



**The Park Federation Academy Trust
Godolphin Junior Academy**

Behaviour Policy

Approval

Signed by Helen Abell, Principal, on behalf of the Federation CEO.	
Date of approval	September 2026
Date of review	September 2027

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Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally. (Behaviour in Schools, 2024).

Our behaviour policy follows the 'Better Behaved' approach. This concept is based around three diamond rules that are embedded across our whole school and in every area of our curriculum. Everybody in our community is expected to live out these values.

Care for everyone and everything
Follow instructions with thought and care
Show respect and good manners at all times

Aims

We aim to guide and teach children how to be self-disciplined and grow to be thoughtful, independent and responsible adults. We do this by practising our diamond rules regularly in everyday situations and lessons. We show children how to respect others, demonstrate tolerance and reflect on choices and decisions carefully. We teach and model how to have positive relationships and ensure that our pupils are given daily opportunities to develop purposeful relationships with those around them. We continually encourage and develop our pupils to reach their full potential.

The aim of the policy is to implement a fair and consistent approach to promoting the highest expectations for social and learning behaviour among pupils and staff so that showing respect and good manners is the norm and so children feel safe at all times. Our school motto is 'Godolphin Grows Success' because we know that children enjoy success and can become more effective learners once their image of themselves is positive and they feel valued.

Behaviour management is a 'team sport' and it is everyone's business to establish and maintain high standards of behaviour.

Objectives

- **All adults must ensure that their behaviour is exemplary at all times, enabling children to understand how to behave**
- **Raise pupils' confidence and self-esteem through reward and positive feedback**
- **Ensure that rewards and sanctions are issued with absolute consistency as outlined in this policy**
- **Teach children the diamond rules and continually promote these values**
- **Engage with parents, carers and other agencies to ensure there is a consistent approach to behaviour management**
- **Ensure pupils regularly attend the Academy**
- **Promote a proactive and reflective approach to behaviour management**
- **Explicitly teach behaviour as a subject through a weekly lesson called R Time**
- **Continually model, demonstrate and guide pupils in using these behaviour strategies and social skills in all aspects of their learning.**

R Time

In order for all pupils to achieve their best behaviour, we recognise that we need to teach these behavioural skills in the same way that we would teach any other subject. Therefore, each class will receive a 10-15 minute R Time lesson once a week, usually on a Monday morning.

R Time is a programme that enables children to learn the skills of making and sustaining friends and friendships. Children learn and develop courtesy and respect to a broad range of peers and cultivate the language that makes relationships work well. Self-esteem is raised, bullying is reduced and children have a greater sense of well-being. All this is an aid to good learning.

All teaching staff will be trained in delivering R Time and provision will be monitored and evaluated on a regular basis. There will be some occasions when pupil leaders, supported by their teacher, deliver R Time lessons to their younger peers to inspire and motivate other pupils to achieve their best. (See Appendix 1 - R Time.)

Rewards

We seek to acknowledge and praise positive behaviour that reflects our values. In order to show our recognition we have put the following rewards in place:

Individual Rewards

The main vehicle for rewards within the classroom will be through the use of merits. Each child in the class is listed on a class merit sheet and they are rewarded with a point when they have behaved positively. This could be anything from showing good manners, contributing well in class, trying hard, being helpful or caring for others etc.

Any member of staff can award a merit to any child when they recognise positive behaviour. Merits are usually awarded one at a time but a maximum of three merits can be awarded in one sitting for exceptional effort or work.

- On receipt of 30 merits, a child will receive a bronze award in celebration assembly, together with a fun sized chocolate prize.
- On receipt of 50 merits, a child will receive a silver award in celebration assembly, and a prize from the treasure box.
- On receipt of 75 merits, a child will receive a gold award in celebration assembly, and will be able to choose a special, golden book from our library.
- On receipt of 100 merits, a child will receive a platinum award in celebration assembly and will be invited to a 'Hot Chocolate Friday'.

Each class has a printed merit chart in their classroom. The class teacher or subject teacher can award merits to pupils and allow the pupil to place a stamp on the class chart. Merits can also be awarded to pupils at lunch time, in corridors, in assemblies and in book work. At the end of each day, or at a selected time in the day, the class teacher should record the pupil merits earned that day on the class chart.

