Glenbrook PRIMARY SCHOOL

# Behaviour Policy

DRAFT

| | |
|---|---|
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## Aims

To create an environment which encourages and supports positive behaviour choices.
To encourage consistency of response to behaviour.
To define acceptable standards of behaviour.
To ensure that the school's expectations and strategies are widely known and understood.
To encourage the involvement of both home and school in the implementation of this policy.

*It is recognised that for some pupils, variance on the procedures outlined in this policy will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; approaches can be discussed with the Inclusion leader or member of SLT.*

## Vision Statement

Our core beliefs are that everybody has:

- The right to be respected
- The right to be safe
- The right to learn

We believe that relationships are the key to ensuring a safe, supportive and engaging learning environment. They are the heart of our behaviour approach. Positive relationships allow us to set secure boundaries and high expectations for our children. We are trauma-informed in our approach and believe that behaviour is a form of communication which can hide an underlying need. We connect with children before we correct by responding to the emotion rather than the concerning behaviour. We believe that all feelings are acceptable but not all behaviours. We support children in developing their emotional language from nursery upwards so they can communicate their needs in positive ways.

## Standards of Behaviour

We have high expectations for our children at all times whilst recognising that some children have specific needs. Examples of the behaviour we expect from children at Glenbrook in and out of the classroom are:

- To be respectful towards others, including the language we use, regardless of difference.
- To respect the feelings of others and treat others as you would wish to be treated.
- To respect other children's and the school's property.
- To work hard and follow instructions.
- To behave sensibly around school e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking.
- To be honest.
- To be kind to others.

Staff proactively model these behaviours and acknowledge and praise children when they showcase these behaviours. It is everyone's responsibility to challenge children when these expectations are not met but equally important to comment positively when they do.

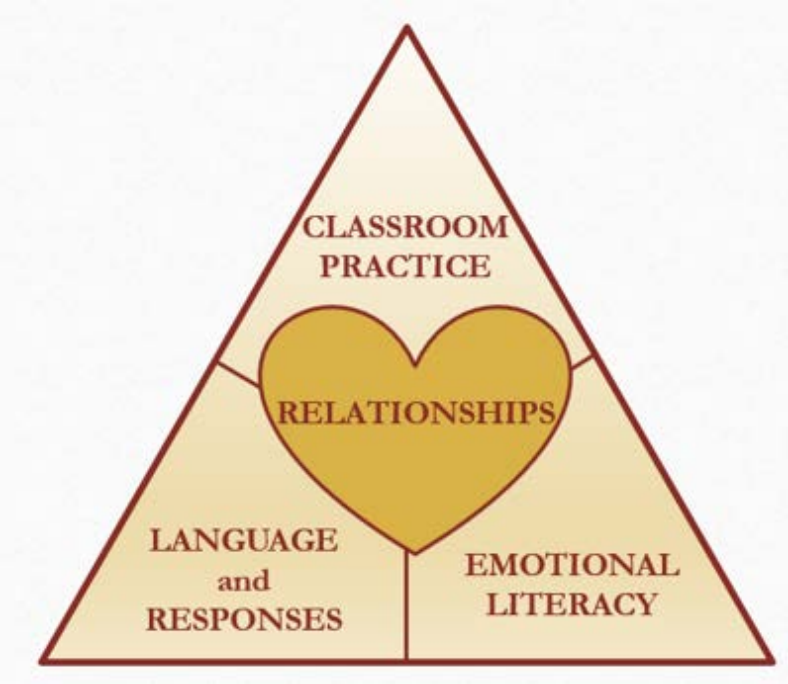
See appendix A to see how we reward and celebrate children making positive choices and expectations of behaviour.

## School Values

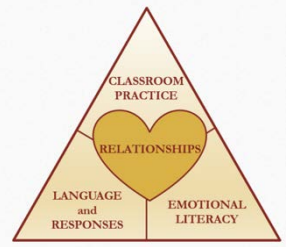
Glenbrook has its own set of values which children and staff are expected to uphold. These values are shared and re-enforced though classroom displays, assemblies, reward systems, lessons and everyday interactions. Through our school values children are encouraged to make positive contributions to the school and rewarded when they do so. See appendix B for Glenbrook school values and the ways these values are demonstrated.

