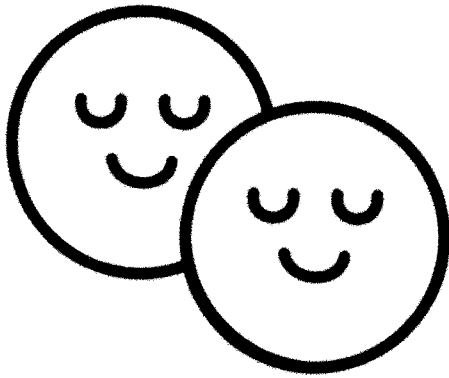


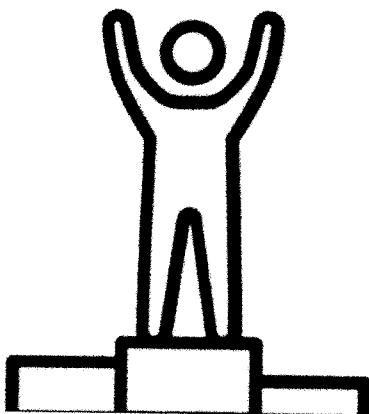
Friendship



To show good friendship:

- Help each other.
- Say kind things.
- Keep each other company.
- Allow each other time apart when needed.
- Celebrate each other's achievements.
- Listen to each other's opinions.
- Encourage one another.

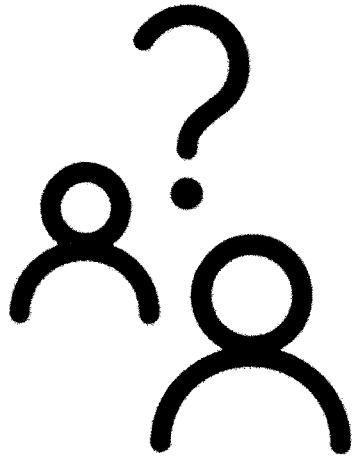
Pride



Taking pride means:

- Trying hard to do the best that you can do.
- Thinking carefully about how you want your work to look.
- Wanting to improve.
- Taking your time.
- Taking care and paying attention.

Questioning



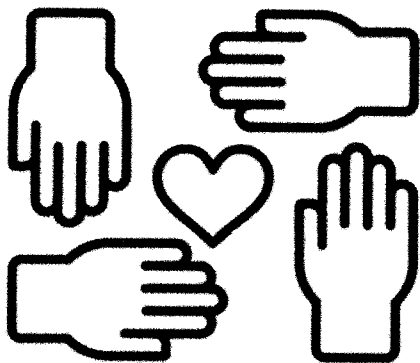
Questioning includes:

- Asking questions to find out more information.
- Asking questions to help you to understand.
- Showing an interest.
- Having a two-way conversation.

Question starters include:

- Why...?
- How...?
- What if...?

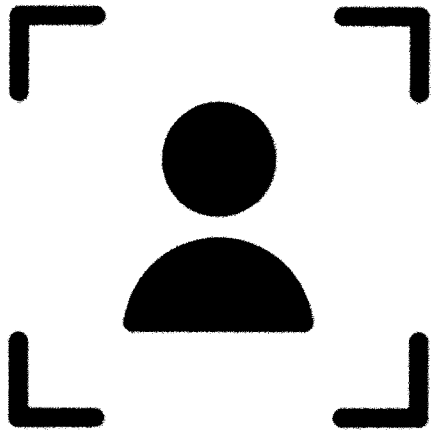
Kindness



Showing kindness includes:

- Sharing with each other.
- Offering to help each other.
- Including everybody and not leaving anyone out.
- Using kind words.
- Complementing one another.

