

# Easebourne CE Primary School

## Behaviour & Anti-Bullying Policy



Last Reviewed: November 2020  
Next Review Date: November 2021

### Vision (Nov 2020)

In a safe, loving environment built on the strong Christian values of **faith**, **hope** and **love**, we want our children to **ACHIEVE** excellence and a love of learning, fulfilling their potential, and to **BUILD** their life skills, experiences and dreams. We also seek to **CONNECT** our children with their learning, their wider community and the environment.

### Elements of particular relevance to this policy:

#### Build...

- ... your life experiences
- ... your life skills
- ... your dreams

Our commitment to you...

- ✓ building your life skills by encouraging you to take on roles and responsibilities
- ✓ giving you the skills to develop and maintain positive relationships
- ✓ supporting you in becoming a successful '7 C's learner', showing communication, collaboration, confidence, commitment, craftsmanship, creativity and curiosity

#### Connect...

- ... with your learning
- ... with your community
- ... with your environment

Our commitment to you...

- ✓ providing a caring, nurturing, inclusive and safe environment
- ✓ demonstrating and developing an awareness both of others and of the environment
- ✓ helping you to make a positive contribution to the community
- ✓ working with the Church to give you an understanding of Christian faith and values

## **Behaviour Policy Principles**

At Easebourne C of E Primary School, we recognise, reward and praise effort and good behaviour and support children in a fair and consistent way with a view to modifying undesirable behaviour.

Easebourne C of E Primary School expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other
- parents to encourage their children to show that respect and support the school's authority to discipline its pupils
- all members of staff to model polite, friendly and inclusive behaviour
- the head teacher to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school
- the governing body and head teacher to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person who is the subject of the allegation
- every teacher to be effective and sensitive in the management and improvement of the children's behaviour.

The full legal and duties that govern behaviour are outlined in the Department for Education document that mirrors the above expectations:

<http://media.education.gov.uk/assets/files/pdf/e/ensuring%20good%20behaviour%20in%20schools.pdf>

At Easebourne C of E Primary School, we carry out our obligations by:

- Providing a safe environment for learning
- Promoting self-esteem by having a range of rewards and privileges
- Carrying out sanctions fairly and consistently
- Encouraging partnership and trust with parents
- Ensuring that teachers and support staff listen to children
- Ensuring that all school rules are clearly communicated to all staff, children and parents
- Ensuring that all pupils feel valued at school
- Having high expectations of achievement in work and behaviour
- Recognising achievements in and out of school positively with praise and encouragement.

## **SCHOOL APPROACH**

If a flower is not blooming, the focus is to examine the flower's environment and not the flower to see what needs to be improved. In the same way, when a child is presenting with dysfunctional behaviour, we need to try to understand what is triggering that behaviour in the child's past and/or in the child's current environment. Developmental trauma can cause dysfunctional behaviour. We need to ask what has happened to the child rather than what is wrong with the child. Five children in every class have experienced trauma. Children with four or more ACE (Adverse Childhood Experiences) are over 20 times more likely to be permanently excluded.

Key to supporting a child's behaviour is helping the child to develop healthy relationships; human love is often cited as the most powerful therapy.

### **• Fight Flight Freeze Collapse**

Children's brains organise from bottom to top, with the lower parts of the brain (i.e. the brainstem, aka 'survival brain') developing earliest, and the cortical areas (the 'thinking brain') much later. Traumatized children's brains become stuck in the brainstem, and they can therefore swing between their survival modes of fight/flight/freeze/collapse.

<b>Fight can look like:</b>	<b>Flight can look like:</b>	<b>Freeze can look like:</b>
<ul style="list-style-type: none"> <li>▪ kicking</li> <li>▪ screaming</li> <li>▪ spitting</li> <li>▪ pushing</li> <li>▪ throwing anything they can get their hands on</li> <li>▪ their hands clasped in fists, ready to punch</li> <li>▪ glaring</li> <li>▪ clawing at the air</li> <li>▪ gasping for breath</li> </ul>	<ul style="list-style-type: none"> <li>▪ darting eyes</li> <li>▪ restlessness</li> <li>▪ excessive fidgeting</li> <li>▪ doing anything to get away</li> <li>▪ running without concern for their own safety</li> </ul>	<ul style="list-style-type: none"> <li>▪ holding their breath</li> <li>▪ heart pounding and/or decreased heart rate</li> <li>▪ shutting down</li> <li>▪ feeling unable to move</li> <li>▪ escaping into their own mind</li> <li>▪ feeling numb</li> <li>▪ whining</li> <li>▪ daydreaming</li> </ul>

While children are in fight, flight or freeze mode, they can be helped by being encouraged to focus on their breathing. Regulating their breathing can help bring their 'upstairs brain' back on board.

