

# Westcliffe School



## Kinnerley CE Primary School Behaviour Policy

Mrs Elizabeth Madin

Headteacher

Date: July 2023

Eve Whitmore

Chair of governors

Date: July 2023

## Aims

It is a primary aim of the Kinnerley CE Primary that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The School's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.

Where relationships break down we seek to restore them. This policy supports the school communities in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of our community to behave in a respectful way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children grow in a safe and secure environment, and to become resilient, positive, responsible and increasingly independent members of the community.

We will seek to use a consistent 3 step emotion coaching technique with our pupils:

Step 1) Recognising, empathising and validating pupils' feelings and helping them to label and identify them

Step 2) Setting limits on behaviour

Step 3) Problem-solving with the child to provide strategies for alternative and better behaviour choices

The School recognises and promotes good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to encourage good behaviour, rather than merely deter anti-social behaviour. Our aim is to be proactive, teaching positive behaviour, not merely tackling poor behaviour.

## Staff Responsibility

Behaviour Management is the responsibility of **all** staff across the School.

## Role of the Senior Leadership Team (SLT)

It is the responsibility of the SLT to implement the School behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the SLT to ensure the health, safety and welfare of all children in the School.

The SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The SLT keeps records of all reported serious incidents of misbehaviour including bullying and racism.

The Executive Head Teacher and the Head Teacher have the responsibility for giving suspensions to individual children for serious acts of misbehaviour, liaising with the SLT and Governors at all times. For repeated or very serious acts of anti-social behaviour, the Executive

Head Teacher/Head Teacher may permanently exclude a child. These actions are taken only after the School governors have been notified.

### **The Role of the Class Teacher**

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers across the School have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher must be a role model for the children and treat each child fairly, and enforce the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

The class teacher should ensure that parents are aware of repeated low-level negative behaviour such as calling out or disrupting the class.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher should, in the first instance, also contact a parent if there are concerns about the behaviour or welfare of a child, whilst also informing the Head teacher.

### **The Role of Support Staff**

Support staff should provide a positive model of behaviour and ensure high expectations are made explicit to the children. They should inform class teachers of any inappropriate behaviour and follow the policy.

### **The Role of Parents and Carers**

- To be aware of the school rules and expectations.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline
- To help their child accept responsibility for their actions.

Parents are expected to support the actions of the school but are able to address any queries regarding sanctions, firstly to the class teacher, then to the SLT.

The schools collaborate actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We expect parents and carers to support their child's learning, and to cooperate with the school.

## Organisation

### School Rules

Each school within the Federation has their own rules. This is to address the individuality of each school and its values, ethos and distinctiveness. At Kinnerley our rules are 'Be Ready, Respectful, Safe.' (see appendix) We also promote our School Christian Values of Kindness, Thankfulness, Courage and Community.

### Class Rules

Class teachers, support staff and children in their class devise these at the beginning of the academic year. They are intended to be guidelines for the sort of behaviour the children and adults would like to see in their classroom. They should focus on the positive rather than the negative.

Rules should be written up neatly and prominently displayed in the classroom.

### School Christian Values

As part of our role as a church school Christian values underpin everything we do. Our schools' focus values are therefore an integral part of our behaviour policy. Our values are displayed throughout the school and are used in common language by all staff to promote and celebrate positive behaviour.

### PSHE (Personal, Social and Health Education)

All classes use PSHE sessions as a tool for promoting positive behaviour. PSHE sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss inappropriate behaviour and plan ways to improve the situation.

### Promoting Positive Behaviour

We praise and reward children for good behaviour in a variety of ways:

- Teachers congratulate children.
- Teachers give children a variety of rewards within their classroom that may or may not contribute to a whole school reward system.
- Pupils may be sent to another member of staff to reinforce the praise and they may receive a sticker.
- Each week children from each class are nominated to receive a certificate in the Awards assembly, to celebrate good behaviour, attitudes and achievement.
- Positive playtime behaviour is rewarded with praise, certificates and stickers.
- The SLT actively encourages staff members to send children to them for good behaviour, improved attitudes to learning, and outstanding achievement.