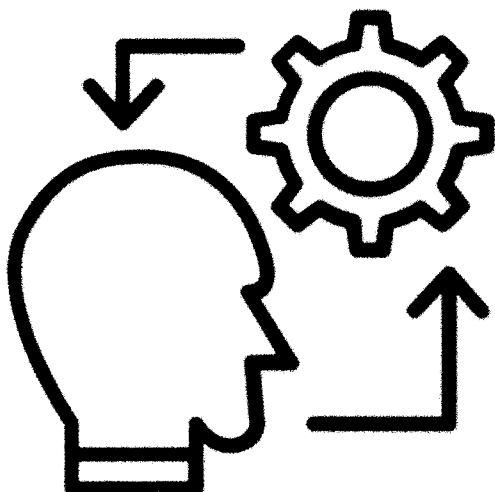
Absorption



To absorb yourself in your learning:

- Ignore distractions.
- Put an imaginary wall between your workspace and your partner's workspace.
- Focus on your learning.
- Make your learning your main priority.
- Tune out of background noises.

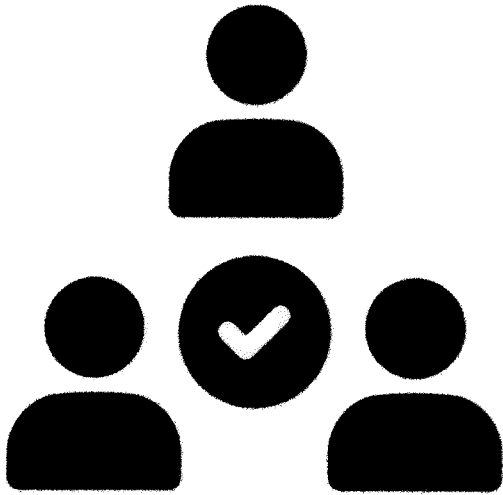
Retrieving



To help you to retrieve information:

- Make links between what you know.
- Think about previous learning.
- Use resources in the classroom to remind yourself of previous learning.
- Talk about your learning.
- Each night, tell your parents what you have learned.
- Each break-time, quiz one another on what you have learned in the previous lessons.

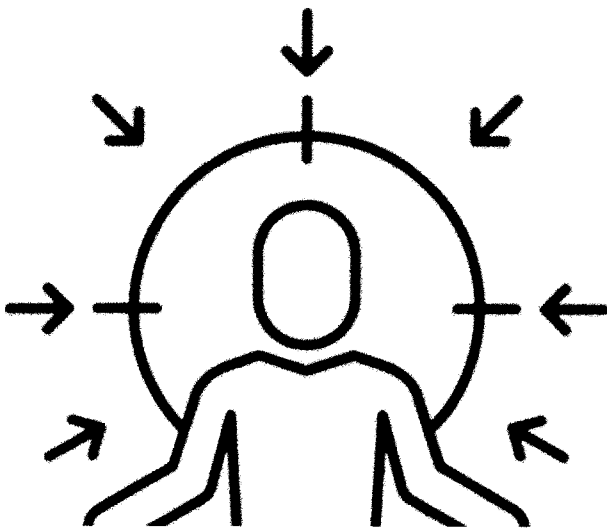
Collaboration



Collaboration means:

- Working together as a team.
- Sharing out group roles.
- Negotiating respectfully.
- Sharing ideas.
- Respecting one-another's opinions.
- Engaging in respectful discussions and debates.
- Taking turns.
- Solving problems without arguing.

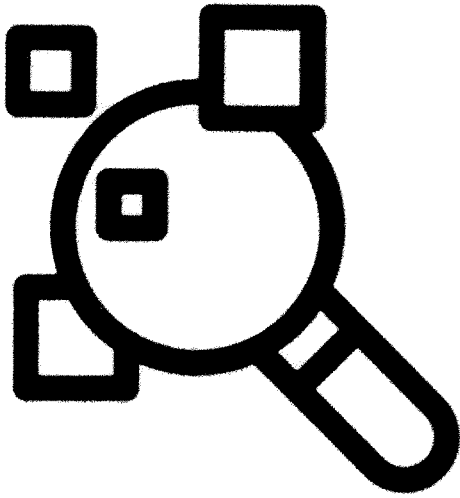
Managing Distractions



To manage distractions:

- Use the phrase: "Please stop _____ because I'm trying to concentrate."
- Absorb yourself in your learning.
- Don't worry about what other people are doing. Concentrate on what you can control.
- Prioritise learning in the classroom. Chat and play on the playground.

