



Nutley CE Primary School

Believe and Achieve

Behaviour and Positive Relationships Policy

This policy was endorsed by the Board of Governors at the meeting on 1st September 2023

Head Teacher: Mrs Emma Robinson

Signed:

:

Chair of Governors: Dr Birgit Smith

Signed:

Last reviewed in September 2023

Next review by March 2023

The policy was re-written in August 2023 to align with the new Therapeutic Thinking approach to behaviour management.

This policy outlines the underlying philosophy, purpose, organisation and management of children's behaviour at Nutley Church of England Primary School. It is designed to enhance the development of positive relationships between children, adults working in our school and other members of the wider school community. Our policy is underpinned by the principles of Therapeutic Thinking (See Appendix A). We adopt a therapeutic approach to understand the barriers children may have and empower them to take responsibility and find solutions with everyone's support. Some children may require a therapeutic support plan to formalise strategies that differentiate from policy. Others may need a more flexible approach at times of anxiety and change or in specific circumstances. At the heart of our policy lies our vision:

'At our school we believe that everyone is an individual.

We encourage them to reach their full potential in a happy, safe and caring environment.

Within our community, we provide a foundation for enthusiastic life-long learning,
based on Christian values."

"Believe and Achieve"

"I have come that they may have life to the full." (John 10:10)

Aims:

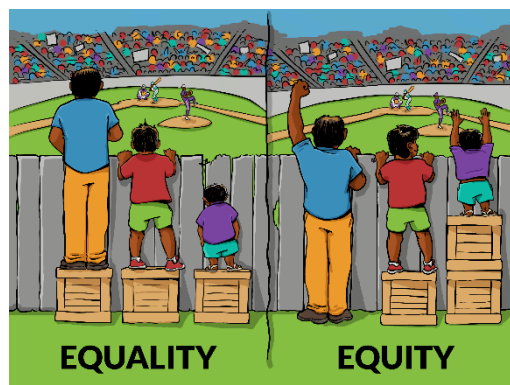
This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all children have the opportunity to learn in a calm, safe and supportive environment, following Christ's commandment to love one another
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the Christian ethos and values of the school and encourage our children to become citizens who contribute positively to the communities they live in
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Improve staff confidence and safety in applying a therapeutic approach within their class dynamic
- Support the inclusion of those pupils with difficult or dangerous behaviours
- Reduce and eliminate exclusions

Our Behaviour Principles:

At Nutley Church of England School we believe:

- Children learn more effectively if they feel happy, valued, safe and secure in school.
- Children who learn about pro-social behaviour (behaviours intended to help others) are more tolerant, caring and courteous to others and respectful of the school environment.
- Children should be supported to develop strategies to manage their own behaviour and emotions.
- Behaviour can change and every child can be successful.
- Children need to develop positive behaviour for learning and recognise its importance as a lifelong skill.
- Children behave better when we help them to foster, nurture and value strong and healthy relationships.
- Intrinsic motivation should be encouraged and fostered in every child.
- Precise praise and recognition is more likely to change behaviour than blaming and punishing.
- Equality is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help. Equity is giving everyone what they need to achieve success. At Nutley CE Primary School we advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning to achieve their full potential.



Rights

At Nutley School EVERYBODY has RIGHTS.

PUPILS We all have a right to work, play and learn in a friendly, safe and helpful school.

STAFF We all have a right to work in a friendly, safe and helpful school which is supported by the local community.

PARENTS We all have a right to feel welcome and to know that our children work, play and learn in a friendly, safe and helpful school.

GOVERNORS We all have a right to support and challenge the working of our school in a friendly, safe and helpful school environment which is supported by the local community.

We all have the right to be respected.

We are all responsible members of the school community.

