

Fosse Multi Academy Trust



Behaviour and Relationships Policy

Version Control

Date	Version	Amendments/Comments	Reviewer/s
December 2022	V1	Policy in line with DfE	LO
October 2024	V2	Updated legislation	KB
September 2025	V3	Addition of CiC and Post CiC	KB

Fosse Multi Academy Trust Ethos

Fosse Multi Academy Trust is an inclusive family of schools committed to the well-being, development and progress of all children, families and employees. We recognise and respect the social, economic and cultural diversity within our community and in society, and strive to remove barriers and disadvantages to ensure **everyone** feels included and valued in our vision:

SERVE – GROW – ACHIEVE

To achieve our vision we have key values underpinning our 'Serve- Grow- Achieve' motto. These values are inclusive of all schools including those with a distinctive Christian vision:

Compassion – showing kindness and respect, working collaboratively to help, protect and **serve** one another.

Courage – being brave, strong bold and **grow** in spirit.

Perseverance – showing determination and resilience to persist when things are tricky, to **achieve** well.

Our schools do not discriminate against any child, young person or adult on the grounds of race, disability, age, gender reassignment, pregnancy, maternity, marriage or civil partnership, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a restorative philosophy. **Restorative practices aim to build our community and to repair and strengthen relationships within our community within the framework of our Christian values.**

Our schools embrace Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom and in the community, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

We will strive to encourage all of our pupils within our schools to aspire to the highest levels of academic, social and physical achievements so that they will develop independence, confidence in themselves as individuals, fulfil their true potential, and in doing so, make a positive contribution to the lives of others

In our schools we believe that:

- Everyone has the right to be heard/listened to
- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone (adult and pupil) should strive to be the best they can be

We believe that strong relationships between all staff and pupil underpin good behaviour.

Pupils and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements should be visible and modelled by all members of staff and pupils.

The pupils and adults are responsible for their own actions and the choices that they make and held accountable for them through the use of restorative circles and conferences.

Restorative conversations are encouraged as the first point of call and can be instigated by children and adults.

Aims

As a well-mannered, considerate restorative community which is dedicated to learning and playing together positively we will:

- Encourage all pupils to be proud of themselves and our schools
- Encourage good manners and self-discipline in a secure environment
- Promote respect and tolerance at all levels
- Build self-esteem in all pupils through our restorative community and our shared Christian values
- Provide opportunities for all pupils to experience success
- Encourage interest and motivation through the opportunities provided in different aspects of school life
- Encourage a sense of responsibility through our Restorative Practice
- Attend to the needs of the whole child and young person. This will look and feel different for every individual
- Provide equal opportunities for all and strive to be a fully inclusive organisation.

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

- Behaviour in Schools Feb 2024
<https://www.gov.uk/government/publications/behaviour-in-schools--2>
- Searching, screening and confiscation in schools
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- SEND Code of Practice
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- The Equality Act
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Supporting pupil with medical conditions in schools
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

The responsibility of each school community

In order to ensure that all pupils are safe, can learn and be respected, all members of staff have a duty to make sure that the school code of behaviour is applied consistently.

There should be flexibility shown in the use of rewards and sanctions to take account of individual circumstances. Any paid member of staff has the power and responsibility to discipline a pupil, unless stated otherwise by the head teacher, as outlined by the DfE: Behaviour in Schools: Advice for headteachers and school staff (September 2022). Whilst following this policy, each school has its own site specific arrangements set out in the Appendices.

Roles and Responsibilities

The School Leadership Team will ensure that the school environment encourages positive behaviour and that staff approach behaviour calmly, consistently and without judgement. Senior Leaders will monitor how staff implement this policy to ensure consistency.

ALL Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviours
- Leading on restorative conversations
- Providing a personalised approach to the specific needs of some pupils
- Accurate recording and reporting

Pupils have a responsibility to understand the wider implications of their actions and that disruption in a classroom can affect the learning opportunities of others.

Parents and carers are expected to:

- Support their child in adhering to best conduct
- Inform the school of any changes in circumstances that may affect a child's behaviour
- Discuss any behavioural concerns with the class teacher promptly.

We believe that open, honest and accurate communication with parents and carers is essential. This is particularly important when supporting a pupil with behaviour difficulties.

Promoting Responsible Attitudes

The principles of Restorative Practices are promoted by the school community. The deed will be separated from the doer and pupils are encouraged to put right any harm done to another person. Members of the community are encouraged to respond to others, who they do not think are behaving appropriately, by either holding them to account or informing an adult/other person with responsibility. The community are encouraged to explore how their actions impact on and affect others.

