



## Behaviour Policy

Our mission is to provide, for each and every member of our School Community, a loving, caring environment, based on Christian principles, in which each individual can develop their full potential, educationally, morally and spiritually.

Our Behaviour Policy is inspired by the principles of Therapeutic Thinking and Restorative Practice; this is reflected in our positive approaches to behaviour. We encourage all members of our school family to be the best they can be. Our behaviour curriculum teaches the importance of prosocial behaviours through our core values:

- We care and we are kind
- We have a voice and we listen to others
- We encourage and we cooperate
- We embrace difference and diversity
- We contribute positively to our community
- We are always ready to learn
- We are determined and we are resilient
- We make the world a better place

We firmly believe:

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” (Pam Leo)

Rights and Responsibilities of every member of our school community:

## Rights & Responsibilities

I have a right to	I have a responsibility to
Learn	Do my best
Be heard	Listen to others
Be safe	Look out for others
Be respected	Treat others with respect
Use school property	Respect school property

### What is Therapeutic Thinking?

Therapeutic Thinking is an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the **dynamic**. It focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health; it also helps to develop an understanding of how to respond to those who may be communicating their emotions through difficult or dangerous behaviours. The Therapeutic Thinking approach is characterised by an inclusive culture, based on training and information that is underpinned by best practice, policy and plans.

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### **What is Restorative Practice?**

Restorative Practice is a strategy that encourages pupils to take responsibility for their actions, and repair any harm that they have caused. Rather than simply punishing an 'offender', it aims to make them take responsibility for their actions, be aware of the consequences they have caused, and feel remorseful. This strategy encourages positive relationships within the school community, empowering pupils and building their emotional literacy.

### **Responsibilities**

Pupils are responsible for:

- following our school values and expectations;
- respecting one another, themselves and adults;
- taking pride in their learning and appearance;
- caring for the school environment and the property of others;
- responding to conflict in a calm manner, rather than retaliating;
- keeping themselves and others safe.

Parents will:

- support the school's Behaviour Policy and work in partnership with staff should any challenges arise;
- model respectful behaviour in front of children and staff at all times;
- praise and celebrate pro-social behaviours to encourage children's positive feelings;
- inform the school of any changes in circumstance or one-off events which may have a negative impact on the child's wellbeing;
- support the school when reasonable consequences have been used;
- promote positive behaviour at home to ensure continuity between home and school;
- contact the class teacher if they have concerns around their child's behaviour in or out of school;
- be aware of and understand their rights and responsibilities.

All staff will:

- use a calm voice, avoid shouting or using negative language;
- challenge unwanted (unacceptable) behaviours - providing the children with the opportunity to explore what is expected of them and help them find alternative ways to behave;
- listen to both sides when dealing with incidents;
- think about the child and anything that could be impacting on their behaviour, consciously or subconsciously;
- model respectful behaviour in front of children, between colleagues and parents;
- have high expectations of all pupils;
- ensure that no pupil will be discriminated against due to race, religion, culture or other individual need;
- ensure the safety of all;
- recognise, promote and celebrate pro-social behaviours to encourage positive feelings and experiences for all pupils;
- help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours;
- effectively supervising pupils at all times;
- consistently implementing advice from external agencies with regards to specific pupils and their needs;
- put this Policy into practice, without adaptation;

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- ensure consequences lead to learning and pupils are empowered to make amends;
- use non-judgemental, accurate language to describe, not moralise behaviour;
- share responsibility for behaviour management for all pupils across the school;
- recognise and valuing the needs of individual pupils according to social and academic ability;
- pro-actively seek ways to avoid difficult and dangerous behaviours by pre-empting incidents before they occur – both in the classroom and playground;
- record all unsafe behaviour incidents, the response and subsequent actions on CPOMs on a daily basis;
- work in partnership with parents and carers to promote positive behaviour and communicating about any difficult or dangerous behaviours;
- follow and implement Behaviour Support Plans, where appropriate.

