

**I need you to...(come with me so that we can resolve this properly)**

**Maybe you are right ...(maybe I need to speak to them too)**

**Be that as it may...(I still need you to join in with the group)**

**I've often thought the same...(but we need to focus on...)**

**I hear you...(it's not easy but I know you can do it brilliantly)**

### Playground behaviour

We understand that behaviour at playtime can be different to behaviour in the classroom; we have provided these guidelines for dealing with behaviour at playtime.

#### Expectations of adults in the playground

- We need all adults in the playground to be proactive, looking out for any possible incidents and responding quickly if an incident occurs.
- Always come from a thinking place, asking: 'What's happened?', 'Can you tell me what has happened here', 'One at a time, tell me what has happened...'
- The majority of low level incidents in the playground can be dealt with by adults on duty using the red spots for time-out/reflection.

#### During playtimes

- Staff need to be spread around playground including in blind spots
- Be watchful at all times • We should not be in clusters.
- Play games, engage with children when you think this is appropriate

#### When to use the bandstand for time out

- Low level name calling, general rudeness, being unkind
- Hitting, pushing, kicking
- Ignoring adult instructions • Not following rules **Scripts to use:**
- **'What's happened?'**
- **'Can you tell me what has happened here?'**
- **'One at a time, tell me what has happened...'**
- **'Let's sit down and find out what happened.'**
- **'You need to understand that every choice has a consequence. You have chosen to break the school rule ..... this means you will have a consequence of .....'**
- **'What do you think the poor choices were that caught my attention?'**
- Adults dealing with an incident will insist a child spends some time on the bandstand; this time should only be short, a minute/two/three but should be observed and the adult should ensure the child then returns to being able to play.
- A rule reminder can come at the start or the end of the time on the bandstand.

### Further Reading

'When the adult changes everything changes'~Paul Dix 'The Zones of Regulation'~ Tracey Rogers