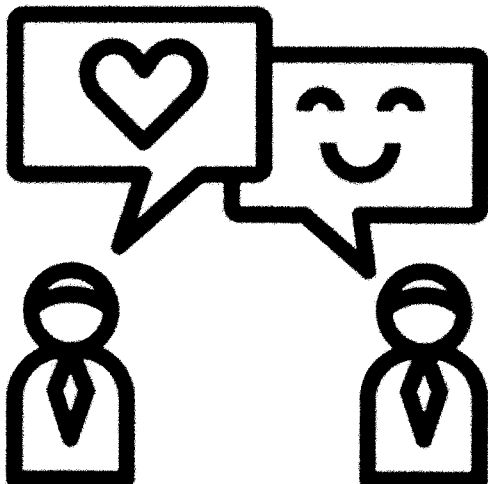
Noticing



Noticing involves:

- Using displays and resources to help you.
- Watching what the teacher writes or draws.
- Listening to the teacher, and thinking carefully about what they are saying.
- Looking carefully to spot the difference. For example, compare your current piece of work to the first piece of work you did. Which one is better?
- Looking out for changes. Can you notice when a friend's emotions have changed? Perhaps they need some help!

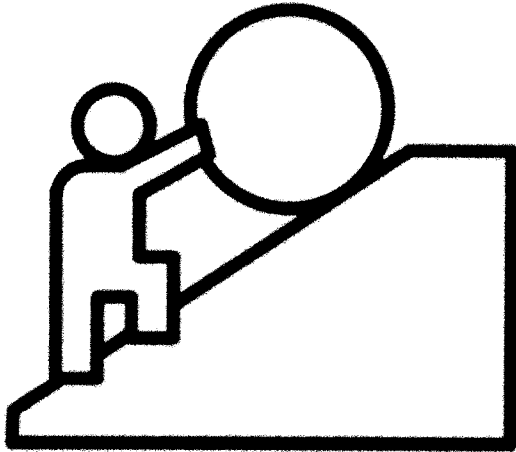
Good Manners



Always:

- Say, "Good morning!" to people.
- Say please when you request something.
- Say thank you when you are given something.
- Hold the door open for someone to walk through.
- Hold your knife and fork correctly.
- Swallow your food before talking.
- Say, "Bless you," when someone sneezes.
- Say, "Goodbye," or, "Have a lovely evening."

Perseverance

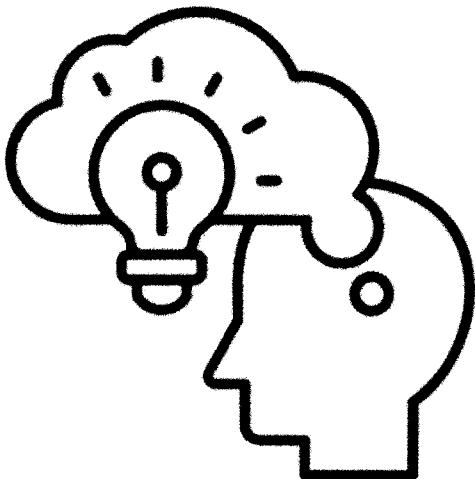


If at first you don't succeed...

... try, try and try again!

- Don't give up just because things are tricky or hard.
- Think of different ways to achieve your goal if you are finding something difficult.
- Remember that mistakes help you to learn.

