



The Shade Primary School

# Behaviour Regulation Policy

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**Staploe Education Trust**

*Excellence through partnership*



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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*

*“When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos.” L.R. Knost*

## **Respect for All**

We believe that every member of our school community is equally important. Our therapeutic approach to behaviour regulation upholds children’s rights to be ready to learn, have their views respected and be safe from emotional or physical harm.

This policy reflects the values, ethos and philosophy of our school 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 reviewed annually by 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 a nurturing environment where exemplary behaviour enables everyone to feel secure and respected. Through a consistent approach to managing behaviour, the children in our school grow and mature so they become responsible members of society.

This is established through:

- meaningful relationships so children feel connected to adults and peers;
- consistent routines so children feel safe;
- clear rules to ensure pupils are treated fairly and learn the importance of boundaries.

In our school community, children learn self-control, tolerance and co-operation, taking personal responsibility for regulating their own behaviour by understanding the consequences for themselves and others when they are not regulated.

Our approach has an emphasis on consistency, on the promotion 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 component of our therapeutic approach is to provide opportunities to support and debrief both children and staff after a crisis and ensure that, as a team, we regularly think and reflect on our approach and strategies with a focus on acting **proactively rather than reactively.**

## **Key Premises**

- We value every individual as part of the school community.
- Behaviour can change and every child can be successful.
- Understanding each child's needs, their stage of development and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.
- We believe that all behaviour is a form of communication and so our approach should be curious to, and empathetic of the underlying emotions.
- We apply attachment aware approaches in our everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation.
- We understand that children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning-in and empathising with them thus 'containing' - sharing, supporting and carrying their emotional state).
- Clear structures of predictable outcomes can be applied consistently and help children to feel safe.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Positive behaviour should be recognised sincerely rather than just rewarded. This reinforcement helps children to feel good about themselves which increases their self-esteem enabling them to achieve even more.
- Supporting the development of self-esteem and self-respect is only effective when we make a clear distinction between a pupil and that pupil's behaviour.

## **Aims**

In our school, we recognise 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 strive to:

- Encourage a positive, calm and purposeful atmosphere which is welcoming and inclusive.
- Maintain, encourage and promote positive behaviour, self-discipline and respect.
- Ensure a clear, consistent and calm approach across the school and at all times of day.
- Maintain a consistent use of language for managing behaviour.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents/carers.
- Ensure that all adults take responsibility for behaviour and are reflective and analytical.

- Promote the use of restorative approaches.
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.

All staff work together to ensure that excellent standards of behaviour are maintained through staff's active management of behaviour. Class teachers cultivate this in their classrooms **through a climate of mutual respect, promoting and instilling the 5Rs in the classroom and around school.** 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.

# Values and Ethos

See [Appendix 1](#) for a full breakdown of what our school values represent.

The core rights underpinning our ethos are that everyone has:

- The right to feel safe
- The right to learn (without undue distraction or disruption)
- The right to be respected and treated fairly

Our school rules are simple and memorable and shared with our pupils as our 5Rs:

- We are Respectful
- We are Resilient
- We are Responsible
- We are Reflective
- We are Ready to Learn

These rights and rules entail responsibilities by all.

Throughout school, the 5Rs form the basis of classroom rules, routines and responsibilities in all classes. At the start of every year, the children are given explicit reminders of these rules and then reminders are built into classroom practice and school life, celebrated through positive praise with Dojo points specifically linked to those 5Rs.

Values, Rules and Rights are displayed in the classrooms and around school and are modelled by all members of the school community. These rules are broad enough to apply in every situation and therefore other rule-like instructions should always be couched in terms of the school rules e.g. *“Please walk in the corridor because that’s safe.”*

Teachers and staff are expected to:

- Prepare and maintain a positive environment that encourages on-task behaviour and learning.
- Establish high expectations, rules and consistent routines.
- Form positive relationships with pupils, parents/carers and families.
- Have clear whole-class strategies for promoting positive behaviour.
- Manage low-level disruption.
- Use body language effectively.
- Use positive phrasing to encourage what we want to see.
- Use support staff effectively (in a way that focuses pupils on their work and minimises disruption).
- Act and think proactively when analysing and managing behaviour, through effective and timely behaviour logs.
- Support pupils through co-regulation and de-escalation techniques.
- Be reflective in our own triggers and responses.

The teacher will also establish, model and 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.

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

## **The Curriculum and Learning**

We teach pro-social behaviour and behaviour regulation as we teach other areas of the curriculum through our PSHE curriculum and our Values and Readiness curriculum.

Emotional Intelligence is one of our three curriculum threads and is visible throughout the school environment and curriculum, and pupils are taught to identify and manage feelings of dysregulation. This is used to support emotional coaching and develop pupil's strategies for emotional regulation.

### **How am I feeling?**

Each class has available visual aids to support identification of emotions in communicating how children feel.

Staff have access to an Emotions Toolkit. This is used as a basis for check-ins from the teacher and to support further emotional intelligence work where needed. This also helps the teacher to adapt their teaching strategies accordingly (see appendix 14).

Additional work on emotional intelligence and resilience is included in the PSHE curriculum, the empathy reading spine, in one core text of the reading spine and at other times as needed. Staff should take opportunities to discuss the feelings, behaviours and emotions of characters when reading stories and how they link to our values and school rules. Teachers explore themes around diversity and promote empathy, compassion and tolerance towards others.

Our school adopts a metacognitive approach, where pupils routinely reflect on their learning, learn to value their mistakes and understand how it moves their learning forward. Resilience is promoted and recognised within classes and we encourage growth mind set across the school.

## Values & Readiness curriculum ([see Readiness curriculum on school website](#))

All adults have a role in actively developing excellent behaviour. When any one staff member addresses behaviour that falls below acceptable standards, they are reinforcing the culture of positive behaviour in the school and supporting their colleagues. The language of 5Rs is used consistently when encouraging children to make the right choices and reflect on their actions and words.

- **Identify** the behaviour we expect linked to the relevant 5R.
- Explicitly **teach** expected behaviour and link to the relevant 5R.
- **Model** the expected behaviour.
- **Rehearse** the expected behaviour.
- **Recognise** excellent behaviour.
- **Create conditions** for excellent behaviour.

As a school community, through the taught curriculum as well as during all other opportunities, children also learn:

- The school rules and how they apply to boundaries of acceptable behaviour.
- That their words and actions have consequences for themselves and others.
- To recognise, understand and respond to their feelings and emotions in a healthy and productive way.
- Specific social and collaborative skills e.g. sharing equipment, taking turns, listening to each other, how to address people politely, etc.
- How to respond to behaviour from others which they find unacceptable.

## Personal Networks and STOP! (See also PSHE policy and Anti-Bullying policy)

We encourage children to take responsibility in all aspects of their personal development through explicitly teaching how to take ownership for resolving everyday disputes between peers. This means that they do not need to approach an adult unless their attempts to solve themselves have not worked.

Children are given scripts they can use to negotiate the social situations that arise day-to-day in school for example: "Please can we share." During lunchtimes, this is modelled by peer playground leaders and buddies. When playground issues arise or a teacher identifies areas for social development, additional PSHE lessons are encouraged to ensure pupils are given time and space to discuss any emerging issues and learn strategies to resolve.

From the beginning of Early Years, children are developing their theory of mind, the children learn about sharing and turn taking. Children are taught that if someone says or does something they don't like the other person may not be aware of this feeling so they should make it clear by saying, "Stop it I don't like it" in a loud clear voice and holding their hand in front of them palm forwards. We use the same STOP acronym throughout school to help support pupil's shared understanding of what bullying is (Several Times On Purpose) and what to do if they see or experience bullying (Start Telling Other People – see [appendix 2](#)).



