



Behaviour Policy

Relational Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around school.

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Document History

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V0.2	March 2019	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	March 2019	Helen Stockill	Policy approved by Trustees
V2.0	August 2021	Megan Williams	Policy Reviewed
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1. Introduction

At Mowmacre Hill Primary School we aspire to ensure that all pupils feel safe, secure and valued. We want pupils to grow socially, personally and academically and to become responsible, caring and successful members of society. Through restorative approaches, pupils are taught about right and wrong, fairness, justice and tolerance.

We believe that learning happens best when there are good relationships; between our staff, between our pupils, within the classroom, with parents and carers and with our wider community. Staff should seek to establish a calm and supportive environment where pupils feel safe and are listened to.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and have an ethos of respect and responsibility.

2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- Online -safety policy
- Physical Intervention policy
- Exclusion and Suspension policy
- Safeguarding policy
- Mental Health policy

3. Aims

This policy aims to:

- **Encourage** positive relationships
- Ensure **equality and fairness** of treatment for all
- Provide a **consistent approach** to behaviour management.
- Include a relational approach, based on respecting biology and how our nervous system works and supporting children to regulate through responsive co-regulation.
- **Create a community of self-discipline, (self-regulation) and acceptance**, where everyone takes responsibility for their actions
- **Promote** and **maintain** clear expectations of behaviour
- **Celebrate successes** and good behaviour, and where behaviour is inappropriate, to challenge that behaviour positively through the restorative approach and language
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and consequences**

4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)

- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

5. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Understanding that all behaviour is a form of communication:** *“Thinking of a child behaving badly disposes you to think of punishment. Thinking of child as struggling to handle something difficult encourages you to help them through their distress” Colebourne Primary School.*

Behaviour is anything that a person does that we can see or hear. When we feel frustrated, upset or misunderstood we can struggle to respond to these feelings which can result in less acceptable behaviours. Staff will try to acknowledge what our learners are trying to communicate. Once a learner feels understood and cared for, they can learn to express their emotions in an acceptable way.

- **Setting clear boundaries and high expectations:** Children need to know what is expected of them, where, when and why. We acknowledge the need for an approach that balances nurture and structure. We believe that children need clear routines, boundaries and responses to help them feel safe, protected and cared for. All children have the right to feel safe and a right to learn. All feelings are acceptable but not all behaviours are. Understanding behaviour as a form of communication does not mean that children do not experience consequences for their behaviour. High expectations should be maintained for all learners and they should be supported to meet them.
- **Adopting a nurturing ethos:** To support children effectively we consider each individual's needs, when supporting positive behaviour changes we focus on the nurturing and repair of relationships.
- **Implementing Louise Bomber’s 4 R’s of: regulate, relate, reason (or reflect) and repair.**
- **Implementing restorative approaches:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour choices we endeavour that pupils recognise the impact of actions, any harm caused, and consider steps to make things right.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all. A graduated approach is important and it may be appropriate to use Relational Support Plans (RSPs)/Behaviour Action Plans, which unpick the child’s behaviour and document agreed strategies to ensure a consistent approach. (Children need personalised responses to supporting their personal development and well-being; being consistent and fair is not about everyone getting the same, but everyone getting what they need.)

- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention.

6. School rules

Our school rules and expectations have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management.

Mowmacre Hill Primary School Expectations are:

1. To treat other people how you like to be treated
2. To try your hardest at everything
3. To be on time and ready to learn
4. To wear your uniform and bring your P.E. kit
5. To show good manners
6. To walk quietly around the building

Expectations are something that everyone in school should just do.

Mowmacre Hill Primary School Rules are:

1. Listen to and follow instructions from adults in school
2. Respect other people, their property and their beliefs
3. Keep hands, feet and objects to yourself

Rules give us guidance on how we should behave at school.

**Mowmacre Hill Primary School
Expectations**

1. To treat other people how you like to be treated
2. To try your hardest at everything
3. To be on time and ready to learn
4. To wear your uniform and bring your P.E. kit
5. To show good manners
6. To walk quietly around the school building

**Mowmacre Hill Primary School
Rules**

1. Listen to and follow instructions
2. Respect other people, their property and their beliefs
3. Keep hands, feet and objects to yourself



Positive Reminder 1st Warning 2nd Warning Talk Time Reflection Room



7. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for approving the relational policy and monitoring its effectiveness. They will also ensure equality of application to individuals and groups through the monitoring of behaviour incidents and suspensions/exclusions.

