Abbey Road Primary School

A Relationship-Based

Behaviour Regulation Policy

September 2023

1. Introduction

At Abbey Road Primary School, we are committed to ensuring equality of education and opportunity for all. All staff are expected to uphold and promote the fundamental principles of British values, and as such, we are fully committed to safeguarding and promoting the welfare of all our pupils. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core values and ethos are embodied in our mission to encourage everyone to 'Take Care and Be Proud'.

We want our children to grow socially, emotionally, morally, culturally and academically and become responsible, caring and successful members of society. We believe that children learn best when they are engaged in their learning, clear about what to do and consistently encouraged and supported to do it.

To achieve a happy and safe environment, we set high standards, clear guidelines, adopt an overall ethos of good behaviour and apply rules fairly and consistently.

We believe that having high expectations, being good role models, applying rules fairly and consistently and rewarding pupils, enables us to promote positive behaviour. When consequences are needed, this policy gives general guidance on the expected procedures. It is important to note that specific needs of pupils are always taken into account and the procedures are not standard in each case. Underpinning this behaviour regulation policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour and develop reflective thinking, giving our children confidence to think for themselves and make sense of experiences, hopefully beyond school and into the 'real world'.

We recognise in some cases a pupil may need additional support to manage their emotional regulation. In such cases, where identified, we will support the pupil appropriately through a range of strategies including, small group and/or 1:1 work focused on emotional literacy.

2. Aims

- To develop a positive and caring environment where each individual is valued and respected.
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions.
- To develop self-esteem in individuals.
- To create an environment/community in which effective learning can take place.
- To establish and maintain a consistent and fair approach to the management of pupils' behaviour throughout the school.
- To develop a restorative approach to discipline and encourage pupils to co-operate with one another and adults, in all aspects of school life.
- To recognise and celebrate good behaviour.

3. Legislation and Statutory Requirements

This policy is drawn up in the accordance with the planning duty in Equality Act 2010. It draws upon the guidance set out in the Equality Act Codes of Practice (2010) including the Reasonable Adjustments for Disabled Pupils guide (2010). Reference has been made to the Use of Reasonable Force in Schools 2013 Guidance and DFE guidance Searching, Screening and confiscation (2014).

Links to Department for Education (DfE) resources:

- behaviour-and-discipline-in-schools
- searching-screening-and-confiscation
- equality-act-2010-advice-for-schools
- use-of-reasonable-force-in-schools
- supporting-pupils-at-school-with-medical-conditions

It is also based on the send-code-of-practice-0-to-25.

In addition, this policy is based on:

- Section 175 of the http://www.legislation.gov.uk/ukpga/2002/32/section/175 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

4. School Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in school:

- Relationships and Sex Education Policy
- Anti-Bullying Policy
- Equality Policy
- Health and Safety Policy
- Child Protection Policy – including Contextual Safeguarding, linked to Keeping Children Safe in Education
- Peer-on-Peer (Child-on-Child) Abuse Policy
- Physical Intervention Policy
- E-Safety Policy
- SEND Policy
- Staff Handbook

5. Creating the Ethos

5.1 Adults within the School

Relationships are at the centre of all our provision to support and promote positive behaviours and attitudes to learning.

All adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence. Staff establish the boundaries and environment in which positive relationships can develop.

High expectations of behaviour are an essential part of our ethos. Every member of the school community works together to encourage positive behaviour throughout the day in every part of the school environment: in the playground, the corridor, the cloakrooms and the classroom as well as during out of school activities. These expectations are also reinforced in class or year group discussions as well as in key stage and whole school assemblies.

As adults we aim to:
- promote good behaviour through positive feedback and rewards (see section **6, Rewards**);
- emphasise the importance of being valued as an individual within the group;
- promote, through example, responsibility, equality, achievement, consideration and honesty;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- respect and celebrate differences;
- ensure fair treatment for all, having empathy for individual circumstances and/or need;
- show positive appreciation of the efforts and contributions of all.

When staff interact with children with respect to issues of discipline, we will:
- use a calm tone of voice;
- focus on the behaviour, not the child;
- avoid arguing with pupils (be non-confrontational);
- give recognition for positive behaviour, especially honesty, from the start;
- clearly state expectations to pupils;
- ensure consequences for undesired behaviour are fair, appropriate and commensurate with the cause (see section **6, Sanctions**);

5.2 Teaching and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid disaffection, which can lie at the root of poor behaviour.

It follows that lessons and tasks should have clear objectives, put over so they are understood by the children, and differentiated to meet the needs of children of different abilities.

Providing feedback to children on their progress and achievements, acts as a signal that the children's efforts are valued.

5.3 Classroom Management

Classroom management has a very important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Our classrooms are organised in a way to develop independence and personal initiative. Furniture is arranged to provide an environment conducive to on-task behaviour. Materials and resources are arranged to aid accessibility and reduce uncertainty and disruption. Displays help develop self-esteem through demonstrating the value of every individual's contribution, and overall, our classrooms provide a welcoming and inclusive environment.

5.4 Pupil Involvement

We believe that pupils are more likely to accept our code of conduct if it is clearly understood, consistently and fairly applied and effective. At the beginning of every year, in addition to our 'Take Care' code, classes may also create their own positively phrased guidelines for behaviour.