Using the words "Calm down" should be avoided. Instead, gentle direction should be tried - "Let's breathe" or "In through the nose, out through the mouth" or "You're okay, just breathe". Words should be kept simple. Staff need to remember that the child is only accessing

their base brain right now, so lecturing or trying to reason with them is pointless.

Encouraging children to do crossing the midline exercises (see Appendix 4) can also help re-set their brain, as it encourages the right and left hemispheres of the brain to talk to each other which can help stimulate the 'upstairs brain' to get engaged.

Once their breathing is regulated, other calming techniques can be tried. Squeezing a stress ball, spending time in a sensory room or calm down area, blowing bubbles, colouring, yoga poses, chewing bubble gum, doing sensory activities (particularly heavy work ones), and calm down bottles are all good strategies to use. Some will work better for the child than others, which is something else to keep track of for the future.

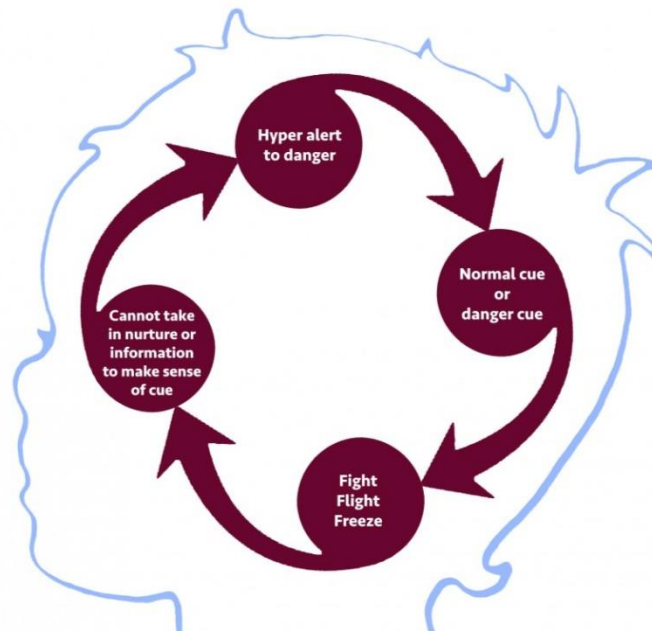
One of the most helpful ways to move children from these high anxiety states, to their calmer 'thinking brain', is patterned, repetitive rhythmic activity. Examples of brainstem calming activities recommended by Beacon House can be found at <https://beaconhouse.org.uk/useful-resources/>.

- **Body Clues**

It can be helpful to talk about the things children notice in their bodies right before the fight, flight or freeze response like their breathing speeding up, a funny feeling in their tummy, tightness in their chest, headaches, dry mouth, dizziness or their face getting hot. The children can then be armed with calm down skills that they can use the next time they notice those same feelings creeping up.

Staff should encourage children to talk about how their body feels when they experience different feelings, including positive feelings as well as negative ones. Staff should share examples of their own body clues and should explain that this is the body's way of telling them something but that these emotions will pass.

## Survival Loop



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- **CALM Approach**

A CALM approach is expected at all times when managing such situations. These CALM skills are essential in any physical interventions.

- Communication and Caring
- Awareness and Assessment
- Listening, Looking and Learning
- Making safe

- **The Three Ps**

Class teachers might consider incorporating one or more of these (Photos, Plants & Pets) into their classroom environments as they have all been identified as elements that can promote wellbeing in children in school.

## **GUIDELINES**

### **• STAFF CONSISTENCY**

It is crucial that all members of staff are consistent in the approach taken to pupil behaviour; familiarity with this document, the Children's Behaviour Policy (see Appendix 1) is inevitably fundamental as a result.