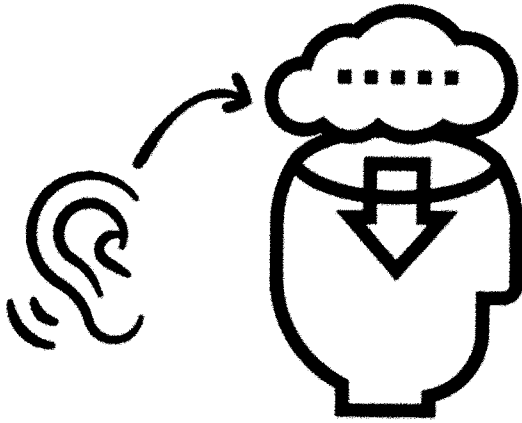
Reasoning



To reason:

- Explain your answers by using the word 'because'.
- Think about different options. Sentence starts might include:
 - ⇒ Perhaps...
 - ⇒ Maybe...
 - ⇒ I wonder if...
- Justify what you think or know by using examples.

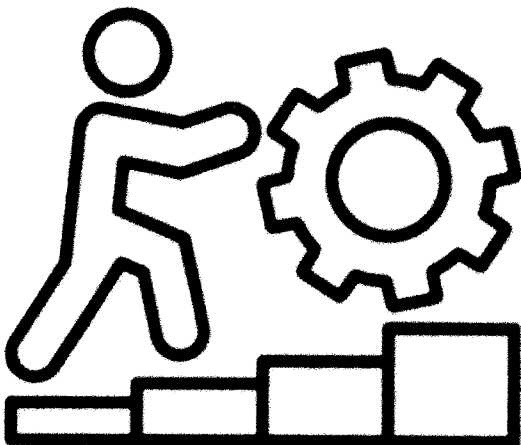
Listening



Listening is more than just hearing. It's also:

- Thinking about what you hear.
- Hearing information and linking it to what you already know.
- Hearing information and considering how you feel about the information that you have heard.
- Hearing information and thinking about your viewpoint or opinion.
- Hearing information and thinking about how you could use the information.

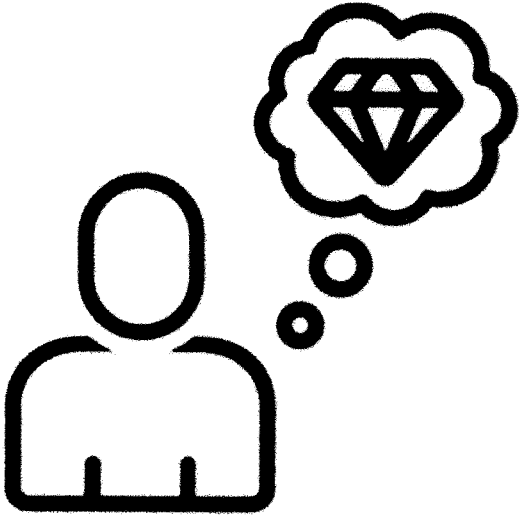
Independence



Being independent means:

- Trying to do something by yourself, even if it is tricky.
- Having belief in yourself.
- Building your confidence so that you don't always need to ask for help.
- Accessing resources to help you without asking your teacher.
- Considering your own ways to solve problems.

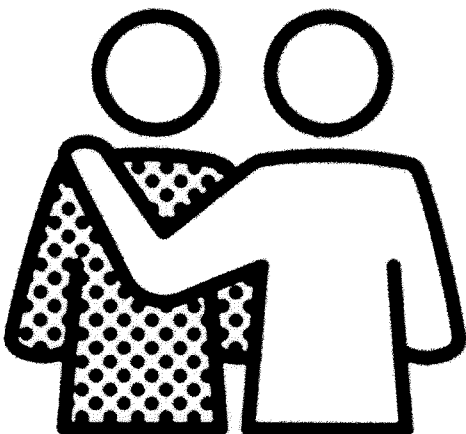
Imagining



Imagining is like drawing pictures in your mind. Imagining can help you to:

- Understand a story by drawing pictures in your mind of the characters and settings.
- Create your own story, by thinking about the adventures your characters could go on.
- Improve your work by imagining what it should look like before you start it.
- Improve your handwriting by drawing the shapes of the letters in your mind before you start writing.

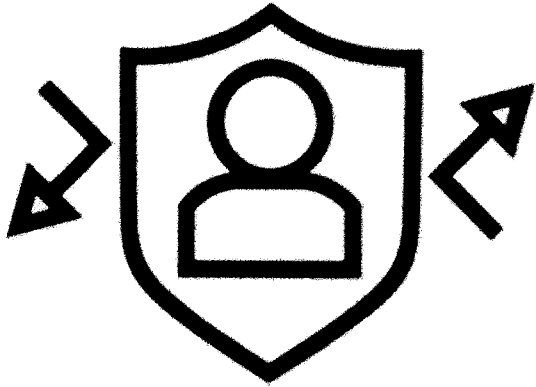
Empathy



Empathy means:

- Listening to what others have to say, and trying to understand their feelings.
- Giving other people a chance to talk about their feelings, and listening kindly to what they say.
- Looking after someone who is feeling unhappy.
- Understanding how your feelings might impact on someone else's feelings.

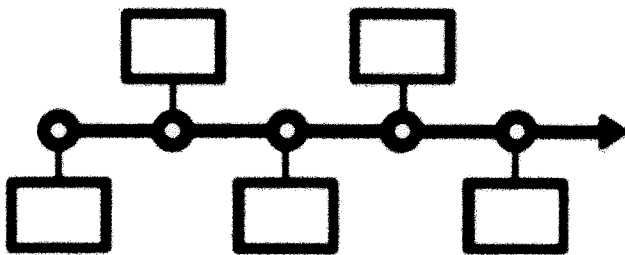
Resilience



To be resilient:

- Develop a positive, 'can-do' attitude.
- Show gratitude and hope.
- Persevere.
- Know that mistakes are okay.
- Try to understand the reasons behind other people's actions.
- Try to find a positive in every negative.

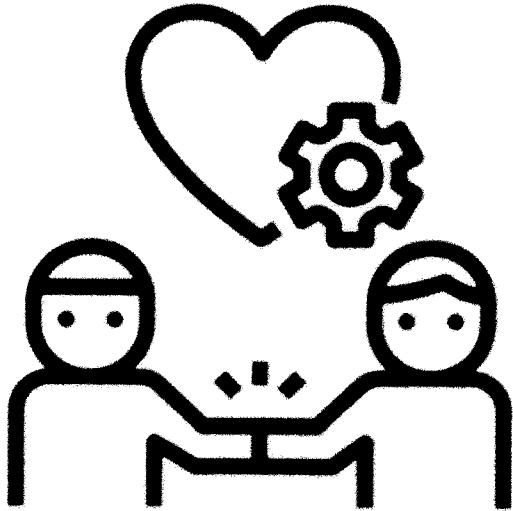
Planning



You could try planning:

- How your work is going to look before you start it.
- The steps that you need to take to get from the start of a task to the end.
- How to approach a conversation that you are worried about.
- What you are going to say before you say it.

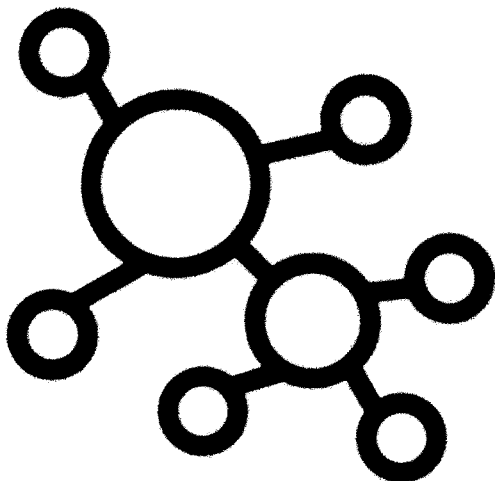
Respect



Showing respect includes:

- Using kind words and phrases.
- Speaking with a calm tone of voice, even if you disagree with someone.
- Being inclusive.
- Valuing everybody's differences.
- Understanding other people's points of view, even if you don't agree with them. You could use talk phrases such as: "That's an interesting point of view but my opinion is..."
- Treat everybody how you would like to be treated yourself.

