HARBINGER PRIMARY SCHOOL

Behaviour and Relationships Policy

Reviewed: November 2023   Next Review: November 2024

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1. Aims

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

We aim to nurture an ethos of '**togetherness'** by informing parents at the earliest opportunity of successes and concerns in order to enable children to participate and engage fully at school, home and the local community, in order for them to 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 (Behaviour Curriculum)

Our values of **learning, well-being** and **togetherness** underpin everything we do in order that children 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

• 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	• 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 learning environment • be positive role models for others • be aware of, and use more, positive body language	• 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 <u>learn well</u>, <u>feel well</u> and <u>value being together</u>

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. Each class creates a class charter based upon our school values and this incorporates the Rights of a child. This is then promoted throughout the school day - during lessons, playtimes, assemblies and circle times.

Every week, we 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/Twitter
- Communication with parents
- In some cases, stickers may be awarded as a physical acknowledgement or extra playtime
- Dojo points

6. Managing Behaviour through a trauma informed approach

When pupils present with behaviours that challenge, we try to identify what the trigger or reason for the child's behaviour may be. We always seek to understand why they may behave in the way they are and deal with behaviour in ways that are sensitive to the individual child.

At Harbinger we believe that 'behaviour is communication'. We understand that the child is trying to communicate a need. Staff always acknowledge the child's feelings, and this helps the child understand that the adults in school are there to help them through this difficult feeling / emotion.

When managing a child's behaviour, we are sensitive to the child's previous experiences and take this into account. We use the trauma informed approach to deal with behaviour at Harbinger.

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 consequences to their actions and behaviour.

6.2 When managing challenging or unsafe behaviour, we:

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Prevent- Manage- Follow up

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- 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 'rights respecting language' to encourage children to think about the rights of others.
- Use Restorative Approaches to help the pupil understand their impact on others.
- Discuss the consequences of their actions and give pupils choices.
- Help them to realise that they are in control and can bring about a change.
- Always focus upon the positive.

Staged approaches

We have the same expectations for our children's behaviour in class, at break and at lunchtimes and all children have the right to feel confident, listened to, accepted, safe and included.   When a child is not following the agreed expected behaviour, adults will follow the staged approach below, whilst being mindful of the individual needs of the child:

Stage	Behaviours	Response	Aim	Adults
Stage 1 (Everyday behaviours that go against the class norms)	• Calling out • Interrupting others • Making noises • Swinging on chairs • Leaving desk without permission • Distracting others • Disengagement • Not following instructions • Not sharing equipment/game • Dominating a game/not listening to others • Accessing the building without permission	• Everyday behaviour management responses • Eye contact • Tactically ignore • Adult has supportive conversation with child • EYFS use flashcards • Re-engage child in a more positive game	• Child back on task	• Class teacher/TA in class • Staff on lunchtime duty

No   change or escalation

↓

Stage	Behaviours	Response	Aim	Adults
Stage 2 (Less serious, oppositional behaviour)	• Persistent Stage 1 behaviours • Refusal to work • Deliberate disruption of lessons • Non-directed swearing • Playground conflict	• **Give reminder 1**	• Child back on task	• Class teacher • Staff on lunchtime duty

No   change or escalation

↓

Stage 2 (Less serious, oppositional behaviour)		• **Give reminder 2**	• Child back on task	• Adult in class records in class behaviour folder • Staff on lunchtime duty

Stage 3	• Persistent Stage 2 behaviours • Repeated refusal to do set tasks • Deliberate repeated rudeness to adults • Deliberate / hurtful language / directed swearing at another child or adult • Leaving class without permission • Deliberately throwing object with the intention of harming or breaking them • Inappropriate touching • Playground incident • Targeted physical harm) • Spitting at someone • Any form of behaviour which causes humiliation, pain, fear or intimidation • Bullying (including cyber bullying) (see definition in Section 9)	• Child has reflection time i.e. time out in class or miss some of break / lunch time (Children should not miss all of their break time) • Teacher talks to child about their behaviour (i.e., Restorative Approach conversation/using "I" statements) • Incident recorded in Class Behaviour Folder • If in playground, member of staff handling incident must report to the Class Teacher • Class teacher reports incident to SLT (SLT may need to refer to any prior behaviour logs to ascertain history of behaviour) • All Stage 3 Incidents logged on CPOMS and behaviour team alerted	• Child back on task	• Class Teacher • Deputy Head • Head of School