Pupils set and refresh their personal networks at the start of every academic year, represented by a palm-facing open hand. Each finger represented a trusted adult in school that they can talk to if they have a worry. This is revisited each term.

## Visible Adult Consistencies

These are the visible behaviours exhibited by staff which children can rely upon to be demonstrated consistently. Through these consistencies, adults will build respectful relationships with pupils and model our pocket principles.

- Children are greeted by name at the door daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile.
- Members of the Leadership Team greet children in the mornings.
- Staff will be calm, consistent and fair in their treatment of children, parents/carers and colleagues.
- Staff will use scripts, repetition and structure.
- Staff model comfort and forgiveness to model **respect** for all.
- Adults in school do not shout at children or become emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours.

All learners, parents/carers, 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 when reminding e.g. "*Silence is golden!*" instead of, "*Be quiet!*"
- 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.

## Praise, Reward and Celebration

Children are recognised for their good behaviour so that they 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.

Praise should be specifically linked to our school values or the achievement and overuse of generic praise for doing what is expected should be avoided e.g. "*Thank*

*you for showing me you are ready” instead of, “Good girl/good boy, well done for showing me you are ready.”*

Children should usually be praised publicly and reprimanded in private. However, at times we recognise that public praise may also have negative effects and knowledge of the individual child and their circumstances will guide staff’s approach.

At our school we have carefully thought about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations.

Appendix 3 outlines the adult approaches to praise.

## **Pupil Roles and Responsibilities**

In our school we aim to create opportunities for all pupils to be given responsibility, to role model to their peers and feel pride as a valued member of their school community.

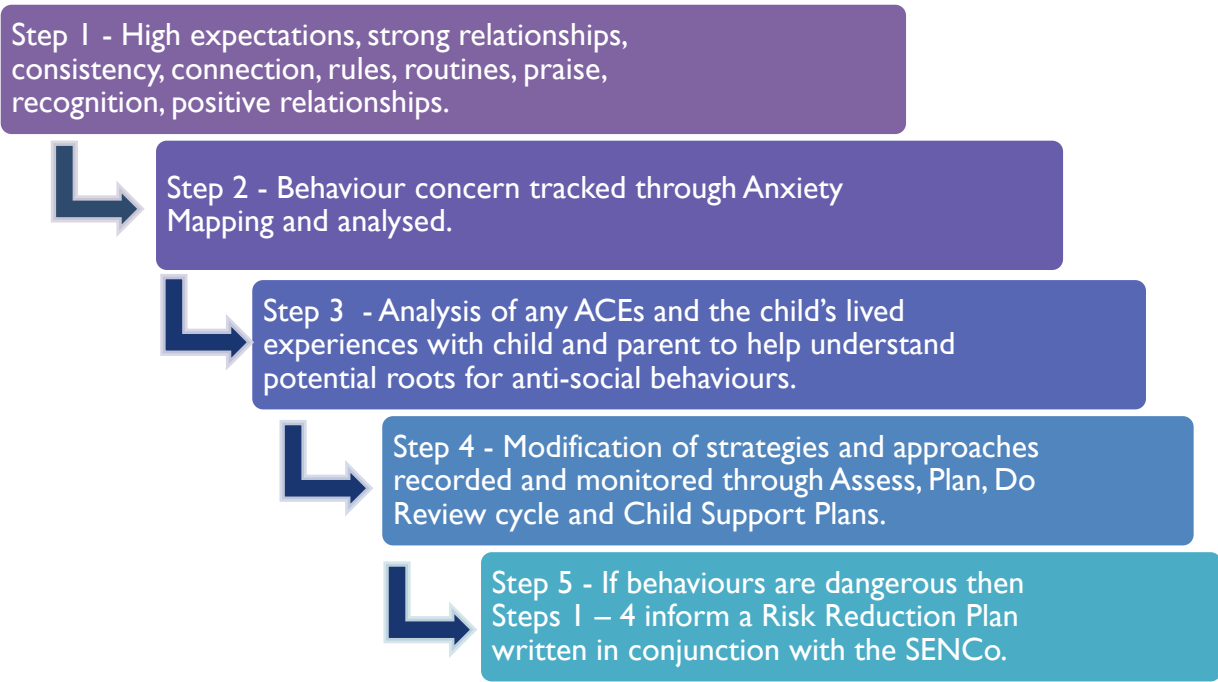
We have a variety of school roles that promote a sense of responsibility and belonging. School councillors are elected each year by their peers. These are children that are respected and deemed good role models in consistently demonstrating the 5Rs. Other roles include Junior Travel Ambassadors, Librarians, Eco Warriors, Science Ambassadors, Play Leaders and Playground Buddies.

## **A Therapeutic Approach**

Our school recognises 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 regulation 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.

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


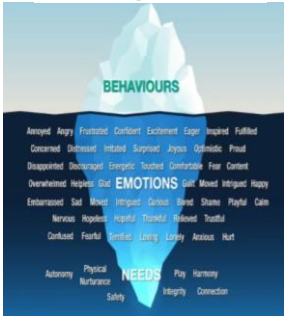




### PACE Approach

All adults in school understand that what we say matters and, particularly when adults are triggered by words or actions such as defiance. This can lead to a default behaviourist response which runs the risk of escalating the behaviour further or damaging relationships with a child.

We use a PACE approach together with responsive scripts as a positive strategy for de-escalation or when a child is exhibiting connection-seeking (disruptive) behaviour.

<b>P</b>	layfulness	Designed to help you to have effective, empowering interactions with children who have experienced trauma and who as a result do not respond to you in the same way as other children you teach
<b>A</b>	cceptance	The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security
<b>C</b>	uriosity	Supporting those around a child to remain emotionally engaged, open and available so that they can remain connected to the child
<b>E</b>	mpathy	

<h2>Playfulness</h2> 	<ul style="list-style-type: none"> <li>• Helps build trust in the relationship between the child and adult; allowing them to feel secure and experience joy together.</li> <li>• Enables the child and adult to feel relaxed, safe and not criticised.</li> <li>• Allows for hope and positive outcomes; play has no fixed ending.</li> <li>• Being together, with no goals/aims.</li> <li>• Playful, fun and spontaneous.</li> </ul>
<h2>Acceptance</h2> 	<ul style="list-style-type: none"> <li>• Acknowledges and validates the child's emotions.</li> <li>• Recognises internal experiences beyond the behaviours.</li> <li>• Supports the child to feel secure enough to know that the difficulty is manageable and temporary.</li> <li>• Supports the child to recognise and understand that the self is not being criticised however, alternative responses are more appropriate.</li> </ul> <p><i>"I can see..."</i>  <i>"You were letting me know that..."</i>  <i>"I can hear you saying that..."</i>  <i>"You were letting me know that..."</i></p>
<h2>Curiosity</h2> 	<ul style="list-style-type: none"> <li>• Considers what is behind the child's behaviour.</li> <li>• Is non-judgemental and non-threatening.</li> <li>• Allows the child to express and the adult to listen.</li> <li>• Supports the child to develop an awareness of their internal world and how this links to their behaviour.</li> <li>• Use exploratory statements and questions:</li> </ul> <p><i>"I wonder..."</i>  <i>"Could it be..."</i>  <i>"I can hear..."</i>  <i>"I can see that..."</i></p>
<h2>Empathy</h2> 	<ul style="list-style-type: none"> <li>• Enables the adult to hold the feelings and the child to trust that they do not have to deal with it alone.</li> <li>• Supports the child to regulate emotions and develop resilience.</li> <li>• Validates and empowers.</li> <li>• Enables the child to know that the adult understands their emotions.</li> </ul>
<p>Analyse the behaviours, what were the antecedent? What does the adult need to do to prevent the behaviour from repeating? Make adaptations as necessary.</p>	