Making Links



Making links helps you to remember more!

- When you learn something new, think, "What does that remind me of?"
- Ask yourself, "What do I already know about this?"
- Consider, "Have I learned about something similar before?"
- Use the phrase, "If I know _____, then I also know _____."

Editing and Improving

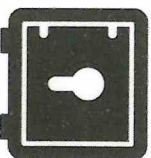

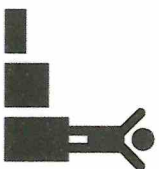


Never rush to be the first to finish!

- Check your answers.
- Check your spellings.
- Check your punctuation.
- Does your work make sense?
- What could you add?
- Could you uplevel your vocabulary?
- Perhaps you could show off what you have been learning?



At Southcoates Primary Academy we believe that every child has certain basic rights and responsibilities. These form the basis of our school rules.

Rights	Responsibilities	Rules
<ol style="list-style-type: none"> 1. You have the right to be safe. 2. You have the right to be respected and treated fairly. 3. You have the right to learn. 	<ol style="list-style-type: none"> 1. You have a responsibility to make sure you do not hurt others or damage property. 2. You have the responsibility to respect and be fair to others. 3. You have the responsibility to let others learn. 	 <ol style="list-style-type: none"> 1. I will behave in a way that keeps myself and others safe.  <ol style="list-style-type: none"> 2. I am polite, listen to others speaking and behave in a respectful way.  <ol style="list-style-type: none"> 3. I will follow instructions and try my best to succeed at every task.

Everyone at Southcoates Primary Academy is expected to follow this code.

Southcoates Primary Academy - Supportive, Positive, Achieving




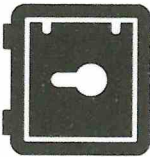

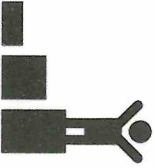
1. I will behave in a way that keeps myself and others safe.


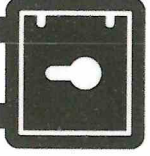

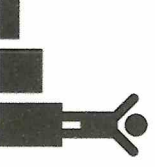






2. I am polite, listen to others speaking and behave in a respectful way.




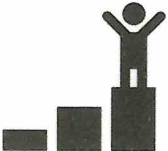


3. I will follow instructions and try my best to succeed at every task.

Reflection Sheet			
Name:		Date:	
Time:		Class:	
School Rules		<u>How I will get myself back to green.</u>	
<p>I will behave in a way that keeps myself and others safe.</p> 			
<p>I am polite, listen to others speaking and behave in a respectful way.</p> 			
<p>I will follow instructions and try my best to succeed at every task.</p> 			
<p>GREEN I followed the school rules and have moved back into green!</p>	<p>AMBER I did not do enough to get back into green.</p>	<p>RED I did not follow the school rules and have moved into red.</p>	
Signed:			

Reflection Sheet			
Name:		Date:	
Time:		Class:	
School Rules		<u>How I will get myself back to green.</u>	
<p>I will behave in a way that keeps myself and others safe.</p> 			
<p>I am polite, listen to others speaking and behave in a respectful way.</p> 			
<p>I will follow instructions and try my best to succeed at every task.</p> 			
<p>GREEN I followed the school rules and have moved back into green!</p>	<p>AMBER I did not do enough to get back into green.</p>	<p>RED I did not follow the school rules and have moved into red.</p>	
Signed:			