Kinnerley CE School expects school rules to be followed to ensure a safe and positive learning environment and we review each situation on an individual basis.

We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.

We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task, or complete it during playtime.

### Inappropriate Behaviour and sanctions

- If behaviour is inappropriate then a verbal warning is given to the child and the adult should explain to the child what he/she is doing that is not acceptable. The warning will be repeated before any sanctions are applied. If the child requires a third warning then they will lose 5 minutes of the next break or lunchtime, during which they will complete a **behaviour reflection sheet**, with adult support, to help them reflect on their behaviour, identify ways to make amends and ways to avoid the situation being repeated. This is kept in the class file and made available to the school's pastoral lead staff member.
- The safety of the children is paramount in all situations. Aggressive or violent behaviour may result in a child being immediately sent out of / removed from the classroom without an escalation of warnings. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. The teacher may at this point seek further support from the Emotional Literacy Support Assistant/SLT. In cases of extreme violence the parents are always informed either verbally, by letter, or phone call.
- In the case of emotional outbursts the class teacher will seek to use the 3 step emotion coaching technique:  
Step 1) Recognising, empathising, validating the feelings and labelling them  
Step 2) Setting limits on behaviour  
Step 3) Problem-solving with the child or young person
- If a child repeatedly acts in a way that disrupts or upsets others, the teacher will seek further support from the SLT. The school contacts the child's parents or carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.
- Racist incidents will not be tolerated in any form and will be reported to the Local Authority/Police.
- If a child continues to not follow the behaviour policy an internal exclusion may be organised. A meeting will take place with the parent/carer to explain this decision. All information will be logged in the class behaviour folder, on CPOMs or both.
- In extreme cases each teacher has an SOS card which a child will present to a senior member of staff to signify that the teacher needs immediate assistance. Radios or classroom phones can also be used.
- Children that are identified, because they regularly display negative behaviour, may be referred to the SENDCo for further assessment and develop a programme of strategies to manage their behaviour. This may alter the application of the whole school behaviour policy and sanctions.

### Playground Expectations

- Expectations for playground behaviour are very clear to all staff and children.
- Children are reminded about how to use each playground area and the equipment.
- Lunchtime supervisors warn children verbally if their behaviour is inappropriate. The warning will be repeated before any sanctions are applied.

- If the child requires a third warning then they will shadow the lunchtime supervisor for 5 minutes. Lunchtime supervisors record the sanction in a book which will be monitored by the school's pastoral lead (ELSA).
- Any more serious incidents such as aggressive behaviour both physical or verbal are dealt with by the class teacher or SLT and recorded on CPOMs.
- Staff will be made aware if any individual child is having particular difficulties with their behaviour or are following an individual behaviour plan.

### Behaviour Monitoring

The following systems are in place to monitor behaviour:

- Each class has a behaviour log.
- Children who are involved in low level incidents will have the incident recorded in the log detailing the incident, the child's response and action taken.
- Class teachers can send messages home to parents/carers if they want to discuss a child's behaviour. This should be recorded on CPOMs (Child Protection Online Monitoring System). The headteacher must be informed if parents / carers are contacted, and copied into emails. Any phone calls must also be logged on CPOMS.
- Teachers need to ensure all staff, particularly HLTAs and midday meal supervisors know that a child is under sanction or has behaviour targets.
- Non-class based teachers should follow all the procedures in place and should communicate action taken to all relevant staff.
- More frequent or serious incidents are recorded on the school's secure electronic CPOMS monitoring system. Only designated staff have access to the CPOMS system; most staff are able to upload information, selected staff (DSLs) have access to read information.
- The following behaviour triggers a child being sent immediately to the SLT:
  - physical violence or threatening behaviour
  - swearing intentionally to cause offence
  - racist, sexist or homophobic remarks (these are recorded separately and reported to Governors)
  - repeated disobedience
  - continued inappropriate behaviour after returning from Time Out
- If a child refuses to go to a member of the SLT, the class teacher will send a message to the school office / SLT. In the playground a lunchtime supervisor will send another child to inform the SLT, or send a message by walkie talkie.
- If sent to the SLT, a phone call may/will be made to parents/carers as soon as possible.
- If a child continues to refuse to follow instructions and is endangering themselves or others parents or carers may be called to school to engage with the child.
- Designated staff will log parent contact/incidents on the school's secure electronic CPOMS monitoring system. Only designated staff have access to the CPOMS system.