Presenting Difficulty		PACE Response
The child refuses to engage/ their attachment needs makes it hard for them to engage.	→	<i>"I can see this feels too difficult to start right now, and it just feels too much."</i>
The child appears overwhelmed or emotional heightened.	→	<i>"I can hear that you are feeling angry/worried/scared and it is really difficult. I don't want you to be alone with these feelings. I will stay here if that is okay?"</i>
When a child says negative statements about themselves.	→	<i>"I'm sorry that it has been so hard for you. I wonder if you could help me understand what's happening?"</i>

When to use a PACE approach	When not to use a PACE approach
<ul style="list-style-type: none"> <li>• Responding to behaviours on the spot</li> <li>• To help you set limits on some behaviours while accepting ALL feelings</li> <li>• As part of classroom management and behavioural support</li> <li>• For unsettled behaviours</li> <li>• For connection-seeking behaviours in the context of a supportive relationship</li> </ul>	<ul style="list-style-type: none"> <li>• For unsafe behaviours</li> <li>• When a child is <u>highly</u> distressed and dysregulated (see <a href="#">Dysregulated and dangerous behaviour</a>)</li> <li>• As the 'sole solution' to behaviour</li> </ul>

See [appendix 4](#) for example scenarios and PACE scripts to use.

### When behaviour does not meet the standards we expect:

*What behaviour is unacceptable?*

Any behaviour that is not ready, respectful, responsible or safe is unacceptable behaviour. We classify this as either difficult or dangerous.

Minor incidents (difficult behaviour) might include:

- talking at inappropriate times.
- Mistreating school or other property e.g. mishandling books, dropping litter, wasting or not taking care of resources .
- Not lining up properly.
- Distracting other pupils.
- General behaviour around the school building e.g. running in the corridor.
- Defiance or persistent disruption.
- Answering back.

More serious incidents (dangerous behaviour) might include:

- Physical incidents of any kind e.g. punching, kicking, pushing, rough play etc.

- Verbal abuse or swearing towards others.
- Deliberately causing upset to someone else e.g. unkind comments, excluding from a game etc.
- Defiance after a reasonable request has been specifically directed at the individual by an adult.
- Bullying or Peer on Peer abuse (see Anti-Bullying Policy).
- Any prejudice-based comments e.g. Racist/ Homophobic/ Transphobic/ Religious/ Ageist / Gender based comments.
- The same disruptive or difficult incident occurring repeatedly.
- Absconding for more than 20 minutes.

## Consequences

Our 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 school have the responsibility to use educational and/or protective consequences, which have a logical connection 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, proportionate and necessary. They must relate to behaviour being corrected (see [appendix 6](#) for examples).

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. the pupil will do their learning with supervision and support away from other in order to protect and minimise risk or further escalation. 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 incidents are triaged with SLT for support, consequences will be agreed together, particularly for more serious or persistent difficult behaviours. Clear communication is vital between all staff involved, as is logging the incident and informing parents/carers. Where appropriate, 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.

Where a child is heightened to the point that behaviour has become dangerous, protective consequences will be put in place once the behaviour has been de-

escalated and the child is regulated. This can take anything up to an hour from crisis point. If a child is unable to access protective consequences school and is putting themselves or others at risk of harm, senior leaders may need to follow the school's [Suspension and Permanent Exclusion policy](#).

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 rules and class routines. Please see [Children needing an individualised approach](#).

## The Behaviour Regulation 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 reinforcement.

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 / Warning– 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.

We consider the relevance of the consequence by testing it with  
'SO OBVIOUSLY.....'

## Conversations to support behaviour

Behaviour is characterised as difficult or dangerous and where difficult behaviour begins to escalate, a range of de-escalation strategies and scripts are used to support the child before crisis point is reached. This is to support the child's emotional regulation and avoid any incidents of dangerous behaviour. Depending on the needs of the children this can also include emotional coaching language to model and support co-regulation.

Conversations around poor behaviour should happen in private to reduce counterproductive shame on children. Behaviour is discussed, following a script, in terms of how it does not follow the school rules of be ready, be respectful, be responsible and safe; and how it is impacting on others.

The conversation should be about the behaviour rather than being made personal to the child so that the child knows they are still loved and cared for.

Adults should remember that the aim of the conversation is for the adult to offer support to the child to improve their behaviour, not to punish the child.

Conversations to support behaviour would be with the adult who was supervising the child at the time of the behaviour– whether this be the class teacher, teaching assistant or lunchtime supervisor. This demonstrates to children that all adults are equally responsible for supporting behaviour regulation.

## **Scripted Stepped Approach**

The support for difficult behaviour follows a stepped approach of:

### Difficult?

1. Remind and refocus
2. Wondering warning
3. Use of PACE scripts
4. Give the pupil limited choices (this or this)
5. Temporary removal from the activity (quick job/distraction/ sensory break)
6. Move pupil within the class
7. Discuss possible consequences (educational and protective)
8. Send pupil to a partner teacher's classroom (refocus on return with positive reinforcement)
9. Discussion and reflection sheet completed with pupil ([see appendix 9](#)).
10. Repair and restore where necessary

Adults should base their conversations around the 5Rs and these scripts which ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

See [appendix 7](#) for stepped approach support scripts.

Repeated 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 Therapeutic Plan.

## **Monitoring**

Difficult behaviour is dealt with by the adults in charge of the learning at the time and they will decide on the appropriate logical consequences and how best to inform and involve parents/carers. Any behaviour that has needed a consequence is recorded on the pupil's profile on our MIS system (Arbor) using the A-B-C (Antecedant – Behaviour – Consequence). The senior management team review the logs weekly in order to analyse trends and support staff with emerging issues ([see appendix 13](#)).

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 SLT of any concerns. Dangerous behaviours should be communicated in person or on the telephone if parents are not available at the end of the day.



If difficult behaviour continues, and is impacting upon learning, a team round the child approach will be used to support the child further with pro-social behaviour. The team (e.g. teacher, senior leader, parents/carers) 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.

Senior leaders will review all emerging or existing pupil welfare concerns, including any increases in difficult behaviour, in half-termly meetings to ensure there is a holistic, team approach to supporting individuals and families.

All staff will follow this process, using the Behaviour Management Flowchart (see [appendix 6](#)) and stepped approach scripts (see [appendix 7](#)).

## Reflect, Repair and Restore

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. Where necessary, social stories are used to help the child reflect objectively and remove any feelings of shame. All staff will aim to use the same language with the children, when discussing an incident, and we will encourage parents/carers to use this language at home too.

Staff will undertake a Restorative Conversation with pupils, being mindful to use **dispassionate** and **non-judgemental language** and by 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?

It is not the severity of the sanction that is important; it is the certainty that **this follow up will take place**. Once the restorative conversation has been engaged in and any reparative consequence has been completed, it is a fresh start for the child [Appendix 6](#) outlines how verbal or written apologies may be used as an educational consequence.

## Dysregulated and dangerous behaviour

If a child has become dysregulated, the stepped approach will not work as the child is in “flight, fight, freeze or fawn” mode (Daniel Siegel) and not able to use their rational, logical, language understanding brain parts. In this case emotion coaching is used to help calm the child before any conversations around behaviour can be had ([see Appendix 9](#)).

If a child’s behaviour is becoming dysregulated, the familiar visual cues, trusted adults, safe spaces and scripted language is used to help co-regulate their emotions and choose a more appropriate way to handle the situation they are finding difficult.

### Dangerous?

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 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 measures put into place to help their child learn.