How we teach and encourage prosocial behaviour

- ✓ Relationships – Staff invest at the start. Children should want to do something because of the quality of their relationship with a member of staff. The more a member of staff knows about the child, the more therapeutic they can be.
- ✓ Role modelling – This is essential. For example, showing children how to ‘play nicely’ by demonstrating how to share.
- ✓ Consistency (not equality)
- ✓ Routines
- ✓ Prioritising pro-social behaviour and valuing this in every child
- ✓ Planning alternatives to antisocial behavior
- ✓ Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)
- ✓ Feedback and recognition (feedback and praise given when something has not been asked for – not just celebrating the things that are expected)
- ✓ Comfort and forgiveness (understanding and knowing that the child will do it differently tomorrow)
- ✓ Ignoring (unsocial and low- level behaviours, giving time for unsocial behaviour to stop – not giving attention to these behaviours). (Adult to talk to the child about this behaviour and address it later.)
- ✓ Positive language (telling children what we would like to see, not what we don’t e.g. ‘Please walk, thank you’ rather than ‘Don’t run’.)
- ✓ Restorative practice – (See Appendix C) Follow up the behaviour, it’s impact and consequences at the appropriate time, after regulation has taken place, and then provide strategies for further occurrences. Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen. See Appendices D and E. We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation. See more about restorative practice below.)
- ✓ We have no public methods of tracking behaviour that risk creating negative feelings. We adopt private levels of praise and reminders where necessary. We clearly identify what good learning behaviour look like and what indicates unacceptable behaviour.
- ✓ Rewards: we celebrate prosocial behaviour and positive attitudes through our use of praise, Star Cards, stickers, Achievement Certificates and Celebration Worship.
- ✓ When children feel safe, liked, replete, praised, rewarded, included, involved, consulted, motivated, heard, rested, successful, accepted, needed, appreciated and nurtured they are more likely to behave pro-socially.
- ✓ We aim to create a calm and well-ordered environment for teaching and learning and foster a pride in it. We aim to plan lessons so children are motivated and keen to learn and no learning time is wasted.
- ✓ Non-verbal examples are good for not interrupting the learning eg Thumbs up, point to your own smile
- ✓ Words of encouragement – being specific and telling them what you are praising them for. Praise for specific, small prosocial behaviours increases the chance of others following
- ✓ Inform parents – verbally at pick up time, phone call, post-cards and notes home
- ✓ Send to Headteacher to show good work
- ✓ Showing good work in assemblies

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the school
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded
- Creating an atmosphere whereby children and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting pro-social behaviour: "treat others as we would like to be treated".
- Facilitating learning about relationships and behaviour.

What do we expect from Governors and Headteacher?

- Monitoring and Evaluating the impact of the Policy.

What do we expect from the Headteacher?

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment.
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all.
- Regular and clear communication with parents about the role they are expected to play in the development of their child's behaviour at school.
- Effective monitoring and review of therapeutic behaviours throughout the school.
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not reoccur.
- Regular training on a whole school basis and for individuals both as part of the school's induction process and as part of an individual's training needs.

What do we expect from staff?

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour.
- Pro-actively seeking ways to avoid difficult and dangerous behaviours arising through priming children about expectations and pre-empting, where possible, when situations may arise.
- Recognising and valuing the needs of individual pupils according to social and academic ability to enable them to achieve their full potential.
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a potentially harmful game from continuing) both in the classroom and playground.
- Enabling pupils to take an increasing responsibility for their own learning and conduct.
- Implementing behaviour guidelines using the school systems for rewards and consequences - taking consistent and firm action to prevent one pupil from taking away another pupil's right to learn or feel safe.
- Ensuring there is effective supervision of all pupils at all times (i.e. 'walking' the playground and ensuring pupils are not left anywhere without supervision).
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of "Rights and Responsibilities" (this needs to be re-enforced each half term or whenever appropriate).

- Liaising with parents about matters which affect their child's happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested.
- Planning a programme of Religious Education and PSHE to promote prosocial behaviour and how to deal with difficult and dangerous behaviours.
- Ensuring that new pupils understand the procedures and guidelines that are in place.
- Recording serious incidents electronically on CPOMS, where a child's behaviour is deemed to have a serious effect on themselves and others.

What do we expect from parents / carers?

- Accepting, contributing and supporting the school's codes of behaviour and therapeutic approach for staff and pupils.
- Accepting responsibility for the conduct of their children and offering encouragement or sanctions when appropriate.
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested.

What do we expect from pupils?