The Leadership Team will:

- establish a happy, safe and secure school environment for all pupils and staff;
- monitor and evaluating therapeutic practice and policy throughout the school;
- provide regular training, on a whole school basis and for individuals, as part of the school's induction process and as part of an individual's training needs;
- ensure that the school's Behaviour Policy is implemented fairly and consistently by all staff;
- guide and supporting staff in behaviour management;
- support colleagues to work alongside parents to secure and promote positive behaviour;
- act as a point of escalation where the Behaviour Policy deems necessary;
- provide additional targeted support for children with social, emotional, behavioural and mental health concerns;
- communicate clearly with parents about the role they are expected to play in the development of their child's behaviour at school;
- record and monitor incidents of a serious nature (on CPOMS), taking steps to try to prevent a re-occurrence.

The Governors will:

- monitor and evaluate this Policy and its impact, ensuring it is regularly reviewed.

### **Supporting All Learners**

We support all of our learners to develop and display positive behaviours at all times.

To this end we:

- build strong relationships with all pupils so they feel valued, heard and appreciated;
- nurture pupils' self-esteem and self-belief;
- understand and appreciate Adverse Childhood Experiences and how they may impact children's behaviour;
- set suitable learning challenges for all;
- expect class teachers to make reasonable adjustments to normal classroom practice to help support pupils where needed;
- work with pupils to understand any barriers to learning, including behaviour, and develop strategies to meet their needs, seeking the advice of the Inclusion Manager and Leadership Team where necessary;
- will produce a one-page profile for pupils with additional (SEND) needs. This will be written & regularly updated by the class teacher, in line with the assess- plan – do – review cycle set out in the SEND code of Practice (2001). These strategies will be communicated to parents, and reviewed by the Inclusion Manager and class teacher termly, (or more frequently, if required)

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## **Pro-social Behaviour**

**Pro-social behaviour** is behaviour which is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people; it is behaviour which benefits other people or society.

Staff will praise and celebrate pupils demonstrating our values and other pro-social behaviours. We believe that acknowledging and responding to pro-social behaviour is essential to motivate further acts of pro-social behaviour. Some examples of pro-social behaviour include: sharing, listening, helping others, being polite and courteous, kindness, making an excellent effort with learning.

Each class will create a class charter at the start of the academic year, reviewing these expectations regularly, and at least once every half term.

In order to celebrate success and pro-social behaviours, all staff are responsible for the rewards below:

- Authentic praise for effort, achievement or conduct;
- Encouragement to be the best they can be;
- House points for pro-social behaviours (All staff);
- Golden Certificates, for pro-social behaviours, presented in assembly (All staff);
- Headteacher or Deputy Award;
- Monthly Year Group Celebration Assemblies (Team Leaders);

Rewards are **not** to be given as a bribe for pro-social behaviour. In the event that a child has a reward, this will be because it forms part of a published Behaviour Plan. Rewards should be classroom based and **not** rely on the presence of an additional adult. **Rewards will not include football or the use of the low-level trail.**

We believe praise isn't something that can be given and then removed. Staff should ensure that all children receive multiple acts of private praise, which may not look the same for all pupils. Examples of this include: phone calls home, sharing work with parents, post-it notes with a positive comment or positive one-to-one conversations with pupils. We acknowledge that some teachers like to use stickers but this must be supported by authentic verbal praise.

We believe all unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing pro-social behaviour following any of these difficulties.

### **Examples of responses:**

'Name, you have used your safe space, well done.'

'You are making a good effort with your learning.'

'Thank you for telling me how this made you feel.'

'Thank you for being honest with me and telling the truth.'

'I can see that you are upset...your body language is suggesting you are cross/upset/disappointed'

'I can understand how that could be upsetting/frustrating/annoying...'

## **Unsocial Behaviour**

**Unsocial behaviour** is defined as being unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. It is characterised as a quiet non-compliance that does not negatively impact on other pupils' learning. **Introvers** communicate their feelings through quiet non-compliance (not doing as instructed). Staff should interpret unsocial behaviour as a communication of negative feelings, therefore differentiating or supporting to meet the needs of pupils.