### Further Sanctions

We do not wish to suspend or exclude any child from school, but sometimes this may be necessary. Therefore when all reasonable strategies have been attempted and have failed (including internal sanctions and the application of any available support), suspension is the next option for the school.

Suspensions will occur if:

- Children repeatedly violate the Behaviour Policy

- Children seriously assault children or staff
- Children commit serious breaches of the Behaviour Policy
- Exclusions from lunchtimes will also be considered if children are repeatedly violating the Behaviour Policy during this time.

The School will follow the Local Authority Exclusion Procedures.

## Responding to misbehaviour from pupils with SEND

### Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach may include examples such as:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long.
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher.
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema.
- Training for staff in understanding conditions such as autism.
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload.

### 9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction.
- Whether the pupil was unable to act differently at the time as a result of their SEND.

➤ Whether the pupil is likely to behave aggressively due to their particular SEND.

If the answer to any of these considerations is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Where the pupil involved is identified as having SEND related to behaviour this will be managed in conjunction with the SEN/inclusion service.

**Mrs Elizabeth Madin**      **Date: July 2023**      Review Date: July 2024



### Some practicalities:

#### Class / School behaviour management.

It is widely recognised that if children experience clear and consistent approaches to behaviour management they are more likely to behave in a more consistent manner.

We operate a clear approach to how we can gather a class back together / larger groups together quickly. The following process are examples that can be used by all staff.

Kinnerley:

Calling all Owls, Twit Twoo, Twit Twoo...  
Twit Twoo, Twit Twoo, I hear you.

As this system become more embedded in school we may simply raise our hand and children will know what we expect and react accordingly.

#### Coming into school

How the day starts sets the tone for the rest of the day. At our schools we believe that all children should receive a warm welcome and recognition as they enter school. Class teachers will be on the entrance doors each morning to give eye contact and say hello / good morning to the pupils, and the class TA will be at the classroom door to welcome them into their class.

#### Coming in from Breaks and Lunches

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At our schools we operate the following system.

At the end of the break the whistle is blown – all children stop what they are doing and stand still. Class names are then called out in turn and they line up in their allocated place ready to come in, putting equipment away as they do so. The class teacher (or if PPA the staff member covering) will go onto the playground and collect their class, bringing them into school in an orderly manner.

#### Managing incidents of unacceptable or inappropriate behaviour

We follow the following stepped behaviour code:

1. non-verbal warning
2. reminder of expected behaviour
3. final verbal warning
4. Consequence one issued: 5 minutes missed break time
5. Consequence two issued: 10 minutes missed break time
6. Consequence three issued: 15 minutes missed break time

At any point, a child could move to another classroom and have 'time-out' where they do not face consequences, but can use the time to calm down or consider alternative behaviour choices.

A 'sent out' request could be issued where a child consistently fails to conform to behaviour rules. An incident record within CPOMs should be filled in when a member of staff deals with a behaviour incident.

### Managing incidents of unacceptable or inappropriate behaviour from playtimes

School will follow the same guidance as above.

If the negative behaviour takes place during lunch time they will then miss time the following day from the lunchtime session, not the first playtime.

If any pupil is struggling on the playground, either due to circumstances outside of school or for any reason in school and don't want to be on the playground at lunchtime they can access a nurture activity instead.

### Managing incidents of unacceptable or inappropriate behaviour outside of school

The DfE state the following in their guidance;

*Pupils' conduct outside the school gates – teachers' powers What the law allows:*

23. Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable."

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would

be managed in school as stated above.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/488034/Behaviour\\_and\\_Discipline\\_in\\_Schools -  
A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

### Restorative Discussions.

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion.

- Everyone must be given enough time to calm down before the restorative discussion takes place.
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion.
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful.
- Discussions are held in a calm, quiet, private place.