Teaching and Support Staff will:

1. Promote good relationships between teacher and pupil by using the curriculum and teaching style best suited to the individual child's learning style
2. Be aware of their body language when dealing with pupils
3. Avoid confrontation or 'no-win' situations
4. Try to anticipate problems before they arise
5. Be consistent with pupils

We will also be aware that poor behaviour might be associated with:

1. Poor relationships
2. Poor self-esteem
3. External problems
4. An inappropriate curriculum
5. Inappropriate teaching methods

### **• MOTIVATIONAL SYSTEMS**

Every child is different and it is important that each child is encouraged to find areas where they can celebrate success and find fulfilment; all pupils must feel valued at school.

Our policy is based on positive reinforcement about expected behaviour and therefore has a system of rewards. We promote self-esteem through a range of reward and privilege systems.

### **Achievement**

**STEP Awards** are awarded by class teachers for consistent good manners.

**Star Awards** are awarded by class teachers for specific areas of good work or notable examples of behaviour.

**Merit Awards** (bronze, silver and gold) are used throughout the school and run over the course of each term. When children have accumulated sufficient merits, the next sticker is awarded by class teachers for academic achievement and/or good participation in all curricular areas.

**Headteacher Awards** are awarded by the headteacher to mark work, effort or behaviour that he/she has noted. Occasionally, staff may also recommend that children are considered for these awards.

**Other Awards** are given out which include the weekly Little Cup of Kindness and the Reading Cup, annual termly prizes for recitation, spelling bee cups, sports cups and the overall house point cup.

Children are not always with their class teacher and teaching assistants and midday supervisors are also able to reward conspicuous effort or progress in children involved in group withdrawal sessions for instance. Awards are awarded in Friday assemblies throughout the year.

### **Individual Behaviour and Effort**

Each year, the children in each class discuss and agree a set of class rules. These are displayed in the classroom and referred to regularly. Whilst these will be different in each class, they will generally cover similar themes and will be known to the children as 'Easebourne Essentials'.

### **Teamwork across the School**

In addition, co-operation is fostered through the house system. Every child is a member of one of the four houses. Each house has a captain and a vice-captain, elected from Year 6. Membership is reinforced through the wearing of a t-shirt of the appropriate colour in PE. Over the year, there are a range of house challenges where the efforts of all children contribute towards winning house points and the scores are displayed in the Hall.

The above systems are monitored and reviewed with pupils and also through discussion with the School Council.

## General School Awareness/Praise

- ✓ Teachers, supported by TA's, should always mark children's work effectively, promoting feedback and dialogue in line with the school's marking, feedback and dialogue policy
- ✓ Feedback should promote a growth mindset, using (✓) **process praise** and avoiding (x) **people-praise**, valuing effort, acknowledging the power and benefits of mistakes and practice and adding 'yet' to encourage persistence.
- ✓ When giving praise, the 7 C's should be explicitly invoked where possible.
- ✓ Praise in front of other children can be very powerful, in class, e.g. for being polite, saying good morning, etc; in sharing assemblies; or round the school.
- ✓ Sharing and showing work to another adult is often effective – e.g. a former teacher and/or the Headteacher.
- ✓ With younger children, immediate response stickers are often a helpful parallel system to the systems outlined above.
- ✓ Children should be given opportunities and encouraged to identify peers who have been helpful and deserve recognition.
- ✓ Special privileges are identified for children to be given particular responsibilities, e.g. school councillors, librarians, house captains, etc.



## • SANCTIONS

### Whole School Approach

Examples of undesirable and unacceptable behaviour include:

- talking out of turn;
- refusing to do tasks;
- pushing and barging;
- temper tantrums;
- insults and harassment;
- deliberately hurting others;
- fighting;
- intimidation or bullying;
- and anti-social behaviour – spitting, swearing, stealing.

[As quick reference, red sections in this document will be covered by class teachers with children at the beginning of the academic year.]

Wherever possible, the class teacher will deal with problems as they arise. Parents will be informed in the early stages so that the teacher, parent and child can work as a team and try and rectify the problems. The class teacher will work closely with the teaching assistants to ensure consistency of approach. This approach will also be maintained at lunchtime. With extreme cases of undesirable behaviour, the child will be sent to the Headteacher. (The Headteacher will also be sent children who do very good pieces of work or who make a good effort.)