Pupils' views about behaviour will be sought out by Senior Leaders, class teachers and also via our School and Wellbeing Council. This includes:
- Annual 'Behaviour and Attitudes' survey (Phase Leaders)
- Development of a class 'charter' or 'code' at the start of each year
- Review of our reward systems
- Creation of a 'child-friendly' version of our Anti-Bullying Policy
- Rewriting the school's 'Take Care Values'

5.5 Parental Involvement

Good communication and a close partnership between school and home are crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Where behaviour is causing concern, parents will be informed at an early stage so that strategies can be discussed together and therefore reinforced and encouraged at home. We need and value support from parents to ensure that our children receive consistent messages about positive behaviour.

Our Home School Agreement sets out expectations of the parents, school and pupils. This is shared with parents when children first join the school and then shared each year via the children's Home-School Journals. Parents are encouraged to share and discuss the contents of this with their children.

5.6 Special Educational Needs and Disabilities

Some children may have persistent difficulties meeting behaviour expectations because of identified SEMH (Social, Emotional, Mental Health) needs. We will therefore, look for the reasons behind the behaviours and aim to support pupils appropriately, providing personalised support and differentiated approaches. It may be helpful for adults to think of such children as struggling to handle something difficult and therefore needing support to manage distress, rather than thinking of them as choosing to behave badly. Such children may require specific provision which is in addition to / different from most of their peers. Such provision should be planned with the SENCo and may include:

- Regulation time – access to a quiet area in or outside of the classroom with resources to support (eg: busy box, sensory/fidget toys, social stories, drawing pads).
- Self-withdrawal, specific 'safe' places (eg. tent, den).
- Anger management interventions (eg: Five Point Scale).
- Support from in-school ELSA (Emotional Literacy Support Assistant).
- Support from external services (eg: Rushcliffe Primary SEMH team, HFT (Healthy Family Team), Educational Psychology Service, Virtual School).
- Individual reward systems/charts.
- Short-term targets – written with child to address a specific issue.
- Therapy-based activities with 1:1 support.
- An individual risk assessment outlining details of support in place

It is also recognised that some pupils (e.g. adopted or looked after children) may have or have had complex or difficult home lives. This can have a bearing on the strategies used, when incidents occur.

It is important that staff are made aware of such information in order to avoid making errors of judgement through ignorance. It is the responsibility of the member of staff who has such information to pass this onto other staff in school (e.g. through confidential briefings/meetings), to ensure that all children's needs are fully met. Staff receive 'Attachment and Trauma Awareness' training to support in this area. Additional guidance and resources are available within appendices 6-10 of this policy.

6. Rules and Guidelines

Class teachers are responsible for setting out and explaining the rules and guidelines particular to the classroom environment. They may choose to do this through negotiation with the children.

Rules and procedures should:
- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced.

There are, of course, many other rules that govern the daily life of the school – for example the system for the end of playtime, what to do if no-one is there to pick you up, where to line up for dinner, etc. These procedural rules are laid down in the Staff Handbook and are regularly brought to the pupils' attention. The document is updated and circulated annually to all staff, and is also available to supply teachers.

Rewards

The systems used in school are based overwhelmingly on positive reinforcement. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Some are used throughout school and others are created by individual teachers to suit the needs of their classes/groups.

Rewards include:

- Verbal praise for pupils - individually and in groups, publicly and privately
- Written comments on work
- Take Care Points
- Weekly Achievement Assemblies
- Stickers, stamps or certificates
- Display of work in the classroom or public areas
- Pupils sharing successes with their class, phase leaders, the Deputy or Head Teacher
- Certificates presented in assembly/class for curricular or extra-curricular activities
- Sending postcards home detailing positives to parents/carers

Sanctions

Although rewards are central to the encouragement of good behaviour at Abbey Road, from time to time, children need to be reminded about behaviour. We believe that everyone in school needs to be completely clear that there will be consequences for inappropriate behaviour, and we employ a variety of strategies to enforce the rules and expectations of the school – each appropriate to the individual situation. At each stage, adults speak to children about their behaviour, using age-appropriate language, trying to help them to build an understanding about behaviour that is appropriate at school.

The reporting and management of incidents should follow these stages, depending on the level of behaviour exhibited.

The information below is intended as a guide to procedures for certain levels of behaviour. However, it is vital that each case is considered individually, and that the context of the behaviour and the child's age/maturity, needs and personal circumstances are fully taken into account when consequences are applied.

LEVEL 1 - Low level behaviour *(eg: talking at inappropriate times, disrupting others from learning, initial refusal to follow instructions, lack of respect for property, play fighting, isolated incidents of unkindness or rudeness)*

Dealt with by immediate staff member involved, with reminders of expectations. No recording needed; not every indiscretion needs to be passed on to teachers as this can negatively affect a child's self-esteem and lead to more negative behaviours.

