

GOODYERS END PRIMARY SCHOOL

Restorative Approaches to Understanding Behaviour Policy

A supportive and inclusive approach to emotional regulation

At Goodyers End, we recognise that most children learn to self-regulate their emotions and behave in a safe manner without requiring additional support. We strive to encourage these children while supporting those who may struggle to regulate their emotions to manage their behaviour positively.

Adopted by the Governing Body: Autumn 2024

Date of next review: Autumn 2025

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Aims

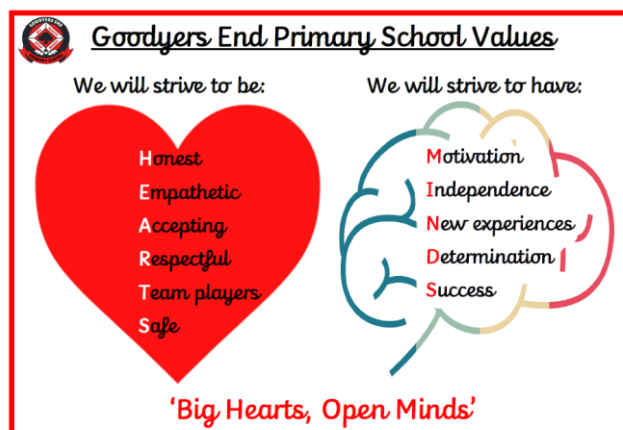
- To provide a safe, happy and friendly environment, which encourages each individual to achieve his or her own potential through a desire for excellence, using challenging, active and creative personalised learning.
- To encourage students to develop positive behaviour for learning in recognition of its importance as a lifelong skill.
- To enable staff to support children with their behaviour through providing students with strategies to manage their own behaviour.
- To maintain a calm and purposeful working atmosphere.
- To ensure that all children and adults have a sense of belonging and feel safe and valued.
- To provide a clear, fair and consistent approach to behaviour.
- To foster, nurture and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing.
- To seek to understand how feelings, thoughts and behaviours are interconnected.

Principles

- At Goodyers End, we are an Attachment Aware and Trauma Informed school who follow the ethos of Protective Behaviours. With this understanding, we have the following underpinning principles:
- Positive and safe relationships are imperative to our practice between all members of our school community.
- Children and adults have a sense of belonging, the right to feel safe, secure and valued.
- People learn to cope with all aspects of their lives with support from others.
- The importance of fostering social relationships in a school community of mutual engagement.
- Responsibility and accountability for one's own actions and their impact on others.
- Respect for other people, their views and feelings and circumstances.
- Empathy with the feelings of others affected by one's own actions.
- Commitment to an equitable process.
- Active involvement of everyone in school with decisions about their own lives.
- A willingness to create opportunities for reflective change in pupils and staff.

School Values

Our school motto is 'Big Hearts, Open Minds' and this represents both the academic and emotional side of education which enable pupils to become well-rounded members of society. Through consultation with staff and pupils, we have broken down the 'Hearts' and 'Minds' into core values which we believe are important to both our school community and children's futures. These values are displayed in every classroom and used daily to guide and encourage children.



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Roles and responsibilities

The Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles and banned items list (Appendix 1 and 2). The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles and banned items list (Appendix 1 and 2). The headteacher will also approve this policy. The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

School Staff

Staff are responsible for implementing the behaviour policy consistently. They will model positive behaviour. Staff will provide a personalised approach to the specific behavioural needs of particular pupils. They will record behaviour incidents on CPOMS. The senior leadership team will support staff in responding to behaviour incidents.

Celebrating Achievements

We believe that pupils feel the greatest sense of achievement through intrinsic rewards where they are self-motivated and feel a sense of pride. We also recognise the importance of praise and the positive effect it has on children's self-esteem, confidence and motivation. At Goodyers End, successes are celebrated in many ways and rewards are always directly linked to the core values under the 'Big Hearts, Open Minds' headings.

These include:

- Verbal and written praise
- Class Dojo points for each of the values
- Weekly 'Star of the Week' awards linked to the values
- 'Hearts' and 'Minds' ribbons every half-term
- Mrs Keane lunch time award every half-term
- Headteacher Awards for 'Wow' moments
- Personalised systems for pupils with additional needs

Half-termly awards are celebrated through whole-school assemblies and parents are encouraged to attend.