## When Faced with Escalating Behaviour

When behaviours move from difficult to potentially dangerous, staff act swiftly to de-escalate: cool down, reflect, repair and restore. Adults’ responses to these behaviours will aim to de-escalate the behaviour through using emotional coaching and one or more of the following strategies.

Adult response	Examples
Positive phrasing	- “Stand next to me” - “Put the toy on the table” - “Walk beside me”
Clear, limited choice:	- “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:	- “You can listen from there” - “Come and find me when you come back” - “Come down in your own time” - “I am right here, let me know when you are ready to talk”
Use of a PACE response:	- Be <b>Playful</b> : Use a playful tone, like a ‘story telling’ voice. - Be <b>Accepting</b> : “I can see...” “You were letting me know that...” “I can hear you saying that...” “You were letting me know that...”

	<ul style="list-style-type: none"> <li>- Be <b>Curious</b> – “<i>I wonder...</i>” “<i>Could it be...</i>” “<i>I can hear that...</i>” “<i>I can see that...</i>”</li> <li>- Be <b>Empathetic</b> – “I don’t want you to feel alone with these feelings...” “It can be really hard when you feel...”</li> </ul>
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## Appropriate physical intervention

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

- To comfort a pupil 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 away from harm
- 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

Staff are trained in and understand to be aware of the child’s age and individual circumstances when moving them as some children find this more upsetting than others.

Staff have completed **Cambridgeshire Therapeutic Thinking Guides and Escorts Training**. [Guides and Escorts Training \(Cambridge Therapeutic Thinking \) February 2023.pptx](#) This approach is about achieving a safe outcome, not a destination. Staff are aware that training in guides and escorts does not mean authorisation to use physical restraint and that knowing the skills does not mean they should be used without prior thought and planning. As a staff, we know the importance of also considering other option such as ‘change of face’.

## Children needing an individualised approach

We understand that for some children, following our behaviour expectations are beyond their current developmental level and that some may exhibit particular behaviours based on early childhood experiences, family circumstances or their special educational needs. They may display more serious or persistent difficulties in meeting our expectations of behaviour. Although behaviourist approaches can work for the majority of children, we recognise that they are not successful with all.

This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18 ([See appendix 12](#)).

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.

## **Working with 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/carers 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/carers 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/carers or pupils but seeking their support.

## **Therapeutic Plans**

Pupils whose behaviour may place themselves and others at a risk of harm must have individual therapeutic 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 therapeutic plan are those whose needs are exceptional and the where 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.

## **Suspension and 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 follows the Department for Education's guidance to inform our process and procedures: [Suspension and Permanent Exclusion policy](#).

Parents/carers 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 reintegration meeting is held with the parents/carers 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 pupils are unable to successfully

reintegrate safely into school then the protective consequence (exclusion) will remain in place.

## **Policy Review**

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

# Appendix 1: School values, culture and ethos

## The Shade School Values



## Values, Rights, Rules

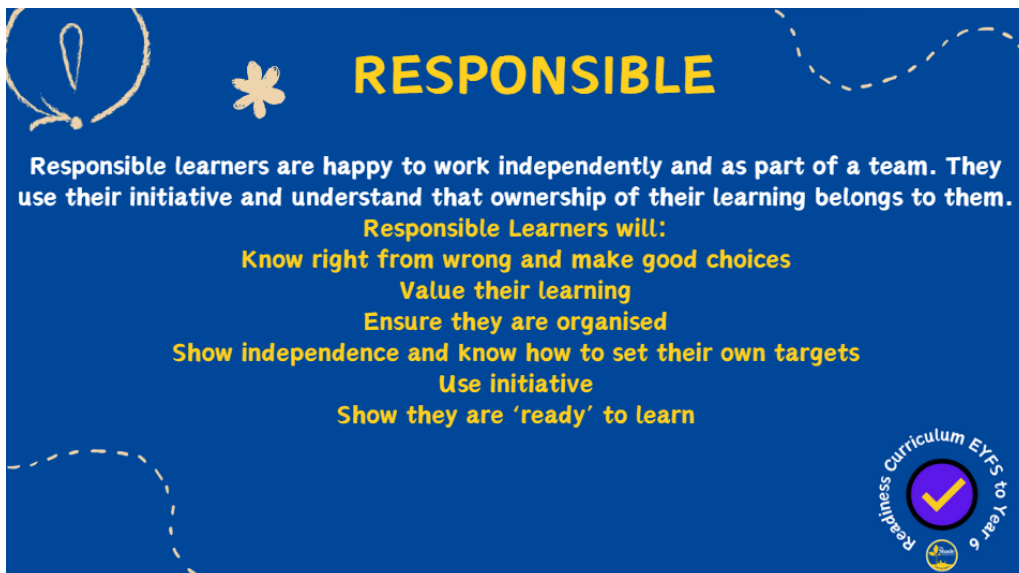
A blue rectangular slide with a white outline of a lightbulb in the top left corner and a white flower icon to the left of the title. The text is centered and in white. A circular logo in the bottom right corner contains a yellow checkmark and the text 'Curriculum EYFS to Year 6' and 'Ready to Read' with a small book icon.

**RESPECTFUL**

Respectful learners embrace their identity and the identity of others with a strong sense of belonging within our school community. They are respectful to everyone and everything.

Respectful Learners will:

- Actively listen
- Show empathy
- Be sensitive to the thoughts and feelings of others
- Have good manners
- Learn collaboratively

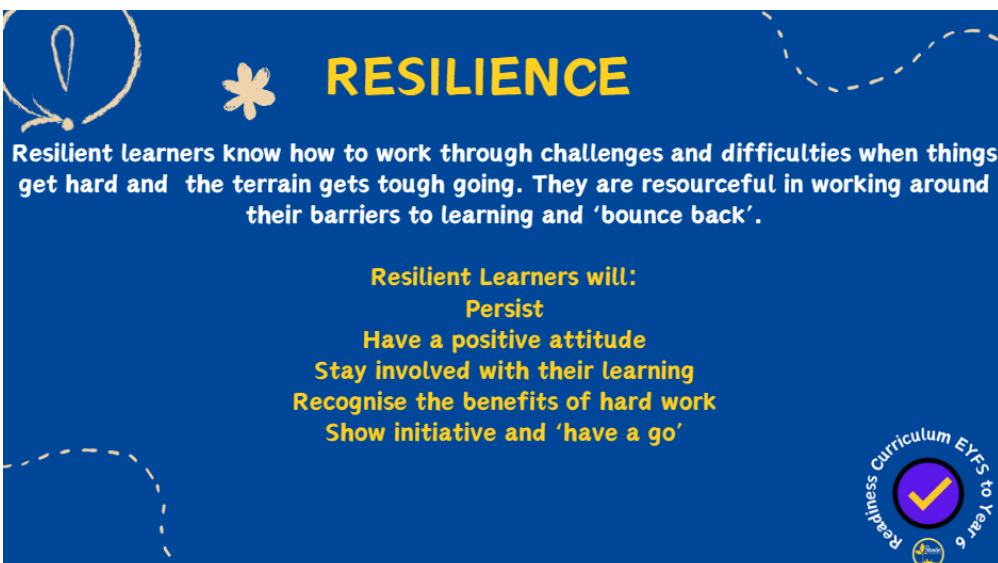
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**RESPONSIBLE**

Responsible learners are happy to work independently and as part of a team. They use their initiative and understand that ownership of their learning belongs to them.

Responsible Learners will:

- Know right from wrong and make good choices
- Value their learning
- Ensure they are organised
- Show independence and know how to set their own targets
- Use initiative
- Show they are 'ready' to learn

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**RESILIENCE**

Resilient learners know how to work through challenges and difficulties when things get hard and the terrain gets tough going. They are resourceful in working around their barriers to learning and 'bounce back'.