At this stage, an appropriate sanction may be to give a reminder of the behaviour that is expected, explain how this behaviour impacts others, request that an apology is given (if appropriate) **and give the child an opportunity to make the right choice.**

LEVEL 2 - Medium level behaviour *(eg: repeated low-level behaviours, more minor verbal or physical altercations)*

Dealt with by immediate staff member involved and information passed to the class teacher. Recording on a class behaviour log is required (see appendix 1). Class teacher can inform parents of the behaviour, at their discretion. If parents need to be informed, then the Headteacher should know this has been actioned. The Head Teacher, Deputy Headteacher, Assistant Headteacher, SENDCO or ELSA can be approached for advice and support if the behaviour is persistent.

At this stage, a second reminder may be given and an appropriate sanction applied. This could involve a child being asked to have another go at a task, to move to a different place in the classroom – possibly to be closer to an adult - or to be withdrawn from an activity for a set period of time. A child may also be asked to miss part of their break time or to spend time with an adult on playground duty – eg. to discuss the behaviour further. The sanction will vary depending on the nature of the behaviour.

LEVEL 3 - Serious level behaviour (eg: physical aggression, verbal aggression, prejudice-based behaviour, damage to property, persistent rudeness or total refusal to follow an instruction, bullying)

Behaviour report created on CPOMS. If physical restraint is required, relevant forms also need to be completed and uploaded to CPOMS. Class teacher or Senior Leader to inform parents of the behaviour.

At this stage, the pupil is likely to be withdrawn from an activity or miss a larger part or all of their break and/or lunchtime to discuss the behaviour further and agree a resolution. This will vary, depending on the nature of the incident. This may be with the class teacher or a senior leader. If this stage is reached during break or lunchtime, adults involved will inform the class teacher/senior leader.

LEVEL 4 - Extreme level behaviour (eg: persistent or serious verbal and/or physical aggression with intent, child-on-child abuse, threatening/dangerous behaviour, repeated bullying or prejudice-based behaviour, intentional serious damage to property)

Behaviour report created on CPOMS. If physical restraint is required, relevant forms also need to be completed and uploaded to CPOMS. External agencies may be informed eg. Social Worker, SEMH team. Headteacher or Deputy Head Teacher to inform parents of the behaviour.

At this stage, the pupil will be withdrawn from an activity or miss break and/or lunchtime to discuss the behaviour further and agree an appropriate sanction/resolution. This will vary, depending on the nature of the incident. At this stage, the Head Teacher or Deputy Head Teacher <u>must</u> be informed.

Logged behaviour incidents will be regularly monitored by the Head Teacher, to ensure that actions taken have a positive effect on the behaviour of individuals. This information will also be used to review the effectiveness of behaviour strategies across school. This collaborative approach to behaviour regulation will ensure consistency and also serve to highlight any potential triggers to new and persistent behaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and may prevent the child from taking further part.

In extreme cases, persistent or serious problems with behaviour can result in fixed-term or permanent exclusion in line with Local Authority policy.

All level 3 and 4 incidents need to be recorded on CPOMS, using the 'Behaviour' category, and relevant sub-categories. This enables us more accurately to look for patterns in behaviour and develop strategies for overcoming difficulties. Where incidents involve bullying or are prejudice-based, relevant forms also need to be completed and uploaded to CPOMS.

Staff can also use separate ABC (antecedent, behaviour, consequence) tracking forms to support them in identifying triggers and effective strategies.

7. Physical Intervention

It is anticipated that all of the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff, there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

If the behaviour of a child becomes physically aggressive and threatens the safety of that child or another person, the staff will work as a team to prevent anyone being hurt or put in danger in accordance with Section 93 of the Education and Inspections Act 2006. This states that all members of school staff have a legal power to use reasonable force ('no more force than is needed.') to control or restrain. This applies to any member of staff at the school.

Reasonable force can also be used to prevent a child damaging property. The decision to use reasonable force is down to the professional judgment of the staff member concerned and depends upon the individual circumstances.

Staff in schools have the authority to use reasonable force to prevent a pupil from:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The necessary use of any physical intervention at Abbey Road is taken very seriously. All appropriate reporting and recording processes will be followed, after an incident, with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions. All reports/records will be uploaded to CPOMS (appendix 2).

It is the duty of the Head Teacher to ensure that adequate training is provided for staff. Staff at Abbey Road are trained in CRB (Coping with Risky Behaviours). However, in an emergency, staff may have to intervene in circumstances outside of their previous training or experience. This would only be in exceptional circumstances to prevent injury. Further guidance is detailed within our Physical Intervention Policy.

Staff may request the opportunity to access personal support, including counselling, via the SAS Wellbeing Service, or by speaking with the Head Teacher.

8. Exclusion

Exclusions, fixed or permanent, are seen as the final step in a process for dealing with disciplinary issues following a wide range of other strategies, which have been tried without success. It is an acknowledgement by us that we have exhausted all available strategies for dealing with the pupil and will normally only be used as a last resort.

We may also use an internal exclusion (where a child works in another class or area of school for a designated period) in response to serious or persistent breaches of this policy.

When a pupil becomes identified as being at risk of exclusion from school, we will pursue the following course of action:

- there will be clear identification with the pupil, of the offending behaviour;
- appropriate sanctions short of exclusion will be used to discourage recurrence of such behaviour;
- parents/carers will be notified of concerns;
- a clear action plan will be put into place to support the pupil;
- external agencies will become involved, in particular the Rushcliffe Primary SEMH team and the Educational Psychologist.