Supporting Pupils

Our aim is to be proactive in helping children to regulate their emotions and de-escalate situations in a supportive manner. We use a range of strategies to support all pupils:

- Staff are trained in the 'Language of Safety' (Appendix 3) and use this as a tool to guide conversations and build positive relationships.
- We have clear and concise expectations of behaviour which are described, modelled and encouraged to ensure that all children understand what is expected.
- We have unconditional positive regard for pupils, which is achieved through the PACE approach (Playful, Acceptance, Curiosity, Empathy) see Appendix 4.

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- Verbal and written praise is given from the class teacher or other adult in school linking with our school values.
- Achievements are celebrated and shared. Teachers share information about a child's behaviour as appropriate, with parents/carers – either by the phone or face-to-face.
- Our curriculum teaches the aims and principles through Jigsaw (PSHE scheme) and Protective Behaviours.
- We identify cross-curricular links, such as the use of story books, in which children can learn to understand others and know how to empathise with characters.

Through our training we understand that all behaviour is communication and consider what the child is trying to communicate, rather than focusing on the behaviour. We realise that sometimes this can be different for every child and so we may need to address each individual case differently.

The following strategies are available should children require further support:

- Emotion coaching strategies – see Appendix 5
- Protective interruptions – providing children with a movement break, fiddle toys, use of a calm space, or an opportunity to talk to someone (sometimes this will be pre-planned)
- Relax kids
- The Hideout & The Den – lunchtime nurture provision
- Explorers - key stage one nurture
- Specific intervention programmes such as: Boomerang, Happy in my skin, circle of friends, therapeutic tool boxes
- Time to talk
- Drawing and Talking
- 1:1 Emotion coaching – Play based emotional coaching
- 'Meet and Greet' by a designated member of staff
- Support from Family Learning Mentor
- Bereavement support
- Personalised rewards

Children who require extra intervention may also have support plans. These plans are written and reviewed by the child's class teacher in conjunction with the SENDCo. They are reviewed termly but can be adapted any time.

Staff log incidents and actions using CPOMS and Designated Safeguarding Leads respond as appropriate. During fortnightly, RSR (Raise, Share, Review) meetings these cases are reviewed and further actions may be identified for individual children where necessary. The context of the situation is always to be taken into account.

Children are supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event or behaviour. They are allowed to make mistakes and are encouraged to learn from them. Once a situation is dealt with, it is finished and this needs to be clear to the child.

Supervision is held for all teaching staff, and other staff, in order to provide support for their wellbeing.

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Restorative Approach

We believe in a restorative approach to supporting pupils and maintaining positive relationships.

We believe in a 'no blame and no shame' approach that focusses on supporting pupils and adopts a positive stance in which energy is directed towards finding satisfactory ways forward rather than focusing on what is going wrong in a situation. This is achieved through a combination of the PACE approach, emotion coaching and restorative conversations.



Our policy is not primarily concerned with rule enforcement and instead focuses on the school's core values. It is a tool used to promote safe and healthy relationships, so that people can work together with the common purpose of helping everyone learn.

We believe that systems of punishment create a culture of shame which then often generate further unsafe behaviours. The restorative approach is not about correcting behaviour but supporting children to learn to cope with their feelings and self-regulate their emotions.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education

We use restorative approaches to encourage everyone to take responsibility for their own actions. All staff have been trained in restorative approaches and apply them to resolving situations in the school.

PACE

PACE is a way of thinking, feeling, communicating and behaving that aims to help children feel safe. It focuses on Playfulness, Curiously, Empathy and Acceptance (Appendix 4). It is based upon how parents connect with their very young infants and we continue to build on these fundamental principles as the children grow and develop healthy positive relationships. When supporting children, adults use these four areas to communicate with pupils in a way that is non-threatening and understanding.

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Emotion Coaching

We use emotion coaching to support children to understand, regulate, and reflect on their behaviour. We encourage our parents use this approach too. To help children learn how their feelings relate to an emotion, children are encouraged to reflect on which 'Zone of Regulation' they are in (Appendix 6a). Emotion coaching teaches children about the world of emotions 'in the moment' and uses unsafe behaviour as an opportunity for reflection and learning. We use the five steps of Emotion Coaching as a guide for these conversations.

Steps of emotion coaching:

1. Be aware of the child's emotions
2. Recognise emotion as an opportunity for connection or teaching
3. Help the child label their emotions
4. Communicate empathy and understanding
5. Set limits and problem solve

Restorative Conversations

As part of step 5 of the emotion coaching process, restorative conversations will be used to solve problems. These conversations will only be successful when children are calm and ready to talk.

Traditional	Restorative
What did you do?	What do you think has happened?
Who's to blame?	Who's been harmed and in what way?
How should we punish them?	What needs to happen in order to put things right and ensure that this does not happen again?