All staff are responsible for addressing unsocial behaviour. No unsocial behaviour should need support from the Head, Deputy or Inclusion Manager, unless it is persistent and disruptive, therefore becoming **antisocial behaviour**.

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Responses to unsocial behaviour are outlined below, using scripted language to positively rephrase, limit choice or disempower the behaviour to facilitate a change. If unsocial behaviour persists, staff should use:

- Change of face with adults within their year group;
- Give the child time and space to change behaviours when they are calmer;
- **Educational consequences** as a learning opportunity to correct unsocial behaviour during pupils' own time;
- Staff are trained to use key phrases such as 'obviously' to show what will happen next if the behaviour continues and 'thank you' instead of 'please' to reinforce expectation.

<b>Example</b>	<b>Positive</b>	<b>Limited choice (repeat)</b>	<b>Disempowering</b>
<b><i>Refusal to complete the work set</i></b>	Calm adult voice for a check-in: Do they understand the task? / How are they feeling? "I'm happy to help you when you are ready to learn."	"Would you like to do x or y?" "Are you starting your work with words or a picture?"	"If you continue to... then you are choosing to do this at breaktime/at home."
<b><i>Leaving the carpet / desk without permission</i></b>	"I can see you may not be comfortable there, but stay seated until we have finished. Thank you." "Stay seated in your chair, thank you." "Who else can I see sitting well at their desk?"	"Are you going to sit on your own or with the group?"	"You can listen to the instructions / story from there."
<b><i>Choosing to do another activity rather than the one the class is doing</i></b>	"I can see you are choosing to read/draw now rather than join in. If you do this... first, then you can draw/read after that."	"You can choose to do this now or later."	"You can choose to do this later if you would like to when others are doing..."
<b><i>Not listening to the instructions</i></b>	"I can see you are choosing not to listen at the moment, would you like me to explain again after the lesson?"  "Fantastic listening from (another child) I like the way you are staying still and listening so you can follow my instructions."	"You can choose to listen now or later."	"You can choose to have another go later."
<b><i>Rocking on their chair</i></b>	"Put the four chair legs on the floor. Thank you."	"Do you want to sit on the chair or the carpet?"	"We may need to practise how to sit on the chair safely before breaktime."
<b><i>Playing / fiddling with equipment</i></b>	"I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others." "Put the ruler/rubber/pen on the table."	"Put it on your table or give it to me. Thank you."	"We may need to practise learning without fiddling at breaktime."

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## **Antisocial Behaviour**

**Antisocial behaviour** is defined as behaviour that may cause harm to another individual, group or environment; this could be emotionally, mentally or with intent to cause harm. It is characterised as negative behaviour that falls outside the accepted norms and values of the community. **Extroverts** often communicate their negative feelings with high levels of interaction.

Antisocial behaviour may be a **conscious** or **subconscious** behaviour choice. They are defined as the following:

- Conscious behaviour – unwilling to moderate or self-regulate
- Subconscious behaviour – unable to moderate or self-regulate

If antisocial behaviour is persistently causing harm to the same individual, staff should refer to the Anti-Bullying policy.

All staff are responsible for addressing antisocial behaviour. Only very frequent and persistent antisocial behaviours will require intervention from Senior Leaders.

Responses to antisocial behaviour are outlined below, using scripted language to positively rephrase, limit choice or disempower the behaviour to facilitate a change in the behaviour. The educational consequences are also recorded.

