

Brinkworth Earl Danby's C of E Primary School

Believe to Achieve! *"Roots will grow down into God's love and keep us strong"* EPH 3:17



Welcome to the Early Years Foundation Stage



Aims for the Early Years at Brinkworth Earl Danby's

- To make the learning process a stimulating, interactive and pleasurable experience for all children.
- To focus on the process of developing skills, rather than merely the outcome.
- To provide for each child's individual needs: supporting and extending them where appropriate, and allowing them to learn and develop at their own rate.
- To provide a broad and balanced curriculum, and that can be built upon in Key Stage 1 and later years.
- To develop children's independence and self-esteem, by providing a safe, secure environment, in which children are not afraid to explore or make mistakes.

The Early Years Foundation Stage- what is it all about?

- Your child will already have begun the Early Years Foundation Stage Curriculum, if they have attended a pre-school, nursery or child-minder. The curriculum begins from birth and continues until age 5.
- The Early Years Foundation Stage aims to build upon what children already know and can do. It takes into account parental input and children's pre-school experiences.
- The Early Years Foundation Stage adopts a principled play-based approach.
- The Early Years Foundation Stage places great importance on the fact that parents are children's first educators. With this in mind, an effective partnership between parents and the class teacher is important to help to achieve positive outcomes for the child.
- The Early Years Foundation Stage is based on Four Themes; A Unique Child, Positive Relationships, Learning and Development and Enabling Environments.
- The Early Years Foundation Stage helps practitioners to plan learning that is right for each child at each stage of their development.

The Early Learning Goals

The Early Learning Goals are which children will be assessed against at the end of the year. They give an overview of what a child's expected level of development may look like by the end of the Reception year. We acknowledge that children learn at different rates of development and if the Early Learning Goals are not reached by the end of the Foundation Stage, then the children can continue to work towards them in Year 1.

Prime areas:

Communication and Language

Listening, Attention and Understanding: Children listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. They make comments about what they have heard and ask questions to clarify their understanding. They hold conversation when engaged in back-and-forth exchanges with their teacher and peers. Children are read to every day and are also actively engaged in stories, non-fiction, rhymes and poems throughout the early years.

Speaking: Children participate in small-group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. New words learnt through termly themes and texts are embedded within opportunities to converse, share stories, discuss experiences and role-play. Adults will support children to share their ideas and invite them to elaborate by scaffolding conversation with sensitive questioning, immersing children in a language-rich environment.

Personal, Social and Emotional Development (PSED)

Self-regulation: Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing self: Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They explain the reasons for rules, know right from wrong and try to behave accordingly. They manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building relationships: Children work and play cooperatively and take turns with others. They form positive attachments to adults and friendships with peers. They show sensitivity to their own needs and those of others.

Physical Development

Gross Motor skills: Children negotiate space and obstacles safely, with consideration for themselves and others. They develop core strength, stability, balance spatial awareness and coordination when playing. They move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor skills: Children hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. They use a range of small tools, including scissors, paintbrushes and cutlery. They begin to show accuracy and care when drawing.

The Specific Areas of the Early Years Foundation Stage

(These are underpinned by the Prime Areas)

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading.

Comprehension: Children demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They anticipate – where appropriate – key events in stories. They use and understand recently introduced vocabulary during role-play and in discussions about stories, non-fiction, rhymes and poems.

Word reading: Children say a sound for each letter in the alphabet and at least 10 digraphs. They read words consistent with their phonic knowledge by sound blending. They read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing: Children write recognisable letters, most of which are correctly formed. They spell words by identifying sounds in them and representing the sounds with a letter or letters. They write simple phrases and sentences that can be read by others.

Mathematics:

Developing a strong grounding in number is vital so that all children develop the necessary building blocks to excel mathematically.

Numbers: Children have a deep understanding of numbers to 10, including the composition of each number. They subitise (recognise quantities without counting) up to 5. They automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including doubling facts.