Collective Rewards

- Each class will have a jar with 30 bouncy balls inside. The class can be awarded bouncy balls for any examples of good class behaviour, promoting teamwork.
- If the class manages to collect all 30 balls into the jar in a week, they will be given 10 minutes extra playtime or golden time that week.
- After the class fills the jar once, they can begin to fill the jar again and if they manage to complete a second jar within the week, each child in the class will receive a treasure box prize.
- Should a class fill the second jar, they can begin to fill a third jar and should they achieve this, they will receive a £15 voucher for the class teacher to spend on the class. This money should be spent on games or stationery items for the whole class to enjoy.

Repercussions:

To encourage children to make the right choices, we will frequently refer to the three diamond rules. Where children choose not to make the correct choices, they will progress through the step system.

Initially children are given a warning but if this is ignored they are put on to a step. Steps are part of the Better Behaved programme and are a set of hierarchical repercussions to help correct negative and unacceptable behaviour. The step system is designed to be a reflective process where children can recognise their behaviour and learn about what is not acceptable. Children will have the opportunity to reflect and discuss the situation with a member of staff and problem-solve once calm. Children will be coached in exploring their own feelings, and the feelings of others, finding strategies and techniques to support their behaviour and finding a solution to resolve the issue.

Any member of staff can place a pupil on a step for not following any of the three diamond rules. However, the sanction of a Step 5 must be approved by the principal.

Each class will have a set of step posters to record which children are on which step. This will be reset at the start of each day so that children are always given a fresh start.

When issuing a step, the correct language must be used to help educate the pupil on recognising their behaviour and learning about what is not acceptable. The behaviour should always be linked back to the school rule that has not been followed so that school expectations are continually reinforced. For example, *'Unfortunately, I now need to place you on Step 1 because you have repeatedly called out. This is not following instructions with thought and care.'*

All staff will be trained on how to use 'positive framing' to address and correct behaviour in a positive way. For example, 'Walk in the corridor please - thank you,' instead of 'Don't run in the corridor.'

The Step System

Step 1: This is a verbal reminder for the child. The child should be reminded of the diamond rules and which one was not followed. The child's name should be placed on Step 1 of the class step chart.

Step 2: This is a second verbal reminder. The child should again be reminded of the diamond rules and which one was not followed. The child's name should be placed on Step 2 of the class step chart.

Step 3: This occurs when a child persists in breaking the diamond rules. It is 10 minutes of reflection time in either a quiet space of the classroom or a seating area outside the classroom. During this time, the child must complete a Step 3 reflection sheet and think about the choices they have made and how to improve their behaviour (appendix 2). A step 3 can be issued to any behaviour that warrants an immediate Step 3.

Step 4: This is issued for behaviour that warrants an immediate Step 4 or for further infractions. Step 4 is 20 minutes time out with a member of the Senior Leadership Team (SLT). During this time, the child must complete a Step 4 reflection sheet. The reflection sheet is designed to follow the three-step emotional coaching approach (appendix 6). Parents must be invited in at the end of the school day to discuss why a Step 4 was issued and our expectations for behaviour. If they are not available, then a letter must be sent home, the meeting must be rescheduled or a phone call made.

Step 5: Should a child continue to make poor choices, or demonstrate behaviour that warrants an immediate Step 5, they will be brought to a member of SLT who will investigate and confirm whether a Step 5 should be issued. Step 5 results in the child being internally excluded for the rest of the day. A pupil on Step 5 must complete a Step 5 reflection sheet (appendix 4). The Step 5 reflection sheet is designed to follow the three-step emotion coaching approach (appendix 6).

This will be logged and their parents will be informed by telephone, followed up with a standard letter and requested to attend a meeting to discuss their child's behaviour. At the meeting, the parents will be asked to support their child in improving their behaviour. Should any clarification be needed, please contact a member of SLT.

A list of behaviours that could result in a step being issued can be found in appendix 5. This is not an exhaustive list, and teacher-judgement will always take precedent when deciding whether a step is warranted.

