



Fairholme Primary School

# Relationship-based Behaviour Policy

A policy to promote positive relationships,  
recognise achievements, maintain discipline  
and foster kindness and compassion

Education is always  
about relationships.  
Great teachers are not  
just instructors and test  
administrators: They are  
mentors, coaches,  
motivators, and lifelong  
sources of inspiration to  
their students.

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## Introduction – our key principles

The Fairholme motto, “**We believe we can achieve**”, our **school values** and our **Code of Conduct** underpin our expectations for behaviour, courtesy and conduct at our school. We encourage all our pupils to have aspirations, to be motivated to learn and to be the best that they can be. We are committed to developing high levels of respect and positive relationships. We recognise the efforts and achievements made by our children. In order for this policy to be effective it is imperative that children, parents, all staff and governors are equally committed to its success and to implementing it consistently. We believe that positive behaviour needs to be carefully developed and not left to chance.

### Fairholme Primary School Values

Respect  
Honesty  
Responsibility  
Kindness  
Self-belief  
Aspiration

To support our values we follow a whole school code of conduct:

### Fairholme Primary School Code Of Conduct

*For everyone – children, staff, parents, governors and visitors*

- We show respect and good manners at all times;
- We work hard, try our best, and are proud of our learning;
- We are honest, kind and fair so that our school is a safe and happy place for everyone;
- We show care for our school environment and everything in it;
- We listen carefully, and we follow instructions sensibly and thoughtfully;
- We wear the correct clothing for learning, including school uniform.

We make continual reference to our expectations, our code of conduct and our values when managing children’s behaviour, through the curriculum, in assemblies and in general conversations around the school.

### Our aims

- To create a harmonious and happy atmosphere within which individuals develop positive relationships, good manners, mutual respect, self-belief and aspire to achieve their full potential in their learning.
- To encourage respectful, kind and caring attitudes towards everyone.
- To encourage in all children increasing independence and responsibility for managing their emotions and their actions.
- To raise awareness of appropriate behaviour, right and wrong, kindness and tolerance towards others.
- To ensure the safety of all children by making boundaries of acceptable behaviour clear.
- To ensure consistency in approach to acceptable behaviour throughout the school.

This policy aims to:

- Provide a **consistent approach** to building relationships and managing behaviour.
- **Define** what we consider to be unacceptable behaviour, including bullying.
- Outline **how pupils are expected to behave**.

- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management.
- Outline our systems for **recognition and consequence**.

This policy promotes an environment in which everyone feels happy, safe and secure. It outlines a process of enquiry, reflection, resolution and interactive repair (restorative conversations) for our whole school community, including staff, parents/carers and children, with the intention of building and maintaining supportive relationships. Every member of our school community is entitled to feel valued and respected, and each person is treated fairly. We recognise that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) through appropriate support. Praise and recognition of good behaviour, effort and achievement promote this ethos and enable children to become independent, make responsible behaviour choices and be successful.

### **Background information – context and research**

In recent years, there has been a rise in particularly challenging behaviours amongst a small number of children nationally, and we have a duty of care to respond to these appropriately, whilst also maintaining consistent and clear expectations of good conduct, courtesy and safety for all our children and staff. Our whole school ethos is rooted in kindness, empathy and understanding. We work hard to build good relationships and emotional currency with our children and their families by noticing brilliant behaviour, exceptional effort and positive moments. We can remain consistent in our expectations, standards and relationships but be flexible with our solutions and support, trying to understand the cause of the inappropriate behaviour rather than focusing on the symptoms.

Our staff are aware of the latest research in neuroscience, attachment theory and child development, and have an understanding of how children's life experiences, including trauma and ACEs (Adverse Childhood Experiences), can affect their emotional and social wellbeing. At times, this may lead to a child needing significant support to co-regulate and become calm, before discussing any incident that led to poor levels of conduct or behaviour. Staff understand that behaviour is a form of communication, often of an emotional need (whether conscious or unconscious), and that, with support, children can be helped to self-regulate and behave in more socially acceptable/appropriate ways. We believe that relationships are key, that there is connection before correction, and take time to work alongside children to develop their understanding of themselves, their emotions and their responses.

Many children who have experienced trauma are vulnerable to experiencing 'fight, fright or flight' reactions in everyday situations which would not normally make children feel afraid. This reaction is not conscious, is completely involuntary and out of their control. In order for children to be ready to learn, however, they need to feel safe and be in a calm, open and engaged state. Only then will they be able to engage with others and think about what has happened.

PACE, which stands for playfulness, acceptance, curiosity and empathy, is an approach developed by Dr Dan Hughes, an American psychologist. The principles of PACE aim to support the development of rapport and trust in order for the adults working with children and young people to be able to develop secure, positive relationships with them. More information about this approach can be found in the appendices.

Alongside this, we know that articulating our expectations of conduct and establishing clear and consistent routines and predictability enable many of our children to feel safe and secure.

## Responsibilities

### Staff:

- Engage and build supportive relationships that include all children and their families within the class and school setting.
- Promote, model and follow agreed standards of behaviour and school routines consistently, including modelling emotional control and restraint and demonstrating positive and respectful relationships.
- Display the school values and code of conduct prominently in the classroom; promote the school values and code of conduct throughout the curriculum, and whenever dealing with children's behaviour (both positive and negative).
- Make standards of behaviour and respectful conduct a high priority, not only with own class but with all children across the school, thus ensuring that children understand that good behaviour and attitudes are important to everyone. Never ignore or walk past unwanted behaviours – stop and remind children of the expected behaviour.
- Teach children the behaviours we want to see and ensure that this is what is celebrated, including positive learning behaviours and the Fairholme Learning Muscles. Through the Zones of Regulation, teach children how to recognise when they are becoming dysregulated and how to calm themselves when this happens.
- Recognise each child as an individual with his/her own individual needs, which we understand may have an impact on children's behaviour. For example, a child with special needs may require a behaviour support plan, a child who is a young carer may need additional understanding of their circumstances and a looked after child, who transfers to a new placement, may display challenging behaviour during a period of uncertainty. This includes having an awareness of how attachment and trauma experienced by a child may affect their behaviour and their ability regulate their emotions.
- Provide an engaging, stimulating, relevant and challenging curriculum.
- Plan and teach learning opportunities, that meet the needs of all children, and which ensure they are all engaged and interested in their learning.
- Create a safe and pleasant environment.
- Provide recognition and, where needed, consequences for children fairly and consistently.
- Form good relationships with children and families and work with them to achieve these aims.
- Keep parents informed about their child(ren)'s behaviour on a day to day basis when necessary, and more formally at meetings and parents evenings and through written end of year reports.
- Communicate with all members of staff involved with a child.
- Maintain appropriate confidentiality, including not discussing the outcomes and follow up of a child's behaviour with another child's family.

### Children:

- Follow the school code of conduct.
- Treat others with respect and model the school values.
- Take pride in our learning and achievements, work to the best of our ability and allow others to do the same.
- Set ourselves aspirational targets.
- Follow the instructions of all staff and visitors to the school.
- Look after our own, other people's and school property.
- Be honest and take responsibility for our own behaviour.
- Wear the correct clothing for learning, including school uniform, which shows that we belong to the Fairholme Primary School.

#### Parents/Carers:

- Support the school values and code of conduct, and the implementation of this policy.
- Set a good example of appropriate behaviour.
- Have high expectations of children's behaviour.
- Encourage children to become independent.
- Show a keen interest in what children do at school.
- Ensure children attend school regularly and punctually.
- Make the school aware of any concerns about own child's or another child's behaviour.
- Raise any concerns with the school in a calm and appropriate manner, and trust the school to address these; we expect parents/carers to speak respectfully to school adults, to respect confidentiality, and to avoid posting any comments about school on social media sites (such as Facebook, Twitter, etc.).
- Ensure children wear the correct clothing for learning every day, including school uniform.
- Read at home with children every day and support homework.

### **Promoting the expected standards of behaviour, courtesy and conduct at Fairholme Primary School**

#### Code of conduct and rules

- Everyone teaches and follows the agreed whole-school code of conduct which provides a framework for any discussion about positive or negative behaviour. (See Appendices)
- Each class creates its own set of class rules, which are underpinned by the code of conduct. These are generated by the class, with the teacher, in September, and are displayed in the classroom, and referred to throughout the year. Wherever possible, these rules focus on positive statements (for example, "We put our hand up" rather than "We don't interrupt", etc.).
- For wet play times, teachers make it clear which activities and equipment children may and may not use safely and under the supervision of an adult.

The promotion of positive behaviour and conduct can be helped by the following:

- Establishing high expectations, articulating these clearly and constantly, overtly noticing those who model these.
- Consistent and frequent use of praise.
- Creating an environment that is high in both nurture and structure.
- Classroom layout, taking into consideration arrangement of children's tables (particularly in relation to the interactive whiteboard) and space around chairs, use of floor space and carpet area, access to resources, equipment, storage and placement of personal belongings.
- Consistent maintenance of clear routines through the day, particularly around transition times; for example, entering and leaving the classroom, getting out materials, getting the attention of the class, changing activities, distributing information or resources, going to the toilet, the start and end of each day.
- Classroom seating plans which are displayed for all staff, including supply and others covering classes, to see and refer to.
- Grouping of children for activities.
- Planning and delivery of a stimulating and motivating curriculum that engages all learners.
- Fair and consistent application of recognition and consequences.