# How we foster positive behaviour

Our approach to behaviour is underpinned by the four cornerstones below:




## Cornerstone 1: Relationships




*Every interaction is an intervention.*

*Dr Karen Treisman 2017*

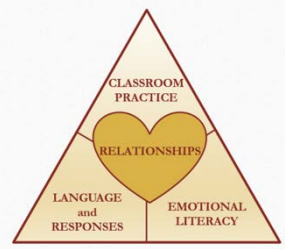
In order to be successful at school all children need to build relationships which enable them to feel safe and secure. We believe the best way to support a child is a to build a connection with a staff member. For most children this can be achieved by a simple acknowledgement of the child and the child knowing you have them in mind, care about them and what they are doing. Staff need to be consistent and fair with children (whilst accounting for individual needs) and children should know that the staff member is in control at all times so that they feel safe. Staff should be approachable and there to help. If staff find they are struggling with an individual or group of children they should seek support to make a positive change.

We promote and model positive, nurturing relationships. Children's interactions with adults from the moment they step into the building are positive, respectful and ensure the child feels that they matter. Children who feel valued are much less likely to display inappropriate behaviours.

We develop positive relationships by:

- greeting every child positively in the morning and ensuring we end the day on a positive note.
- disapproving of the behaviour, never the child.
- getting to know each child individually.
- being consistent with children and explaining the reason for consequences.
- taking time to check-in with children who may be distrustful of adults or struggle to have a positive view of themselves.
- building a shared understanding of expectations and responsibilities.

## Cornerstone 2: Classroom Practice




*Students need high expectations, tight routines and essential rules drip-fed over time.*

*Paul Dix 2017*

### Routines and expectations

To help foster a climate of positive behaviour, children's educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. Class teachers compile a set of class rules with their pupils at the beginning of each year based on the school values. 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.

The revisiting of our expectations and agreements regularly is vital for them to remain important and relevant. Expectations are communicated orally, visually and written to support children.

Good routines should be in place for:

- Start and end of day
- Transition times, including between lessons
- Independent, partner and group work
- Lining up incl. assemblies and breaktimes
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

Transitions between different parts of the lesson and different lessons are well managed, for example, children are given clear warning and opportunities to get ready to move on. Teachers are expected to meet their class and support with transitions around the school building.

A visual timetable is on display in every classroom and regularly referred to throughout the day.

### Classroom environment

Adults play a large role in setting the tone of the classroom through the language and behaviours they model. Staff speak in appropriate tones of voice and volume within the classroom. A usual tone would be calm and warm but a firmer tone may be used when appropriate so that children and young people

see appropriate firmness being modelled. Behaviours that are expected within the classroom are explicitly named and demonstrated by staff. The language used by the teachers in the classroom suits the developmental needs of the children. Instructions are broken down and understanding is checked by staff members. All staff use communication friendly strategies when instructing, questioning or explaining to children.

Classrooms are well-organised to support with behaviour. Furniture and seating arrangements, access to resources and classroom displays all have a bearing on the way pupils behave. Displays should be purposeful to support with learning as well as reflect the children in the class so their contributions feel valued.

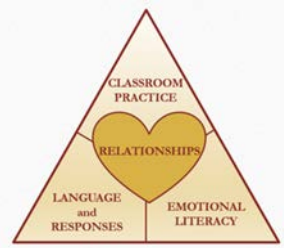
There is a high level of pupil voice in the classroom. All contributions are valued and acknowledged. Feedback from children is used to personalise our classroom environment and to ensure the environment meets the needs of all children.

### Learning

Learning tasks can be a trigger for inappropriate behaviours. Lessons are planned to be engaging and appropriately pitched based on thorough assessment. Careful thought is given to reasonable adjustments and resources required by children so they can successfully access learning. An element of challenge is planned for all lessons to ensure children don't become bored or disengaged. It is understood that more challenging work can cause children anxiety or concern which impacts on behaviour. Adults mitigate for this by providing a safe base for learners and building up their resilience to challenging work by:

- Achieving success in manageable tasks first
- Breaking the work down into smaller chunks
- Giving children breaks to aid focus and concentration
- Using appropriate scaffolds
- Giving feedback to children on how they were able to succeed

## Cornerstone 3: Emotional Literacy




*Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.*

*Colebourne Primary School*

We understand that behaviour is a form of communication. When we feel frustrated, upset or misunderstood we can struggle to communicate or respond to these feelings which can result in less acceptable behaviours. We do not assume that children understand the language of emotion and therefore explicitly teach children emotional literacy to scaffold their understanding of emotions.