If a child's behaviour is proving to be difficult, the class teacher will share this information with the rest of the staff so that all adults are aware of the problem and can be supportive. If a child has experienced an event that may affect behaviour, the class teacher should inform the Headteacher or senior staff member, who will take appropriate action. All members of staff should fill in behaviour logs for incidents (available in the staffroom and see Appendix 2) which warrant recording with some detail; these sheets can provide a very useful reference source when monitoring behaviour over a period and in discussion with parents. A copy of these logs should be passed on to the Headteacher for central storage.

Occasionally, it can be helpful to ask a child to fill in the child's account of the incident and there are sheets for this purpose (see Appendix 3); this can give the child the opportunity to think through the incident and move on from it. A copy of this will be given to the Headteacher.

All staff in the school have a responsibility to reprimand a child misbehaving. However, when doing so, they should model respectful behaviour. It is always better if a child can be addressed by his or her given name. At all times be polite, always remind a child of correct behaviour in the first instance and recognise those children who are acting appropriately, thereby providing good role-models.

## **Disruptive Classroom Behaviour**

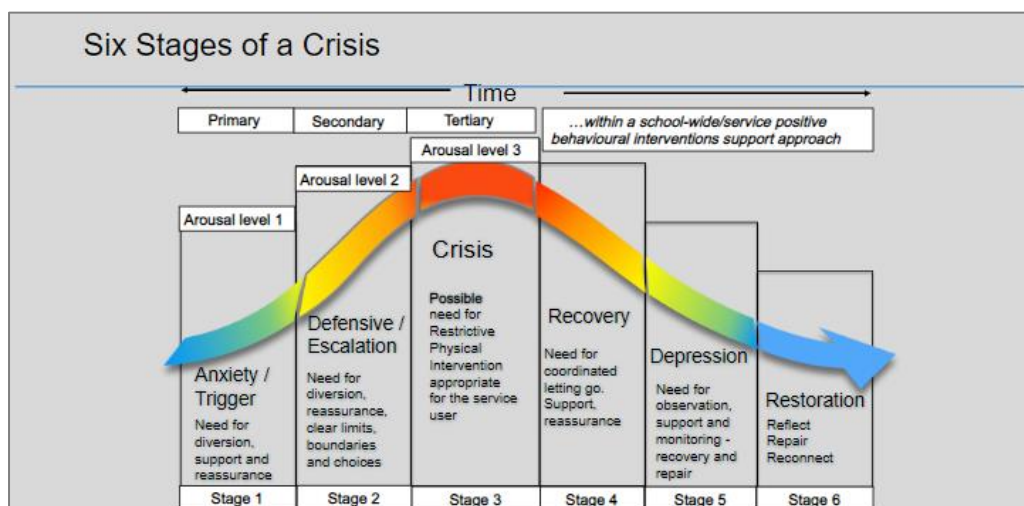
1. Remember that behaviour is communication. Children with disruptive behaviour are often trying to seek attention. The teacher/teaching assistant needs to ask why. Is the work too hard, for instance, too easy or not sufficiently stimulating, or perhaps the child is not with appropriate peers?
2. Teachers should try to change the behaviour by praising when desired behaviour is shown and by seeking out good role-models who are showing expected behaviour.
3. Other strategies include changing the level of work or where the child is sitting, redirecting the child before the behaviour becomes too bad, 'thinking ahead' and using a 'time out' strategy with another member of staff if necessary.
4. There are areas outside the classrooms, such as the blue sofa by the staffroom, where adults can talk with children to prevent further escalation and allow them respite from the audience of their peers.
5. If the behaviour persists, teachers should talk to the Headteacher about a behavioural modification programme.
6. Parents are generally informed at each stage before the problem has established a pattern.

As a guide, procedures should follow an **ASK, TELL, ACT** pattern:

1. Look for a model of appropriate behaviour and praise.
2. Explain what is wrong with the situation and **ASK** the child to change the behaviour, giving help to avoid the situation, perhaps by suggesting an activity which will redirect attention.
3. If the behaviour persists, **TELL** the child that he/she needs to change the behaviour. This is the second warning. Writing his/her name on board as a reminder may be helpful.
4. If the behaviour still persists, **ACT**. How this will look will depend on the circumstances. It may involve losing Extra Time on a Friday, staying behind at the end of the lesson, finishing work in break time, etc. It may even involve being sent to see another member of staff, e.g. the headteacher. There is, however, a consequence of some sort.