Our children need predictable routines, expectations and responses to behaviour. Changing responses to behaviour does not mean having no expectations, routines and structure. These must be in place and modelled appropriately, within the context of a safe and caring school environment.

### Agreed relentless routines and expectations of behaviour around our school site

We have consistent expectations of school-wide routines and behaviour around our site. These include:

- Constantly being explicit in reminders about, and praise for, good manners. This is promoted at all opportunities through the day, including in the way that children are required to respond to the morning and afternoon register, when starting assemblies and school gatherings, in the lunch hall when receiving food, in requests – such as for resources or visits to the toilet, when greeting school staff in the morning and saying goodbye in the afternoon, and in the way that children speak to each other. Impolite language such as “shut up”, “loser”, swearing and other phrases are consistently challenged and corrected.
- Children and adults are quiet in the corridors, in assemblies and during emergency evacuations.
- All members of our school walk quietly and calmly down corridors on the left-hand side.
- At the beginning of the school day, members of the senior leadership team (or other staff when SLT are not available) greet families on the school gate and welcome them into school. In EYFS and KS1, a teacher or LSP from each year group welcomes children inside at the outside doors to the school building in the KS1 playground. Children in KS2 come into school independently through the KS2 playground gate – parents/adults do not enter the KS2 playground in the mornings. Children enter the school building using the outside doors to the corridors in the KS2 playground (Year 3/4 through the door at the bottom of the slope, Year 5 through the external door to the Year 5 corridor and Year 6 through the door at the end of the Year 6 corridor).
- There is always an adult, usually the class teacher, at the classroom door in each classroom as the children enter. When children come into classrooms, they are greeted by name and welcomed to a new school day. (Teachers are not sat at their desk or on a computer.). We recognise that children do not always have a positive start to the day at home, and seek to ensure that our welcome to school creates belonging and signals a new start and fresh chance.
- Children line up quietly in classrooms before moving around the school (e.g. to go to assembly, out to play, to PE lessons, at the end of the school day, etc.) Teachers always escort children to the playground door at play times, to ensure they are moving around school safely, and to confirm that there is a member of staff on duty to supervise the children in the playground. At lunchtime, SMSAs will collect the children from the classrooms.
- At the end of playtime and lunchtime, two whistles are blown. The first lets children know that they need to stop and that playtime is coming to an end – children stop what they are doing and stand still wherever they are. As soon as this is achieved, the second whistle is blown and indicates that the children should line up in their allocated space on the playground in a class line.
- At the end of playtime and lunchtime, children line up in an orderly manner in the playground, and are collected promptly by their teacher. In the KS2 playground, at the end of lunchtime, teachers blow the whistle for children to line up in the playground when they come out to collect their class. Teachers (together with SMSAs at lunchtime) insist their class is lined up (in a straight line) and quiet, before bringing them into the school building through their allocated door. At lunchtimes, SMSAs feed back to class teachers regarding any incidents or concerns that may have arisen.
- All children who leave the classroom or playground (e.g. to go to the toilet, etc.) must gain permission from their teacher (or SMSA at lunchtime) and wear a purple lanyard. Any member of staff will ask a child what they are doing if they are not wearing a purple lanyard, and will send children back to their teacher to get a lanyard. Children must not help themselves to a purple lanyard without a teacher’s permission.

- At the end of the school day, members of the senior leadership team (or other staff when SLT are unavailable) open the playground gates and welcome families back to school to collect the children. Parents/home adults wait quietly in the KS2 playground for children to be dismissed. In the KS1 playground, parents/home adults form an orderly line to wait and collect their child from the class teacher. School adults supervise children to collect their belongings quietly and quickly from their coat pegs and trays, line up quietly in the classroom, and escort all children into the playground. Teachers greet parents and wait with their children until their year group has been collected. Any children that are late being collected are escorted to the school office.
- We encourage children to ride bikes and scooters to school; however, they are not allowed to cycle, scoot, play ball games or play on the equipment in any of the playgrounds or the car park at the beginning and end of the school day.
- Parents, carers, home adults and visitors are asked to end mobile phone calls before coming into the school playgrounds or the school buildings.
- All children are expected to wear the correct school uniform.
- Children are not allowed to bring any items from home to school (e.g. toys, fidget aids, balls, cards, jewellery, etc.).
- In exceptional circumstances, children in Year 5/6 who have permission to walk home on their own may bring mobile phones to school. However, these must be left in the school office before coming into school through the gates, and must be collected from the office after leaving school at the end of the day. Before bringing a mobile phone to school, a home adult must sign the mobile phone permission form. No other tablets, smart watches or devices are allowed.
- All adults in school are expected to promote this consistent approach to behaviour with all children, whether they are in their class or not, including at lunch time and break times.

### School uniform

We expect all children to wear the correct clothing for learning and follow our uniform policy. Where a child is not wearing the correct uniform, reasons for this will be explored and the matter resolved to ensure the correct clothing is worn. This may include providing children with clean items to wear from our uniform shop, making a phone call to parents/carers to provide the correct clothing to school straight away, or providing a short timescale in which the matter will be rectified (for example, in the case of broken shoes, expecting that these will be replaced by the beginning of the following week). We understand that, for some families, financial circumstances may affect the ability to purchase correct uniform, and we have systems in place to ensure that we can provide uniform for families facing hardship.

### Fairholme Learning Muscles

We teach children about positive learning habits and behaviour (based originally on Building Learning Power). We display 12 key positive learning muscles/habits in the classroom and refer to these during each school day, drawing attention to those who are making positive use of these skills and discussing the attributes of these habits and how they make us all better learners. Certificates for learning muscles are given out each week in assembly.

### **Recognising good behaviour, conduct and courtesy**

The use of specific praise in building positive relationships and classroom ethos cannot be underestimated. We spend time taking an interest in the children we teach, engaging them in conversation and providing them with positive feedback when they do something well or exemplify the standards of behaviour and conduct expected at Fairholme. We know that a quiet word of personal praise or thanks can be just as meaningful as larger, more public, recognition.



We have the following arrangements in place **in every class** to recognise and acknowledge good behaviour and conduct, effort, learning, hard work, good manners and courtesy:

- **Verbal praise and encouragement**
- **Positive body language** (e.g. smiles, thumbs up, high five and shaking hands etc.)
- Stickers, stars, stamps in children's books or on clothing and prizes
- **Positive feedback and marking**, including specific comments about what has been achieved/recognised (rather than just "Well done").
- **Class visits** by senior leaders and other members of staff to recognise individual or whole class achievements
- **Showing work/learning** to senior staff or teachers in another class
- **Marvellous Me:** Badges and activities are sent to parents through the Marvellous Me app at least twice a week in recognition of great learning effort and conduct. This includes badges for school values and learning muscles, as well as recognition of effort, hard work, and specific achievements and activities.
- **House points:** Given to individuals and groups for specific praise and recognition of good conduct, modelling school values, learning behaviours, effort, contribution, improvements and so on.
- **Weekly praise/learning hero assembly** including certificates for:
  - Learning Hero (Friday assembly)
  - Fairholme Learning Muscles
  - Values
  - Other awards and recognition such as pen licence
- **Headteacher's Hooray:** a weekly event with the Headteacher (or other senior leader in her absence) to recognise consistently good role models across the school – those who go 'over and above' all the time.
- **Lunchtime Superstar notes:** Completed by lunchtime staff and given to the children during lunchtime for good behaviour in the dinner hall, being kind, lining up sensible, playing with others, listening, using good manners and being honest (see template in appendices)
- **Good news notes:** Completed by any member of staff to recognise excellent conduct, effort, good manners and so on, and given to the child to take home (see template in appendices)
- **Monitors, jobs and responsibilities:** Allocated to children who demonstrate they are responsible.
- **School council representatives:** Children who represent the class on school council demonstrate that they are good role models and ambassadors for the school.

In addition, other forms of recognition used in school may include:

- **Whole class recognition system:** For example, marbles in a jar, class points and so on which encourage the class to work together to achieve collective recognition
- **Catch me being good sheet:** Used to support individual children who may be struggling, and provides very frequent positive feedback throughout a lesson/day.
- **Compliments sheet:** Children write positive comments about a child chosen each day.
- **Star of the day**

### **In-class interventions to support positive behaviour**

When supporting children to improve their behaviour and conduct, we take steps to redirect them towards focusing on their learning, to help them build constructive relationships with each other and to teach them about regulating and managing their emotions.

### Problem-solving steps

We teach children to follow the following problem-solving steps if a difficulty arises between them and their friends/peers:

1. Stop and breathe
2. Teach the child(ren) to explain what has happened and how it has made them feel: “When you... I felt...”
3. Help the child(ren) explain what would help to resolve the situation: “I would like you to...”

We value the conversations that we have with children regarding any behaviour incidents or issues that arise, and always begin with a conversation with the children involved which focuses on helping them to reflect on what has happened. We actively encourage children to reflect on incidents and to work out what needs to happen next in order to resolve the situation that has arisen. Whilst we never force a child to apologise, we do teach children that saying sorry is one way of making amends and encourage them to consider this when working out resolutions. This may include modelling or rehearsing appropriate ways of apologising or talking to others to resolve a situation.

This restorative approach is 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 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 allow children to return to their learning in the classroom.

It should be clear from a staff member’s action that it is the behaviour that is unacceptable and not the child. The aim of any staff action or consequence (see below) is to discourage future inappropriate behaviour. We do not use a shouting voice when addressing children - school adults work hard to ensure that they are modelling good regulation of themselves as part of supporting and co-regulating children. Alongside the strategies and interventions below, staff also use and implement ‘planned ignoring’ wherever possible, to avoid drawing unnecessary attention to inappropriate behaviour and to discourage children from seeking attention with unhelpful interruptions.