This gives children the tools to

- Manage their feelings and separate feelings and actions to enable thinking to take place between the two.
- Take responsibility for themselves and their actions in age-appropriate ways.

- Reflect on incidents (where behaviour choices that are against our agreed expectations) as an opportunity for learning.

The language of emotion is modelled by staff in the classroom and used with children and young people; for example, I am feeling a bit annoyed today as the traffic was very bad coming into school. We also ensure we refer to emotions in other areas of the curriculum, for example in the books we study for literacy or the people or events we study in history.

We use the following programmes to support children in their understanding of emotions:

**Emotion Explorers**

6-week umbrella programme to recap and embed social and emotional practices, programmes and processes. This is a whole class intervention, led by the class teacher.

**Zones of Regulation**

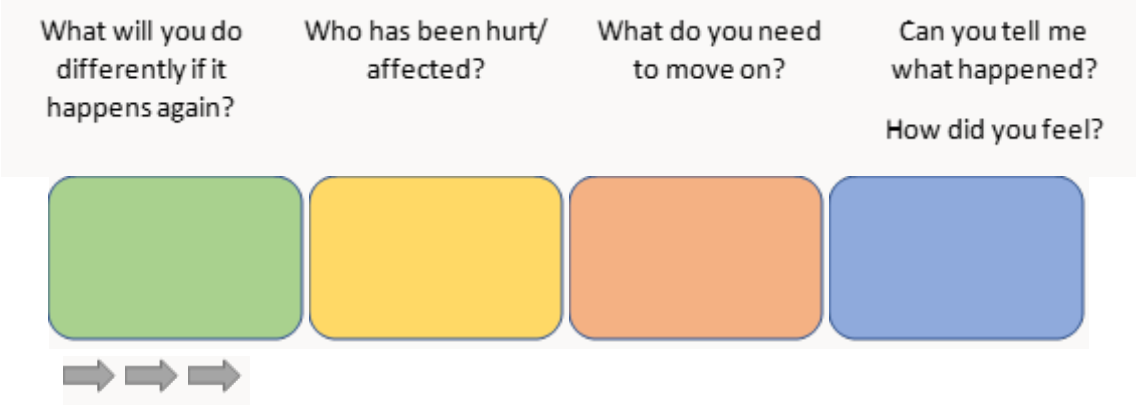
All adults have had training - Zones of Regulation is used to teach children self-regulation. It teaches them to use strategies to help them move between emotional states. It provides a common language to support positive mental health.

**Restorative Approaches**

When resolving conflict, a restorative approach is used to facilitate this. In response to conflict, it focuses on the harm that has been caused and ways to repair the harm and restore the relationship. The response and conflict management process involve:

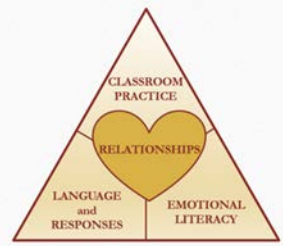
- establishing a respectful rapport.
- listening and responding calmly, empathically and without interruption or judgment to all sides of an issue.
- inspiring a sense of safety and trust.
- encouraging expression of thoughts, feelings and needs appropriately.
- appreciating the impact of thoughts, feelings, beliefs and unmet needs on behaviours.
- encouraging those involved in the problem to find their own solutions.

The language used within these (see below) focuses on each person and what is needed to resolve a situation for all involved:




More specific support for those children who struggle with emotional regulation is available through conversation with SLT or the SENDCo.

Cornerstone 4: Language and Responses




*When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos.*

*L.R. Knost*

We recognise that in supporting any form of behaviour, the language adults use has a significant impact on how children respond. Our priority is always to celebrate children's positive behaviour choices. Our responses are positively stated, telling the children what to do rather than what not to do. We notice good choices and are explicit in what we see by using descriptive praise:

"Thank you ____ for being ready to listen"

"Thank you ____ for looking this way"

"Thank you ____ for starting your work" etc.