Numerical patterns: Children verbally count beyond 20, recognising the pattern of the counting system. They compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. They explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Understanding the World

Past and Present: Children talk about the lives of the people around them and their roles in society. They know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. They understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about their own environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

The Natural World: Children explore the natural world around them, making observations and drawing pictures of animals and plants. They know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. They understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Expressive Arts and Design

Creating with Materials: Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They share their creations, explaining the process they have used. They make use of props and materials when role-playing characters in narratives and stories.

Being Imaginative and Expressive: Children invent, adapt and recount narratives and stories with peers and their teacher. They sing a range of well-known nursery rhymes and songs. They perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

The value of Play in the Early Years Foundation Stage

Children naturally explore the world around them through play. Play in the Early Years provides children with the opportunities to develop these skills, explore and take risks in a safe, secure and fun environment. These skills will be refined and built upon as they move through life and through school.

In an early year's class setting, play will be used to develop the following skills:

- Language, Literacy and Communication skills (verbal and non-verbal) through conversation, discussion and role-play, which in turn can help to develop listening skills. (Through role-play small world toys, sand/water activities).
- Cooperation and organisational skills such as sharing and turn taking, locating and replacing resources. (Through playing games and daily routine activities).
- Fine and Gross Motor Skills which help children to manipulate apparatus/tools, develop muscle and body movement. (Activities include threading, outdoor play, playdough activities, simple woodworking, drawing, pegs and boards).
- Mathematical skills/Practical problem solving Opportunities to develop these skills can arise from almost any activity, e.g. laying a table in role-play area (matching 1 to 1), cooking activity (mass/sharing, simple fractions), sand/water activities (capacity).
- Creative and Imaginative can be developed through role-play, musical/singing, dance and art activities.

Opportunities to bring us all together

At Brinkworth Earl Danby's we value the importance of being 'a whole school family'. Throughout the school year we like to plan whole school days where both our school sites come together to mark a special occasion or event e.g Christmas, Easter etc. Bringing both our school sites together has shown the importance of unity and has also given the children the fantastic opportunity to socialise and mix with other year groups across the school. We will keep you informed when our whole school days will take place.

Other special events we like to do as a whole school include our Harvest festival, Sports day and our leaver's service.

New school timings

From September 2023 the school day will start at 8:45am. The school premises will open to drop off your child from 8:30am. Once your child has started full-time, the school day will finish at 3:15pm.

Behaviour Policy

including Anti-bullying policy

Believe to achieve! “Roots will grow down into God’s love and keep us strong.” Eph 3:17

Values: Friendship, Respect, Trust, Courage, Perseverance, Thankfulness

Brinkworth Earl Danby’s is committed to providing a secure, happy and stimulating learning environment in which EVERYONE is valued, spiritual growth is nurtured and potential maximised. We believe as a community that each child can reach their vocational potential. We believe each child is of unique worth made in the image of God. We believe in each child being the best that they can be and finding their place in the world. We believe in: a child’s potential; being part of a community; being the best you can be.

In partnership with parents/carers, we aim to:

- create a happy, caring atmosphere in which each child feels secure and valued within an environment which is stimulating and attractive
- meet each child’s needs physically, creatively, intellectually, emotionally and socially
- educate children about a diverse society and world in order to promote understanding and positive attitudes
- help the child acquire a set of moral and spiritual values that reflect our designation as a Church of England Voluntary Controlled Primary School
- inspire each child to be an enthusiastic learner and develop capabilities and attributes that ‘build learning power’
- enable pupils to become confident and responsible citizens

Our ethos underpins our unique culture and behaviour in our Church of England School. Our children are at the centre of every decision made. We always ask ‘of what benefit will this be to our children? Will this help support them to be the best they can be?’ We go the extra mile. Whether it is staff, parents, children, governors or community members, we choose to make that extra effort for a better outcome for individuals and for our school community.

This policy is written with our vision, values, ethos and aims at its heart.