Pupils are encouraged to take responsibility for their own actions and to demonstrate a caring attitude as well as to be a positive role model for others.

Best Conduct

First attention will always be given to best conduct.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the building and school property with respect
- Take part in restorative conversations when needed.

Relationships are most successful when staff use positive, consistent strategies to reinforce appropriate behaviour and follow up inappropriate behaviours with restorative conversations. Encouragement works far better than sanctions alone.

See Appendix 1 Steps using Positive Framing, Appendix 2 Restorative Conversations and Appendix 3 School Specific Arrangements

ALL staff are responsible for setting the tone and context for behaviour and relationships within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school's values
- Develop a positive relationship with pupils, which will include:
 - Greeting pupils in the morning/ at the start of the lesson
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low level disruption
 - Using an appropriate tone of voice and appropriate volume
 - Using positive reinforcement as their initial response to managing behaviour.

Unacceptable Behaviour

All behaviour is a form of communication. Staff will use restorative practices to explore why unacceptable behaviour has occurred and work with pupils and parents/carers to support pupils to make the right choices.

Serious interruptions to learning or the safety of self or others could include:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited or dangerous items.

Within our schools, there is no place for violence, bullying (including cyber bullying), harassment, vandalism, rudeness, or bad language. This will not be tolerated.

Staff should be vigilant to signs of bullying or harassment. All such behaviour will be dealt with firmly, in line with the trust's anti-bullying policy. Pupils are advised to inform staff

whenever bullying or harassment is evident. Pupils take a leading role regarding information about bullying and prevention.

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with Restorative Practice principles, pupils who are misbehaving are given, where possible, choices in order to take the 'heat' out of the situation and provide them with a way forward. The focus should always be on the behaviour not the child and an opportunity for the 'wrong doer' to repair harm.

We aim to work in partnership with parents and so involve parents early in the process.

General Note

1. At every stage the child should be involved in or informed of the action taken.
2. Urgent or serious incidents should be referred straight to senior leaders within the school.
3. Refer also to the Anti-bullying/E safety/ Child Protection policies
4. Entries in logs should be factual and action/follow up should be recorded. Behaviour logs should be used to keep updated records and submitted to CPOMS (where used).

Bullying, child on child abuse and harmful sexual behaviour

This trust believes that all children have a right to attend school and learn in a safe environment. Children should be free from harm, both from adults and other pupils in the school.

Staff are trained and expected to be aware that children can abuse other children (often referred to as child on child abuse); that it can happen both inside and outside of school and online; to recognise the indicators and signs of child on child abuse; and to identify it and respond to reports by pupils about themselves or other children as they would with any other safeguarding issue.

The trust recognises that, even if there are no reports of child on child abuse in a school, it does not mean it is not happening. Staff are expected to give pupils every opportunity to talk to them in the event they are experiencing anything causing them harm, distress or worry and to discuss any concerns about child on child abuse (reported and suspected) with the DSL or a deputy DSL.

These behaviours should never be tolerated or passed off as 'banter' or part of growing up.

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

- If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply and advice should be sought from Warwickshire Front Door or Warwickshire Police.
- Incidents relating to all forms of bullying will be reported, recorded and dealt with.

- Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident.

(DfE: Sexual Violence & Sexual Harassment between Children in Schools and Colleges, 2018)

We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person. **Full details are found in the Child Protection Policy.**

Behaviour Beyond the School Gates

Staff have the power within reason to sanction pupils for misbehaving outside of the school premises to such an extent as is reasonable.

The school will respond to non-criminal bad behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school, including the sanctions that may be imposed on pupils.

Staff may discipline pupils for:

- Misbehaviour when pupils are taking part in any school-organised or school-related activity
- Travelling to or from school
- When in school uniform
- When in some other way identifiable as a pupil at the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the staff member can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

If a child leaves the school premises at the wrong time, the school office and senior leaders should be informed immediately.

Lunchtimes

Our schools have the highest expectations of behaviour at lunchtime. Our lunchtime staff have the right to expect and receive the same level of good behaviour, including respect and obedience that other adults in school receive from pupils. Where difficulties occur, staff should follow the procedures outlined in this policy statement and use Restorative Practice.

Mobile phones

Our schools prohibit the use of smart mobile phones and other smart technology throughout the school day, including during lessons, breaktimes and lunchtimes. Pupils are not allowed to have smart phones in school.