The Headteacher

The Headteacher is responsible for developing and implementing the relational policy. Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. The Headteacher will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff will work with us to:

- Implement the behaviour policy consistently
- Develop a positive relationship with all pupils
- Model positive behaviour at all times, requesting a change of face if a situation begins to provoke an emotional response in the adult.
- Take responsibility for their own self-regulation and seek assistance when needed
- Treating all pupils fairly and with respect
- Create a safe and pleasant environment, physically and emotionally
- Co-regulate with those children who are not able to regulate alone
- Respect pupils, listen to their views without discrimination and respond suitably
- Provide a personalised approach to the specific behavioural needs of particular pupils
- Work in partnership with parents to support pupils to develop positive behaviour and celebrate their pupils' efforts and achievements
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents will work with us to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils will work with us to:

- Work to the best of their abilities
- Treat other pupils and staff members with respect
- Use the zones of regulation to communicate their emotional needs to school adults.
- When regulated, reason (reflect) and repair (with support from a trusted adult if necessary).
- Treat the school building and school property with respect
- Ask for help and support when required from a trusted adult

8. Our Responses to positive behaviours

At Mowmacre Hill Primary School we always disapprove of the behaviour, never the person. We believe that being fair is not about everyone getting the same but everyone getting what they need. It is therefore not always possible to respond to behaviours in the same way. However, it is useful to have a guiding framework of responses to good and poor behaviour.

Responses to Positive Behaviours:

It is vital that the majority of interactions learners have with staff are positive.

- All learners should be greeted with positivity when they first enter the school building.
- Smile and greet learners as they enter your lesson
- Take the time to find out about their interests and show a genuine interest.
- All learners should be told something they have done well in each lesson.
- Praise should be specific, eg. "Well done for being able to remember the order of calculations.
- Give praise for effort, eg. "Well done for giving it a go even though you weren't sure."
- Some young people find public praise difficult to accept. Find ways to praise learners on a 1:1 basis
- All learners should receive feedback at least once a week (monster points, certificate, sticker, phone call home) informing their parent / carer of something positive they have done or achieved.

All staff should take time to recognise positive behaviours and reward success through making proactive use of:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Stickers
- ✓ Whole class rewards
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ Monster points
- ✓ Letters, texts or phone calls home to parents
- ✓ Special responsibilities given

9. Our Responses to concerning behaviours



This behaviour system is visually displayed in each class room along with our school expectations and rules.

- **Positive reminder:** If a child behaves in a way which breaks a school rule (e.g. isn't following an instruction), an adult will give a positive reminder of the specific school rule they need to follow and what they need to do (regarding their behaviour). For example, 'Our school rule is to listen and follow instructions so I need you to listen to what the teacher is saying'.
- **1st warning:** A 1st warning will be given if the child continues to break the school rules. In the same way as before, the adult will explain which rule they are breaking and what they need to do to start following the rules. They will aim to do this in a quiet, personal way (not in a shaming way in front of the class).
- **2nd warning:** A 2nd warning will be given (in the same way as a 1st warning) if the behaviour continues.
- **Talk time:** If a child's behaviour continues to escalate in the classroom, we will encourage a child to have talk time near their classroom and follow the 4 R's system. This will be time with an adult so they can help them to regulate, relate, reflect and repair. Children may need different amounts of time to regulate.
- **Reflection:** If a child's behaviour continues to escalate beyond the classroom or continues past the 2nd warning and talk time, they will be further supported to regulate with an adult from the wellbeing team or SLT (ideally someone who is a trusted adult for the child and has a good relationship with them). The 4 R's system will be followed again. When a child comes to reflection they need to bring with them a 'Reflection Communication Slip' (Appendix A) which outlines the incident and gives the child a framework to reflect on.