Resilient Learners will:

- Persist
- Have a positive attitude
- Stay involved with their learning
- Recognise the benefits of hard work
- Show initiative and 'have a go'



# REFLECTIVE

Reflective learners are able to think about their learning journey. They are able to critically evaluate their own work as well as others and are prepared to consider better ways of doing things.

**Reflective Learners will:**

- Be able to describe their progress**
- Listen and Learn from feedback**
- Provide feedback for their peers**
- Learn from experience**
- Make links in their learning**
- Consider other ways of doing things**



# READY

Learners that are ready show the adults in class through their words and actions that they are ready for learning and for what ever is coming next.

**Ready Learners will:**

- Be ready to follow instructions, listen and learn**
- Show they are 'ready' to learn**
- Be engaged and motivated**
- Be curious**
- Have aspirations**





At The Shade, we believe every member of our school community has:

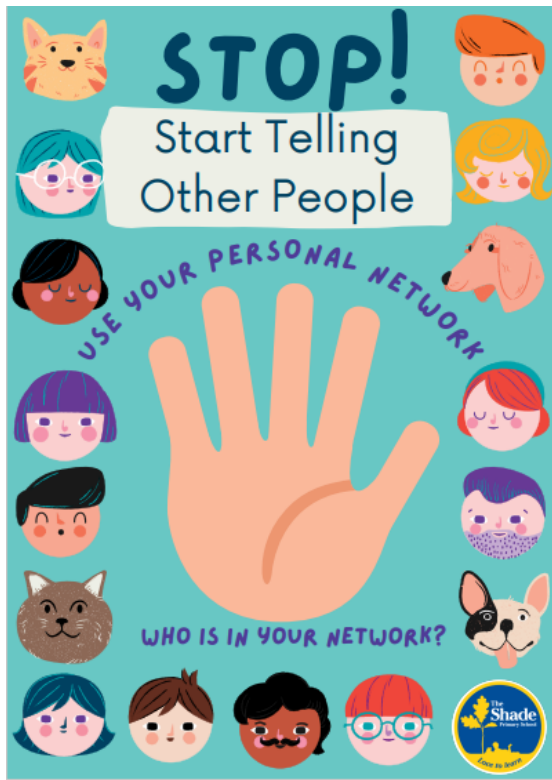
**The right to Learn**  
**The right to be Respected**  
**The right to feel Safe**



Our school rules were designed to reflect these rights and we have made them very simple with a memorable set of 5Rs in order to make sure all of our pupils understand what is expected of them.

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 Shade. 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: Personal Networks and STOP!



## Appendix 3: Recognition and achievements

Adult Approaches to Praise			
Form of Praise	Purpose	What it looks like	Key Notes
Use of children's work as an example	To celebrate the child. To help promote learning	Reading out a child's work, sharing on the board or under the visualiser, putting work on the class learning wall.	Be mindful not to use the same children all the time. Ensure children have the opportunity to celebrate each other and comment on what makes it successful.
Saying "Thank You"	To give feedback on good behaviour. To celebrate the child. To promote those positive behaviours in others (if public).	Specific feedback: <i>Tom, your reading is super because you are using lovely expression. Thank you.</i> <i>Sarah you are carrying the scissors pointing downwards – that is being safe – Thank you.</i>	This should be said earnestly and used often. This can be public or private depending on the needs of the individual. If praise is for behaviour, link to which of the 3 school rules or values is being shown.
Stickers	To celebrate an instance of effort or behaviour which is beyond the norm for the child. Visible recognition available to every child.	A sticker is given and symbolises the achievement and encourage adults to engage in positive conversation with the pupil.	Specific praise linked to one of our school values (5Rs or a personal best).
ClassDojo message home	To recognise and value pupil's efforts and achievements in their learning.	A message from the teacher/TA to the child's parent.	Learning achievements should be specific and can be linked to effort, academic excellence or use of the 5Rs.
Celebration certificates	To recognise children's personal bests and achievements link to the 5Rs.	A certificate is awarded by the headteacher/ member of SLT in weekly whole school Friday Celebration Assembly.	Children are proud of their achievements and these are recognised in-front of the whole school, with photos being shared on Class Dojo for parents to see.
Class Dojo Points	To recognise, and share with parents, pupil application of the 5Rs and achievement of personal bests.	Dojo points are awarded as immediate feedback and positive praise throughout lessons and the school day.	Dojo points are not used as extrinsic motivators for learning. They will be linked to school values and the 5Rs.

## Appendix 4: Example PACE approach

### Being “PACE-ful” in practice



Alex is finding it difficult to engage in tasks. He is crawling under the table, getting up from his seat and drawing over his worksheet. He tells you that his work is “rubbish”.

Typical response:

*“That’s not true Alex. I think your work is great. Why don’t you sit down in your chair and give it another try.”*

### PACE Approach



- *“I can see that you are finding maths difficult today, Alex; you look very sad.”*
- *“It’s horrible when you feel you are rubbish at something, and I think I would feel frustrated too.”*
- *“I wonder what is making maths extra hard today? I can see that this feels too much.”*
- *“Let’s work together and find another way for you to let me know next time you feel this way.”*

### Being “PACE-ful” in practice



Sally is on top of the climbing frame in a playground. She has appeared dysregulated at times throughout the morning. When asking her to come down, she becomes angry and shouts at you to “Go away, you’re horrible”.

Typical Response:

*“Sally, those aren’t kind words. Please come down from up there as I would like you to be safe.”*

### PACE Approach



- *“I don’t know if you are feeling sad or angry or scared right now sally and you may not know either, but I can see it is really difficult for you.”*
- *“I’m really worried about you and don’t want you to feel alone with these feelings.”*
- *“I will just stay here if that is alright? We can think about what happens next together.”*