## Aggressive Behaviour & Interference with Other Pupils' Learning

1. These children may have personal or social problems which need exploring. The class teacher should talk to the SENDCo and/or the Headteacher about their concerns about the best way forward. The child may need 'targeting' on the special needs programme.
2. If the child needs isolating, one option is to send him or her to another class to be supervised or to the library with work or a suitable activity.
3. If 2) is inappropriate or hasn't worked, the child can be sent to the office at the front of the school with work or a suitable activity. Inform the office staff with a note to explain why the child is being sent there.
4. Set the child short term goals that can be achieved. Try to build the child's self-esteem.
5. Ensure that you separate the child from the behaviour. Let the child know that you are sympathetic towards them as a person and will listen but make it clear that you will not tolerate inappropriate behaviour.
6. Staff should model good behaviour and avoid shouting and arguing with children, instead following strategies as suggested or seeking assistance.
7. Staff should try to identify any pattern of antecedents leading to a child's behaviour becoming challenging; spotting these early on can enable staff to intervene to avoid repeated behaviours.
8. Robert Chandler suggests that a crisis has six stages. Certain incident types have very distinct warning phases and therefore can be prevented. Staff may find the pro forma at Appendix 4 useful in identifying what comes before a crisis for a particular child. This pro forma identifies the six stages as: 1) anxiety/trigger, 2) defensive/escalation, 3) crisis, 4) recovery, 5) depression, and 6) restoration or developmental debrief.



## **Playtime Behaviour**

Children should be encouraged to walk out to play and reminded, as necessary, of the dangers of running in school.

Fighting is not allowed, play fighting should be actively discouraged and sticks must not be used in play. Children are not be allowed to climb trees or fences, play inappropriately with skipping-ropes or carry each other. The dangers involved should be explained. During the winter months, the children are not allowed on the grass unless they are wearing wellies and staff supervision is sufficient.

Staff should encourage play, suggesting ideas where helpful and trying gently to involve children who are feeling left out.

When going out on duty, the teacher or teaching assistant on duty must ensure they are ready and on the playground before the children. Supervising staff should avoid grouping but should spread out across the play area(s) to ensure that there is a member of staff actively supervising each area that is in use. There could be as many as four areas: the playground, the grass slope through the trees, the play equipment and the sporting pitch area above the school.

There is a notebook in which to record incidents and loose sheets are available for staff use to record significant incidents at playtime. These sheets can then be added to the logbook kept in the staffroom and duplicated for the logbook kept by the headteacher. The sheets are available from the staffroom.

## **Extreme Behaviour**

There will be occasions when a child needs to be physically restrained in the interests of the child's own safety or in the interests of the safety of those around the child. Staff should not avoid using physical restraint because of concerns about any professional impact this might have on them; as long as the response is **reasonable, proportionate** and **necessary**, it is highly likely that a response will be judged to have been appropriate in the circumstances. (Further guidance can be found in the Positive Handling Policy.) When physical restraint has been used, it an incident record should be completed in the Bound and Numbered Book as soon as possible after the incident.

## BULLYING & RACIAL INCIDENTS

Bullying is persistent unwelcome behaviour. It can mean many different things. These are some ways children and young people have described bullying:

- being called names;
- being teased;
- having rumours spread about you;
- being ignored and left out;
- being abused on social websites using any of the above;
- receiving unpleasant e-mails or text messages;
- being forced to hand over money or possessions;
- being pushed or pulled about;
- being hit or attacked;
- having your bag and other possessions taken and thrown around;
- being attacked or teased or called names because of your religion or colour;
- being attacked or teased or called names because of your sexuality.

A sense of difference can often be the focus of bullying, whether that is sexuality, gender, family circumstances, disability, gender dysphoria, physical features (skin colour, weight, glasses, etc), culture, religion or something else again. Under **no circumstances** will bullying be tolerated.

The following steps are to be taken:

1. Be positive. Inform the child who is apparently being bullied and the child/children who are bullying that you are keeping a watch on the situation.
2. Monitor the children's relationships with other children. The class teacher is to inform all teaching and support staff so that everyone is aware of the problem. The Headteacher will address the children concerned and note the situation. Action will be decided at that point.
3. The class teacher will use the loose sheets mentioned earlier to monitor the frequency of complaints/children concerned. Racist incidents will be recorded. Copies will be duplicated for the Head's logbook to enable any overall pattern to be discerned.
4. If there are repeated incidents, the parents of all parties need to be contacted by the class teacher. The parents should be told that their child is expressing some relationship problems. Parents need to be given the opportunity to add any further information.
5. The Headteacher needs to be informed of the outcomes of discussion. If there is another incident, the Headteacher will intervene further and again talk to the parents and children concerned.