<b>Example</b>	<b>Positive</b>	<b>Limited choice (repeat)</b>	<b>Disempowering / Educational consequences</b>
<b><i>Continued interruptions</i></b> <b><i>Aggressive shouting / calling out disruptively</i></b> <b><i>Answering back / mimicking</i></b>	'I can see you are choosing not to listen at the moment, would you like me to explain again after the lesson?'  'I can see you know the answer but at the moment it is .....s turn to share their thoughts.'	'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or .....?'	Ignore and speak later to individuals.  Educational consequence - If the interruptions are 'valid' and the pupil is keen to get their point across, ensure they understand the 'rules' of conversation. If it is being done to disrupt others then use the phrasing and choices.
<b><i>Swearing</i></b> <b><i>Name calling</i></b> <b><i>Lying</i></b>	'I can see that you are not happy at the moment.' 'I can see you are upset.' 'We can talk when you are ready.'	'When you are ready, we can talk here or in the library/office/classroom.'  'We will carry on when you are ready.'  'We can talk when you are ready – who would you like to talk to, me or .....?' (Repeat when calm)	'I can see you are not happy at the moment. When you are ready to speak to me properly, I will listen.' (Ignore until ready).  Conversation and exploration 'Thank you for telling me/showing me how you are feeling – if you tell me more, I can listen/help.'
<b><i>Refusal to carry out an adult's request</i></b>	'I can see you are not ready to do this right now.' 'I can see something is wrong, if you want to talk, I will listen – I am here to help.'	'Walk with me, to the library or the book corner.' (repeat)	Educational consequence – complete task at a later time or at home.

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<p><b><i>Distracting and/or disrupting others' learning by shouting, banging, making noises</i></b></p>	<p>'I can see that you are not happy at the moment.'</p>	<p>'When you are ready, we can talk here or in the library/office/classroom.'</p>	<p>'I can see you are not happy at the moment. When you are ready to speak to me properly, I will listen.' (then ignore until they are ready).</p> <p>Educational consequence – completing tasks in own time.</p>
<p><b><i>Throwing small equipment</i></b></p>	<p>'Put the pencil down.' / 'Put the pen on the table. Thank you'</p>	<p>"You can pick them up now or later."</p>	<p>Conversation and exploration about why this was happening.</p>
<p><b><i>Leaving the classroom without permission</i></b></p>	<p>"I understand how that could be upsetting / annoying. To make sure everyone is safe, shall we ____?"</p>	<p>'Come back into the room when you are ready and we can talk here or with ..... Who would you like to talk to, me or .....?'</p> <p>'When you are ready we can talk here or in the library/office/classroom.'</p>	<p>Educational consequence – identify early warning signs for needing to leave Creation of a 'safe space' in the classroom if staying in class is difficult</p>
<p><b><i>Stealing</i></b></p>	<p>'I can see that you have taken something that doesn't belong to you.'</p>	<p>'You can give it to me or put it in the box.' (repeat).</p>	<p>Educational consequence – research the real-world implications of stealing</p>

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### **Dangerous Behaviour**

**Dangerous behaviour** is defined as behaviour that violates the rights of another person. It is characterised as behaviour that is likely to cause injury, harassment, alarm or distress or behaviour that causes harm to an individual, the community or to the environment.

If dangerous behaviour is persistently causing harm to the same individual, staff should refer to the Anti-Bullying policy.

Responses to dangerous behaviour are outlined below, using scripted language to positively rephrase, limit choice or disempower the behaviour. Educational and **protective consequences** are also recorded on CPOMS.

<b>Example</b>	<b>Positive</b>	<b>Limited choice (repeat)</b>	<b>Disempowering / Educational and protective consequences</b>
<b>Leaving the school building</b>	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to (adult) inside, we can solve the problem.'	'I can see there is something wrong. Do you want to come inside and talk to x or y?'	Conversation and exploration Possible limit to outside space
<b>Leaving the premises</b> <i>Seek support from a member of the Leadership Team</i>	'Name, you have left the school premises, so I am calling the police.'	'When you come in would you like to go to the carpet or your safe space?' (repeat)	Escorted in social situations/breaktimes  Restricted off-site activities
<b>Racist remark</b>	Educational consequence – research the impact of racism and history Look at impact of racism in society and how police would react  Protective consequence – removal of child from others		
<b>Spitting (directly at another)</b>	'Your actions have hurt me/child's name. Use your words and I will listen.'	'I can see there is something wrong. Do you want to come inside and talk to x or y? (If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).'	Protective Consequences: Possible limit to outside space
<b>Hair pulling</b>			Escorted in social situations/breaktimes
<b>Pushing aggressively</b>			Restricted off-site activities Differentiated teaching space
<b>Scratching</b>			
<b>Pinching</b>			Educational consequence – assist with repairs or plan the repairs
<b>Hitting</b>			
<b>Fighting</b>			
<b>Biting</b>			
<b>Damaging or throwing property</b>			