No **change or escalation**

		• Child has reflection time in partner class	• Child is back in class • Child back on task	

No change or escalation

		• SLT speak to child(ren) involved	Child is back in class	

		and use Restorative Approach conversations • Teacher makes informal contact with parents to notify them of behaviour • SLT contact parents for meeting • Depending on the circumstances surrounding a 'Stage 3' incident, child to be put onto a behaviour chart/'on report'. This would be monitored by the DHT or HoS daily. If a child's behaviour quickly improves, they will come off the chart. A copy of the chart will be sent home every week • A child may have to come back to class at lunchtime to complete unfinished work (i.e. due to poor behaviour, refusal). 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	Child back on task Behaviour support plan	
	No change or escalation			

Stage 4	• Fighting and any aggressive behaviour • Racist, sexist, homophobic or discriminatory behaviour • Vandalism • Theft • Possession of any prohibited items.	• SLT contact parents and external agencies for a meeting (minuted) • Incident logged on CPOMS Tower Hamlets referral form, where necessary • A PSP (Pastoral Support Plan) put into place Internal exclusion • Fixed-term exclusion • Permanent exclusion	Investigate and respond	• • Deputy Head Head of School / Executive Headteacher • External agencies

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 the approach that we take to managing children's behaviour needs to enable children to learn when they have experienced challenges. We also believe that when behaviour has been challenging, it can cause harm to relationships, and when we are responding to the behaviour, part of our response needs to ensure that we take action to repair the harm that has happened. We use Restorative Approaches to support children in understanding what harm has been caused, and then in taking responsibility to take action that will enable the harmed relationships to be repaired. We find that when children understand the impact of their actions on the relationships around them that matter to them, they are more likely to learn from what has happened and less likely to show the same challenging behaviour again.

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:

- Relationships matter
- Difference is an asset
- Be more curious than judgmental
- Be more collaborative than competitive

- Be both supportive and challenging
- Be responsible for what is yours
- Enable and allow others to be responsible for what's theirs
- Listen to understand
- Ask more than tell
- If anything isn't clear, ask
- 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.**	• 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"
2) **Acknowledge child/children's feelings.**	i.e. "You look/sound sad" • 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" This stage may need repeating until the children are calm and ready move on.
3) **Gather information.**	This can be done through active listening: <u>B</u>ody <u>L</u>anguage • 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..?"

5) Ask for ideas for solutions and choose one together.	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
6) Be prepared to give follow-up support.	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. 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.

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:
We provide children with sentences starters to support them in expressing their viewpoints.   I

_____
(feeling)

when you_____
(Specific behaviour)

because_____

(How it affects me)

I need/I would like _____

e.g. I feel frustrated when you interrupt because then I can't finish what I want to say.

Children are asked what they have learned from this experience. They may write up a contract to ensure these conflicts are not repeated.

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.

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.

- **CPOMs (an online recording system) –** Class teachers, HLTAs (higher level teaching assistants) and members of SLT log Stage 3 incidents here. Staff to 'alert' the member of SLT dealing with the incident.

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
- Behaviour support plans 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

The approach to bullying at Harbinger Primary School is dealt with 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 Acting Deputy Headteacher

Both are responsible for reviewing this Behaviour Policy in collaboration with staff and in conjunction with the Governors, giving due consideration to the school's values.

The headteacher and acting deputy headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with behaviours that challenge 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 particular pupils
- Recording behaviour incidents on 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 curriculum to inspire all children appropriate to their levels
- 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
- 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.

There are some children in our school who require a greater level of positive handling due to their developmental stage and individual needs. These children have their own positive handling plan (see appendix 4).

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.