Spoken quietly to a child rather than in front of the whole group	
Redirection	A gentle nudge in the right direction, always delivered with warmth and with high expectations. “I would like you to ... Thank you.” “I need you to... Thank you.”
A quiet reminder (may need to be repeated)	A reminder of the desired learning/behaviour expectation. Specific reference may be made to the school’s Code of Conduct and values if appropriate. This should be delivered quietly to the child 1:1. For example, “When you are ..., you are not being ... I would like you to ...”
Quiet 30 second intervention	A firmer approach, personal, non-threatening, preferably side on and at eye level at an appropriate distance. Remind the child which rule and the related behaviour or action they are forgetting. For example: ”I can see that you are finding it hard to ...” “When you are ... (not listening, walking around, calling out), it is the rule about being ... that you aren’t keeping to.” “Do you remember yesterday/last week when you were (positive comment) .... ’That is what I need to see today.” The child has a choice to do the right thing. Child will be reminded of their previous good conduct to prove that they can make better choices.
Co-regulation with an adult	If there is a continuation of low-level disruptive behaviour, a further conversation may be needed. This is a calm, co-regulation strategy

<p><i>Behaviour is a communication of feelings. We can accept the feelings and still limit the behaviour.</i></p>	<p>which takes place in quietly in the classroom if possible, or just outside the classroom, and may be with the class teacher or support staff working in the year group. The conversation involves:</p> <ul style="list-style-type: none"> <li>• Acknowledging the child’s difficulty</li> <li>• Naming the feelings that may be taking place</li> <li>• Accepting the feelings but still limiting the behaviour.</li> </ul> <p>“I can see that you’re having difficulty ...”          “I’m wondering if that is because you’re feeling ... (worried, upset, angry, frustrated ...)?”          “It is really hard when ... and it is okay to feel ... but it is not okay to ... (name unwanted behaviour).”</p> <p>Use the problem-solving steps if the situation involves falling out with another child.</p>
<p>Time out for co-regulation with an adult. This may be with another adult from within the year group, rather than the adult teaching the lesson.</p>	<p>Intervening to support a higher level of dysregulation that is unsafe or is persistently disruptive to own learning or that of others. This is a co-regulation strategy which should take place just outside the classroom (e.g. in the corridor or quiet space nearby)          Start by naming the feeling:          “I can see that you’re having big feelings. You’re very upset/angry/frustrated. It’s really hard when we have these big feelings that come over us like a big wave.”          Breathe together, such as ‘lazy 8 breathing’, or other calming strategy.          “Let’s take some deep breaths together to help calm those feelings. Breathe in through your nose and out through your mouth.”          Adult models and breathes alongside the child. The rhythm of your breath will start to calm the child and they will then usually join in.          Give a narrative to their experience</p> <ul style="list-style-type: none"> <li>• Tune in to what’s going on for the child from their perspective and it reflect back to them.</li> <li>• Validate their experience (even if it seems completely over the top).</li> <li>• Accept the feelings they had but tell them that the unwanted behaviour is not okay.</li> </ul> <p>Return child to the classroom and support to complete learning. A change of seat or work space within the classroom may be needed. Or enable child to complete learning in quiet space just outside the classroom.          Have a restorative conversation with the teaching adult at an appropriate moment or at the end of the lesson. Record on CPOMS.</p>
<p>Restorative conversation</p>	<p>Not for every misdemeanour, but for every incident of time out, when a relationship has been broken and whenever behaviour has fallen below what is expected.</p> <p>This will take place at the soonest opportunity with whoever was teaching the lesson or group. It need not take more than 5 or 10 minutes.</p> <ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. Who has been affected?</li> <li>3. How have they been affected?</li> <li>4. What should we do to put things right?</li> <li>5. How can we do things differently in the future?</li> </ol>

	<p>A restorative conversation may also lead to conversations, apologies or actions to resolve any difficulties with other children.</p> <p>Record on CPOMS and parents/carers to be informed at the end of the day.</p>
Year group leader support	<p>If the learner is unable to engage, or if the reconciliation is unsuccessful, the teacher/staff member should call on support from the year group leader, if they have not already been involved in the steps above. It may be appropriate for the child to be taken quietly to the Year Group Leader's classroom (if they are not already in that class) for a period of time, or the year group partner's classroom. But this should not be drawn to the rest of the class' attention.</p> <p>Co-regulation and restorative conversations will take place.</p> <p>Record on CPOMS and parents/carers to be informed at the end of the day.</p>
SLT support	<p>If the learner is unable to engage, or if the reconciliation is unsuccessful, the teacher/staff member should call on support from a senior member of staff via internal phones who will support (or call the office who will locate a member of SLT). SLT will make a decision about next steps and SLT or teacher will call parents/carers.</p>
<p><u>Making a record</u></p> <p>If the incident requires intervention outside the classroom, a brief account of the incident and action taken, including any restorative conversation, is recorded in CPOMS. Parents/carers are informed, either in person at the end of the day or by telephone. Any conversations with parents/carers should be included in the CPOMS record, along with any further actions or consequences.</p>	

## Consequences

We recognise that there are times when, despite trying to redirect and co-regulate, a child's behaviour may be persistently disruptive or dysregulated and this may result in further consequences being implemented. This process needs to happen as soon as possible.

Whenever possible, when it is necessary to implement a consequence, the consequence will relate to the misdemeanour and may well be about making amends (for example, tidying up, making a verbal apology or writing a letter, completing work at play time that was avoided/missed in a lesson, writing about how to model a school value if one has been ignored, and so on). This may form part of the child's reflection during any restorative conversations that take place, emphasising personal responsibility and recognising the emotional impact on others (in answer to the question 'What should we do to put things right?'). A further question along the lines of 'What might an appropriate consequence be?' could also form part of the conversation, depending on the context and seriousness of the misdemeanour; however, whilst it is always appropriate to try and engage a child in reflecting on their behaviour, it may not always be appropriate for the child to be involved in discussing or deciding upon consequences, and the final decision about these always lies with the adult.

Whole class consequences are avoided and only used when there is clear justification. For some children with Special Educational Needs (or other needs e.g. Young Carers, Looked After Children etc.) consequences may need to be adapted and a personalised programme may be agreed, such as time out or cool down cards, quiet/safe spaces, indoor lunchtime club, behaviour charts, mentoring etc. We recognise that there may be exceptional times when it may be necessary to remain consistent in our expectations, standards and relationships, but be flexible with our solutions and support.

Consequences will never involve taking away previously earned recognition or intervention.

	<b>Unexpected or unhelpful behaviours</b>	<b>Support, actions, consequences</b>
<b>Low level disruption</b>	<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Loss of focus in class, lack of concentration</li> <li>• Calling out</li> <li>• Chatting which interferes with learning</li> <li>• Slow working pace</li> <li>• Inappropriate use of equipment (e.g. tapping, fiddling, velcro, squeezing bottles, etc.)</li> <li>• Bringing things into school from home</li> </ul>	<ul style="list-style-type: none"> <li>• Redirection</li> <li>• Quiet reminder</li> <li>• 30 second intervention</li> </ul>
	<ul style="list-style-type: none"> <li>• Continuation of the above behaviours or ignoring adult intervention</li> </ul>	1:1 co-regulation with an adult - acknowledge the feelings behind the behaviour but limit/do not accept the unwanted behaviour
	<ul style="list-style-type: none"> <li>• Bickering or falling out with another child</li> <li>• Being unkind, name calling in the moment</li> </ul>	Support child(ren) to use the problem-solving steps
<b>Higher level of dysregulation</b>	<ul style="list-style-type: none"> <li>• Shouting across the classroom</li> <li>• Unable to follow instructions</li> <li>• Refusing to do work</li> <li>• Saying no to an adult</li> <li>• Answering an adult back</li> <li>• Throwing or damaging resources or property (e.g. ripping, scribbling on, snapping)</li> <li>• Disrupting teaching or learning</li> <li>• Leaving the classroom without permission</li> <li>• Not coming back into the classroom at appropriate time</li> <li>• Swearing</li> <li>• Intentionally upsetting others (e.g. hiding property, making threats, excluding others, teasing, put-downs)</li> </ul>	<ul style="list-style-type: none"> <li>• Time-out for co-regulation with an adult</li> <li>• Restorative conversation with a clear consequence given (e.g. moved within classroom or elsewhere, loss of part of play time)</li> <li>• Parents/carers contacted by class teacher to discuss behaviours and outcome of restorative conversation</li> <li>• Interventions which could include a focus on Zones of Regulation</li> </ul>