Behaviour Policy

All children need a well ordered, disciplined environment in which to learn and develop their self-control, respect and appreciation of others. We believe that in order to promote good behaviour, and thus work to the best of their abilities, children need to be offered positive role models. They need to feel secure in the knowledge that staff are setting a good example, care for them as individuals, and are approachable if a child needs to talk to them.

Aims

- To encourage a calm, purposeful and happy atmosphere within school.
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure safety by making boundaries of acceptable/appropriate behaviour clear.
- To create a common sense of direction and feeling of purpose for pupils, staff and parents.
- To ensure that our children experience success which can be developed through the National Curriculum and broader curriculum.
- To ensure that our children recognise their own personal development and mental health as a priority.

Objectives

- Expectations of good behaviour are made clear.
- We encourage sociable behaviour by promoting mutual respect.
- Children are encouraged to take responsibility for their own actions and behaviour.
- Positive behaviour is recognised and rewarded both publicly and privately
- A whole school approach is used when dealing with inappropriate behaviour.
- Parents are involved in any support programmes.
- Children are encouraged to report examples of positive behaviour.

Where appropriate, the support of other agencies, such as Educational Psychologist, Behaviour Support Service and Learning Support Service is enlisted.

Church school distinctiveness

We recognise the importance of being a Voluntary Controlled School and aim to be part of the wider community through fostering Christian values and the development of spirituality to enhance relationships. We embed the teachings of the Bible into our policies, values and everyday practice.

Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.
- To follow the school rules
- To speak to an adult if they experience abuse by another child or an adult of any kind (verbal, emotional, racial, physical or sexual)

Staff responsibilities:

- To be good role models.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect and understanding.
- To have high expectations of the children in terms of behaviour, and strive to ensure that all children work to the best of their ability
- To use rules and sanctions clearly and consistently.

- To foster good relationships with parents/carers.
- To recognise that each child is an individual and to be aware of their needs.
- To ensure that the school values are enforced in their class, and that their class behaves in a responsible manner during lesson time and within the school building.
- To record incidents of poor behaviour choices to build up a picture.

Parents' responsibilities:

- To be aware of the school rules and expectations.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.

Strategies for positive encouragement include:

Positive verbal feedback

Celebrating achievements with others, either in class or during Celebration Worship with certificates.

Positive feedback to parents

Written feedback following a piece of work

Displaying work throughout the school

House points

Marbles in the jar for whole-class excellent behaviour, with a choice of class reward (see appendices)

Acknowledgement of all the efforts and achievements children achieve outside of school

Presenting good work to the Headteacher or Deputy Headteacher for special stickers

Class / School behaviour management

As a school, we have worked together to devise some sensible school rules. These are displayed in every classroom and corridor, as well as outside, to remind us all to be our very best selves.



Coming into school

How the day starts sets the tone for the rest of the day. At Brinkworth Earl Danby's School, we firmly believe that all children should receive a warm welcome as they enter school. A member of staff will be on the entrance doors/gates each morning to say hello / good morning to the children, and the class teacher will be out on the playground a few minutes before the whistle is blown to greet their class. For the Lower Site children, when that class teacher is at the main door, another adult in the class will do this.

Coming in from Breaks and Lunches

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At Brinkworth Earl Danby's, we ensure that class teachers (or if PPA the staff member covering) will go onto the playground and collect their class, bringing them into school in an orderly manner.

Encouraging good behaviour






Children's good behaviour is noticed, encouraged and often rewarded. Strategies include:

- Emphasis on encouraging and motivating pupil e.g. positive feedback, descriptive praise, give attention for success
- Promoting respect for individuals by:
 - including their culture and background
 - modelling desired behaviour
 - listening to children and communicating that you have heard what they have said.
- Creating safety, both physical and emotional with clear and consistent use of rules and consequences.

- Raising self-esteem by ensuring pupils experience and recognise their own success.
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible,
- Ensuring that feelings are part of the PSHE curriculum and included in assembly themes.