The behaviour system will be reset after break and then again after lunch so that if children have had a tricky day they get the opportunity to reset multiple times meaning that if a child is having a challenging morning, all is not lost-they don't have to continue having a 'bad day'.

Whatever concerning behaviour a child is displaying we should always follow the 4Rs:

- **Regulate** - calm and soothe the learner. Children are not able to think/reason when they are in a state of anxiety or distress.

- **Relate** - validate feelings and label them. Help children to label their emotions to manage their behaviours. It is important that we 'name it to tame it'.
- **Reason** – set limits on their behaviour and problem solve with the child. Once the learner is calm we can reflect on the situation with the learner and problem solve. For some learners, we may only get a limited window at this stage to communicate what we need to, so get to the point of what you are teaching quickly.

A restorative response to an incident of conflict involves asking the following questions (and may involve drawing pictures/thought bubbles alongside this):

What happened?

What were you thinking and feeling at the time?

What do you think and how do you feel now?

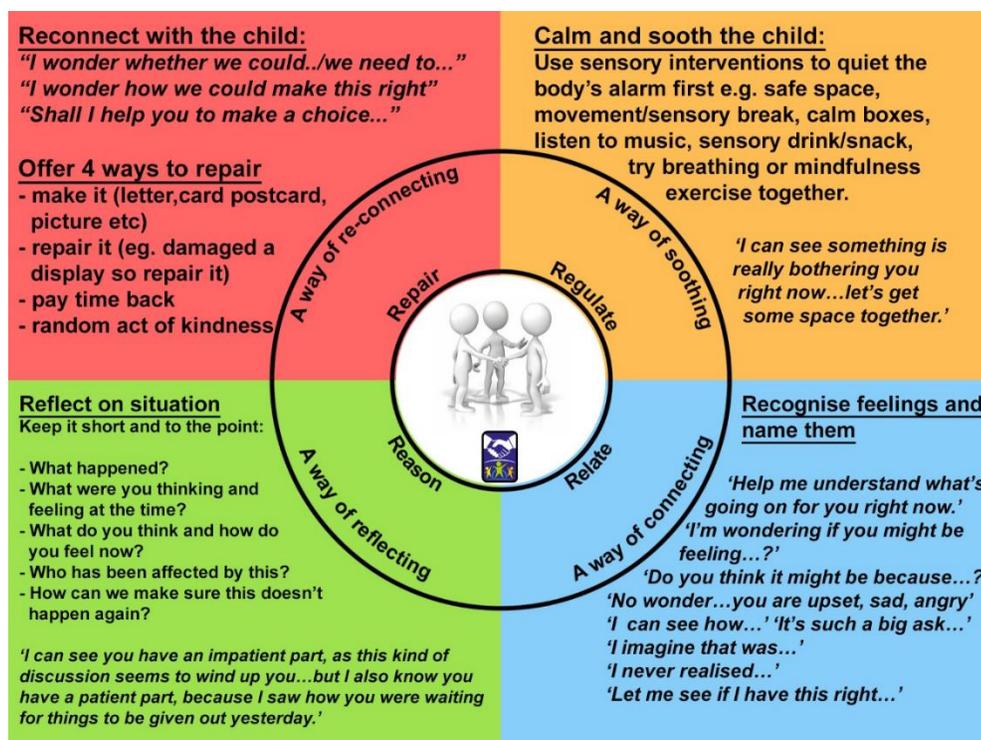
Who has been affected by this?

How can we make sure this doesn't happen again?

This will take place during talk time, reflection or away from the classroom.

- **Repair**-find a way of re-connecting with the learner. Show the learner that it is usually possible to put things right and that we are often made stronger as a result of difficulties. Offer four options of repair: make it, repair it, pay time back or random act of kindness. This is the message of hope that they can repair the situation.

We believe that every day should be a fresh start for a child so we endeavour to repair on the same day that an incident has happened. If it is very late in the afternoon and getting towards hometime, we will offer time after school with the child and parent/carer(s) to repair with a school adult if this is possible, and the child is regulated. If everyone feels it is better to have a conversation to repair at the start of the next day, this will take place instead. This conversation will follow the 4 R's and be used as a teaching opportunity to: relate to how the pupil was feeling in that moment, reason and reflect on how others were feeling and why it happened and finally help the child repair the situation.



