Staploe Education Trust:
Primary Schools

Positive Behaviour Policy

This policy applies to Kennett, The Shade and The Weatheralls Primary Schools	
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Respect for All

We believe that every person is equally important. This policy reflects the values, ethos and philosophy of our schools in relation to promoting positive behaviour. 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 School's Advisory Body.

Everyone in our school has a part to play in the promotion of high standards of behaviour, ensuring that our pupils know that all adults have the authority to deal with such issues. We aim to create an environment in which pupils can learn and develop to their full potential. We encourage good behaviour through high expectations and mutual respect between pupils, and staff and pupils.

All staff working with our children receive training in behaviour support. This training is called **Cambridgeshire Steps** and is adapted from the original work by Angela Wadham of Norfolk Steps. The term "Steps" is drawn from the Norfolk County Council statement on inclusion: "*The process of taking necessary **Steps** to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."* This statement reflects the philosophy, policy and practice at our schools, which includes adapting what we do to meet the needs of our pupils.

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Cambridgeshire Steps is to provide opportunities to support and debrief both children and staff after a crisis, particularly if physical intervention has been required.

Staff are trained in level one 'Step Up' training and new staff joining the schools will receive this training as soon as it is available to them. We have staff who are accredited Cambridgeshire Steps tutors, across the three schools, and have delivered the initial training to our staff. Annual refresher training is provided for all staff.

Rationale

In our schools, it is recognised that appropriate behaviour and good order is a necessary pre-requisite to effective teaching and learning. Every member of staff strives to develop the whole child, including spiritual, moral, social and cultural education. Within our school community, we aim:

- To be welcoming and inclusive
- To create a firm and consistent approach throughout the school
- To maintain, encourage and promote positive behaviour, self-discipline and respect
- To encourage independence and personal confidence

- To uphold our school values
- To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty
- To support the development of self-esteem and self-respect by distinguishing between a pupil and that pupil's behaviour
- To develop pride in the school, in work, in effort as well as achievement.
- To enable all pupils to own their behaviour
- To encourage pupils to be accountable for their behaviour
- To respect mutual rights and to do so within the context of workable relationships with other pupils and their teachers

Promoting Positive Behaviour

All learners, parents, staff and visitors who come into school have responsibility for promoting positive behaviour by demonstrating clear values and principles through:

- Teaching right from wrong, honesty and respect for others
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour
- Praising positive behaviour. Using positive phrasing and reminding
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour
- Being good role models through patterning and copying.
- Using scripts, repetition and structure
- Using consistent, clear and agreed boundaries
- Comfort and forgiveness
- Our schools adopt a 'Growth Mindset' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes

Right and Responsibilities

The core rights underpinning all our leadership are:

- The right to feel safe
- The right to learn (without undue distraction or disruption)
- The right to respect and fair treatment

These rights entail responsibilities by all. These rights and responsibilities need to be taught and given leadership protection by all teaching and support staff. The staff will consciously discipline within these aims (above) in order that the primary business of the classroom (teaching and learning) can take place, and that pupils can feel safe within their school community. Each teacher will establish and clarify classroom rules responsibilities and consequences based on the school rules and values. These will

be developed with the pupils year on year. The school wide rules and values will be the basis for corrective, consequential and supportive management/discipline.

The teacher will also establish (and where necessary teach) the core routines necessary for the smooth running of classroom learning, for example:

- Calm/orderly entry to classroom
- A positive settling in preparation for whole-class teaching time
- Appropriate seating plans
- Cues for questions / discussion in whole-class teaching time
- Appropriate movement around classroom
- How to fairly get assistance from the teacher in learning-task time
- Teaching appropriate noise levels
- Pack-up, clean-up and an 'orderly' exit from classroom

Our individual schools each have their own defined set of values/school rules (appendix 1). These values are demonstrated through each member of staff working as a member of a team, sharing achievements, successes, problems, concerns and stresses. These values underpin all of the choices and decisions made by the school and its pupils. They are designed to be clear, relevant and understood by all pupils and staff. These will be displayed in the classrooms and other whole school areas e.g. library. They will be discussed at the beginning of the year and at frequent points during the term, including in assembly. Classes will set their own class rules, if they feel that further expectations are required for the age of the children.

Children learn how they can make the classroom and school a safe and fair learning community for all, and that it is unacceptable for other people to make it unsafe or unfair. They have a responsibility to ensure the learning of others.