Each week, every teacher will record the number of steps issued on a class chart. Any child that has received a Step 3 or above will be reported to the school behaviour leads and SLT. These results will be analysed on a weekly basis to inform further provision, support and implement strategies. We work collaboratively to share information, expertise and good practice to continually impact positively on improving behaviour. All Step 5s will be recorded in Arbor and the step 5 letter will be kept in the pupil's file.

It is the professional responsibility (see standards) of each qualified teacher to create a positive and safe environment for the pupils in their class and interact positively and caringly with all pupils in the school. They are responsible for managing the behaviour of those pupils who are vulnerable or display inappropriate or unacceptable behaviours; for deploying support staff within their class and referring pupils needing specialist support from the Inclusion Team or external agencies.

If a pupil continues to demonstrate significant behaviour issues, despite the full range of support offered, action will be taken to safeguard the education and safety of the majority and this may include fixed-term exclusion (suspension) and or managed transfer to another setting.

Direct Progression to Step 5 and Suspensions

For serious or extreme unacceptable behaviour, a Step 5 may be issued. Examples of such behaviour are listed below but are not exhaustive:

Unprovoked physical violence, stealing, lying, bullying, vandalism, repeated defiance, swearing.

If a child receives repeated Step 5s for the same type of behaviour within a month then they are likely to receive an external fixed term exclusion. A fixed term exclusion (suspension) can also be issued for very serious, unacceptable and dangerous behaviour.

Fixed Term Exclusion is where a pupil spends a fixed period of time at home. The pupil will be provided with sufficient work for the allocated exclusion period.

Prior to the exclusion, parents will be invited to the Academy for an interview with the Principal or member of the SLT. The parents will also be informed in writing of the reasons for the exclusion, the period of time and the date of the re-admission interview. This period will be considered authorised absence. The re-admission interview will be attended by the Principal (or member of the SLT), the parents and the pupil. Where possible, a governor will also attend the meeting.

Permanent Exclusion

Permanent Exclusion is reserved for the most serious unacceptable behaviour. The decision can only be authorised by the Principal after full consultation with and guidance from the federation's Chief Executive Officer or by the Chief Executive Officer. Please see the Academy Exclusion Policy for more information. Here is the link for DFE guidance on suspensions and exclusions:

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

NB: Depending on the nature of the unacceptable behaviour, the school may involve the police.

External Agencies Support

Our behaviour policy follows a tiered, three-level framework designed to proactively support children and provide early, targeted interventions.

Level 1: Quality First Classroom Management

At the foundational level, positive behaviour is cultivated daily by the class teacher through a supportive and structured classroom environment. Teachers utilize positive reinforcement, clear routines, tailored seating arrangements, and visual reward charts to celebrate success and promote engagement. Open, proactive communication with parents is also established at this stage to build a strong home-school link.

Level 2: Targeted SLT & Mentor Intervention

If classroom-based strategies prove ineffective, the child moves to Level 2. This triggers a Behaviour Panel review involving the Senior Leadership Team (SLT) and a consultation with the school's Educational Psychologist (EP) if required. A formal, six-week behaviour contract system is introduced, utilizing the *Zones of Regulation* framework to help the child identify and manage their emotions. During this six-week block, the child works closely with a Learning Mentor for regular, targeted support.

Level 3: Intensive Individualized Support

Where there is no significant improvement after the six-week contract, the child progresses to Level 3. This involves a referral to SEBDOS (Social, Emotional and Behavioural Difficulties Outreach Service) for more intensive, individualized mentoring. At this critical stage, the school will also consider initiating a TAF (Team Around the Family) or TAC (Team Around the Child) process to bring in multi-agency support and wrap an external network of care around both the pupil and their family.

Positive Handling

Should any child become at risk of hurting themselves or others through their behaviour choices, they will be physically restrained and possibly moved to a safe place if necessary. Staff involved in

restraining a child will have had Team Teach training in how to do this safely and effectively. Restraining a pupil is a last resort and calming techniques will be used prior to this decision being made. Any incident where a child is physically restrained will be recorded and parents will be informed. Please refer to our positive handling policy for more detail.

Anti-bullying and child-on-child abuse

Bullying is unacceptable in any form and we are committed to recognising the seriousness of such behaviour and dealing with it immediately. We strive to create and maintain a bullying-free zone, so providing a safe, caring and friendly environment for all our pupils. Further information about our approach to anti-bullying can be found in our Anti-bullying Policy.