We also do this by giving proximity praise - we praise other children, seated around a child, who are doing the right and required thing.

Criticism should always be constructive and a private matter between teacher and child. Inappropriate behaviours can often occur because of a poor self-image. Negative beliefs can be challenged in a sensitive way. For example:

"Do you remember the last time we did this and you were able to complete it"

Aspects of the learner are never identified as the problem. The unacceptable behaviour will be identified and discussed rather than the pupil e.g. "I find throwing a book on the floor unacceptable because... ", rather than "You are very bad because...".

We understand that every child is unique and therefore our initial response to a situation will be based on our individual knowledge of the child. However, it is useful to have a guiding framework of responses.

**Re-focus child**

**Quiet word**

**Name the behaviours you need to see**

"Everyone should be walking quietly with their hands by their sides."

**Offer of support**

"You okay, do you need anything?"

**Cue name**

"Jane – all, okay?"

**Nip in the bud**

"James, you're talking and we are working quietly in this lesson."

**Wondering question**

**"**James, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you."

**Distraction/ Redirection**

**"**James – please pop next door and ask Miss if I can borrow a xxx – Thanks."

**Name the need**

**"**You're very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week."

**What do you need options**

- Learning break
- Busy box
- Learning mentor in class
- go and see someone
- work in a different place

| | |
|---|---|
| Examples of attachment aware responses by school adults | • All learners being greeted with positivity when they first enter the school building/ classroom<br>• Praise should be specific and/ or based on effort, eg. *"Well done for being able to remember the order of calculations.*<br>• Soothing and calming a child in emotional dysregulation<br>• Attunement (meeting the child's emotional intensity to connect with them in joy or pain)<br>• Cutting the transaction (using playfulness to turn a situation around instead of engaging in conflict)<br>• Containment (ability to stay with child's intense feeling without deflecting into action, distraction, getting angry)<br>• Use of W, I, N, E (I wonder..., I imagine..., I noticed...., **Empathy**)<br>• Use of restorative approaches |
| Examples of responses which are not attachment aware | • Dismissing a child's feelings by telling them they are over-reacting, being silly or wrong<br>• Using shaming language or sanctions<br>• Using tokenistic praise<br>• Telling children how they are feeling<br>• Being confrontational with our verbal or body language<br>• Ignoring the child<br>• Using too many words which can overwhelm them<br>• Shouting<br>• isolating or leaving children on their own when they are distressed<br>• expecting children to self-regulate by themselves |

## Communication and Partnership

Clear communication and a positive partnership with parents/carers are fundamental in promoting good behaviour. We value parental involvement in all aspects of school life and recognise the importance of a common approach to behaviour expectations. We believe that an effective partnership ensures that children making positive behaviour choices are celebrated both at home and school.

As a general principle where a class teacher has a concern about a child (one off incident or a general concern), they should contact the child's parent(s) to inform them of the concern and discuss what is happening in school. Where the teacher feels additional support or action is required to support a child, they should contact the Inclusion team to discuss this.

In the instance that a child displays high-level behaviour (see below table for reference), parents/carers will be informed by the class teacher on the day. If a child hits the trigger of three incidents of high-level behaviour, the parent/carer will be invited into school for a meeting with the class teacher and a member of the Senior Leadership Team to discuss strategies to move forwards. Provision may include personalised behaviour plans, individual targets and rewards. Where there are concerns regarding a child's behaviour, the school team (class teacher, class support staff, Senior Leadership Team, SENCO, Family Services Officer) will work in partnership to ensure a consistent approach is in place to support the child. Through this internal professional dialogue, school staff will support and challenge each other to ensure appropriate and reasonable provision is in place for the child. Where appropriate, school staff will also work alongside other external agencies, such as the Educational Psychology service or Speech and Language Therapists.

## Consequences

We believe that being fair is not about everyone getting the same but everyone getting what they need. We disapprove of the negative behaviour, never the child and always aim to connect first and then address the behaviour. It is important that children understand that there are always consequences to their actions and where possible the consequence should be linked to the action.

