



Pilgrims School

Behaviour and Assertive Discipline Policy

June 2022

Next review date: June 2023



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.

This policy is based on the DfE guidance to Headteachers and school staff entitled "Behaviour and Discipline in Schools" January 2016.

Pilgrims aims to create an ethos with clear expectations and shared values, to provide a safe and happy school, supporting individual needs and enhancing potential. Mrs Morales (Pastoral & SEND Coordinator) is the named person responsible for Behavioural concerns at Pilgrims. She also works closely with Miss Goodwin, Early Years Coordinator, regarding any concerns in Little Pilgrims, Kindergarten and Pre School and Jen Cosgrave, who oversees SEND for Early Years up to Pre School.

Rationale

This policy has been created to support high standards of behaviour in all areas of school life. In order to obtain these standards, the school promotes values where the children know that they can grow and develop in a positive and supportive atmosphere, developing confidence, self-discipline, motivation and above all, a sense of personal achievement.

We believe that successful play and learning experiences take place when the school's code of conduct is clear and consistently used by all members of the school community. At Pilgrims our 'code of conduct' is defined by agreed values and expectations, these are listed below.

Kindness

We treat everybody in a kind, compassionate, caring and supportive way so that everyone feels happy and safe.

- Work together to help and support each other
- Consider the feelings of others
- Be kind with our hands, feet and voices

Curiosity

We celebrate and encourage curiosity and the desire to wonder and ponder, instilling in everyone a lifelong love for learning and the skills to explore the world around them.

- Think, ask questions, find answers and create solutions
- Approach each new opportunity positively
- Persevere even when the path seems challenging

Respect

We acknowledge the feelings, interests, beliefs and needs of others within an environment that reflects understanding, honesty and integrity.

- Stop, look and listen when someone is talking
- Take pride in knowing we have tried our best
- Take care of each other, our belongings, our school and our environment
- Be truthful and display good manners at all times

Promoting Appropriate Behaviour

Creating a positive environment

We believe that it is important to create a positive well-structured environment for all of the children throughout the school. Teachers and Early Years Practitioners do this by;

- Creating an environment which is safe and secure for all children where corporal punishment is never used or threatened
- Establishing positive relationships - adults and children / children's friendships
- Providing a welcoming and calm environment
- Arranging the furniture appropriately so it allows easy, safe movement
- Organising resources to encourage independence and personal initiative
- Displays which are easy to see and use. These should include school values, expectations and routine prompts

The Adult's Role

The adults in school promote positive behaviour by:

- Being a good role model – reinforcing and demonstrating the school values and expectations.
- Establishing clear and consistent rules, routines and boundaries
- Displaying positive body language
- Having a calm, consistent and positive approach
- Planning ahead – provide realistic goals
- Pre-empting positive behaviour
- Giving pre-warning of transitions
- Giving clear, direct commands using the child's name
- Catching and praising children when they are behaving appropriately
- Offering descriptive praise for each child, explaining why you are pleased with them
- Distracting a child when necessary – redirecting their attention
- Encouraging good habits such as punctuality, quiet inside voices, walking in school, manners and a smart appearance
- Giving warnings – explaining clearly what is expected and why
- Reminding the children of expectations and rules – ask the children to tell you
- Where possible use positive phrases – e.g. *remember we run outside* instead of *no running*, *I am looking for someone with their hand up* instead of *don't shout out*
- Providing opportunities to develop social skills and independence
- Reinforcing emotional literacy through the emotional resilience programme
- Giving attention to children displaying appropriate behaviour – inappropriate behaviour can be used as a form of attention seeking and should be ignored where possible
- Record incident of extreme kindness in the school 'Kindness Book'.

Most children will repeat behaviour that is consistently and positively rewarded.