Responses which are not attachment aware:

- Dismissing a child’s feelings by telling them they are over-reacting, being silly or wrong
- Using shaming language or sanctions
- Telling children how they are feeling
- Being confrontational with our verbal or body language
- Ignoring the child
- Using too many words which can overwhelm them
- Isolating or leaving children on their own when they are distressed
- Expecting children to self-regulate by themselves

We believe that children feel more secure if they feel safe, secure, connected, understood and cared for. All behaviour is a form of communication. Children will be supported to understand that their behaviour may have consequences.

Our responses need to be based on our knowledge of a child. We aim to identify, support and de-escalate at the early signs of distress.

Underlying communication	Behaviour	Possible responses
I don't feel safe I don't trust you I don't know how I feel I feel rubbish or stupid I feel anxious or scared I feel sad I feel angry I can't cope with my difficult feelings I feel overwhelmed I need to escape I need to protect myself I don't know whether I still exist I need you to attend to me to feel safe and loved This is the only way I know to make you like me I need to be in control to feel safe I don't have the skills your expecting I don't believe you won't leave me	Low-level behaviours Fast breathing Restlessness Stiff body posture Clenched fists or jaw Rapid or high-pitched speech Continually talking, asking questions Making noises Not sitting still Leaving their seat Talking under their breath Talking to peers	Respond to attachment-seeking by moving closer to child, using their name and acknowledging their need, eg, "I haven't forgotten you Sam. I will just finish marking this work and then I'll come to you." If appropriate use a soothing touch Offer a movement break Offer a sensory support such as a stress toy Move things on without making demands, eg "It can be hard to stay calm when we're not sure what to do. Maybe we can try the next question together and come back to this one later." Use "I wonder..." to help child identify feelings, eg "I'm wondering if you are shouting "it's boring" because you feel scared about getting the answer wrong?" (Use this technique 1:1 so as not to embarrass) Validate their feelings, eg "I know what that feels like. It can be scary to have a go in case you fail at something." "I know its hard to think right now" "I'm sorry that it's made you so cross"

	<p>Mid-level behaviours</p> <p>Refusal to do work Refusal to follow instructions Non-compliant behaviour Disrespectful language Lying Minor damage to school property Argumentative Non-directed swearing</p>	<p>See responses above</p> <p>Quiet correction 1:1 with child to avoid public shame Acknowledge their feelings of unfairness Re-phrase requests so they don't imply a demand, eg instead of "Tidy away your books" try "we can't go to break with everything out on the desks" Try to problem solve with the child, eg, "You want to go to break. I want you to complete your work so you can do well in Maths. How are we going to solve this?" Link the consequence to the action. Eg, if they have broken a calculator, they don't get to use one the next session. Use a light tone of voice to suggest a child has another go using different words. Give choices about what will happen next calmly, repeating as often as necessary Repeat your request or expectation and don't become drawn into an argument Use distraction</p>
	<p>Harmful behaviours</p> <p>Aggressive / threatening / racist / homophobic / sexist language Damage to school property Threats Throwing objects Kicking objects Kicking Hitting Spitting</p>	<p>See responses above</p> <p>Use self-regulation techniques to keep yourself calm Make sure your hands are visible, palms towards the child so they know you will not hurt them Keep your body posture, facial expression and tone calm. Keep a distance so the child does not feel trapped Use a low, slow, strong voice Speak rhythmically like you would to an infant Narrate what you see in a calm voice eg "I can see you are feeling very frustrated right now." If a child needs to be removed ensure they are with an adult (who have been trained in MAPA de-escalation) who can support them to self-regulate Do not chase a child unless they are in danger as it can seem like an attack. Reassure them, "I'm still here when you're ready."</p>

When a behavioural incident occurs, we seek that children take responsibility for their actions in a safe way, therefore pupils will be given time and space to resolve the situation. Staff will take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward.

We may use an internal seclusion in response to serious or persistent breaches of this policy-relational plan.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and suspension from the trip is the last resort.