14. 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.
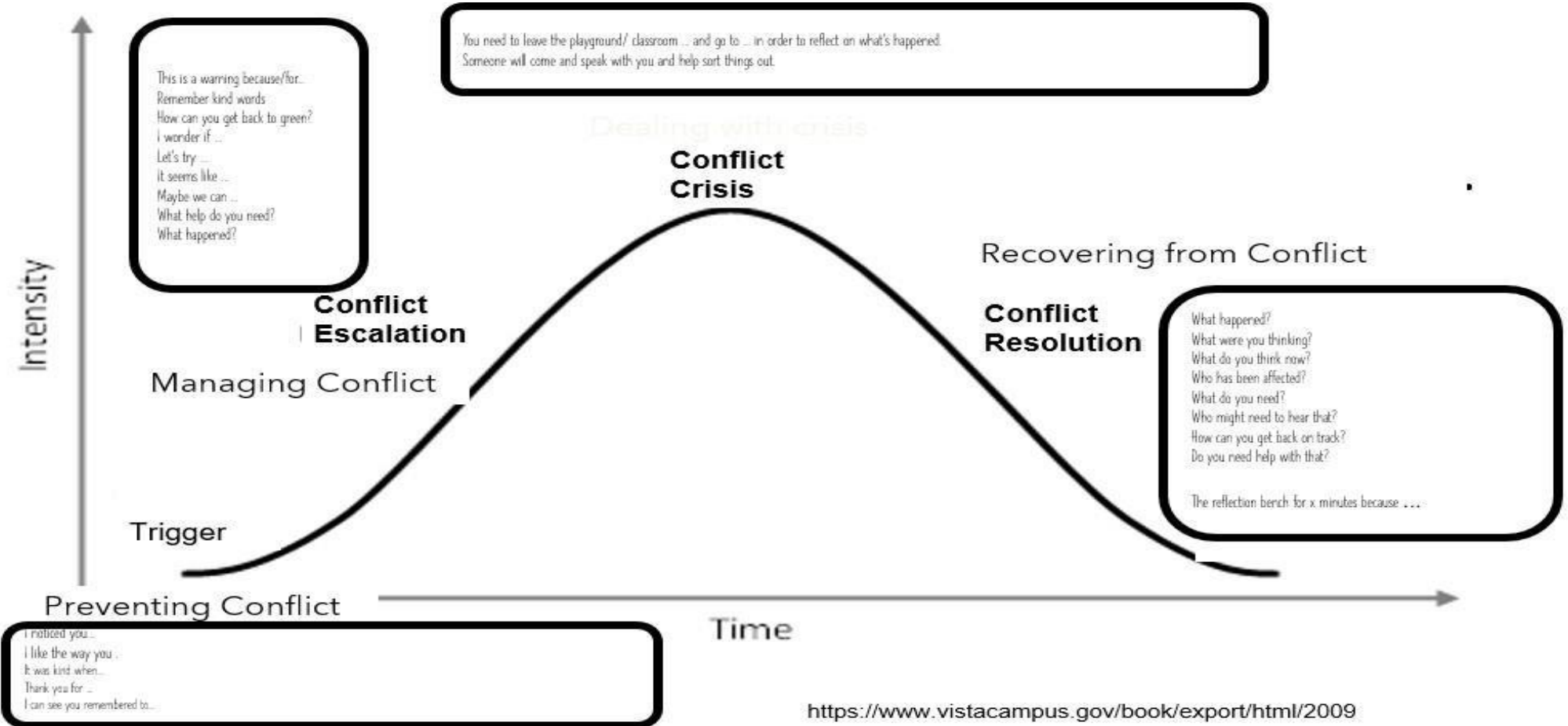
15. Monitoring Arrangements

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

16. Links With Other Relevant Policies

This behaviour policy is linked to the following policies:

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

Appendix 1: Conflict escalation and de-escalation

This is a warning because/for...
Remember kind words
How can you get back to green?
I wonder if ...
Let's try ...
It seems like ...
Maybe we can ...
What help do you need?
What happened?