Pro-active support:

- Model positive behaviour e.g., sharing, taking turn etc
- Have a clear and consistent routine for child and use positive language
- Consistent strategies and responses by all adults
- Any identified specific individual support/provision
- Flexibility in approach based on knowledge of child

Table below should be used if child is still presenting negative behaviour following pro-active support in place.

It is important to take into account a child's age and stage of development, this may mean going outside of the suggested phase.

The most important part of the process, will be the restorative session to identify meaningful consequences and firm boundaries but using a relational response.

See appendix C for revised consequence grid.

Ensure to set 'Classroom rules and expectations' that children are reminded to follow.

**Important questions to ask:**

- When does it happen and how often?
- How do people respond when behaviour happens?

- When does the child not behave like this?
- What is the child trying to communicate?
- Have I discussed this with parents/ carers?
- What is home life like?

## Offensive Language

All children have the right to be respected and feel safe at school. We foster a culture of acceptance and celebrate differences through our school values, curriculum offer, RSE and PSHE lessons. Our classroom and school environment celebrate our diversity. We understand that the use of discriminatory language based on someone's race, religious belief, gender or sexual orientation can be highly upsetting and take the use of discriminatory or racist language very seriously. We ensure the victim's experience and needs are listened to in these situations. Children who use discriminatory language in school have their assumptions and attitudes challenged and are offered support so that they understand about different races, cultures and faiths. We understand that children are at very different stages of their language development and need to take this into consideration when dealing with discriminatory or racist incidences. Children at an early stage of their language development may mimic or copy language they don't fully understand. This does not diminish the hurt and upset it will have caused the victim or the seriousness of the incident. However, this will be taken into consideration when deciding on the correct support to ensure incidences do not occur again.

## Sexualised Behaviour

Whilst it is normal for children to exhibit age-appropriate curiosity with regard to their own bodies and physical development, it is essential that clear boundaries are set to protect all children from abuse and to reflect cultural and societal expectations. Where necessary, incidents will be discussed with pupils and information shared with the Designated Safeguarding Leads when appropriate. Where there are concerns due to the nature of sexualised behaviour being displayed (when the behaviour is not age-appropriate, when the behaviour is repeated or when there are incidences of serious sexualised behaviour), this will be shared immediately with the Senior Leadership Team (Designated Safeguarding Leads) and the local authority (social care and other appropriate agencies) will be consulted.

The school takes a zero-tolerance approach to child-on-child abuse, including bullying, prejudice-based behaviour, sexual harassment, sexual violence and online abuse. All concerns will be addressed in line with the Safeguarding and Child Protection Policy. Sexual harassment and sexual violence are never acceptable and will never be dismissed as banter, part of growing up or having a laugh.

If a child discloses inappropriate sexualised behaviour involving other children or adults, it is the legal duty of all members of staff to inform the Senior Leadership Team immediately (Designated Safeguarding Leads) of the disclosure. The appropriate agencies (social care, Local Authority Designated Officer (LADO), etc.) will be consulted. In these incidences, the Safeguarding and Child Protection Policy will be followed.

## Suspensions and Exclusions

At Glenbrook, we view suspensions and permanent exclusions as a last resort. A suspension requires a pupil to be excluded from the school premises for the duration of the suspension. This is either a suspension or a permanent exclusion. During the first five school days of a suspension or permanent

exclusion, parents/carers must ensure that their child is not present in a public place during school hours without reasonable justification.

It is the school's statutory duty to report all suspensions and permanent exclusions to the governing body and the local authority. Information regarding school's statutory duties when a student has received a suspension or a permanent exclusion are outlined in DfE Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance
A suspension will always be followed by a reintegration meeting, involving school, parent/carer and the pupil. A reintegration meeting will include discussion about the immediate support the child will receive in the week following the suspension as well as support and reasonable adjustments to avoid future suspensions. These will be discussed in partnership with the child.