We understand that poor behaviour management can adversely affect mental health, therefore, consequences will be applied in a way that maintains self-respect and as soon as possible after the inappropriate behaviour has occurred.

10. Lunchtime behaviours

The same behaviour system will be used at lunchtime as is used in the classroom. An adult from the wellbeing team or SLT will be in the reflection room at lunchtime to be able to support children with their behaviour.

Lunchtimes are a social occasion, however, some pupils find having unstructured periods of time, such as lunchtime, extremely challenging. We offer different lunchtime clubs e.g. TTRockstars, Minecraft club to give pupils the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour.

11. Online Behaviours

The education of pupils in online safety/digital literacy is an essential part of the school's online safety provision. Therefore, the school will help and support pupils to recognise and avoid online safety risks and build their resilience.

All pupils are expected to follow the schools acceptable use of the school's ICT systems and the internet. This acceptable use agreement states how we expect pupils to behave online and can be found in the school's online safety policy.

The school will deal with online safety incidents within this policy and the associated online safety and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of school.

12. Personalised approach

Some pupils who have difficulties in managing their behaviours, may need a more personalised approach (e.g. a Behaviour Action Plan – see appendix B, personalised support systems – see appendix C) to help understand their behaviour and to help them to make the right choices; this will be agreed between the pupil, class teacher, parents and relevant members of the school staff which could include the Special Education Needs Co-ordinator.

13. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

14. Exclusions and Suspensions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in a suspension/exclusion.

There are three types of suspension/exclusion:

1. **Lunchtime suspension** – If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime suspension will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Suspension** – This is a temporary suspension from school which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information is stated in the school's exclusion and suspension policy.

15. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform or being in some other way identifiable as a pupil at the school

Or, display inappropriate behaviours at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Causing distress to another child at Mowmacre Hill Primary School

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat to a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for suspension.

16. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always be informed of their child's behaviour and consequences applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

17. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have MAPA Training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. MAPA also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint must:

- Always be used as a last resort

- Be applied by adults who are calm and regulated
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

18. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member 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 pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation.](#)

19. Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour may be transferred to relevant staff at the start of the term or year. Information on behaviour may also be shared with new settings for those pupils transferring to other schools.

20. Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are trained in Safety Intervention. However, behaviour management forms part of whole staff continuing professional development.

21. Review

This relational policy will be reviewed by the headteacher and the advisory board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every two years.

Appendix A: Reflection Communication Slip

Name:	Class	Date:
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Classroom Staff Response

			
Positive Reminder	1st Warning	2nd Warning	Talk Time

<p>Reconnect with the child: <i>"I wonder whether we could.../we need to..."</i> <i>"I wonder how we could make this right"</i> <i>"Shall I help you to make a choice..."</i></p> <p>Offer 4 ways to repair - make it (letter, card postcard, picture etc) - repair it (eg. damaged a display so repair it) - pay time back - random act of kindness</p> <p>Reflect on situation Keep it short and to the point: - What happened? - What were you thinking and feeling at the time? - What do you think and how do you feel now? - Who has been affected by this? - How can we make sure this doesn't happen again?</p> <p><i>'I can see you have an impatient part, as this kind of discussion seems to wind up you...but I also know you have a patient part, because I saw how you were waiting for things to be given out yesterday.'</i></p>	<p>Calm and sooth the child: Use sensory interventions to quiet the body's alarm first e.g. safe space, movement/sensory break, calm boxes, listen to music, sensory drink/snack, try breathing or mindfulness exercise together.</p> <p><i>'I can see something is really bothering you right now...let's get some space together.'</i></p> <p>Recognise feelings and name them <i>'Help me understand what's going on for you right now.'</i> <i>'I'm wondering if you might be feeling...?'</i> <i>'Do you think it might be because...?'</i> <i>'No wonder...you are upset, sad, angry'</i> <i>'I can see how...' 'It's such a big ask...'</i> <i>'I imagine that was...'</i> <i>'I never realised...'</i> <i>'Let me see if I have this right...'</i></p>
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Incident

Reflection Notes



Reflection

What?

What happened?

Who?

Who did it involve?

Why?

Why did you choose to act in this way?

How?

How could you react differently next time?