You need to leave the playground/ classroom ... and go to ... in order to reflect on what's happened.
Someone will come and speak with you and help sort things out.

Intensity

Dealing with crisis

Conflict Crisis

Recovering from Conflict

Conflict Escalation

Conflict Resolution

Managing Conflict

What happened?
What were you thinking?
What do you think now?
Who has been affected?
What do you need?
Who might need to hear that?
How can you get back on track?
Do you need help with that?

The reflection bench for x minutes because ...

Trigger

Preventing Conflict

Time

I noticed you...
I like the way you ...
It was kind when...
Thank you for ...
I can see you remembered to...

https://www.vistacampus.gov/book/export/html/2009

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.	*When you're quiet, then we can get on with what we're doing today…*[WAIT CALMLY] …*Great, thank you. Good morning, everyone…*
2.	Tactical pausing	Pausing emphasises attention and focus.	*So, as we saw…. yesterday……...when you want to add…….two……. fractions….*
3.	'Thank you' rather than 'Please'	Communicates expectation that they will do what you are asking. Assertive.	*Sitting back in your seat now, Gemma. Thank you.*
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. *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.*

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

			When you have finished your work, then you can go out.
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.	*Yes, you may have been talking about your work but I need you to listen carefully now.* *Yes, it may not seem fair but . . .*
10.	Stuck record	Keeps the focus on the instruction. Avoids you getting drawn into discussion.	*Omar, I need you to put that book back where it was…back where it was…back where it was…ad infinitum…*
11.	Avoid asking why..?	It's not usually what you want to know and it creates defensiveness or starts an argument.	*Alan, you're talking while I'm talking to the class.*
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	*Amina has put her things away and is back in her place ready to go out to play.*
15.	Distraction / diversion	Disrupts the behaviour without making a big deal out of it.	*Jack, can you come and help me give out these sheets please. Well done.*

16.	Behavioural direction	Use name to initiate attention, focus on behaviour required rather that what is going wrong, finish with thanks, keep direction brief. Say what you want them to do, NOT "Don't..."	*Tobi, back on with your writing. Thanks.*
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.	*That's not how we talk to each other in our class, Maria. Remember, we talk kindly to each other in our class.*
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'd like to sort this out Amy but we can't do it now. I will talk with you at 10:30.*
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 got annoyed earlier and shouted. It's not good to shout. I'm sorry I shouted. I'll try to keep my calm.*

22.	Give a choice	Gives pupils some control over a situation which is less likely to initiate point-blank refusal.	*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.*
23.	Praise	Keeps the focus on the desired behaviours. Gives children attention for doing the right thing.	*Well done. You have remembered to put your hand up to answer a question.*
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.	*Okay Maria and Mark. We're looking at the final verse of the poem on page 23.*

Appendix 3: Example of a Behaviour Support Plan.

Triggers
- Feeling bored
- Different adults
- Changes to routine

What helps
- Visual timetable
- Now, Next
- Being prepared
- Explain changes in routine/ adults
- Session with Shahera

Now | Next

Behaviour	Reactive strategy
Stage 1 Ignoring instructions Calling out, distracting others walking around in class,	• Gentle reminder • Allow a movement break / job • Teacher askes to stop • Thinking time in class
Stage 2 Repeating above Being unkind	• Time out in Eddi's class • Miss some playtime
Stage 3 Hurting a child or adult Using inappropriate language	• Miss play • Time out with Nimesha or Jubeda • Work in another class • Mum informed
Stage 4 Dangerous / Unsafe Behaviour	• Exclusion • Parents informed

Let's try   Doing some jobs

Colouring

Holding a soft toy

Removal Strategy:
1. Taken to Eddi' class
2. Restorative conversation to take place.
3. Settled back in class.
4. Incident logged on CPOMs.
5. Taken to Nimesha or Jubeda

Things to note:
Let Mum know how many Dojos I get

Appendix 4 Positive Handling Plan

Positive Handling Plan

Individual child or young person risk assessment

A plan for assessing and managing foreseeable risks for children or young people who are likely to need Positive handling.