The Curriculum and Learning

We need to teach behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Pupils are taught about their feelings and emotions during everyday teaching opportunities and PSHE lessons that include themes of empathy, anti- bullying, respect and diversity (refer to Anti-Bullying policy and School Diversity Statement)

A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to good behaviour as it is to good learning. All children should be treated respectfully and sensitively; feedback and reflection should avoid on the behaviour rather than the individual child to avoid damage to self-esteem.

A distinction has to be made between developmental behaviour and persistently unacceptable, challenging and inappropriate behaviour. Some children, including those with SEN who have specific needs that impact on their behaviour, may find it continually difficult to follow the school and class rules. Individual strategies will therefore need to be implemented to support them. This may include the use of clear

targets (Individual Targets- see SEND policy) with specific approaches to positive recognition, social stories and charts linked to consequences and the guidance and support of outside agencies.

Praise, Reward and Celebration (before a crisis)

Learners should develop the understanding that their positive behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' through specific praise.

This can be done by:

- Praise from adults and peers
- Recognition through specific school systems
- Showing good work to other classes, teachers, or a member of the Senior Leadership Team
- Good work and achievements being displayed around the school

Appendix 2 outlines the different achievement rewards at the three primary schools.

A Therapeutic Approach

Our primary schools recognise that negative experiences can lead to negative feelings and that negative feelings can lead to negative behaviour, whilst positive experiences create positive feelings and positive feelings underpin positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting problem behaviour and change the circumstances in which the behaviour occurs.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect the pupil. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

The Cambridgeshire Steps 'Roots and Fruits' exercise supports staff in understanding the needs of the child and address the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour. This analysis is crucial in identifying the needs of the child to enable us to plan the necessary support.

We follow a graduated response to minimising and responding to difficult and dangerous behaviour

Step 1 – High expectations, consistency, class rules, praise, recognition
Step 2 – Behaviour concern tracked through Anxiety Mapping and analysed.

Step 3 - Roots and Fruits discussions with child and parent
Step 4 - Modification of strategies and approaches recorded and monitored through Assess, Plan, Do Review cycle
Step 5 – If behaviours are dangerous then Steps 1 – 4 inform a Risk Reduction Plan written in conjunction with the SENCo (See Appendix 5)

Consequences and Sanctions

Our STEPs approach emphasises reparation, restitution and reconciliation as the norm. Teachers will use their professional judgement as well as school policy when deciding the degree of seriousness in the application and kind of consequences used.

All adults in our schools have the responsibility to use consequences, which have a relation to the behaviour and as a result help the young person to learn and develop positive coping strategies. Staff must ensure that consequences are reasonable, proportional and necessary. They must relate to behaviour being corrected (see appendix 5 for examples). We use two types of consequences; Educational and Protective. Often there are natural consequences which act as good models of pro-social behaviour, for example a child who has run to the front of a queue could simply be directed to the back of the queue as a natural consequence.

Educational consequences: The goal is to stop children's misbehaviour and help them make more constructive choices - a way to help the child learn from their behaviour e.g. make apologies, put right what went wrong, model and practice an appropriate response. Social stories, modelling and practising the appropriate pro-social behaviour with children helps, with regular reference and revisiting, form new behaviours for children.

Protective consequences: To keep everyone safe e.g. child to be supervised in an area of school to protect others, child to learn or play somewhere away from others to protect them or child to be internally excluded from their classroom to keep their peers safe. Protective consequences will stay in place, until staff are satisfied that the pupil has partaken in the educational consequence and learnt from their behaviour.

Where consequences are agreed in incidents referred for SLT support, for more serious or persistent difficult behaviours, clear communication is vital between all staff involved. It is important that the class teacher is directly involved in the follow-up and follow through of difficult or dangerous behaviour by any pupil so that the relationship can be repaired and restored.

Responsibility for All

In our schools, we emphasise collegial responsibility of school-wide, duty-of-care management and expect *relaxed vigilance* in out-of-class contexts (corridors, playground, lunch supervision, after-school supervision). All staff work together to ensure that expectations and standards for behaviour are high. Class teachers are

primarily responsible for follow-up of any consequences, with support of senior colleagues where necessary.