Occasionally the behaviour of a pupil will be such that exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Head Teacher reserves the right to exclude where the health, safety, welfare or education of others is threatened by an action of a pupil.

9. Bullying

We expect pupils to act safely and feel safe in school, including making sure that they understand the issues relating to all forms of bullying and that they feel confident to seek support from school should they feel they or others are unsafe. Working as a whole school, we aim to be aware of what constitutes bullying, where it may take place and how best to prevent it.

The school is aware of its legal obligations including the Equality Act 2010. This means as well as taking into account the context of any concerns which need addressing, we will consider where a pupil may have a protected characteristic.

If we discover that an act of bullying (including cyber-bullying), intimidation or prejudice-based behaviour has taken place, the incident is recorded and uploaded to CPOMS (see appendices 3 and 4 for relevant forms) and we act immediately to stop any further occurrences of such behaviour. See Anti-Bullying Policy and Equality Policy for further information.

10. Monitoring and Review

This policy will be monitored as part of our ongoing, self-evaluation process and reviewed on an annual basis.

Records of incidents will be kept in the appropriate record files. A summary of this information will be analysed by the Head/Deputy Head Teacher and reported each term to Governors.

Ly Toom
September 2023

Appendix 1 - Classroom Behaviour Log (Level 2 Behaviour)

date	time/activity	child's name	brief description of behaviour	Actions (if relevant)

Appendix 2 - Physical Intervention – Recording Form

Name of student -	**Additional students -**
Witnesses -	**Location -**
Date -	**Start Time -** **Finish Time -**
Level of restraint - Low Medium High	**Staff involved -**
Parents informed - how and when? -	**Staff reporting -**

Pre-Incident
(What were the triggers that led to this incident?)

	Trigger
	Escalation

Incident details/Reason
(Please record the approximate length of each hold that occurred during the incident)

	Crisis (Option to Act)

Post Incident
(How was the incident de-escalated and resolved)

	De-escalation

Injuries
(Were any injuries to staff or pupils sustained during this incident, if yes please record the reference number of the appropriate form here)

Incident de-brief
(What happened post incident to ensure all involved were physically and emotionally well?)

	Post Crisis (Support)

Pupils views on the incident

	Post Crisis (Support)

Key Learning
(What learning has taken place following this incident, what are we going to do differently to avoid this happening again)

	Post Crisis (Engage & Learn)

Signed
Reporter -
Witnesses -

Incident Reviewers Comments

Signed Reviewer

Date   **Designation**

Appendix 3 – Bullying Incident Form

BULLYING INCIDENT FORM

School

Date of Incident		Time of Incident	

Nature/Type of Incident (Please Tick)

Extortion		*Personal possessions taken/damaged*	
Isolation/Being Ignored or Left Out		*Forced into something against will*	
Physical		*Written*	
Verbal (Name-Calling, Taunting, Mocking, Baiting)		*Spreading Rumours*	
Cyber (Email, Internet, Text)		*Other (please specify)*	

Details of Young People involved

	Names	Year Group	Gender	Ethnic Origin Code	Role*
1					
2					
3					
4					
5					
6					

*Role: V Victim   **R** Ring Leader **A** Associate   **B** Bystander

Location of Incident (Please Tick)

Classroom		*School Bus*	
Playground/Yard		*Outside/Around School Gates*	
Corridor		*To/From School*	
Toilet			

If you feel the incident was motivated by any of the following please tick

Appearance		*Race/Ethnic Origin* *	
Disability/SEN		*Sexual Orientation*	
Gender/Sexism		*Home Circumstances including Looked After Children/Young People*	
Religion			

***** *Reminder: These incidents should be recorded separately.*

Brief summary of Incident

Action Taken
include any exclusions, parental involvement, or involvement with external agencies.
Generally
With Individuals (as noted on page 1)
1.
2.
3.
4.
5.
6.
If appropriate was an EHAF used? (Referral to Targeted Support) YES/NO

Form completed by:	Date:

Follow-up	Date

Appendix 4 - PREJUDICE–BASED INCIDENT REPORT FORM

SCHOOL DETAILS: Abbey Road Primary School **TYPE OF REPORT:** PREJUDICE-BASED INCIDENT	
DATE OF INCIDENT:	**REPORTED BY:**

PERPETRATOR/S DETAILS	
NAME :	
YEAR GROUP:	
GENDER:	
ETHNIC ORIGIN:	
RELIGION:	
HOME LANGUAGE:	
REPEAT PERPETRATOR?	

TARGET(S)/VICTIM(S)* DETAILS *Some incidents may not have a target/victim*	Is the target/victim vulnerable or especially distressed? Is the target safe (consider arrangements travelling to/from school)? Has the target experienced this prejudice-based incident/bullying before?
NAME:	
YEAR GROUP	
GENDER :	
ETHNIC ORIGIN :	
RELIGION :	
HOME LANGUAGE:	
REPEAT TARGET?	

How have parents/carers of both parties been informed? email/phone/in person/other

Type of Bullying/Incident	race/ethnicity	religion/belief	disability/SEND	Other *(please specify)*
	sex/gender	gender reassignment	sexual orientation	

Where did the incident/bullying take place?

outside school premises *(please detail)*		toilets	classroom	corridor
to or from school	playground/field	dining hall	other (please specify)	

PLEASE GIVE A DESCRIPTION OF THE BULLYING/INCIDENT REPORTED

WHAT ACTION HAS BEEN TAKEN:- TO SUPPORT THE TARGET/VICTIM?

TO SANCTION/EDUCATE THE PERPETRATOR?

Has the incident been reported to the police? Yes/No

Appendix 5 - Individual Pupil Risk Assessment

Pupil Name: Date of Birth: Class teacher(s): T/As:	Date of Assessment: Review Date:

General Statement of Need

Identification of Risk	
Describe the foreseeable risk	
Is the risk potential or actual	
Who is affected by the risk	Self Staff Other pupils other

Other Assessment of Risk	
In which situations does the risk usually occur? (possible triggers)	
How likely is it that the risk will arise?	Low Medium High
If the risk arises, who is likely to be injured or hurt?	Self Staff Other pupils other
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

Agreed Behaviour Management Plan and School Risk Management Strategy		
Focus of Measures	Measures to be Employed	Level of Risk
Proactive interventions to prevent risks		Low Medium High
Early interventions to manage risks in addition to all the things mentioned		Low Medium High
Reactive interventions to respond to adverse outcomes		Low Medium High

Communication of Behaviour Management Plan and School Risk Management Strategy			
Plans and Strategies Shared with	Communication Method		Date Actioned
Parents/Carers	Copy of plan	Meeting	
Headteacher	Copy of plan	Meeting	
Classroom staff	Copy of plan	Meeting	
Midday Supervisors	Copy of plan	Verbal instructions	
Supply staff	Copy of plan	Verbal instructions	
Other (please specify)	Copy of plan		

Staff Training Issues Identified		
Training Needs	Training to be Provided to Meet Needs	Date Training Completed

Plan Agreed By:
Signature:
Date:

Appendix 6

Attachment Aware Approach – all staff should:

- Recognise behaviour as a form of communication.
- Consider what might be underpinning a child's behaviour. Their behaviour might be a very normal response to adverse life experiences.
- Promote a positive approach.
- Spot the child behaving well/doing the right thing.
- Offer specific and descriptive praise (or for those children who find it difficult to accept praise, offer discrete non-verbal feedback).
- Differentiate expectations - How long should you expect a pupil who is hypervigilant to sit still during carpet time or assembly? What might be realistic expectations (in terms of approach to a task) for a pupil who is terrified of failure?
- Opportunities to celebrate success are vital, break a task down and celebrate a pupil attending to a task for a set period rather than how many questions they have completed. Remember that work-avoidant behaviour can be linked to a fear of taking risks/feelings of vulnerability – even the risk of asking for help.
- If you notice a pattern of medium level 2 behaviours, be mindful of triggers which may be a certain lesson or a time of day.
- Model and explicitly teach what is needed for 'readiness to learn', including promoting a growth mindset approach.
- Set up the expectations accordingly, so that pupils aren't set up to fail.
- Differentiate response. Some children perceive public verbal reminders/prompts around expected behaviour very shaming. Consider non-verbal cues/gestures (agreed with the child, which can also powerfully remind them that you are holding them in mind).
- Always ensure that any disapproval expressed is of the behaviour and not the person
- 'Engage, don't Enrage' (Look at your own behaviour – can you remain open and engaged?)
- Use emotion coaching and attachment aware scripts – e.g. "I'm wondering if you are shouting out "this is boring!" because you feel scared about getting the answer wrong? I know what that feels like, it can be really scary to have a go at something, in case you might fail". (For further guidance on scripts refer to appendix 10)
- Use agreed tools for recording, monitoring and sharing strategies so that they can be consistently implemented. Examples: behaviour logs, reports, pen pictures, individual pupil risk assessments (see appendix 5).

Appendix 7 - Emotion Coaching

Step 1 – Recognise emotions and empathise – be a 'STAR'

STOP - don't act or react straight away
THINK - what is going on for the young person right now? What feeling might lay underneath the behaviour you are seeing?
ATTUNE - yourself with that feeling by putting yourself in the young person's shoes
REFLECT – Think of an equivalent situation for you that could cause you to feel that way?

Step 2 – Show curiosity – label and validate emotions

Use words to reflect back the young person's emotion and help them to label it

'I can see that you get angry when that happens. I might feel angry if my work had been lost. It's OK to feel like that'

Simply observe – saying what you see rather than asking probing questions to which young people might not know the answer.

'I've noticed you're looking around at the others who are working on their projects. I wonder if you might be feeling nervous right now about whether your work will be ok.'

Telling the person that you understand their emotional situation and that you don't blame them, helps sooth their emotional brain.

Step 3 – State the boundary limits of acceptable behaviour (positive limit setting)

Make it clear certain behaviours cannot be accepted.

ALWAYS retain young person's self-dignity

'You're angry that I've taken away your toy… but these are the rules everyone has to follow … I will keep it safe for you'

Step 4 - Explore solutions to problems together

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

- **Explore the feelings** that give rise to the behaviour/problem/incident
- **Scaffold alternative ideas and actions** that could lead to more appropriate and productive outcomes
- **Empower the pupil** to believe they can overcome difficulties and manage feelings/behaviour.

"Can you think of a different way to deal with your feelings?"
"Let's see if we can think together about new ways to do this."
*"I can help you to think of a different way to cope."*
"Can you remember what we said before?"

Support the child to repair relationships that may have been affected (restorative practice questions – appendix 9).

The following principles are central to Emotion Coaching:

• All emotions are natural and normal, and not always a matter of choice
• Behaviour is a communication
• Emotional 'first aid' (calming, soothing) is needed first: 'Connect before correct'
• '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'
• Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (eg. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling.
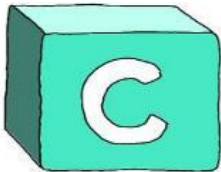
Appendix 8 - Use of PACE
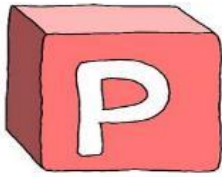
Playfulness
- Playfulness in interactions can diffuse conflict and promote connection e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)
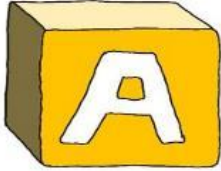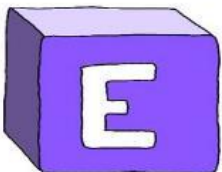
Acceptance
- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement

It makes so much sense to me that you...

Curiosity
- Being curious to where a behaviour has come from (in your head or out loud...)

What do you think happened?

Empathy
- Really connecting with how they are feeling and showing compassion

P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

Illustrated by Juliet Young

Common misconceptions about PACE

- Playfulness = does not mean you always have to be playing, you can be playful in interactions e.g. use of humour to diffuse a situation.
- Acceptance = not accepting all behaviours, but not rejecting the child.
- Curiosity = does not mean asking lots of questions.
- Empathy = see and understand the child's viewpoint; you don't always have to do what the child wants!

Appendix 9 - Restorative Practice

These prompts may support restorative work and support a child to repair relationships and move on from a situation. Where possible, a solution should be linked to the incident.

(The activity on page 22 can be completed together, with both adult and child writing/drawing the child's responses.)

1. What happened? Write or draw what happened

2. What were you thinking about at the time? Write your thoughts in the thinking bubble.

How did it make you feel? Draw your facial expression

3. What have your thoughts been since the incident? Write them in the thinking bubble.

4. Who do you think has been affected by your actions? In what way have they been affected? Write down who was affected in the body outline and label how they were affected. You can also draw their facial expression.

5. What do you need to do now to make things right? Write in the speech bubble.

ELSA support
www.elsa-support.co.uk

Restorative Practice

Appendix 10 – Being Sensory Aware

A sensory diet is a planned and scheduled activity program that includes a combination of alerting, calming, and organizing activities.

The body needs food evenly spaced throughout the day. Similarly, it needs a 'diet' of activities to keep levels of alertness 'just right'. A nutritional diet is what we eat and when we eat it, a sensory diet is what we do and when we do it. A sensory diet ensures the individual has the right amount and the right sort of sensory stimulation throughout the day. In other words, to achieve the right level of alertness (the calm – alert state) for different tasks.

Sensory diets are very effective when done every day at regular intervals. They are less effective when used only occasionally e.g. as a response to someone who has become very under or over stimulated. A sensory diet should consist of 4 or 5 appropriate activities designed to calm, alert or organise. If a student's levels of alertness are very high when starting the diet, it's probably a good idea to begin with a reasonably energetic activity and decrease the level of energy with each subsequent activity to lower the level gradually. Reverse this principle for a student who begins with a very low level of alertness.

Activities to include in Sensory Diets
The organising activities can be used with both the calming and the alerting activities.

Alerting
- Bounce on therapy ball
- Lycra body sox – star jumps, running, dancing
- Arm circles – arms outstretched 10 circles each way
- Jumping on a trampoline
- Star jumps
- Jogging Running, skipping (1 or 2 minutes)
- Animal walks – crab walks/wheelbarrows
- Side walker - outside gym equipment

Calming
- Pushing against walls with the hands, shoulders, back, buttocks, and head
- Pushing/pulling weighted items
- Weights/water bottles/tins held in extended hands for a few seconds – repeated 15 times
- Ball squash – student lies on stomach, adult rolls a gym ball over them
- Massage
- Push a gym ball up and down a wall
- Chair push ups
- Manipulating putty – twisting pulling, rolling
- Drinking thick liquid through a regular straw
- Low level vibration is calming - use a massager on the back, arms, and legs

Organising
- Log rolls on a mat - rolling with arms extended above head
- Air walker – outside gym equipment
- Rolling over a gym ball
- Crawling through a play tunnel or under a blanket
- Blowing (oral motor) – feathers off a hand, ping pong ball across a table
- Ribbons or scarves to make large figure eights in the air
- Popping bubbles across the mid body line
- Pushing or pulling heavy loads – carrying heavy backpacks
- Hanging by arms or climbing
- Tug of war
- Stretchy material/band – push/pull use with arms and/or feet (put around 2 legs of a chair and use feet to push band forwards
- Wheelbarrow walking
- Eating chewy foods or chewing on commercially available items such as Chewy Tubes or Chewelry
- Exercise bike

