



RELATIONSHIP AND BEHAVIOUR POLICY

Approved by:	Danielle Perryman	Date: 8.9.24
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Statement of Principles, Values, Aims and Objectives

At Rossendale School we aim to promote positive social, emotional and behavioural change in our children and young people through a supportive and consistent approach across education based on the needs of our children and young people. As Rossendale School is a therapeutic education provision, our Positive Behaviour Support Strategy is based on holistic person-centred approach to support the development of our children and young people based on current theories and effective, evidence based, methods of teaching.

We encourage self-discipline and aim to follow just three rules of Ready, Respectful and Safe (RRS). All children are taught these rules and they are referred to regularly throughout the school day.

Rossendale School admits vulnerable children and young people who experience significant barriers to learning due to autism, attachment difficulties, associated medical and health needs, and mental health needs. At times, some of our children and young people can exhibit and display behaviours that act as barriers to learning and inclusion. An integral part of our holistic approach is to overcome these barriers. We aim to provide a consistent, supportive and well-supervised environment where children and young people feel safe and secure and reach their potential through positive relationships with staff and other pupils.

This policy aims to reflect and demonstrate the importance of the school's commitment to promoting the entitlement of children and young people to the highest quality of education, care and therapeutic input. Each member of staff has responsibility for implementing this policy fairly and appropriately in line with the individual needs of each young person.

Through the implementation and adherence to this policy we will aim to:

- Develop and encourage self-confidence, self-worth, self-regulation and ultimately independence.
- Implement holistic, integrative and consistent approaches which promote positive behaviour and encourage young people to achieve their potential.
- Proactively manage and de-escalate challenging behaviours.
- Raise students' self-esteem.
- Promote/develop empathy and respect for self and others.
- Pay careful attention to the physical, social, emotional and academic needs of the students.
- Use 'PACE' style communication within the classroom, around school and in residence
- Empower young people to make positive choices and support their emotional regulation.
- Establish and consistently apply clear and obvious boundaries to ensure children and young people's safety, security and wellbeing.

1. The Objectives of the Policy:

- To set out clearly how our principles and values can be translated into effective everyday actions.
- To provide clear guidance and support to all staff
- For staff to provide positive role models to children and young people
- To promote good behaviour and make positive change possible for our children and young people.
- To help children and young people to work with the knowledge of their rights and be encouraged to recognise and respond to their responsibilities.

Four pillars of practice for all adults:

1. Consistent, calm, adult behaviour.
2. Relentless routines.
3. Scripting difficult interactions.
4. Restorative follow-up.

The three whole-school rules:

- Ready
- Respectful
- Safe

Promoting Positive Behaviour

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour.'

Paul Dix

Children cannot do well unless clear standards of behaviour are introduced, modelled and maintained. Opportunities for promoting positive behaviour in school include:

- Notes/ Postcards will be sent to parents when children have gone 'above and beyond' by displaying exceptional behaviour.
- Staff will recognise children going 'above and beyond' by submitting names for the celebration assembly at the end of the week.
- Sharing work/good news with other staff/class.

At Rossendale, the rewards for positive behaviour are intrinsic and we recognise that feeling good about something you have done is a significant reward in itself. These can be seen in the form of positive praise, recognition boards and messages sent to parents/carers so that they can share in their child's successes at home.

We believe that children achieve best when there is a partnership between home and school, and this applies particularly to behaviour. When parents support school in maintaining good discipline and high expectations, this in turn ensures children learn and behave well. We ask that all parents agree to this by signing a home/school agreement.

Visible consistencies

At Rossendale, we believe a consistent approach to behaviour is key to support children make the right choices. You will see and hear these visible consistencies being used around school.

- Daily meet and greet
- Staff persistently catching children doing the right thing and praising them
- Staff using the recognition board and celebration PowerPoint for children who go 'above and beyond'
- Parents being contacted to share positive behaviour updates
- Good Walking

Meet and greet.

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the taxi and then at the classroom door. This may be a simple, 'Good morning' to provide a consistent check in and enthusiastic welcome to every child. Our aim is to ensure all children feel valued and cared for upon arriving to school.

Good walking

Good walking is all about encouraging the children to walk sensibly, calmly and safely around school. It ensures all children move around school safely and sensibly and are mindful of the other children and adults in school. It makes everyone in school feel safe and shows respect and pride. This is done with kindness and is consistent throughout school, throughout the day.