Most importantly, we aim to build and utilise a *supportive colleague* culture for problem-solving. Colleague support is essential in the management of difficult pupils and pupils with emotional and behavioural disorders. Difficult classroom behaviour and playground supervision are also crucial areas that benefit from focused colleague moral and organised support.

The Behaviour Management Process

When a child is not demonstrating positive behaviour staff will, manage behaviour discretely in the classroom. Staff use few words and are very clear about what right choices the child needs to be showing. This enables the rest of the class to continue learning without being disturbed. As part of quality first teaching, staff will:

- recognise problem behaviour & employ non verbal cues
- use tactical ignoring/distraction as appropriate
- check the task set and adapt the activity if needed. Work alongside the pupil briefly, using positive reinforcment

Where pupils do not respond, staff will offer:

1. A positive reminder – Discretely tell the child what behaviour you would like to see (verbal or non-verbal)
2. Re-enforcement – Describe the effect of the behaviour upon others, describe the behaviour you would like to see warn of the possible consequences
3. Consequence – Put in place the consequence, which should be proportional, logical and timely

Difficult and/or dangerous behaviour may be managed using a risk reduction plan which directs a very consistent response. The sequences below form a basis for more individualised responses within a Risk Management Plan

<u>Difficult?</u>

1. Remind and refocus
2. Give the pupil limited choices (this or this)
3. Temporary removal from the activity (quick job/distraction)
4. Move pupil within the class
5. Discuss possible consequences
6. Send pupil to a partner teacher's classroom (refocus on return with positive reinforcement)
7. Discussion and review completed with pupil

<u>Dangerous?</u>

1. Teacher to use the de-escalation script (SLT member on call if needed)
2. Provide a supportive environment for the pupil to calm
3. Ensure other pupils are safe
4. Once calm, undertake reflection & restorative work with pupils involved
5. SLT member to review the incident with staff involved and determine consequences together

6. Teacher to ensure educational and protective consequences are followed through
7. Teacher to debrief with SLT
8. Teacher or SLT member to inform the parent/carer of the incident and measure put into place to help their child learn

If difficult behaviour continues, and is impacting upon learning, the pupils will be raised with a member of the SLT. 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 further educational consequence at this time. Parents or carers will be contacted to discuss next steps.

Difficult and dangerous behaviours will be monitored by the class teacher through staff recording incidents onto ABC proforma, see appendix 7. (Antecedent, Behaviour & Consequence). These help staff to consider what happened before, at the time and following an incident, including who has been affected and how. It is the class teacher who is responsible for reading the ABC form and asking any further questions about the incident to gather a full understanding. The class teacher must seek advice, liaise with parents and carers (of the pupil(s) displaying the difficult or dangerous behaviour as well as any pupils affected by the incident) and inform appropriate line managers of any concerns.

The Senior Leadership Team (SLT) must ensure that appropriate consequences have been applied and provide support and advice to the class teacher. This may be through seeking external advice from professionals working with the pupils involved or seeking advice from the local authority. At this stage, next steps for the pupil displaying dangerous behaviours and any affected pupils will be determined. These charts are stored securely in a centralised system.

If difficult behaviour is impacting upon the safety of others and becomes repeated over time:

- Teacher and SLT member meet to discuss next steps
- Complete Anxiety Mapping with pupil (KS2)/without pupil (EYFS/KS1)
- Teacher meets with the child to discuss ‘Roots and Fruits’
- Parent or carer invited to school for a meeting with teacher and SLT
- Individual Risk Reduction Plan put into place with the pupil and parents/carers

All staff will follow this process, using the Behaviour Management Flowchart (see appendix 3).

Reflect, Repair and Restore (after a crisis)

We use reflection to raise a pupil's awareness about their behaviour and how it affects others' rights, including the teacher.

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. All staff will aim to use the same language with the children, when discussing an incident, and we will encourage parents to use this language at home too.

Staff will undertake a Restorative Conversation with pupils, using the following questions:

- What happened today/yesterday with….?
- What were you thinking when it happened?
- How did you feel?
- Who has been upset by it?
- How are they upset?
- What do you think needs to happen now to make things right?/to make … feel better?

Restorative Approaches

Restorative approaches are important in putting right poor behaviour choices. It is important to assess the situation carefully before choosing the correct line to take. The perpetrator or other children may need time to calm down before this process begins. Staff must be sensitive to the fact that it can take 45 minutes for a child's metabolism to slow back down, after they have been upset or angry. Allow space and time for this to happen.