The Better Behaved Steps system ensures we have a rigorous tracking system. This allows us to identify children with challenging behaviour and those who may be vulnerable to bullying behaviour. If children fall into either category, they are highlighted to all teachers and teaching assistants in a weekly behaviour data email and through inclusion surgeries. This enables close monitoring of potential bullying behaviour so that it can be stopped swiftly.

All members of staff receive safeguarding training on what child-on-child abuse is, the different forms it can take and how to spot it. All staff are trained on what actions to take if a child reports child-on-child abuse and how they can prevent and address child-on-child abuse of any kind.

Support for Pupils with Additional Needs

We ensure each pupil is provided with personalised support and guidance to support their learning, including their behaviour for learning. There are a range of resources and interventions we have in place at Godolphin including learning mentor support, social skills groups, lego therapy, ELSA and Godolphin Geckos (a positive play intervention). It is the responsibility of every member of staff to report any concerns in relation to SEN children to the SENCO. We ensure our provision meets the needs of every child, so that every child feels like they belong. Our approach to teaching positive behaviour means that our classrooms, corridors and outside areas are calm learning environments so that all pupils can learn.

Further to this, we ensure all children have a supportive, thoughtful and well-organised transition to Godolphin. This includes ensuring all new pupils and their parents are introduced to the Godolphin behaviour policy before they start school. Pupils with SEN are provided with additional transition visits and personalised provision such as social stories, videos and visual resources.

Searching and Confiscation

School staff may search children's belongings for prohibited items. Prohibited items include knives and weapons, stolen items, anything that has been or is likely to be used to cause personal injury or damage to property and any item banned by the school rules such as electronic devices. Confiscated items may be retained or disposed of, depending on the item and circumstances. In most cases, confiscated items would be returned to parents, and stolen items returned to the owner, at the earliest opportunity. Although this has never happened at Godolphin Junior Academy, if dangerous knives or weapons were confiscated, they would be handed to the police.

Behaviour Outside of School Premises

The Godolphin Junior Academy has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Teachers may discipline pupils for misbehaviour when the pupil is taking part in any school organised activity, travelling to or from school, wearing school uniform or identifiable as a pupil at The Godolphin Junior Academy. The principal may discipline pupils for misbehaviour at any time, whether or not the conditions above apply, that could have repercussions on the orderly running of the school, poses a threat to another pupil, member of staff or member of the public or could adversely affect the reputation of the school.

However, it is expected parents adequately supervise the activities of primary age pupils when children are not the responsibility of school staff and if misbehaviour occurs at organised events, then the adults in charge of the event or the parent are responsible for disciplining the child.

Parents are strongly and repeatedly advised not to allow primary age children to have unsupervised access to social media. This provides an unnecessary route of bullying which can expose children to inappropriate language for their age and have a negative impact on children's wellbeing.

Behaviour Incidents Online

We continually educate pupils about how to stay safe online and how to establish and maintain a positive digital character. We also provide guidance to parents on how to keep children safe online. When online behaviour incidents do occur to pupils, this tends to be outside the school day and off the school premises. Parents are responsible for supervising their child's internet access and usage. However, often incidents that occur online will affect the wellbeing of pupils in school. When an online incident is reported, this will be investigated and if proven that a pupil's online behaviour has caused a threat, harm, or potential harm to another, then they will be sanctioned appropriately. This will also apply if the pupil's online behaviour could adversely affect the reputation of the school. In the occurrence of an online incident, a member of the SLT will invite parents into school to discuss the incident and work with parents to support safe online use at home.

Mobile Phones

Pupils who walk to school and require a mobile phone for their parents to contact them must, on entry to Godolphin, hand their phone into the school office. These pupils can collect their phone at the end of the school day. Pupils should not have access to their phone during the school day. If a pupil is found to be in possession of a phone during the day then the phone will be confiscated, the pupil will be sanctioned appropriately and their parents will be informed. If any pupil repeatedly fails to hand their phone in at the school office and is found in possession of a phone after repeated reminders, then the principal can decide to remove their permission to bring a mobile phone on site.