When using restorative questioning the following questions may be used and will always be asked in a quiet and appropriate area of the learning space by the relevant adult. Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what you think happened.
- How did you feel? How do you feel now?
- I'm wondering if you're feeling... ?
- What were you thinking? And now?
- Who else has been affected and how?
- What could you do now to help fix this?

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people. Any consequences are linked directly to the incident and will be agreed between all participants involved.

Feedback to parents may be given when a child has been harmed. Staff use their professional judgement as to whether the parent of the harmer should be informed of the incident. It is made clear to the parent that the situation has been dealt with in a restorative manner and all parties involved should leave feeling the situation had been resolved.

Consequences

At Goodyers End, we teach pupils about the consequences of their actions – both positive and negative. We believe that pupils need to understand the possible effects of their actions for themselves and others and work with them to help ‘put things right’ as part of step 5 in the Emotion Coaching process. Instead of focusing on who is to blame, we focus on what can be done to repair the situation and move forward.

We do not use punishments or sanctions where the goal is to bring shame, guilt or impose authority or harm as this can be damaging. Instead, we focus on natural and logical consequences which involve pupils. This forms part of the final step in the emotion coaching process.

Natural consequences are those which happen automatically without anyone taking action. Natural consequences enable children to make mistakes, learn for themselves and promote choice and self-control. For example, if you break something, you will no longer be able to use it or if you refuse to wear a coat, you will probably be cold.

Logical consequences may be used where adult intervention is necessary. Any consequences that are initiated by an adult are explained in a non-threatening manner using the Language of Safety (Appendix 3) and are linked directly to the incident. Adults have private conversations with pupils about what can be done to put things right and take suggestions from the child about what will happen next. These conversations will only happen once a child is calm and able to rationalise, which may not be immediately after the incident. (See Appendix 6b for examples). In certain circumstances this may mean spending time with a member of SLT in Thinking Bay to reflect on what has happened.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues is transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Bullying/Child on Child Abuse

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

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Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Training

Our staff are provided with training on managing behaviour, including proper use of physical intervention, as part of their induction process. Behaviour management will also form part of continuing professional development.

Physical Restraint

Use of Reasonable Force Principles advised from DFE guidance on the use of reasonable force (July 2013)

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.

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It is recognised that there may be situations where physical contact may be necessary in order to stop a child from hurting another child, hurt themselves or wilfully cause damage to property. Staff follow guidelines set out in the Warwickshire 'Guidance on the use of Force and Physical Intervention,' and the DFE guidance on 'Use of Reasonable Force (2013).'

Any use of Team Teach strategies will be discussed with parents/carers and recorded. Where possible, staff will use non-contact interventions to diffuse potential difficult situations. All members of staff are trained in restraint techniques through the 'Team Teach' programme in order to restrain children with very complex needs. All staff have received training, including bespoke training for Early Years and Nursery staff, in October 2016. Records of 'Restraint intervention' are kept in the Head teacher's office.

Exclusions

In our school, it is rare that school support will not have a positive effect on pupil behaviour and emotional regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour and escalating disruptive low-level behaviour if necessary. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are unsafe, violent or prevent the education and safety others, fixed term or permanent exclusions may be applied. We follow the DfE guidance on this and report any exclusions to the local authority.

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Appendix 1

Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that suspensions and exclusions will only be used as a last resort, and outlines the processes involved in suspensions and permanent exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by Full Governing Body annually.

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Appendix 2

Banned Items

Goodyers End Primary School's Governing Body considers that the following items are inappropriate and should not be brought into school:-:

Chains

Catapults

Lighters, matches

Drugs and smoking equipment including cigarettes, tobacco, E-cigarettes, cigarette papers, alcohol, solvents, any form of illegal drug

Tools (scissors, screwdriver, hammer, nails, etc)

Pepper sprays and gas canisters

Any item fashioned to cause injury i.e. a sharpened stick, shard of glass

Laser pens

Dangerous chemicals (acids, hair dyes, bleaches, nail varnish remover etc)

Aerosol (including deodorant and hair spray)

E cigarettes

Stink bombs

Solvents

Chewing gum

Energy drinks

Super Glue

Needles (Syringes if required for medical grounds should be kept in accordance with the pupils own care plan and the schools own drugs/medical policy)

Offensive material - pornographic, racist, homophobic, extremist material (in any medium)

Rope, cable ties

Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence

This is not an exhaustive list and the Headteacher may consider other items as inappropriate if they believe that the possession of the item is to cause harm, distress or injury to another.