Both the victim (If there is one) and perpetrator attend the restorative discussion and the following questions are asked:

1. What happened?
2. Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
3. Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
4. How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
5. What each person was thinking and feeling at the time, before and since.
6. What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.

How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder eg social story, visual/written plan o

#### Managing Behaviour over time:

The Headteacher / SLT and ELSA monitor patterns of behaviour. Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements.

Generally the class teacher retains responsibility for managing behaviour of children in his/her class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school
- Awarding dojo points or class rewards in recognition of compliance with school expectations, such as completion of homework

- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties.

The headteacher's involvement will include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Referral to ELSA to identify possible strategies
- Issuing of consequences such as isolation from break times, lesson times or needing to go home at lunchtimes
- Creation of behaviour improvement plan and regular review meetings
- Liaison with SENDCO to discuss possible SEND
- Liaison with external agencies for support, such as the Inclusion service
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful

### How children can sort out their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

### Suggested Strategy for resolving conflict

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps
- they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

## Use of Force

### Key Points Regarding Use of Force

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Senior school leaders should support their staff when they use this power.
- Some staff are trained in Hold or Restraint Techniques. On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any occasion where of force or restraint is used this must be recorded on CPOMs with the appropriate completed sheet uploaded.

### What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### Conclusion

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be a happy environment, where learning can take place in a harmonious environment, and children enjoy coming to school because they feel safe and secure.

It is up to all of us, Staff, Governors and Parents to ensure that the children of our schools are educated in a caring, friendly and orderly School. We strive to work together to ensure that we achieve these worthwhile goals.

### Appendices

- Our three rules
- Our vision and values
- Reflection sheets
- Paul Dix – Quotes to support our approach to behaviour management
- The Restorative Approach compared to other approaches
- Understanding ACE's
- Six stages of a Crisis
- Reframe the Behaviour

# Our Three Rules for a Happy Learning School



Be...

Ready

To learn and do your best.

Respectful



Treat others, yourself and the school with kindness and respect.



Safe

Make sure you, and others, are sensible and safe.

Be Ready, Be Respectful, Be Safe



## Our Vision

## The Kinnerley Way

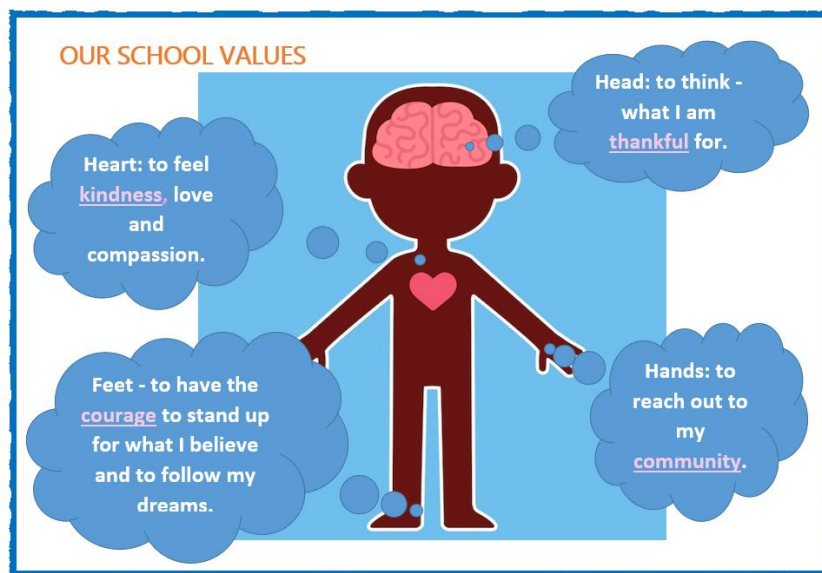
- ❖ To create a school community based on Christian values, in which we strive to foster a love of learning, pride in achievement, and the spiritual and moral compass of **all** our children, equipping them to find their own unique place in the world.

## Our Values

- ❖ The Kinnerley Way = Thankfulness, Kindness, Courage and Community
- ❖ **Through our Christian Values we will:**  
Show **thankfulness** for life's gifts, both big and small,  
Show **kindness** to others, and ourselves,  
Be part of **community** both near and far,  
Show **courage** to follow our dreams and work towards achieving them.