When an individual has harmed another, the victim may feel comfortable about meeting the perpetrator and being supported to tell them how they feel because of their actions. This is not always the case. There are times when the victim will want nothing more to do with the perpetrator as this will intimidate them further. It is important that any adult dealing with an incident assesses which of these applies prior to dealing with the harmer. Remember at times a kind offer of support can ignite a calming situation.

Appendix 6 outlines how verbal or written apologies may be used as an educational consequence.

When Faced with Escalating Behaviour

When behaviours move from difficult to potentially dangerous, we use the Cambridgeshire Step Up 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, for example:

- "*Stand next to me"*
- *"Put the toy on the table"*
- *"Walk beside me"*

- Limited choice, for example:

- *"Put the pen on the table or in the box"*
- *"When we are inside, Lego or drawing"*
- "*Talk to me here or in the courtyard"*

- Disempowering the behaviour, for example:

- *"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, for example:
  - *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….."*

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.

Appropriate touch is normal practice in our schools but is always in the pupil's best interests. Physical touch maybe used:

- 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/guide a person
- To assist in a supportive way during an activity (drama, physical games)
- To avert danger to the pupil, other persons or significant damage to property

Working with the Parents and Carers

During the school day, staff will act in the role of the parent. In this role, they give care, support and guidance. However, we understand the importance of parents and carers being made aware if their child is making poor choices or showing dangerous behaviours.

Contact with parents will be done privately and ideally prior to the end of the day. It will not be done on the playground or in front of an audience. The purpose of this

discussion is to inform the parents of the issue and to seek their support at home to help address it. Staff must make it clear that we are not passing judgement on parents or pupils but seeking their support.

Risk Assessments

Pupils whose behaviour may place themselves and others at a risk of harm must have individual risk reduction plans that are shared with all staff in contact with the child. These are overseen by the class teacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Children who may need a risk reduction plan are those whose needs are exceptional and the usual everyday strategies are insufficient. This will include learners who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all. 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.

Exclusion

Serious incidents may result in a suspension or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. Our Trust follow the Department for Education's guidance to inform our process and procedures:
Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk)

Parents are informed of the decision and reasons for the suspension or exclusion and the Local Authority will be notified of the child's suspension or exclusion through their Exclusion Hotline and the situation discussed with the Access and Inclusion Team.

Exclusion Hotline 01353 612812 (2pm to 4pm)

A re-admission interview is held with the parents and pupil on their return to school. This meeting confirms what will be different for the pupil and child on their return, to avoid any further exclusions. If a pupil will not partake in a reintegration meeting then the protective consequence (exclusion) will remain in place.

For further information about the school's Suspension and Exclusion policy please visit our Trust website: Staploe Education Trust - Policies.

Monitoring

When ABCs, statements or logs of conversations are completed with pupils they are filed centrally.

This will be monitored to look for patterns of behaviour and will be shared with a member of the Leadership Team.

Policy Review

This policy will be reviewed annually. This review may be brought forward as required by the Trust to reflect changes in supporting advice/guidance.

Appendix 1: School Values

Kennett Primary School's Values

Kennett **CAN**!

Commitment to learning!

We encourage disciplined, methodical thinking which enables a focussed readiness to learn.

Aspiration for all!

We inspire our children to be ambitious for themselves: confidence and self-belief underpin a drive to reach their full potential.

Nurture and Support!

We support our children in being kind, caring and respectful to those around them: empathetic and thoughtful towards all.

The Shade Charter

SHARE We are helpful, fair and kind to others.

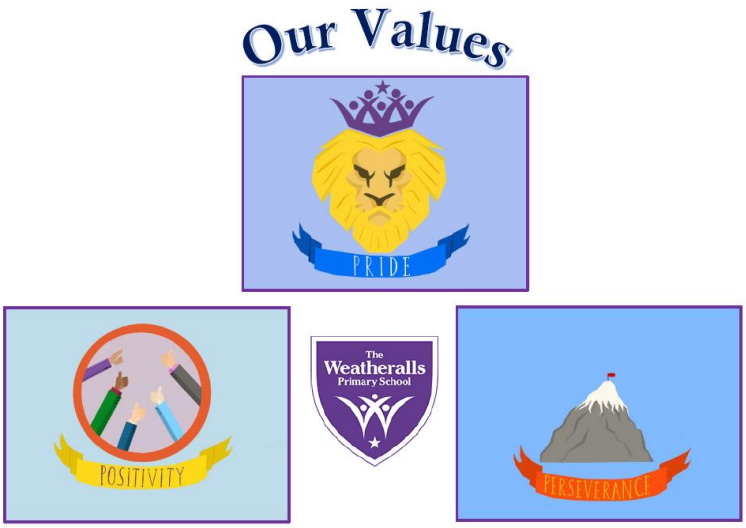
HONEST We always tell the truth.

