

# **Charles Kingsley's CE Primary School**

## **Relationships, Behaviour and Response Policy**



**This policy was reviewed by the Governing  
Body:**

**Autumn Term 2026**

**Next Review Date: Autumn Term 2027**

## Purpose:

The purpose of this policy is to guide teachers, children and parents on our relational approach to behaviour in our school. At Charles Kingsley's, we aim to create a safe and happy environment, through a whole school approach. This, in turn, enables our school community to feel loved, secure and respected within an atmosphere of learning without limits so that they can grow positively to impact our world and live life in all its fullness. By fostering and nurturing loving, supportive and positive relationships, we aim to equip all children and adults with the language and skills needed to successfully manage their individual responses so that everyone feels safe, a sense of belonging and are ready to learn.

## Aims:

- To provide a safe, inclusive and equitable school ethos which ultimately creates an atmosphere of learning without limits where all children can thrive
- To provide a clear and consistent approach to responding to behaviour
- To support our children to regulate their own behaviour and to be accountable for their actions, recognising the impact this may have on themselves and others
- To provide staff with the tools to enable them to support and equip children with strategies to develop their behaviour choices

## Rationale:

Our relationships and behaviour policy is rooted in a relational approach which draws on theory and research from the fields of neuroscience, attachment, trauma, adverse childhood experiences and restorative approaches.

*“The Relational Approach offers a range of opportunities for children and young people to engage with missing early childhood experiences, giving them the social and emotional skills to do well at school, and develop their resilience and their capacity to deal more confidently with the trials and tribulations of life.”*

*(The Attachment Research Community)*

We know that people are at their best when their needs are met. At Charles Kingsley's C of E Primary School, we do this through developing strong, caring and effective relationships. We understand that behaviour, whether positive or negative, is an expression of need. We recognise that it is our responsibility to ensure that we understand our children's needs (whether emotional, physical or cognitive) and that meeting these has an impact on their ability to be at their best.

We believe that our core approach will allow most children to be successful, however, some children require a flexible approach which still sits within our systems. In order to meet their needs, help children to make progress and ensure an equitable system for all, a graduated response to behaviour support allows staff to guide children according to their current level of need and from their own individual starting point. Further information about our tiered approach can be found in Appendix I.



## How is this underpinned by our school ethos and values?

We believe in providing quality education for all which is supported by our core Christian values of **love, courage and hope**. Our aim is to give each child a firm foundation so that they grow to positively impact our world and live life in all its fullness.

***“Let all that you do be done in love.”***

### **I Corinthians 16:14**

Teaching the children about what it means to show love, courage and hope, and how to be ready, respectful and safe runs through everything we do. These teaching moments happen at whole school, class, group and individual levels, allowing children to gradually develop their understanding of what good behaviour looks like at an age-appropriate level and to grow a strong understanding over time.

At Charles Kingsley’s C of E Primary school, we recognise the right of every individual in our school to be treated with love and respect. We have high expectations of everyone in order to help us create an environment that is pro-social and pro-learning. To enable this, we expect every individual to follow our three school rules:

| Be Ready                                                                                                                                                                                                                                                                                                 | Be Respectful                                                                                                                                                                                                                                                                         | Be Safe                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Have good attendance and be at school on time</li><li>• Be ready to learn at the start of lessons</li><li>• Work hard and try your best</li><li>• Learn from your mistakes and have the courage to have a go</li><li>• Ask for help when you are stuck</li></ul> | <ul style="list-style-type: none"><li>• Show respect, love and kindness to all</li><li>• Follow the instructions you have been given</li><li>• Listen to others</li><li>• Treat everyone fairly</li><li>• Look after each other</li><li>• Look after our school environment</li></ul> | <ul style="list-style-type: none"><li>• Keep your hands and feet to yourself</li><li>• Walk sensibly and calmly around school</li><li>• Be safe online</li><li>• Tell a member of staff if you have any concerns about yourself or someone else</li></ul> |

#### **Roles and responsibilities:**

Our children are responsible for:

- Being ready, respectful and safe
- Demonstrating our school values of love, courage and hope
- Respecting difference and individuality
- Understanding that some children will need a different approach
- Behaving as positive ambassadors for the school

Our parents and carers are responsible for:

- Supporting the principles and implementation of this policy
- Being a positive role model for their children
- Fostering their child’s awareness of acceptable behaviour
- Promoting their child’s sense of belonging in the school community and readiness to learn through good attendance, punctuality, providing correct uniform and equipment
- Building positive relationships with school staff and keeping us informed of circumstances that may impact on their personal, social and emotional development

Our staff are responsible for:

- Applying the principles, expectations and requirements set out in this policy
- Developing a strong relationship with every child they work with
- Setting high expectations that are pro-social and pro-learning

- Developing an understanding of what children are trying to communicate through their behaviour
- Ensuring that incidents are reported and recorded following the school procedures
- Building positive relationships with parents and communicating with them effectively
- Working with external professionals and agencies in order to support children

Our Governing Body are responsible for:

- Setting and agreeing the principles on which this policy is based
- Reviewing and approving this policy
- Monitoring the implementation and impact of this policy

### **Promoting positive behaviour**

Our school promotes positive behaviour and recognises children's individual efforts, as well as their attitudes to school and their learning. We recognise that calm and consistent behaviour support and strategies, and an exciting, well considered curriculum sets children up to make good behaviour choices. In addition, we know that investing time in building strong, trusting relationships with all children by getting to know them, giving them a voice and listening to them will help promote positive behaviour.

Alongside these approaches, the following strategies are utilised to promote positive behaviour choices:

|                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Conditional praise and catching good</b>               | This is our main approach to promoting good behaviour. Praise should be specific and sincere so that the child knows exactly which behaviours to repeat. Catching children behaving well also motivates other children to imitate them. The child may also be invited to share their work or choices with another member of staff.                                                                                                                                                                                                                             |
| <b>Unconditional praise and holding the child in mind</b> | This strategy is particularly useful for our children who are Tier 3 in our behaviour policy but will benefit all. This is where children are given, in manageable chunks, snippets of "Wow! You are amazing!" feedback. They do not need to have done anything extraordinary but this will boost their self-esteem and confidence. Examples could include: "Look at those gorgeous smiley eyes" or "I was watching a football match and it made me think about your brilliant football skills".                                                               |
| <b>Stickers</b>                                           | Stickers are awarded when the children demonstrate our school values of 'love, courage and hope'. The children can choose whether to wear their sticker or have it placed on their work.                                                                                                                                                                                                                                                                                                                                                                       |
| <b>House points</b>                                       | All children in the school are assigned to house teams. The children can be awarded house points that are then collected towards their whole team. At the end of each half term, the winning house point team will have a reward for the whole team. House captains will choose their reward for their team.                                                                                                                                                                                                                                                   |
| <b>Whole class rewards</b>                                | At the start of the school year, teachers will set their class contract with the children to determine their classroom ethos. Teachers will then be responsible for initiating a whole class reward system, this may look like a hundred square or marbles in a jar to collect credits for the whole class. Once a certain number of credits have been collected, the children will be able to choose a whole class reward to celebrate their achievement. This reward system is the only visual reward strategy that should be in place within the classroom. |
| <b>Positive post cards</b>                                | Positive postcards can be sent home by any member of staff to a child's home address. These will be sent when a child goes above and beyond.                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>The Values Crown</b>                                   | The Values Crown will be awarded weekly in our whole school celebration worship, alongside a certificate for children to take home and share with their                                                                                                                                                                                                                                                                                                                                                                                                        |

|  |                                                                                                                                                           |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | loved ones. The class teacher or the children will decide who should receive The Values Crown and how they have demonstrated our school values that week. |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------|

We never remove any reward once it has been earned (e.g. house points or class rewards). Unwanted behaviour should be addressed using our Stepped Response.

At our school, we believe that while extrinsic rewards (such as praise, stickers, or certificates) can encourage positive behaviour in the short term, our ultimate goal is to foster intrinsic motivation - the internal drive to make good choices because they are the right thing to do. Intrinsic motivation helps children develop self-regulation, empathy, and a sense of responsibility that lasts beyond external incentives.

We use extrinsic rewards sparingly and purposefully, ensuring they do not replace the deeper understanding of our rules: be ready, be respectful, be safe. Our approach prioritises helping children recognise the impact of their actions on themselves and others so that positive behaviour becomes a natural and self-sustaining choice.

### **Regulated and Dysregulated Behaviour:**

When children are not demonstrating our school rules; **be ready, be respectful, be safe** school staff are trained to recognise if the pupil is able, at that point, to regulate their own behaviour. Dysregulated behaviour can be recognised, in its simplest form, as children who are in fight, flight, freeze or flop mode, this is considered to be a state of crisis.

### **Dysregulated Behaviour:**

If children are dysregulated, school staff will prioritise supporting them to regulate their emotions before talking to them about their behaviour and conduct. Adults will then re-establish their relationship with the child, before moving onto a reflective and restorative approach. Prompts for this can be found in the Behaviour Blueprint - Appendix 2.

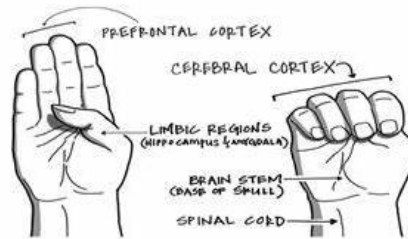
### **Regulate:**

The process for this is:

- 1) Label the emotion:  
**'Wonder, Imagine and Notice'** with the child around the emotion they may be feeling. For example, 'I am wondering if you are feeling angry as I have noticed that you are very hot.'
- 2) Limit the behaviours:  
Make sure everyone is safe and if the child is displaying dangerous behaviour share clear behaviour boundaries. For example, 'if you do X, then you will hurt yourself and that is not showing our school rule of being safe.'
- 3) Lid closure:  
When children are dysregulated, the amygdala fires and they are not able to engage the part of the brain that helps them to make good decisions, show empathy and problem solve. We refer to this using the analogy 'flipping the lid.' We need to help children 'close the lid' ('quieten the barking dog') so that the decision making part of their brain ('the wise owl') is reengaged. A video explaining this can be found here: [How a child's brain develops through early experiences \(youtube.com\)](#)

## Flipping Your Lid

### Hand Model of the Brain



#### **Relate:**

It is important for the adult to re-establish a bond with the child to enable them to engage in the restorative stage of the process.

*“Connect before you correct” (Kit Messenger & Alison Rendle)*

#### **Restore:**

The aim of restorative actions, is primarily to change behaviours and help children to understand the impact of their actions. Restorative actions and responses are ways for taking positive responsibility for making amends, making personal changes and for developing a greater sense of belonging within our school community

*“You have heard that it was said, ‘Love your neighbour and hate your enemy.’ But I tell you, love your enemies and pray for those who persecute you.” Matthew 5:43-44*

Jesus taught His disciples to imitate the love of God in every action. Instead of looking for an opportunity to inflict harsh punishment, or return evil for evil, He told the disciples to seek peace and to act in love and forgiveness.

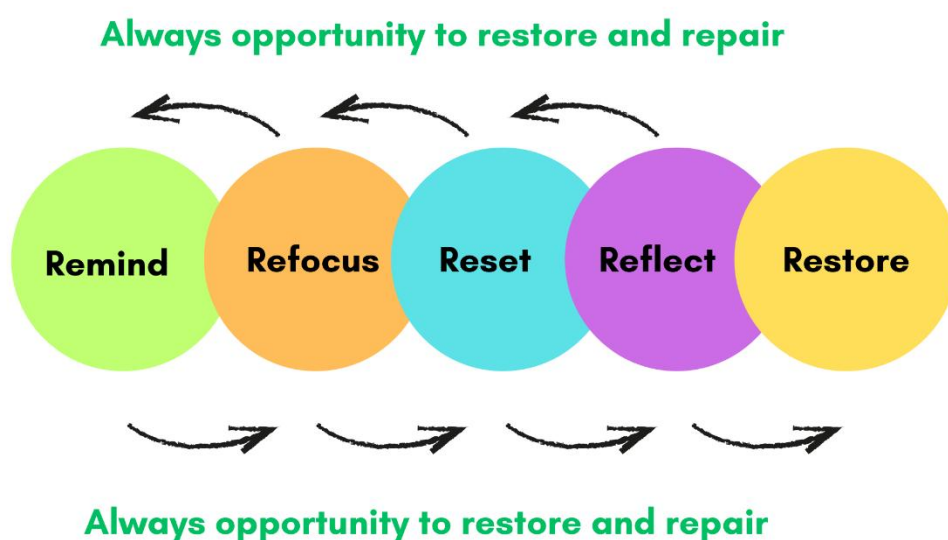
#### **Regulated and ‘unwanted’ behaviour:**

Sometimes, children who are regulated make decisions that are not in line with our school rules. In this case, a stepped approach to responses are used. The aim is always to help the child to correct their behaviour and to learn from their mistakes.

#### **Stepped Response**

The response taken to ‘unwanted behaviour’ will always aim to be consistent and to prepare children for their future, including life at secondary school. Staff will follow a clear script which encourages reflection on our school values and which challenges behaviour “You have stopped children from learning, we are here for the education of everyone.”

## The Stepped Response



| Stepped Response   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. <b>Remind</b>   | – general/non- verbal/catching and sharing desired positive behaviour, if continues, remind again verbally: outline specific expectation and share the script “ <i>You have stopped children from learning, we are here for the education of everyone</i> ”. Visual reminder: EYFS/KS1 or when not in the classroom (PE, playtime, Worship, lunchtime) Adult will add child’s name to a post-it note<br>KS2 a post it note will be discreetly placed onto the child’s work station |
| 2. <b>Refocus</b>  | – Staff work alongside the child to identify whether any part of the learning are challenging them which is causing the behaviour choices. All staff will ensure at this point that the child understands the expectations and is able to meet them. For example, they understand the work they need to do, or the reason behaviour choices may be unsafe, have appropriate resources etc.                                                                                         |
| 3. <b>Regulate</b> | – might consist of space for a movement break, sensory circuit, use of regulation tools. All children are taught strategies to help support regulation.                                                                                                                                                                                                                                                                                                                            |
| 4. <b>Reflect</b>  | - A child will be informed that they are at the ‘reflect’ stage, they will be either spending time in outside the SLT office or they will spend it in another classroom. Another member of staff will discuss with them the behaviour choices they have made and explain why this did not meet the school rules of be ready, be safe, be respectful. This will always be followed up with a phone call home to parents.                                                            |
| 5. <b>Restore</b>  | – A restorative conversation takes place, guided by an adult, to identify why the behaviour took place, what should have been done differently and how this needs to be repaired.                                                                                                                                                                                                                                                                                                  |

## Verbal warning and Scripted Intervention:

| Scripted Intervention                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I have noticed that .... <ul style="list-style-type: none"><li>• You are not showing ... (school value of Love, Courage, Hope)</li><li>• You are not showing ... (our school rule of Ready, Respectful, Safe)</li><li>• You need to ...</li><li>• Thank you</li></ul> |

## Restoration time:

Restoration time will have a clear process that supports children in acknowledging their behaviour, the impact it has on others and what they will do next.

Staff will conduct a restorative conversation with the child. This may be recorded on one of a selection of Restorative Reflection Records, if able to do so, this format will be selected by the child. - Appendix 3 and 4. The Emotion Coaching prompt sheet Appendix 5 may be used to support the restorative conversation.

Staff will support and scaffold the children appropriately according to their age, stage of development and any additional needs they have.

The key questions asked are: What happened? Who was affected? What will happen next?

Where appropriate, parents will be involved in this process. In addition, a Person Centred Planning meeting might be held. Appendix 6.

## Working through the stages:

In general, children will work through the 5 stages. If a pupil demonstrates a socially unacceptable behaviour, for example, is aggressive, threatens or hurts another pupil or a member of staff, they will move straight to Stage 4.

If a child reaches Stage 4 on 4 occasions in a half term, the teacher will meet with a member of SLT to discuss the provision for the child and whether any further actions need to take place to enable the child to be successful. Behaviour tracking may be analysed and changes made, where necessary to lesson or break provision. Parents will be informed via class teachers.

## Socially unacceptable behaviour:

The following are considered to be socially unacceptable behaviours and Phase 5 responses will be followed:

|                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Verbal abuse</b>                                                                        | Racism of any kind, homophobic comments, swearing and inappropriate sign language (hand gestures), shouting at others aggressively                                                                                                                                                                                                                                                     |
| <b>Physical abuse</b>                                                                      | Any unacceptable contact with another child or adult e.g. punching, kicking, pinching, hitting, biting, slapping, grabbing                                                                                                                                                                                                                                                             |
| <b>Mental abuse</b>                                                                        | Bullying (see anti bullying policy)– unkind behaviour that is persistent, targeted from and towards the same person                                                                                                                                                                                                                                                                    |
| <b>Prejudiced based and discriminatory bullying (also defined as child on child abuse)</b> | Bullying can be based on • Race (racist bullying) • Sexual orientation (homophobic or biphobic) • Special educational needs (SEN) or disability • Culture or class • Gender identity (transphobic) • Gender (sexist bullying) • Appearance or health conditions • Religion or belief • Related to home or other personal circumstances • Related to another vulnerable group of people |

|                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Sexual Violence and Sexual Harassment</b> | Lewd behaviour, sexual abuse, bullying, graffiti, harassment, sexual contact including; pushing or rubbing against, grabbing bottoms, breasts or genitals, pinging or flicking bras, lifting skirts or pulling down trousers, sharing of sexual images or videos                                                                                                                                                               |
| <b>Threatening behaviour</b>                 | Intimidation towards children or adults (including carrying an offensive weapon), using the body in a manner that feels uncomfortable and confrontational towards others (e.g. using your body to block their path), non-verbal gestures that indicate swearing                                                                                                                                                                |
| <b>Damage, vandalism, graffiti</b>           | Including damage to school or personal property belonging to any member of the school community, if a child's actions have caused damage to anyone's property the child will be expected to tidy/clean/replace the damaged property. Parents/carers will always be informed of these incidences and expectations                                                                                                               |
| <b>Theft</b>                                 | Selling and dealing in stolen property, stealing from local shops or on a school outing, stealing school property                                                                                                                                                                                                                                                                                                              |
| <b>Use of ICT</b>                            | Inappropriate use of school ICT e.g. bullying, researching explicit materials                                                                                                                                                                                                                                                                                                                                                  |
| <b>Cyber bullying</b>                        | Bullying by texts or messages or calls on mobile 'phones, use of mobile 'phone cameras to cause distress, fear or humiliation, posting threatening, abusive, defamatory or humiliating material on websites, to include blogs, personal websites, social networking sites, using e-mail to message others, hijacking/cloning e-mail accounts, making threatening, abusive, defamatory or humiliating remarks in on-line forums |

### **Recording and reporting:**

All staff will report incidents of Level 4 behaviour via Myconcern. SLT will track these behaviours via the incident reporting log at weekly Safeguarding meetings. The outcomes of these will be reported anonymously each term to Governors. Any restorative paperwork should be kept by the class teacher in their class behaviour folder.

Teachers are responsible for sharing these incidents with parents/carers.

### **Bullying:**

We adopt and agree with the government definition of bullying which is: "Behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally (Preventing & Tackling Bullying – DfE 2014). Bullying also involves an "imbalance of power" (Anti-Bullying Alliance).

Isolated incidents of poor behaviour do not necessarily mean that bullying is taking place. We believe that our policy, environment and focus on strong relationships reduce the risk of bullying taking place, however we recognise that bullying can still happen and we aim to intervene early and effectively when we become aware of any signs of bullying.

A robust response will be put in place. Further information can be found in our Preventing and Tackling Bullying Policy.

### **Physical Intervention**

Our overarching aim is to keep all children safe; on rare occasions, this may require the use of physical intervention. Members of staff trained in the Team teach approach, have the training to use physical intervention, including reasonable force, to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school.

Physical intervention is always be used as a last resort. The level of force required should be proportionate to the situation and used for as short a time as possible. In almost all circumstances,

the member of staff will give a warning to the child of the potential use of physical intervention, in order to give the child the chance to turn things around and thereby avoid the intervention. Further detail can be found in our Physical Intervention policy

### **Exclusion and suspensions**

The use of suspensions and school exclusion are taken very seriously and will only be used:

- in response to serious or persistent breaches of the school's behaviour policy and
- where allowing the child to remain in school would seriously harm the education of the child or others in the school.

We follow HCC guidance on exclusions and suspensions and consistently refer to the most up to date recommendations:

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>

Definition of suspension: where a pupil is temporarily removed from the school.

Definition of permanent exclusion: means that a pupil is not allowed to attend school or go on to school premises permanently.

If your child is suspended or excluded you will be notified by the Head Teacher (or their nominated representative) immediately. This may be by phone or you may be asked to come in to a meeting. As part of this conversation, you will be told the length of the suspension and the reason for it. We may also discuss the next steps after the suspension. If the child has a social worker or is looked after the social worker will be informed immediately.

If your child has been suspended, you can make all the difference in getting them back on track and helping them to be successful.

Preventing further suspensions and permanent exclusion: When your child returns to school, you can help prevent further suspensions by keeping in regular contact with your child's class teacher and year leader; ensuring that you and your child are involved in any future meetings.

Further advice and guidance: We follow the Hampshire guidance – Exclusions from school and further information and contact details for parents can be found:

<https://www.hants.gov.uk/educationandlearning/educationinclusionservice/exclusion>

## List of Appendices:

Appendix 1: A tiered system of support for behaviour

Appendix 2: Behaviour Policy Blueprint

Appendix 3: Restorative Reflection record

Appendix 4: example of a comic strip conversation

Appendix 5: Emotion Coaching Prompt

Appendix 6: Person Centered Planning Meeting

Appendix 7: Example of a Positive Behaviour Plan – Child X

Appendix 8: Behaviour Map

## Appendix I: A tiered system of support for behaviour

| Tier     | Profile of child<br>(example characteristics)                                                                                                                                                                                                                                                                               | Examples of strategies                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1</b> | Generally good behaviour in all parts of school life with very occasional unwanted behaviour choices. Understands and has the skills to follow the school rules and turn things around quickly when mistakes are made.                                                                                                      | <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Use of the stepped approach</li> <li>• Recognition of positive behaviours</li> <li>• Restorative conversations when appropriate</li> <li>• Communication with parents and carers as appropriate</li> <li>• Access to a curriculum that teaches about appropriate behaviour choices</li> </ul>                                                                                      |
| <b>2</b> | Occasional unwanted behaviour and not following the school rules<br>Sometimes disruptive in lessons.<br>Some low level refusal.<br>Some challenges at play times with social interactions                                                                                                                                   | All of the above plus: <ul style="list-style-type: none"> <li>• Meetings with parents/carers to discuss reasons for behaviour</li> <li>• Meeting with the SENDCo or other professionals</li> <li>• ELSA</li> <li>• Use of zones of regulation</li> </ul>                                                                                                                                                                                                 |
| <b>3</b> | Regularly struggles to follow the school rules<br>Finds unstructured and transition times challenging<br>Limited language for social interaction<br>Requires adaption to the curriculum<br>Requires adult support for a successful playtime<br>May dysregulate easily and demonstrate fight, flight, freeze, flop responses | All of the above plus: <ul style="list-style-type: none"> <li>• Individual behaviour plans (Appendix 7)</li> <li>• Behaviour maps (appendix 8)</li> <li>• 1:1 support from a trusted adult</li> <li>• Involvement of external agencies and professionals</li> <li>• Use of behaviour ladders</li> <li>• Regular communication with parents to build partnership</li> <li>• Anticipating situations which might be difficult for some children</li> </ul> |

## Appendix 2 - Behaviour Policy Blueprint

| Ready                                                                                                                                                                                                                                                                                                | Respectful                                                                                                                                                                                                                                                                       | Safe                                                                                                                                                                                                                                                   |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Have good attendance and be at school on time</li> <li>Be ready to learn at the start of lessons</li> <li>Work hard and try your best</li> <li>Learn from your mistakes and have the courage to have a go</li> <li>Ask for help when you are stuck</li> </ul> | <ul style="list-style-type: none"> <li>Show respect, love and kindness to all</li> <li>Follow the instructions you have been given</li> <li>Listen to others</li> <li>Treat everyone fairly</li> <li>Look after each other</li> <li>Look after our school environment</li> </ul> | <ul style="list-style-type: none"> <li>Keep your hands and feet to yourself</li> <li>Walk sensibly and calmly around school</li> <li>Be safe online</li> <li>Tell a member of staff if you have any concerns about yourself or someone else</li> </ul> |

### Dysregulated – Crisis - Fight – Fright – Freeze - Flop

| Regulate                                         |                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Label the emotion<br>Wonder Imagine Notice - WIN | I wonder if you are feeling...<br>I imagine you are...<br>I notice you are ....                                                                                                                                                                                                                                                                                      |
| Limit the behaviour                              | Safety = Priority – Clear, concise instructions. – Give a clear boundary – Consider offering an alternative action – Consider a change of location - choose A or B / lets go to .. – Explain what is happening; -We're going to move to the sofa so that you are safe and are more comfortable. – Make sure an adult is in close proximity - tell them and check in. |
| Close the lid                                    | - 5 minutes calm down time – Reduce sensory overload<br>- Alone time - adult in proximity ('I'm going to sit... if you need me. I'll come and check on you in 2 mins) - Quiet<br>- reduce language and interactions<br>- Movement<br>- Distraction<br>- Change of face                                                                                               |

### Regulated

| Stepped Response                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Remind</b> – general/non- verbal/catching and sharing desired positive behaviour, if continues, remind again verbally: outline specific expectation and share the script “You have stopped children from learning, we are here for the education of everyone”. Visual reminder: EYFS/KS1 or when not in the classroom (PE, playtime, Worship, lunchtime) Adult will add child's name to a post-it note KS2 a post it note will be discreetly placed onto the child's work station |
| <b>2. Refocus</b> – Staff work alongside the child to identify whether any part of the learning are challenging them which is causing the behaviour choices. All staff will ensure at this point that the child understands the expectations and is able to meet them. For example, they understand the work they need to do, or the reason behaviour choices may be unsafe, have appropriate resources etc.                                                                            |
| <b>3. Regulate</b> – might consist of space for a movement break, sensory circuit, use of regulation tools. All children are taught strategies to help support regulation.                                                                                                                                                                                                                                                                                                              |
| <b>4. Reflect</b> - A child will be informed that they are at the 'reflect' stage, they will be either spending time in outside the SLT office or they will spend it in another classroom. Another member of staff will discuss with them the behaviour choices they have made and explain why this did not meet the school rules of be ready, be safe, be respectful. This will always be followed up with a phone call home to parents.                                               |
| <b>5. Restore</b> – A restorative conversation takes place, guided by an adult, to identify why the behaviour took place, what should have been done differently and how this needs to be repaired.                                                                                                                                                                                                                                                                                     |

| Relate                                                                                               |                                                                                     |
|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Re-establish a bond with the child to enable them to engage with the restorative part of the process |                                                                                     |
| Strategies                                                                                           | Example                                                                             |
| Talk about a shared interest                                                                         | I saw a lovely horse the other day, I thought of you because I know you love horses |
| Talk about a happy memory you share                                                                  | I remember when we went on the school trip and went pond dipping                    |
| Take part in an activity together (co regulation) - this can be small                                | Help them with their lid closure activity, e.g. sharpening pencils                  |
| Tell them something they might be able to relate to and ask a question                               | It's 16 days until my birthday. Do you know how long it is until your birthday?     |

| Scripted Intervention                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I have noticed that .... <ul style="list-style-type: none"> <li>You are not showing ... (school value of Love, Courage, Hope)               <ul style="list-style-type: none"> <li>You are not showing ... (our school rule of Ready, Respectful, Safe)</li> </ul> </li> <li>You need to ...</li> <li>Thank you</li> </ul> |

| Restore                                                                                                                                                                                                                         |                                                                                           |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Ideally, this will be with, or include the member of staff who was with the child when the incident started. Neutral tone – non-judgemental<br>Possible 'Draw it out' / Restorative Reflection record/solution focussed session |                                                                                           |
| What happened?                                                                                                                                                                                                                  | What happened? What were you thinking? How were you feeling at the time?                  |
| Who was affected?                                                                                                                                                                                                               | Who was affected? How do you think they might have felt?                                  |
| What next?                                                                                                                                                                                                                      | What can you do to make things better? – What could you do next time? – Who can help you? |

### Appendix 3: Restorative Reflection record

|                                                                                                                                         |                              |              |
|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------|--------------|
| <b>Pupil Name</b>                                                                                                                       | <b>Date</b>                  | <b>Class</b> |
| <b>Staff name</b>                                                                                                                       | <b>Number this half term</b> |              |
| Summary/ Notes of Restorative Conversation                                                                                              |                              |              |
| <p>1: The situation</p> <p>What happened?</p> <p>What were you thinking?</p> <p>How were you feeling at the time?</p>                   |                              |              |
| <p>2. People involved</p> <p>Who was affected?</p> <p>How do you think they might have felt?</p>                                        |                              |              |
| <p>3. Repair and restore</p> <p>What can you do to make things better?</p> <p>What could you do next time?</p> <p>Who can help you?</p> |                              |              |
| Follow up points/ Actions:                                                                                                              |                              |              |

# Appendix 4: example of a comic strip conversation

Example of a Comic Strip Conversation

What happened this time -

1. J: What are you doing? M: I want to be on my own.

2. M: I'm going to shut up. J: I want to be on my own.

3. J: Go away! M: Why is M so cross?

4. M: That wasn't nice. J: Oh no...

What could happen next time -

1. J: What are you doing? M: I want to be on my own.

2. M: I'm on the computer. I want to be on my own.

3. J: OK. M: I'd better find something else to do.

4. M: Good. J: ✓

Comfortable feelings (happy, relaxed)  
Uncomfortable feelings (cross, upset)

## Appendix 5: Emotion Coaching Prompt

### Emotion Coaching Prompts



Downloaded from [www.widgit.com](https://www.widgit.com) for Peter Primary School (04/04/2021)

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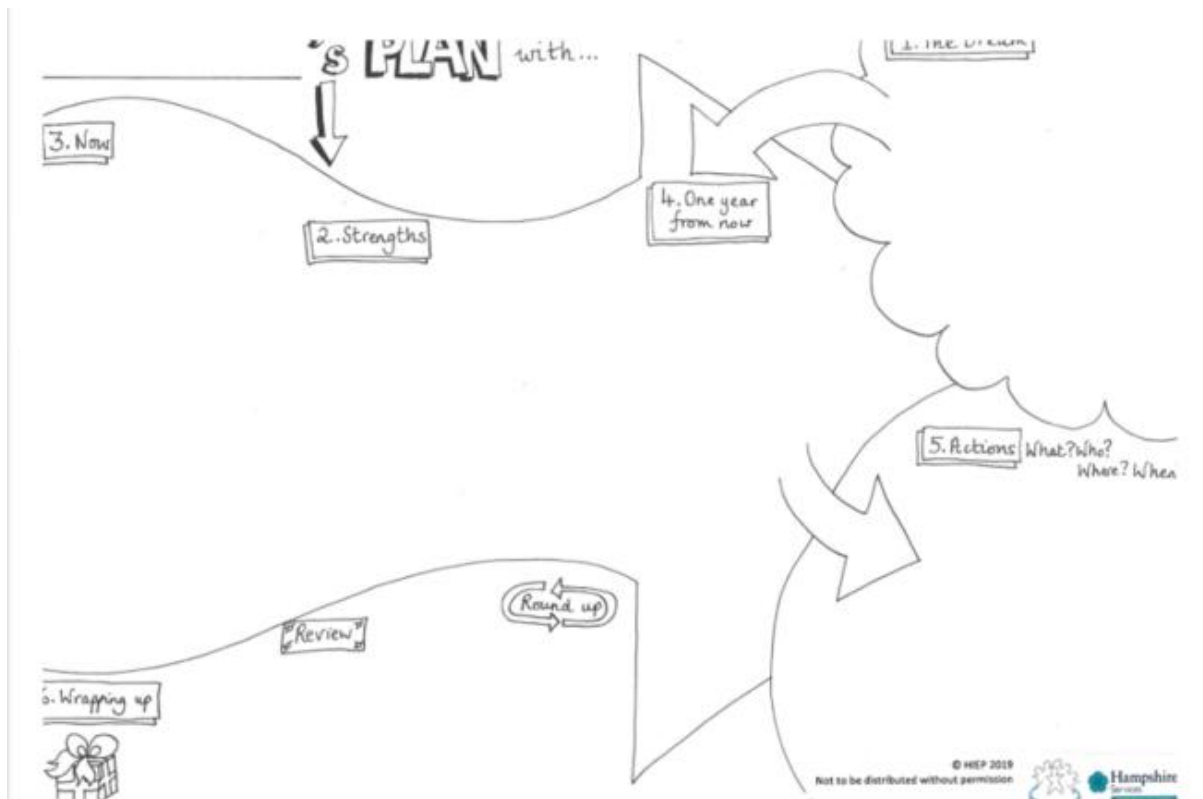
Downloaded from [www.widgit.com](https://www.widgit.com) for Peter Primary School (04/04/2021)

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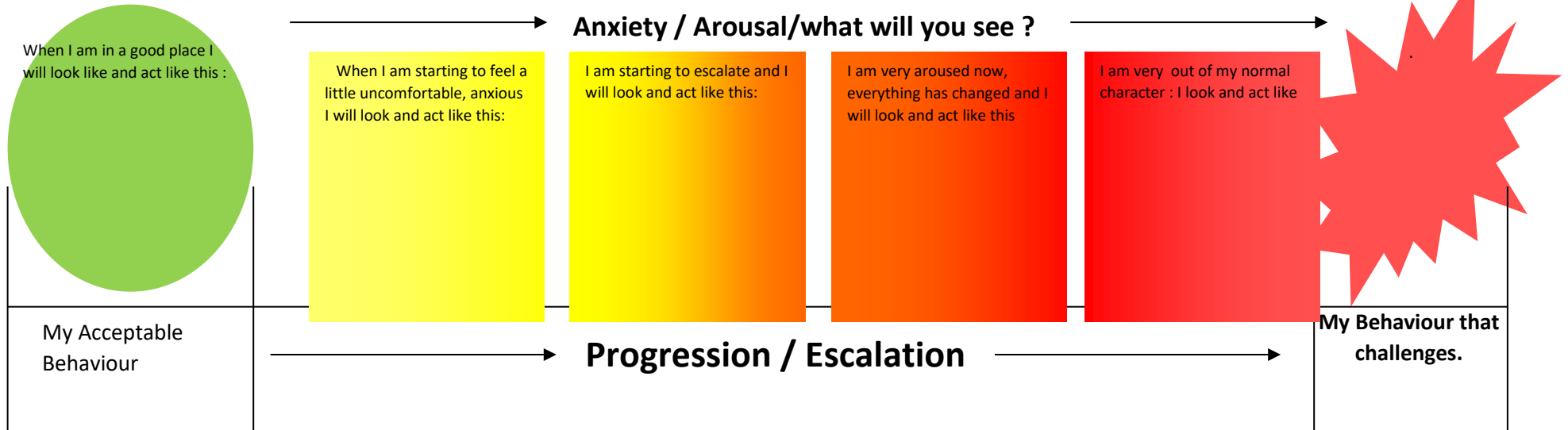
## Appendix 6: Person Centered Planning Meeting



## Appendix 7: Example of a Positive Behaviour Plan – Child X

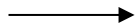
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>My difficult situations</b></p> <ul style="list-style-type: none"> <li>• Being asked to write without support</li> <li>• Being asked to read something I will find tricky</li> <li>• Sitting still</li> <li>• Being in worship</li> <li>• Working in groups when I don't have the adult's attention</li> <li>• Being told no</li> <li>• Loosing in a game</li> <li>• People not following rules</li> <li>• Doing tasks for a more than 10 minutes</li> <li>• Lining up after lunch and break</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p><b>Behaviour I might display</b></p> <p><b>Early warning signs</b></p> <ul style="list-style-type: none"> <li>• Hissing</li> <li>• Moving in my seat or within the classroom</li> <li>• Walking away when you are talking to me</li> <li>• Turning my back on you if you are saying something I don't want to hear</li> <li>• Ignoring instructions</li> <li>• Staring at you</li> </ul> <p><b>If the early warning signs are not noticed I may:</b></p> <ul style="list-style-type: none"> <li>• Shout</li> <li>• Run</li> <li>• Refuse to listen</li> <li>• Get angry with myself</li> <li>• Believe my negative view of myself</li> <li>• Climb</li> <li>• Swing</li> <li>• Put myself in danger because an adult doesn't know where I am</li> <li>• Hide</li> </ul>                                                                                                                                                                                                                                                                                                                            |
| <p><b>What you can do to avoid these situations</b></p> <ul style="list-style-type: none"> <li>• Be calm</li> <li>• Recognise when I am making the right choices</li> <li>• Use my Positive ladder when you spot me making the right choices or completing tasks or showing kindness</li> <li>• Give me short tasks</li> <li>• Give me a visual task board</li> <li>• Make your expectation clear</li> <li>• Make the consequences fair</li> <li>• Positive reinforcement of what is expected</li> <li>• Give me options that will keep me safe like my safe space (underneath Mrs P's desk in the classroom) or helping in Yr 1</li> <li>• Movement breaks with an adult – using my lanyards – blue for one lap of the school, green for a job and orange for 5 mins in another class.</li> <li>• Walk and talk/listen</li> <li>• Give me clear deadlines but don't give me the timer</li> <li>• Give me a job to do</li> <li>• Distract me in a positive way</li> <li>• Suggest drawing</li> <li>• Give me smart putty</li> <li>• Make the drawing tablet available</li> <li>• Ask me if I want to use my Lego time</li> <li>• Suggest Magnet Nextx</li> <li>• Make the ear defenders available</li> </ul> | <p><b>What can you do if I display challenging behaviour</b></p> <p><b>When I am showing early warning signs:</b></p> <ul style="list-style-type: none"> <li>• Give me a movement break – using the lanyards</li> <li>• Walk and talk/listen</li> <li>• Distract me in a positive way</li> <li>• Ask me to do a job</li> <li>• Give me one task to do</li> <li>• Recognise the 'good' things I am doing and move me up my positive ladder.</li> </ul> <p><b>If the situation has escalated</b></p> <ul style="list-style-type: none"> <li>• Give me space</li> <li>• Walk away from me and be quiet</li> <li>• Use calm voice</li> <li>• Remind me that I need to stay safe</li> <li>• Give me a clear expectation</li> <li>• Remind me of or suggest my safe space</li> <li>• Remind me that I can use my lanyards</li> </ul> <p><b>Afterwards:</b></p> <ul style="list-style-type: none"> <li>• Listen to me when I want to talk – it might be nothing to do with what happen</li> <li>• Recognise the good choices that I have made</li> <li>• Ask me for my opinion on what went wrong</li> </ul> |

## Appendix 8: Behaviour Map



### RE-ACTIVE STRATEGIES.

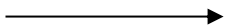
What to do if you see my behaviours on the map.



|                  |               |                           |                                                           |                                       |  |
|------------------|---------------|---------------------------|-----------------------------------------------------------|---------------------------------------|--|
| Please can you : | I may need to | I really need support now | I might be losing control and need help to remove myself? | When I am this aroused I will need to |  |
|------------------|---------------|---------------------------|-----------------------------------------------------------|---------------------------------------|--|

### PRO-ACTIVE STRATEGIES.

What you can do to prevent my anxiety / behaviours occurring



my Top 3 Triggers:

- 1.
- 2.
- 3.