



# MANAGING AND SUPPORTING POSITIVE BEHAVIOUR POLICY

Approved by the Learning and Standards Committee

**19.04.23**

REVIEW DATE: MARCH 2024

## POLICY DEVELOPMENT

This policy has been formulated with consideration of the following documents:

- Existing Behaviour policies from Weston Mill Community Primary Academy, Beechwood Primary Academy and Oakwood Primary Academy
- DfE guidance: Behaviour and discipline in schools (January 2016)
- DfE guidance: Getting the simple things right: Charlie Taylor's behaviour checklists
- Helping traumatized children learn, Report and policy agenda (2005) (HTCL)
- Pivotal Management of Actual or Potential Aggression (MAPA) Crisis Prevention Institute (2018)
- When the Adults Change, Everything Changes, Paul Dix (2017)
- Whole School Policy and Good Practice Development for Mental Health and Behaviour, Dr Kevin Rowland MBE (2019)
- Changes made inline with COVID 19 restrictions
- DfE guidance: Behaviour guide for primary schools (May 2020)
- DfE guidance for full opening- schools (July 2020)
- Appendix K 'child speak flow chart' added (Sept 2021)
- DfE guidance: Behaviour (Feb 2022)
- Changes made inline with removal of COVID 19 restrictions
- Addition of the option of after school detentions
- Appendix O: Guidance for children who are not responding to the Managing and Supporting Behaviour Policy (Dec 22)

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## AIMS

One of Discovery Multi Academy Trust's aims is to expect good behaviour across all of its academies. When behaviour is considered inappropriate, we examine the cause rather than just respond to the behaviour as it happens. Therefore "helping all pupils to become successful members of their school communities." (Helping Traumatized Children Learn)

We at Discovery Multi Academy Trust recognise that the behaviour of children can change radically and quickly if we operate a whole-school approach and consistently follow the Behaviour Policy. To achieve the maximum benefit of this policy, it is vital that all staff are united in their efforts. Therefore, every pupil, all staff and visitors throughout the Trust know that behaviour, good or unacceptable, is met with the same response.

We note that children are influenced to behave in a particular way because of a variety of precipitating factors, including:

- their personalities
- past experiences
- those around them
- the physical and experiential environment
- medical conditions

We at Discovery Multi Academy Trust are proud of our determination to maintain clear, reasonable and proportionate expectations of behaviour.

## BEHAVIOUR AND THE LAW

As academies, we are required to follow the law and guidance set out in the following:

The Education Act 2012, as amended by the Education Act 2011

The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (Latest Feb 2022)

The Education and Inspections Act 2006

The Education (Provision of full-time Education for Excluded pupils) (England) (Amendment) Regulations 2014

The Equality Act 2010

Teachers, including all paid staff responsible for pupils, have the statutory authority to discipline pupils for behaviour which occurs in, and in some circumstances outside of school.

This may include the confiscation of a pupil's property.

This policy will apply whilst children on role at Discovery Multi Academy Trust are:

- Taking part in any school-organised activity, both in and outside of school or;
- Travelling to and from school or
- Whilst wearing school uniform or

- Identifiable as a pupil at Weston Mill, Beechwood or Oakwood Academies, and/or
- If their behaviour could have repercussions on the smooth running of the school, a threat to a member of our Trust community or could adversely affect the Trust or academy's reputation.

## REWARDING GOOD LEARNING AND BEHAVIOUR

More important than consequences are how we motivate our pupils. We recognise that rewards are a very effective way of changing behaviour and have no harmful effects. **ALL** good work and behaviour are always recognised with praise.

At Discovery Multi Academy Trust schools each day every adults will:

- Remind pupils of the high expectations of Discovery MAT
- Engage in caring conversations (Meet and Greet)
- Pass on the positive three rules for learners:

### 1. READY 2. RESPECTFUL 3. SAFE

Three ways we will recognise exemplary behaviour:

1. At least one child will receive a postcard or a phone call home each week per class
2. Positive names on the board (Recognition board) in class
3. Recognise and celebrate the positive

In addition to this, the individual Academies will have the following reward schemes:

#### **Weston Mill Community Primary Academy**

At Weston Mill, a key focus is rewarding **positive choices**. This, across the school, is clearly identified using the “**cake**”, where children aim to reach the cherry each day. This, provides the children with a visual and purposeful reward system.

#### **Oakwood Primary Academy**

At Oakwood Primary all children are encouraged to be **‘Ready, Respectful and Safe**, a **‘Recognition Board’** is used to catch learners demonstrating the right behaviours and celebrates the positive. This is also used to foster peer responsibility so children can also nominate each other for the Recognition Board. This encourages collaboration so that it is not a competition between individuals but rather a whole class helping each other to get names on the board.

## **Beechwood Primary Academy**

At Beechwood all children are encouraged to be **'Ready, respectful and Safe'** and to **demonstrate positive learning behaviours** through an online learning platform **'Class Dojo'** which praises them for qualities such as making improvements, making good choices or working well as a team. Feedback of successes is shared with parents online and in classes from Reception to Year 6. At break and lunchtime, **Golden Dojo Points are awarded by MTAs or Play leaders** to children who display good behaviours.

## **TRAUMA INFORMED PRACTICES**

'Trauma- sensitive school environments benefit all children'. (HTCL)

Our Trust strives to ensure that all children regardless of internal and external precipitating factors can and will achieve in our settings. Staff are dedicated to maintaining 'Consistent Calm Adult' behaviour at all times (MAPA). When staff are aware of these precipitating factors they can tailor approaches and act accordingly to avoid escalations in negative behaviour. Therefore, ensuring 'that all children will be able to achieve at their highest levels despite whatever traumatic circumstances they may have endured'. (HTCL)

Our schools work hard to be 'supportive, predictable and safe environments'.(HTCL)

All staff will regulate their verbal, non-verbal and para verbal communication (**Appendix H**) to ensure that they are communicating respect and being non-threatening whilst remembering their supportive stance at all times including adult to adult, peer to peer and adult to child interactions (Position, Posture and Proximity) (MAPA).

Empathetic listening (See **Appendix C, Appendix M, Appendix N**) is key to a trauma informed school and we endeavour to ensure all staff are trained in this.

All children have been impacted in some way by the COVID 19 crisis. It is important that all pupils are being monitored and staff are mindful of their wellbeing. Staff have been advised of the steps for seeking support. If pupils are struggling to reengage and are at risk of being absent or persistently disruptive, schools should work with these pupils to provide support to overcome barriers to help them reintegrate back into school life e.g. involve the PSA/FSA, raise with the InCo or refer to outside agencies for support.

## **ASSEMBLIES/COLLECTIVE WORSHIP**

When children lead into and from the hall for whole school assemblies and singing practice, they are expected to do so quietly. This is an opportunity for teachers to be seen as unified in this expectation and should take seriously their role in supervising this period.

## WALKING IN THE CORRIDOR

Children are expected to walk in the corridor. All adults will model ‘fantastic walking/walking tall’. This is a visible consistency which is constant and predictable. At break and lunch times children are expected to be outside. Any children who remain inside the school building during this time are to have specific permission from a member of staff and to be supervised. During wet play and lunchtimes, it is the responsibility of the staff to ensure calm behaviour is maintained. Therefore, it is vital that all staff are trained in applying this policy – MTA, Student teachers etc.

## MEASURING OUR SUCCESS

We can improve the behaviour of our pupils by making sure that everyone shares in the success of the school.

Desired achievement	Methods of ensuring success
Lower unauthorised absences	<p>Month by month attendance figures</p> <p>Annual figures of unauthorised absences</p> <p>Attendance awards to pupils who have met attendance expectations as specified in the Trust’s <b>Pupil Absence Statement</b>.</p>
Improvement in pupils’ academic achievement	<p>Measurement of achievement of a national scale at entry and then throughout all year groups</p> <p>Children are provided with a well-taught, engaging and relevant curriculum</p>
The eradication of poor behaviour patterns	<p>Fewer reports and instances of poor behaviour occurring in class and in the playground</p> <p>Reduced incidents in number and severity on BehaviourWatch</p>
To ensure the positive ethos is maintained throughout the Trust’s academies	<p>To ensure consistency staff are well-versed in de-escalation procedures, Trauma Informed School practices, scripted responses and the restorative approach thus maintaining a happy and healthy environment for both children and staff</p> <p>Pupils understand the consequences of their own actions and the implications of their actions on the school community</p>

## EXPECTATIONS

The following rules and values are displayed around the Trust's academies and in classrooms:

### READY RESPECTFUL SAFE

These are spoken about in classrooms, assemblies, meetings with parents, communications with stakeholders and are part of every moment of everyday therefore embedding them across the Multi Academy Trust. If a child is being educated from home (virtually) then these rules should still be maintained.

## FOUR LEVELS OF BEHAVIOUR

MAPA believes behaviour is represented in four levels.

Anxiety – Change in behaviour

Defensive – Beginning to lose self –control

Risk Behaviour – Imminent or immediate risk to self or others

Tension Reduction – Decrease in physical and emotional energy

Three things everyone will do when dealing with unacceptable behaviour:

1. Keep calm and, where possible, match the child's eye-level.
2. Use scripted interventions
3. Remind the child of examples of their good behaviour and achievements

### STEP 1 (appendix M- child speak flow chart)

It is our goal to recognise the signs of 'Anxiety' (jumper chewing, rocking on chair, tearful) and step in with empathetic, non-judgemental support methods as soon as possible to avoid escalation in behaviour (See **appendix F**).

Examples of this (**appendix G**):

Praise and repeat directions

Three-part praise statements (**appendix D**)

Motivational challenges

Use of child's name

Physical presence (positive)

Check work

Re-teach

Praise and walk away

Eye contact

Scripted intervention

Empathetic listening (**appendix B**)

Praise re-engagement

### Appendix L



## Appendix M

As a Multi Academy Trust we strive to ensure all staff are trained and therefore aware of these strategies.

### Scripted Intervention

Interrupt, Redirect, Reinforce

Interrupt: Clearly state behaviour non-judgementally

Redirect: Use reminders to prompt a good decision

Reinforce: Brief reminder of desired behaviour and thank you.

#### Example:

Joe, I've noticed you haven't taken your book out yet

Remember yesterday when you started work straight away

Thank you Joe get your book out ready.

## STEP 2

For a repeat of unacceptable behaviour where the child is exhibiting as defensive, pupils will receive a limit setting verbal intervention

e.g.

First/Then

If/Then

#### Example:

Joe, first focus on question 1, then I can help you with question 2.

Joe, first tidy up the pens, then we can talk about it.

Joe, if you pick up the litter, then you can go out to play.

Joe, if you work with your group, then you can share the ideas.

If behaviour continues to escalate and the child poses an imminent or immediate risk to themselves or others it is at this point **ONLY** that the Physical Intervention Policy should be adhered to.

Ensuring a therapeutic restorative approach to re-establish rational communication and relationships is vital. This can and should happen after any of the 3 levels of behaviour.

Individual behaviour plans (**Appendix A**) can be set up by class teachers in collaboration with the Leadership Team to address extreme behavioural challenges with individuals who may,

for a period of time, be operating outside the realms of the 'normal' behaviour policy strategies. Individual behaviour plans will be shared with relevant staff to ensure consistency – MTAs, Student teachers etc.

If a child regularly moves to risk behaviour at this point a risk assessment (attached to physical intervention policy) highlighting physical hazards and control measures should also be completed and shared with parents.

## STEP 3 SANCTIONS

If poor behaviour continues, the child will be sent to an alternative class the longest they should be out of class is until the beginning of the next session. The receiving teacher should remind the child of the school rules (“At Discovery MAT we are Ready, Respectful and Safe”) but should not comment on the prior behaviour or sanction. When returning to class the restorative conversation needs to take place at the earliest opportunity **IN PRIVATE**. The incident will be logged on BehaviourWatch. Consideration must be given when the child returns to class to allow for positive reintegration (**Appendix E**). The teacher should start a fresh by using positive behaviour management strategies from stage 1. If a child refuses to do as they are asked upon return this will be a BehaviourWatch log and if there are 3 BehaviourWatch logs in total then the child will be issued a timeout and parents will be contacted by class teacher or team leader.

If a pupil refuses to go to an alternative room then the staff member should ‘limit set’

Joe, if you go to another room you will avoid a Timeout.

If the child still refuses there will be a BehaviourWatch log.

If there are 3 BehaviourWatch logs in total then the child will be issued a timeout and parents will be contacted by class teacher or team leader.

**EYFS:** If poor behaviour continues the child will be asked to move to a space to think about their behaviour (e.g. carpet square, nurture space with a supportive adult). This will be for an appropriate period of time related to their age. A restorative conversation needs to take place at the earliest opportunity. EYFS staff will make a decision about whether these incidents should be logged on BehaviourWatch. By the end of the year, the behaviour policy should apply to EYFS in the same way as the rest of the school (see above).

## SANCTIONS – Time out

If a pupil is logged on Behaviour Watch three times in one week (Mon-Fri), this will trigger a Time out. A Time out may also be issued after a significant incident with reference to the Leadership Team. A senior member of Leadership Team will issue the Time out and contact will be made with the pupil’s parents or carers by the class teacher or team leader. In some circumstances some Time outs could happen in the next week. The sanctions of the Time out are as follows:

A Time out will result in a child missing the next playtime of 15 minutes (KS1). This could be 15 minutes of a lunchtime if appropriate. In KS2 a Time out will result in 1 playtime and 1 lunchtime being missed.

This will need to be recorded on BehaviourWatch, and a Home/School link may be considered by the academy.

Once the sanction is completed a restorative conversation must take place **IN PRIVATE** with the adult who has allocated the sanction (see **Appendix C**).

## **SANCTIONS – Ready Respectful Safe Day**

For a non-negotiable behaviour or 2 addition BehaviourWatch logs in a week a 'RRS' day will be triggered after reference to the Leadership team. This will result in an internal seclusion and a member of the Senior Leadership Team will discuss this with parents and the pupil. In some circumstances some RRS days could happen in the next week. During the 'RRS' day the restorative proforma should be completed and logged on BehaviourWatch (**Appendix I**)

Non-negotiable behaviours **may** include:

- Intentional assault of a member of staff
- Intentional assault of a child
- Intentional serious damage to school property
- Throwing furniture or any objects with intent to hurt others

A repeat of a non-negotiable behaviour which results in a 'RRS' day within a short period of a previous 'RRS' day will result in a seclusion which at the discretion of SLT may take place at an alternate Discovery MAT school. A member of the Senior Leadership Team will discuss this with parents and the pupil. This is for the Head of School/CEO to decide.

## **SANCTIONS – After School Detention**

The Head of School or SLT (if HoS is not available) has the option to issue an after-school detention for a child if they feel this may have a more positive affect on behaviour than the above sanctions. This decision must be made in communication with parents.

## **SANCTIONS – Suspension/Permanent Exclusion**

In exceptional circumstances, for example in response to a persistent breach in behaviour, after a serious incident or where if the child remaining in school would seriously harm the education and welfare of others, it may be decided to suspend a pupil for a fixed period or in extreme circumstances, exclude permanently. This may also include suspensions at lunchtime, as a matter of judgement for the CEO.

Where a child with a social worker is at risk of exclusion, their social worker should be informed and involved in relevant conversations.

If extenuating circumstances have an impact on the full programme of sanctions being applied, the situation is explained to all staff involved in the incident. This will ensure that everyone involved understands the rationale for a change in the stages of the agreed sanctions and therefore ensuring no one feels undermined.

Before the child is reintegrated into the classroom the Suspension proforma needs to be completed and logged on BehaviourWatch (see **Appendix J**)

## **Ongoing**

Restorative therapeutic response (**Appendix C**) is central to our academies culture and learning.

It is important that children receive restorative work with staff after any of the above sanctions, once they are back in control of their behaviour. This is mutually beneficial for both staff and pupil and will aid repair in relationships. Restorative work is a way to allow children to think about how their behaviour impacts on others around them and problem solve to effect a change. It is a chance to shift thinking from the 'what, to the now what' (MAPA).

## **Restorative Questions**

What happened?

What were/are your thoughts and feelings?

What was the impact to those involved?

Who has been affected and how?

What needs to happen to put things right?

What will be done differently in the future?

## **MEAL TIMES AND ON THE PLAYGROUND**

Many pupils are trained Play Leaders and are timetabled during both play and lunchtimes to solve minor upsets and conflicts between friends. Play Leaders are committed to their role and can be easily identified on the playground wearing yellow bibs or arm bands. Play Leaders meet regularly with Senior Staff to discuss any problems or difficulties.

MTA's are fully trained in the behaviour policy and will use de-escalation strategies and empathetic listening to help with incidents on the playground. If behaviour escalates to a point where sanctions are needed schools may wish to have a timeout space in the playground or they will call for a senior member of staff. All noteworthy behaviour will be recorded and shared with the class teacher to be logged on behaviour watch.

## APPENDIX A

### Individual Behaviour Plan

*(Please change roles to fit with specific setting)*

<b>Name</b>		<b>Date</b>		<b>Version</b>	
<b>Senco</b>		<b>Date of Birth</b>		<b>SEN stage</b>	

<b>Behaviours witnessed</b>	<b>Staff approach</b>
<b>1 Anxiety</b>	<b>1 Supportive</b>
<b>2 Defensive</b>	<b>2 Directive</b>
	<i>Scripted Intervention Limit Setting</i>
<b>3 Risk Behaviour</b>	<b>3 Physical Intervention</b>
	<i>Least restrictive- proportionate to the risk being presented. Only if imminent or immediate harm to self or others.</i>
<b>4 Tension Reduction</b>	<b>4 Therapeutic Rapport</b>

<b>Things of interest:</b>

**Relationships with adults:**

**Triggers:**

**Staff must follow the Discovery MAT Managing and Supporting Positive Behaviour Policy and Physical Intervention Policy.**

**Notification** (copy of the plan to)

**SLT**

**SENCO**

Relevant staff

**Parents/Guardians**

**Names:**

[Parent]

.....

[SENCO]

.....

[Pupil]

.....

[Teacher]

.....

[Teacher]

.....

[HLTA]

.....

[TA]

.....

**Senior Manager:**

.....

**Head of School**

**Signatures:**

.....

.....

.....

.....

.....

.....

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## APPENDIX B

### Empathetic Listening

**1** Give the person your **undivided** attention.  
Focus on the message by making eye contact and leaning slightly forward.

**2** Be **non-judgemental**.  
Stay neutral; listen.

**3** Focus on feelings, not just the facts.  
Listen carefully for the person's real message.



**4** Allow silence for reflection.  
Count to three before responding. Often, the other person will break the silence.

**5** Use restatement to clarify messages.  
Use your own words to repeat what the person has said.




## APPENDIX C

### Therapeutic Restorative Approach

- Recognise the **impact** of actions and any **harm caused**, and consider steps to make things right.
- Move from the managing of **problem behaviour** to the **nurturing** and **repair** of relationships.

## APPENDIX D

### Three Part Praise

**Three Part Praise Statements** 

<b><u>GAIN</u> <u>ATTENTION</u></b>	<b><u>SHOW</u> <u>APPROVAL</u></b>	<b><u>GIVE</u> <u>FEEDBACK</u></b>
<b>"Josie"</b>  (Alerts attention through 'Personal Information')	<b>"That's great!"</b>  (Adds to self esteem and relationship with adult)	<b>"You are getting on quietly"</b>  (Provides essential information for behaviour change)
<b>"David"</b>	<b>"very good"</b>	<b>"you're on page 23"</b>
<b>"Lizzie"</b>	<b>"well done"</b>	<b>"you're talking quietly"</b>

**Modified praise:** to combat low self-esteem and a poor self-concept

"John"

"....."

"you are working hard"

attention

don't show approval

give feedback

Without oversimplifying this complex situation, it is important to note that an individual will react badly to their self-concept being invalidated. So by removing the negating feedback i.e. 'you are a good person' we demonstrate this in other ways, for example by showing trust and giving responsibility or simply acknowledging the student's effort.

## APPENDIX E

### Strategies for reintegrating child after 'Timeout'

Reintegration - Points to consider:

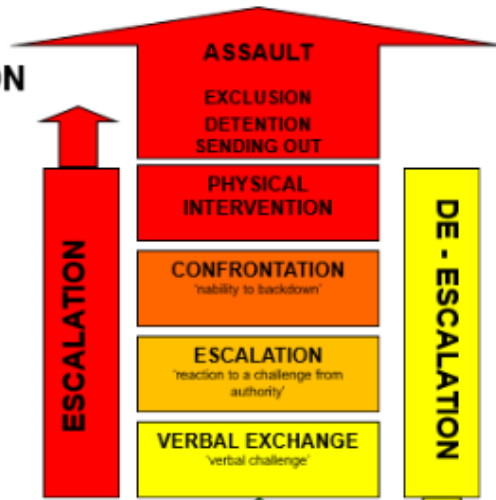
- Seating plan
- Welcoming the pupil
- Allowing time for the pupil and their classmates to adjust
- Speaking calmly and sincerely
- Stating what the pupil needs to do rather than referring to previous misbehaviour and do not insist on a public apology
- Praising positive behaviours in a non-counterproductive way
- Re-establishing rapport and continuing to build relationships
- Re-introducing the curriculum and accounting for missed learning steps

# APPENDIX F

## Avoiding escalation

**TACTICAL  
PRE-ESCALATION**

How to avoid getting into sticky situations and not entering into escalatory conflict



**Promoting Wellbeing and Positive Mental Health**

Keeping calm and maintaining a sense of wellbeing and purpose



Copyright Behaviour Recovery  
Kevin Rowland 2018

## APPENDIX G

### Non-judgemental support methods

#### On-Task

Clear instructions  
Positive Repeat  
Praise – individuals  
Praise – groups  
Praise – class  
Positive Challenge  
Re-teach  
Rewards with Praise  
Humour  
Positive Activity End

#### Off-Task

Re-teach  
Eye contact  
Name – tune in  
Ignore praise  
Physical space  
Ask a simple question  
Check understanding  
Check for a problem  
Stop and wait  
Nod – 'get on task'

## APPENDIX H

### Monitoring Language

#### Language of Behaviour Recovery

- NEVER ask 'behavioural' questions e.g. "Why are you .... ?"
- STATE explicitly what needs to happen
- Safe, happy and learning – NEVER ARGUE
- Refer to positively phrased rules – repeat the rule (de-personalise)
- ALWAYS use the displayed RECOVERY STEPs when implementing checks, boundaries and limits (warning or actual)
- With limits and boundaries ALWAYS end with a positive expectation
- CHOICE – focus on students' choice of positive or negative behaviour
- ABSOLUTELY DO NOT SHOUT – you undermine your authoritative leadership in the long term and you'll tend to always revert to shouting



specific language is designed to maximise the amount of time in the teaching and learning situation

## **APPENDIX I**

### **Restorative approach on a Ready Respectful Safe Day**

<b>Pupil:</b>	<b>Date:</b>
<b>Member of staff:</b>	
<b>What rule did I break and why was this wrong? - Was I ready, respectful and safe?</b>	
<b>Who did this affect?</b>	
<b>What could I do next time?</b>	

<b>When I return to class I will be Ready, Respectful and Safe:</b>

The pupil will be maintained in a RRS area. Pupils will be asked to complete academic work. Appropriate work packs for the pupils will be pre-prepared. A member of staff will accompany the child at all times however adult attention should only be given to the pupil to reinforce wanted behaviour. Break times will be staggered, pupils will not go out to play with peers. The pupil will have supervised time either outside or in the school hall.

Parents will become formally involved at this stage to discuss how more positive behaviours can be encouraged both at home and at school.



## APPENDIX J

### Suspension proforma

The returning student should not proceed directly to the classroom. A reintegration plan should start with a meeting with parents and professionals lead by HoS. Formal involvement of parents and outside agencies is crucial in order for the suspension/exclusion cycle to break any recurring patterns of difficulty.

Pupil:	Date:
Attendees:	
What can I change - How can I be ready, respectful and safe?	
What will the school put in place to avoid future suspensions?	

What will the family put in place to avoid future suspensions?

## APPENDIX K

### Child Speak Flow Chart

#### Step 1

- The adult will try to help me by reminding me of a time I have been able to be READY RESPECTFUL and SAFE.

#### Step 2

- The adult will offer me a choice - first/then, now/next, if/then to help me to be READY RESPECTFUL and SAFE. I will be reminded of being RRS and the sanction of going to another classroom if I don't follow the instruction given.

#### Sanction

- If I don't follow the instructions given I will be asked to go to a different class to think about being READY RESPECTFUL and SAFE this will be logged on Behaviour Watch.

#### Time out

- After 3 logs a Time Out will take place.
- KS1 I will miss 15 mins of a break.
- KS2 I will miss a break and lunch.
- My parents will be told.

#### RRS day

- After 2 further logs I will have to spend a RRS Day away from my class and friends.
- I will have work to complete throughout the day.
- My parents will be told.

## APPENDIX L

### Classroom support plan

#### **CLASSROOM SUPPORT PLAN (SUMMARY)**

Calm and easy on every step, with plenty of take-up time.  
Resist the urge to jump steps.

#### **Reminder**

*Take-up time ...*

#### **Warning and a minute**

*Take-up time ...*

#### **Last chance, script and two minutes after the lesson**

*Lots of take-up time ...*

#### **Triage or departmental support**

#### **Teacher's choice**

Quick catch-up, restorative conversation, imposition,  
detention or natural consequence

#### **Serious breaches**

These are behaviours that will result in immediate triage<sup>1</sup>

an audience of 50 expert teachers who work with the most distressed learners to suggest what words work best for them most often. Here are their 50 suggestions.

It's OK, I've got you. It'll be OK ...	I remember the other day when you ... it was incredible.
I'm here for you.	How can we sort this out together?
It's OK to feel this way. Let's talk more about it and put a plan together.	I see you. You matter.
How about we go outside and talk for a bit?	You have so much to contribute. I really appreciate you being here.
I believe in you.	What happened?
You can turn this around.	I'm sorry you're upset. When you're ready, let me know what's going on and I will help you.
You're doing amazingly. I see your efforts.	I'm not going to say I know exactly how you feel. I will say that you are allowed to feel how you feel, and I'm here if you want to talk about it.
I care.	I'm listening.
Tell me your worries. Let me help you get to the other side.	Tears are OK. I'm comfortable with tears.
Let's break it down into small steps.	Regulate with a walk or practical activity, then come back to the situation when you're ready.

How's it going – fancy a walk?	Tell me more about what's going on. Help me to understand.
I've noticed you are struggling today. How can I help?	What can I do to help you right now?
You talk. I'll listen.	It's OK. Come and talk to me when you're ready.
Let's put the kettle on.	We're here when you're ready.
Take some time – I'm here when you're ready to talk.	Can you tell me a bit more? Then we can work it out together.
You're stronger than you know. You've got this.	I can tell you're not feeling it today. What can I do to help you?
I can see that you're struggling and I'm proud of you for pushing through this.	Whatever you're feeling right now, it's OK. Setbacks are temporary but you will remain. And you're capable of anything.
What would you like to see happen now?	How could we overcome this?
Take your time, take a breath and tell me one small thing that is bothering you.	[Touch on the shoulder] Are you OK?
What's been on your mind?	That sounds really hard. I'm here to listen if you want to talk about it.
I'm listening – what can I do to help?	How can we get through this?

## APPENDIX M

### Statements of support

## APPENDIX N

### Language

## SHAME AND BLAME IN OUR LANGUAGE

The language you use in your behaviour plan will become the common language in your school. Gone unchecked it can encourage discrimination, negative assumptions and a presumption of guilt. It can also throw around labels of false diagnosis. Here are a few terms lifted from behaviour policies I have worked on recently used to describe children who are not able to keep within the rules:

Aggressive	EBD (emotional and behavioural difficulties)
Annoying	Feral
Attention-seeking	Free school meals
Awkward	Malicious
Badly behaved	Manipulative
Challenging	Naughty
Dangerous	No empathy
Difficult	Pupil premium
Difficult to reach	Unstable
Threatening	Unwanted
Disadvantaged	Violent
Disgraceful	Volatile
Disordered	Young offender
Disruptive	

## APPENDIX O



### **Guidance for children who are not responding to the Managing and Supporting Behaviour Policy.**

At points in a child's education they may find it difficult to follow the school rules and the sanctions in place may not be appropriate or effective. This may be due to an undiagnosed or unmet need, trauma or environmental factors. If this is the case the schools may want to offer some of the following supportive strategies.

#### **Strategies:**

Individual work stations in or out of class

Areas with limited stimulus

Now/Next

TEACCH station

Tray Tasks for children to access independently in class

Brain break packs or timetables

Lesson break - timers

Play breaks

Sensory diet and timetable

Calm down tool kits

Outdoor time/ physical activity

PACE

Alternative lunch/break times

Nurture breakfast

Green and Red Cards

Reward time

Alternative in school nurture provision

Proprioceptive activities

Access to the HUT (therapeutic support)

Adapted and bespoke timetables

**If a child is receiving education predominately out of the classroom it is vital that the teacher is still involved in the child's day. The teacher should be planning for these children and planning time throughout the day to visit, play and work with the child.**

### **Sanctions:**

The child still needs to understand what behaviour is and is not acceptable in school and this may be through the use of Instant time out, instant RRS or suspensions. Restorative conversation needs to be happening as part of the child's daily practice.

### **Adult support:**

At points children may require small group or 1:1 support. This will be carefully considered and schools will try their utmost to provide an adult who the child has a positive relationship. If the risk assessment states, a child may need 2:1 adult support but at this point SMAP funding will be applied for.

### **Transition:**

Enhanced transition must be planned at points of change both within school and on to other settings.

### **Part Time timetables:**

Part Time timetables can be used to prevent suspension/exclusion and to allow the child to achieve success. This needs to be planned alongside the parents and other professionals and a 6 week review plan should be created. In house FSW support can be accessed for the family this may also include home visits for those children on PT timetables.

### **Recording and monitoring:**

Children receiving such a bespoke package must have an **IEP** for SEMH need as their provision is additional to and different from their peers. An **EHAT** or **TAM** should be in place to allow for regular conversation regarding the provision and support in place for the child and family. Following the graduated approach if necessary and the need appears to be enduring the school and family may wish to apply for an **EHCP**.

**IBPs** should be used and reviewed regularly to record the support strategies that may help to deescalate a child who is showing anxiety, defensive or risk behaviour.



If a child is showing risk behaviour a **Risk Assessment** will need to be completed alongside the parents and reviewed when there are changes in behaviour.

**Outside agency support:**

If a child is receiving a provision as discussed above it will be likely that outside agencies may be involved particularly in the EHAT/TAM process.

EHAAT

Social Care

EP

MAST – Counsellor, Therapist, S+L

CIT

CDC etc.