



HARBINGER PRIMARY SCHOOL

Behaviour and Relationships Policy

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1. Aims

At Harbinger Primary School, we set and encourage high expectations of behaviour for all children and communicate this clearly to parents. We work closely with families and strive to be relentlessly positive in our approach.

We aim to nurture an ethos of '**togetherness**' by informing parents at the earliest opportunity of successes and concerns. This will enable children to participate and engage fully at school, home and in the local community, and become responsible citizens.

This policy aims to:

- Provide a **consistent** approach to behaviour management
- Outline how pupils are **expected** to behave (our 'behaviour curriculum')
- Outline what we consider to be unacceptable behaviour, including bullying
- Outline our system of rewards and consequences
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- The special educational needs and disability (SEND) code of practice.

3. School Values

Our agreed school values are:

- **Learning:** An entitlement to relevant and purposeful learning, high expectations and outcomes, widening horizons and raising aspirations.
- **Well-being:** An ethos of personal development and emotional intelligence, excellent care and guidance, intrinsic motivation to discover routes to happiness and success.
- **Togetherness:** An environment founded on equality and inclusion, rights and responsibilities, an awareness of belonging to our immediate and global communities.

4. Expectations (our 'Behaviour Curriculum')

Our values of **learning**, **well-being** and **togetherness** underpin everything we do so that children can thrive in primary school and beyond. Each of our values encompass characteristics of effective learning and these principles are reinforced in our practice.

In conjunction with our values, we aim to encourage and develop a growth mindset in all the adults and children who are part of our school community (see 'Mindset' by Carol Dweck, 2006). To this end, we use language that promotes the idea that time and effort are key to learning and that everyone is capable of improvement.

At Harbinger, we expect children should....		
Learning	Well-being	Togetherness
<ul style="list-style-type: none"> • show interest work well with others • concentrate • take risks and learn from mistakes • be active learners by asking and answering questions • show resilience - keep on trying if they encounter difficulties • enjoy achievements • show initiative • take pride in learning • challenge themselves to do their best • show initiative and effort • know the purpose of activities • seek or deepen understanding making connections with other learning and experiences • take responsibility for their learning behaviour • be organised • attend well - coming to school every day and on time 	<ul style="list-style-type: none"> • show empathy and compassion • notice others and make them feel appreciated • take responsibility for their actions • show respect to others and themselves • attend well – coming to school every day and on time • make good choices to keep healthy and safe • be prepared for learning • ask for help if things go wrong • accept and celebrate differences • be honest • know their own value • be confident • take pride in their learning environment • be positive role models for others • be aware of, and use more, positive body language 	<ul style="list-style-type: none"> • treat everyone fairly • support and include others • listen to others • speak politely • be honest and trustworthy • play safely and welcome others • show kindness to all • take collective pride in the school • work well with others in effective partnerships • understand and accept differences • seek support before things go wrong • share and take turns • look after school property • build positive relationships • show appreciation to others
Children will then learn well, feel well and value being together		

5. Encouraging Positive Learning Behaviours

At the beginning of each school year, children and their class teachers establish the rules and standard of the expected behaviour in class and around the school. They consider the school values, and these are always promoted throughout the school day - during lessons, playtimes, assemblies and circle times.

Every week, we will focus upon a different school value. Classes will consider a learning behaviour from the list and highlight this during the school day. This behaviour target will be on display in each classroom and children will be aware of why they have this target and how they can demonstrate positive steps towards improving this learning behaviour.

Positive behaviour will be acknowledged with:

- A smile/thumbs up
- Genuine praise that is specific to the behaviour/attitude demonstrated by the child
- Being nominated to share examples of their best work/behaviour in sharing assemblies/newsletter/social media
- Communication with parents
- Dojo points



ClassDojo

- School Values Cup/League – weekly challenge for classes to earn the most Dojos for demonstrating our school values



6. Managing Behaviour

When pupils present challenging behaviour, we try to understand **why** they behave in the way they do and deal with behaviours in ways that are sensitive to the individual. We understand that children are trying to communicate a need. Acknowledging a pupil's feelings makes them less likely to seek negative attention. When managing a child's behaviour, we are sensitive to a child's previous experiences and take this into account.