Managing incidents of unacceptable or inappropriate behaviour

We use the following stepped behaviour code consistently across our school:



Brinkworth Earl Danby's Consequences—Inside	
1. Warning	
2. Moved in class	
3. Time out + reflection	
4. Work in another class	
5. Sent to HT/DHT	

Roots will grow down into God's love and keep us strong—Eph 3:17

NB - If a child was due to receive a certificate during a celebration worship, but their behaviour has not been acceptable, that certificate will be saved and given out at a time when it is appropriate to do so.

Managing incidents of unacceptable or inappropriate behaviour from playtimes

School will follow the same guidance as above, adjusting for being outside. See below:

Brinkworth Earl Danby's Consequences—Outside	
1. Warning	
2. Moved to a different area	
3. Time out by adult + reflection	
4. Sit outside staffroom/office	
5. Sent to HT/DHT	

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Managing incidents of unacceptable or inappropriate behaviour outside of school

The DfE state the following in their guidance; *Pupils' conduct outside the school gates –*

teachers' powers What the law allows:

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises “to such an extent as is reasonable”

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Restorative/Reflective Discussions

Following any kind of disagreement or breach of school rules all parties take part in a reflection time.

- Everyone must be given enough time to calm down before the reflection takes place.
- Pupils can conduct restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

KS2 version

Reflection Sheet		
Name:	Class:	Date:
Tell honestly – what was happening?		
Describe – why shouldn't you have been doing that?		
Explain – how will this be different another time?		
Adult comment if needed		

KS1/FS version

Behaviour Reflection Sheet		
Name	Class	Date
What happened? (Circle all the correct pictures)		
 not following instructions	 talking	 not on task
 was disrespectful/silly	 distracted others	 was not ready
 damaged property	 other	
Want to tell us more?		
How are you feeling? (Circle all the correct pictures)		
 hungry	 scared	 other
 silly	 angry	 frustrated
 sad	 tired	
Who else has been affected?		
How might they be feeling? (Circle all the correct pictures)		
 angry	 frustrated	 sad
 scared	 other	
What happened?		
Teacher/TA		

Managing Behaviour over time:

The SLT monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Parents will also be informed if their child has reached stage 3 on the consequence chart (reflection). This will allow home and school to

work together to support the child, as we understand that negative behaviour is a way of communicating, and we want to support the child showing this behaviour in the most appropriate way for them. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally the class teacher retains responsibility for managing behaviour of children in his/her class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school
- Awarding house points in recognition of compliance with school expectations, such as completion of homework
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

The headteacher's/deputy headteacher's involvement will include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Creation of individual behaviour plan (IBP) and regular review meetings
- Liaison with SENDCO to discuss possible SEND needs
- Liaison with external agencies for support
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful (see school exclusion policy)

How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to

violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our PSHE curriculum.

Suggested Strategy for resolving conflict

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other respectfully and maintain eye contact where possible.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Use of Force

Key Points Regarding Use of Force

- Some staff will be trained in Team Teach Techniques (16th March 2023 for two staff and summer term). On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any occasion where TEAM teach / use of force is used must be recorded in the numbered and bound book that is kept in the Headteacher's office.

What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Conclusion

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be a happy environment, where learning can take place in a harmonious environment, and children enjoy coming to school because they feel safe and secure.

It is up to all of us - staff, governors and parents - to ensure that the children of Brinkworth Earl Danby's School are educated in a caring, friendly and orderly school. We strive to work together to ensure that we achieve these worthwhile goals.

Appendices

- Paul Dix – Quotes to support our approach to behaviour management
- The Restorative Approach compared to other approaches
- Understanding ACE's
- Six stages of a Crisis
- Reframe the Behaviour

It is a consistency rooted in kindness, not in the machismo of zero tolerance. Outstanding management of behaviour and relationships is simply not skills led. Neither is it imported with 'magic' behaviour systems, bought with data tracking software or instantly achieved by calling a school an academy.

Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.

It might be comforting to think that we reach a certain age and suddenly know how to behave. The reality is that there is no such age. But why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.

