Policy: **Positive Behaviour and Relationships Policy**

Date Reviewed by Staff:	21/09/2023
Date Reviewed by Education Committee:	11/10/2023
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"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress."

The Gottman Institute

Our Values and Vision

Our school vision is deeply rooted in a strong Christian tradition, and is to develop happy, young people with enquiring minds, a lifelong love of learning, respect for themselves, others and the environment so that they will have the skills, resilience and adaptability to thrive in a rapidly changing world.

At Barrington Primary School we uphold and nurture our children by encouraging the values of co-operation, caring, consideration and courtesy. We will develop children's self-esteem and sense of worth by creating an environment in which they feel positive about themselves.

We will create a safe, healthy and happy school community in which children and adults are cherished and valued.

Respect for all

At Barrington C of E Primary School, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of Barrington in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole teaching staff and presented to the Governing Body. The document is available on the school website.

Rationale:

The development of positive social, emotional and learning behaviours is at the heart of our Behaviour Policy.

Aims:

Aims of this policy

• To improve educational outcomes for all pupils by promoting and supporting their engagement with education

• To recognise and appreciate the individuality of each person, irrespective of age, gender, belief, race, sexuality or ability within the need for conformity in the context of school life

• For all staff to treat children fairly, with respect and in a therapeutic manner; with regard to underlying feelings, and addressing the root causes of behaviour

• To encourage full consideration of the consequences of behavioural choices

• For children to be primarily motivated to act pro-socially for intrinsic reasons, regardless of extrinsic reward or consequence

• To foster the self-esteem of all children

• To provide a framework for acceptable and appropriate behaviour

• To ensure new and visiting staff and volunteers are inducted appropriately in order to act consistently

Expectations

To treat others as we ourselves would want to be treated and to respect each other and give our best.

Refer to Appendix 1 for more detail om expectations for both adults and children.

The Staff and Governors of Barrington C of E Primary School believe that appropriate behaviour is essential to promote an environment suitable for good learning. We expect all adults working in school, either paid or voluntary, to apply this policy consistently, whilst also considering the needs of the individual child.

Reducing bad behaviour is a realistic aim. Eliminating it completely is not.

"A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This should be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities."

Mental health and behaviour in schools, DfE, 2018

Strategies for a positive learning environment

• Be consistent with children, communicating clear boundaries about what is and is not acceptable.

• Ensure children clearly understand your expectations around classroom procedures such as tidying up, lining up, moving from carpet to places.

• Take opportunities to praise pro-social behaviour, including passing on to parents and involving other members of staff, especially the headteacher.

• Keep all interactions respectful, avoiding a sense of dominance; and never use humiliation, fear or embarrassment as behaviour strategies.

• Ensure warnings are clearly given before any further consequences (see next section) are actioned.

• Focus on rewards which are unexpected, e.g. "You've all worked really hard this lesson and have earnt some golden time."

• Carefully consider the wider effects of any reward system on the full range of learners.

• Ensure escalation strategies are in line with this policy and that parents are informed as necessary.

• Avoid shouting wherever possible.

• Understand that a small number of children will require a bespoke approach, beyond this policy, with carefully considered individual planning for success put in place.

• Teaching right from wrong, honesty and respect for others.

• Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.

• Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.

• Being good role models through patterning and copying.

• The school adopts a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes

The school's core values that specifically relate to the support and management of behaviour are:

• Respecting the dignity of each person; their individuality, their feelings and their role in the school.

• Showing respect for each person, and empathy for their feelings.

• Building confidence and self-esteem by valuing each person's successes and achievements.

• Building trust, by doing what is expected of us, showing that we believe in each other and our school, and by accepting mistakes as opportunities for learning.

• Communicating effectively, including listening to hear, so that each person feels able to contribute to the school's mission positively and to do the best job they can.

• Building a sense of enjoyment and fun into the daily working life of everyone in the school, so that they want to go on learning here.

Consequences

All children must be encouraged to consider the consequences of their actions. However, careful consideration must be made as to whether their actions are conscious (e.g. throwing something across the classroom) or sub-conscious (e.g. smiling through embarrassment when being spoken to). This distinction, whilst not always easy to make, should inform how children are subsequently supported to make pro-social choices in future.

Consequences must never be seen as punishments.