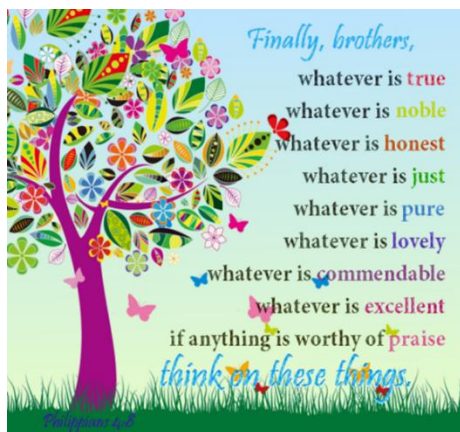
## Our Prayer

- ❖ Dear Lord, please help us to use our **heads** to think of what we are **thankful** for,  
Our **hearts** to feel **kindness**, love and compassion,  
Our **hands** to reach out to our **community**,  
And our **feet** to have the **courage** to stand up for what we believe and to follow our dreams.  
Amen.



## Our Bible Verse

Philippians 4 v8 Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.



## Our Symbol



## Our Motto

*Dream, Believe, Aspire, Achieve*



Our Rules	<i>Ready, Respectful Safe</i>
British Values	<i>Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance</i>



Behaviour Reflection Sheet Name: \_\_\_\_\_ Date: \_\_\_\_\_

This is what I did:

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Draw a picture about what happened.

Tick the box that explains why this behaviour is not allowed at our school.

	This behaviour is not acceptable because:	
	It is not safe	<input type="checkbox"/>
	It is unkind	<input type="checkbox"/>
	It hurt someone	<input type="checkbox"/>
	It damaged property	<input type="checkbox"/>
	It disrupted learning	<input type="checkbox"/>
	It is against school rules	<input type="checkbox"/>

How were you feeling when it happened?



Next time I will:

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I apologised for my actions:

Yes ☐ No ☐

Show your best 5!



Behaviour Reflection Sheet Name: \_\_\_\_\_ Date: \_\_\_\_\_

This is what happened and what I did:

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This behaviour is not acceptable in our school because:

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It is not safe.	It is unkind.	It hurt someone.	It damaged property.
It disrupted learning.	It was disrespectful.	It is against school rules.	

How were you feeling when it happened?



Next time I will do things differently. I will:

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I have apologised for my actions:

Yes ☐ No ☐

Show your best 5!



It is a consistency rooted in kindness, not in the machismo of zero tolerance.

Outstanding management of behaviour and relationships is simply not skills led. Neither is it imported with 'magic' behaviour systems, bought with data tracking software or instantly achieved by calling a school an academy.

WHEN THE  
ADULTS  
CHANGE  
EVERYTHING  
CHANGES

Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.

It seems that the behaviour of a few leaders is pivotal to the success of such initiatives. Many would argue that their behaviour is pivotal to the success of the school. Without visible consistency from the top, collaborative agreements are just discarded sticky notes at the end of an INSET day.

Token economies, where a credit or merit system is used to reward individuals, can never be consistent. It always rewards the highest achievers or the worst behaved... They do not add anything to behaviour practice that can't be done with a sincere 'well done' or a round of applause from the class.

THE COST OF ADULT EMOTION - When adult behaviour is wobbly there are lots of hidden costs.

The knock-on effect on the workload of others is considerable.

If we don't address the language we use by default then we risk the greatest inconsistency of all: managing poor behaviour with improvised responses.

You can land a sanction with a hard edge or you can land a sanction with an immediate reminder of the child's previous good behaviour. Done well, with good timing and perfect tone, there is a little magic here:

"It was the rule about ... (lining up/staying on task/bringing military hardware into school) that you broke. You have chosen to ... (move to the back/catch up with your work at lunchtime/ speak to the man from Scotland Yard). Do you remember last week when you ... (arrived on time every day/got that positive note/received the Nobel Prize)? That is who I need to see today ... Thank you for listening.

(Then give the child some 'take up' time.)" ... Save your finest performance for when it has **most impact**: when children do the right thing. Then reward them with your enthusiasm, encouragement, humour, time and attention.