	<ul style="list-style-type: none"> <li>Continuation of the above behaviours on the same day</li> <li>Being untruthful about any of the above</li> </ul>	<ul style="list-style-type: none"> <li>Year group leader then senior member of staff involved/support</li> <li>Loss of one or more playtimes and/or lunchtimes</li> <li>Parents/carers contacted by year group leader or SLT</li> <li>Withdrawal of privileges (e.g. monitor role, social times with other staff, representing school at sports fixture, school councillor role, Y5/6 being able to walk home alone, etc.)</li> </ul>
<b>Persistently disruptive or disrespectful behaviour</b>	<ul style="list-style-type: none"> <li>Disruptive behaviours above occur regularly</li> <li>Unable to engage with an adult who is supporting to calm and regulate</li> </ul>	<ul style="list-style-type: none"> <li>Regular meetings with SLT (e.g. daily check-ins, specific targets/goals for improvement, report book, etc.)</li> <li>Fixed term playground suspension (for playground issues)</li> <li>Internal suspension from classroom for lesson or part of day – time will be spent in another classroom, usually in a different year group with work set by own class teacher</li> <li>YGL meeting with parents</li> <li>SLT meeting with parents</li> <li>Pastoral Support Plan set up (if at risk of exclusion)</li> <li>Possible referral to The Bridge for Outreach or offsite Pathways intervention</li> </ul>
	<ul style="list-style-type: none"> <li>Swearing at an adult</li> <li>Fighting and/or physically hurting another child</li> <li>Bullying including ongoing conflict in school as a result of online gaming/social media.</li> <li>Deliberate prejudicial acts or words said towards others with intent (e.g. racism, homophobia)</li> <li>Aggressive or violent actions with intent to cause harm to others</li> <li>Destruction of school property caused by an aggressive act</li> <li>Anti-social behaviour out of school when wearing school uniform or representing the school</li> </ul>	<p>Depending on context and frequency, any of the above, and:</p> <ul style="list-style-type: none"> <li>Fixed term playground ban</li> <li>Longer internal suspension from class - time will be spent in another classroom, usually in a different year group with work set by own class teacher</li> <li>Fixed term suspension</li> </ul>
<p>Continuation of the above high level, disruptive and disrespectful behaviours on a regular basis may eventually result in permanent exclusion. There is a separate school suspension/exclusion policy.</p>		

YGL = Year Group Leader

SLT = member of Senior Leadership Team

PSP = Pastoral Support Plan

### Running away

- Staff will not chase after a pupil who runs away, but will attempt to keep the pupil in view where possible whilst they are on the school site – the safety of all pupils is paramount.

- The staff member will inform a senior member of staff who will support with the situation.
- The staff member will assess the situation and 'watch' over the pupil.
- Telephone contact with parent/carer will be undertaken, explaining the incident/situation and requiring them to attend school.
- If parent/carer cannot be contacted, police will be contacted if the child has left the premises.

#### Dealing with extreme or persistent disruptive behaviour

Decisions on internal and external suspension will be based on each individual case at the discretion of the core leadership team and the Headteacher. The Headteacher is responsible for making any decisions regarding external suspensions.

#### Ongoing cause for concern

Where a child finds it difficult to meet the expectations of behaviour and conduct in or out of class, discussions will take place with SLT and/or the school SENDCO, as well as with parents/carers. Referrals for additional support may be considered and must have the consent of parents/carers:

- In-school interventions such as school mentor, alternative provision for playtimes and/or lunchtimes, daily check-in or reporting to SLT, settling or nurture intervention, drawing and talking sessions, social skills group and so on.
- In-school play therapy
- CAMHS
- Programmes offered by The Bridge (Woodbridge Park Education Service)
- Youth Offending Team (for older children)
- Other external agencies

### **Bullying**

Whilst we recognise that bullying may occur, **bullying will not be tolerated at Fairholme Primary School**, and the efforts of all adults within the school are directed towards eliminating such behaviour. There is no legal definition of bullying, but is usually defined as repeated, deliberate behaviour which is intended to hurt an individual or group, either emotionally or physically, and where the relationship involves an imbalance of power. This may involve the same person repeatedly subjecting others to the following behaviours:

- **Physical** – punching, kicking, hitting or any use of violence, taking another's belongings
- **Verbal** – name calling, spreading rumours, teasing
- **Emotional** – name calling, sarcasm, spreading rumours, teasing, excluding, tormenting
- **Prejudice-based or discriminatory** – including racism, faith-based, gender, homophobic, disability-based amongst others, and may involve taunts, graffiti, gestures or physical abuse based on a particular characteristic
- **Cyber** – mobile phones, emails, chat rooms, social networking sites, messaging apps, gaming sites

Bullying is considered a very serious issue and will not be tolerated under any circumstances. If bullying does occur, all pupils should be confident that incidents will be dealt with quickly and effectively. Support will be given to all those involved including victim(s) and perpetrator(s). Everyone involved in the incident, will be informed of the action taken, including parents/carers. We recognise that some groups are more vulnerable to bullying and stigmatisation, such as asylum seekers, young carers, refugees, looked after children, gay children, transgender children and children from ethnic minorities etc. The school has a separate anti-bullying policy.

### **Racism, homophobia and other forms of prejudice**

At Fairholme Primary School, we teach children about diversity and difference. We take any incidents of racist, homophobic or other prejudicial remarks or behaviour very seriously and ensure that we promote respectful and considerate behaviour towards everyone. Such incidents will be investigated and logged by the school.

### **The use of reasonable force**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

- Positive handling and physical restraint may be used as a last resort but, where possible, will be avoided.
- Staff should always seek to prevent and de-escalate situations verbally according to usual good practice.
- Positive handling and physical restraint should use the minimum force necessary for the minimum amount of time and should be proportionate to the behaviour, age and size of the child.
- Consideration for the safety and dignity of all concerned should be given: Staff should use recommended procedures and avoid holds that could be misconstrued as abusive or improper.
- A Pastoral Support Plan (PSP) is likely to be put in place for any child where physical restraint is likely.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction;
- prevent a pupil behaving in a way that disrupts a school event or a school trip/visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
- restrain a pupil at risk of harming themselves through physical outbursts.

All incidents of positive handling and physical restraint must be recorded in the book which is locked in the Headteacher's office. Parents/carers are always informed.

### **Safeguarding considerations**

All staff are familiar with the statutory guidance for schools provided by the DfE, Keeping Children Safe In Education. Our Child Protection and Safeguarding Policy outlines how we keep children safe and how we report any concerns that may arise. Staff are aware that changes in children's behaviour may indicate a safeguarding concern.

#### Online behaviour

Behaviour online, both at school and at home, is an increasingly important area. We work together with parents to ensure that our children are able to use the internet safely. When starting at Fairholme Primary School, all parents/carers sign an Acceptable Use Policy. This document ensures that children understand the way in which we expect them to behave when using ICT resources at school. Through our PSHE and computing lessons, we teach children about appropriate conduct online. We encourage children to talk to trusted adults about what they are accessing online, how they are using internet sites and games, and to report anything that causes them worry or concern or makes them feel uncomfortable.

#### Child-on-child abuse

Through our PSHE curriculum, and by following up any situations that arise in school, we teach children about appropriate conduct towards each other, focusing on the theme of 'treat others in



the way you would like to be treated yourself'. We are aware that children may abuse each other, and take steps to prevent this by regularly teaching about respect, tolerance and consent. Staff challenge inappropriate behaviours between children, including bullying, physical abuse, sexual harassment and other behaviours which lead children to feel unsafe, humiliated, intimidated or abused. If staff have any concerns regarding child-on-child abuse, these will be reported to the school's designated safeguarding lead.

### **Discipline beyond the school gate**

Fairholme Primary School expects its children to maintain an excellent standard of behaviour outside the school gates. We will take seriously any incidents of inappropriate behaviour which are reported to the school that:

- could have repercussions for the orderly running of the school, or
- pose a threat to another pupil or member of the public, or
- could adversely affect the reputation of the school (including children behaving disrespectfully in public whilst wearing school uniform).

### **Searching children and/or their possessions**

When information has been received, or there is a well-founded belief that inappropriate material has been brought into school, staff may carry out searches of pupils and/or their possessions. Only the Headteacher and authorised senior members of staff may conduct a search of a child and/or their possessions. Staff will always encourage a child to give their consent in the first instance, but there may be exceptional situations in which a search is carried out without consent, such as when an item has been, or is likely to be, used to commit an offence or cause personal injury or damage to property. The school does not conduct intimate searches and only outer clothing will be required to be removed. A member of staff will only conduct a search with another member of staff present. A search may also be conducted off school site, where the child is in the lawful control of the school. Parents/carers will be informed of any search conducted for their child and/or the child's possessions. Details of any such searches, including the circumstances and reasons for the search and any action taken, will be recorded on CPOMS.

### **Children with Special Educational Needs (SEND)**

We have the same expectations about positive and respectful behaviour but understand that, for some children, making these clear may need to be expressed or managed in a different way. However, this does not mean that we need to lower our expectations of what good conduct and behaviour looks like. We respond to children according to their needs and employ strategies appropriate to their understanding. For example, this may include:

- providing time and space to calm
- using the language of choice
- providing opportunities for reflection
- making expectations explicit and clear
- using social stories
- providing additional support in class to assist with regulation and engagement such as fidget aids, movement breaks, privacy boards and so on.

### **Teaching positive and respectful behaviour through the curriculum**

Teaching about our school values, our code of conduct, respect, tolerance, courtesy and good manners are essential to ensure children are clear about our expectations and to enable them to understand and learn about responses to different emotions. Through our PSHE schemes of learning, we teach children about appropriate relationships, how to treat each other fairly and with

respect and about diversity and difference. We use the Zones of Regulation (see appendices) to help children understand how emotions can affect our actions, and how we can ensure we regulate our responses. Each class has a worry box, in which children can post notes about anything they may feel concerned about – these concerns are followed up sensitively by class teachers.

## **Recording and reporting**

We use Marvellous Me to recognise, record and inform parents/carers and home adults about positive achievements and activities. As well as exceptional effort, this will include consistently positive comments, badges, activities and other events relating to learning and conduct.