ATTENTIVE We are good listeners who respect other people's views.

DETERMINED We are willing to have a go and think for ourselves.

ENJOY We are proud of our achievements and are responsible for each other's happiness.

The Weatheralls School Rules



Values, Rights, Rules

Pride

In our school, we are proud of our school and our roots. We always do our best, take pride in our work, our friendships and feel proud of ourselves and each other when we achieve. We stand tall and together in our community and wear our school badge with pride.

Perseverance

In our school, we are motivated to challenge ourselves, work hard and take risks. We are resilient learners and help each other to persevere with the determination to succeed. We see mistakes and challenges as learning opportunities. We aim high and believe that our learning is limit-less.

Positivity

In our school, we inspire each other through positivity and kindness. We are positive about our school, our work and our opportunities and we enjoy celebrating our successes with each other.

Alongside our values, we have also introduced the idea of Rights and Rules in school. At the Weatheralls, we believe every member of our school community has:

- The right to Learn
- The right to be Respected
- The right to feel Safe

Our school rules were designed to reflect these rights and we have made them very simple with a memorable set of three in order to make sure all our pupils understand what is expected of them. At The Weatheralls we will:

- Be ready
- Be respectful
- Be safe

Our aim is to shape a visible and positive consistency between all adults in school and teach our pupils how to be a successful learner at The Weatheralls. We firmly believe that with these values, rights and rules in place we are moving our school forward in order to ensure happy, confident and flourishing pupils.

Appendix 2: Achievements

Kennett

At Kennett Primary School, we recognise the unspoken reward that comes with making the right choice and making a positive difference to someone else's day. We strive to ensure that our children's behaviours are intrinsically motivated rather than being driven by external rewards.

While we encourage our children to take personal pride in their positive choices and the impact these have, we also recognise the importance of rewarding achievements in other ways:

- Verbal Praise: the most frequently used reward at Kennett Primary School
- KennettCAN! Stickers: awarded to pupils exemplifying *Commitment*, Aspiration and *Nurture and Support.*
- KennettCAN! Certificates: awarded each week to pupils demonstrating our school values: *Commitment Award*, Aspiration Award and *Nurture and Support Award.*
- Praise Pounds: a reward that promotes economic wellbeing. Pupils collect Praise Pounds in their Praise Pound Piggy Banks. Once they have twenty Praise Pounds, they may exchange these for a reward or keep on saving to *buy* a better prize.
- Over and Above Calls: telephone contact with parents and carers to celebrate pupil success. Staff make an Over and Above Call to the parents or carers of one child every week.

The Shade

Verbal praise is our biggest reward. We teach our children that pro-social behaviours are a reward in itself. Our children take pride in their own positive choices and the impact of those.

Other ways that we rewarding Achievements:

- Share what you've done with a member of the school's leadership team
- Stickers to celebrate personal bests
- Posts on Class Dojo to share with parents
- Class Dojo points are awarded for positive learning attitudes with an aim to improve on personal best scores.
- Weekly Celebration Certificates to celebrate good learning attitudes and behaviours