## **Appendix 5: Difficult and Dangerous Behaviours**

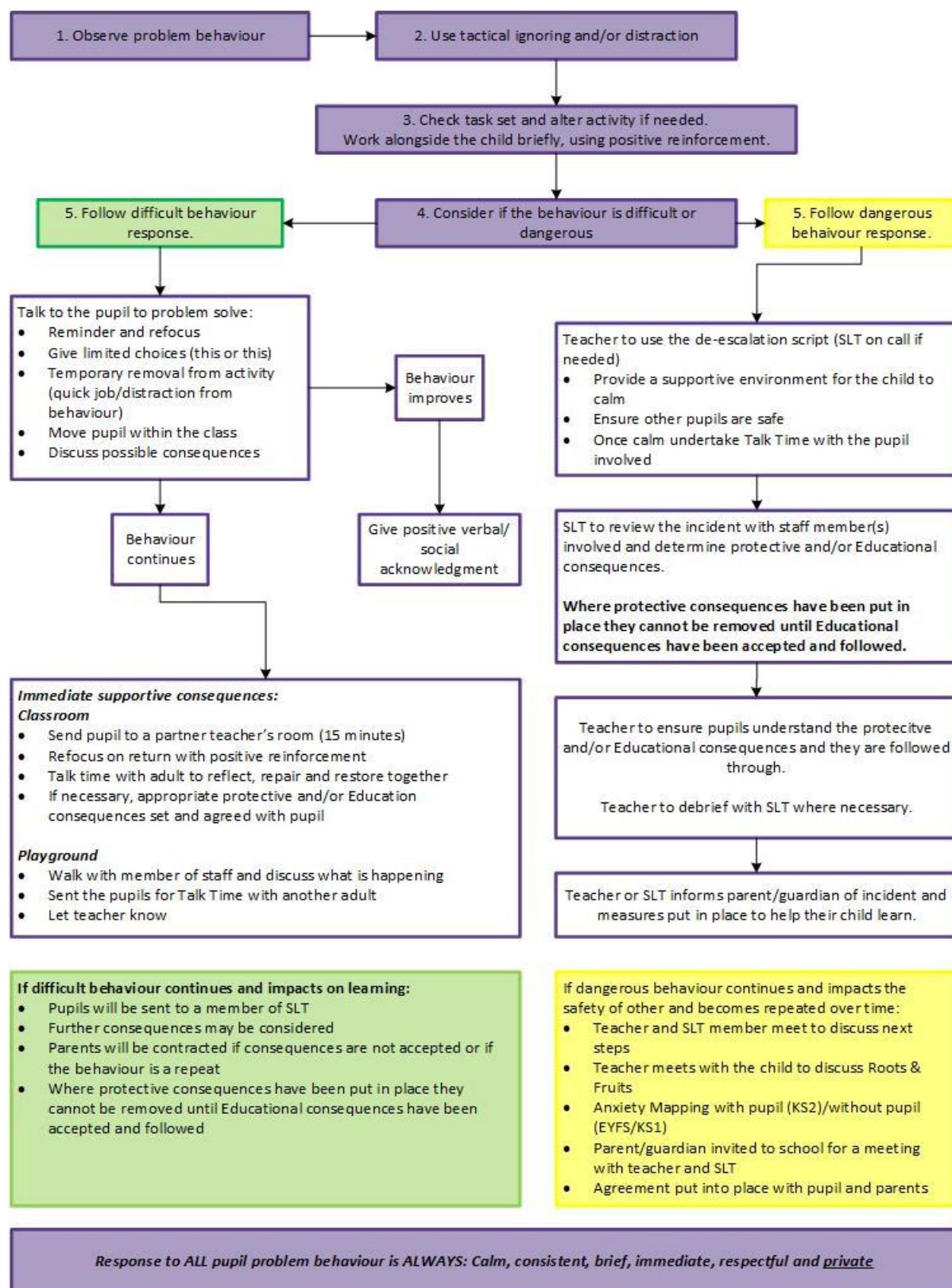
### **Difficult behaviours:**

- 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 6: Behavioural Management Flowchart



## Appendix 7: Stepped approach support scripts

Difficult Behaviour	
<p>Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.'</p> <p>Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.</p>	
<p>Before Step One: Approaches to make connections, promote emotional literacy and give encouragement  (non-scripted)</p>	<p>Quiet word:</p> <ul style="list-style-type: none"> <li>• "Bob, are you ok?" (listen to response!)</li> <li>• "Bob we're all listening at the moment, thank you for keeping your lips quiet and showing me five"</li> </ul> <p>Drawing Attention to impact of behaviour (accidental or otherwise) on others:</p> <ul style="list-style-type: none"> <li>• "Can you see that Sarah is crying – I wonder how she is feeling? I wonder what made her feel that way? I wonder what we could do to help Sarah feel better?"</li> </ul> <p>Re-direction:</p> <ul style="list-style-type: none"> <li>• "Bob, come and have a go at this activity with me."</li> </ul> <p>Distraction:</p> <ul style="list-style-type: none"> <li>• "Bob please take this note to the office for me."</li> </ul>
<p>Step One: Reminder</p>	<ul style="list-style-type: none"> <li>• (Name) I noticed you chose to ... (state the noticed behaviour).</li> <li>• This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Responsible).</li> </ul>

	<ul style="list-style-type: none"> <li>• Thank you for listening.</li> <li>• (Walk away to give the child 'take up time' and DO NOT respond.)</li> </ul> <p><i>Example - 'Bob, I notice that you're talking when you should be writing. This is a reminder to follow our school rule of being ready. Please work quietly. Thank you for listening.'</i></p>
<p>Step Two: Wondering Warning</p>	<ul style="list-style-type: none"> <li>• (Name) I noticed you chose to ... (state the noticed behaviour)</li> <li>• I'm wondering if ... (why you think they are showing that behaviour)</li> <li>• This is a WARNING because it is the second time I have had to come and speak to you</li> <li>• Do you remember when ... (remind of time of previous good behaviour)?</li> <li>• That is the behaviour I expect from you. I know that you can make good choices.</li> <li>• Thank you for listening. (Give child 'take up time' and DO NOT respond.)</li> </ul> <p><i>Example: Bob, 'I have noticed you are still talking when you should be writing. I'm wondering if you're finding it tricky today because you're sitting by your friend? This is a warning because you are still breaking the school rule of being ready. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i></p>
<p>Step Three: Reparative Response</p>	<p>The reparative response may need to be to go to another classroom or adult for thinking time in order to give space away from the environment to calm down and return with a fresh start.</p> <ul style="list-style-type: none"> <li>• (Name) I noticed you chose to ... (state the noticed behaviour).</li> <li>• State impact on others of behaviour</li> <li>• You are breaking the school rule of ... (state rule)</li> <li>• You need to put this right by... (see below for examples of appropriate reparative responses)</li> <li>• Thank you for listening</li> </ul>



	<p>Example - 'Bob, I have noticed you chose to keep talking. You are stopping the other children on the table from doing their work. You are breaking the school rule of being ready. You have chosen to play during your learning time so you will have to complete the learning time during playtime.</p>
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After returning, the child may need to put things right e.g. by cleaning up a mess they have made, or finishing work missed. Once this has been done, a follow up restorative conversation using a reflection sheet to guide should take place. Once the restorative conversation has been engaged in and any reparative consequence has been completed, it is a **fresh start** for the child.

## Appendix 8: Example consequences

Many of these consequences will take place outside of learning time 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:** 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 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 disrespectfully 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.

**Talk Time/Reflect and reset:** 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 9: Reflect and Reset

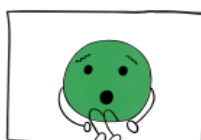
Example of a reflect and reset task to support pupils after an incident and help them repair and restore.

# Reflect and Reset

What happened?



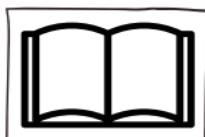
How were you feeling?



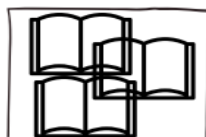
What happened?



What was the impact of your choice?



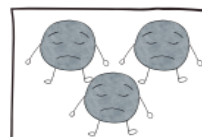
I stopped myself from learning



I stopped others from learning



I feel sad

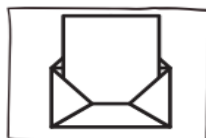


I have made others feel sad

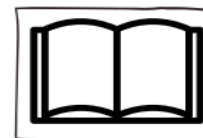
What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea

## **Appendix 10: 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 child has to be ready to make the apology and understand how and why this helps restore. No adult should expect an apology just because of hierarchy. Equally, adults should be open to apologising to a child where appropriate and justified.

### **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 11: Emotion coaching (at the point of dysregulation and heightened anxiety)

“Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries” (Rose and Gus, 2017).

