

# Red Hall Primary School

## Our Behaviour Belief

### Expectations and Choices Framework

(Red Hall Primary School's Policy for Managing Behaviour)

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## **Red Hall's 'Behaviour Belief'**

*"This is how we do it here"*

**At Red Hall Primary School, we are committed to;**

### **Our Motto**

*'Believe and Achieve'*

*Red Hall Primary is a school where ALL children no matter what their home situations or academic levels are given the skills to **'believe'** in themselves and to **'achieve'** their very best.*

### **Our Vision**

Community

Aspirationaal

Respect

Inclusive

Nurturing

Growing together

### **Our Aims**

Red Hall Primary School aims to promote an environment in which everyone feels a sense of belonging and are **happy, safe and secure**. It is the aim, that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a **CARING** community, whose values are built on **mutual trust and respect** for all. This policy is therefore designed to support the way in which all members of the school can work together in partnership and a supportive way to encourage **positive behaviour**.

**Our 'Expectations and Choices' framework is based on the belief that:**

Children need support and guidance to make the right choices in their lives, therefore, Red Hall Primary School has developed an ethos and culture in school, which enables our children to get into a **positive high performance emotional state** to enable them to succeed in education.

We as a school do not recognise the term 'bad behaviour' or 'naughty', instead we understand that emotional state can affect the choices that many children make.

## **Defining Emotional State**

*Have you ever started your day in a great mood and everything just got better? When no matter what challenges you met you coped easily. On other days, the smallest difficulties seem overwhelming. We respond differently to any kind of situation depending on how resourceful our state is at the time. At the end of a long hot day, when we are tired, hungry and irritable we are likely to experience a different state (and behave differently) than when we are refreshed and looking forward to a pleasant day.*

*Emotional states indirectly affect behaviour. They do not cause it. When we are feeling angry, we are more likely to act aggressively. When we are relaxed, we will more likely take time to make decisions. (<http://nlp-mentor.com/emotional-states/>)*

## **How is this achieved?**

We aim to develop our children's independence and make them responsible for their learning behaviours and the decisions they make.

- By focusing on the emotional state of children and getting them to recognise the feelings associated with this.
- By recognising this personal state we aim to proactively influence the transition to a more positive state.
- By using only positive language.
- By listening and supporting the child with their feelings.

When children are unable to meet our school's expectations we create opportunities for them to **make informed choices**.

We aim to give the children in our school the tools necessary to make **the right choices** in their lives, that enable them to be considerate and respectful to others and set the conditions in a class that promotes progress and learning.

This policy is not primarily concerned with rule enforcement. It is a means of promoting **good relationships**, so that people can work together with the common purpose of helping everyone to be considerate and work effectively.

This policy aims to help children **grow** in a safe and secure environment, and to become **positive, responsible and increasingly independent** members of the school community.

We work exceptionally hard, to keep pupils in our school, no matter what the level of their needs. All our severely challenged SEND pupils have access to our full curriculum and are integrated into class, but they also have access to supportive provision, if needed as well as other therapeutic provisions tailored to the needs of our pupils

Our school recognises and promotes '**right choices**', as we believe that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good choices

and accountability, rather than merely deter anti-social behaviour. We work tirelessly to get to the root of the emotion, to ensure we can offer the correct **support to understand the emotions that drive the behaviours.**

Key observations / concerns around behaviours are recorded by all staff using our CPOMs system. The SLT and well being team meet weekly to discuss these observations / concerns and look at next steps in terms of provision. This may result in children receiving extra support from: ELSA sessions, additional support or therapy, as well as looking at provision in the classroom i.e. sensory regulation routines.

## **Staff Responsibility**

Behaviour Management is the responsibility of **all** staff within school. The direct connection between the child's behaviour and the emotional state of the adult is obvious. Getting the culture right is pivotal. The culture at Red Hall Primary School is set by the way the adults behave.

***“Unregulated children need obviously regulated adults, even if their behaviour is designed to frustrate us.” Paul Dix***

## **Role of the School Leaders**

It is the responsibility of School Leaders to implement the policy consistently throughout the school, and report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the School Leaders to ensure the health, safety and welfare of all children in the school.

School Leaders support the staff by implementing the policy, by setting the codes of conduct expected, and by supporting staff in their implementation of the policy.

School Leaders keep records of all reported serious incidents including bullying, homophobic and racist incidents and any records of incidents of Positive Handling.

The Executive Headteacher or Head of School have the responsibility for giving fixed-term suspensions to individual children for serious incidents. For repeated or very serious incidents, they may permanently exclude a child. These actions are taken only after the school governors have been notified and only in the most extreme of cases. **(Please see Suspensions and Exclusions Policy)**

## **The Role of School Staff (all school staff)**

It is the responsibility of staff to ensure that the school codes of conduct are enforced in their classes, and that their classes act in a responsible manner during and out of lesson

time. Our class teachers in our school have high expectations of the children with regard to learning attitudes and conduct, and they strive to ensure that all children work to the best of their ability.

All school staff must be role models for the children and treat each child fairly, and enforce the classroom code consistently. All school staff treat all children in their classes with respect and understanding.

**All staff have the right and responsibility to support colleagues to maintain a high performance emotional state.** Our class teachers report regularly to parents and carers about the progress of each child in their class, in line with the whole-school procedures, however any member of school staff will contact parent/carers to update them on behaviour in school.



## Staff Reminders



- Every day is a **NEW** day. You **MUST** greet children and model positive behaviours.
- Repeated behaviours require a Thinking Cloud which should be reflected on daily / weekly as required. Key Stage leaders should be made aware and Thinking Cloud completed with them and parents.
- Choice contracts should be reflected on daily / weekly as required and outlined in the Behaviour Policy.
- Use the change of face card
- Ensure behaviours are **CPOMed** and YOU follow through with a consequence and informing home.
- If SLT come support, you and the member of SLT will speak to the children **together** once you have tried all other options.
- Language of choices.
- What you ignore, you accept.
- Staff modelling.

## What do we offer at Red Hall Primary School?

### ***This is how we do it here."***

Red Hall Primary School has three core codes of conduct and these are our school rules. We use these to encourage our children to be **Ready to learn, Respectful of their school community and Safe.**

Our three core codes of conduct:

- **We look after ourselves**
- **We look after each other**
- **We look after our school**



# Expectations



## Follow our three school rules:

- We look after ourselves
- We look after each other
- We look after our school

## We also make sure we:

- are respectful
- follow ALL instructions
- use time and space appropriately and have a conversation afterwards
- move around school appropriately
- TRY our best

This could be a class target?

We recognise that situations arise, when children are unable to make right choices linked to our three rules because of their emotional state. This can cause potential conflict, and the child and staff member(s) may need the time and space to calm and reflect.

Strong pastoral support rarely needs to be permanent, but when a child or adult does need help, then patience and an available adult without a deadline, must be available within our school



## Classroom Strategies

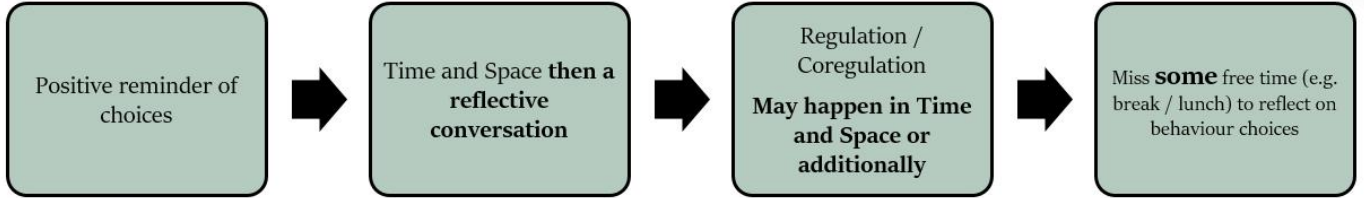


### CALM

### REFLECT

### SUPPORT

### SUPPORT



What can help me?



## Lunchtime Strategies

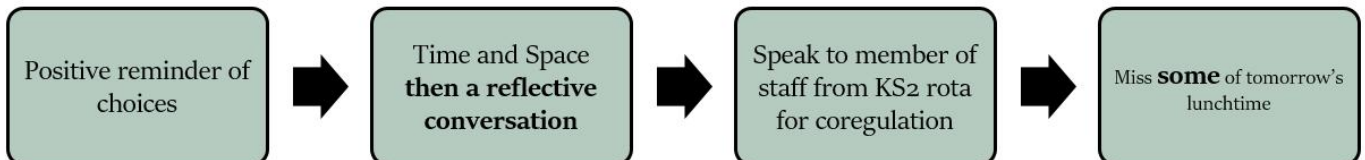


### CALM

### REFLECT

### SUPPORT

### SUPPORT



What can help me?





## What is Time and Space?

- Time and Space **IS** a safe space to pause and reflect.
- Time and Space **IS NOT** time out or punishment.
- It **IS** an integral part of our school's behaviour belief.

Through 'Time and Space' we offer our children the opportunity for a reflection talk, where children are helped to:

1. **Focus on the feelings that drove the action. (Remember, all behaviour is a form of communication)**
2. **Identify or form better choices / options.**
3. **To adopt the choice which enables them to manage their feelings in a more productive way so that consideration and respect are promoted.**

We ensure we use our help script;

*"Name ... I can see that ... I am here to help ... Talk and I will listen ... Come with me ..."*

## The 'Time and Space' process

'Time and Space' works through **three** possible stages;

### **Calm**

If a child is not meeting the school's expectations, then in a **positive manner**, staff say, 'think about the choices you are making or you may need some 'time and space'. *(A time and space card may be used to signal this, see Appendix D).*

If a child is **emotionally** not ready to learn **OR** continues to break the school's code of conduct (look after yourself, look after each other, look after our school) then in a **positive manner**, staff say, 'could you take some time and space or I think some time and space would help you right now' *(A time and space card may be used to signal this, see Appendix D).*

The child will then go to the designated time and space area, just outside of the class room.

### **Reflect**

Here they have the time and space to reflect on the choices they have made and:

Return in a more positive state – **checked on after 5 minutes.**

Be supported with optional follow up time with a member of staff – where we can explore different choices

**\*\*Please note** When you are talking to our children about their behaviour, be careful not to **re-inforce** the connection to the behaviour.

## AVOID

- ***“Now you know that I can’t stand it when...”***
- ***“That noise you were making really irritates me...”***
- ***“If you keep shouting out you will stay in at break time...”***

This allows the children to control the adults. This gives them an insight into **YOUR** emotions. This gives them the opportunity to take the control away from you.

## Support

Some children may benefit from the support and facilitation of an adult to find better choices. We do this by focusing on process not content to identify alternative options a child can use in the future when faced, with similar situations.

Each class has a ‘time and space’ card which a child will take outside to the designated ‘time and space’ area. They can also use this card to facilitate discussion with the class teacher by showing the reverse side to them.

## Consequences Linked to Wrong Choices

At Red Hall Primary School, consequences for behaviours should be linked to the context of the situation and viewed as a **‘teachable moment’** that supports the child / children involved in moving forward and making a **different choice** in the future.

When talking to the child, we refer to the behaviour actions and not the child e.g. I don’t like the choices you just made, you are better than that. Children should know that they are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt it is finished and this needs to be clear to the child.



## Wrong Choices



Follow strategy slide for these low-level behaviours:

- Not following instructions
- Refusing to do work etc.
- Arguing with peers
- Swearing.
- Fighting (both retaliating and engaging)
- Damaging school property
- Persistent disruption to learning

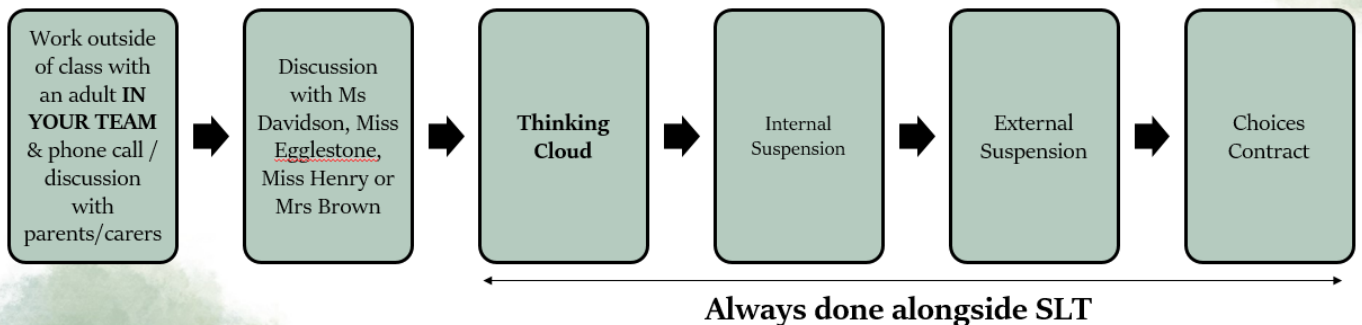
For these behaviours move straight to SLT

- Racial / homophobic language (if repeated behaviour following reflective conversation about appropriate language)
- Physical assault (intent to harm) against an adult.
- Physical assault (intent to harm) against another pupil.
- Serious/dangerous offences e.g. weapon in school



## Consequences

As a result of repeated wrong choices affecting the learning of others.



**ALL INCIDENTS MUST BE REPORTED ON CPOMS. COMMENTS OF REPEATED BEHAVIOUR YET NOT EVIDENT ON CPOMS?? SLT CANNOT SUPPORT YOU IF WE ARE NOT AWARE. REMEMBER THAT THIS ALSO AFFECTS THE EHCP PROCESS AND IS KEY FOR OUR SEND CHDN TO BUILD THE BIGGER PICTURE!**

### What Additional Support and Guidance do we offer?

Occasionally, children may need a more visual representation of the effects their choices can make on their learning and that of others. These children will have a personalised process sheet that sets out strategies to help them to succeed

#### 'Thinking Cloud' (see Appendix B)

The 'Thinking Cloud' will also set out a number of clear consequences, for not making the right choice.

The ultimate goal is to put children into a high performing state that will promote good progress and harmony in the class and wider school.

#### Choice Contract (see Appendix C)

Should a pattern of behaviour arise where children continue to make choices which break our school's code of conduct and may result in suspensions, the senior leadership team will meet with parents and pupil to write a 'choice contract'. **This is only to be used in extreme circumstances when a "thinking cloud" has been tried and shown to be ineffective.**

The 'choice contract' would typically be invoked if a child is disrupting learning on a daily basis and unable to make right choices linked to our school codes of conduct:

A child on a 'choice contract' will meet with a member of the Senior Leadership Team on a Monday morning before starting lessons to review the specific targets on their contract. A follow up meeting will be held on the Friday to review the week, with a Senior Leader AND the child's parent/carer. The contract must be for a fixed time period (6 weeks for example) and reviewed at the end with pupil and parent/carer.

The contract will make it clear what the consequences will be for the child if they decide not to meet the targets within it.

To be on a 'choice contract' is incredibly serious as the next step for that child is firstly internal suspension (working out of class with a member of staff and having no contact with their peers for the duration of the exclusion) and then external suspension (being required to work outside of the school environment).

Children who receive more than one external suspension may be considered for a 'managed move' away from Red Hall Primary School or in extreme cases face permanent exclusion. However, this is based on each case and the severity of the incident (**see Suspensions and Exclusions Policy**)

## **Praise and Reward**

A key component to any successful 'behaviour' system is the way in which those children making **good choices** are praised and rewarded. At Red Hall we recognise that the vast majority of children make the **right choice** and support the school's Code of Conduct at all times. These children need praise and recognition for the outstanding way in which they behave on a daily basis. Rewards are also a way of sending a message to those who have not made the right choices, hoping in the future that this will impact on their future decisions.

We do this through;

- Class Dojo Points – An individualised/personal reward system for each child that parents are aware of.
- Team Target Reward - Each class selects a behaviour or learning behaviour they would like to see improved within their class. This is set as a 'Team' or 'Class' Target. Whenever a child is noticed to be modelling this behaviour, their name is displayed next to the target. The target stays until EVERY child in the class has achieved that target. Once a child has their name displayed on the board they cannot be removed as they have proved they know how to model that behaviour.
- Star of the Week Assembly
- Half Termly SLT award linked to Class Dojo points
- Golden Welly – OPAL at Lunch

# **Positive Handling**

## **Our Guiding Principles**

Occasionally, staff in school will come into contact with pupils who may need to be positively handled or guided. Use of reasonable force is part of our overall pastoral care procedures and closely related to our Behaviour Belief and also to Darlington's 'Guidance and Policy for the use of Restrictive Physical Intervention'.

This section of our policy aims to support staff with this and should be read in conjunction with other school policies relating to interaction between adults and pupils specifically the; SEND policy

The Governors of Red Hall Primary School recognise that Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in certain circumstances, which will be clearly indicated in this policy. It is recognised that it is always unlawful to use force as a punishment.

Positive handling is the positive application of force with the intention of protecting the child from harming themselves or others or seriously damaging property. The proper use of positive handling requires skill and judgement, as well as knowledge of non-harmful methods of restraining.

Positive handling should only be used when all other strategies which do not employ force have been tried and found to be unsuccessful or in an emergency situation.

The staff in Red Hall Primary School recognise that the use of reasonable force is only one of the strategies available to secure pupil safety/well-being and also to maintain good order and discipline.

The physical intervention must only employ a reasonable amount of force – that is the minimum force needed to avert injury or damage to property, or to prevent a breakdown in discipline – applied for the shortest period of time.

We aim to:

- Protect every person in the school community from harm.
- Protect all pupils against physical intervention which is unnecessary, inappropriate, excessive or harmful.
- Provide adequate information and training for staff to ensure that they are clear as to what constitutes appropriate behaviour and to deal effectively with violent or potentially violent situations.
- Use the minimum degree of force necessary to accomplish positive handling.
- Give full support to staff who have been assaulted or have suffered verbal abuse from pupils or others.
- Maintain accurate records of incidents where positive handling has been employed. Involve parents in procedures as far as is reasonably possible.

## **Legal Framework:**

A school's respect for the rights of the individual takes into consideration the context of The Human Rights Act (1998) and The United Nations Convention on the Rights of the Child (1991). The school's ethos and the guidance in this policy is based on the presumption that every adult and child is entitled to:

- Respect for his/her private life.
- The right not to be subjected to inhuman or degrading treatment.
- The right to liberty and security.
- The right not to be discriminated against in his/her enjoyment of those rights.

Section 93 of the Education Act 2006 and DFE 'The Use of Reasonable Force 2012' allows teachers, and other members of staff at a school who are authorised to use such force as is reasonable. There is no legal definition of reasonable force. The Criminal Law Act (1967) allows any person to use such force as is reasonable in the circumstances to prevent an offence (eg physical assault) being committed. Reasonable minimum force must be a matter of personal judgement. All school teachers have a professional 'duty of care' within their job description which is underwritten by paragraphs 58.7 of School Teacher's Pay and Conditions Document 2013. Together with the legislative framework this enables teachers and other members of staff in the school to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil):
- Causing personal injury to, or damage to the property of, any person (including the pupil himself) or
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Those exercising the power to use force must also take proper account of any particular special educational need (SEN) and/or disability that a pupil might have. Under the Disability Discrimination Act 1995) schools have two key duties:

- Not to treat a disabled pupil less favourably, for a reason relating to his or her disability, than someone to whom that reason does not apply, without justification; and
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled.

The staff to which the power to use reasonable minimum force applies is defined in section 95 of the Act. They are:

- Any teacher who works at the school, and
- Any other person whom the head has authorised to have control or charge of pupils.

This includes:

- support staff whose job normally includes supervising pupils such as teaching assistants,
- people to whom the head has given temporary authorisation to have control or charge of pupils such as paid members of staff whose job does not normally involve supervising pupils (for example catering premises-related staff) and unpaid volunteers (for example parents accompanying pupils on school organised visits).

The majority of school staff are trained in 'Team Teach' (a record is kept in school of updated training). Staff must always follow the 'Team Teach' training and advice given:

- Exhaust all de-escalation and conflict resolution techniques. Use the 'Help Script'.
- Try to give the pupil clear warning. Ask / tell the student who is making the wrong choices to stop and state possible consequences of failure to do so.
- Still try to offer an alternative escape route from the situation by encouraging the pupil to calm down and talk things through. (This offer must stand all the way through the incident and must be repeated to the pupil).
- If possible, summon another adult.
- Continue to communicate with the student; making it clear quietly yet clearly and firmly and before actually doing so, that you are likely to take physical control.
- Carefully consider choices for physical control; controlling the pupil in a standing or seated position. It is only possible to decide which of these options to take as one's experience, expertise and knowledge of the individual pupil grows, although inevitably they represent a gradual and graded increase in the extent of control used. Pupils must not be held on the floor in either the front or back ground recovery position (Prone or Supine). If a pupil takes themselves to the floor in this position, then staff should release holds completely until the pupil can be managed in a recognised 'Floor seated' RPI technique, with safety as paramount concern, or until a chair/sofa seated or standing position is available/suitable.
- Make it clear that restraint will be removed as soon as it ceases to be necessary.
- Once the situation is under control, safe and secure, counselling of the pupil should begin. Use ploys like "Look this need not have happened!" It is not unusual to meet a continuous stream of abuse, obscenities etc. Ignore these, try to be calm, look beyond the behaviour, and talk deliberately and in a pacifying tone. Use phrases like "OK. If you want to talk, I'll listen!" and "We can get out of this situation once you have told me and shown me you are calm!" With a particularly reserved pupil it may be possible to progress the 'letting go' process by distraction methods e.g. Talking to other involved colleagues about absolutely anything appropriate, or positive talk about the pupil, or appropriate humour.
- Offer positive feedback as soon as possible "Good that's better. You're much calmer now!"
- Once the situation begins to calm down, significant decreases in the grades of physical control should commence. However, these should be on staff terms and not when demanded by the pupil. If he / she asks sensibly, calmly and politely staff must adhere to the request, however exercise caution. The overall aim is to (when the pupil is calm and ready to talk) discuss what provoked the whole episode, getting the pupil to examine the problem and its consequences. Staff need the pupil to realise that there was a more acceptable and appropriate way of dealing with the situation.
- The pupil should be asked if they are hurt and / or if they need medical treatment.
- The event should be discussed in a supportive manner with all involved staff, so that positive feedback is given, and the potential for improved approach, teamwork and skills is achieved.
- Staff involved should be afforded supportive discussion, if required, as soon as possible.
- All involved staff and the pupil given the opportunity to record their own feelings and opinions.

## **Reporting of Incidents**

All incidents of use of physical intervention will be recorded in the 'Bound and Numbered book' in the STRIVE office and retained by the Head teacher.

Incidents will also be reported on our electronic system CPOMS.

Parents will be contacted.

All incidents will be followed up by a Senior Leader. If it is deemed necessary a support plan or positive handling plan will be put in place in consultation with parents, or other agencies may be involved.

Any complaints are to be made in the first instance to the Headteacher. If a parent or guardian is not satisfied, then the complaint can be put in writing to the Chair of Governors via the school office.

## **Behaviour Support Plan/Safety Plan**

For some children, additional plans will be put in place to support them and staff to understand their needs and what works in returning a child to a positive emotional state.



## Red Hall's 'Behaviour Belief'

### "This is how we do it here"

**In summary this is the procedure for managing behaviour and promoting 'right choices' in our school.**

3 Rules	All staff, every day	Over & Above Recognition
<p>Red Hall Primary School has three core codes of conduct and we need our children to be Ready, Respectful and Safe:</p> <ol style="list-style-type: none"> <li><b>1. We look after ourselves</b></li> <li><b>2. We look after each other</b></li> <li><b>3. We look after our school</b></li> </ol> <p>It is the responsibility of class teachers to ensure that the school codes of conduct are enforced in their classes, and that children act in a responsible manner during and outside of lesson time.</p>	<p>We will meet and greet all children at all times and we model correct responses and refer to our 3 rules as a reminder.</p> <p>We start each day as a 'new day'.</p> <p>We will model positive behaviour and build relationships at all times.</p> <p>We plan lessons that engage, challenge and meet the needs of all learners.</p> <p>We use the language of choices – <b>Right Choices, Wrong Choices.</b></p> <p>We don't walk by or ignore, we address <b>all</b> behaviour (we will talk about this later).</p> <p>We use a standard signal to gain attention (1,2,3 eyes on me).</p> <p>We do not use hands up, we use 'cold calling' in all classes.</p> <p>We model line-up behaviours and in some classes we set a line up code when required.</p> <p>We model how our expectations about how our classes move around the school.</p>	<p>In our school <b>RELATIONSHIPS</b> are key.</p> <p><b>Be bothered</b> - make each child feel appreciated and important.</p> <ul style="list-style-type: none"> <li>• Verbal and non-verbal praise.</li> <li>• Class Dojo Points</li> <li>• Positive notes and phone calls home.</li> <li>• Star of the Week</li> <li>• Team/Class Target</li> </ul> <p>And for the adults</p> <ul style="list-style-type: none"> <li>• Time and Space</li> <li>• Secret Mentor</li> <li>• Over and Above Shout outs</li> </ul> <p>Senior Leaders will;</p> <ul style="list-style-type: none"> <li>• Meet and Greet the school community</li> <li>• Provide positive notes and calls home</li> <li>• Provide rewards linked to individual achievements and Class Dojo points</li> <li>• Celebrate success on social media</li> </ul>

<b><u>Stepped Boundaries</u></b>	<b><u>Mantras</u></b>	<b><u>Questions</u></b>
<ol style="list-style-type: none"> <li>1. Calm and De – escalation (</li> <li>2. Reflect (Time and Space)</li> <li>3. Support (Regulation)</li> <li>4. Support (Co-regulation and conversations)</li> <li>5. Consequences</li> </ol> <p>Resist the urge to send “up the hierarchy”. You’re telling a child you can’t deal with the situation. If you need support stand with that person to deal with it to show a united front.</p>	<p>An emotionally led response to wrong choices should always be resisted. When children make wrong choices give them what they don’t want.</p> <p>An emotionless calm response.</p> <p>Use, “1,2,3, eyes on me”.</p> <p>Use 3 step routine within classrooms and when moving around the school to ensure consistency.</p> <p>Use;</p> <ul style="list-style-type: none"> <li>• Help Script</li> <li>• Change of Face</li> <li>• Time and Space for you’.</li> </ul> <p>Your children need your emotional consistency.</p>	<p>What happened and why did you make the choice to behave like that?</p> <p>Who was affected by your behaviour?</p> <p>What would have been the right choices to make in that situation?</p> <p>Do you have anything you want to say?</p>

## **Appendix B– Time and Space Provision Guidance**

### **'Time and Space Provision' guidance**

Think about where your 'time and space' area is in your classroom or Key Stage area Is it – easily accessible and visible for supervision?

Is it warm and nurturing, reflective of our ethos? Fairy lights, bean bags, cushions, plants,

Do children have A SENSE OF PRIVACY when in 'time and space? e.g. a corner in your room if needed or outside your room, building a corner.

Do children have access to 'Time in' baskets, folders, bags? SL, EP and AC are the experts in ideas to complete these e.g. books, activities (guided breathing activities, mirrors, fiddle toys, soft toys, mindful stories, colouring, doodling,)

Some children may benefit from their own personalised Calm Box which includes objects, smells that allow children to re- connect with their own 'calm'. This might include objects from home including toys, photos, scarves with favourite smells on them, books or fidget toys.

Children need to be taught about 'Time and Space'

In circle time remind your class about 'Time and Space', what it means and why we ALL use it.

Create SHARED RULES (class or Key Stage depending of where the space is). Stick to a maximum of 3 rules in appropriate language or use WIDGIT

Make sure there is a timer and children are shown how to use it. This does not mean once the time is up a child MUST return to class, but an adult MUST have checked in with the child by this time

Use a social story and explicitly TEACH children how to use it (displayed, shared, discussed) so children KNOW what to do when they go to TIME and SPACE e.g. turn your timer, use the resources (e.g mindful colouring. Tactile exploration, breathing tasks, to regulate yourself. Adult check in if needed. Tidy away and return.

Ensure staff and pupils respect the 'time and space' areas.

Find time, especially with our more challenging pupils to sit in there with them to help them to identify which items in there help them regulate better, so they know what to pick. Some pupils might also need their very own 'Time and Space' – safe spaces