"Punishment hardens and numbs. It produces obstinacy, it sharpens the sense of alienation and strengthens the power of resistance." Friedrich Nietzche (1844-1900)

Instead they should be logically considered as one or both of the following:

Protective consequences

Protective consequences involve the removal of a freedom in order to manage harm to themselves or (more likely) to others. Harm could be defined as physical or emotional, or could involve significant disruption to the learning of others.

Protective consequences may require careful planning. They could involve one or more of the following:

• Use of time-out, away from other children, for calming down after an incident and preparing to re-join the class, so that there is as little disruption as possible to learning.

• Limited access to an area when others are there (e.g., the playground, play-house, roleplay area, rehearsal time) until the individual can demonstrate they can safely return.

• Increased staff ratio, or focussed adult support covering periods of difficulty (if staffing level allow).

• Adult escort when moving between locations (if staffing levels allow).

• Differentiated teaching space.

In extreme circumstances, and when all other measures have failed, a form of exclusion may also be an appropriate protective consequence (see Exclusion section below).

Educational consequences

Children should be given an opportunity to reflect on and learn from anti-social choices made. This could include the following:

• Discussion of events and alternative choices available (during Reflection Time - see below).

• Role-play and rehearsal of behaviour choices.

• Restorative approaches, including saying sorry.

• Completion of missed learning tasks.

• Assisting with repairs and tidying up mess made. A hierarchy of consequences has been developed by staff (Staged Response, see Appendix 2).

Mid-day staff have a slightly adapted Staged Response suitable for lunchtimes. Mid-day staff will report back to the appropriate class teacher when necessary, but must also be mindful of not disrupting learning at the beginning of the afternoon. Serious incidents during the lunch break will be referred immediately to a member of the Senior Leadership Team.

See Appendix 2 for a list of common anti-social behaviours and their consequences. These are for guidance and always require staff discretion and consideration of context and individuals involved. There will be times, particularly when issues arise outside of the usual classroom environment, when usual behaviour management procedures need to be adapted.

Behaviour and Pastoral Support Plans

Repeated and ongoing incidents of inappropriate behaviour may necessitate the involvement of the SENCO who will work with the teacher and parents to draw up a behaviour and pastoral support plan, and the pupil will be identified as having a special educational need with regard to behaviour. This plan will involve targets and will be reviewed regularly by staff and parents, as well as outside agencies if appropriate and necessary. All staff working with the child will be made aware of it.

If necessary, a Risk Reduction Plan may also be drawn up (See proforma in Physical Intervention Policy) and ABC (antecedents, behaviours, consequences) forms will be used to log incidents.

A plan will:

• Take into consideration the times/ places/ lessons that give the learner greater anxiety, triggers that could lead to difficult behaviours.

• Put in place risk reduction measures and differentiated measures that will lower the learners' anxiety and enable the learner show positive behaviours at school.

• Give clear de-escalation strategies and script that all adults can follow when speaking to the learner to lessen difficult and dangerous behaviours.

Anxiety Mapping and Roots & Fruits (see Step On training materials) are tools which may be used to inform children's individual plans.

Intrinsic and Growth Mindset

Ideally, we aim for all children to be intrinsically motivated to behave well, with an understanding of the consequences of their actions and an ability to empathise with others. However, it is recognised that reward, in some form, is a need that every child has and can foster good behaviour whilst children's understanding and intrinsic motivation develops. There are many occasions when children individually and collectively deserve reward for positive action and endeavour.

All reward systems implemented across the school, or by individual teachers, must be carefully planned to ensure wider effects are positive for all learners. The best rewards are those which are unexpectedly given. For example, "You've all worked really hard this lesson so let's have some golden time," rather than, "You must complete 5 questions to earn your golden time." The latter may not be fair for lower achievers and may limit the motivation of higher achievers. Also, in future, some learners may not work as hard without the extrinsic offer of golden time being given.

Any rewards will be in line with the school's belief in the importance of fostering a growth mindset. In essence, this means valuing and rewarding effort rather than innate ability, and giving children realistic feedback about their strengths and areas for development. This applies to behaviour as well as academic or creative endeavours. On occasion, this may mean that the efforts of individuals who find it harder to maintain acceptable behaviour are rewarded, whilst those who find the same level of behaviour easy are not. Where necessary this will be explained and discussed with classes so that they don't see it as being unfair, and opportunities will be sought for well-behaved children to display higher levels of good behaviour, deserving of reward.