Using reasonable force to control or restrain pupils

Staff can use reasonable force to control or restrain a pupil if this proves necessary to stop a pupil:

- Committing a criminal offence.

- Risking the safety of self and/or others.
- To maintain good order and discipline in the classroom
- To prevent damage to property

Guidance can be found in Use of Reasonable Force – advice for school leaders, staff and governing bodies (July 2013). ‘Reasonable force’ is usually used either to control or restrain. ‘Reasonable’ in these circumstances means ‘using no more force than is needed.’ Members of staff have the power to use reasonable force to prevent pupils committing an offense, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils.

Staff are trained in Team Teach and Positive Handling. Team Teach focuses on de-escalation techniques, which are always used prior to any handling of the pupil. When an incident occurs, reasonable force/ handling must:

- Always be the last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the Bound Book, pink form completed and parents/carers informed.

Screening, Searching and Confiscation

Detailed guidance can be found in Searching, screening and confiscation at school (July 2022).

School staff can confiscate, retain or dispose of a pupil’s property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they have acted lawfully. Confiscation should be proportionate and consider any special circumstances relevant to the case.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil)

an article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Removal from classrooms

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a

conversation with a member of staff and then asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting, and education provided should still be meaningful for the pupil.

Removal from the classroom should be considered a serious sanction and only used when necessary and once other strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day.

Removal should be used for the following reasons:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

Pupils will be given support to continue their education including pastoral support to improve their behaviour so they can be reintegrated and succeed with the school community.

Behaviour expectations and pupils with Special Educational Needs and/ or Disability (SEND)

Our schools consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole school approach based on Restorative Practices meeting the needs of all the pupils, including pupils with SEND, so that everyone can feel they belong to the school community and high expectations are maintained for all pupils. Calm environments benefit all pupils, especially pupils with SEND, enabling them to learn.

Some behaviours are more likely to be associated with particular types of SEND. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.

When a pupil is identified as having SEND, the graduated approach should be used to assess, plan, do and then review the impact of the support being provided.

The Equality Act 2010 and the Children and Families Act 2014 place a duty on our schools to avoid any substantial disadvantage to a disabled pupil caused by the school's policies and practices, and must use their best endeavours to meet the needs of those with SEND.

If a pupil has an Education Health Care Plan, the provision set out in that plan must be secured and the school must co-operate with the local authority and other agencies.

As part of meeting any of these duties, our schools will as far as possible, anticipate likely triggers of misbehaviour and put in place reasonable adjustments to prevent these.

Support

Persistently behaving in a challenging way is sometimes how children and young people communicate that something is wrong, or there is an underlying problem.

Sometimes behaviours, and/or attendance can deteriorate through events such as bereavement, abuse, divorce/separation of parents, or due to a specific diagnosed or undiagnosed condition. Consequently, our approach to challenging behaviour may be differentiated to cater to the need of the individual pupil.

Children in Care and Children Previously in Care have experienced emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some children may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the child's behaviour. We understand how important it is to see these children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked-after or previously looked-after status. We will appreciate the central importance of the PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported.

It is important that when staff are dealing with behaviour it is de-personalised. If a pupil's behaviour is giving serious cause for concern, staff should speak to the Inclusion Lead or SENDCo to discuss additional support strategies using the school's graduated response and to determine whether there are any underlying needs that are not currently being met. If staff believe the behaviour relates to possible safeguarding issues, they must seek advice from the Designated Safeguarding Lead. Where necessary, a Pastoral Plan be set up to support the pupil and reviewed with parents/carers every two weeks, or support and advice may be sought from specialist teachers, educational psychology or medical practitioners.

Suspensions and Exclusions

We see suspensions and exclusions as the **very last resort** and actively work with all stakeholders to ensure that everything possible is put into place to avoid excluding a child from our schools. This starts with a graduated response to behaviour. Where behaviour choices start to escalate and the usual behaviour systems are not working for the pupil, there is a review of behaviour. This involves the senior leadership team of the school.

The Headteacher is involved when:

- A pupil's behaviour continues to disrupt the teaching and learning, despite the implementation of strategies such as internal exclusion or behavioural reports
- The school has undertaken repeated meetings with parents/ carers, strategies have been implemented but the pupil continues to be disruptive to the learning environment/ playground
- Behaviours significantly and consistently threaten the emotional or physical well-being of either pupils or staff.