6.1 Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs) are “highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person’s safety, security, trust or bodily integrity.” (Young Minds, 2018).

As a Trauma Informed School, we recognise the impact that Adverse Childhood Experiences may have on a child’s ability to recognise and manage different emotions, their capacity to make and keep healthy friendships and other relationships and manage behaviour in school.

We believe children behave best when they are consulted, involved, respected and motivated. Therefore, we try to enable children to better understand themselves and to then develop strategies which will help them to make positive choices regarding their learning and social behaviour and attitudes. We aim to achieve this by building on their own intrinsic motivation, in preference to using punishments, threats or short-term rewards. However, within this, we ensure that pupils understand that there are natural consequences to their actions and behaviour.

6.2 When managing challenging or unsafe behaviour, we:

Prevent- Manage- Follow up

- Always remain calm and objective.
- Anticipate inappropriate behaviour and try to prevent it from occurring.
- Make the distinction between the behaviour and the child.
- Identify the root cause of the problem and talk to pupils individually without an audience.
- Demonstrate empathy by reflecting back their viewpoint and defuse the situation.
- Use a consistent range of language/strategies to de-escalate situations (See Appendix 1 and 2).
- Use Restorative Approaches to help children understand the impact of their behaviour on others.
- Discuss the consequences of their actions and give pupils choices.
- Help children to realise that they are in control and can bring about a change.
- Always focus upon the positive.

Staged approaches

Stage	Behaviours	Response	Aim	Adult intervention
Stage 1 (Everyday behaviours that go against the expected class norm)	<ul style="list-style-type: none"> • Calling out • Interrupting others • Making distracting noises • Swinging on chairs • Leaving a seating area without permission • Distracting others • Disengagement • Not following instructions • Not sharing equipment/game • Dominating a game/not listening to others • Accessing the building without permission 	<ul style="list-style-type: none"> • Everyday behaviour management responses, including proximal praise • 1st reminder may be given • Refer back to class charter or 'what makes good' • Show photos/visuals of preferred behaviours • Eye contact • Tactically ignore • Adult has a private, supportive conversation with child • EYFS and those who require visual cues to be shown flashcards • Re-engage child in a more positive activity 	Child back on task	<ul style="list-style-type: none"> • Class teacher/TA in class • Staff on lunchtime duty
No change or escalation				

Stage 2 (Less serious but disruptive behaviours)	<ul style="list-style-type: none"> • Persistent Stage 1 behaviours • Refusal to work • Deliberate disruption of lessons • Non-directed swearing • Playground conflict 	<ul style="list-style-type: none"> • 2nd reminder may be given • Faces lanyard for those who need visual reminders • Reflection time in class calm corner, including fidget opportunity to regulate • Reflection with an adult at break time (child should not miss their whole break time) 	Child back on task	<ul style="list-style-type: none"> • Class teacher/TA in class • Staff on lunchtime duty
No change or escalation				
Stage 3	<ul style="list-style-type: none"> • Persistent Stage 2 behaviours • Leaving class without permission • Repeated refusal to do set tasks • Deliberate repeated rudeness/disrespect to adults • Deliberate/hurtful language/directed swearing at another child or adult • Leaving class without permission • Deliberately throwing object with the intention 	<ul style="list-style-type: none"> • Class teacher makes informal contact with parents to discuss behaviour • Reflection time in a different class calm corner – class teacher to be informed of reason • Reflection with an adult at break time (child should not miss their whole break time) • Class teacher and SLT talks to child about their 	Child resolves problem and repairs harm Child back on task	<ul style="list-style-type: none"> • Class teacher • SLT