We use a variety of different rewards, including house points:

• a smile or similar body language (as frequently as children's responses demand);

• verbal praise specifically focused on the child's efforts and improvements, e.g. "Well done, I like the way you…" not "you are so clever/well behaved". Publicly praising the positive behaviour of one child is also a way of bringing into line others who are not conforming;

• positive comments on work, about specific improvements made and usually followed by how they can improve further;

• allowing the child to line up first;

• allowing extra time at an activity the child values;

• allowing the child to share an achievement with another teacher or the headteacher;

• sharing achievements with parents at the end of the day;

• occasional golden time/ extra playtime

• Good work and achievements being displayed around the school.

• Nominations for Pride of Barrington and Christian Values Awards

• Awarding of House points.

• House points can be used by the children to vote for class and whole school celebrations.

• Once a child has been given a House point it is not taken away

House Points/ Houses

Each child is in a house team. House points / Houses can be awarded to children by any adults for effort, behaviour, attitude, social skills etc. These are always awarded without prior expectation from the child. For example, children will not be told finish your writing/ do great writing and you will get a house point.

Parent / Carer involvement

The school recognises that parents and carers have an important part to play in encouraging positive behaviour, courtesy and respect. It is hoped that parents and carers will support the school's positive behaviour policy.

Parents are informed of the school's positive behaviour policy through a summary in the school prospectus, on the school website and via the office. The full version is also available via the website and office.

Communication between the school and parents/carers is a two-way process. Either party should inform the other of any significant concerns or changes in behaviour. In particular, parents should inform the school if they suspect that their child is being bullied or is developing bullying tendencies. (See also Antibullying policy.)

Reflection time

If a child reaches stage 3 on the staged response for behaviour in class that is disturbing learning they will initially have reflection time with their class teacher. If the behaviour persists they will then have reflection time with the head.

If a child reaches stage 4+ on the staged response (appendix 2) they will be asked to spend some time with a member of SLT during either break or lunchtime. This will be seen as either, or both, an educational or protective consequence (rather than a punishment). This time will include an opportunity for the child to explain their point of view and feelings and they will also be encouraged to consider the effect of their actions on others, what restorative actions they should now take (eg, apologising) and what they could do better next time. Teachers will record details of Reflection Time on a behaviour slip. If a child needs Reflection Time 3 times during a half-term, a meeting will be arranged with parents or carers to discuss other approaches and support.

Exclusion

Staff and Governors of Barrington C of E Primary School will aim to keep exclusion to a minimum and will ensure that it is used as a genuine last resort where other strategies have or would not work. However, if immediate exclusion is warranted for the protection of staff and pupils it may be necessary to move to immediate exclusion and this decision will be made by the head teacher and chair of governors.

Internal exclusion is when a child spends part or all of the day working in the headteacher's office or similar supervised area. This strategy will be used (rarely) if it is felt that a child's behaviour is significantly disrupting the learning or wellbeing of other children, in the classroom or on the playground. It will also be used to give a clear message to the child that their behaviour was unacceptable. Parents will always be informed if this strategy is used.

Fixed-period exclusion is when parents/carers are informed that their child's extreme or persistent antisocial behaviour (as defined in Appendix 2) is a danger to others resulting in the need for them to

be kept out of school for a set number of days. The aim of fixed term exclusion is to provide enough time for staff to consult with other agencies in planning measures for the child's safe return to the school environment.

Permanent exclusion would only be a final option should school leaders and governors decide there was ongoing and significant risk to the safety of others, which could not be managed by any other reasonable measures.

A decision to exclude a pupil permanently should only be taken:

• in response to a serious breach or persistent breaches of the school's behaviour policy; and

• where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Exclusion from maintained schools, Academies and pupil referral units in England, 2017

The school will have regard to any procedures set down in law, including:

• The Education Act 2002, as amended by the Education Act 2011;

• The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;

• The Education and Inspections Act 2006; and

• The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007.

It will also act in line with guidance from the DfE: *Exclusion from maintained schools, Academies and pupil referral units in England, 2017; and from Cambridgeshire Local Authority, Sep 2017* (or updated versions).

Physical intervention

There are situations when physical intervention may be necessary. Staff are trained by Cambridgeshire Steps trainers in how to safely use physical intervention. Staff are instructed to be aware of the child's age and individual circumstances when moving them as some children find this more upsetting than others. Situations may include;

• To comfort a student in distress, appropriate to their age and understanding.

• To support a child with their physical care (toileting, self-care, changing clothes).

• To gently direct a person.

• For activity reasons (drama, physical games).

• To avert danger to the student, other persons or significant damage to property.

No staff at Barrington are trained to physically restrain a child.

Monitoring arrangements

In order to evaluate the school's incidence of bad behaviour, the headteacher reports on the amount of reflection time given as part of his/her headteacher's report at each Full Governing Body meeting.

APPENDIX 1

Expectations:
of Everyone;
Ready, Respectful, Kind • that we are able to set a positive personal example and give of our best in work and behaviour; • whilst being aware of cultural differences: greet and be greeted; speak and be spoken to; smile and make eye contact; • that we give and receive respect, face to face, in writing and online; • that we treat others and are ourselves treated with courtesy and consideration; • that we will not tolerate harassment and bullying (persistent, purposeful hurt) in all its forms; • that we praise positive actions (at every opportunity); • that we take pride in our place of work that we regard others' property highly; • that we are reasonable in our expectations of others.
of All Adults • that they set high standards of speech and manner; • that they apply rules with fairness and consistency; • that they apologise when appropriate; • that they take the initiative in fostering relationships; • that they avoid humiliation, sarcasm and shouting; • that they avoid over-reaction to inappropriate behaviour; • that they take responsibility for children's behaviour in any school context; • that they deal with all misbehaviour (knowing that to ignore it is to condone it); • that they refute stereotypical responses to inappropriate behaviour (e.g. "boys will be boys", "its part of growing up"); • that they seek support when necessary; • that they are alert to signs of pupil distress - deterioration of work, spurious illness, isolation, the desire to remain with adults, erratic attendance - symptomatic of bullying and harassment or other problems.
of Children • that they accept the responsibilities - appropriate to their maturation - placed upon them; • that they keep to the rules established for both safety and effective learning; • that they exercise patience and take their proper turn; • that they accept choices have to be made to modify their behaviour; • that they will recognise that some children may have particular difficulties which require action different from the norm.
of School Staff • that they create and sustain a positive, supportive and secure place of work; • that they motivate and challenge all pupils and give clear instructions and guidance; • that learning experiences are shared and dialogue, where appropriate, is encouraged; • that they maintain a high standard of order, organisation, presentation and care of surroundings and equipment; • that they teach in tidiness and encourage tidiness;

> • that they communicate the purpose of activities and tasks;
> • that the conduct of children is maintained;
> • that humour, calm, consistency, firmness and the ability to listen are evident and obvious;
> • that they are present before children enter and that the work place is supervised all the while pupils are present;
> • that they fully recognise the effect their own personality and predominant style of working and learning has on the individual.

APPENDIX 2

The Staged Response

The following Staged Response (1-5) is in place for each half day classroom session. At lunch time and at the end of the day a child has a 'Fresh start'. More extreme behaviours may be dealt with at stage 3+ without moving through previous stages

The classroom		Playtime and lunchtime
Prior to the levels below being used, positive approaches will be used such as praise of the pro-social behaviour of others		Prior to the levels below being used, positive approaches will be used such as praise of the pro-social behaviour of others
First time a rule or expectation is broken: Verbal warning (verbal warnings are logged by the class teacher)	1	First time a rule or expectation is broken: Verbal warning (verbal warnings are logged by lunchtime staff)
Further times a rule or expectation is broken: second warning (verbal warnings are logged by the class teacher)	2	Further times a rule or expectation is broken: - KS1 - 3 mins 'time out' standing with an adult KS2 - 5 mins 'time out' standing with an adult (verbal warnings are logged by lunchtime staff)
Repeated or more extreme anti-social behaviour: Reflection Time with teacher at break or lunch – parents informed	3	Straight to Stage 4 response
SLT involvement: SLT Reflection Time) Parents informed	4	SLT involvement: SLT Reflection Time) Parents informed
Extreme or persistent anti-social behaviour Internal exclusion Parent meeting	5	Extreme or persistent anti-social behaviour Internal exclusion Parent meeting
Stage 5 reflection time x 3 during a half-term: Meeting with parents & headteacher to discuss way forward, e.g., daily report card.		

Inappropriate behaviours	Staged response	Other notes
in possession of mobile phone / device	**1**	confiscate for the day - make a note and note that item returned
shouting indoors	**1**	
misusing equipment	**1**	
not sitting properly on chair	**1**	
talking when others are talking	**1**	
Shouting out in class	**1**	
invading personal space	**1**	
throwing small objects (eg rubbers)	**1**	
Running indoors	1	Asked to return and walk
Refusal to finish work	1	asked to complete work at break/ lunchtime or sent home to complete
Pushing in the line	1	Asked to line up at the back of the line
disrupting games / activities		
name calling / teasing Monitor individual as closely as possible	2	make the child aware of the impact of what they are doing and apologise escalate quickly dep. on situation and severity Monitor individual as closely as possible
rough / dangerous / inappropriate play	2	
huffing / shrugging / rolling eyes inappropriate voice (disrespectful)	2	
answering back	2	
non-compliance - requests / instructions	2	
lying	2	
encouraging misbehaviours in others	2	
hiding other people's possessions	2	
vandalism /damaging equipment with intent e.g. rulers, equipment, graffiti	3/4	put right, parents meet replacement cost
hurting another child e.g. kicking / punching / pinching / biting / squeezing / grabbing	3/4	parents informed
swearing - general	3/4	depending on age & level of understanding. inappropriateness explained. escalate if repeated swearing at someone
offensive gestures	3/4	parents informed
prejudice related comments / language (inc. racial, homophobic)	3/4	parents informed PRIDE log completed
inappropriate touching	3/4	parents informed
exposing self to others	3/4	parents informed
deliberate humiliation e.g. pulling trousers down	3/4	parents informed
stealing	3/4	parents informed
Bullying; physical, verbal, excluding, cyber, prejudiced related,	4	Parents informed
throwing large items such as chairs	5	
attacking member of staff	5	

Appendix 4

Guidelines for supporting behaviour in the classroom

1. Praise positive behaviour from other learners. Staff will give their attention and praise to those who are demonstrating positive behaviour.

2. Review what is causing this learner to behave in this way, put actions in place and differentiate to lessen this pupil's anxiety or anger.

3. Give a non-verbal warning (e.g. changing position in the classroom to be nearer the child to re-gain their attention)

4. Give a positive reminder of the class rules which need to be adhered to. Re-assert if the child is argumentative; direct the child to one side (if appropriate); give a simple choice with the rule

5. Give a verbal warning that includes a reminder of consequences. If the behaviour persists a second verbal warning is given.

6. If behaviour persists, child is moved within the classroom, to different table to complete the task.

7. If behaviour persists, child is sent to another class to complete a given task. The teacher will set a time limit for the child to be out of class.

8. If child receives three verbal warnings or is physical with another pupil they will be asked to go and see a member of the SLT for Reflection Time. This will take place at the start of lunchtime (not lesson time) and will be conducted by the head, unless she is unavailable in which case it will be one of the senior teachers. A discussion between the child and the member of the SLT will consider any roots to the behaviour and reminders of positive behaviour choices. It may be appropriate for the child to complete an educational consequence at this time.

9. If a child's behaviour results in them having Reflection Time, their parents will be informed.

Throughout the process adults should;

• be calm and matter of fact;

• be consistent; provide a consequence each time someone chooses to disrupt;

• give a clear direction;

• defer action until the session ends if necessary to maintain a positive learning environment;

• recognise a positive behaviour at the first opportunity after a consequence/sanction is applied;

• Although a child may need to be separated from their class as they are disturbing the learning of others, denial of compulsory curriculum activities (e.g. games, music, physical education) must be avoided.

When faced with Challenging Behaviour some behaviours exhibited can be more challenging. We use the Cambridgeshire Steps response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

• Positive phrasing e.g - "Stand next to me" - "Put the toy on the table" - "Walk beside me"

• Limited choice e.g - "Put the pen on the table or in the box" - "When we are inside, lego or drawing" - Talk to me here or inside"

• Disempowering the behaviour e.g - "You can listen from there" - "Come and find me when you come back" - Come down in your own time"

• Use of a De-Escalation Script e.g - Use the person's name – "David"

• Acknowledge their right to their feelings – "I can see something is wrong"

Tell them why you are there – "I am here to help"

Offer help – "Talk to me and I will listen"

Offer a "get-out" (positive phrasing) – "Come with me and….."