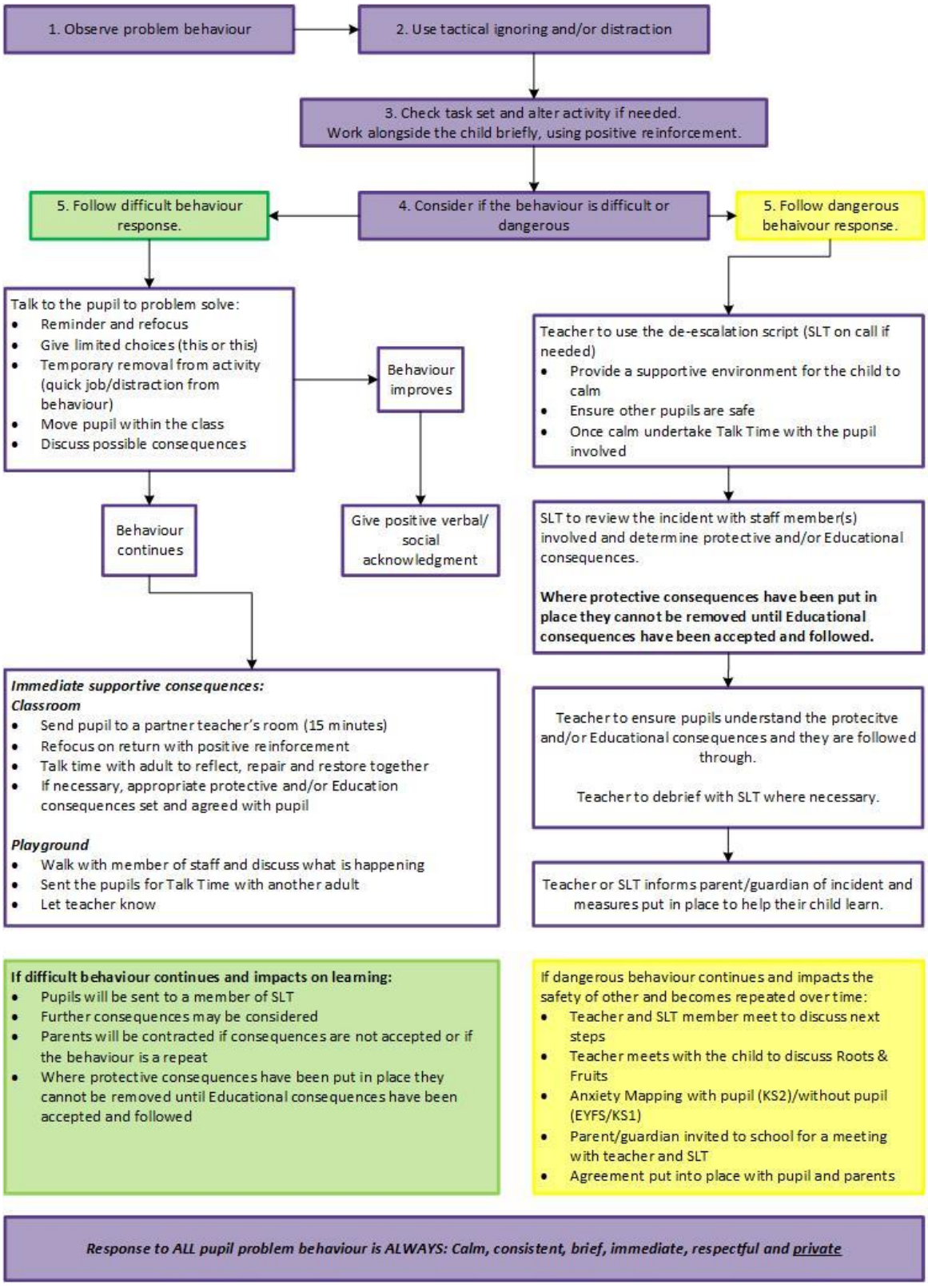
The Weatheralls

Positive verbal praise is our most frequently used reward. Our children take pride in their own positive behaviours and the impact of those.

Other ways that we rewarding Achievements:

- Pupils receive appreciation exemplifying our school rules and living our school values.
- Pupils share what they have done with parents and members of the school's leadership team
- Weekly individual appreciation assembly
- Year 6 – 20 Days Ready certificates
- Headteacher's Awards for outstanding examples of positivity or perseverance

Appendix 3: Behavioural Management Flowchart



Appendix 4: Difficult and Dangerous Behaviours

Difficult behaviours:

- Defiance/ disrespect/ non-compliance e.g. lying, repeated reluctance to engage in learning, non-completion of an acceptable amount or quality of work
- Disruption (talking while teacher is speaking; loud voices or noises indoors)
- Inappropriate/derogatory verbal language e.g. swearing, name calling
- Harassment/ tease/ taunt
- Physical contact – non serious but inappropriate e.g. rough play
- Abusive language and swearing
- Property misuse/damage
- Late due to partial truancy

Dangerous behaviours:

- Abusive language that would be considered threatening or discriminatory
- Disruption (sustained loud talk, yelling or screaming); sustained out of seat behaviour (tantrums, throwing things across the classroom)
- Physical aggression
- Forgery/ theft
- Property misuse/damage becomes unsafe
- Absconding (child has not been in the classroom for 15mins)
- Actions considered criminal behaviour

Appendix 5: Example Consequences

Many of these consequences will take place outside of Teaching and Learning but they are opportunities to help the child to understand why the behaviour is unacceptable and the effect that it has on others.