### **Leaving teaching areas**

If a child leaves a teaching area, staff should follow only from a distance with a walkie talkie and inform a member of the Leadership Team. Staff should not block any exits or place themselves anywhere they will be at risk e.g. in a door way, in the way of a child.



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### **Leaving the school site**

If a child leaves the playground, staff should contact the police and parents immediately and inform the Head immediately and in the absence of the Head, the Deputy or Inclusion Manager. Where it is safe and appropriate to do so, staff may choose to physically guide a child back to the ground. Staff will not place themselves anywhere they will be at risk.

### **Playtimes**

If a child fails to meet our expectations for behaviour at playtime; they will be reminded how to behave properly. If they continue to behave inappropriately, they will lose some or all of their time. The consequence will depend on the severity of the behaviour:

- Five minutes away from friends in another area of the playground; "As you are not playing kindly/fairly with your friends, obviously you will need to play away from them";
- Throwing or using equipment in the wrong way; "As you are not playing properly with the skipping rope, obviously you cannot use a skipping rope today";
- Fighting or rough play; "As you are playing in a rough way that is hurting your friends, obviously you will have to play a different game." N.B. All adults on duty can apply a consequence for poor/unwanted/dangerous behaviour.

At playtime, if the behaviour is considered to require support, staff should approach the member of the Leadership Team on duty. If additional support is required, the Head, Deputy or Inclusion Manager will be contacted via walkie talkie.

**Lunchtimes** – see Appendix 1

### **Unforeseeable Behaviour**

**Unforeseeable behaviours** are behaviours not covered by this policy, never previously experienced, or so historic we believed they would not reoccur.

Unforeseeable behaviour can be categorised into 3 graduated levels:

1. Unsocial behaviour
2. Antisocial behaviour
3. Dangerous behaviour

If the unforeseeable behaviour is unsocial or antisocial, staff should use professional judgement and responses to identified unsocial and antisocial to manage behaviour in the moment. This behaviour should be reported to SLT and the response to the behaviour and subsequent actions should be recorded on CPOMs. SLT will then make a judgement to decide whether the unforeseeable behaviour should be added to the Behaviour Policy.

If the unforeseeable behaviour is dangerous, staff should use the 'de-escalation process' (below) to support the child in calming down. SLT should be called to support if the behaviour is dangerous.

De-Escalation Principles	De-Escalation Script
Use the child's name	Child's name
Acknowledge their right to their feelings	I can see something has happened
Tell them why you are there	I am here to help
Offer help	Talk and I will listen
Offer a 'get out' (positive phrasing)	Come with me and.....

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High end emergency responses, such as calling the police, ambulance, evacuating the building, should be decided alongside the Headteacher. In the absence of the Headteacher, the Deputy or Inclusion Manager will make the decision.

### **Debrief and Incident Recovery**

After behaviours at all levels have been managed, a 'debrief' with the child using Restorative Practice is an expectation of all staff.

By using this restorative approach, we aim for children to take responsibility for their actions and take part in solving issues, whilst maintaining relationships. Staff will use key questions to support the process and some examples of language to use is outlined below:

'Tell me what happened when...'

'What were you thinking or feeling when you....'

'How are you feeling now?'

'Who has been affected...?'

'What needs to happen to put it right?'

'So let's practise what we have learnt so that we can do things better next time.'

All staff understand that unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties – examples of responses are outlined in the pro-social section of this policy.