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Appendix 3

Language of Safety

LANGUAGE OF SAFETY

<p>Am I saying things in a way the listener (and anyone else who is listening) understands? (Using simpler language for smaller children, taking care how I say things to those who take language literally e.g. small children and those with autistic spectrum disorders – "Go and wash your hands in the toilet" may be misunderstood! Avoiding jargon and slang and literally speaking the same language)</p> <p>(It is good to take care because sometimes people in our earshot do understand even though it wasn't meant for their ears – children in the room (they understand the tone even before they can talk), other passengers on the bus, other people in the café, other colleagues in the office...)</p> <p>Am I checking this out? (Repeating back what's said to me or asking if the listener is clear what I mean)</p>	<p>Is my language racist, sexist, homophobic, ageist, sizeist?</p> <p>Is my language putting myself or others down? ("I/You won't be able to do that", "I'm/You're no good at...", "Don't ask her to do that, she'll never be able to...")</p> <p>Do I use victim language? ("He/ she made me...", "I couldn't help it", "They made me throw that brick"...)</p> <p>Is it violent? (tone used/ words said/ swearing/ "I'll kill you if you do that again/ She'll kill me when I get home")</p> <p>Am I commanding? ("Shut up!", "Just do it!", "Get your shoes on now", "Put it away"...)</p> <p>Am I labelling? (The bully/ victim/ autistic boy/ naughty girl...)</p>
<p>Am I saying "I" rather than "we" when it's me I'm talking about?</p> <p>"I would like you to..." "I need..." "I expect/ do not expect..." then "thank you"</p> <p>"I feel... when you CHOOSE to..." ("I feel very disappointed you're choosing to keep talking when I've asked you three times to be quiet." "I feel really excited you're choosing to join in with the game with me")</p> <p>Using "I feel..." in an argument often leads to a calmer situation with swifter resolution. What can the other person say except: "Oh, do you?" or "I feel..."</p> <p>Owning feelings encourages us to take responsibility and not blame others for how we feel or make excuses for how we may be choosing to behave: "I feel angry" compared with "You're making me angry."</p>	<p>Am I being clear in what I am saying verbally and non-verbally? (e.g. shouting in a cross voice "I'm fine!")</p> <p>Do I expect you to read my mind? (dropping hints doesn't help us get what we need, we need to be very clear when asking for help)</p> <p>Do I assume? (When we assume things we are often wrong. It can lead to lack of shared meaning and lost opportunities e.g. assuming we know what someone would say and therefore not asking their advice, assuming someone can cope...)</p>

By using this model my language will:

- 👉 Improve my relationships
- 👉 Be inclusive
- 👉 Empower me and others
- 👉 Observe everyone's right to feel safe

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Appendix 4

PACE

Playfulness

This is about creating an atmosphere of lightness and interest when communicating. It means learning how to use a light tone, rather than an irritated or lecturing tone. It's about having fun and nobody feeling judged or criticised. Having a playful stance isn't about being funny all the time or making jokes when a child is sad, it is about helping children be more open to and experience what is positive in their life.

Playfulness allows children to cope with positive feelings. If a child can discover their own sense of humour, this can help them wonder a little more about their life and why they behave a certain way. When children laugh, they become less defensive or withdrawn and more reflective.

A playful stance adds elements of fun and enjoyment in day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their communication.

Acceptance

Unconditional acceptance is at the core of the child's sense of safety. Acceptance is about actively communicating to the child that you accept the feelings and emotions but not the unwanted behaviour. It is about accepting, without judgment or evaluation.

Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. You can be very firm in limiting behaviour while at the same time accepting the motives for the behaviour.

One hopes that the child learns that while behaviour may be criticised and limited, this is not the same as criticising the child's self.

Curiosity

Curiosity, without judgment, is how we help children reflect upon the reasons for their behaviour, and then communicate it. Curiosity is wondering about the meaning behind the behaviour for the child.. With curiosity the adults are conveying their intention to simply understand why a child does something and to help the child with understanding their own behaviour.

Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: "What do you think was going on? What do you think that was about?" or "I wonder what...?" This is different from asking the child, "Why did you do that?".

Curiosity must be communicated without annoyance about the behaviour. Being curious can include an attitude of feeling sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that anger cannot.

As the child communicates their feelings with an adult and reflects on what has happened, they become more aware of the effects of their behaviour on themselves and others. This can lead to feelings of remorse and guilt, which in turn leads to a reduction in the occurrence of unsafe behaviours.