Guidelines for All Staff at Break Time / Lunch Time:

- read and act on the Positive Behaviour Policy and its guidelines;

- be outside as children emerge from the buildings; do not leave play areas unattended;

- observe what is happening all the time, moving around the playground and school field;

- avoid being distracted by small groups on which attention is focused for an amount of time;

- use your authority firmly but properly;

- insist on children listening to what is said. (Talk quietly, close at hand to individuals or groups);

- step in immediately when any game or situation suggests physical aggression or danger. (This is difficult in some ways because children have always played out fantasy battles and will continue to do so. We must be sufficiently aware of the style and nature of a situation through careful observation to judge whether it poses a problem to any child. If so, discuss ways in which the activity could change to make it acceptable);

 - judge whether any game - particularly one with equipment of any kind - is not safe for others in a particular place. If in doubt, stop it and re-instate the game somewhere else where others are less likely to be hurt.

 - watch for signs of abuse, verbal as well as physical; As in the games item above, step in and do not allow anyone to continue to insult or hurt another. We have to judge whether a grievance is justified or if a child is "telling". Not easy but we must listen calmly, decide if someone is really upset through being abused and then confront the abuser. If it is a one-off incident then apologies can be offered and the matter left. If it seems to be an ongoing problem then adopt the procedures outlined in the Staged Response (Appendix 2).

- children should never be anywhere - particularly indoors - unsupervised. If an individual or group is inside check that an adult is there and if not, the children have to be told to leave until someone returns to take responsibility for their safety;

- a child who is misbehaving and needs a "time out", will be either asked to stay by the adults side or sit at the first aid bench depending on the misbehaviour;

- children will indicate that they have finished their lunch before being allowed to leave the dining room. Attempts should be made to persuade all reluctant eaters to have sufficient lunch but reason must prevail and no child will be forced to eat more than they wish unless parents have expressly told us that this is to be the case;

- First Aid is to be administered only by an adult. The injured child should go/be taken to the First Aid post. All first aid administered must be recorded in the First Aid file, even if no treatment is given;

- report all accidents (other than minor cuts and scratches) to the child's class teacher at the end of the break;

- at the end of a break time, the whistle/bell will sound, children must stand still and stop talking; on the second whistle/bell they must line up, ready to be collected by a member of staff.

Further Guidance For Lunchtime Staff

Dealing With Children's Issues During The Lunch Break

• If any child complains about the behaviour/action of another – get all sides of the story, seek reliable witnesses.

• Talk to children in a group when investigating.

• Encourage them to empathise – 'how would you have felt if X had done/said that to you?'

• Be calm, firm and fair – don't shout.

• Expect to be spoken to with respect

• Disapprove of the action, not the child. e.g. 'that's a very unkind thing to say' rather than 'you're horrible / mean / a bully' etc.

 • Encourage apologies/reconciliation, if loss of temper/anger use 'time out' (by the wall or in the reflection room) as a sanction (See Appendix 2) (any sanctions of this kind should be relayed to the lunchtime co-ordinator who will inform the class teacher);

• Once dealt with, allow children a 'fresh start' – no grudges.

• Praise a positive response to reprimand and acknowledge subsequent appropriate behaviour.

Appendix 3

Memory Aid for staff

Reflect, repair and restore (after a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to;

• What happened? (tell the story)

• What were you thinking and feeling at the time?

• What have you thought since?

•How did this make people feel? Who has been affected?

• Explore how we can repair relationships?

• Summarise what we have learnt so we are able to respond differently next

When faced with challenging behaviour;

1. Use positive phasing (walk with me)
2. Give limited choices (Talk to me here or inside, sit on the chair or the carpet)
3. Disempower the behaviour (you can listen from there)
4. Use a de-escalation script
5. Acknowledge the child's right to their feelings

The Restorative Conversation

Use the thought, feelings, actions triangle to explore the point of view of each child involved.

• What happened? (tell the story)

• What were you thinking and feeling at the time?

• What have you thought since?

• Who has been affected? How did this make people feel?

• Explore how we can repair relationships?

• Summarise what we have learnt so we are able to respond differently next time?