Monitoring and Evaluating School Behaviour

We have a robust system in place for capturing behaviour data across the whole school. We do this in several ways including ongoing observations, holding discussions with pupils, holding discussions with staff, distributing surveys and collecting weekly data on the allocation of Steps and the types of behaviour recorded.

Any racist, homophobic, child-on-child abuse, bullying, alleged bullying, or online incident is recorded in the SLT folder on the staff drive. This data is analysed and provided to the Academy Council at each governors' meeting.

We use the information from this data to swiftly implement further support, and guidance for both pupils, staff and families to reduce incidents and make improvements.

Senior leaders use this information to analyse the data to establish any patterns or trends which then informs policy and practice. GJA is committed to meeting the duties stated in the Equality Act 2010.

Staff Training and Induction

All staff receive annual training in Better Behaved and R Time so that staff are well-equipped to meet their duties and functions within the behaviour policy. This training is refreshed throughout the academic year so that all staff understand the behaviour culture at GJA, including the rules and routines and how to best support all pupils. All new staff receive a full training induction in Better Behaved and R Time.

Moreover, all staff are continually included in Provision Map training, SEND CPD and inclusion surgeries so that they are well-informed about pupils with specific needs and how the behaviour policy can be adapted to effectively support pupils and meet their needs.

R TIME

WHAT IS R TIME?

R TIME STANDS FOR RELATIONSHIPS TO IMPROVE EDUCATION.

R TIME is an exciting, dynamic, fun-filled Personal and Social Education programme. The emphasis is upon creating effective, respectful relationships by way of random pair work. R TIME is a programme that enables children to learn the skills of making and sustaining friends and friendships. Children learn and develop courtesy and respect to a broad range of peers and cultivate the language that makes relationships work well. Self-esteem is raised, bullying is reduced and children have a greater sense of well-being. All this is an aid to good learning. The programme is designed for all Early Years Foundation Stage and Primary aged children of all abilities. It requires no special materials and is simple to deliver. All of the activities, per year group, are written in a structured format. It is a whole-school, every pupil programme - all children will benefit and so will the adults working with them.

The essence of the R TIME approach is that it is a weekly lesson that lasts between 10 - 15 minutes and contains 6 component parts. Below is the step-by-step structure of R Time:

Step 1. R TIME Rule and instruction (Expectations)

During R Time, there are always expectations that children will use good manners, make eye contact when speaking, use each other's names and use the respectful language of taking turns, sharing and fairness.

Step 2. Random Pairing

The children love working each time with a different partner enabling them, over time, to work with all of the children in the class. Just watch the relationships improve!

Step 3. Introduction (Greeting)

Once the children are in pairs at a desk (where they turn their chairs towards each other), they greet each other by name, taking turns. This can be a simple greeting or an extended one, where they share some information with their partner - this is an ice breaker.

Step 4. The Activity

The activities, for each year group, are for the teacher to lead and present. None are educationally challenging but all rely on **process** rather than **content**. The process, through which the teacher guides, emphasises throughout the activity, the interpersonal skills of relationships and respectful communication.

Step 5. Plenary

The children, led by the teacher, have the opportunity to reflect on the activity they have shared with their partner and how their cooperative interaction enabled it to be a success or otherwise.

Step 6. Conclusion

At the end of the session, the children thank their partner. This can be a simple "Thank you," using their partner's name or, perhaps a sentence beginning with "Thank you for..." which will reflect how they have worked together. Each R Time session ends on this positive note.

R Time is taught in every class on a weekly basis and the learning from these sessions is then reinforced throughout the entire curriculum. We believe that teaching children how to form and maintain positive relationships is the key to achieving exemplary behaviour in our school. As an incentive for demonstrating these positive learning behaviours, we reward pupils both individually and as a class. We provide merits as individual rewards and bouncy balls as class rewards.

Step 3 Reflection Sheet

Name.....Class..... Date.....

What happened?