### **Reporting, Recording and Communication**

Staff should report the following incidents on CPOMs on the same day:

- repetitive unsocial behaviour;
- all antisocial behaviour;
- dangerous behaviour.

Staff are expected to record all incidents, their responses and subsequent actions on CPOMs.

Parents should be informed of all of the incidents listed above.

### **Use of Physical intervention**

In the vast majority of situations, even of dangerous behaviours, reasonable force will only ever be a last resort. However, it may be necessary to use restraining techniques if a child/adult is in immediate danger. If reasonable force has had to be used, this will be documented and parents notified.

### **Exclusion**

In cases where behaviours continue to escalate and effect the safety and learning of others, or children have been put at risk, a Pastoral Support Plan (collaboratively constructed by class teacher, parents and pupil) will be put in place to improve behaviours and support the child.

Some behaviours may put children at such risk that a suspension may be the only option to ensure the safety of children and staff. Suspensions can be:

- Fixed-term Internal (children excluded from their classroom for a fixed period of time);
- Fixed-term External (children to work from home in uniform for a fixed period of time).

In the most extreme cases, permanent exclusion may be considered but only as a very last resort and for the most extreme cases. St Paul's C of E Junior School adheres to the DfE guidelines for exclusion. ('Exclusion from Maintained Schools, Academies and Pupil referral units in England,' DfE 2012)

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### **Policy Definitions**

All terms in **bold** from the behaviour policy are defined below:

**Antisocial behaviour:** behaviour that may cause harm to another individual, group or environment; this could be emotionally, mentally or with intent to cause harm. It is characterised as negative behaviour that falls outside the accepted norms and values of the community.

**Conscious behaviour:** unwilling to moderate or self-regulate.

**Dangerous behaviour:** behaviour that violates the rights of another person. It is characterised as behaviour that is likely to cause injury, harassment, alarm or distress or behaviour that causes harm to an individual, the community or to the environment.

**Dynamic:** any group of people brought together through choice, circumstance or obligation.

**Educational consequences:** the learning, rehearsing and teaching of a behaviour so the freedom can be returned.

**Extrovert:** pupils who are primarily focused on the external world and thrive on positive or negative social interaction.

**Introvert:** pupils who are not seeking or giving to association with others.

**Pro-social behaviour:** behaviour which is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people; it is behaviour which benefits other people or society.

**Protective consequences:** removal of freedom to manage harm.

**Restorative Practice:** a strategy that encourages pupils to take responsibility for their actions, and repair any harm that they have caused.

**Subconscious behaviour:** unable to moderate or self-regulate.

**Therapeutic Thinking:** an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.

**Unforeseeable behaviour:** behaviours not covered by policy, never previously experienced, or so historic we believed they would not reoccur.

**Unsocial behaviour:** being unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. It is characterised as a quiet non-compliance that does not negatively impact on other pupils' learning.

### **Related documents:**

- Anti-Bullying Policy
- Teaching and Learning
- Equal Opportunities
- SEND
- Safeguarding and Child Protection

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## **Appendix 1.**

### **Lunchtimes**

- We care and we are kind
- We have a voice and we listen to others
- We encourage and we cooperate
- We embrace difference and diversity
- We contribute positively to our community
- We are always ready to learn
- We are determined and we are resilient
- We make the world a better place

Be particularly vigilant in the parts of the playground where problems could arise e.g., low level trail, wooden gates, area behind the Learning Lodge, gates to Forest School and Pond. All doors should remain closed at all times. The one giving access to the toilets, must be manned by an adult.

The safety and well-being of all children is paramount; please be vigilant at all times and maintain high expectations of behaviour. If a child is playing roughly, remind them there is no rough play or play fighting. If this play continues, they will need to be directed to play elsewhere for 5 minutes. This 'time away' process will need to be monitored by the adult who put it in place.

If a child chooses not to change their behaviour, remind again and give a couple of minutes of take up time. If this does not result in improvement, speak to the Lunchtime Supervisor. Alternatively, if you feel the child needs to be more closely supervised, keep the child with you for the agreed period of time.