Appendix 11

RESPONDING TO UNACCEPTABLE BEHAVIOUR/SUPPORTING RELATIONAL DIFFICULTIES
Example approaches and scripts

Type of Incident	Type of Response (use natural consequences as far as possible)
Incident which disrupts learning	Child uses some of break to catch up or to problem solve with teacher—considering strategies which could be used improve engagement in the next lesson.
Incident against another person—hurting with actions or words (including speaking to others in a disrespectful way, demonstrating controlling behaviour).	Emotion Coaching and restorative approaches.
Incident relating to property (damage, theft, not leaving as found).	Where possible – a natural reparation should be used e.g. cleaning up the mess, paying for replacement of item (parental involvement).
Incident relating to participation in a specific activity e.g. football at break time.	Adults to work with children to resolve conflicts e.g. different demands on playground space. Limiting time for children who struggle to play by the rules and supporting them with this (eg: only play when game is supported by an adult).

A Graduated Response

Incident Level	Response examples *(Responses will depend on context, the adult's knowledge of the individual, and on what is practicable in the moment but should be 'Authoritative' (adults are in control) rather than an 'Authoritarian' (adults are controlling)*
1	Re-focus child Have a quiet word, away from peers Offer of support: "Are you okay? Do you need anything?" Use name: "(Name), is everything okay?" Nip in the bud with a quick, quiet reminder Model or prompt an appropriate response: "Would you like to try saying that in a different way?" or "Did you mean to say, 'Please may I have that book'?" *See suggested script for further guidance*
2	Quietly remind the individual of expectations: Remind them of their choices and warn that if they repeat the behaviour there will be a sanction/consequence. Emotion Coaching: Where a significant reflection/problem solving/restorative element is required, this should be done during a break - 'time in'. Direct an adult or give extra support: Staff presence for the child. Wondering question: "Sam, I'm wondering if sitting too close to Rishi is making it difficult for you to concentrate on your work. Come and sit here where I can help you." Name the need: "I can see you're very cross because you wanted to go in that group first. I know that is hard but it's ok, everyone will get a go this week." Direct to regulation activities Distraction/redirection: "Mark, please pop next door and ask Miss Barnes if I can borrow a stapler – thanks." *Key Attachment Friendly Notes - if teachers need to write down names as a reminder to follow this through this should be done discretely and not where others can see. Follow 'time in' rather than 'time out' approach.*

3	Report to SLT
	Record on CPOMs (complete relevant forms, if required – eg: if prejudice-based incident, bullying or physical restraint)
	Devise individual behaviour plan
	Involve parents
	Involve ELSA or refer to external support
	Does the child require a risk assessment? (see appendix 5)
4	Use of reasonable force - staff will work as a team to prevent anyone being hurt or put in danger. This is a last resort approach and is used only if other approaches such as moving other children to safety are not possible.
	Exclusion (see exclusion policy) Every effort will be made to prevent a situation developing where this becomes necessary.

Script for use in school

Scripted interventions are noted to be a fundamental building block of classroom behaviour management.

Initial interaction with pupil to address low level behaviours

This type of intervention is useful when you become aware that a pupil is beginning to refuse or become non-compliant.

After trying a few small nudges to get them on task, if you are not getting anywhere, it may be time to turn to a pre-planned script. The script gives you a clear plan of how you can get into the interaction with the pupil, deliver your message effectively and without causing any unnecessary anxiety or miscommunication. The script gives you all you need to be sure you can make this intervention a positive one. Consistency is key, as is tone of voice and expectation. When addressing a pupil or when addressing a pupil's behaviour, it is important to address them and not the whole class. Engage with the pupil at their level, kneel down or sit alongside them and talk calmly and directly to them, without involving the class as your audience. Limit the language you use; this is important as the low-level behaviour being displayed may be due to an overload of information and through you talking more, you only add to the overload of information. If you spot behaviour escalating such as the pupil getting louder, moving about more, becoming unsettled or struggling to stay on task it is best to, quietly and calmly, ask if they need more clarity about the task they are working on? Remember that behaviour is communication, ask yourself… "what is the pupil trying to communicate here?" Are they angry, frustrated, upset or confused and anxious about what they are required to do? These low-level behaviours are typically the first sign of the pupil struggling to process the information or demands of the task/environment they are in. They may need a sensory break, or opportunity to refocus. This could be a short 'organising' activity (Appendix 10) which will help to get the pupil back to the 'just right' state to focus on the task in hand. It is important to identify any triggers to the behaviour such as time of day, any particular lesson or certain demands being placed. We are not always aware of what environment the pupil has come into school from. The demands of home may have already placed the pupil into an 'information/sensory overloaded' state by the time they arrive to school and the demands we place only add to their stress. If you notice any of these 'low level' behaviours, begin by 'connecting' with the pupil before 'correcting' them;

- Open well and do not start a dialogue with an open question – "I notice that you've not found it easy to start this morning/afternoon."