Natural Consequences

- Child misbehaving in line for dinner, goes to the back of the line
- Child being silly in the water tray and gets wet, needs to go and get changed and stop playing with the water
- Repeatedly fighting over football, the football is removed

Educational Consequences (You break it—you need to help fix it):
Children to take responsibility for fixing, as best they can, any problem or mess they have created

- A child knocks into another > apologise and help them up
- A child knocks over someone's dinner tray > help clean it up and offer to go back and get another tray of food
- A child hurts another child's feelings > Apology of action by writing a note/drawing a picture, including inviting them to join in with a friendly activity
- Conflict with peers > Restorative conversation together
- Pupil wastes learning time, avoiding learning > Make up the time at another point during the day or the task goes home to be completed.
- A child speaks rudely to an adult > Apology of action by writing a note/drawing a picture, including offering to do a job for them to show that they are sorry and can be trusted
- Child throws furniture/rips up work/ruins displays > Fix what they have broken (this may need adult support)

Protective Consequences:
Children may need consequences that keep them and/or others safe

- A pupil waves scissors around > loses the chance to use scissors
- Child plays unsafely on the field/climbing equipment > Must play in a different area of the playground
- Child messes about in the line, as a result hurts other > child must walk with an adult until they can be trusted
- Unacceptable use of the internet/not looking after IT equipment > lose the privilege to use the internet/equipment for a period of time until they can be trusted
- Child fighting/intimidating in the cloakroom or toilets > Has to be accompanied by an adult for a couple of days, until they can be trusted on their own.
- A child continues to hurt others in the classroom > Child has to work away from their peers, until they can be trusted to be safe in the classroom.

Thinking Time or Reflection Time: This is helpful when a pupil is on the verge of losing control and beginning to disrupt/disturb theirs and other's learning. This isn't a

punishment but recognising the need for some quiet time. Pupils can choose to have time out, if they are able to identify that they are feeling angry, sad, silly...

Talk Time: Time spent with a child on a restorative conversation, where feelings and actions are discussed. This is the time to help teach how their behaviour has impact upon others and to decide upon consequences. This conversation **must not** happen until the child has calmed and is ready to reflect (this can take 45mins or more).

Appendix 6: Apology

A Verbal Apology
Rehearse with the child what they would say to an individual. An apology is not just 'sorry'. A child must be helped to acknowledge that they know they have harmed someone and how. They must consider how they will show that they are sorry. The pupil must be helped to communicate this to the other child and understand that you do not expect them to do it again.

Where the person harmed is comfortable with this, this is the appropriate time for them to be supported in communicating this to the harmer. It is important that the adult thanks each child individually for expressing their feelings and in the case of the harmer, making the right choice.

A Written Apology
This is an effective strategy when the person harmed is fearful of reprisals or does not want to meet the harmer again. Where the child is unable to write a letter independently the adult needs to decide whether the letter should be scribed. With younger children, asking them to draw a picture to make the other person feel happy is effective.

Appendix 7: Antecedent/Behaviour/Consequence (ABC)

an example of the electronic form for recording difficult and dangerous behaviour

ABC Incident Record Form

The survey will take approximately 4 minutes to complete.
Please complete fully and try to be as specific as possible. Consider how others responded to the child's behaviour of concern.

1. Date of incident *

Please input date (dd/MM/yyyy)

2. Name of child *

Enter your answer

3. Class (eg 4C)

Enter your answer

4. A - Antecedents:
What specific activity or event happened before the behaviour? *

Enter your answer

5. B - Behaviour:
What specifically did the child do or say? *

Enter your answer

6. C - Consequences:
What happened after or as a result of the behaviour? *

Enter your answer

7. Reporting to parents/carers *

Enter your answer

8. Form completed by *

Enter your answer