We use CPOMS to record incidents which require intervention outside the classroom or where low-level disruption is repeated and persistent. This includes a brief account of the incident and action taken, including any restorative conversation and discussions with parents/carers, preferably in person at the end of the day, or by telephone if this is not possible. The record should also include any further actions or consequences. Records should be kept as simple as possible, and unbiased, clearly stating the facts about what has happened, including who was involved, where it happened, time of day and so on.

## **Legislation and statutory requirements**

This policy is based on advice from the Department for Education (DfE), including (but not limited to):

[Behaviour and discipline in schools](#)

[Behaviour and discipline in schools: guidance for governing bodies](#)

[Searching, screening and confiscation at school](#)

[Equality Act 2010: advice for schools](#)

[Use of reasonable force in schools](#)

[Supporting pupils at school with medical conditions](#)

[Keeping Children Safe In Education \(KCSIE\)](#)

[Special educational needs and disability code of practice](#)

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its students.

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property.

[DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

This policy should be read and used in conjunction with other school policies, including (but not limited to):

- Anti-bullying Policy
- Attendance Policy
- Complaints Policy
- Child Protection and Safeguarding Policy
- Curriculum information
- Equalities information
- Suspensions/Exclusions Policy
- Medical and First Aid Policy
- Physical intervention and positive handling (restraint) policy
- SEND Policy
- Staff Code of Conduct
- Uniform policy and expectations

- Whistleblowing Policy

## **Appendix: Children's version of recognition and consequences**

See separate sheets saved on the school network:

[Behaviour recognition poster](#)

[Behaviour consequences poster](#)

**Recognition**  
*We believe we can achieve*

**Being proud**

**Positive praise  
and  
encouragement**

**House points**

**Certificates**

**Sharing work with other  
children and staff**

Respect  
Honesty  
Responsibility  
Kindness  
Self-belief  
Aspiration

**Special responsibilities –  
e.g. school councillor,  
class monitor**

**Good news notes**

**Marvellous Me  
badges and activities**

**Lunchtime superstar note**

**Headteacher's Hooray!**

## Consequences

No one is perfect, and sometimes things happen that we don't mean or don't want. Often the consequence will be thinking about what has happened, how we can make the situation better, and how we can try and stop it from happening again in the future. However, if we continue to deliberately interrupt learning, hurt others or damage equipment, other consequences may be put in place, including:

	<b>Unexpected or unhelpful behaviours</b>	<b>Support and consequences</b>
<b>Low level disruption</b>	<ul style="list-style-type: none"> <li>• Lack of concentration</li> <li>• Calling out and interrupting</li> <li>• Chatting which interferes with learning</li> <li>• Slow working pace</li> <li>• Fiddling with resources</li> <li>• Distracting others</li> <li>• Bringing things into school from home</li> <li>• Being unkind</li> <li>• Arguing</li> </ul>	<ul style="list-style-type: none"> <li>• Reminders</li> <li>• Conversation with an adult</li> <li>• Using the problem-solving steps:               <ol style="list-style-type: none"> <li>1. Stop and breathe</li> <li>2. Explain what has happened and how you feel</li> <li>3. Work out how to resolve the situation</li> </ol> </li> </ul>
<b>Higher level of dysregulation</b>	<ul style="list-style-type: none"> <li>• Shouting across the classroom</li> <li>• Unable to follow instructions</li> <li>• Refusing to do work</li> <li>• Saying no to an adult or answering back</li> <li>• Throwing or damaging resources or property</li> <li>• Leaving the classroom without permission</li> <li>• Not coming back into the classroom at appropriate time</li> <li>• Swearing</li> <li>• Intentionally upsetting others</li> <li>• Being untruthful</li> </ul>	<ul style="list-style-type: none"> <li>• Time with an adult</li> <li>• Move to a different place</li> <li>• Loss of playtime/lunchtime</li> <li>• Parents/carers contacted by class teacher</li> <li>• Restricted activities at playtime/lunchtime</li> <li>• Withdrawal of privileges, social time, jobs</li> <li>• Involvement of other staff</li> </ul>
<b>Persistent disruption or disrespect</b>	<ul style="list-style-type: none"> <li>• Disruptive behaviours above continue regularly</li> <li>• Unable to engage with an adult who is trying to help</li> <li>• Swearing at an adult</li> <li>• Fighting, physically hurting others</li> <li>• Bullying including ongoing conflict in school as a result of online activity</li> <li>• Repeated prejudice (e.g. racism, homophobia)</li> <li>• Deliberate damage</li> <li>• Anti-social behaviour out of school when wearing school uniform or representing the school</li> </ul>	<ul style="list-style-type: none"> <li>• Report to senior member of staff</li> <li>• Meeting with parents</li> <li>• Fixed term playground suspension</li> <li>• Internal suspension from classroom for lesson or part of day – time will be spent in another classroom, usually in a different year group</li> </ul> <p>Continuing these behaviours could lead to:</p> <ul style="list-style-type: none"> <li>• Fixed term playground ban</li> <li>• Longer internal suspension from class</li> <li>• Fixed term suspension</li> </ul>

Continuation of the above high level, disruptive and disrespectful behaviours on a regular basis may eventually result in permanent exclusion.

## Appendix: Language

Specific praise and feedback – noticing and commenting on positive behaviour can reinforce it:

- “You stayed really focused today even when it got tricky.” (rather than “You were great today.”) This leads to greater understanding of exactly what the child should be doing.
- “It was kind and thoughtful of you to let others go first.” (rather than “You are kind.”) This leads to a belief that things are not fixed, everyone can behave well on some days and make mistakes on others. What you do makes the difference.
- “You need to wait to take your turn when talking in a group.” (rather than “You need to be better next time.”) This supports children to understand expectations and focus on their actions.
- Individual feedback that does not allow comparisons between children – for example, a quiet word or a note to go home rather than a public announcement. This leads to children being reflective about their own behaviour without being influenced by the response of other children or the need to protect their ego.
- “I wonder if you are feeling pleased with your work as I saw you smile...”
- Phrases that model positive conduct: “I think we might need some glue for that. Would you ask J if she can pass it to you...”
- Phrases that demonstrate acceptance: “I like the way you handled that.”, “I like the way you tackle a problem.”, “I’m glad you enjoyed the work you did in class today.”, “I think that’s fine – how do you feel about it?”
- Phrases that show confidence: “I can trust you to do that.”, “I think you can work that one out for yourself.”, “Knowing you, I’m sure you will do well.”
- Phrases that show appreciation by focusing on contributions and abilities: “Thanks, that helped a lot!”, “It was thoughtful of you to...”, “I need your help on...”, “I really enjoyed working on... with you.”
- Phrases that focus on effort and improvement: It looks as if you have put a good deal of work into that.”, “Look at the progress you’ve made...” (be specific, tell them how), “You’re really improving with...” (be specific), “You may not feel that you’ve reached your target, but look how far you’ve come...”, “I know you are finding this hard but you are doing so well to stick with it...”
- Opportunities to connect through fun, laughter and good humour should not be underestimated – this builds positive relationships, self-esteem, happiness.

Wonder aloud, empathise, imagine how it is for them:

- “I can see that this situation is really hard...”
- “That sounds as though you were really worried...”
- “When that happens, I wonder if it is very frightening for you...”
- I’m thinking/I wonder if... but I could be wrong...
- Rather than, “That doesn’t hurt, it’s only a scratch”, try “A scratch can hurt.”
- Instead of, “Come out from under the table, this is unacceptable behaviour, you are being disrespectful and I will call the Headteacher”, consider something like “I can see you are really angry and upset... something has happened and now you are under that table... it’s hard to be so angry... You feel it is really unfair and you haven’t been listened to...”
- “It’s ok to feel upset but it’s not ok to shout at your teacher. What could you have done differently?” (when child is calmer).
- Providing a commentary can help organise and structure feelings and helps a child make connections between behaviours and what is going on for them internally: “I understand that you are angry that play time has finished but it’s time to go inside. Let’s count to 10 and then go inside.”
- Notice and comment on regulation indicators: “I can see you took a deep breath there – that seemed to help”, notice if a child is becoming calmer more quickly.

- Encourage children to reflect on their own capacity for self-management – e.g. Can we make a plan for when you feel like that again? Who do you need to help you? etc.

### General

- Give small, regular signs of attention such as thumbs up, smile and acknowledgement of engagement in learning.
- Give one instruction at a time and praise when it is achieved.
- Be specific. For example, rather than “Play nicely”, explain exactly what is meant, such as “Remember to take turns and that way all children can play”.
- Avoid comments which humiliate or shame, such as those which draw public attention.
- Avoid asking “Why did you do that?”
- Be respectful and stay calm, even when behaviours are extreme; the child can only develop self-regulation if they have a positive relationship with you and if they see that self-regulation being modelled.
- Modelling is likely to be far more effective than “telling”. We model how to say sorry when we have done something wrong; we model empathy and curiosity about a child’s internal world; we model reflection and help the child to make connections between their thoughts, feelings and behaviours, as well as those of others; we model conflict resolutions.
- Encourage children to be interested in their own inner state with regard to the behaviour – e.g. is this a big deal or a little deal to you? Help them to ‘scale’ the size of difficulties such as comparing with disasters.
- Provide choices – but limit them, and try to create a “win-win” situation where the child feels they have achieved something they wanted but they have also complied with the required conduct.
- At times it may be appropriate to invite the child to take the adult’s position and, for example, in response to behaviour, ask “What do you think I should do about this?” (when the child is calm).
- Feelings are important and all emotions are alright, even if actions are not. Finding ways to articulate and describe feelings is essential to helping a child understand different ways to respond. It is important that children experience negative emotions such as sadness, anger and fear, and find ways to talk about them. Reflecting and naming emotions can be helpful. We teach about feelings at every opportunity, developing children’s emotion vocabulary so that they are able to name and recognise a wide range of feelings, their impact on their physical and emotional state and how these may affect their thoughts and actions.