6. The situation will continue to be monitored by the class teacher and Headteacher.

When an incident arises and is noted by the class teacher, consideration should be given to how it might be addressed, e.g. in class through drama/circle time or through School Council activities.

All children will be talked to about the importance of being understanding to each other. Older children will be shown and told about the above steps.

N.B. If a child deliberately hurts another child, staff should consider the circumstances carefully, deciding whether the child responsible should be immediately be sent to the Headteacher, bypassing all stages. The Headteacher will listen to the accounts and assess the situation. Children will be given targets to help them to modify their behaviour. The class teacher will monitor their progress.

To create a whole school approach we must ensure consistency. Staff should focus on looking for good role-models and provide this model themselves.

This policy is in line with Policies for Child Protection and Positive Handling.

The school has a **zero tolerance policy towards racism** and any incidents are reported to the Headteacher. As well as dealing with racist incidents if they occur, through behaviour management strategies for bullying, circle time, 1:1 counselling, recording and reporting to governors, we try to promote racial harmony through avoiding stereotyping and using positive reinforcement, e.g. role models in school displays and literature and as part of the school curriculum.

- **PUPILS WITH SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND)**

We endeavour to establish the degree to which a pupil's SEND impinges on his/her ability to manage his/her behaviour and to make this information available to all staff.

Where appropriate, we consult with other professionals in order to be as clear as possible as to whether a pupil's inappropriate behaviour constitutes a 'special educational need' or whether it is occasioned by disaffection, poor motivation or disinterest in school.

We try to ensure that all staff respond appropriately to behavioural difficulties that result from a pupil's SEND and help pupils with such difficulties acquire desirable patterns of behaviour.

## • EXCLUSION

When exclusion is being considered, we will consider the effectiveness and purpose of such a decision and question whether there are other means of obtaining the same result. The impact of a child's behaviour on other children and their learning will also be assessed. We will do all that we can to avoid exclusion, working with outside agencies and families as closely as possible.

### • FIXED TERM EXCLUSIONS

A fixed period exclusion is where a pupil is temporarily removed from school. They can only be removed for up to 45 school days in a school year. If a pupil has been excluded for a fixed period, the school should set and mark work for the first 5 school days.

If the exclusion is longer than 5 school days, the school must arrange full-time education from the sixth school day.

### • PERMANENT EXCLUSION

Permanent exclusion is the most serious sanction a school can give. It means that the child is no longer allowed to attend the school and their name will be removed from the school roll. Permanent exclusion should only be used as a last resort.

Permanent exclusion should only happen:

- in response to a serious one-off breach or persistent breaches of the school's behaviour policy; **and**
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The following types of behaviour might reasonably lead to permanent exclusion from school:

- Physical violence to staff and/or pupils;
- Threats of physical violence to staff and/or pupils, or in some other way risking the safety of staff or pupils;
- Serious or persistent bullying or racial/sexual intimidation;
- Serious damage to school property;
- Serious and persistent disruption to pupils' learning, including rudeness and disobedience;
- Dealing in and/or supplying drugs or other dangerous substances within school.

In practice, there are two likely scenarios for a permanent exclusion:

- a child has had a history of persistent disruptive behaviour and it is felt that the school cannot do any more;
- a child has committed a single serious one-off offence, even if they have never been in trouble before. That might be something like assaulting a pupil or member of staff or bringing a knife or drugs into school.

## • **BULLYING BY ADULTS**

Parents are often inclined to make judgements about other people's children and then go on to voice their perceptions to other parents or to members of staff. This 'finger pointing' can be very damaging, particularly when the school staff might already be working very hard to support the positive behaviour of a pupil with more complex issues. The sharing of unfounded opinions can also be based on personal prejudices that originate beyond the school gate. Behaviour outside of school (of both children and adults) is often very different from that which takes place within school, making these situations all the more difficult to manage.

In dealing with these situations school staff can be put in a very awkward position as refuting a parent's allegation (for instance about another child's behaviour) is likely to involve divulging information about another child or third party. Staff must ensure that they behave even-handedly and do not allow themselves to collude with a parent when they express an opinion about another child.