	<p>of harming or breaking them</p> <ul style="list-style-type: none"> • Inappropriate touching • Playground incident 	<p>behaviour using restorative approaches</p> <ul style="list-style-type: none"> • Incident recorded on CPOMs, behaviour team alerted • If in playground, member of staff handling incident must report to the Class Teacher • In some circumstances, SLT will contact parents for meeting • Depending on the circumstances surrounding a 'Stage 3' incident, child's behaviour to be monitored by SLT using a 'report' system. If a child's behaviour quickly improves, they will no longer need to use a 'report'. A copy of the chart will be sent home weekly • A pupil profile will be created/updated with child, 		
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		<p>adults, and parents to respond to any triggers</p> <ul style="list-style-type: none"> • A child may have to return to class at lunchtime to complete unfinished work as a natural consequence. If this is the case, it must be a constructive use of time and not for the whole break/ lunchtime. This should be for individual children only, and not for whole classes. 		
No change or escalation				
Stage 4	<ul style="list-style-type: none"> • Intentional physical harm • Spitting at someone • Any form of behaviour which causes humiliation, pain, fear or intimidation • Bullying (refer to anti-bullying policy) • Fighting and any aggressive behaviour 	<ul style="list-style-type: none"> • SLT contact parents and external agencies (if appropriate) for a formal meeting • Incident logged on CPOMS • Tower Hamlets BASS referral form, where necessary • A pupil profile will be created/updated with child, 	Investigate and respond	<p>Deputy Headteacher</p> <p>Headteacher</p> <p>SENDCO</p> <p>External Agencies</p>

	<ul style="list-style-type: none"> • Racist, sexist, homophobic or discriminatory behaviour • Vandalism • Theft • Possession of any prohibited items. 	adults, and parents to respond to any triggers <ul style="list-style-type: none"> • Class teacher and SLT talks to child about their behaviour using restorative approaches Dependant on severity of incident: <ul style="list-style-type: none"> • Internal exclusion • Fixed-term exclusion • Permanent exclusion 		
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All children will return to 'Stage 1' at the start of the day, after break and after lunch.

*If a pupil is not able to return to class, the behaviour will be managed by the Local Authority guidance on the use of pupil exclusion.

7. Restorative Approaches

At Harbinger, we believe that it is essential to empower children to learn from the challenges they encounter. We also recognise that challenging behaviour can sometimes damage relationships. Therefore, our response must include actions to repair any harm caused. By using restorative approaches, we help children understand the impact of their behaviour, take responsibility, and engage in meaningful actions to mend relationships. When children grasp how their actions affect those around them, they are more likely to learn from their experiences and less likely to repeat the same challenging behaviour.

We hope that by using this restorative approach, we are giving pupils the skills to independently make better and more informed choices in the future. Restorative approaches help children to develop respect, responsibility, honesty and emotional intelligence. See below for further details of the approach.

The Restorative principles are:

1. Relationships matter
2. Difference is an asset
3. Be more curious than judgmental
4. Be more collaborative than competitive
5. Be both supportive and challenging
6. Be responsible for what is yours
7. Enable and allow others to be responsible for what's theirs
8. Listen to understand
9. Ask more than tell
10. If anything isn't clear, ask
11. Be kind

➤ Restorative Approaches in Early Years

In Early Years, staff have an agreed process that they follow when conflict arises. This is based on HighScope's six steps to conflict resolution (Evans 2002). It uses sustained shared thinking to engage the children in problem solving and to support them to find their own solutions to disputes. It was developed by EYU staff members to use in conjunction with the "I" statements and where appropriate as a means to teach children how they can use the "I" statement.

The 6 steps and notes on how to implement:

1) Approach calmly, stopping any hurtful actions.	<ul style="list-style-type: none">• Model the behaviour that you want from the children.• Demonstrate that you are ready to listen.• Help to get the children ready to engage in the process.• In stopping hurtful actions, be clear and positive in your instructions i.e. "You need to keep your hands to yourself"
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<p>2) Acknowledge child/children's feelings.</p>	<p>i.e. "You look/sound sad"</p> <ul style="list-style-type: none"> • Framing it tentatively makes it easier for children to disagree if they need to. i.e. "I'm not sad, I am cross". This gentle labelling of emotions helps children to tune into their feelings. It demonstrates acceptance of those feelings and of the child and in doing so can help calm. • This accompanied by silence can lead the children to start to explore what has happened i.e. "I am cross because he took my toy." • Hurtful words can be re-worded as feelings • i.e. Child: "I'm not A's friend"; Adult: "You are feeling very upset with A" <p>This stage may need repeating until the children are calm and ready move on.</p>
<p>3) Gather information.</p>	<p>This can be done through active listening: <u>Body Language</u></p> <ul style="list-style-type: none"> • Open & encouraging • Down at their level • Turned towards • Eye contact