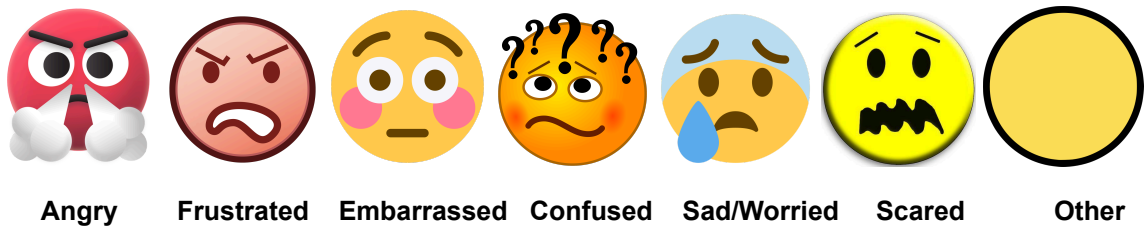
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.....

How did I feel? (Circle the emotion.)



Who was affected? (You can select more than one.)

☐ Me ☐ Teacher ☐ Pupils ☐ Other

Which rule was not followed? (You can select more than one.)

- ☐ Follow instructions with thought and care.
- ☐ Care for everyone and everything.
- ☐ Show respect and good manners at all times.

What will I do next time? (You can select more than one.)

- | | |
|--|--|
| ☐ Take a deep breath. | ☐ Count to ten. |
| ☐ Tell an adult. | ☐ Walk away. |
| ☐ Use my words. | ☐ Other..... |

What will I do now? (You can select more than one.)

- | | |
|--|---|
| ☐ Say sorry. | ☐ Show good manners. |
| ☐ Be kind. | ☐ Try my best. |
| ☐ Follow instructions. | ☐ Use my words. |
| ☐ Tell a trusted adult. | ☐ Ask for help if I need it. |

Other:

.....

.....

.....

.....

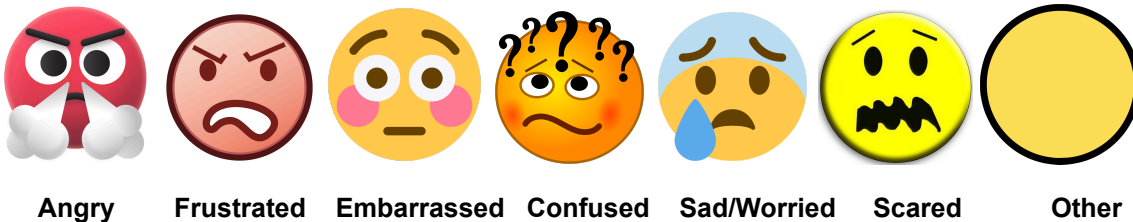
Step 4 Reflection Sheet

Name..... **Class**..... **Date**

Let's take a moment to recognise how you are feeling and then work on feeling calm. We can manage this together.



How did you feel? (Circle the emotion/s.)



Let's work out why you felt that way. Tell me what happened.

.....

.....

.....

.....

Who was affected? (You can select more than one.)

☐ You ☐ Teacher ☐ Pupils ☐ Other

How do you think they might feel? (You can select more than one.)



Angry



Frustrated



Embarrassed



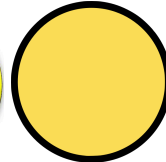
Confused



Sad/Worried



Scared



Other

Which rule was not followed? (You can select more than one.)

☐

Follow instructions with thought and care.

☐

Care for everyone and everything.

☐

Show respect and good manners at all times.

Let's problem-solve together. What could you do next time? (You can select more than one.)

☐

Take a deep breath.

☐

Count to ten.

☐

Tell an adult.

☐

Walk away.

☐

Use my words

☐

Other.....

What will you do now? (You can select more than one.)

☐

Say sorry.

☐

Show good manners.

☐

Be kind.

☐

Try my best.

☐

Follow instructions.

☐

Use my words.

☐

Tell a trusted adult.

☐

Ask for help if I need it.

Other:

.....

.....

Step 5 Reflection Sheet

Name..... **Class**..... **Date**

Let's take a moment to recognise how you are feeling and then work on feeling calm. We can manage this together.



How did you feel? (Circle the emotion.)



Angry



Frustrated



Embarrassed



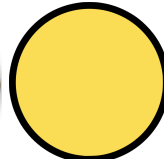
Confused



Sad/Worried



Scared



Other

Let's work out why you felt that way. Tell me what happened.

.....