Evidence suggests that there is a growing trend, nationally, of parents bullying staff and other pupils. This has been amplified by the popularity of social networking sites such as Facebook and Twitter. It is very easy to damage a teacher's career, tarnish the reputation of a school or stigmatise a pupil through unsubstantiated cyber gossip. It could also compromise the safeguarding of children if information about them is shared online.

It must be understood that such postings can constitute a criminal offence and will sometimes be defamatory. The school will treat any such occurrences very seriously and will assist members of staff in pursuing the appropriate legal remedies.

## • **MONITORING**

When children present with a pattern of challenging behaviour, staff should consider whether to implement a plan to monitor this child's behaviour. This could be an informal star chart or reward chart or it could be a Positive Behaviour Plan, outlining the child's behaviour triggers and presentations, and the techniques that staff should employ to support these behaviours. This should be discussed with the SENDCo



in the first place and, when available, shared with PPA staff and supply teachers.

Where a child's behaviour poses a risk to others or to the child himself, a risk assessments should be drawn up, made available to all staff and also discussed with the individual children's parents

A one-page profile can also be a useful overview of the child.

The Policy will be reviewed annually. The Headteacher and SEND Governor will monitor behaviour and bullying termly.

Racist incidents are reported to governors termly.

NB It is particularly important for class teachers to cover the **sections in red** with their classes very early on in the new academic year.

## **Children's Behaviour Policy**

The Children's Behaviour Policy was produced as a result of discussion with School Council in the spring term of 2015.



## Appendix 2 Behaviour Log

## Behaviour Log

Date:		
Time:		
Name of child(ren):		
Details of incident:		
Other children involved:		
Name of staff member:		

Elements of possible bullying?	Yes	No
Elements of possible racism?	Yes	No

Action taken: (tick as appropriate)	Missed AM playtime:		Class teacher informed:	
	Missed lunch playtime:		Sent to Head:	
	Other/additional action: (please specify)			
Class teacher aware?				
Head informed?				
Parents informed?				
Dates of any similar incidents:				

N.B. If playtime missed twice in half-term, parents should be informed.

## Appendix 3 Incident Log (Child Account)

## Incident Log (Child Account)

Date:		
Time:		
Name:		
How did it start?		
What happened then?		
How did a grown-up get involved?		
Who should say sorry?		
Why should they say sorry?		
Other children involved:		
Have there been similar problems?		
Is anybody being bullied?	Yes	No
If you could do anything differently, what would it be?		

## Appendix 4 Crossing the Midline

This is the ability to cross over an imaginary line down the centre of your body from head to toes, separating the body into a left and right side. This skill requires that the right and left sides of the brain work together to create a motor action. Here are 10 games to play to practise crossing the midline:

**Participating in a tug of war.** A fun game of tug of war encourages hands to midline, hands to cross the midline and excellent proprioceptive input.

**Play with toy cars.** Draw a big road on a flattened cardboard box. The child can sit on the floor and drive the car along the road crossing the midline.

**Relay races that encourage** bilateral co-ordination skills. Run to a cone and complete 10 windmills or 10 cross crawls and return to start. Line up children shoulder to shoulder and pass the ball down the line from child to child. Line up children back to back. Pass the ball to each other keeping your backs touching.

**Play baseball.** Holding onto a bat and swinging at a ball (on a tee or pitched) encourage the hands to cross the midline.

**Play tennis.** Hit a tennis ball with different shots. Each shot encourages a different trajectory across the midline. Practise a forehand swing, backhand swing, and overhead serve. If you do not have a tennis racquet or it is too difficult for the child, make paper plate paddles and use a balloon practising the same swings.

**Participate in musical circle games.** Certain musical games encourage children to maintain rhythm (super important skill) and cross the midline. Play hot potato but you must hold the ball with two hands at all times. Dance the hokey pokey.

**Play clapping games.** Girls, in particular, love to play clapping games. Teach children Miss Mary Mack or check out Youtube to learn new hand claps.

**Make big art.** Tape a square box to the floor. Have the child stand in it in front of the whiteboard or chalkboard. Try making the biggest rainbow that you can but do not move your feet. Snap a photo when done to save a picture of the big art.