Great policies embed basic expectations with absolute certainty while allowing professionals the autonomy to meet the needs of individuals.

There is a reason why the UK has the highest imprisonment rates in the European Union, and it is the same reason why sticking children in silent detentions or imprisoning them in isolation booths doesn't solve anything...

Damaged children need people, not punishment.

Expecting restorative meetings to be a quick fix. It takes time for pupils to be able to answer questions fully and reflect properly. It takes time to change behaviour. Persist and gradually trust is built, conscience is developed and everyone is more aware of their behaviour.

Punishment doesn't teach better behaviour, restorative conversations do.

They don't need their name on the board or a tick/cross/ cloud against their name. It reconfirms their poor self-image, re-stamps a label of low expectation and provides a perverse incentive to the more subversive mind. Some children's names still appear on the board even when they have been rubbed off.

Adults who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response so it is predictable, consistent and empathetic.

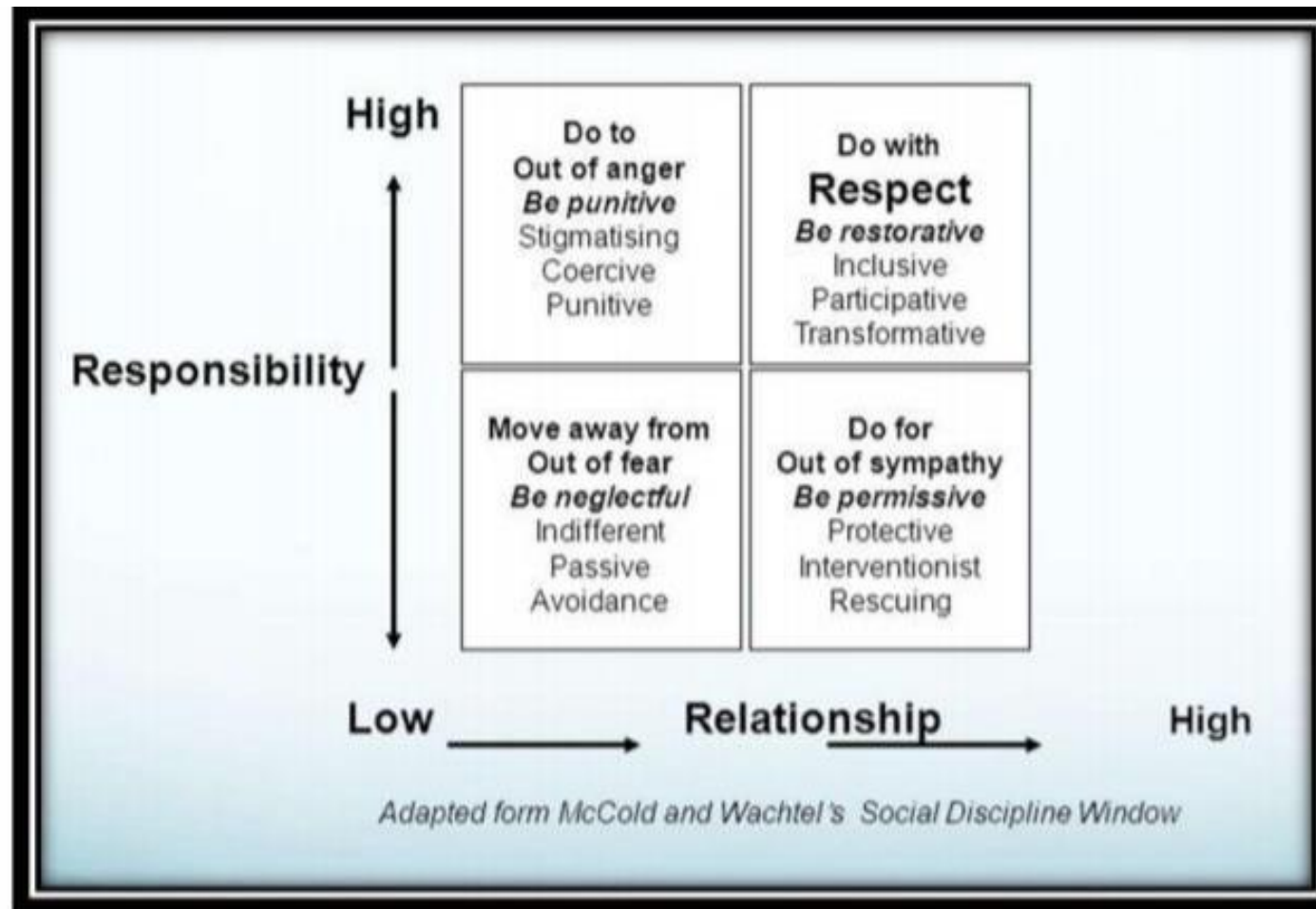
Consistent, calm, adult behaviour. First attention for best conduct. Relentless routines. Scripting difficult interventions. Restorative follow-up.