## Links with other policies

- Safeguarding (Child Protection) policy
- Positive Handling Policy
- Special Educational Needs Policy
- Special Educational Needs and Disabilities (SEND) Report
- Equalities Policy
- Exclusion policy
- Online Safety policy
- Confiscation and Search policy
- Anti-Bullying Policy

# Appendix A: Rewards and expectations

Name of school: Glenbrook

| How children are rewarded at school | Whole school expectations |
|---|---|
| Children's efforts to meet whole school expectations and demonstration of school values are rewarded individually, as teams and as classes.<br><br>In-class in-the-moment rewards range from verbal praise, stickers, class applause and sharing exceptional effort with a member of SLT to building up points for an individual, table/team or class reward.<br><br>At Glenbrook children in each class are nominated by staff and/or their peers for work celebration awards and a postcard home each week to celebrate their effort and achievement in their learning or for demonstrating one of our school values. These are celebrated in weekly themed assemblies. A class each week is also nominated for the Glenbrook ambassadors' certificate for acting as role models around school or on school trips: e.g. by moving calmly around the school, displaying excellent manners and friendliness as well as care for each other and the school environment.<br><br>Classes earn time to play games, socialise as a class and choose other activities for 30 minutes at the end of a Friday to celebrate the week's work: Golden Time. | • Move calmly and safely around school, following instructions<br><br>• Show kindness to others and be a friend<br><br>• Try our best in our learning and ask for help when we need it<br><br>• Care for our equipment and our learning environment<br><br>• Keep hands, feet and hurtful comments to ourselves<br><br>• Treat everyone with respect<br><br>• Use good manners and thank each other where appropriate e.g. for holding the door open<br><br>• Welcome all new-starters so that everyone feels happy and safe at Glenbrook<br><br>• Tell an adult if we see or hear anything that is unsafe<br><br>• Present our work carefully and creatively<br><br>• Believe in ourselves and give praise to others |

# Appendix B: School values

Name of School: Glenbrook

| School values | How children demonstrate these values (pupil quotes) |
|---|---|
| **Kindness** | "Kindness is sharing toys and helping your friend up if they fall down"<br><br>"Kindness is when people help others in need and support them"<br><br>"Kindness is when we look after each other, have empathy and understanding" |
| **Creativity** | "Creativity is having new ideas"<br><br>"Our creativity is shown through our ability to express ourselves with our pupil voice and through our performances e.g. dance and creativity within art"<br><br>"Creativity is showing your individual thoughts and ideas in a unique way" |
| **Respect** | "Respect is when you treat people equally and have consideration for the rules and for others"<br><br>"Respect is when someone is sharing their thoughts and you listen carefully without talking over them"<br><br>"Respect is when you use good manners and you say thank you" |
| **Honesty** | "Honesty is telling the truth, being loyal to others and taking responsibility for your own actions"<br><br>"In our school, children show honesty by taking responsibility when something has gone wrong and by not lying" |

# Appendix C: Consequence grid

<table>
<tr><td colspan="4">Low Level</td></tr>
<tr><td>Behaviour displayed</td><td>Initial response<br>(relational / setting boundaries)</td><td>Follow up response<br>(consequences)</td><td>Underlying communication<br>I don’t feel safe / I need to be in control to feel safe / I need to escape<br>I feel sad/ angry/ worried/ tired/ scared / overwhelmed / overexcited<br>I can’t cope with my difficult feelings<br>I don’t understand my learning/ what I need to do<br>I don’t have any friends<br>Sensory need: it’s too noisy / my body feels busy/fussy / I need sensory feedback<br><br>Next Steps<br>Discuss incident/behaviour with the child<br>Evaluate current provision in place within class team reflection and discussion<br>Ensure work is appropriately scaffolded<br>Ensure language used is understood<br>Provide with supportive resources, e.g. fiddle toy, Now, Next, After visual</td></tr>
<tr><td>EYFS:<br>-Persistent disruption eg., calling out<br>· Tantrums<br>· Refusal<br>· Rough and tumble play<br>Running inside class / school building<br><br>KS1 & 2:<br>Calling out<br><br>Wandering around classroom<br><br>Not following instructions<br><br>Distracting behaviour, e.g. constant fiddling<br><br>Disrespectful language, including body<br><br>language, to adults or pupils<br><br>Running inside school building<br><br>Refusal to respond to an adult<br><br>Bringing in prohibited items such as toys or sweets</td><td>Verbal reminders – reset expectations focusing on behaviour want to see<br><br>Non-verbal reminders<br><br>Eye contact<br><br>Tactical ignoring<br><br>Visual aids<br><br>Praise other children for doing the right thing<br><br>Reference Zones of Regulation<br><br>Emotional check-in / name emotion<br><br>Forced choices<br><br>Support with learning<br><br>Re-enforcing expectations using language of now and next/ visual timetable</td><td>Through restorative methods, decide with the child on appropriate action needed eg. Tidy up, apologise etc<br><br>Follow agreed classroom expectations and consequences<br><br>Make up missed learning time<br><br>Verbal apology<br><br>‘Time in’ with adult to reset expectations<br><br>Removal of prohibited items<br><br>Reflection time to consider how to avoid the behaviour being repeated</td></tr>
<tr><td colspan="4">Mid-Level</td></tr>
<tr><td>EYFS:<br>Physical aggression:<br>Smack/ slap, pinching, pushing<br>Low level name calling</td><td>Distraction/ Diversion techniques. Use reassuring words ’It’s okay’.</td><td>Miss part / all of playtime<br><br>Time ‘in’ another class</td><td>Underlying communication<br>I don’t feel safe / I need to be in control to feel safe / I need to escape</td></tr>
</table>