The children walk is a single line with a member of staff at the front and back of the line, this ensures that children are moving sensibly around school, this counts as good walking. It reminds us to walk sensibly around school so that we can keep everyone in our school family safe.

The Restorative Approach

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

Paul Dix

Restorative Practices

All members of staff are trained in the key principles of Restorative Practice. We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with our school family. When positive relationships are developed and connections are made, individuals are less likely to cause harm to others or choose to damage relationships.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in school must model this too.

We strive to avoid:

- humiliation
- shouting
- overreacting
- blanket punishment
- harsh sarcasm
- sending children out of classrooms
- using an area of the curriculum as a punishment

Children are therefore encouraged to take responsibility for their own actions and behaviour; as well as consider the impact of their actions and behaviour on others. Pupils who follow the rules must have their actions acknowledged and rewarded. Those who do not follow the rules need to know that their actions will have consequences. Pupils' inappropriate behavioural choices will be discussed, and consequences enforced accordingly. Parents will be informed of the discussion and any consequences, and the incident will be recorded on behaviourwatch.

Types of consequences

- Verbal reminder of expected behaviours
- Loss of privileges
- Restorative meetings/conversations
- Written tasks such as account of behaviour/letter of apology
- 'Check ins' with a senior member of staff
- Spoken to by the deputy/head teacher
- Meeting with parents
- Restorative work around school
- Positive support plan
- Working in another area of school

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way for all children involved. The key focus is on individuals taking responsibility for their behaviour, repairing any harm done and rebuilding and restoring relationships. The key principle when dealing with issues is to give everyone involved a chance to have their say and become actively involved in the process.

Following an incident, a restorative conversation will take place to support the child in understanding the harm that has been caused. (See Appendix 3) With support, (if required) the child can decide how they are going to restore the relationship. If an apology is offered, then this must be accepted.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Reflection time' can be offered to children before an incident is dealt with. In our caring school, we aim to support all children with their learning whether this be academic or behavioural. Therefore, when children require additional support with regulating their behaviour, this will be provided through a Positive behaviour Support Plan. Strategies will be implemented in order to support the child with their behaviour. This will be regularly monitored.

On rare occasions and in extreme cases, there are incidences where behaviours severely compromise the safety and learning of our pupils and adults. In these cases, the adults dealing with the situation may need to remove children from the classroom. Please see the Restrictive Physical Intervention (Positive Handling) section below. Parents/carers will be informed, and this will be recorded on incident forms 1 and 2 and on Behaviourwatch. Following this, proportionate consequences will be given. For any exclusions, we follow DfE.

Relationships

Rosendale School is founded upon the key principle of creating good interpersonal relationships between staff and pupils, parents and other professionals. It is essential that an atmosphere of mutual trust and respect is created.

At times it may be necessary for staff to 'Repair and Reconnect' when an interaction has occurred that could potentially damage the trust between a young person and adult, for example if voices have been raised. It is crucial to be able to repair and reconnect with the young person to rebuild the good relationship and also to model to our young people that nobody is perfect, but when a mistake is made, we can acknowledge it and attempt to put it right.

The quality of our relationships

- a) Our relationships with each other are supported and developed by our Staff Relationship Guidelines. They provide a framework to help us to provide good models of behaviour at all times for our children.
- b) The quality of our relationships with our children. These relationships are crucial. Each adult is a significant adult for our children. To foster successful, enabling relationships we need to:
 - Actively build trust and rapport with all children and young people.
 - We should have high expectations for all learners. When we demonstrate our belief in them, it supports them to succeed.
 - We treat children with dignity and respect at all times by communicating carefully and clearly in a way that is accessible and appropriate.

Consider the function of the behaviour; why the learner is behaving in this way and what need does it serve?

- Identify the strengths of the children - identify these with the children where possible and build on it.
- Apologise if you make a mistake - you are modelling this for the children, and this will support you to build trust and respect.
- Name and manage your own emotional reactions to Childrens' behaviour. i.e., demonstrate emotionally intelligent behaviour at all times. Seek help if. You are finding it difficult to manage your feelings about a child or young person.
- Quietly but firmly hold appropriate boundaries for the children.
- Seek support from wider professional networks to problem-solve behaviour that challenge.
- We are always respectful to children; we do not talk about them over their heads or in front of other children.
- We are non-judgemental about children's life experiences, but we use behavioural data to inform our planning for them.