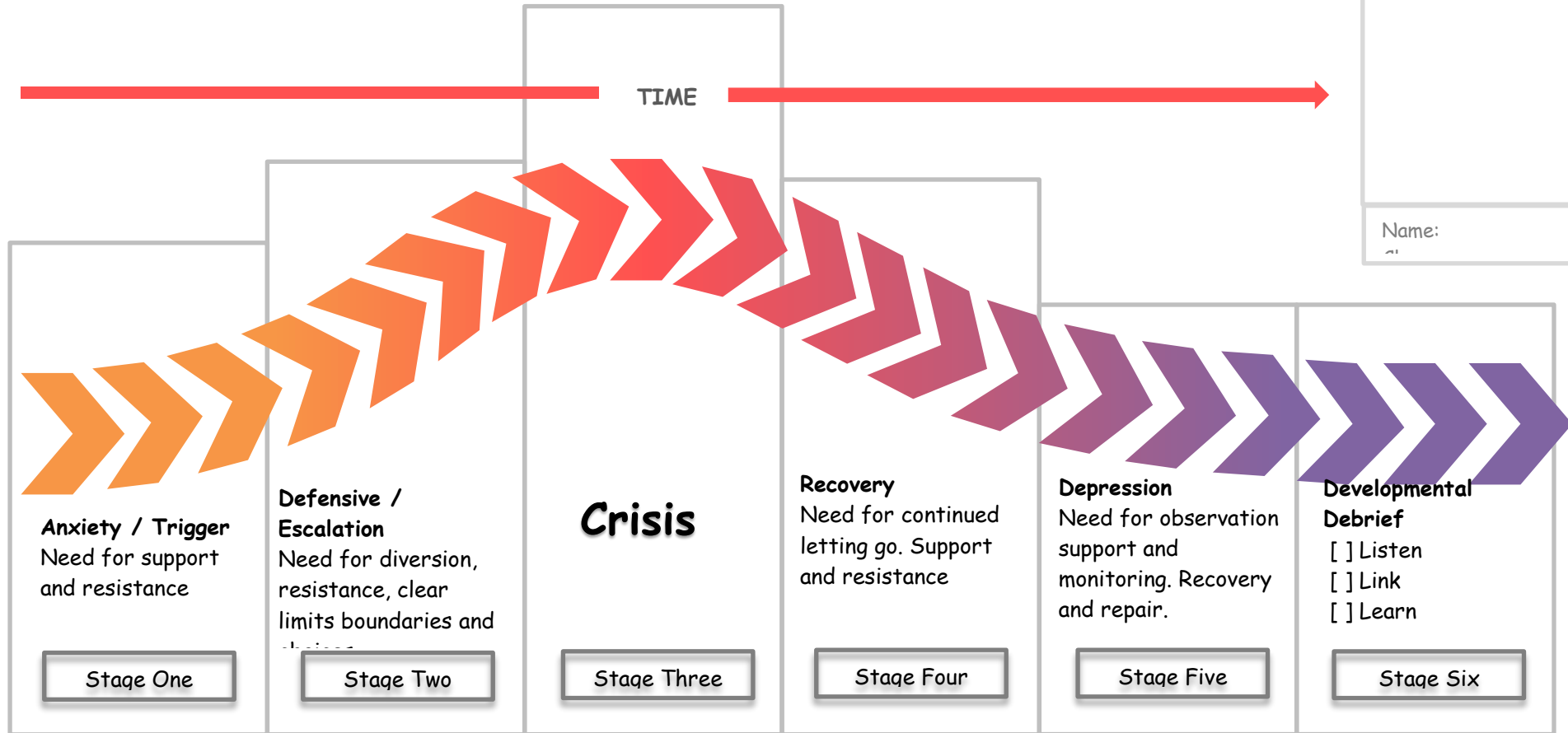
**Dig in the dirt or sand.** Have the child sit down, kneel or squat. Place a bucket on one side of the child and the shovel on the other side. Have

the child dig and then rotate to place the dirt in the bucket. Do not let the child switch hands with the shovel when going to put the dirt in the bucket.

**Play Simon Says.** Use instructions and movement such as “put your right hand on your left shoulder” or “touch your left knee with your right hand”.

# Six Stages of a Crisis

23



Name: \_\_\_\_\_

What are my signs?

- 
- 
- 

What can be done to help me?

- 
- 

What are my signs?

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- 
- 

What can be done to help me?

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What are my signs?

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What can be done to help me?

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What are my signs?

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What can be done to help me?

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What can be done to help me?

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