The Headteacher can also implement a suspension, based on Health and Safety issues or a serious 'one off' incident. For example,

- A serious physical attack on a pupil
- A serious racist/ bullying incident
- Threatening, bullying behaviour towards a pupil including cyber bullying if proven true
- Physical assault or verbal abuse towards a member of staff
- Repeated theft
- Downloading inappropriate internet material
- Vandalism, resulting in police notification and payment of damages.

The Headteacher will investigate any incidents thoroughly and may choose to implement a suspension. Parents/carers will be asked to collect their child and a letter stating the length of the suspension given, the reasons for the suspension and the appeals process. Where this is not possible at the point of collection, the Headteacher will telephone and notify parents/carers as soon as reasonably practicable. The Headteacher will inform the Chair of Governors accordingly.

Re-integration

Following a suspension, a re-integration meeting between SLT (either Headteacher, Inclusion Lead or SENDCo), the child and the parents/ carers is required. The purpose of the meeting is to re-iterate the expectations and values shared at school and outline the next steps for ensuring that behaviour is supported and modified.

Reduced Timetable

At times a reduced timetable for a pupil will be agreed between parents/ carers and school as a means of providing a supported and positive return to school. Any reduction in timetable will be agreed by the Headteacher, parents/carers and any professionals involved with the child. Each stage of a reduced timetable will have clearly communicated targets and will be reviewed regularly using a Pastoral Support Plan and a Reintegration Plan.

Exclusions/Suspensions

On the very rare occasion there may be a need to exclude or suspend a child. This decision will not be taken lightly and the school will follow DfE guidelines should this be considered the appropriate course of action.

The school will follow the Fosse MAT Policy at all times.

Managed Moves

Managed moves will only occur when it is in the pupil's best interests. A managed move is used to initiate a process which lead to the transfer of a pupil to another mainstream school permanently.

Disciplinary action against pupils who are found to have made a malicious allegation against a member of staff

If an allegation is determined to be malicious, the Designated Safeguarding Lead may consider referring the matter to Children's Social Care to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher will consider the appropriate disciplinary action against the pupil who made it.

Training

Our staff are provided with training on Restorative Practice, Emotion Coaching and Team Teach as part of their induction process. Senior leaders have the responsibility to identify on-going training needs of staff in respect of necessary skills in dealing with pupils and to make arrangements for such advice/training/support to be available.

Monitoring Arrangements

This policy will be reviewed and monitored on an annual basis.

Related internal and national guidance:

- Suspensions and exclusions policy
- Positive Handling policy
- Safeguarding Policy
- Inclusion Policy
- SEND Policy

APPENDIX 1 STEPS USING POSITIVE FRAMING

1. Remove the distraction or change the environment.
2. Warning and a minute to think of actions (behaviour should be challenged each and every time including on the playground).
3. One/Two minutes from next break with restorative conversation
4. Time out of the lesson/playtime then follow up and repair the relationship before coming back to learning or play
5. Adult's choice -this could be a quick catch-up, a further restorative conversation/ circle, losing minutes from playtime or a natural consequence.
6. Meeting with child, staff and parents/carers before it becomes too problematic.

APPENDIX 2 RESTORATIVE CONVERSATIONS

Restorative conversations are typically led by a staff member and use some or all of these questions to frame the conversation.

1. What happened? (neutral, dispassionate language)
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

APPENDIX 3 SCHOOL SPECIFIC ARRANGEMENTS

We are a welcoming, inclusive school foster opportunities for our children themselves to be actively involved in all aspects of school life and take pride in their own learning and achievements.

Our vision is derived from the parable of The Mustard Seed – from a tiny seed, a community was able to grow and flourish, nurturing and serving others, and providing a place of love and learning.

We ensure that every child is treated as an individual and that their gifts and talents are recognised and nurtured, and their achievements celebrated. Through nurturing our children, both academically and spiritually, we aim to provide them with secure foundations for life, so that they leave Tysoe with an excellent all-round education, a love of learning, a sense of justice, positive relationships and skills to maintain these, as well as the ability to recognise and celebrate their own talents and strengths.

Our shared Christian values:

Nurturing hearts, serving with love, growing minds.

NURTURE - SERVE - GROW

We always aim to be safe, be kind and be ready to achieve our best.

With God's help we will:

- Recognise and nurture our individual talents
- Love and support each other
- Seek to serve others
- Continually strive for our best
- Be happy and healthy
- Respect and cherish our world.

We believe in:

1. Being accountable to the children and striving to meet their needs.
2. Being inclusive; everyone is welcome and together we achieve more.
3. Doing what works and changing what doesn't.
4. Small changes making big differences.
5. Looking for solutions to issues and remembering that the problem is the problem, not the person.
6. Talking; we only know what we know.