The quality of our relationships with parents and carers.

It is important to work jointly and plan with parents and carers to ensure consistency in our approaches between home and school. Positive behaviour plans are co-created by parents, the team around the child and regularly reviewed. This includes any form of restrictive physical intervention used to keep a child or young person safe during their school day.

The quality of our relationships with another professionals/MAST.

It is important to ensure we are working collaboratively with other therapists and professionals working with learners to ensure their input into planning and strategies e.g., speech and language therapist, occupational therapists or CAMHS. It is also the Form team's responsibility to share any needed information or strategies with other teachers to ensure consistency in strategies and enabling Children to regulate and manage their behaviour in different contexts, lessons and environments.

The quality of our provision:

If we are able to meet each child at their point of need and development, it is more likely that challenging, harmful or self-injurious is challenging will decrease or stop.

To do this we need to:

- Have communication systems in place and readily available when child or young person is presenting as dysregulated. This is their "voice" and should be accessible at all times, but especially during times of dysregulation or distress when it is often difficult to make use of other communication methods.
- Know their sensory processing difficulties and have appropriate strategies and resources available to support the learner to access sensory strategies that may allow them to de-escalate and return to a state of better regulation.

- Accurately assess and understand the Childrens' needs by referring back to their EHCPs and minutes from their Annual Reviews.
- Plan to meet the children's range of needs e.g., equipment, staffing, sensory needs and diets.
- Support the children to develop high levels of resilience and have high expectations for every child.
- Support children to develop high self- esteem, so that they believe that they can succeed.
- Frequent positive reinforcement when things are going well and minimal feedback for low level undesirable behaviours. Focus on what you want the children to do.
- Know what motivates each child and use this as positive reinforcements.
- Personalised learning to ensure that we meet each child's point of development and learning.
- Where appropriate, include the children in the target- setting and evaluation process for outcomes measurement, using appropriate language and methods (self- assessment).
- Give the children feedback on progress in a supportive way that makes sense to them, focusing particularly on their achievements and what they need to do to make further progress.

Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To comply with the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.

Staff responsibilities:

- To offer good role models.
- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with parents/carers.
- To recognise that each child is an individual and to be aware of their needs.

Parents' responsibilities:

- 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

Organising the classroom for effective communication and behaviour

The guidance offered to teachers and TAs reflects on the support our children need to learn how to self-regulate and manage their own behaviour successfully.

Systems to support behaviour.

Routines

Consistent class/lesson/activity routines support our children to understand expectations, manage anxiety, mentally and physically prepare themselves for their day - allowing them to learn how to self-regulate, engage with learning/activities and manage their behaviours positively. This must be explicitly taught - don't assume they know them. You will need to teach routines for **all** activities. The more consistency there is over routines, the easier it is for our children. Routines also support behaviour for learning.

Form teams, teacher and TAs should however also reflect on how they support children to adapt to changes to routines and how they prepare them for changes, as this is an important life skill. Changes to routines should be practiced using appropriate visual resources to allow our learners to learn that changes can be managed in a positive manner.

Coming into school

How the day starts sets the tone for the rest of the day. At Rossendale we firmly believe that all children should receive a warm welcome as they enter school. A member of staff will greet the children at the taxi and a member of staff will be on the entrance doors each morning to say hello / good morning. The form teacher will be at the classroom door to welcome them into their class. Children should have a 'Do it now' / regulating activity ready to complete for a soft start to their day. Staff will then take the register.

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 Rossendale we operate the following system:

At the end of the break the children line up in their allocated place ready to come in. The class teacher and TA will go onto the Art room/ breakroom and collect their class, bringing them into school in an orderly manner. At lunch time this will also include a collection from the dining room.