### The Restorative Approach compared to other approaches

A useful way of looking at how the restorative approach works in schools is by using the social discipline window below.

The models 4 quadrants identify four sets of attitudes and responses to behaviour.



# Understanding ACEs

ACEs (**Adverse Childhood Experiences**) are serious childhood traumas that can result in toxic stress. Prolonged exposure to ACEs can create toxic stress, which can damage the developing brain and body of children and affect overall health. Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems.



## ACEs (Adverse Childhood Experiences) can include:

- Abuse: Emotional/physical/sexual
- Bullying/violence of/by another child, sibling, or adult
- Homelessness
- Household: Substance abuse/mental illness/domestic violence/incarceration/parental abandonment, divorce, loss
- Involvement in child welfare system
- Medical trauma
- Natural disasters and war
- Neglect: Emotional/physical
- Racism, sexism, or any other form of discrimination
- Violence in community



### SURVIVAL MODE RESPONSE

Toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority.

# Six Stages of a Crisis

Stage description	Need for	Behaviours	Positive handling responses
1. Anxiety/Trigger	Diversion, support and reassurance.	<b>Low Level</b> Shows signs of anxiety, hiding face in hands, bent over/under table, becoming red in the face, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, using a fixed stare.	<b>Low Level</b> Distraction. Offer a change of scenery or a special job to do. Read the body language and the behaviour, intervene early, communicate; display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. Remind about token or reward that is being worked for.
2. Defensive/Escalation	Diversion, reassurance, clear limits, boundaries and choices.	<b>Medium Level</b> Displays higher tension, could be abusive, making personal and offensive remarks or swearing, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; 'No I wont...', 'Go away' etc. May try to run/escape.	<b>Medium Level</b> Continue to use level one strategies + state desired behaviours clearly, , offer alternatives and options, offer clear but limited choices – A or B, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide towards safety using a 'big gesture'.. Give him/her space. Remove audience.
3. Crisis	Possibly for physical intervention.	<b>High Level</b> Shouting and screaming, crying, spitting, biting, head banging, scratching pulling hair damaging property, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching.	<b>High Level</b> Continue to use level 1 and 2 de=escalation responses + make the environment safer, Reduce your use of language, move furniture and remove weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive., use fresh face if needed. Ensure privacy. No unnecessary people present.

Stage description	Need for	Behaviours	Positive handling responses
4. Recovery	Co-ordinated letting go and reassurance.	<b>Recovery behaviours</b> May cry, go into a confined space, curl up into a ball. Can easily be confused with anxiety stage. People may sit quietly in a hunched position, the difference is they can revert to extreme violence without the build up associated with the normal escalation in stage 2.	<b>Recovery positive handling responses</b> Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk.
5. Depression	Observation, support and monitoring.	After a serious incident people can become depressed, they may not want to interact.	<b>Depression positive handling responses</b> Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage.
6. Follow up	Listening and learning.	<b>Follow up</b> Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future.	<ul style="list-style-type: none"> <li>• Listen to views of child</li> <li>• What can be learned from this?</li> <li>• Keep appropriate record of incident and responses</li> <li>• Share reports as appropriate – child's file</li> <li>• Appropriate professionals meet to discuss plan/risk assessment/care and control plan.</li> </ul>