It seems that the behaviour of a few leaders is pivotal to the success of such initiatives. Many would argue that their behaviour is pivotal to the success of the school. Without visible consistency from the top, collaborative agreements are just discarded sticky notes at the end of an INSET day. They don't need their name on the board or a tick/cross/ cloud against their name. It reconfirms their poor self-image, re-stamps a label of low expectation and provides a perverse incentive to the more subversive mind. Some children's names still appear on the board even when they have been rubbed off.

Taken economies, where a credit or merit system is used to reward individuals, can never be consistent. It always rewards the highest achievers or the worst behaved... They do not add anything to behaviour practice that can't be done with a sincere 'well done' or a round of applause from the class.

THE COST OF ADULT EMOTION - When adult behaviour is wobbly there are lots of hidden costs. The knock-on effect on the workload of others is considerable. If we don't address the language we use by default then we risk the greatest inconsistency of all: managing poor behaviour with improvised responses.

You can land a sanction with a hard edge or you can land a sanction with an immediate reminder of the child's previous good behaviour. Done well, with good timing and perfect tone, there is a little magic here:

"It was the rule about ... (lining up/staying on task/bringing military hardware into school) that you broke. You have chosen to ... (move to the back/catch up with your work at lunchtime/ speak to the man from Scotland Yard). Do you remember last week when you ... (arrived on time every day/got that positive note/received the Nobel Prize)? That is who I need to see today ... Thank you for listening. (Then give the child some 'take up' time)." ... Save your finest performance for when it has **most impact**: when children do the right thing. Then reward them with your enthusiasm, encouragement, humour, time and attention.

Great pointers embed basic expectations with absolute certainty while allowing professionals the autonomy to meet the needs of individuals. Models who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response so it is predictable, consistent and empathetic.

There is a reason why the UK has the highest imprisonment rates in the European Union, and it is the same reason why sticking children in silent detentions or imprisoning them in isolation booths doesn't solve anything... Consistent, calm, adult behaviour. First attention for best conduct. Relentless routines. Scripting difficult interventions. Restorative follow-up.

Damaged children need people, not punishment.

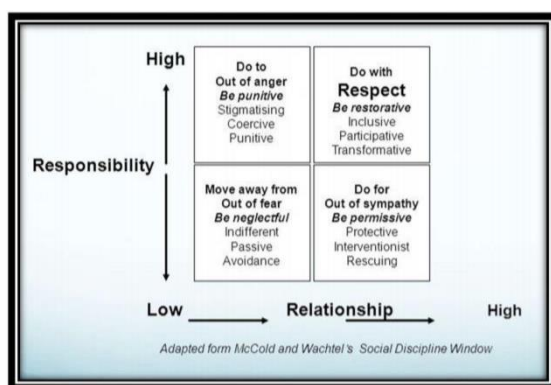
Expecting restorative meetings to be a quick fix. It takes time for pupils to be able to answer questions fully and reflect properly. It takes time to change behaviour. Persist and gradually trust is built, conscience is developed and everyone is more aware of their behaviour.

Punishment doesn't teach better behaviour, restorative conversations do.

The Restorative Approach compared to other approaches

A useful way of looking at how the restorative approach works in schools is by using the social discipline window below.

The models 4 quadrants identify four sets of attitudes and responses to behaviour.



Understanding ACEs

ACEs (Adverse Childhood Experiences) are serious childhood traumas that can result in toxic stress. Prolonged exposure to ACEs can create toxic stress, which can damage the developing brain and body of children and affect overall health. Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems.



ACEs (Adverse Childhood Experiences) can include:

- Abuse: Emotional/physical/sexual
- Bullying/violence of/by another child, sibling, or adult
- Homelessness
- Household: Substance abuse/mental illness/domestic violence/incarceration/parental abandonment, divorce, loss
- Involvement in child welfare system
- Medical trauma
- Natural disasters and war
- Neglect: Emotional/physical
- Racism, sexism, or any other form of discrimination
- Violence in community

! SURVIVAL MODE RESPONSE

Toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority.