Appendix B: Behaviour Plan Example

		<h1>Behaviour Action Plan</h1>			
Pupil Name:			DOB:		
Date of Plan:			Review Date of BAP:		
What are common triggers, contexts or environmental factors which have led to crisis in the past? •					
What does the behaviour look like?					
Escalating Behaviours			Crisis Behaviours		
•					
Key adults who may support:					
Strategies/ideas:					
(add in strategies as we go along)					
De-escalation skills		Try	Avoid	Notes	
Verbal advice and support					
Giving space					
Reassurance					
Negotiation					
Choices					
Consequences					
Take up time					
Time-out/time away/out of class					
Transfer adult (fresh face)					
Success reminded					
Diversions and distractions (Describe interest, words, objects etc. which may divert attention away from an escalating crisis:					
Praise points/potential strengths (Areas that can be developed further and built upon) •					
Role	Name		Signature		
Headteacher					
SENCO					
Parent/ carers					
Teacher					
Support Staff					
Support Staff					

Appendix C: Personalised Support Systems

Golden time:

Visual board which consists of 6 stamps, 3 for work and 3 for behaviour, each stamp is worth 3 minutes of time. After each work session (register – break, break – lunch, register – home time) the child will receive 1 stamp for behaviour and 1 for completing their work, if however, they don't achieve good behaviour or completed work then they lose the stamp for that session. At the end of the day the stamps are added up. The children will first sit out with a timer for time owing and then will get the rest of the time to choose an activity they would like to do.

Individual timetable/Portable timetable:

Pupils will have a personalised timetable in a clear pencil case. Some will put their daily timetable on the outside of the case, this is more for pupils who move around regularly eg: F1, F2. Other pupils will put their timetable on their desks. All pupils will remove the lesson card once it has been completed. This should also be done with the whole class visual timetable that is usually located at the bottom of each class's whiteboard.

Individual Zones of Regulation:

All pupils have a standard ZoR on their table but some pupils have a more detailed one that consists their own name, how they feel and which zone they are in. This can be changed throughout the day so that adults are aware of how they are feeling.

Sensory/Fidget boxes:

Each pupil who has these have 5 items in their boxes. These are changed weekly so as not to get bored with them. They are to be used when a pupil is feeling stressed, anxious, fidgety, A good time could be during class input as sitting for long periods of time can be difficult.

Now and next cards:

This system is for pupils who have very low concentration. They will have a task on now and a task on then. It shows them they need to complete the first task (now) before moving on to the next one (then).

5 Minute system:

The pupil will have a chart that is split into 5-minute sections. Three 5-minute ones for breaktime and twelve 5 minutes sections for lunchtime. If the pupil refuses to work, misbehave or ignore adults they will lose 5 minutes of break or lunch. However, they can earn these back by showing they have turned things around and do as they are asked. It is very important that you catch the pupil making the right choices and reward them for this. This system was designed as pupils were losing far too many lunchtimes not only on the same day but for advanced days.

Draw system:

This system ties in with the pupil's individual timetable. On each draw there is a number, in each draw there are work activities to do. On the timetable there will be alternative numbers and activities that the pupil wants to do. The pupil will take the first number card and place it on the draw that the number matches, then will lift the work out and complete it, once this is finished they will put the draw away and have the activity next on the timetable. This repeats throughout the day. This is to help teach the pupil independent working.

Work Station:

An individual work space placed away from other pupils and only has one child sitting at it. It will consist of visuals, timetable etc.

Talk Cards:

All pupils have access to these but some pupils do have them on their desks in case they need to make a quick exit.

Visual Rules:

All class rooms have these but some pupils will have them on their desks as a reminder.

Steps to Success:

A visual board in front of the pupil. There are three sections, one tells the pupil what lesson they are doing, then what the pupil needs to do and lastly the reward they will receive once work is completed.

Emotions Board (not Z of R):

A visual board with all different emotions on. The child will point out which one they are feeling.

Positivity Book:

Each pupil has their own work book. At the end of the day they write down one thing that they have achieved throughout the day.

Ear Defenders:

Pupil to wear when the noise in the classroom becomes overwhelming.