Empathy

Empathy lets the child feel the adult's compassion for them. Being empathic means actively showing the child that they are important to the adult and they want to support the child through their hard times. With empathy, when the child is sad or in distress the adult is feeling it with them and lets the child know that. The adult is demonstrating that they know how difficult an experience is for the child and they will not have to deal with the distress alone.

The impact of PACE

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts and their feelings. For adults, using PACE most of the time, they can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of children who have experienced trauma. Using PACE enables the adult to see the strengths and positives that lie underneath behaviours that are less safe and more challenging to others.

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Appendix 5

Emotion Coaching

Helpful Scripts for Emotion Coaching

Labelling – “Name to Tame”

- “I wonder whether you are feeling ... right now?”
- “I wonder what was going on there for you ... I think you were feeling ...?”
- “If I was to make a best guess I would say that you were feeling ...”
- “I wonder if you were feeling really anxious about ... so you ...”
- “It sounds as though you were feeling really angry with ...?”
- “Something seems not ok with you”
- If in doubt refer to: joy, sadness, fear, anger, disgust.

Empathising and validating – “Fuel connection”

- “I’m sorry that happened to you, you must feel very ...”
- “I would feel sad/angry too if that had happened to me”
- “I would feel.... About that”
- “It is normal to feel sad/angry about that”
- “It is ok to feel...”
- “I might feel angry too if I felt I had been treated unfairly”

Limit setting (if needed) and problem solving – “Find Solutions”

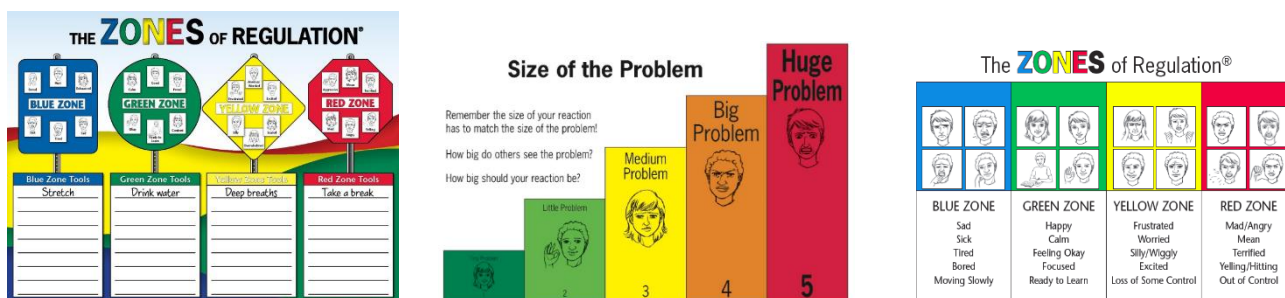
- Help the child to calm before problem solving.
- Separate the feeling from the behaviour – “It is not ok to behave like that because ...”
“These are the rules we have to follow to keep safe”
- “Next time you are feeling like this, what could you do?”
- “Let’s think of what you could have done instead”
- “Have you thought about doing this instead?”
- “Let’s decide what you can do next time you feel like this”

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Appendix 6a

Zones of Regulation and Regulation Stations

A regulation station is a base within the classroom/area of school that children can access when they become overwhelmed and dysregulated, to help them to calm. The station should contain resources and materials to support the pupils to identify and describe their feelings – emotion scales/faces and writing materials, as well as resources for calming e.g. colouring, creative activities, sensory tools. The children can access these areas independently, or with someone else for support. Use of the station should help raise awareness of the need to self-regulate and promote the development of independence in identifying and using coping strategies.



Appendix 6b

Natural and Logical Consequences

Examples of logical consequences:

Incident	Possible conversations	Possible logical consequences
Deliberately hurting another child during football	<ul style="list-style-type: none"> - What happened? - Who has been harmed? - How can we put this right? - How do you think they feel? - What could you have done instead? 	<ul style="list-style-type: none"> - Have a restorative conversation about the incident in own time to reflect on what happened - Spend remaining break time inside to calm down/discuss - Apologise - Not play football next break time
Disrupting learning for others and not doing own work	<ul style="list-style-type: none"> - When we shout out, we stop others from learning - Are you finding something tricky? How can I help? - Would you be able to concentrate more in this quiet area on your own? 	<ul style="list-style-type: none"> - Finish work in own time - Conversation at break time about impact on other pupils - Work in a quiet space away from others
Making a mess	<ul style="list-style-type: none"> - When we make a mess, it takes a long time to clean up - This area will need to be tidy before we can start the next activity 	<ul style="list-style-type: none"> - Tidy up at break time - Unable to join in next activity until area is tidy