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| | Calm down time/ area with sensory toys. Calm down time using visual timer.<br><br>Use of emotion cards to express feelings.<br><br>Saying 'Stop' firmly with hand signal. | Letter of apology<br><br>Timeout of playground<br><br>Tidying or fixing job | I feel sad/ angry/ worried/ tired/ scared / overwhelmed / overexcited<br>I can't cope with my difficult feelings<br>I don't understand my learning/ what I need to do<br>I don't have any friends<br>Sensory need: it's too noisy / my body feels busy/fussy / I need sensory feedback |
| **KS1 & 2:**<br>Repeated low level behaviours<br><br>Play fighting<br><br>Pushing<br><br>Name calling (low level or one-off)<br><br>Non-directed swearing<br><br>Disruption to learning<br><br>Classroom argument<br><br>Refusal to complete work<br><br>Bringing mobile phone without permission / not handing in mobile phone<br><br>Walking away from an adult<br><br>Temporary damage to school property (eg. doodling / drawing on books, snapping pencils)<br><br>Wasting school property / using school property not for its intended use | Reminder of rules – at Glenbrook school the rule is…<br><br>Reference Zones of Regulation<br><br>Emotional check-in / name emotion<br><br>Forced choices<br><br>support with learning<br><br>Support in playground<br><br>Re-direct<br><br>Restorative session<br><br>Use of W, I, N, E<br>*I wonder....*<br>*I imagine....*<br>*I noticed....*<br>*Empathy* | Actioning what was decided during the restorative session.<br><br>Removal of mobile phone / mobile phone permission removed | **Next Steps**<br>If behaviour has necessitated missed playtime and/ or time out of class and/or if appropriate, incident recorded on a behaviour incident form and to be recorded on Integris and parent informed<br><br>Evaluate current provision in place<br><br>Within class team reflection and discussion<br><br>Ensure work is appropriately scaffolded<br><br>Ensure language used is understood<br><br>Provide with supportive resources, e.g. fiddle toy, Now, Next, After visual<br><br>Circle time on negative behaviour e.g. kindness, using kind words and kind hands.<br>If re-occurring, seek advice from SENCo |
| **High-level** | | | |

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| **EYFS:**<br>· Biting<br>· Repeated swearing/ Offensive language.<br>· Physical aggression:<br>Punching, kicking, scratching, breaking and throwing objects, harm to themselves/ others. | Saying 'Stop' firmly with hand signal, give time to process and then repeat<br><br>Reminder of rules - at Glenbrook school the rule is..<br><br>Forced choices<br><br>Support with learning | Time out in another class for session<br><br>Morning or lunch play spent with member of SLT<br><br>Time out in SLT office<br><br>Removal of whole school events eg.trips, school disco | **Underlying communication**<br>I don't feel safe / I need to be in control to feel safe / I need to escape<br>I feel sad/ angry/ worried/ tired/ scared / overwhelmed / overexcited<br>I can't cope with my difficult feelings<br>I don't understand my learning/ what I need to do<br>I don't have any friends |