Assertive Discipline

Assertive discipline is used to actively encourage appropriate behaviour through recognising, acknowledging and rewarding specific behaviour we wish to promote. We believe children learn from their peers and that positive re-enforcement of appropriate behaviour is more successful than negative re-enforcement of inappropriate behaviour. This also aids the development of self-confidence. This is done by;

- Giving attention to the children who are displaying the required behaviour
- Positive reinforcement i.e.
 - Praising and naming each specific child who is behaving well
 - Ensuring all other children in the class / group are aware

- Praise others as they follow
- Continuing to offer praise until all children display required behaviour
- Positive repetition - publicly acknowledging positive behaviours
- Setting Clear Boundaries
- Having firm consequences in place
- Adults modelling positive and respectful behaviour at all times
- A proactive, rather than reactive, approach
- Building positive relationships with children

Other strategies that can be used in whole class / group situation;

- Adults wait for quiet before speaking to the class / group
- Use of non-verbal signals - hand in the air, clapping a rhythm, musical instrument etc.
- Use of signs, prompts or photos showing appropriate behaviour
- Adults ensuring that they are able to see the whole class
- Adults move around the room ensuring that all children are able to see and hear them
- Using a quiet voice in order to focus children's attention

Clear boundaries and firm consequences are two of the key features of assertive discipline theory. To support this, we have introduced and implemented the 1-2-3 Magic discipline program as a whole school, consistent approach to behaviour management. This is based on the programme 1-2-3 Magic for Teachers (T. Phelan & S. Schonour). (See Appendix F)

Rewards and Positive Consequences

Rewards are given to encourage children to repeat appropriate behaviours. Our emphasis is therefore upon giving attention to those who choose to behave appropriately. We use rewards regularly and consistently to recognise good behaviour and effort. Rewards should be immediate, varied and should be delivered in a way that provides meaningful feedback.

Types of reward	Positive consequence
Social	A smile Praise by Class teacher / Key Person Praised by other children Sent to Head of Year / Room Leader Sent to Manager / Deputy Head / Headteacher Verbal / written praise from the teacher / Key Person to parent Given additional responsibility
Tangible	Smiley face on work Stickers / stamps House point token (see Appendix A) Raffle ticket / Lucky dip Certificates / post card home
Activity	Class celebration / Golden time Extra play Special day

Emotional Resilience Programme

We deliver an emotional resilience programme at Pilgrims school. We believe that in teaching children the emotional literacy of how to understand and communicate their feelings, they will be less likely to use their behaviour to communicate. Children are encouraged to express their feelings throughout the day using a 'Feelings Flower'. This enables staff to clearly identify any children who may need extra support. Learning how to self-regulate through breathing techniques and being calm, 'calm time', is also an important part of the programme. Alongside this, we offer 'TALK TIME'. This is an initiative which allows children from Reception to Year Two the time and space to be heard and speak to a member of the Wellbeing Team about anything they may wish to talk about. Children can drop in at any time during the allocated sessions or be signposted by an adult / parent.

Inappropriate Behaviour

Understanding why children misbehave

Generally young children misbehave because they have not yet learnt how to react to feelings and needs in acceptable ways.

The most common needs and feelings that can trigger unacceptable behaviour are:

Attention, Boredom, Curiosity, Imitation, Self-preservation, Independence, Anger, Frustration, Anxiety, Fear, Excitement, Anticipation and Tiredness

We cannot control a child's behaviour but we can enable them to: make their own choices, to understand that there are positive and negative consequences to their actions, to recognise and respond appropriately to their feelings and needs, to be ready, willing and able to become effective learners.

Therefore, we encourage throughout school life the development of positive attitudes and disposition such as *confidence, co-operation, resilience, curiosity, communication and concentration*.

If a child demonstrates inappropriate behaviour it is important to consider the developmental stage, age and level of understanding of each child before responding to incidents of unwanted behaviour. The way in which an incident is dealt with will depend on the nature of the behaviour demonstrated. It must be clear to the child that it is the behaviour that is unacceptable and not them.

Dealing with very young children - non-verbal

- Redirect their attention
- Use facial expressions to express feelings – sad
- Use a calm but firm tone of voice to say no – do not shout
- Explain how others may feel
- Praise when appropriate behaviour is displayed – use happy facial expression and tone of voice
- 1-2-3 Magic can be followed if the child has a cognitive age of 2 years.

Young children

- Praise and attention will be given to those children behaving appropriately – to reinforce expectations
- Counting using the 1-2-3 Magic program should begin for any child displaying an inappropriate 'stop' behaviour or for a brief 'start' behaviour (see Appendix F). If the child reaches a '3' then this will be followed by a time out or a time out alternative.
- Praise children as soon as the expected behaviour is displayed

- Give choices for 'start' behaviours, see also guidance for strategies for 'start' behaviours listed in the 1-2-3 Magic training materials.
- Some children may also benefit from 'calm time', taken to sit quietly and calm down, with an adult close by. This may follow a time out or the child may choose this option as their time out.
- If the behaviour is new, unusual or dangerous, the adult should explain immediately after the incident what is expected. For any other behaviour the 'no talking' 'no emotion' rules should be followed and, if appropriate, behaviour can be addressed later at a quieter, suitable time.

If children are having a disagreement or a child is upset we will:

- Calmly stop any harmful actions or remove objects and stand in between the children.
- Crouch to the child's / children level.
- Acknowledge feelings e.g. you look upset, angry, worried
- Ask the child / children in turn what the problem is, encouraging each child to listen e.g. she took my toy away
- Clarify the problem and offer possible solution choices. Ask them to think of their own solutions.
- Support the children to ensure that they are able to continue to behave appropriately
- Praise and give attention to the children who demonstrate appropriate behaviour e.g. well done for taking turns / letting your friend have a go first etc.
- Use the 1-2-3 Magic counting system for any witnessed inappropriate behaviour.

Dealing with challenging behaviour

We recognise that sometimes children may react to fear in different ways. If a child is in a heightened state of stress and is demonstrating very challenging behaviour the following strategies should be followed:

- Focus on relationship first
- Connect emotionally rather than reinforcing rules
- Crouch down
- Keep calm
- Lower Voice
- Identify the feeling
- Speak for the child and name the feeling, 'I understand that you are feeling angry'
- Encourage deep breathing
- Acknowledge the situation
- Offer help
- Suggest a solution
- Work together
- If necessary, allow the child time to calm down before interacting. Monitor the child closely at all times.
- Use the 1-2-3 Magic counting system if appropriate.
- **Other members of staff who have received TEAM TEACH training can be called upon to support children and staff as and when it is necessary**

If a child is completely out of their window of tolerance they need to become calm before they are able to understand the consequences of their actions.

Empathy

We will not expect a child to apologise, if demanded it is likely to be insincere. There is strong evidence that children do not show empathy until the age of 7 years. We will use the bad behaviour as a teaching point.

- Acknowledge the behaviour
- Reinforce why the behaviour was wrong
- Ask the child what they could do to make the situation right
- If non-verbal use a 'running commentary' style to reinforce why it was wrong

If an apology is offered accept it and use descriptive praise.

Alternatives to an apology to show they are sorry

- A hug
- A handshake

SEND

We expect every child to behave appropriately. However, we recognise that in some specific cases, children with identified Special Educational Needs and Disabilities (SEND) may have social, emotional and / or mental health (SEMH) difficulties. Therefore, we will look for any reasons behind displays of inappropriate behaviour so that the support provided is differentiated and personalised. In some instances, we may call upon the support and advice of other relevant staff or outside agencies with additional expertise.

The 1-2-3 Magic program has proved to be very effective for children with learning disabilities such as ADD, ADHD, ASD, emotional disabilities, visual and hearing impairments, developmental disabilities and or intellectual disabilities. However, children must have a cognitive age of at least 2 years.

Biting

Children bite for different reasons i.e. first time biter interested in sensory experience or serial biter acting out of frustration. Whatever the reason, it is important that all incidents of biting are dealt with consistently and appropriately dependent upon the age and developmental stage of the child. The School's Guide on Biting for parents with children in the Early Years, see Appendix B, provides useful information on why children bite and how the school will work to support parents in dealing with it. Incidents of biting involving older children are deemed inappropriate. Relevant consequences are put in place and the parents of both children informed.

Use of Restraint

In exceptional circumstances it may be necessary, in the interests of all children and for the safety of all children, to physically restrain a child who is in danger of hurting himself/herself or others. Pilgrims Restraint Policy provides guidance on what is acceptable and not acceptable and procedures to follow in line with Government guidelines on the Use of Force to Control or Restrain Pupils (see Physical Contact and Pupil Restraint Policy).

Ongoing Concerns

A teacher or key person may raise concerns if a child persistently demonstrates inappropriate behaviour. For children in Little Pilgrims, Kindergarten and Pre School, ABCC charts (See Appendix G) are completed to help identify triggers and patterns of behaviour. Concerns and feedback will be communicated to parents in order to identify and resolve issues quickly. Any incidents of inappropriate behaviour should be recorded within the Wellbeing Module on iSAMS (Appendix C). The purpose of these records, as with the ABCC charts, is to help track potential patterns and / or triggers and also create a chronological record of a child's behaviour over time. It is

crucial that all staff, including lunchtime, playtime and after school club staff log their concerns on iSAMS. This will ensure that the information record is complete and as accurate as possible. Where staff are unable to log a concern on iSAMS then a verbal recount of any incidents should be given to the child's class teacher / Room Leader / Manager who can then complete the log. All incidents must be recorded / reported as soon as possible following an incident. ABCC charts should be uploaded to iSAMS half termly by the room manager. Low level behaviour can also be logged half termly with a general summary.

Parents will be invited to attend an initial meeting to discuss in more detail experiences, expectations and strategies to support and encourage improved behaviour. The teacher and key person will use their professional experience to formulate Individual Provision Plans (IPPs, Appendix D) to target specific behaviours and support the child. Where necessary, advice will be sought from the SEND Coordinator and / or the EYS SEND Coordinator as well as any other relevant members of staff. The IPP will be shared and agreed with parents, and the child's behaviour will continue to be monitored over a specific period of time. Ongoing communication with parents will continue to ensure that a consistent approach is used at school and at home. Where relevant the School may decide to review the length of time a child attends school each day i.e. whole day sessions in Little Pilgrims, Kindergarten or Pre School, Larks, Owls or extra-curricular clubs in Main School.

The IPP will be shared with all members of staff that the child may come in contact with during their time in school i.e. swimming, music, clubs, specialist teachers, larks, owls etc. via the SEND Manager Module on iSAMS, to ensure a consistent approach is used. The IPP will be reviewed regularly to assess progress.

Significant Incidents

Parents will be informed as soon as possible on the same day of the incident, of all inappropriate behaviour that has involved the intentional hurting of another child or damage to property. Significant displays of inappropriate behaviour will be recorded on iSAMS. This must be completed along with any additional contextual information on the same day following the incident by all parties directly involved. The Headteacher must be kept informed at all times in support any further action required.

Consequences to inappropriate behaviour

Consequences to inappropriate behaviour are outlined in the 1-2-3 Magic programme. Major offences such as the intentional hurting of another child or damage to property, will warrant a major consequence. This can be decided by the class teacher/Headteacher. It may also lead to the loss of playtimes, responsibilities, access to after school facilities, privileges such as golden time and visits outside of school. In extreme and rare instances, a child may be sent home.

We hope that it will never be necessary for the school to require parents to remove their child permanently from the setting. However, we reserve the right to do so if a child's behaviour is considered dangerous to themselves, other pupils or adults, or continually interferes with the harmonious running of the school or if parents refuse to work in partnership with the School.

Parents may be asked to remove the pupil if through the child's conduct, behaviour or progress the child is unwilling or unable to benefit from the educational opportunities and / or community life offered by the School.

External Support

In some instances, where the school believes it would be in the child's best interest, assistance, support and advice from outside agencies may be suggested due to the specialist knowledge required. In exceptional circumstances where parents refuse to give permission for outside agencies to be contacted or fail to seek the necessary advice themselves the school may ask the parents to remove their child.

Pastoral Information

Any pastoral concerns regarding children's emotional wellbeing will be recorded on iSAMS. These records of concerns will be reviewed half termly by Jacqueline Morales to monitor trends, implement support required for school and/or home, address training needs and any further action that may be necessary.

The Role of the Parents

It is important that parents inform their child's class teacher / key person of any changes to their child's home circumstances, routines and/or experiences as this may affect their behaviour. The school requires parents to support their child's learning and development and to reinforce appropriate behaviour at home in line with the school's values and expectations. If the school has to use sanctions we expect parents/carers to support the actions of the school. Where the behaviour of a child is giving cause for concern, teacher or key person will speak to the parent.

If parents/carers have any concerns about the way that their child has been treated, they should initially contact their child's class teacher / key person. If the concern remains, they should contact the Manager / Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented as set in the school's parental complaints and concerns policy (see policy file in main reception).

Bullying

Pilgrims aims to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying is anti-social behaviour; it is unacceptable and will not be tolerated.

Policies links include

- Pupil Anti-bullying Policy
- Physical Contact and Pupil Restraint Policy
- SEND Policy
- Staff Induction
- Inclusion
- Wellbeing

Conclusion

This policy and its implementation will be reviewed annually. We want Pilgrims to continue to be a happy school where every child is able to benefit fully from all of the opportunities on offer.

Agreed by governors:

Date

Appendix A

Pilgrims House Point System

The aim of the House Point system is to reinforce the school values and expectations by promoting individual and collective responsibility. It also encourages the children to develop:

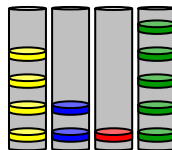
- Shared aims and goals
- Self esteem
- Effort and motivation
- Attainment

All children and staff from Reception upwards have been allocated to one of 4 Houses: Red, Yellow, Blue and Green. These colours have been selected in keeping with sports day colours ready for the summer term. They are an easy way for young children to remember their team name and the concept of the House Point system.

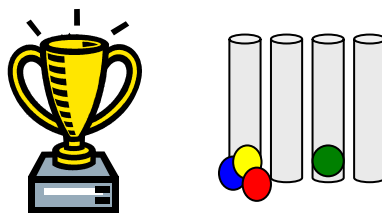
Awarding House Points

House Point Tokens are awarded for demonstrating an understanding and awareness of the school values and expectations. They can be awarded by any member of staff.

Recording scores and results



Children will deposit their tokens in tubes displayed in the library. Every week, House points will be counted by Mrs Webster and Mrs Quince and the winning house will be announced during an assembly each week and awarded a special cup. They will also be given a coloured ball to place in a corresponding team tube in the main hall. This is to collate the number of wins per team throughout the term.



At the end of the term, the House with the most coloured balls will be allowed to come to school in mufti for a day. The process is repeated each term.

Appendix B

BITING

A Guide for Parents



by
Little Pilgrims

Following any incident of biting which occurs in Little Pilgrims, the staff will contact both sets of the parents immediately. It is important to consider that it can be as difficult for the parents of the child who bites as it is for the parents of the child who has been bitten. We will, therefore, not give out the name of the child who has bitten.

In dealing with the parents of the child who has been bitten, we will:

- Explain what has happened and the context in which the incident occurred.
- Ensure parents that their child is being well cared for and that the situation will be closely monitored.
- Identify and implement strategies to protect their child from further biting incidents.
- Keep parents updated on progress once the strategies are in place.