Key phrases that will help if a child is making the wrong choices ...

"That is not how we expect you to behave. At St Paul's, we are caring/kind/fair, listen to others/ respect the environment....."

"As you are not playing properly with the skipping rope, obviously you cannot use a skipping rope today".

Fighting or rough play; "As you are playing in a rough way that is hurting others, obviously you will have to play a different game."

Remember, in most cases, a gentle reminder is often all that is needed when a child's behaviour falls below expectations.

### **Personal conduct**

Treat all children fairly and with respect. Remember, appearances may be deceiving, and it is easy to jump to the wrong conclusions. Always take time to talk to the children and to get both sides of the story. Your attitude will in turn, affect the children's response to you. As a no shouting school, it is not expected that adults will raise their voice unless a child or children are in immediate danger.

"Now, quietly tell me what happened, one at a time and we'll sort it out."

### **Adopt a warm and approachable manner**

It is very important that the children see you as someone who is approachable. Children always respond well to people with warm, understanding natures; a stern and distant manner will prevent them from approaching you. Don't cluster together with other lunchtime staff as this discourages the children from seeking help.

### **Be courteous**

Speak politely to model how the children should talk to you. If you make a mistake, don't be afraid to say you are sorry. Take an interest in the children and, especially those who always seem to be on their own.

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**Be positive**

Praise is more effective than criticism. Catch the children making good choices, rather than continually criticising a child whose behaviour often falls below expectation. Show how pleased you are. A pat on the back, a smile or an encouraging comment can go a long way and be very beneficial for the self-esteem of a child.

**Be trustworthy and respect confidentiality**

You are in a responsible position of trust. Be professional at all times and model respectful behaviour in front of children, between colleagues and in front of parents. A comment at the wrong moment can lead to very difficult and unwelcome situations.

**Stay calm**

It is important to remain calm and in control when managing behaviour and follow de-escalation strategies. Any adult who feels they are not in control should immediately seek the support of a colleague.

**Avoid labels**

When speaking to children about their actions, focus on the poor behaviour choice and ensure that the children understand what they need to change. Children should not be labelled as naughty by any adults or other pupils.

**Give responsibilities**

Most children respond well when given responsibility; some may like being asked to help clear the hall or put equipment away etc. Stress how helpful their assistance is to you. This can be especially useful with a child who struggles to meet our expectations as it gives you the opportunity to praise and encourage them.

Remember you have a very special role in the children's lives and as such, have the ability to support them in being the best that they can be.

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**Appendix 2.**



# Behaviour Support Plan

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Name of child:

Class:

Year Group:

Date of birth:

Medical conditions/needs:

Staff working with the child:

Date plan starts:

Date of next review:

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## Identify Problem Behaviour

- Use ABCC forms to inform this section. Choose the behaviour which is most likely to be improved.
- What does it look like?      • What triggers it?

## Targets

- What are we working towards?      • What will the target behaviour look like?

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Intervention Strategy		
<b>Proactive and Preventative Strategies</b> How do we maintain positive behaviour? How do we support the pupil to achieve their target? <ul style="list-style-type: none"><li>• Phrases to use</li><li>• Rewards and other motivations for the child</li><li>• Interventions</li></ul>	<b>Antecedents</b> How do we prevent an incident? <ul style="list-style-type: none"><li>• What to look out for</li><li>• How to respond</li></ul>	<b>Reactive Strategies</b> How do we minimise the impact of the behaviour? How do we diffuse the situation? Which de-escalation strategies are most effective with the pupil? <ul style="list-style-type: none"><li>• What to do and what not to do</li><li>• Phrases to use</li><li>• Calming techniques</li><li>• When should another member of staff be informed?</li></ul>
After an Incident		
Date of incident:		
Restorative practice or sanctions used, any contact with parents:		

[Type here]

<b>Agreement:</b>	<b>Evaluation and Next Steps:</b>
<ul style="list-style-type: none"><li><input type="checkbox"/> Parent name</li><li><input type="checkbox"/> Parent signature</li><li><input type="checkbox"/> Staff name</li><li><input type="checkbox"/> Staff signature</li><li><input type="checkbox"/> Date</li></ul>	<ul style="list-style-type: none"><li>• How effective is the plan? Does it need to be tweaked or do you need to try out a new approach? Consider: rewards and sanctions, relationships, clarity and consistency, parental involvement.</li><li>• Record suggestions to be considered when this plan is reviewed.</li></ul>



[Type here]

Appendix 3.