Five Pillars of Practice in our relationships approach:

1. *Calm and consistent behaviour from all adults*
2. *First attention to 'Best Conduct'*
3. *Relentless routines*
4. *Scripting difficult interventions (see Emotion Coaching, Assertive Redirection and Resetting and Returning below)*
5. *Restorative follow up.*

We will regularly celebrate children's learning together with their adults during shared learning, which will include:

1. Opportunities for parents and carers to visit school and the classroom/outside spaces.
2. Share in a learning session or activity with their children and the staff.
3. Have time to look at their child's learning and displayed work.

Recognition of positive behaviour, relationships and living out our vision may include:

Positive notes home - for children who have gone above and beyond in their behaviour, relationships with others or learning.

Positive phone calls home - when children are going above and beyond in meeting your high expectations.

Stickers - linked to learning/learning behaviour and demonstrating our shared values.

Sharing achievements with the Headteacher – can be linked to learning or behaviour and is for when a child has met a target, shown resilience or gone above and beyond our high expectations.

Sanctions:

Staff will use a range of clear, proportionate and age-appropriate sanctions following the main steps in the policy. This may be an apology, some minutes from their play, complete playtime loss or as simple as cleaning up a mess created as result of poor behaviour. Where appropriate, staff will engage the child in a restorative/reflective conversation at the right time. Both restorative conversations and sanctions can be used in conjunction.

Keystone Routines - these are implemented consistently, calmly and with support.

1. First attention to best conduct - positive affirmations and recognition
2. Meet and Greet is an **essential** part of the day. Staff must welcome children to the classroom at the door where possible - 1:1 TAs to be on the playground or in the classroom when their child arrives.
3. Assure compliance by assuming confusion and use positive framing and reinforcement e.g. - "That is not what I meant by ready, I need you to..."
4. Senior Leaders will be around school in strategic locations when possible to welcome the children in the morning and demonstrate visible enthusiasm.
5. Explain the requirements/expectations of the lesson clearly and use positive framing and other Walkthru techniques.
6. Moving quietly and sensibly at all times within the school and from the field and playground.
7. Use embellished countdowns and/or **Signal, Pause and Insist** to refocus students.

Staff will use a range of strategies to help intervene to challenge poor behaviour or with the aim of bringing a child back to a state ready for learning. For example:

Emotion Coaching:

Labelling- 'name to tame'

- I wonder whether you are feeling... right now.
- I wonder what was going on there for you... I think you were feeling...
- If I were to make a best guess, I would say that you were feeling...
- I wonder if you were feeling really anxious about... so you...

- It sounds as though you were feeling really angry with...

Empathising and validating- 'fuel connection'

- I'm sorry that happened to you, you must feel very...
- I would feel... too if that happened to me
- That would make me feel...
- It is normal to feel... about that
- It is ok to feel...
- I might feel... too if I felt I had been treated unfairly

Limit setting and problem solving- 'find solutions'

- Separate the feeling from the behaviour: It is not ok to behave like that because... and these are the rules we have to follow to keep safe
- Next time you are feeling like this, what could you do?
- Let's think of what you could have done instead
- I can help you to think of different ways to cope
- Have you thought about doing... instead?
- Let's decide what you can do next time you feel like this

Or

Assertive Redirection (bringing back the conversation to learning)

'I need to have a chat with you about being safe, kind and ready'

'You know the routine for...'

'You could make this right by...'

'What would help you learn best?'

'Let's focus for now on what is going to happen next...'

'I need you to focus on.... I understand X was making faces at you - I will speak to them. In two minutes I will come back to check on you.'

Resetting and Returning to routine (this is done discreetly and with space).

'I noticed you were struggling to keep one of our rules...'

'Are you OK? I thought it would be better to talk away from things...'

'This is just a pause. I would like you to get back in and working.'

'We agreed that 'safe' is one of our rules. I need you to...'

These are just some of the many examples and techniques staff will use to challenge behaviour and support children to make good choices.

Ongoing behaviour concerns:

Should behaviours continue or begin to escalate, early intervention alongside parents and carers may be necessary. Initially the class teacher will need to meet with parents or carers and then with the child. A structured plan for changing behaviours will need to be agreed, noted in writing and followed up. This will not be a communication book but a plan agreed by everyone involved including the child. Should a class teacher need support, or the plan is not working after review, the Headteacher, SENCo or Family Liaison Officer will be able to support.