Valuing silence

It gives everyone a chance to think about the situation and stops something being said that can't be un-said.

Minimal responses

i.e. nodding, affirmative noises such as "mmm".

These encourage children to say more by demonstrating that you are listening, they stop you interrupting.

Reflecting back

The child hears their own words spoken back without comment or judgement enabling them to reflect on what they have said. It is one way of supporting the child to think clearly about what happened and work through a problem for themselves.

It can also be used to gently challenge them: i.e. "He took your toy?"

Where appropriate, their words can be repeated back to the other child in the conflict: "She says you took the toy she was playing with"

Paraphrasing

This can be used to check your understanding of what has been said.

Some of the problems with questioning:

- Questioning can switch the focus i.e. Away from the children's needs/main concerns to what you judge to be important
- You stop listening to the child, because you are busy thinking about and forming your question.
- It can put the child on the spot and make them clam up.
- It can interrupt their train of thought.

If you choose to use questions in the information gathering stage, then open questions are best. E.g. You could start the discussion with: "Can you tell me about it?"

'Why' questions (i.e. "Why did you do that?") should be avoided. These questions are very difficult, if not impossible to answer and can result in a child becoming defensive. In turn this can prevent children from identifying and taking responsibility for their part in a conflict.

	Questioning can sometimes be helpful in gathering specific information (usually following a period of active listening).
4) Identify the problem.	Ask a question: "So the problem is..?"

<p>5) Ask for ideas for solutions and choose one together.</p>	<p>Adult may need to question further to identify what actions the children are going to take: “What will that look like?” “How will you do that?” Part of the resolution process may include one or both of the children making “I” statements</p>
<p>6) Be prepared to give follow-up support.</p>	<p>Check how each child feels: If they have not already done so, do they need to make an “I” statement? Support them in this if they do.</p> <p>Acknowledge their role in the problem-solving process, be specific about what they did. Stay nearby in case anyone is not happy with the solution and the process needs repeating.</p>

Restorative Approaches in KS1 and KS2

If there are any issues or conflict between children (or even adults), they are dealt with in a restorative way. When our pupils find themselves in conflict or are upset, we will support them in the process:

Assess – Enquire – Assess – Encounter – Follow up – Assess:

Assess:

Before mediation begins, we assess the feelings, attitudes and behaviour of participants, their expectations of the process and their emotional state. Children need to be calm and ready before entering the process.

Enquire:

We may talk to children individually to find out what has happened.

Restorative Questions:

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Assess:

We ensure participants are clear on the intent of a face-to-face encounter with the person they are in conflict with. We remember to show mutual respect in our meeting. The language used is very fair, calm and respectful.

Encounter:

“I” statements: At Harbinger, we strive to provide children with the vocabulary they need to succeed in all areas of the curriculum: this included our ‘behaviour curriculum’. I-statements are a way of communicating that helps children express their feelings in a healthy, responsible, and non-blaming way. Instead of placing blame on others, I-statements focus on how a person feels and what they need. This approach

encourages open and respectful conversations, helping children and parents resolve conflicts more effectively.

Structure of an I-Statement

An I-statement typically follows this format:

I feel [emotion] when [situation] because [reason]. I would like [solution or request].

Examples

- Instead of: "You never listen to me!"