# Rights & Responsibilities

I have a right to
Learn
Be heard
Be safe
Be respected
Use school property

I have a responsibility to
Do my best
Listen to others
Look out for others
Treat others with respect
Respect school property

[Type here]

**Appendix 4.**

## Reflection Sheet

(use this to facilitate a restorative conversation with the child to be used in conjunction with visuals)

**What happened and why?**

**What are you thinking and feeling now?**

**What were you thinking or feeling?**









**Who has been affected – how do you think they feel?**
















**What needs to happen to put it right?**

**Next time I could ...**












[Type here]













Appendix 5.

 <p>Made silly noises</p>	 <p>Shouted at someone</p>	 <p>Rude to someone</p>	 <p>Walked away</p>	 <p>Slammed a door</p>
 <p>Scribbled on work</p>	 <p>What happened</p>			 <p>Tore my work</p>
 <p>Threw something</p>				 <p>Broke something</p>
 <p>Spoiled others work</p>	 <p>Swore at staff</p>	 <p>Swore at student</p>	 <p>Hurt someone</p>	 <p>Something else</p>
















 <p>Worried</p>	 <p>Distracted</p>	 <p>Surprised</p>	 <p>Fidgety</p>	 <p>Confused</p>
 <p>Scared</p>	 <p>What were you thinking or feeling?</p>			 <p>Nervous</p>
 <p>Silly</p>				 <p>Excited</p>
 <p>Fizzy</p>	 <p>Giggly</p>	 <p>Anxious</p>	 <p>Not ok</p>	 <p>Distracted</p>

[Type here]

 Sad	 Confused	 Stressed		
 Tired	 What were you thinking or feeling?			
 Sick				
 Bored	 Upset	 Hurt	 No energy	 Moving Slowly

 Mad	 Angry	 Mean	 Terrified	 Yelling
 Shouting	 What were you thinking or feeling?			
 Out of control				
 Aggressive	 Frustrated	 Enraged	 Overwhelmed	

[Type here]

 Sad	 Sorry	 Guilty	 Ashamed	 Down
 OK	 What are you thinking or feeling now?			 Relief
 Calm				 Positive
 Fizzy	 Worried	 Scared	 Unsure	 Something else

 Me	 A friend	 A teacher	 Other staff member	 Someone else
 My Mum	 Who has been affected			 Group
 My Dad				 Someone else's family
 My brother	 My sister	 My family	 Someone else's mum	 Someone else's dad

[Type here]

 <p>Write it down</p>	 <p>Write a letter</p>	 <p>Talk with someone</p>	 <p>Say sorry</p>	 <p>Fix something</p>			
 <p>Tidy up</p>	 <p>What needs to happen to put it right?</p>			 <p>Plan how to stay in the green zone</p>			
 <p>Make a change</p>	 <p>Take a break</p>			 <p>Draw</p>	 <p>Group chat</p>	 <p>Talk to the other person</p>	 <p>Something else</p>
 <p>Talk to an adult</p>	 <p>Talk to my family</p>	 <p>Ask for time out</p>	 <p>Fiddle with something</p>	 <p>Sensory activity</p>			
 <p>Talk to friends</p>	 <p>Next time I could...</p>			 <p>Make a change</p>			
 <p>Take deep breaths</p>	 <p>Count to 10</p>			 <p>Play with someone else</p>	 <p>Sit next to someone else</p>	 <p>Walk away</p>	 <p>Something else</p>