In dealing with the parents of the child who has bitten, we will:

- Explain what has happened and the context in which the incident occurred.
- Carry out observations to identify possible trigger points and put strategies in place to ensure the biting does not continue.
- Arrange a meeting with parents to discuss the matter in detail, ie whether the behaviour has been observed previously and that strategies are used consistently at home and within Little Pilgrims
- Ensure a review meeting is arranged to discuss progress.

WHY DO YOU THINK CHILDREN BITE?

It is a wonderful moment when you notice that your child has their first tooth. That glint of white in their gummy mouth is something to treasure. But what should you do if your child starts to use their teeth to bite you, or other children? When children are around 2 years of age they may become frustrated because they can't speak or express themselves well and biting can be the result. Reasons include: teething; attention seeking; natural defense mechanism.

Biting is one of those behaviours which can be difficult to deal with. A child can bite without warning and sometimes for no particular reason.

HOW TO DEAL WITH BITING

However, it is quite common to have incidents of biting breaking out amongst toddlers. It is worth distinguishing between first-time biters, especially young toddlers who may simply be going a step beyond mouthing, and those who bite for other reasons.

First-time biters are usually interested in the sensory experience of the bite. They are probably aged between 12 and 30 months. It is important to deal with incidents of biting sensitively, especially if it is the first time.



Serial biters - there are many reasons why some children repeatedly bite. Being aware of the circumstances leading up to, and immediately following, a bite can give us clues. Some children bite because their language skills are still developing and biting gives them a sense of control. Or it may relieve their frustration. Serial biters who fall into this category will need support with their language as well as being given opportunities to develop their independence. The link between language and biting explains why many children under 3 go through a biting phase and why some older children continue to bite. This is why it is important to seek additional advice from your key worker or, in some cases, your GP. Other serial biters are essentially attention seeking. They have learnt that this is a shortcut for adult attention.

There are a group of older biters whose social skills are still developing. They may find it hard to play with other children, becoming frustrated that they cannot join in and, therefore, use biting to gain control.

Whatever the reason, it is important to develop a consistent approach to how biting is dealt with both at home and within Little Pilgrims. Too much attention may lead to the child learning that they will be rewarded with adult time. Taking no action may mean that the child will repeat the experience. Ideally, when dealing with biting, you should just say "No".



WHAT WE DO AT LITTLE PILGRIMS

At Little Pilgrims we follow the school's Behaviour Policy.

When a child has bitten, we follow professional guidance and do not use 'time-out' as a punishment, as it is considered inappropriate for children under 3.

We say "No" and remove the biter from the situation, sitting them next to a member of staff. We will then make it clear that by biting, they are being unkind to their friends, reinforcing this message with facial expressions such as a sad/cross face. These facial expressions can have a great impact on a child, particularly for a non-verbal child - a cross face can say a thousand words.

Where a child is able to understand the concept, staff will encourage them to say "Sorry".

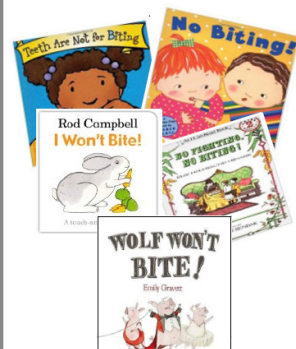
We will work with parents when dealing with biting incidents. Our staff have a great deal of experience and are always happy to offer advice and support when needed.

It is important that parents let the staff know if their child is showing signs of biting at home so that we can support the child when they are with us in Little Pilgrims.