- Following school rules and guidelines.
- Becoming increasingly responsible for the school environment and for their own learning and behaviour.
- Taking responsibility for their own actions and knowing the consequences they will have.
- Showing respect for each other and for each other's property and resources as well as for school property.
- Taking a pride in their learning, actions and appearance.
- Valuing each other's opinions.

School Rules

We follow the 'Golden Rules' in our school. These are:

We are gentle
We are kind and helpful
We listen
We are honest
We work hard
We look after property.

The 'Golden Rules' are displayed in all classrooms and around the school and frequently referred to. All behaviour systems link back to the 'Golden Rules' and these are re-visited at regular intervals and used in assemblies.

Supportive Action

The child who displays unsocial behaviours is sometimes showing considerable restraint in not allowing how they feel to result in behaviours that are antisocial. Staff responding to unsocial behaviour can sometimes unintentionally drive the behaviour to become antisocial. All of these behaviours could be a sign of needing help or attention and children may be in a very heightened, anxious state – possibly due to factors outside of school. There is a need to be aware and sympathetic of this and that their behaviour may be a cry for help.

Behaviour can be a mixture of both **conscious** and **subconscious**. Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any known potential consequence or punishment associated with the behaviour. Predominantly subconscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration or overwhelmed with anxiety or overwhelmed with depression. If we punish conscious behaviours we often create conflict. If we punish subconscious behaviours we can often generate more of the negative feelings associated with injustice and the difficult or dangerous behaviours.

No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial. Antisocial behaviour should not need SLT support unless it is persistent and disruptive. Dangerous Anti-social behaviour is likely to need SLT support/intervention.

Staff are to use this policy and staff scripted language (see below) and strategies. If a child leaves the classroom, staff must notify a member of SLT immediately. If a child leaves the site, notify the police and parents immediately.

As a school we are committed to supporting children to enable them to take responsibility for their behaviour (prosocial, unsocial and antisocial). Children will always have the chance to put forward their point of view, to be supported by an adult, to check someone / something that has been harmed is OK and to put things right.

Consequences (Protective and/or Educational):

It is essential that there is always an element of restorative practice. (Appendix C) We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. See Appendices D and E. Restorative practices provide the child with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. This forms an **educational consequence** which will always take place when an incident has occurred. An educational consequence is the learning rehearsal or teaching so the freedom can be returned. This is a longer-term consequence to establish prosocial skills to help the child to understand the impact of their behaviour so it starts to become part of their internal discipline. Examples of educational interventions could include completing tasks; rehearsing and practicing strategies, scripts and behaviours; assisting with or planning repairs and conversations or explanations.

Sometimes a **protective consequence** is needed immediately until we have been successful with our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term. A protective consequence might mean the removal of the child away from the other children. Examples of protective interventions could include increasing staff ratio; limited access to outside space; escorted in social situations; restricted off-site activities; differentiated teaching space and exclusion.

Dealing with unacceptable behaviour at break and lunchtime:

Consequences for the playground should follow the same routine as the classroom based on the Therapeutic Approach

- Verbal reminder with an explanation of what they have done wrong linked to school rules.

• Discussion – with a member of staff. KS1 5 mins KS2 10 mins (Timings are a guide and may be less based on individual incident and discussion)

I notice that you are.....(explain what it is...eg. Having trouble sharing with a friend, accepting the rules of the game...)

It was the Golden Rule about... (e.g. being gentle) that you broke.

It would seem that... explain what (eg. sharing).....is hard for you.

What can you do to change this?

Do you remember when..... (you may want to identify a time when they were demonstrating the positive behaviour)

Thank you for listening.

Then allow them some take up time. Check this to make it clear. Inform their class teacher at the end of break/ lunch. As soon as possible, the teacher will then talk with the child as a reminder and where necessary convey to parents to reinforce message.

If the incident is serious then it may be necessary to send the pupil straight to the class teacher or senior leader where they will be asked to calm and reflect. If SLT staff are not present and are required to action educational consequence, playground staff can ask a responsible older child to fetch a member of SLT to come and support out on the playground. This will enable playground supervisors to continue monitoring the rest of the children on the playground. Discussion/ restorative approach will follow when the pupil is ready (See Appendix C for the restorative approach). (See Appendix D and E for debrief activities.) The incident will be logged on CPOMS if serious. Some incidents will be recorded on CPOMS if a child is displaying regular unacceptable behaviour and may be also supported by an outside professional such as ESBAS – Emotional, social, behaviour support team.

Reporting:

Incidents of serious or dangerous behaviour are to be reported on CPOMS on the same day, as soon as practicably possible, by the person who dealt with the incident. If an incident occurs at playtime, the class teacher / cover teacher must also be informed when they collect the children from the playground.

Support structures for children causing concern:

To support pupils whose behaviour is causing increasing concern and previous actions have not successfully improved behaviour, the processes below will be implemented. These will be tailored to the individual need. In all cases parental involvement is essential.

- Ambassadors

Older pupils within the school to support and encourage pupils who are not achieving their potential. Given a set time to meet.

- Therapeutic analysis

This is a very detailed audit and analysis of the behaviours displayed, frequency, time, triggers and responses in order to inform an action plan.

- Placement on the SEN Register

Pupils on the register are monitored by the SENCO and appropriate interventions are put in place. It may involve a referral to an outside agency.

- Therapeutic Support Plans

These plans are for pupils whose behaviours have declined or not improved. Pupils are involved in identifying the area of need and strategies and interventions required to change the behaviour. An individualised therapeutic support plan may include: anxiety analysis, completion of the Therapeutic Tree grid and then completion of a risk reduction plan. Regularly assess, plan, do and review.

- Bespoke Provision

When behaviours have deteriorated to such a level that it impacts on others learning and could result in exclusion the decision may be made to remove the pupil from class for a fixed time to receive nurture and support, with the ultimate aim of reintegration. This is alongside an identified support plan.

Exclusion:

The Head Teacher should consider what extra support might be needed to identify and address the needs of a child in order to reduce their risk of exclusion. Exclusion will be considered for incidents of serious violence and / or continued disruption and will be used as a protective intervention in order for the school to assess, review and plan for the child's safe return to the school. An exclusion is a legal document whereby a parent/carer is asked to remove their child from the school. This is an extreme measure, and one that is avoided wherever possible. In these cases, the national guidelines will be followed, particularly with regards to recording and reporting. Please refer to the Anti-Bullying policy and our Exclusion Policy.

Partnership with parents:

We work closely with our parents to ensure the consistent approach of the behaviour policy. All individual plans and risk assessments and approaches are shared with parents and, where appropriate, parents are involved in the planning process of therapeutic strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals. Parents will be informed of all incidents of dangerous anti-social behaviour and their protective consequences.

Monitoring, Assessment and Evaluation:

Individual therapeutic plans will be evaluated by each teacher. Plans and evaluations will help measure progress of the therapeutic approach. The school's head teacher will report to governors of the impact of the approach.

Use of reasonable force

At Nutley CE Primary we do not advocate the use of reasonable force (restraint) but we are guided by DfE Guidance 2013 and only use when absolutely necessary. For the vast majority of situations, even of dangerously antisocial behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually on CPOMS and parents and SLT notified.

Who can use reasonable force? All members of staff have a legal power to use reasonable force. When can reasonable force be used? Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or for causing disorder.

Child on child abuse

Nutley CE Primary School takes Child on Child abuse, Sexual violence and Harassment very seriously and understand that some children are more vulnerable to physical, sexual and emotional bullying and abuse by their peers. We will follow the latest East Sussex County Council guidance (Protocol for Managing Child on Child Harmful Sexual Behaviour in Schools January 2023) should any incidents occur within our school. Please also refer to the DfE guidance: Keeping Children Safe in Education 2023 Part 5.

Searching and Confiscation

Nutley CE Primary School adheres to guidance from the Department for Education - [latest guidance on searching, screening and confiscation](#). The headteacher and teaching staff have a statutory power by law to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items

Tobacco and cigarette papers

Fireworks

Pornographic images

And any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the child).

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline. Schools can also search with pupil's verbal consent for any item under common law. Schools are not required to have formal written consent from the pupil for this sort of search – it is enough for the teacher to ask the pupil to turn out his or her pockets or if the teacher can look in the pupil's bag or tray and for the pupil to agree. Any banned or prohibited items found will be confiscated and any sanctions will follow the schools behaviour policy. Dependent on the items confiscated, these will be returned to the parents of the child.

Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- ✓ Deliberately hurtful
- ✓ Repeated, often over a period of time
- ✓ Difficult to defend against

Details of our school's approach to preventing and addressing bullying are set out in our Anti-Bullying Policy.

Definitions

Antisocial behaviour – Behaviour that causes harm to an individual, a group, to the community or to the environment. Behaviour that is likely to cause injury, harassment, alarm or distress. Behaviour that violates the rights of another person. Antisocial behaviour would include: aggressive shouting/calling out disruptively; continued interruptions; swearing; answering back, mimicking; name calling; lying; refusal to carry out an adult's request; distracting and/or disrupting others' learning by shouting, banging, making noises; throwing small equipment; leaving the classroom without permission; damage to property/pushing over furniture; stealing. Some antisocial behaviour can be referred to as 'dangerous'. Dangerous antisocial behaviours include: leaving the school building; leaving the premises; spitting (directly at another); pushing aggressively; scratching; pinching; hair pulling; hitting; kicking; fighting; biting; punching; throwing furniture; physical or verbal bullying (see Anti-Bullying Policy for definition). Examples of antisocial feelings we aim to protect our dynamic from are ashamed, humiliated, isolated, lonely, powerless and scared. The policy will promote purposeful responses to behaviour, which include opportunities for learning and rehearsing how to behave pro-socially.

Conscious behaviour – behaviour which a child is unwilling to moderate or self-regulate.

Dangerous antisocial behaviours - These include: leaving the school building; leaving the premises; spitting (directly at another); pushing aggressively; scratching; pinching; hair pulling; hitting; kicking; fighting; biting; punching; throwing furniture; physical or verbal bullying (see Anti-Bullying Policy for definition).

Dynamic - The dynamic is everyone affected by the school or establishment supporting the child. At the centre of a school dynamic are those people who are there all the time, including staff and children. The centre of the dynamic ripples out to include parents, extended families, carers, governors, the local community, occasional visitors etc. Every child has a dynamic, every member of staff, every class, every school, simply it means those affected by. The relationships people have with each other and the study of how these relationships can change. The way in which people react to

each other in a particular situation. The interactions of people when they are grouped with others through either choice or circumstance.

Prosocial behaviour - Relating to behaviour which is positive, helpful, and intended to promote social acceptance. Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Prosocial behaviour can be defined as the 'absence' of antisocial behaviour. Examples of the pro-social feelings we aim to promote in our dynamic are safe, liked, involved, supported, motivated, included and understood.

Subconscious behaviour – behaviour which a child is unable to moderate or self-regulate.

Unsocial behaviour – Relating to behaviour referred to as 'difficult'. Not enjoying or making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not negatively affecting other pupils' learning. Examples of unsocial behaviour include: leaving their desk without permission; leaving the carpet during input/story without permission; refusing to complete the work set; refusing to get changed for PE; choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc); rocking on their chair; calling out/talking to a friend; not listening to instructions; playing/fiddling with equipment. Please be aware, all of these behaviours could be a sign of needing help, attention or that they are bored or impatient. Extroverts often communicate their negative feelings with high levels of interaction; introverts communicate their feelings through quiet non-compliance.

Related documents:

Anti-Bullying Policy

SEND Information Report and Policy

Use of Reasonable Force Guidelines from East Sussex County Council

Equality Policy

Child Protection and Safeguarding Policy/ KCSIE 2023

Online Safety Policy

Exclusion Policy

Curriculum Policy

Anti-Bullying Policy

Appendix A

What is Therapeutic Thinking?

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic. When we use a therapeutic approach:

- we analyse behaviour rather than moralise about it
- we look for the root causes from feelings and experiences rather than blanket behaviourist theory
- we model therapeutic practices with all children, adults in school and parents or visitors from outside
- our language is chosen carefully from universal scripts to be outcome and resolution focused rather than emotive. Staff use positive phrasing, limited choice and scripted language. Positive phrasing promotes the expected behaviour; limited choice and scripted language deescalates a potential dangerous or difficult situation (see Appendix B).
- we encourage emotional literacy so children have the vocabulary to express feelings and emotions accurately, using language. We actively teach and promote this through PSHE lessons and staff modelling this regularly.

At Nutley CE Primary School we believe that positive experiences create positive feelings, and positive feelings create positive behaviour.

Appendix B

Positive phrasing and scripted language

Using Scripted Language

	Positive Phrasing (Can include distracting/re- directing)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Unsocial Behaviours - Using scripted language				
Leaving their desk without permission	'Stay seated in your chair... (name).' 'Who else can I see sitting well at their desk?'	'Are you going to sit on your own or with the group?' (repeat). 'Would you like to sit on the chair at this desk or that desk?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Leaving the carpet during input/story without permission	'I can see you may not be comfortable there but stay seated until we have finished.'	'Would you like to sit in your carpet space/at your desk, or next to me?' (repeat)	'You can listen to the instructions/story from there.'	'We will check you understand how to.... before you go out to break.'
Refusing to complete the work set	'I know you want to do first I need you to, then you can' 'Can you tell me..../show me?'	'I can see you are not ready to do Maths now, so we can do or and come back to Maths when you are ready.' 'Let's see if we can do this in the book corner?' 'I wonder if we will be faster at the table or book corner?' (repeat) 'Are you starting your work with the words or a picture?' (repeat) 'You can work with a friend or on your own.' (repeat)	'You can choose to finish it later.'	Rehearsing and practising Completing tasks Differentiated curriculum – possibly practical and creative activities to encourage engagement in class
Refusing to get changed for PE	'I know you don't want to get changed for PE, so this time just take off your shoes and socks and then you will be safe.'	'Are you going to change all your kit or just shoes and socks.' (repeat) 'You can choose to get changed here or in the cloakroom/other classroom.' (repeat)	'Well done to everyone getting changed quickly and safely for PE.' (remind of importance of changing). There may be a safeguarding or body conscious issue here so you do need to check this – there could be a previously arranged place agreed for private changing if necessary	
Refusal to do PE	'I can see you are not ready to join in with PE now so you can join in with the middle bit or the end bit.' (repeat).		'You can do a lesson with the other class later if you would like to?'	'Before break, we will talk about the bits you find difficult in PE.'
Not listening to/ following instructions	'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'		'You can choose to have another go later.'	'We will check you understand how to.... Before you go out to break.'

	<p>'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.'</p> <p>'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'</p>			
<p>Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc)</p>	<p>'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.'</p>	<p>'You can choose to do this now or later'. (repeat)</p>	<p>'You can choose to do this later if you would like to when the others are doing.....?'</p>	<p>'We can check you understand what to do before you go out to break.'</p>
<p>Rocking on their chair</p>	<p>'Put the 4 chair legs on the floor.'</p>	<p>'Do you want to sit on the chair or the carpet?' (repeat)</p>		<p>'We may need to practise how to sit on the chair safely before breaktime.'</p>
<p>Calling out/talking to a friend</p>	<p>'We are taking it in turns to listen. Who else can I see listening carefully?'</p> <p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p>			<p>'We can check you understand what to do before you go out to break.'</p>
<p>*Playing/fiddling with equipment (Some children may need to do this when listening – if they are not disrupting they may need to be given a fiddle toy)</p>	<p>'I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.'</p>	<p>'Put the ruler/rubber/pen on the table.'</p> <p>'Put it on your table or give it to me.' (repeat)</p>		
<p>*Not sitting 'appropriately' for learning (Some children may find it very difficult to sit still and crosslegged on the carpet or up straight on a chair – try and offer times when they choose their best listening position and offer this on occasion eg storytime)</p>	<p>'You need to sit up to your desk for this lesson because..... (eg it will help your presentation/ show me that you have understood the instructions), later for storytime you can (eg sit in your favourite way.)'</p>			
	<p>Positive Phrasing (Can include distracting/re-directing)</p>	<p>Limited Choice</p>	<p>Disempowering the Behaviour and/or De-escalation</p>	<p>Protective or Educational Consequence</p>

Antisocial Behaviours Note the frequency – it is normally this that makes it intolerable – only very frequent and persistent will require SLT intervention

Continued interruptions	<p>'I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.'</p> <p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p> <p>'I can see you know the answer but at the moment it is 's turn to share their thoughts.'</p>	<p>'We can talk about ensuring others are able to learn when you are ready – who would you like to talk to, me or?' (repeat).</p>	<p>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. Ignore and speak later to individuals.</p>	<p>Conversation and exploration</p>
Aggressive exploration shouting/calling out disruptively				
Answering back/mimicking				
Swearing	<p>'I can see that you are not happy at the moment.'</p> <p>'I can see you are upset.'</p> <p>'We can talk when you are ready.'</p>	<p>'When you are ready we can talk here or in the Library / office / classroom.' (repeat).</p> <p>'We will carry on when you are ready.'</p> <p>'We can talk when you are ready – who would you like to talk to, me or?' (repeat when calm)</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>Conversation and Exploration</p> <p>'Thank you for telling me/showing me how you are feeling – if you tell me more I can listen/help.'</p>
Name-calling				
Lying				
Refusal to carry out an adult's request	<p>'Put the pen on the table.'</p> <p>'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.'</p>	<p>'Walk with me, to the library or the book corner.' (repeat)</p>		<p>Rehearsing and practising</p>
Distracting and/or disrupting others' learning by shouting, banging, making noises	<p>'I can see that you are not happy at the moment and you are not ready to learn/play.'</p>	<p>'When you are ready we can talk here or in the library/office/classroom.' (repeat).</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>Rehearsing and practising</p> <p>Completing tasks (catch-up hub)</p>
Leaving the classroom without permission	<p>'I can see that you are not happy at the moment.'</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?' (repeat).</p> <p>'You can come and find me when you are ready.'</p>	<p>I can see you are not happy at the moment. When you are ready to come back to class, I will listen.' (then ignore until they are ready as long as another</p>	<p>Educational opportunities – identify early warning signs for needing to leave</p> <p>Creation of a 'safe space' in the classroom if staying in class is difficult</p>

			adult is in the vicinity).	
Damage to property	'I can see that you are not happy at the moment.'	'When you are ready we can talk here or in the library/office/classroom.' (repeat).		Assisting with repairs or planning the repairs
Stealing	'I can see that you have taken something that doesn't belong to you.'	'When you are ready to return it, you can give it to me or put it in the box.' (repeat).		Research the real world implications
	Positive Phrasing (Can include distracting/re-directing)	Limited Choice	Disempowering the Behaviour and/or De-escalation	Protective or Educational Consequence
Dangerous Antisocial Behaviours will likely need SLT support after following the script				
Leaving the school building	'I am not chasing you. I'll be standing here to make sure you are safe. When you go to	'I can see there is something wrong. Do you want to come inside and talk to Mr/Mrs ****		Conversation and exploration Possible limit to outside space
Leaving the premises	(adult) inside, we can solve the problem.' 'Name, you have left the school premises, so I am calling the police.'	Mr/Mrs ****, Mr/Mrs ****? (give a choice of 2 – whichever most appropriate/available). '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
Spitting (directly at another) Hair pulling Pushing aggressively Scratching Pinching Hitting Kicking Fighting Biting Punching Throwing furniture Physical or verbal bullying (see Bullying Policy for definition)	'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 Mrs ****, Mr ***, Mrs ****, Mr ***? (give a choice of 2 – whichever most appropriate/available). (If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).	'Child's name....., I can see something has happened.' 'I am here to help.' 'Talk and I will listen.' 'Come with me and	Protective Consequences: Possible limit to outside space Escorted in social situations/breaktimes Restricted off-site activities Differentiated teaching space Exclusion
All unsocial, antisocial and dangerous behaviours need time, patience and praise when the child is showing prosocial behaviour following any of these difficulties – see above - Prosocial section				
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 me the truth.' 'I can see that you are upset...your body language is showing me you are cross' 'I can understand how that could be upsetting/annoying...'		Post incident recovery and debrief measures (Restorative Practice) 'It is time for a chill and chat' 'Tell me what happened when...' 'How were you feeling when you....?' 'Who has been affected...?' 'How can you help to put this right?' 'So let's practise what we have learnt so that we can do things better next time.'		

Appendix C
Restorative Practice:

RESTORATIVE PRACTICE	
<p>REGULATE (teaches pupil how to shift states)</p>	<p>Consider that the child may be in a Negative stress system such as; Fight or Flight system or Freeze system DO NOT ASK THEM TO RUN OR CARRY OUT HIGH IMPACT ACTIVITIES – This could heighten stress state further Offer regulation activities; distraction, fidget toys, job or errand, heavy lifting, crunchy snack Mindfulness or safe zone and sensory activities Play a game of thought, puzzle Use a calm box or yoga/music</p>
<p>RELATE (teaches pupil relationship building)</p>	<p>Warm, friendly, expressive face Positive body language Be attentive and in tune Acknowledge feelings and meet body language Let them know you are on their team</p>
<p>REASON</p>	<p>Reduce your words, chunk information Use multi-sensory techniques to describe or relay facts – drawing, comic strip cartoons Drop the subject into a play situation or relate to own feelings/experience Avoid lecturing</p>
<p>REPAIR (teaches pupil how to shift states)</p>	<p>Fix it together – clear it up, mend it, give time back Random acts of kindness – think of something that may make that person feel better Say 'sorry', ask them to check someone is okay Do something together to reduce the shame</p>


Behaviour Reflection Sheet

Name: Date:






I was feeling

mad	sad	frustrated	bored	other
				

So I chose to

hurt someone	disrupt the class	use hurtful words	NOT follow the directions	other
				

Next time I will

ask for help	use nice words	stop and think	follow directions	ignore it
				

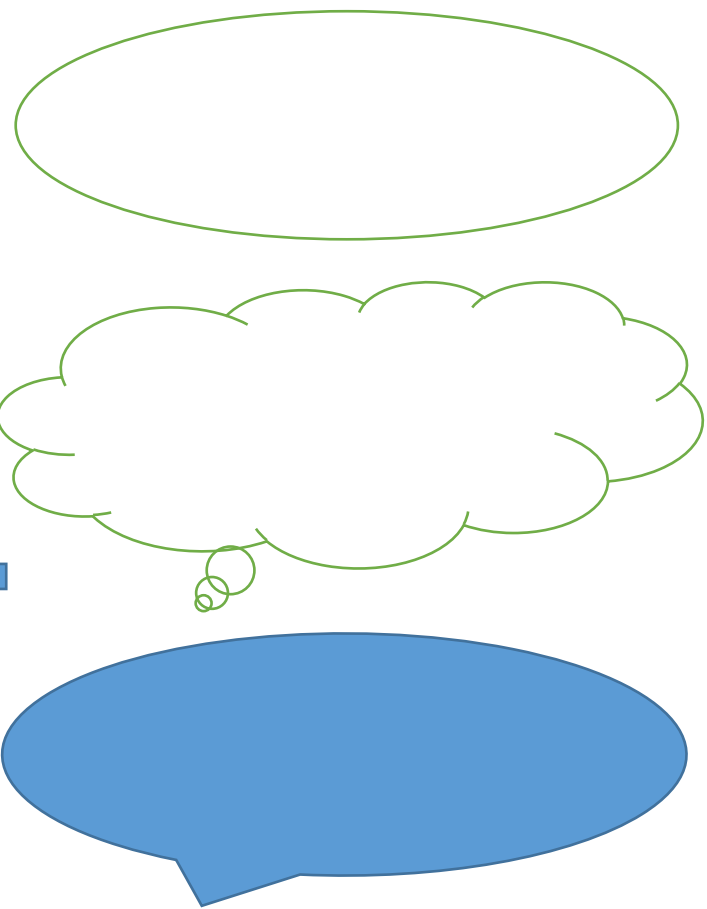
Behaviour Reflection Sheet

Name:

Date:

What happened? Why did it happen?

What did you feel? What did you think? What did you say?



How did it make others feel?

What were the consequences?

What could you have done differently?

What can you do to fix it?

Which Golden Rule did you break?