<h1 style="margin: 0;">Red Card (Break)</h1>	
Name:	Date:
Time:	Class:
<h2 style="margin: 0;">School Rules</h2>	<h2 style="margin: 0;"><u>Reason for red card:</u></h2>
<p>I will behave in a way that keeps myself and others safe.</p> 	<p style="text-align: center;"><u>Support given:</u></p> <p><input type="checkbox"/> Restorative conversation, using P.A.C.E / C.A.L.M. / W/S approach.</p> <p><input type="checkbox"/> Calm down time given.</p> <p><input type="checkbox"/> Opportunity given to talk to a different adult.</p> <p><input type="checkbox"/> Other (write below):</p>
<p>I am polite, listen to others speaking and behave in a respectful way.</p> 	
<p>I will follow instructions and try my best to succeed at every task.</p> 	
Signed:	

<h2 style="margin: 0;">Red Card (Classroom)</h2>	 <p>Southcoates Primary Academy</p>
Name:	Date:
Time given: Time to return to class:	Class:
<h3 style="margin: 0;">School Rules</h3>	<h3 style="margin: 0;"><u>Reason for red card:</u></h3>
<p>I will behave in a way that keeps myself and others safe.</p> 	<p style="text-align: center;"><u>Support given:</u></p> <p><input type="checkbox"/> Restorative conversation, using P.A.C.E / C.A.L.M. / W/S approach.</p> <p><input type="checkbox"/> Calm down time given.</p> <p><input type="checkbox"/> Opportunity given to talk to a different adult.</p> <p><input type="checkbox"/> Other (write below):</p>
<p>I am polite, listen to others speaking and behave in a respectful way.</p> 	
<p>I will follow instructions and try my best to succeed at every task.</p> 	
<h2 style="margin: 0;">Signed:</h2>	

Structured Conversations

Teachers are able to use structured conversations when discussing behaviour with children. The approach to each structure is outlined below.

The P.A.C.E. Approach

P.A.C.E. stands for: Playfulness, Acceptance, Curiosity and Empathy.

Playfulness:

Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

- 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 you were telling a story, shows your 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 you do not take the emotions or the incident seriously.
- It is also helpful to maintain a playful tone if you need to deliver a short reminder about behaviour in the classroom.

Acceptance:

Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

- Accept the child's emotions – don't challenge them.
- Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement.
- 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 you can see them beyond their behaviour.

Curiosity:

Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

- It's important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning how to think about emotions.
- Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion.
- Share your curiosity with the child by wondering, not telling them. Try to avoid asking "Why?". Instead, try: "I wonder what made you feel this way...?" 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 your interest in understanding it and accepting the feelings that were involved.

Empathy:

Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

- When you show empathy you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty.
- You are showing that you can cope with the hard times with them.
- Understanding and expressing your 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."

Example:

Scenario:

- **A child is upset with a decision during a game of football.**

Script:

- **Playfulness:** This will be dependent on each child.
- **Acceptance:** "I can see you're not happy with the decision."
- **Curiosity:** "I wonder what made you feel like this?"
- **Empathy:** "That must be hard for you. I'd like us all to enjoy our game of football."

The Warm/Strict Approach

The warm/strict approach revolves around the idea that having high expectations of somebody is part of caring and respecting them:

- We have high expectations for pupils **because we have their best interests at heart.**
- We hold students to account for their behaviour, **because what they do in the school matters.**

This approach distinguishes between the behaviour and the person.

Example:

Scenario:

- **A child is disrupting the lesson by shouting out.**

Script:

- *“(Name), stop shouting out – thank you. I know that you could learn a lot if you listen carefully.”*

The C.A.L.M. Script Approach

When a child misbehaves, it is important to not take it personally. Following the C.A.L.M. steps help to structure the conversation.

C.A.L.M. stands for: Connect, Acknowledge, Limit, Move, as outlined below:

- **Connect (connect before you correct):**
Name. Your opinion is important.
- **Acknowledge (show empathy towards the child’s feelings):**
Sometimes it’s hard to wait your turn.
- **Limit (set a boundary):**
However, we don’t interrupt others.
- **Move (say what the child can do to move forward):**
You can share your opinion by putting your hand up and waiting to be chosen.