HELPFUL BOOKS:

- Teeth are not for Biting (Elizabeth Verdick)
- No Biting (Karen Katz)
- Wolf Won't Bite! (Emily Gravett)
- I Won't Bite (Rod Campbell)
- No Fighting, No Biting (Else Holmønd Minarik and Maurice Sendak)



USEFUL WEBSITES:

www.nhs.uk
www.webmd.com
www.parenting.com



Appendix C

iSAMS

Any inappropriate behaviour or Pastoral concerns should be recorded on iSAMS by all staff, including all support staff who may come into contact with a child. This is done by logging a concern within the Wellbeing module. All staff who have contact with children have received training on how to do this.

iSAMS – Logging a Behaviour Concern

The purpose of logging all incidents is to create a chronological record of a child's behaviour over time. It is crucial that all staff, including lunchtime, playtime and after school club staff log concerns as they arise. This will ensure that the time line of events for each child is as complete and as accurate as possible. Where staff are unable to log a concern directly then a verbal recount of any incidents should be given to the child's class teacher /Room Leader / Manager who can then log the concern. Club staff will be provided with a paper copy of the log which can be completed and returned to the child's class teacher who will then transfer the information to iSAMS. All incidents must be recorded / reported as soon as possible following an incident. Events prior to behaviour and following the behaviour should also be taken into account and noted to help track any potential patterns of behaviour and / or triggers.

In the case of a major offence or significant incidents of inappropriate behaviour, such as where a child intentionally hurts another child / adult or causes intentional damage to property, both the Headteacher / Deputy Head and parents should be informed on the same day. A record of concern should be logged on iSAMS, together with any addition contextual information, as soon as possible following the incident by all parties directly involved. An appropriate consequence will be determined to reflect the incident.

iSAMS – Logging a Pastoral Concern

Any pastoral concerns should be recorded on iSAMS and include as much detail and contextual information as possible. As above, the logged concerns will create a chronological timeline of events that can be monitored over time to ensure that concerns can be actioned and any necessary support is put into place as soon as possible.

All concerns will be reviewed half termly by the Pastoral Coordinator and Headteacher.



Appendix D

Individual Provision Plan

Name:

DOB:

Date of plan:

Plan Number:

Teacher:

SENDSCO:

Date of review:

Context/ background/ other agencies involved:

Concern/area of Development	Target	Strategy	By whom	Review Date:
Parent/carers involvement:		Child's view:	Next steps:	

Appendix E

Rules and Consequences

Staff supervising during periods when children are outside of their classroom / room environment will use the same strategies when dealing with behaviour. 1-2-3 Magic will be followed by all staff. However, sanctions and rewards may differ slightly to accommodate the nature of the session and facilities available. Time out alternatives (TOA) for children who have reached a '3' may be more suitable. Posters displaying the school rules and consequences are displayed around the school as prompts for children, staff and parents.

Classroom Rules	Consequences
<ol style="list-style-type: none"> 1. We are kind with our hands, feet and voices. 2. We display good sitting. 3. We always try our best. 	<p>1-2-3 Magic followed by counting and then followed through with a time out or a time out alternative (TOA) if a '3' is reached.</p> <p>Time out alternatives may include:</p> <ul style="list-style-type: none"> Moved Sent to another teacher 5mins (parent informed) Miss 5mins play / work sent home (parent informed) Sent to Deputy Head / Headteacher (parent contacted)
Playtime	
<ol style="list-style-type: none"> 1. We are kind with our hands, feet and voices. 2. We put the toys away when we have finished playing with them. 3. We stand still when the bell rings and walk sensibly to our line on the second bell. 	<p>1-2-3 Magic followed by counting and then followed through with a time out or a time out alternative if a '3' is reached.</p> <p>Possible Time out alternatives may include:</p> <ul style="list-style-type: none"> Hold a grownups hand 5 mins Sent to the class teacher Asked to put the toys away Not allowed to play with the toys Stand still for longer / go back and walk sensibly Walk with an adult
Dining Room	
<ol style="list-style-type: none"> 1. We always use inside voices. 2. We display good table manners. 3. We use our cutlery to scrape our plates. 	<p>1-2-3 Magic followed by counting and then followed through with a time out or a time out alternative if a '3' is reached.</p> <p>Possible Time out alternatives may include:</p> <ul style="list-style-type: none"> Moved Miss 5 mins of playtime
Assembly	
<ol style="list-style-type: none"> 1. We sit silently and listen in assembly. 2. We display good sitting. 	<p>1-2-3 Magic followed by counting and then followed through with a time out or a time out alternative if a '3' is reached.</p> <p>Possible Time out alternatives may include:</p> <ul style="list-style-type: none"> Moved Miss 5mins of playtime
Swimming	
<ol style="list-style-type: none"> 1. We are kind with our hands, feet and voices. 2. We are quiet in the changing room and pool. 3. We do not run in the changing room or poolside. 4. We stop and look when a grown blows the whistle and listen when they are talking. 	<p>1-2-3 Magic followed by counting and then followed through with a time out or a time out alternative if a '3' is reached.</p> <p>Possible Time out alternatives may include:</p> <ul style="list-style-type: none"> 5 mins out of the pool Class teacher informed, TOA agreed Year group leader informed (parent informed)