### Notes of caution:

- Encouraging words can become discouraging if motivated by a desire to establish “good behaviour” permanently or by an “I told you so” attitude. For example, “It looks as if you worked really hard on that – so why not do that all the time?”, “It’s about time.”, “See what you can do when you...”
- Strategies that often work well with children who have not experienced trauma are often ineffective with traumatised children.
- Insisting on eye contact can be difficult for children with additional needs and can be frightening for children who have experienced trauma.
- There are no ‘magic’ answers. What works for one child one day may not work another. Strategies that are helpful for one child may not be the same strategies that another child responds to. “Let’s stop waiting for the magic behaviour solution. It isn’t coming. The answer lies in the ability of adults to deliver behaviour policy and practice that is simple, highly effective and utterly consistent... consistency is palpable, planned, safe.” (Paul Dix)



## Appendix: Fairholme Learning Muscles

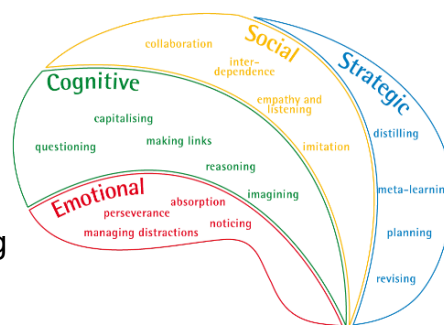
Research by the Education Endowment Foundation has shown that teaching learning behaviours alongside managing misbehaviour is effective in improving behaviour in schools. Teaching learning behaviours will reduce the need to manage misbehaviour. Teachers can provide the conditions for learning behaviour to develop by ensuring children can access the curriculum, engage with lesson content and participate in their learning. Staff should encourage children to be self-reflective of their own behaviours.

### Rationale

At Fairholme, we believe learning behaviours are important to developing successful and lifelong learners. These need to be modelled, taught explicitly and promoted within our curriculum; they form part of our classroom ethos, learning ethos and link to the school's values and pedagogical approaches. We are aware that children may not be taught "learning skills" or "habits" at home. We hope that this understanding will begin to spill over into life outside school, where families will be able to reinforce these ideas by encouraging the children to use their learning language in their everyday lives. Focusing on learning muscles and learning habits which encourage children to see themselves as learners and to realise that they can learn to be good at learning raises aspiration, ambition and self-esteem.

### What is the idea based on?

- Building Learning Power – the original pioneering work of Professor Guy Claxton
- An extensive body of research into learning and the brain
- Recent research into the key dimensions of learning habits



Building Learning Power (BLP) is a whole school approach to life learning which is part of every area of school life. It is based on the idea that we are all capable of becoming better learners.

"An approach to help young people to become better learners both in school and out... it's about creating a culture that cultivates habits and attitudes that enable young people to face difficulty and uncertainty calmly, confidently and creatively." (Professor Guy Claxton – founder of BLP). This is not a change in curriculum and does not essentially change 'WHAT' we teach the children. This approach concentrates on 'HOW' the children are learning and focuses on the qualities of a good learner.



At Fairholme, we have taken the principles and content of the Building Learning Power approach and adapted them to align more closely with the way we teach and with the experiences of our children. We have included key learning habits which we have found, from experience, children benefit from developing and practising to enable them to learn even more effectively. Teaching these strategies takes time, thought, and a bit of ingenuity to perfect and is part of our whole-school approach to learning. All year groups promote the language and vocabulary of learning muscles, skills, power and habits, and adapt them to suit the age of their children.

### What is it all about?

Good behaviour needs to be taught explicitly, and so does good learning behaviour. By regularly drawing attention to effective learning behaviours, we can work together across school to:

- Develop children’s learning character and habits
- Develop a common language for learning across the school. The language is used in all classrooms, with all children and is part of our day-to-day teaching,
- Focus on learning muscles and learning habits which encourage children to see themselves as learners and to realise that they can learn to be good at learning
- Model and teach strategies explicitly that will help them become good at learning throughout life – good learning behaviour is a life skill in employment as well as in school.
- Enable children to approach difficulties in learning without fear of failure.
- Help children to see learning as a process – to recognise that ability is not fixed, but something that can be improved with hard work and practice.
- Celebrate making mistakes and learning from them
- Help young people to build a coherent picture of what it takes to be a good learner and help themselves to become better learners
- Provide a basis and stimulus for regular discussion about how we learn and what helps us to learn even better
- Develop the appetite and ability to learn in different ways
- Prepare young people for a lifetime of learning
- Shift responsibility for learning to learn from the teacher to the learner
- Engage teachers and students creatively as researchers in learning



We want children to know that they are all good at something, that making mistakes is part of learning and life, that mistakes create learning opportunities, and that they can get better at the things that they find a challenge. This approach permeates the culture of the school and learning, in the same way that our school values, code of conduct, behaviour policy, and so on are part of our ethos.

### What effect does developing students’ learning behaviours have?

- raised achievement
- improved behaviour
- increased student and teacher motivation
- increased enjoyment in learning
- established habits of lifelong learning
- enhanced creativity

### What do our learning muscles and learning habits look like?

We talk about ‘learning muscles’ which the children are encouraged to ‘stretch’ within their everyday lessons and activities and apply to different aspects of their learning. Our Fairholme Learning Muscles are organised into three main areas:

- **Building respectful relationships (learning is a social activity)**
- **Being curious and aspiring to learn more**
- **Becoming independent**

Within each area, we have key learning muscles and habits that we model and discuss with the children. The idea is that these are all muscles that we can exercise and develop – and we make links between exercising the physical muscles in our body (through exercise and PE to stay healthy) and exercising the muscles in our brain to help us learn even more effectively. We have identified twelve key learning muscles, skills and habits that we focus on, which fall under the three main areas mentioned above:



- **Building respectful relationships (learning is a social activity)**  
 Collaboration  
 Listening  
 Contributing
- **Being curious and aspiring to learn more**  
 Noticing, editing and improving  
 Questioning and curiosity  
 Making connections (making links)  
 Imagining
- **Becoming independent**  
 Perseverance and resilience (including strategies for being stuck)  
 Reasoning  
 Managing distractions  
 Planning  
 Resourcefulness



**Collaboration:** You understand the ground rules of team work; you are able to work effectively as part of a pair or team; you share, take turns, listen and respond appropriately; you manage your feelings when working with others.



able and

**Listening:** You put yourself in other people's shoes to see the world from their point of view; you show you are listening by eye contact and body language; you recognise feelings and thoughts behind someone's words.



**Contributing:** You share your thoughts and opinions readily, listen to others and develop ideas with them. You take turns, share information and enjoy the interaction with others.



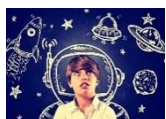
**Noticing, editing and improving:** You notice how things look, what they are made of, or how they behave; you can identify significant detail. You are ready to edit and revise your plans as you go along, monitor how things are going, and change your plans when you've had a better idea.

**Questioning and curiosity:** You are curious about things and people; you often wonder why; you play with ideas, asking "How come?" and "What if?"

**Making connections (making links):** You look for connections between experiences or ideas, you find pleasure in seeing how things fit together, make patterns.



you



**Imagining:** You picture how things might look, sound, feel, be; you let your mind explore and play with possibilities and ideas.

**Perseverance and resilience (including strategies for being stuck):** You are not put off by being stuck, you keep on going despite difficulties and find ways to overcome them, you recognise that learning can be a struggle.



**Reasoning:** You create logical arguments; you deduce what might happen; you look for evidence.



**Managing distractions:** You value your learning and can concentrate on a task for a reasonable amount of time, enabling you to deepen your understanding, even if the learning seems tricky. You are able to ignore interruptions and encourage your friends to stay focused as well as yourself.



**Planning:** You think about what you want to get out of learning, you plan the steps you might take, you access which resources you may need.

**Resourcefulness:** You make use of a full range of resources from the wider world – other people, books, equipment, the internet, past experience, future opportunities, and more.



### **How can teachers promote and develop learning muscles and habits?**

- Every classroom will display visuals for all twelve learning muscles/habits and these will be referred to regularly.
- Explicitly model, teach and draw attention to learning muscles that adults and/or children are using and comment/narrate them, how they are being used, and the impact they are having.
- Praise - that focuses on the effort and achievement to do something (praise children when they persevere but also encourage them to take a brain break when they have had enough).
- Look at routines – what can be changed to increase children's resilience?
- Show children that you don't always know the answer (getting stuck is good!).
- Instil the ethos that we learn from our mistakes and that it is good to make them.
- Remind children that learning can be messy and there will always be ups and downs.
- Talk about the 'learning pit'.
- Encourage questions.
- Rather than asking a child what they are doing, ask them what they are learning.
- Promote language and vocabulary associated with learning, learning muscles, learning habits and learning routines.
- Link the Fairholme Learning Muscles and Learning Habits to the school values and code of conduct.
- Choose a focus learning muscle for a period of time – this could be in a particular lesson, for a day or a week.
- Give certificates in celebration assemblies to praise when children have used or developed particular learning muscles or habits. Children could be encouraged to award these certificates to adults too.
- Alongside lesson learning objectives, consider indicating a learning muscle as well.
- Ask the children to be learning detectives, and spot positive learning behaviours that they see in other children during a lesson.

**More information can be found in the Learning Muscles folder on the school network, which also contains useful 'At a Glance' guides for some of the learning muscles mentioned here (these are based on the original Building Learning Power approach developed by Guy Claxton but have lots of useful, relevant and practical ideas that link very well with our adapted approach).**

## Appendix: Restorative Conversations

A restorative conversation is an opportunity to enable the child to learn about themselves and others after an incident has occurred.

A good restorative listener and communicator is someone who:

- Believes and shows that the speaker is a worthwhile person who has a right to be listened to and taken seriously
- Knows there is no one truth about a given situation and is curious about how others see the same situation, invites them to tell their story and acknowledges their right to a different point of view.
- Acknowledges and accepts feelings – does not judge feelings as right or wrong. Attunes to, validates and contains feelings with care and compassion.
- Is reflective about how thoughts, feelings, needs and behaviour are influencing each other, both in terms of themselves and then others. Is able to hear and express feelings and needs within the stories they hear and tell.
- Has the intention of listening and talking in a way that builds, maintains or repairs relationships in order to support participants in finding a mutually acceptable outcome or at least a way to cope with the situation as it is.

A restorative conversation is likely to include:

### What happened?

Allow the child to tell their story, listening with genuine curiosity and without judgment by:

- Mirroring – facial expression, body language, tone of voice, attuning to mood.
- Accepting and validating the child's experience and feelings.
- Reflecting back what you hear in manageable chunks and with a structure which aids understanding.
- Soothing – using soothing, not cross, tones.

### What were you thinking and how were you reeling?

Some children will find it hard to answer these questions and will need support to help them to integrate their feelings, emotions and thinking through:

- Listening and responding empathically, wondering aloud.
- Starting where the child is developmentally. Explore physical sensations and name possible emotions.
- Letting the child know that you 'get it' (big behaviour usually means big feelings) by accepting their feelings and letting them know that they are valid.

### Who else has been affected by this?

Explore what effect this might have had on other people. If appropriate use activities to help the child to see things from other people's perspectives:

- Call upon your own experience or experiences you've heard about from others.
- Stories and role play can support empathy. Wonder aloud to aid understanding.
- Pictures and photographs, drawings and cartoons can help the child see other perspectives.

### What do you need, and what needs to happen now so that the harm can be repaired?

To reinforce the collaborative nature of the process, it can be helpful to ask: "How can we put right the harm caused?" or "What have we learnt from this experience?" Apologies and restorative actions can be a part of this and can help children to move on, but they may not always be appropriate at that time. What does the child, and others need in order to move forward?:

- Short term intervention to help keep them safe, particularly in managing specific situations or transitions that they may find tricky.
- Support, mediation and a structure to enable the repairing of relationships.
- Reassurance that school provides a structure in which they and others can feel safe and that everyone is working to try and ensure that the same thing won't happen again.

## Appendix: Rules for fidget aids

- Fidget aids are just this – an aid, not a toy nor a distraction.
- Any fidget aid in the classroom is provided by school (none should be brought in from home – this is in line with our general rule about not allowing children to bring their own items from home into school).
- Fidget aids are provided by the SENCO in consultation with the class teacher. A fidget aid may be provided if it is felt that this will enable a child to focus better on their learning. A child or parent may request a fidget aid, but this does not mean a fidget aid will be provided. Consideration will be given as to whether or not this is an appropriate or helpful strategy for the child.
- Any child who is given a fidget aid will, at the same time, have the rules for using a fidget aid clearly explained to them by the SENCO.
- In order to ‘test’ whether or not a fidget aid may be helpful for a child in the classroom, the child may be given a small piece of blutac as a first option, to see if this assists with concentration. If this is successful and the child is able to keep to the fidget aid rules, a suitable fidget aid, which does not make a noise and does not cause a distraction, may then be supplied by the school.
- If it is considered that a fidget aid may help a child with their learning, the parent/carer will be informed that we will try this intervention.
- Fidget aids are used quietly and unobtrusively (e.g. held out of sight under the table, do not distract any children, etc.)
- A child should not be spending time looking at the fidget aid.
- A fidget aid needs to stay in a child’s hands or pocket (never thrown, dropped or bounced)
- Fidget aids remain the property of the school and school adults will remove them if they are not used appropriately (they do not belong to the child).

### Fidget aid rules for children

- A fidget aid is a small object that keeps your hands busy so that you can pay attention to the teacher, listen and focus on your learning.
- A paper clip, blutac or small object can be a fidget aid. You can hold it in your hand and feel it, move it and play with it whilst you are looking at the teacher.
- A fidget aid may be helpful if you find it hard to listen to your teacher or concentrate, if you need something to keep your hands out of trouble or if you keep touching things you’re not supposed to touch.
- You should not need to look at your fidget aid very much (otherwise you will not be paying attention to your learning).
- You should not try to get your friends’ attention with the fidget aid – it is not fair to distract other children from their learning.
- The fidget aid should not make any noise and should not be noticed by anyone else in the class.
- The fidget aid must stay in your hands or on your table close to you – it should not be thrown, dropped or bounced.

## Appendix: PACE - playfulness, acceptance, curiosity, empathy

Based on information from Oxfordshire County Council

<https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf>

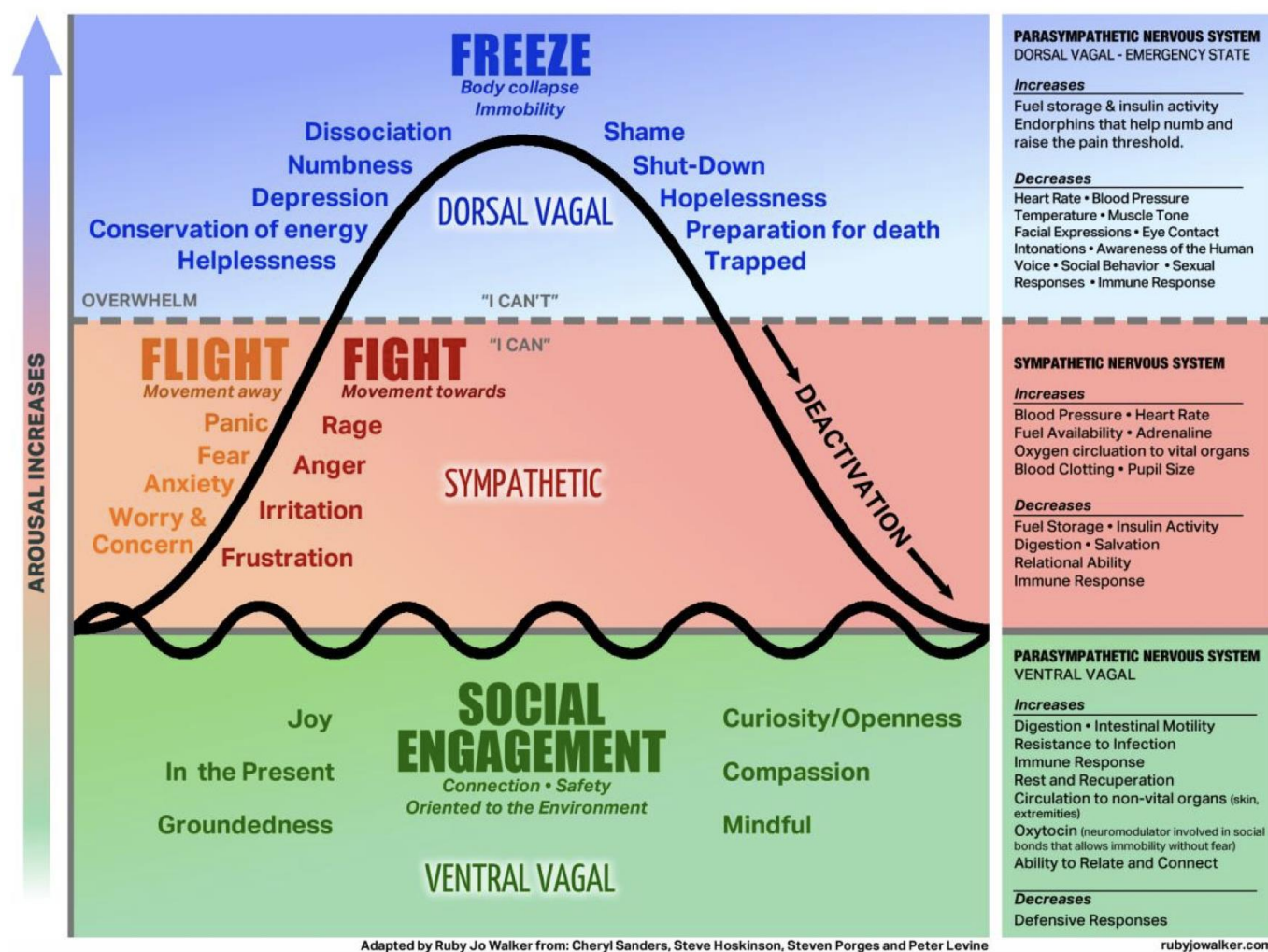
### Using PACE in school

Children who have had a difficult start to life have often learned that the world is not a safe place and that people in it cannot be trusted to help them to stay safe. Without safety and security children cannot settle to learn and explore. Many also do not think that they deserve care and attention, and many feel deeply ashamed much of the time. These feelings and assumptions about the world underpin all the interactions they have with adults in school and their peers.