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| **KS 1 & 2:**<br>Leaving classroom without permission<br><br>Spitting<br><br>Swearing at person/ across class<br><br>Offensive name calling<br><br>Breaking/ damaging school equipment<br><br>Continual refusal to complete school work<br><br>Physical harm to others<br><br>Fighting<br><br>Threatening behaviour, including threatening language or gestures<br><br>throwing objects / pushing over objects or furniture<br><br>Intimidating behaviour<br><br>Racialised language<br><br>Homophobic language<br><br>absconding / hiding from adult<br><br>Inappropriate use of social media or messaging concerning others in school<br><br>Use of mobile phone<br><br>Inappropriate behaviour whilst on trip or behaviour that could bring the school into | Now / next<br><br>Zones of regulation<br><br>Naming emotion<br><br>Attunement – meeting the child's emotional intensity to connect with them<br><br>Containment - ability to stay with child's intense feeling without deflecting into action, distraction, getting angry<br><br>Tactically ignore/ re-model appropriate use of language/ should<br><br>Allow child a safe space to calm down<br><br>Then use restorative approach to jointly decide how to repair, e.g. mending broken items or completing missed work during child's play, apologising<br><br>Comic strip conversation/ drawing what happened<br><br>**response will be based on your individual knowledge of the child. For some children, telling them to stop firmly will be successful in de-escalating, for others time in a safe space will be more successful before talking to them*<br>**the restorative session is where appropriate follow up and repair will be decided. Consider what will have the best potential impact on behaviour not being repeated again* | Removal of school or class rewards<br><br>Letter of apology<br><br>Complete missed learning time<br><br>Fix damaged property and / or complete school job<br><br>Removal from playground for fixed amount of time / days<br><br>Mobile phone permission removed<br><br>Time out of class, completing work with Deputy or Headteacher<br><br>Permission to go home or come to school on own removed<br><br>**often the consequence will need to take place during the child's play time. Depending on the seriousness of the incident, this will need to either be with the class teacher or SLT* | Sensory need: it's too noisy / my body feels busy/fussy / I need sensory feedback<br><br>**Next Steps**<br>Record incident on Integris<br><br>Inform parent<br><br>Seek support from SLT<br><br>Discuss with SLT / SENDCo as needed<br><br>Possible internal TAC<br><br>Review provision, e.g. does work need further differentiating, movement breaks built into timetable, do they need opportunities to 'connect' with an adult each day? Do they need any sensory toys? E.g. for biting - do they need a chew toy?<br><br>Use resources to teach what positive behaviour<br>E.g. for biting - mouths are for eating, laughing, smiling etc. |

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| **Extreme-level**<br>**EYFS:**<br>Repeated / pro-longed biting<br>Repeated behaviour of previous levels<br><br>**KS 1 & 2:**<br>Repeated behaviour of previous levels<br><br>Significant physical harm to self or others<br><br>significant damage to school property<br><br>Serious incidences of fighting<br><br>Bullying (including use of social media or messaging)<br><br>Behaviours that are a danger to self or others, including throwing or picking up objects that could cause harm<br><br>Racist language<br><br>Homophobic language<br><br>Intimidating sexualised language<br><br>Bringing in dangerous or illegal items<br><br>Inappropriate use of technology –<br>eg - posting images or about members of school community, including staff on social media<br>- Filming members of school community whilst on school site | See strategies above<br><br>Seek support from SLT immediately<br><br>If behaviours are dangerous to self or others, use of Restrictive Physical Intervention to safe space | Time out with SLT<br><br>Actioning what was decided during the restorative session<br><br>Possible suspension | **Underlying communication**<br>I don't feel safe / I need to be in control to feel safe / I need to escape<br>I feel sad/ angry/ worried/ tired/ scared / overwhelmed / overexcited<br>I can't cope with my difficult feelings<br>I don't understand my learning/ what I need to do<br>I don't have any friends<br>Sensory need: it's too noisy / my body feels busy/fussy / I need sensory feedback<br><br>**Next steps**<br>Record incident on Integris<br><br>Share with parent<br><br>Internal TAC to review provision<br><br>Refer to SENCo<br><br>Possible involvement of external agencies |