- Physical approach – kneel down next to the child, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you

- Refer to why you are there – "You know if you're struggling or if you're not sure what you need to do, you can come and ask me? "Do you know what you need to do?" It may be that all the pupil needs is a gentle 'nudge' to get going. They may be struggling to follow verbal instructions and a visual resource may help them to stay on task and promote independence (eg: a written list of things they need to do to be successful).

- If you feel the pupil is struggling to focus and may need a short sensory break or some time to refocus it is important that you encourage this. A short timed sensory break can help to regulate and refocus the pupil and help them get back on task. Once you have addressed the initial low-level behaviour with the pupil and elicited whether they needed more clarity or a short sensory break, ask if they are happy to continue now they are clearer in what is required and allow them to move on.

Continued low level disruption

Consider the situation

if you have to intervene with a pupil for a second time in one lesson. The first time you spoke to them, you attempted to make a connection with the pupil, offering support, advice to move forward and continue with the task. You offered to explain what was required again for clarity or recognised their need for a sensory break, to regulate/refocus. Unfortunately, the student needs further intervention.

In these situations, there are always those pupils who find it difficult to start a task, remain on task and finish the task. The 'go to' attitude is that all pupils need to be treated the same, if one gets away with it, it's not fair on the others and therefore a sanction is offered. This is where we promote equity over equality. It is fair to have the same high expectations of all pupils, however pupils will naturally meet these expectations in different ways. In being equitable, we are giving the pupil the best opportunity to offer their best work in a way which suits them. Some pupils will need sensory breaks throughout the day, it is important to pre-empt this and build sensory breaks in for pupils that you recognise need movement opportunities to help focus. Other pupils will naturally be able to focus for longer periods. Some pupils will need the comfort of an adult's direction through the task to ensure they are 'getting it right', in these instances it is important to offer that reassurance, slowly building up their resilience by breaking the task into chunks and regularly checking in. It is remiss of us as professionals to consider those children who need extra support, above and beyond, as pupils who are 'getting away with it' or 'being rewarded'. Before we ask 'why can't they do it', we need to ask, 'have I given them every possible opportunity to be successful?'

Inevitably, at points of repeated intervention it is typical to offer a consequence, such as missing time at break. We have to consider the children we have in our class, their individual learning style and the demands we place. We need to be equitable but recognise that some children are working harder to concentrate, stay on task and use the information they have received, which may cause moments of distraction, lack of concentration or apparent fidgetiness due to overload. Break time for these pupils is often the most important time of the day, a time when they can socialise, play and self-regulate. It may therefore not be appropriate or helpful to sanction missing break-time.

When addressing the pupil for a second time:

- Think carefully about the language you use, be positive and direct in what you expect.

"…………………… (pupil's name). I thought you were happy with what you needed to do to complete the task? You have all the equipment you need, you are clear in the outcomes, have a list of the instructions /have had a sensory break to refocus and understand how long you have to complete it."

"Can I offer any more help?"

"Ok, so are you good to go?"

"Wonderful… I'll check in with you in 5 minutes."

Acknowledge compliance and praise them. "Thank you …………………… (pupil's name). I am really pleased you decided to make the right choice. Well done, I can't wait to tell ……… what a great choice you have made"

For the majority of children the second intervention will be enough to redirect them back to task. For some however we need to be aware that there may be a greater need at hand. If the non-compliance, demand avoidance and refusal is persistent and over time, it is time to explore the potential of a specific barrier to learning. This may be a sensory dysregulation, processing issue or specific learning difficulty. A discussion with Senior Leader or SENDCO to rule in or out the potential of these is the next step.

Script for use at playtime/lunchtime (Level 1 and 2 behaviours)

1) Explain what the pupil is doing wrong and what the impact of their behaviour is. "……………………(pupil's name). I have noticed that you are …………………………..(behaviour). I'd like you to stop because …………………………………(impact of behaviour)."

   eg: "Aleena, I have noticed that you are calling Hannah names. I'd like you to stop because it is unkind and it is upsetting her." "Tom, I have just watched you grabbing Amir's arm. I'd like you to stop because this is dangerous and you might hurt him."

2) If they continue, give a clear warning. "……………………(pupil's name), if you continue I will need to speak with your class teacher."

   eg: "Sam, if you do that again, you will have walk with me at playtime for 10 minutes."

   "Keisha, this behaviour has been going on for a while now. I'm worried that we will have to explain this to your class teacher if you carry on."

3) Allow thinking time. "I am going to leave you to think about what choice you would like to make. I will come back and talk to you in a moment, and I want to catch you playing kindly."

   eg: "I'm going to help Paul for a minute so you can think about what choice you're going to make. When I come back to you, I need to see that you've picked up the food from the floor."

   "I'm going to wait here so you can come and show me you are sorry when you are ready. I'll come back to you in a minute or two."

4) Acknowledge compliance and praise them. "Thank you ……………………(pupil's name). I am really pleased you decided to make the right choice. Well done." OR Continue with the consequence given in your warning. "OK ……………………(pupil's name), because you have chosen to continue to……………………(behaviour), I am going to ………………………………(consequence)."

   eg: "OK Ella. You've chosen to carry on play-fighting. We'll have to go and speak with Head Teacher/deputy Head Teacher to see what they think should happen next."