Six Stages of a Crisis

Stage description	Need for	Behaviours	Positive handling responses
1. Anxiety/Trigger	Diversion, support and reassurance.	Low Level Shows signs of anxiety, hiding face in hands, bent over/under table, becoming red in the face, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, using a fixed stare.	Low Level Distraction. Offer a change of scenery or a special job to do. Read the body language and the behaviour, intervene early, communicate; display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. Remind about token or reward that is being worked for.
2. Defensive/Escalation	Diversion, reassurance, clear limits, boundaries and choices.	Medium Level Displays higher tension, could be abusive, making personal and offensive remarks or swearing, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; 'No I wont...'; 'Go away' etc. May try to run/escape.	Medium Level Continue to use level one strategies + state desired behaviours clearly, offer alternatives and options, offer clear but limited choices – A or B, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide towards safety using a 'big gesture'.. Give him/her space. Remove audience.
3. Crisis	Possibly for physical intervention.	High Level Shouting and screaming, crying, spitting, biting, head banging, scratching pulling hair damaging property, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching.	High Level Continue to use level 1 and 2 de-escalation responses + make the environment safer, Reduce your use of language, move furniture and remove weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive., use fresh face if needed. Ensure privacy. No unnecessary people present.

Stage description	Need for	Behaviours	Positive handling responses
4. Recovery	Co-ordinated letting go and reassurance.	Recovery behaviours May cry, go into a confined space, curl up into a ball. Can easily be confused with anxiety stage. People may sit quietly in a hunched position, the difference is they can revert to extreme violence without the build up associated with the normal escalation in stage 2.	Recovery positive handling responses Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk.
5. Depression	Observation, support and monitoring.	After a serious incident people can become depressed, they may not want to interact.	Depression positive handling responses Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage.
6. Follow up	Listening and learning.	Follow up Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future.	<ul style="list-style-type: none"> • Listen to views of child • What can be learned from this? • Keep appropriate record of incident and responses • Share reports as appropriate – child's file • Appropriate professionals meet to discuss plan/risk assessment/care and control plan.

Anti-bullying policy

Bullying

Definition – bullying is a repeated willful, conscious desire to hurt or frighten someone else, either physically or mentally. There is a difference in the behaviours that anyone can exhibit:

Rudeness: unintentional, hurtful and one-off behaviours

Meanness: intentional, hurtful and one-off behaviours

Bullying: intentional, hurtful and happens more than once, even when you ask them to stop or show signs that you are upset.

Policy statement

The school policy is that staff will take every incident seriously, deal with every incident according to the agreed guidelines, keep careful records and share information.

The nature of bullying

Bullying is considered to be:

Deliberately hurtful (including aggression)

Repeated often

Often difficult for individuals who are being bullied to defend themselves against

Bullying can take many forms:

Physical – hitting, kicking, taking belongings

Verbal – name calling, insulting, making offensive remarks

Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

Cyberbullying – text messages, email, using social networking sites, sexting

People may bully others because of varying perceived differences:

Sexism, racism, religion or belief, academic ability, gender, identity, homophobia, biphobia, transphobia, disability, perceived characteristics (e.g. hair colour or weight) or because of an associate (family member or friend).

Our approach to bullying

We believe that if children are encouraged to be good citizens in an environment where they feel stimulated and excited by their learning, it will minimise the occurrence of bullying. We feel it is important to create an atmosphere where our children know that they will be listened to and where their worries are taken seriously and responded to with sensitivity. Our school rules are such that, if they are followed by all children, the instances of bullying should be negligible; however, we remain vigilant as we recognise that we do not live in a perfect world, and children can sometimes make poor behaviour choices which we need to challenge.

Bullying is always unacceptable and always serious. We are committed to creating a safe environment where children can learn and play, and can talk about their worries, confident that an adult will listen and will offer help.

Through a variety of planned activities across the curriculum, such as circle time, role-play, class performances, sharing assemblies, our children develop self-confidence and learn strategies to speak up for themselves and express their own thoughts and opinions. Encouraging children to take responsibility by becoming a member of the school and eco council, a member of worship council, or play equipment leader promotes children's self-confidence. In having this approach, we believe this helps to reduce a climate of secrecy where children feel too scared to speak up and tell of any bullying experiences.