Working with children who do not feel safe at school is demanding and asks a lot of professionals. This information provides a guide to why staff are successful when they are successful, why things sometimes go wrong, and some ideas for helping hard-to-reach children be settled and able to learn in class.

### Understanding how feelings direct actions

The work of neuropsychologist Stephen Porges has helped us to understand what happens to us all when we perceive danger. His polyvagal theory suggests a hierarchy of three levels:



When we do not feel safe, the body prepares itself to respond to danger. If the danger seems very great, the nervous system is activated in such a way that we have a very high tolerance for pain,

and often become very still. In this 'freeze' state, which is the state of greatest stress, children sometimes appear to 'zone out', show confusing behaviours such as laughing inappropriately as though they cannot stop, or even appear to fall asleep. Sometimes this is called "dissociation".

When we perceive threat that is not at the highest level the body prepares itself for defence. Sometimes we call this "fight or flight". It is likely that you have seen this response on many occasions. Children who have experienced trauma escalate into this state very quickly. It may look as though there was no trigger, or that the apparent trigger was very small.

Many children who have experienced trauma are vulnerable to experiencing 'fight, fright or flight' reactions in everyday situations which would not normally make children feel afraid. This reaction is not conscious, is completely involuntary and out of their control. In order for children to be ready to learn, however, they need to be in the calm, open and engaged state described in the graphic above. Only in this state can they engage with you and others to think about what has happened and how you can understand it together.

When a child is challenging or threatening to us, when we feel deskilled or frustrated by the child, our own defences are likely to kick in. At this point it is very difficult for us to be in a calm, open and engaged state too. Many teachers are more likely at this point to revert to more traditional behaviour management styles which, unfortunately, do not work with children who have experienced trauma. Very often this is the point at which communication breaks down between us and the child and the situation escalates.

## **What does work?**

"The experience of safety seems to have a profound effect on pupils." Louise Bomber, 2013

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. PACE stands for **Playfulness, Acceptance, Curiosity and Empathy**. These principles help to promote the experience of safety in interactions with young people. Children need to feel that we have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

"Connect and redirect: When a child is upset, connect first emotionally, right-brain to right-brain. Then, once the child is more in control and receptive, bring in the left-brain lessons and discipline." The Whole Brain Child, Daniel J. Siegel and Tina Payne Bryson

Once a child feels that we have connected with their level of emotion, they can stop showing us. Children show how they feel through their behaviour, often in ways that are very unhelpful to us and also to themselves.

### Playfulness

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if telling a story, shows interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light. It does not mean we do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone when delivering a short reminder about behaviour in the classroom.

### Acceptance

Unconditional acceptance is fundamental to a child's sense of safety because it shows we have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means we, and the child, have to sit with some strong emotions,



together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others (e.g. “nobody loves me”, “I’m stupid”, “I’m bad”, “you hate me”) it is hard not to challenge them as being wrong, but it is really important to accept those feelings and acknowledge them using curiosity and empathy. Accepting the child or young person’s feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child’s viewpoint, but for true acceptance to take place, it is important that the child also knows we can see them beyond their behaviour. When a child is very challenging, on a daily basis, this can be hard to do. We need to build in times with colleagues to reflect on the child beyond their behaviour as well as expressing our own feelings about the challenges.

### Curiosity

It’s important to be curious about the child’s thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before engaging in discussion. Showing the child that we are interested in what is going on for them and willing to do something about it is a very powerful experience. Don’t feel afraid to share curiosity with the child by wondering, not telling them. Try to avoid asking “Why?”. Instead you might ask: “Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas.” Or, “What do you think was going on?”, “What do you think that was about?” or “I wonder what...?” Try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows interest in understanding it and accepting the feelings that were involved.

### Empathy

When we show empathy, we are showing the child that their feelings are important, and that we are alongside them in their difficulty. We are showing that we can cope with the hard times with them and we are trying hard to understand how it feels. Understanding and expressing our own feelings about the child’s experience can often be more effective than reassurance. For example, if a child says “You don’t care”, you can respond by saying “That must be really hard for you. I feel sad that you experience me as not caring.”

Acceptance and empathy are at the heart of a child starting to feel safe at school, which reduces conflict, stress and withdrawal.

## Appendix: Zones Of Regulation

Zones of Regulation is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorized into four coloured zones. Children who are well regulated are able to be in the appropriate zone at the appropriate time.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when a child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library. From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn.

We teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.

Further information can be found in 'The Zones Of Regulation: a curriculum designed to foster self-regulation and emotional control' by Leah M. Kuypers, copies of which are available in school.

# The ZONES of Regulation™

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Relaxed</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Elated/Ecstatic Devastated Out of Control</p>

## Appendix: House system and house points

### House Points System

At Fairholme, we allocate all children from Reception to Year 6 to a House; these Houses are named after the 4 elements – **Earth**, **Air**, **Water** and **Fire**. Where possible, children are put into houses to ensure there is an even split of children which takes into consideration athletic ability, behaviour and gender. Children who join the school part way through the year are allocated to houses by their class teachers as they have the best understanding of how the houses are made up.

#### Who?

House points are the consistent reward system that all members of the school community celebrate and use and can be awarded to children by any staff member. They may be awarded for a number of reasons – super work, excellent manners, effort, displaying the school values, etc.

#### How?

When children are given a house point, they are also physically given a coloured token which they put into the coloured tubs which are centrally located in the classroom, and add to their individual class recording system (this may be a tally in KS2 and done more visually in KS1 and Reception with children's faces etc. additional incentives to achieve house points may be introduced).

At the end of each week, house points will be collected and added to the central 'Houses' display board (at the bottom of the slope), tally charts reset and tokens redistributed from classroom pots.

Year 6 children will be selected as House Captains and Vice Captains by their peers based on their suitability as a young leader and as a

good role model. House Captains are responsible for collecting House points each week from classes and will help with updating the Houses board. The winning House for house points will be celebrated in Hero assembly on Fridays.

#### Why?

By working together for a common goal, we aim to foster a sense of community and encourage the children to work together as a **TEAM** to achieve. The House system will provide opportunities to meet with older/younger year groups at half termly house meetings; throughout the year, various sporting and other competitions and occasions will be built in to develop the sense of community.

#### When?

Listed below, some of the reasons House Points may be awarded:

Reason	House Points
Learning Hero Certificate	1
Building Learning Power Certificate	1
Lunchtime Award	1
Headteacher's Hooray	1
Deputy's Sticker	1
Excellent work in class	1
Displaying School Values	1
Good Manners	1
Participation/contribution	1

**Appendix: Templates and sheets**  
**Mobile phone permission form**  
**Values and code of conduct poster**  
**Good news note template**  
**Catch me being good sheet (editable)**



## Personal devices and mobile phones at Fairholme Primary School

At Fairholme Primary School, children are not allowed to bring mobile phones, tablets, smart watches or other devices to school.

However, we recognise that some of our older children (Years 5 and 6) may come to or from school alone, and parents/carers may request that their child carries a mobile phone at these times for their safety.

In these instances, the school will make an exception, and will allow children to leave phones in the school office during the day, to be collected after the school day has ended, as long as permission has been given by the parent/carer.

If your child needs to bring a mobile phone to school, please complete the permission form below, and return to the school office.

\_\_\_\_\_  
Name of child: \_\_\_\_\_

Class: \_\_\_\_\_

I give permission for my child to bring a mobile phone to school. I understand that:

- the phone must be left in the school office before the start of the school day;
- the phone must be collected from the school office after then end of the school day;
- my child is not allowed to use the mobile phone during school hours unless, in exceptional circumstances, permission has been given from the Headteacher;
- the phone will be kept in the school office, but the school does not accept any responsibility for the loss, theft or damage of these items.



I am aware that, if I need to contact my child during school hours, I should call the school office on 020 8890 2584, and I will not be able to contact my child on their mobile phone during the school day.

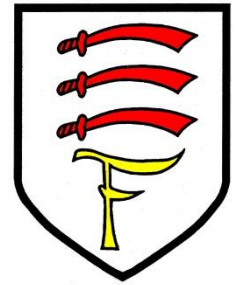
Name of parent/carer: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_



Fairholme Primary School



## **Values**

Respect

Honesty

Responsibility

Kindness

Self-belief

Aspiration

## **Code Of Conduct**

*For everyone – children, staff, parents, governors and visitors*

- We show respect and good manners at all times;
- We work hard, try our best, and are proud of our learning;
- We are honest, kind and fair so that our school is a safe and happy place for everyone;
- We show care for our school environment and everything in it;
- We listen carefully, and we follow instructions sensibly and thoughtfully;
- We wear the correct clothing for learning including school uniform.

**A**

**GOOD NEWS**

**note**



from  
**Fairholme Primary School**

**A**

**GOOD NEWS**

**note**



from  
**Fairholme Primary School**

**A**

**GOOD NEWS**

**note**



from  
**Fairholme Primary School**

**A**

**GOOD NEWS**

**note**



from  
**Fairholme Primary School**

# Catch Me Being Good

Good listening

Following instructions

Good sitting

Sensible playtime

Great hand up

Good learning

Tidy table

Lining up



How many ticks can I get?