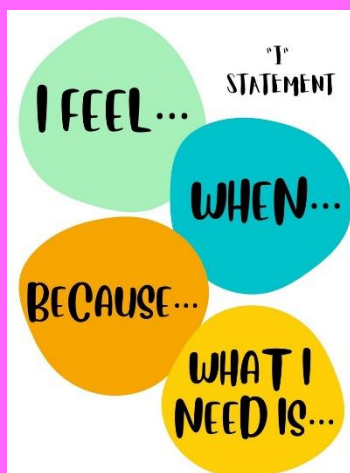
Try: "I feel frustrated when I talk and don't feel heard because I want to share my thoughts with you."

- Instead of: "You're always taking my toys!"

Try: "I feel upset when my toys are taken without asking because they are important to me. I would like you to ask before using them."

Why Are I-Statements Important?

1. Reduces Blame & Defensiveness – Helps children (and adults) express concerns without making the other person feel attacked.
2. Encourages Emotional Awareness – Teaches children to recognise and communicate their emotions effectively.
3. Promotes Problem-Solving – Focuses on solutions rather than just complaints.
4. Builds Stronger Communication – Encourages a more respectful and open dialogue.



Follow up:

Adults who have mediated the conversation will follow up with the children later on to see if there have been any problems with their contracts and provide support if necessary.

➤ Restorative Conversations

Some children need more support to engage with a restorative conversation and the emotional literacy needed to resolve a problem. We support children who are ready to engage with a restorative conversation by offering visual cues to structure their thoughts and feelings with the following scaffold. This is available in all classrooms and in SLT offices. **(see Appendix 4)**

8. Recording

The school has a responsibility to record behavioural incidents.

- **Verbal feedback from playtimes/lunchtimes:-** Teachers/TAs/Midday Meals Supervisors who are on duty speak to the Class Teacher.
- **Support Staff:** Report behaviour concerns to class teachers.
- **CPOMs:-** A member of SLT or class teacher log repeated stage 2 and every stage 3 behaviour incident here. Only 'alert' the member of SLT dealing with the case.

9. Providing Further Support

As stated in the *EEF 'Improving Behaviour in Schools' 2019 report*, universal behaviour systems are unlikely to meet the needs of all pupils. Therefore, for more challenging behaviour, the approach should be adapted to individual needs. Some children (including those who may have SEND) require further support with behaviour and we need to anticipate likely triggers and put things in place to prevent behaviour incidents, e.g.

- Planning short movement breaks
- Adjusting seating arrangements
- Giving responsibilities
- Staff training
- Pupil profiles created with the child, parents and school staff (see Appendix 3)

10. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Through our PSHE and computing curriculums, we use the acronym **STOP** to help children differentiate between unkindness and bullying:

S – several

T - times

O – on

P - purpose

The approach to bullying at Harbinger Primary School is described in more depth in our Anti-Bullying Policy.

11. Roles and Responsibilities

11.1 The Governing Body

The Governing Body is responsible for reviewing this Behaviour Policy in conjunction with the Executive Headteacher and Head of School and monitor the policy's effectiveness, holding both to account for its implementation.

11.2 The Headteacher and Deputy Headteacher

Both are responsible for reviewing this Behaviour Policy in conjunction with the Governors, giving due consideration to the school's values. The Headteacher will also approve this policy.

The Headteacher and Deputy Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with challenging behaviour and will monitor how staff implement this policy to ensure positive behaviour strategies and consequences are applied consistently.

11.3 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently e.g. following the staged approaches, when necessary
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Reporting and recording behaviour incidents so that they can be accurately logged CPOMS

In order to manage behaviour and promote these values, all staff should:

- Know, teach and follow the school's Behaviour Policy
- Foster a safe environment in all areas of the school
- Provide a broad, challenging and fun adaptive curriculum to inspire all children
- Explicitly teach children about emotional intelligence and develop our own understanding of it
- Mediate and problem-solve using agreed strategies
- Be clear about our expectations for our pupils and make them explicit
- Praise, reward and encourage
- Know and consider all children's individual needs
- Support other staff in managing behaviour as needed

The Senior Leadership Team will support staff in responding to behaviour incidents. They will provide support and training in the use of "I" statements, restorative approaches and positive handling.

11.4 Parents and Carers

Parents are expected to:

- Model positive behaviour
- Support their child in following the behavioural expectations at Harbinger
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend meetings at the school when asked
- Supervise home internet activity so that children can be safe online

12. Positive Handling

On occasion, staff may have to physically intervene to keep a child and or others safe from harm. Staff will do so in accordance with the schools Positive Handling Policy. A record will be kept of all incidents and parents informed. Any physical intervention must be carried out swiftly and calmly, so the pupil does not become more stressed. Language must be kept to a minimum. Selected members of staff have been 'Team Teach' trained.

13. Pupil Support

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

The SENCO will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, Educational Psychologists, medical practitioners and/or other external agencies, to identify or support specific needs.

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

14. Pupil Transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s) and teachers hold transition meetings.

Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

15. Training

Our staff are provided with training on managing behaviour as part of their induction process. All staff will receive regular training regarding the Behaviour Policy.

Behaviour management may also form part of continuing professional development and staff may request any additional support through contacting Senior Leadership.

16. Monitoring Arrangements

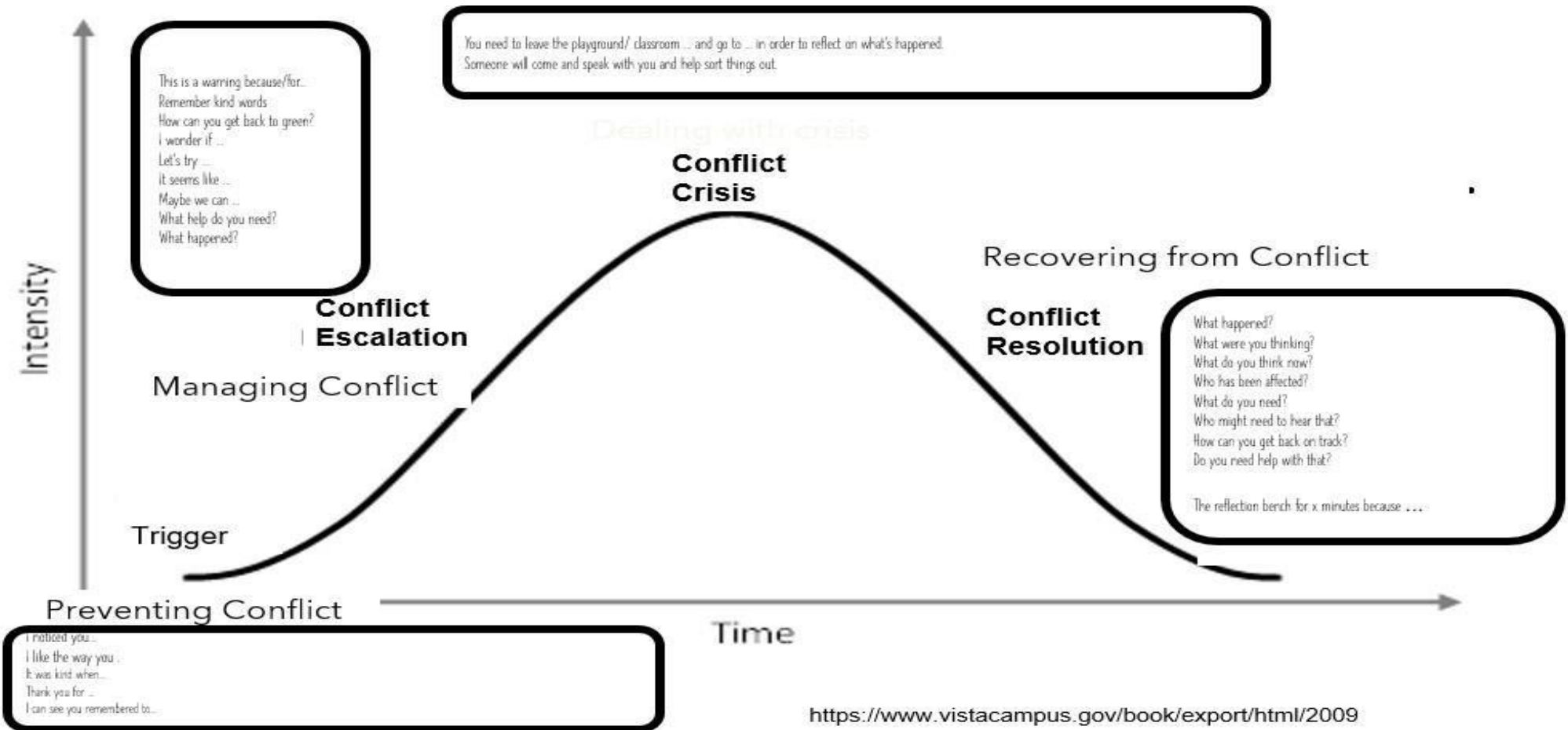
This Behaviour Policy will be reviewed by the Headteacher, Deputy Headteacher and the Curriculum and Standards Committee annually. At each review, the policy will be approved by the Headteacher and Governors.

17. Links With Other Relevant Policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Positive Handling Policy

Appendix 1: Conflict escalation and de-escalation



Appendix 2: 24 Top Tips

(Ideas sourced from: Bill Rogers; DfES, 2000; Moore, 2010; Roffey, 2011) Behaviour principles:

- Model the behaviours you want the children to exhibit
- Keep calm. Be authoritative, assertive but not angry
- Confront the problem not the person: Aim to be in control of the situation, not to control the pupil
- Use positive language
- Try not to take things personally – it's not about you

	Tip	Aim / Technique	Examples
1.	Only say “Good morning/afternoon” once the class has settled	By speaking over the class we are habituating them to a loud class environment. As the teacher we need to set the right volume level.	<i>When you're quiet, then we can get on with what we're doing today...[WAIT CALMLY] ...Great, thank you. Good morning, everyone...</i>
2.	Tactical pausing	Pausing emphasises attention and focus.	<i>So, as we saw.... yesterday.....when you want to add.....two..... fractions....</i>
3.	‘Thank you’ rather than ‘Please’	Communicates expectation that they will do what you are asking. Assertive.	<i>Sitting back in your seat now, Gemma. Thank you.</i>
4.	Allow take up time	Allows children to comply in their time so saving face Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations.	Follow an instruction with a pause to allow pupils time to comply. <i>Could you open your book and start work now Mia. I'm going to see Bill who needs some help, but I'll come back in a minute to see if you need any.</i>

5.	Describe the obvious reality	Raises behaviour awareness within the pupil.	<i>Nathan, you're walking around the room.</i>
6.	Rule reminder	Redirects pupil to the desired behaviour.	<i>Remember our rule about staying in our seats...</i>
7.	When.....then.....	Links good behaviour to good consequences. Avoids the negative by expressing the situation positively.	<i>When we're all back in our seats and quiet, then we'll see who gets housepoints today.</i>

			<i>When you have finished your work, then you can go out.</i>
8.	Low and slow voice	Communicates and creates calmness	Use low tone and speak slowly
9.	Partial agreement - Partially agree then redirect.	Keep focus on required behaviour do not get into discussion or debate Deflects confrontation with pupils by acknowledging concerns, feelings and actions.	<i>Yes, you may have been talking about your work but I need you to listen carefully now.</i> <i>Yes, it may not seem fair but . . .</i>
10.	Stuck record	Keeps the focus on the instruction. Avoids you getting drawn into discussion.	<i>Omar, I need you to put that book back where it was...back where it was...back where it was...ad infinitum...</i>
11.	Avoid asking why..?	It's not usually what you want to know and it creates defensiveness or starts an argument.	<i>Alan, you're talking while I'm talking to the class.</i>
12.	Non-verbal cueing	If we use a non-verbal cue (e.g. hand up to draw the whole class back together) – make sure we explain what the cue is and teach the class how it works.	Rhythmic clapping. Hands up.
13.	Name reminder	Integrate name into teacher talk as a low-level way to refocus the child.	

14.	Proximity praise	Praise a pupil for following expectation in order to direct another pupil without drawing attention to the negative behaviour	<i>Amina has put her things away and is back in her place ready to go out to play.</i>
15.	Distraction / diversion	Disrupts the behaviour without making a big deal out of it.	<i>Jack, can you come and help me give out these sheets please. Well done.</i>

16.	Behavioural direction	Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief. Say what you want them to do, NOT "Don't..."	<i>Tobi, back on with your writing. Thanks.</i>
17.	Tactically ignore secondary behaviours (tone of voice, body language, sulk, sigh, kissing teeth)	Secondary behaviours can affect us emotionally and we then react to the secondary behaviours. Better to tactically ignore the secondary behaviours and keep the focus on the primary behaviour.	
18.	Not "my class" always "our class"	Builds cohesion among the group.	<i>That's not how we talk to each other in our class, Maria. Remember, we talk kindly to each other in our class.</i>
19.	Deferred consequences	Deals with a pupil who is misbehaving later and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome.	<i>I'd like to sort this out Amy but we can't do it now. I will talk with you at 10:30.</i>

20.	Welcome children warmly at the start of the day	Shows the children that you are glad to see them, that you care.	Be at the door with a smile and a kind word when the children arrive in your room
21.	Admit when you get it wrong	Be human. Be humble. Model that we all make mistakes.	<i>I got annoyed earlier and shouted. It's not good to shout. I'm sorry I shouted. I'll try to keep my calm.</i>
22.	Give a choice	Gives pupils some control over a situation which is less likely to initiate point-blank refusal.	<i>Are you going to sit here or next to Ali? I need you to get on with your work or you'll move to Blue. It's your choice.</i>
23.	Praise	Keeps the focus on the desired behaviours. Gives children attention for doing the right thing.	<i>Well done. You have remembered to put your hand up to answer a question.</i>
24.	Redirect behaviour	Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task.	<i>Okay Maria and Mark. We're looking at the final verse of the poem on page 23.</i>































➤ **Appendix 3: Example of a Pupil Profile**

Pupil Profile – Autumn 1

Child Name:	Photo
Class: Year:	
SEND/Medical needs:	
Things that make me happy <ul style="list-style-type: none"> • Playing - toys • Playing football • Having fun • Learning new things 	Things that help me learn <ul style="list-style-type: none"> • Make sure that I am looking and listening when you talk • Give short and clear instructions • Praise my effort
Things I find challenging <ul style="list-style-type: none"> • Being told off • Change - in routine - in people • Rules • Sitting on carpet/still • Distractions • Remembering to do something 	How you can support me <ul style="list-style-type: none"> • Use "give me 5" as prompt • Wiggle cushion on carpet • Given time to process information/time to change for PE • Lots/constant reminding of what he needs to do • Now/Next - move the peg - tick the list • Reduced pressure to achieve success • Timetables - routines • Time in Fiona/Jade's office

Targets [These should be SMART - Specific, Measurable, Achievable, Relevant, Time-Bound]	Steps to success How can I reach my targets?	Review date	How am I doing? [A = Achieved, N = Nearly there, K = Keep going]
To share how I am feeling with adults	Time to build relationship with adults Daily check-ins Zones of regulation	Beginning of Autumn 2	
To participate at carpet times	Have my own carpet space (near adult) Use "Give me 5" as a reminder Put my hand up to answer question questions and share ideas.	Beginning of Autumn 2	
To listen and respond to adults	Stop, look and listen. Respond with kind face. Say "yes" or "I don't understand".	Beginning of Autumn 2	

➤ **Appendix 4: Restorative Conversation Scaffold**

 broke something	 scribbled on something	 hurt an adult	 hurt a child	 being unsafe	 worried	 fidgety	 confused	 angry	 sad
 took my clothes off	 What happened				 not being respectful	 annoyed	 What were you thinking or feeling?		 silly
 using bad language					 being disruptive	 scared			 embarrassed
 not listening to instructions	 threw something	 ran off	 tore up work	 something different	 nervous	 bored	 furious	 lonely	 something different