For children who prefer to make their concerns known discretely, we have 'worry boxes' in each classroom. These are checked by a member of staff on a regular basis.

Our PSHE (Personal, Social and Health Education) curriculum ensures that each year group addresses issues related to behaviour and bullying. This may take the form of an explicit approach or it may be implicit, in terms of looking at friendships and valuing each other, appreciating differences and developing self-confidence. In addition to this, bullying in its many forms and behaviour issues are the focus of regular circle time discussions. We also have times throughout the year when we focus more on bullying or respect for others, for example during anti-bullying week and black history month. Our core Christian values (friendship, trust, respect, courage, perseverance and thankfulness) and our behaviour rules as shown above support our commitment for allowing the pupils of Brinkworth Earl Danby's School to take responsibility for their actions, and to consider how their actions make others feel both positive and negative).

We have two aims when reacting to bullying:

- 1 – to make the child who has been bullied feel safe
- 2 – to encourage better behaviour from the children who have: displayed bullying behaviours, been colluders or bystanders.

In order to achieve this, we use a range of strategies appropriate to the nature, severity and history of the bullying.

If the bullying is a recently established behaviour by an individual or group that involves regular name-calling, intimidation or social exclusion (but not gross physical violence), a problem-solving approach is adopted. The underlying intention is to change the dynamics of the situation, to raise the awareness of the participants about bullying, and to support the peer group in taking responsibility for bullying.

If the bullying involves an individual or group, who has been involved in bullying on a previous occasion and the school has previously implemented the above problem-solving approach, then the following procedure will be followed:

1. A member of the SLT is informed;
2. The pupil who has been bullied is interviewed and their comments recorded;
3. The pupil or pupils who have displayed bullying behaviours is/are interviewed and comments recorded;
4. The parents of the individual who has shown bullying behaviour are contacted and invited to a meeting; a meeting between the Headteacher, pupil and parents is held; the incidents and the sanctions are detailed;
5. Individual Behaviour Plans to set targets to improve and monitor behaviour are set up which may involve calling upon the expertise of outside agencies;
6. In persistent circumstances, sanctions may include: permanent exclusion, temporary exclusion, exclusion from the premises at lunchtime, exclusion from the playground at lunchtime;
7. The parents of the pupil who has been bullied are kept informed throughout the whole process.

Incidents

Involving others:

- a. The SLT should be informed in all cases of bullying.
- b. Colleagues should be informed if the incident arose out of a situation where everyone should be vigilant e.g. unsupervised toilets or at playtime.
- c. Parents should be informed.
- d. In dealing with parents, it is important that they are reassured that the incident is being dealt with promptly, firmly and fairly.

Final Steps:

- a. The incident should not live on through reminders from staff but circumstances should be noted for future reference.
- b. Staff should think ahead to prevent a recurrence of the incident, if a trigger factor is identified.
- c. Careful notes of what has happened, including times and dates, what has been said and what action has been taken and agreed should be taken.
- d. Records should be kept in a confidential place (CPOMS).
- e. When meeting parents, staff should not be alone so have a witness present; parents too should be allowed to have a witness accompanying them if they or he/she so wishes. It is advisable to devise and share a constructive plan of action with parents.

Reminders

1. Do not be over-protective; allow the victim to help him/herself.
2. Try to look objectively at the behaviour, with the bully.
3. Do not keep the incident a secret because you have dealt with it.
4. Do not try to hide the incident from the parents of the victim or the bully.

When meeting parents, be aware that they may pose a threat to you if they are emotionally involved with their child's behaviour. All meetings should be held at a planned time in suitable conditions. No member of staff should conduct a meeting of this sort on their own.

As well as the above, the DSL and DDSL monitor behaviour incidents on our system, and look for patterns. If it emerges that there are patterns, we will act accordingly