### Pause...Am I regulated?

- ✓ Be curious - check your own response – notice your own nervous system
- ✓ Am I open and engaged or am I defensive?
- ✓ Do I need to take a break, have a swap in or can I regulate myself back to open and engaged?
- ✓ Be compassionate to yourself

### Step :1 Recognise and empathise

- Recognise all emotions as being natural and normal and not always a matter of choice
- Recognise behaviour as communication (relational vs behavioural model)
- Take on the child's perspective – be curious about child's mental state (acceptance)
- Look for physical and verbal signs of the emotion being felt
- Affirm and empathise, allowing the child to calm down

### Step 2: Validate and name the emotion

- Validate the emotion and acknowledge its existence
- Use words to reflect back the child's emotion
- Help child/young person to label emotion
- Provide a narrative/translation for the emotional experience (creating cognitive links and integrated experience)

### Examples:

- *'I wonder if you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.'*
- *'I can see you're frowning and kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something.'*
- *'I noticed you looking around at the other who are working on their projects. I think you might be feeling nervous right now as to whether your work will be ok. Have I got that right?'*

### Step 3: Setting limits (if needed)

- Safety first – step back if needed and give space
- State the boundary limits of acceptable behaviour
- Make it clear certain behaviours cannot be accepted
- Think of shame and retain the child's self-dignity (crucial for responsive behaviour and well-being)
- Connection before correction

### Examples:

- *'These are the rules that everyone has to follow - doing that is not ok'*
- *'We can't behave like that, even though you are feeling annoyed, because it hurts them and our school rules say we must be safe.'*
- *'Even though you're angry, it's not okay to swear at someone because it hurts them and our school rights say everyone has the right to be respected.'*
- *'You didn't do the task as we agreed. You're probably angry that you can't join in the practical session now because you have to complete the written work first'*

**Step 4: Problem-solving with the child:** What was the child trying to achieve?  
What would be a more productive way to respond?

When the child is calm and in a relaxed, rational state:

1. Explore the feelings that give rise to the behaviour/problem/incident
2. Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes – e.g. restorative/regulatory activities
3. Empower the child to believe s/he can overcome difficulties and manage feelings/behaviour

### Step 5: Repair and restore

- Remember to use unconditional positive regard – how can you reconnect and create a sense of security – playfulness?
- Do you need to repair the relationship between you and the child so that the child knows it has not affected the relationship?
- Do you need to help the child repair relationships with others?
- Does the child know that after the restore they have a fresh start?

### Case study

**Situation:** Beth is playing football with two other children. One of them kicks the ball and it hits her in the back. She is not hurt but is shaken up. She then hits one of the children. This is seen by Mr Wall, her teaching assistant.

Mr Wall knows that Beth has had a difficult week as she has just moved to a new foster placement. Mr Wall notices that he is in an open and relaxed state (Pause and notice).

**Mr Wall:** Are you finding break time hard today Beth? (Curious)

**Beth:** Yes Mr Wall.

**Mr Wall:** I think that you have had a difficult week so far with a lot going on for you, is that right? I wonder whether you felt that Sam had kicked the ball at you on purpose? (Empathy, Curious)

**Beth:** Yes, I was already annoyed today as I couldn't find my PE kit at home and then this was the last straw.

**Mr Wall:** I see that you are feeling angry with things today (Acceptance, Label). I would feel like that if I had had the week you have had (Empathy). I know that on a good day that you would remember that it is not okay to hit people, even if we get hurt first (Limits). I expect that Sam kicked the ball into you by accident. Is your back hurting where the ball hit you? (Curious, Empathy)

**Beth:** No, I'm okay but I'm still angry with Sam.

**Mr Wall:** Let's go inside and see if we can find your safe space, do you think some colouring might help. That usually makes you feel better (Acceptance, Empathy)

**Beth:** I suppose so.

**Situation:** Mr Wall stays with Beth whilst she colours. Mr Wall gives her a drink and listens to her whilst she is colouring. He starts his own colouring and they laugh about his choice of picture. 20 minutes pass (Reconnect, Playfulness).

**Mr Wall:** How are you feeling now Beth? Do you feel we could go back to lessons? (Empathy)

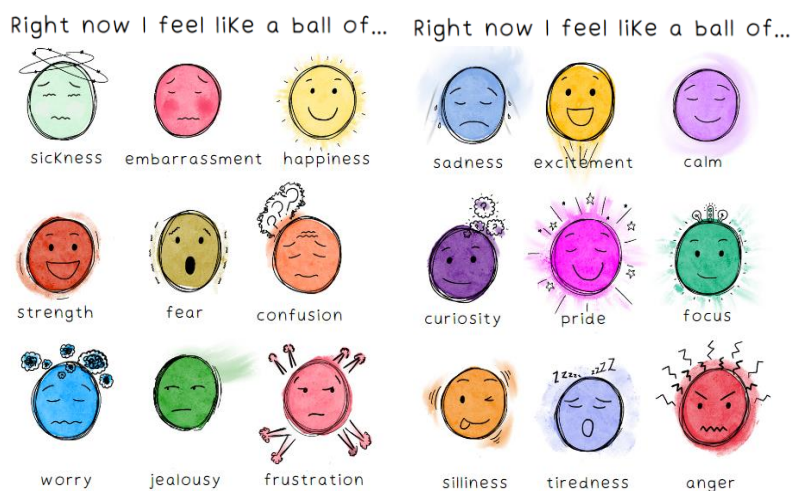
**Beth:** I am feeling less angry now.

**Mr Wall:** That's good. Let's think about what you could do next time. I know that you usually would talk to your friends and ask them what has happened or talk to an adult like me. What do you think you could do to avoid hitting someone again? (Problem solving)

**Beth:** Maybe I could do some colouring before lunch if I feel upset so that I feel calmer when I go outside.

**Mr Wall:** That's a good idea (Acceptance). We could do that if you think that will help. One more thing, what do you think you could do to make things right with Sam now? (Problem solving)

Staff may wish to use images from the Readiness Toolkit to support use of the emotional coaching script below:



## Appendix 12: ACEs (Adverse Childhood Experiences)

Adverse Childhood Experiences (ACEs) are traumatic life experiences that occur before the age of 18.

For children who have experienced trauma and loss, including vulnerable groups such as Children in care (CIC) and Children Previously in care an individualised approach may need to be taken.

Where there are serious concerns about a child's social, emotional and mental health, teachers will speak to parents/carers and the SENCO will be informed. Working with parents/carers and the class teacher, the SENCO will create a Child Support Plan (APDR) or Therapeutic Plan, depending on the needs of the child.

With parental permission, outside agencies may also be involved in advising staff and assessing and supporting the child. These may include the Educational Psychologist and/or a behavioural support consultant.

Some ways which we can supporting children who have experienced trauma are: In the classroom:

- Routines and predictability: visual timetables, now and next, predictable changes.
- Self-regulation resources: fidget items, breathing techniques, classroom strategies and resources that support all pupils.
- Exit strategies in place: Planned routines for allowing for removal from overwhelming or overstimulating circumstances.
- Signs and signals: Provide ways for a child to communicate their feelings without verbalising.
- Focus on the positives: praise for doing the right thing, care, encouragement and reassurance.
- Alternative discipline: All staff knowing that it's a one size fits all policy which can re-traumatise.
  - Remain non-judgemental
  - remain neutral and calm.
  - Do not take their behaviour personally.

Around School:

- Provide a safe space: Somewhere familiar to talk, self-regulate and avoid becoming overwhelmed.
- Adapt transitions: Allow students to move around before/after their peers and avoid triggers.
- Buddies or supporting adults: Pair students up, support for triggering times.
- A whole-school approach to resilience: Training is delivered to all staff. Revisit and reinforce coping strategies with children
- Team up with parents/carers: Share approaches and messages, work together to ensure a united and consistent approach for all children.
- Avoid sensory overload: neutral calm classrooms and corridors, clear rules for transitions.
- Use Emotion Toolkit resources as the standard approach where needed.



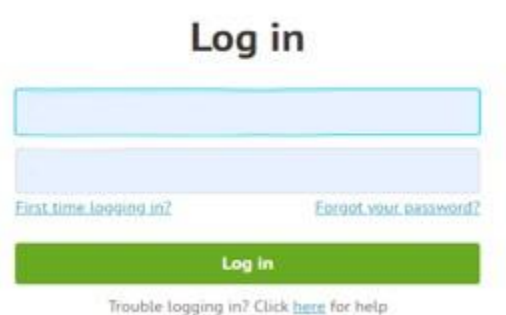
## Appendix 13: Behaviour Logging



Completing a log of behaviour on Arbor

Key questions to ask yourself when completing a log, have I included the following information?;

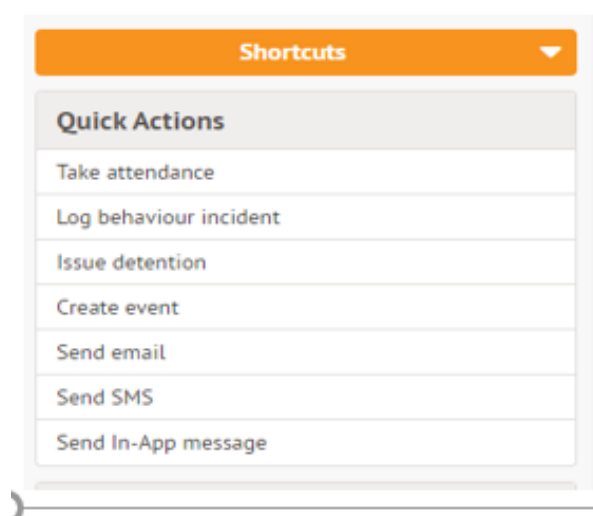
- Have I written the Log in an ABC format?
- A– antecedent (what was the trigger for the behaviour/ what was happening just before the incident)
- B– What was the behaviour?
- C– what was the consequence?
- Did the adult or child involved require first aid?
- If the behaviour was physical– what did this look like?
- Were parents/carers informed of this incident?
- Who was responsible for informing the parents/carers?
- Was the consequence appropriate; protective or educational or both?
- What restorative work was completed?



Log into Arbor  
[My Homepage \(arbor.sc\)](https://arbor.sc)

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On the left hand side of the page– click onto the Log Behaviour Incident button



### Log New Behavioural Incident

Date of incident\*

Event

Time of incident\*

Students involved\*

Behaviour\*

Assign to staff member\*

Incident summary

Staff involved

Location

Create as separate incidents

Cancel Next

A new box will appear on the right hand side of the screen

Fill in as much information as you can; the time and date will automatically fill in—this may need to be changed depending on when the log has been completed.

Students involved\*

If you start typing the name of the child into this box; you will be able to select the child who you wish to include. If more than one child is involved in an incident then please include all children in this box.

Theft (Level 1 Negative)

Accident (Level 1 Negative)

Disruptive Behaviour(1) (Level 1 Negative)

Insolence(1) (Level 1 Negative)

Defiance (Level 1 Negative)

Truancy (Level 1 Negative)

Lunchtime Incident (Level 1 Negative)

Disruption (Level 1 Negative)

Uniform/Jewellery etc (Level 1 Negative)

Racist Incident(1) (Level 1 Negative)

Equipment (Level 1 Negative)

Verbal Abuse - Teacher (Level 1 Negative)

Smoking(1) (Level 1 Negative)

Verbal Abuse - Pupil (Level 1 Negative)

In the behaviour box, when you click into the box there will be a whole range of different options for you to choose from. You can only assign one behaviour to each incident. The most common one is disruptive behaviour.

Incident summary

The summary box expands as you write into the box. Please include as much detail as possible in this box remembering the key prompts.

Staff involved

Location

Create as separate incidents

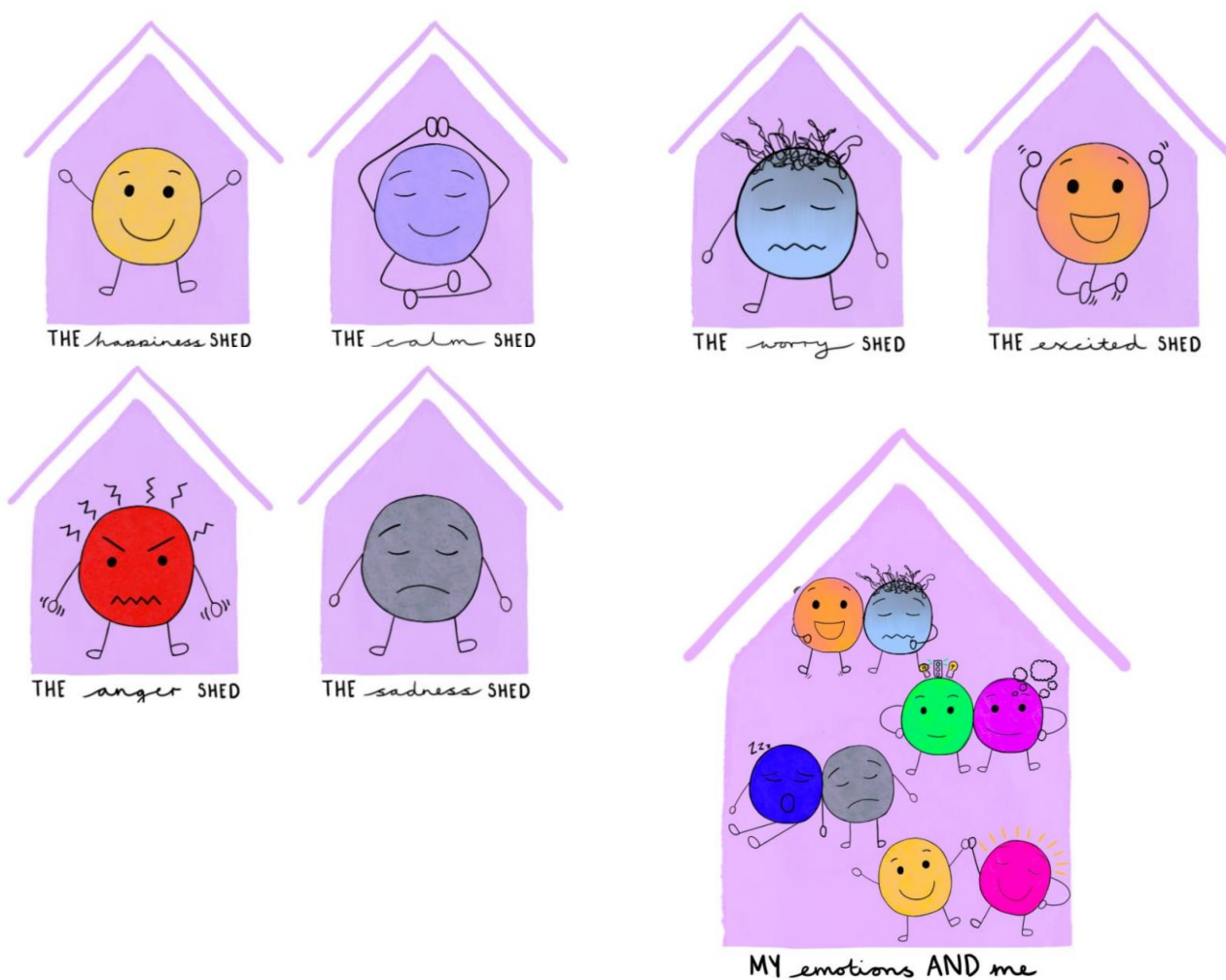
The staff involved will automatically be assigned as you. You can assign additional members of staff to a log if needed– e.g. if anyone else was involved or witnessed the behaviour.

The location is again a dropdown menu, where you can just assign where the incident happened.

If more than one child is involved then please tick the 'create as separate incidents' box and then click next.

# Appendix 14: Emotional self-registration

## KS1 Feeling Houses



## KS2 Feelings check

# Right now, I feel...