.....

.....

.....

Who was affected? (You can select more than one.)

☐ You ☐ Teacher ☐ Pupils ☐ Other

How do you think they might feel? (You can select more than one.)



Angry



Frustrated



Embarrassed



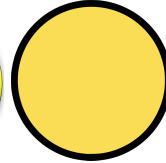
Confused



Sad/Worried



Scared



Other

Which rule was not followed? (You can select more than one.)

☐

Follow instructions with thought and care.

☐

Care for everyone and everything.

☐

Show respect and good manners at all times.

Let's problem-solve together. What could you do next time? (You can select more than one.)

☐

Take a deep breath.

☐

Count to ten.

☐

Tell an adult.

☐

Walk away.

☐

Use my words

☐

Other.....

What will you do now? (You can select more than one.)

☐

Say sorry.

☐

Show good manners.

☐

Be kind.

☐

Try my best.

☐

Follow instructions.

☐

Use my words.

☐

Tell a trusted adult.

☐

Ask for help if I need it.

What will you do to avoid this happening again?

.....

.....

.....

APPENDIX 5

Step 1 and 2 Behaviours	Strategies and Support
Wandering around the classroom/school Calling out/disrupting the class Ignoring instructions Making silly noises Talking when asked not to Pushing in line Swinging on a chair Running in the corridor Being noisy during movement breaks (in the line etc.)	Non verbal gestures e.g. eye contact, frowns Planned ignoring Change of seat Reminder of the diamond rules Class teacher talk with child Merits for positive choices Look for correct behaviour and rewards with stickers, merits, bouncy balls
Step 3 Behaviours	Strategies and Support
Repeated Step 1 behaviour Refusal to do anything or work Throwing objects in temper Physically or verbally hurting somebody Being rude/disrespectful to an adult Lying Swearing Damaging property Poor conduct whilst wearing school uniform e.g. whilst on a trip	Provide the child with reflection time and a reflection sheet Speak to parents Class teacher talk to child Reward positive behaviour choices If step 3s are persistent, place child on a behaviour program
Step 4 Behaviours	Strategies and Support

Repeated Step 3 behaviour Leaving the classroom or teacher's supervision without permission Extreme rudeness Intentional spitting at another person Extreme physical or verbal abuse towards another person Throwing dangerous objects Stealing Encouraging physical aggression in others	Reflection time with SLT and a reflection sheet to complete Speak to parents A member of SLT to speak to the child regarding their behaviour Encourage positive choices and reward If Step 4 incidents are persistent place child on a behaviour program. Refer to the inclusion team
Step 5 Behaviours	
Repeated Step 4 behaviour Serious challenge to authority Dangerous acts of vandalism Bullying (persistent and targeted verbal/physical attacks) Comments that are racist/homophobic or related to disability Physical abuse to a member of staff Leaving school site without permission Extreme behaviour that is violent or dangerous	A member of staff will bring the child to SLT to investigate the incident The child will be excluded from class and break and lunch times for the day A meeting with parents regarding the incident must be held that day. Principal/SLT to talk to the child. Possible learning mentor support offered Remind of rules, opportunities and reward positive choices.

APPENDIX 6



Emotion Coaching: The three-step approach

1

Recognise and empathise

- Take a moment to recognise the child's feelings
- Recognise that these feelings are natural and normal and not always within a child's control
- Empathise with the child and soothe and calm
- Communicate empathy, e.g. *'You are ok, we can manage this together, I am here for you.'*

2

Name, normalise and link emotions

- Name and normalise the child's feelings e.g. *'You seem angry, that's ok.'* Or, *'I wonder if you might be feeling frustrated.'*
- Provide a link to the emotion e.g. *'You are feeling angry and that's ok. I wonder if you are feeling angry because Johnny took your toy.'*
- Help the child to label their own emotion if they can.

3

Problem solve when calm

- Explore the feelings underneath the incident
- Scaffold alternative ways to express the feelings with the child e.g. *'I know it can be hard when you feel angry, would it help if you practised a breathing technique with me?' or, 'Would it help if we went for a walk and I have you a fidget toy to play with?'*
- *Empower the child to feel they can manage their emotions differently: they are not defined by their behaviour.*