Name of Child:

Identification and Assessment of Risk

Risk (potential/ actual)	Who might be harmed? How?	Situation where this risk is more likely	Likelihood/ Severity
Spitting	Adults working with child and proximal/ targeted children - high risk of infection	Adults working in close proximity (e.g. during TACPAC) During meltdown During RPI where head support is not applied appropriately	Medium
Throwing objects during meltdown	Adults working with child - risk of injury, concussion, bruising Children in class - risk of injury, concussion, bruising	Classroom and other teaching spaces - during meltdown	Low
Scratches, pulls hair	Adults working with child - graze, bruising Children in class - falling, slipping, bruising	Classroom/ teaching spaces - meltdown During independent play with other children - snatching, grabbing provoking response	Medium

Learning, Well-being, Togetherness

		Close proximity to other children/ adults During social skills intervention focused on sharing (e.g. turn taking, cooking)	
Absconding within school (running out of classroom, away from adults)	Child - lack of supervision and associated risks noted on plan (e.g. climbing on furniture) Other children - disruption to learning	During meltdown During transitions between spaces Beginning/ end of the school day	Low
Absconding on school trip	Child - getting lost, proximity to roads, proximity to open water, strangers, lack of supervision	During meltdown During transitions between school and destination	High
Throwing self to floor during meltdown	Child - risk of injury, falling, slipping, risk of head injury	During meltdown When he is tired, if does not want to walk	Low

Agreed Risk Management Plan and School Risk Management Strategy

Focus of Measures
- Prevention of injury to all involved parties (adults, child, proximal people)
- De-escalation of behaviours

Learning, Well-being, Togetherness

Positive handling measure to be employed
- Prompt and escort
- Upper arm control
- Seated holding
- Overarm wrap
-

Proactive interventions to prevent risks
- Offer distraction / diversion
-

Early interventions to manage risks
- Sensory snack breaks
-

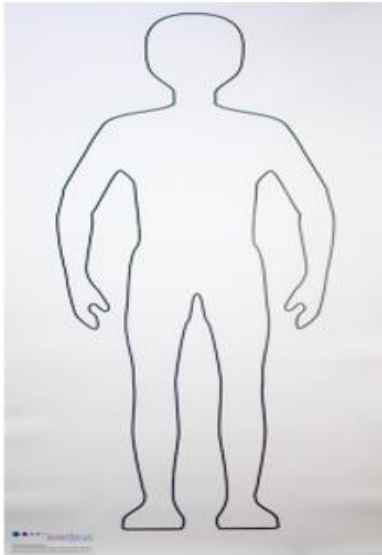Reactive interventions to respond to adverse outcomes
- Child is taken to another space away from peers
- Offer low sensory / stimulation activity and space
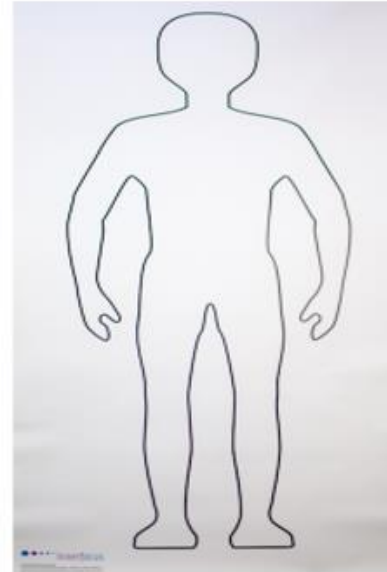
Positive Handling Plan

Body Map with sensory intervention consent:

Front   Back

Green = Consent given
Red = Not agreed

Agreed by: ....
(Parent/carer) ....

Learning, Well-being, Togetherness

Positive Handling Plan

(Child - if appropriate) ....

(Headteacher) ....

(Class teacher) ....

Date: ....

Communication of Plan and School Risk Management Strategy
Plans and strategies shared with: Class team, SLT, regular cover teachers (e.g. PPA)
Communication method: Email, printed copy in medical box
Date actioned:
Date for review: