

## Appendix 1 The Six Principles of Nurture



Nurture as a practice means relating to and coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. When used in school, nurture improves attendance, behaviour and attainment, and ensures every child is able to learn. A solid understanding of The Six Principles of Nurture is crucial for education professionals looking to implement nurture in their settings.

### **1. Children’s learning is understood developmentally**

Children are at different stages of development – socially, emotionally, physically and intellectually – and need to be responded to at their developmental level in each of these areas. Responding to children ‘just as they are’, with a non-judgemental and accepting attitude, will help them to feel safe and secure.

Social, emotional and behavioural development tools such as [the Boxall Profile®](#), help staff to assess and track a child’s needs and put strategies in place to support positive development.

### **2. The classroom offers a safe base**

A classroom environment is inviting and nurturing for all. The classroom offers a balance of educational and social, emotional and mental health experiences aimed at supporting the development of children’s relationships with each other and with staff. Adults are reliable and consistent in their approach to children and make the important link between emotional containment and cognitive learning.

Where possible, predictable routines are explained and practised, and there are clear expectations and positive models of how all adults in school relate to children and young people, both in and out of the classroom. Consider whether your setting is a safe place – physically and emotionally – for your pupils, staff, parents and carers. How do you promote structure and predictability? It is also important that your classroom or nurture space has quiet zones and reflections of home.

### **3. The importance of nurture for the development of wellbeing**

Nurture involves listening and responding; everything is verbalised with an emphasis on the adults engaging with pupils in reciprocal shared activities. Children respond to being valued and thought about as individuals. In practice this involves noticing and praising small achievements – nothing should be hurried.

Provision and strategies should be put in place that promote the welfare and wellbeing of children and young people, as well as staff welfare and wellbeing. Consider how achievements and attainments are celebrated, and what structures are in place to promote the pupils’ voice.

#### **4. Language is a vital means of communication**

It is important for children and young people to be able to understand and express their thoughts and feelings. It is also crucial for adults to understand the importance of their own language towards children and young people, and how this can impact them. Children often 'act out' their feelings as they lack the vocabulary to name how they feel. Informal opportunities for talking and sharing are just as important as more formal lessons teaching language skills. This enables words to be used instead of actions to express feelings, and imaginative play can be used to help children understand the feelings of others.

It is helpful to provide opportunities for pupils, parents and staff to express their views, and that adults model how to share feelings and experiences. Pupils' voices should be valued, and language should be assessed, developed and embedded in all aspects of the curriculum at the appropriate level for the child or young person.

Consider how children are taught to recognise emotions and name them in your context. Are they taught to recognise early warning signs of anger or anxiety and use strategies to de-escalate? How do daily routines allow for conversation and sharing of experiences?

#### **5. All behaviour is communication**

People communicate through behaviour. It is the adult's role to help children and young people to understand their feelings, express their needs appropriately, and use non-threatening and supportive language to resolve situations. Our first responsibility in dealing with difficult or challenging behaviour, after safety, is to try to understand what the child is trying to tell us.

The outward behaviour is often the 'tip of the iceberg', and so it is important to consider the immediate environment and what occurred just before the incident happened. School events, the time of year, and home circumstances can also give us clues. Adults need to be calm and consistent, and understand that children may communicate their feelings in different ways. Children and young people need to be encouraged to reflect on their behaviour, and understand how to express their emotions appropriately.

This does not excuse the behaviour, but helps us to ask why the behaviour is occurring. Given what we know about this child and their development, what are they trying to tell us? It helps staff to respond in a firm but non-punitive way by not being discouraged or provoked. Having a quiet area to help students to become calm, and giving them time before a discussion can often help, as well as recognising potential triggers and anxieties that could be avoided or reduced.

#### **6. The importance of transitions in children's lives**

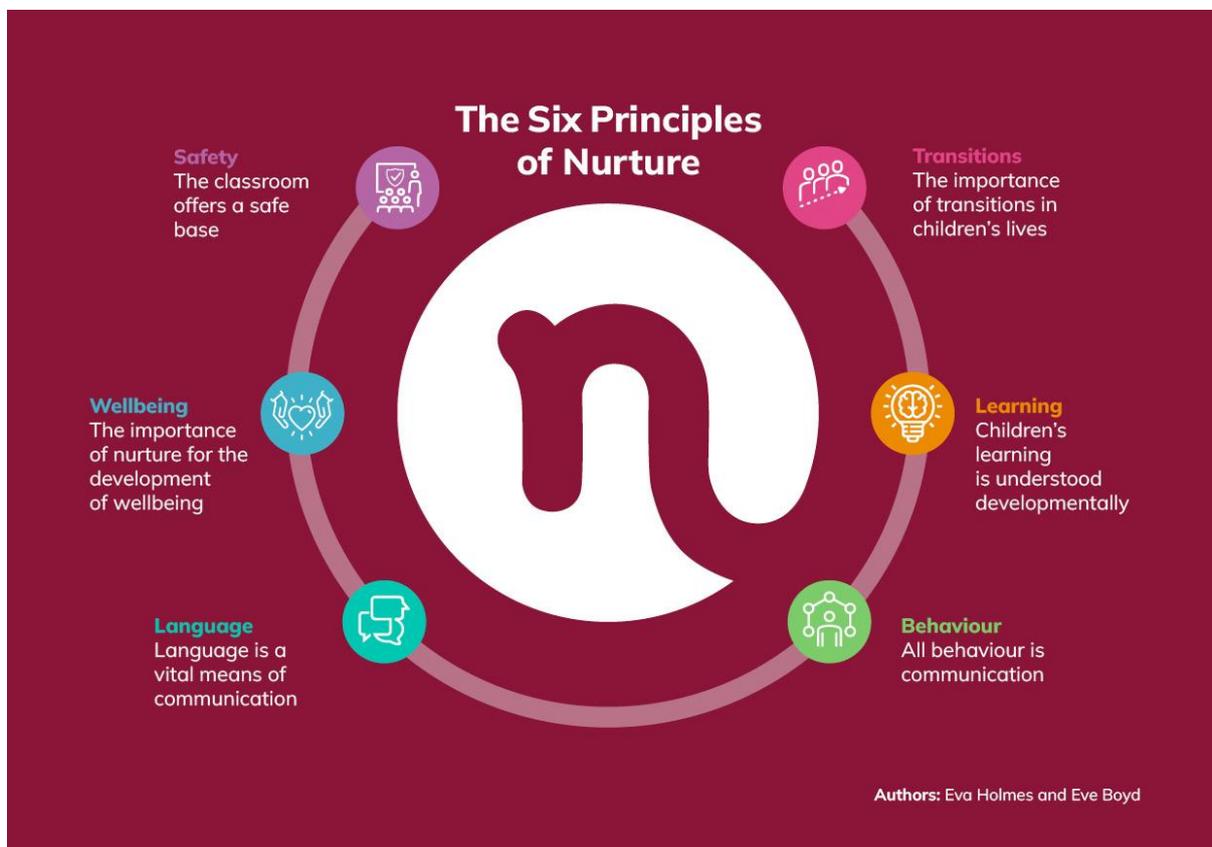
Children and young people experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from breaktime to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children and young people, and school staff need to help the child to transition with carefully managed preparation and support.

Pupils should be included in the planning of support, as well as parents and carers where possible, and information should be shared at key transition points. Staff need to understand the emotions that may be triggered by both small and large changes, and

children should be pre-warned or reminded about changes in routines, using visual timetables to emphasise this.

Consider periods of transition for your children; is there inexplicable behaviour just before the end of the day? Do staff feel frustrated by pupils who cause disruption as they move around the school? Children and young people may feel calmer if time can be made to discuss how they feel when things change, in an open and honest way, to help them put coping strategies in place.

These six principles help staff to focus on the social and emotional needs and development of children and young people, ensuring all pupils are ready to learn. They form the basis of nurture groups – a short-term intervention for pupils with social, emotional and behavioural difficulties which make it harder for them to learn in a mainstream class – and can also be applied through a whole-school approach.



(Nurture UK, 2021)

## Appendix 2 Consequences

### Consequences

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Consequences are a choice.
- Where appropriate children can discuss their own consequences with an adult guiding the discussion.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents, parents will be informed and expected to come in to school to discuss the incident.

### Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should make the choice to tidy up in their own time.
- A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time.
- A child who has been rude to another pupil should make the choice to apologise and make amends.
- A child who has been disruptive at playtime should make the choice to miss their next playtime.

**Appendix 3**  
**Teach Like a Champion Techniques (Lemov, 2021b)**

At Golden Valley Primary School, our intention is to manage behaviour by building school culture – making school a place where children work hard, model strong character, are polite and attentive, and strive to do their best.

We will step in to address distractions at an early stage, fixing it non- invasively, without breaking the thread of instruction.

We will use the following techniques so that we know when to step in to fix behaviour, without anyone else recognizing a potential issue:

| Technique                   | Description                                                                                                                                                                                                   |
|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Narrate the positive        | Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to Wonderfully Walk'                                        |
| Be Seen Looking             | Scan the room in a highly visible manner. Ensure all students know that you are looking.                                                                                                                      |
| Least Invasive Intervention | Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling.                                                                           |
| Pastore's Perch             | Stand in a position in the room where you can see all of the students easily.                                                                                                                                 |
| Means of Participation      | Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'                                                        |
| Brighten Lines              | Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go'                               |
| 3:30:30                     | When pupils begin working, move to a position of vantage and scan the room for 3 minutes. If a child needs help, they can wait or you can spend 30 seconds talking to them before returning to scan the room. |
| Live in The Now             | State what the pupil should be doing now, rather than what they have done wrong in the past. Deliver in a neutral tone, it is not a telling off.                                                              |

## **Appendix 4**

### **Dealing with behaviour incidents**

#### **Low-level disruptive behaviour in lesson**

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the expectation, a short instruction to stop what they are doing.
2. Repeat the expectations to the pupil - no more than twice.
3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction. Clearly remind pupils of the expectation.
4. Pupils who choose to waste learning time are required to make up lost learning time with the class teacher at break time or lunchtime. Parents will be contacted if a child's poor choices persist.

#### **If low level behaviour persists then...**

5. The child will be taken to another classroom to calm down and reflect on their behaviour for a 10 minute period. They are expected to return to class and make positive choices.
6. Parents will be contacted if classteachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the classteacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
7. For pupils causing concern as a result of persistent poor choices then a '**behaviour support plan**' will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour. These behavior support plans will be written with the children and with input from the key adults.

#### **More Severe Behaviour Incidents**

1. Serious physical aggression to staff or pupils.
2. Persistent verbal abuse.
3. Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults safety.
4. Serious willful damage to property.

Use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices then they will be excluded for a minimum of one day. We always aim to exclude pupils internally where possible. An internal exclusion may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal exclusion.

### **Recording serious incidents**

Serious incidents are to be recorded on CPOMS. Teachers will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on CPOMS (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to another
- Persistent name calling or bullying
- Swearing at people
- Refusal to take part in learning for a significant period of time.
- Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

### **Safe Handling**

**Positive Handling** is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or 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; and
- restrain a pupil at risk of harming themselves through physical outbursts.

## **Appendix 5**

### **Logging incidents on CPOMS**

#### **Logging Behaviour Incidents on CPOMS**

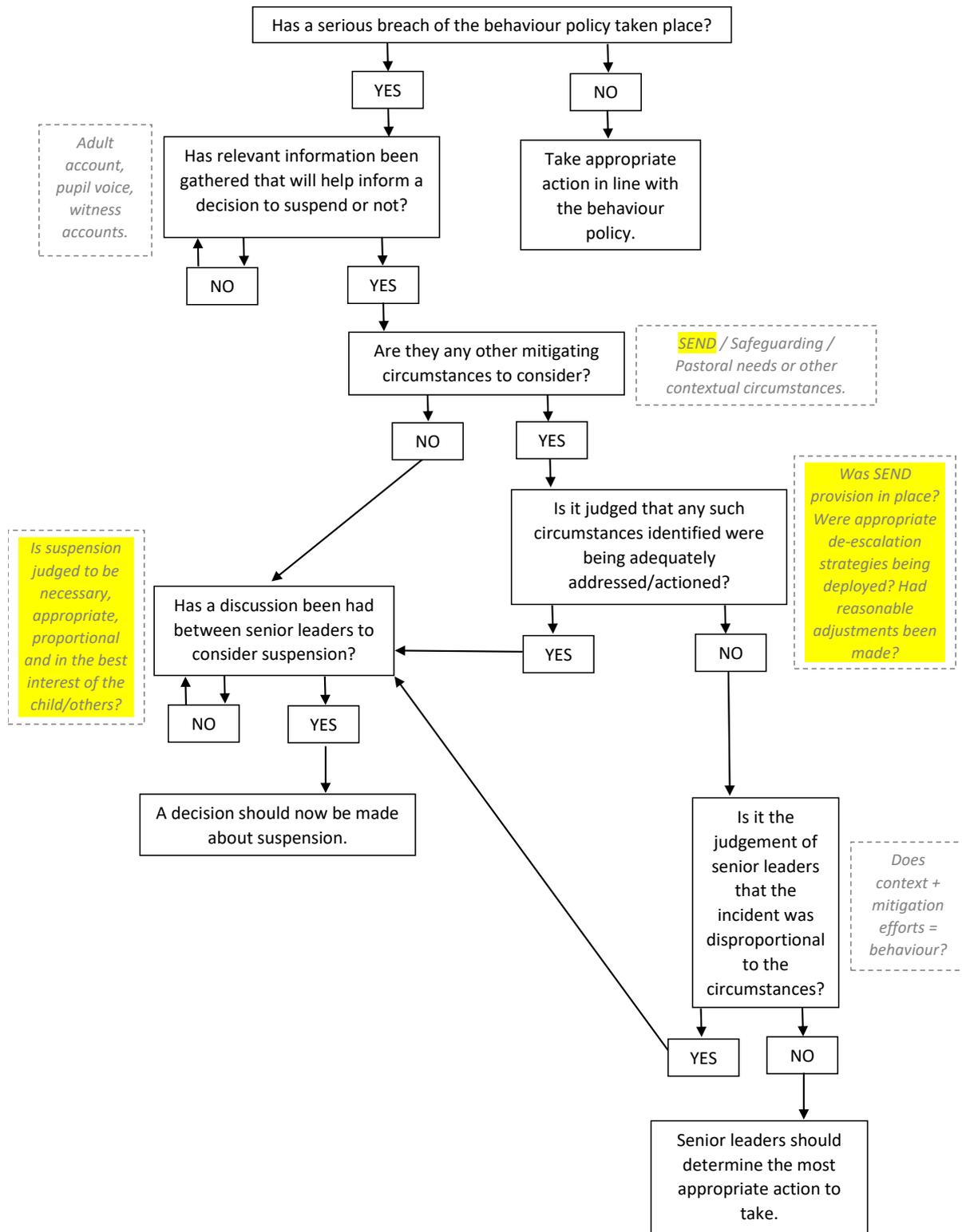
1. Log in to CPOMS using your own account
2. Add name
3. Select 'Behaviour Incident or Bullying'.
4. Write a description of the events relating to the incident. The written information should describe the antecedents leading up to the behaviour, the behaviour itself and the consequences that followed. This should include the time and date of the incident.
5. Finally, add any action you have taken, including informing parents.

#### **Note**

Consequences should never be logged as an 'exclusion' or 'lunchtime exclusion' unless this has been authorised by the headteacher. If the consequence involves a child missing their playtime for a restorative conversation, reflection or to catch up on missed work then please add as the action.

## Appendix 6 Suspensions/Exclusions Toolkit

### Suspension/Exclusion Decision Making Toolkit



### Suspension/Exclusion Decision-Making Toolkit

**Incident date:**

**Pupil/s:**

**Has a serious breach of the behaviour policy taken place?**

Yes No

**If yes, have details been recorded on CPOMs?**

Yes No

**Has information been gathered that will help inform a decision to suspend or not?**

Yes No

**If yes, please identify what information has been gathered:**

Adult witness account

Child(ren) witness account

**Does the information gathered provide a reasonable enough balance of probability that enables senior leaders to make a judgement on what happened?**

Yes No

**Are there any other mitigating circumstances to consider?**

SEND

Safeguarding / CP

Pastoral

Pupil voice

**Is it judged that any circumstances identified were being adequately addressed?**

Yes No

**Provide details:**

**Is it the judgement that the incident was disproportional to the circumstances?**

Yes No

**Provide details:**

**Has a discussion been had between senior leaders to consider suspension?**

Richard Riordan

Jack Hamilton

Andy Marriott

Hannah Watkins

**What is the decision?**

- Lunch/Break Exclusion
- Internal Exclusion
- Fixed Term Suspension
- Permanent Exclusion

**What is the purpose of the suspension/exclusion?**

- Uphold behaviour policy
- Time to create/modify provision
- Time to seek external guidance
- Keep staff safe
- Keep children safe
- Keep child safe

**Duration of suspension/exclusion:**

**Have parents/carers been informed of suspension/exclusion?**

- Yes  No

**Is the suspension/exclusion logged on CPOMS?**

- Yes  No

**Has a time been identified to capture the child's voice / hold reintegration session?**

- Yes