Larks and Owls	
<ol style="list-style-type: none"> 1. We are kind with our hands, feet and voices. 2. We display good table manners. 3. We stop, look and listen when a grown up is talking. 4. We take care of the toys and the outside environment. 	<p>1-2-3 Magic followed by counting and then followed through with a time out or a time out alternative if a '3' is reached.</p> <p>Possible Time out alternatives may include:</p> <p>Moved to sit near grown up</p> <p>5 mins time out</p> <p>Sent to teacher (late duty teacher during owls) – parent informed</p>
Clubs	
<ol style="list-style-type: none"> 1. We are kind with our hands, feet and voices. 2. We display good manners. 3. We stop, look and listen when a grown up is talking 	<p>1-2-3 Magic followed by counting and then followed through with a time out or a time out alternative if a '3' is reached.</p> <p>Possible Time out alternatives may include:</p> <p>Moved</p> <p>5 mins time out</p> <p>Teacher sent for and TOA agreed (parent informed)</p>

Appendix F

1-2-3 Magic

What Is 1-2-3 Magic?

It is a simple, precise and effective way of gently and firmly managing the behaviour of children from 2 to 14 years of age.

1-2-3 Magic's counting system is a "signalling" system, not a talking one.

Children are given 3 chances to correct any inappropriate behaviour. After this they will either take some 'time-out' or be given a 'time-out alternative' (TOA) such as holding a grown-up's hand for a few minutes of playtime.

It helps adults gain control of their own emotions and eliminates lots of talking. It helps children recognise that certain behaviours result in specific and consistent consequences.

1-2-3 Magic in the classroom shows teachers how to establish and maintain good discipline habits in their classrooms through an easy-to-understand program.

It encourages good behaviour and discourages inappropriate behaviour.

The programme can be used at home and at school and we actively encourage parents to adopt the program at home.

There are three steps to the programme:

- Managing undesirable behaviour
- Encouraging good behaviour
- Strengthening your relationship with pupils

1-2-3 Magic works well for 'STOP' behaviours and brief 'START' behaviours. For 'START' behaviours see the strategies outlined in the school's 1-2-3 Training Materials and also refer to the Assertive Discipline strategies outlined in this policy.

How does 1-2-3 Magic work?

When a 'STOP' behaviour is observed:

- Make eye contact/say child's name.
- Count 1 – "That's 1" (hand signal can be used)- wait for child to change behaviour;
- If no change or more serious
- Count 2 – "That's 2" - wait for child to change behaviour;
- If no change or more serious
- Count 3 – "That's 3, TIME OUT"

Send child to allocated time out place for 5 minutes (time depends on age, usually 1 minute for each year of a child's life)

After time out, child is allowed to return to join the rest of the class, without comment from the adult. A Time Out Alternative (TOA) can be used in place of a time out. The Golden rules are; NO TALKING and NO EMOTION. Only new, unusual and dangerous behaviour are address immediately after an incident.