Communication and social interaction difficulties

Most of our children need support in developing their communication, social interaction skills and social imagination skills (to cope with changes to familiar routines) to develop effective self-regulation skills that enable them to positively manage their behaviour throughout their school day. Behaviour that challenges is often the result of a breakdown in communication. To support a child that has become dysregulated or in distress we should aim to understand the function of the behaviour e.g., what is causing the child to become distressed. Staff need to have strategies in place to support learners to express how they are feeling and how we can meet their needs proactively. Class teams need to consider the following and how it can impact on our children's ability to regulate and manage their behaviour positively:

- Communication devices and strategies should work both ways: to give instructions but to also allow our children to have a voice, make choices and express their needs.
- That our children and young people often need time to process information.
- Some of our children and young people have difficulty with verbal and non-verbal communication (body language).
- Difficulties in understanding facial expression and tone of voice.
- Difficulty with understanding, or consistently remembering social rules and conventions.
- Difficulty in understanding their own emotions and how to tell an adult what they are feeling.
- Difficulty in understanding other people's emotions.
- Difficulty predicting what will / could happen next - this can cause anxiety.
- Lack awareness of danger.
- Needs to be prepared for changes and transitions.
- Difficulty in coping in new or unfamiliar situations.
- Difficulty with managing social expectations and/or interactions with peers including friendships and bullying.

Sensory processing needs

Sensory processing difficulties can impact on our children's ability to self-regulate and manage their behaviour. Sensory processing is the ability to register, discriminate, adapt and respond appropriately, both physically and emotionally to sensory input from the environment. Staff should ensure that they:

- Organise the environment clearly, with visual cues and signposts (written information, symbols, objects of reference etc.).
- Speak clearly, slowly and calmly, and give pupils time to respond.
- Sensory processing issues should inform suitable learning environment adjustments and support understanding pupils' actions.
- Ensure children's sensory needs are supported through embedding sensory

diets and movements break into their daily class routine, and ensure they have access to sensory equipment that support self-regulation (chewy' s, fidget toys, adapted seating, wobble pillows, weighted vests etc.).

- Teach children to recognise when they are becoming dysregulated (label emotions and feelings), so they are able to learn to ask for a break or an appropriate self-- regulatory strategy to support them in regulating better.
- Take social demands of working with other children into account.
- Monitor physical and emotional well-being of pupils and recognise signals of being distressed, unwell, in pain or upset.
- Enabling environments through making reasonable adjustments is a statutory obligation in disability law (see Equality Act 2010).

5. Positive Behaviour Support Plans

Every young person at Rossendale School has a Positive Behaviour Support Plan. This takes into account the pupil's age, medical diagnosis, neurodevelopmental difficulty, medication, communication ability, level of understanding and any issues relating to their race or ethnicity. It is each staff member's responsibility to be aware of the Behaviour Management Plan for any young person they are likely to have contact with.

It highlights historic and current antecedents for problematic behaviour displayed by the individual. It outlines all the effective de-escalation techniques for each individual and the most effective approach to managing the young person's behaviour when they become distressed. Where necessary it highlights the most appropriate Team Teach Techniques to be used should positive handling be necessary.

The individual's behaviour management plan is completed by the children's form team and is reviewed at least annually at the review of the young person's Statement of Special Educational Needs or at the review of their EHC Plan if they have been transferred onto one. When necessary, the plan can be reviewed outside of the statutory review process. The Individual Behaviour Management Plan is a fluid and dynamic document which can be evolved and adapted as a pupil's behaviour changes in line with their ongoing development.

All school staff can contribute to each young person's plan by communicating with the young person's form team. The children themselves and their parents/carers and other professionals are encouraged to contribute also. Any changes or amendments are communicated to staff through weekly staff meetings and have to be authorised by senior staff and agreed by parents/carers/Local Authority.

Each child should be aware of their behaviour management plan and have discussed it with their form team. Plans are designed to suit the age and ability of each young person. Each Behaviour Management Plan is signed by the young person, the school, parent/carer and the Local Authority.

Supporting young people with when they are facing increased difficulties which impacts on presenting behaviours.

An integral part of the role and function of staff at Rossendale School is to effectively manage the difficult and, at times, volatile behaviour exhibited by the children.

De-Escalation

De-escalation techniques should always be used as a first step in dealing with difficult behaviour. De-escalation, diversion and diffusion techniques constitute 95% of positive handling strategies. Such as:

- Use of space
- Communication
- Ensuring safe and comfortable environments
- Diversions
- Calm stance and posture
- Non-threatening facial expressions
- Low tone, volume and pace in communication
- Careful use of words
- Physical reassurance and prompts
- Effective Guides and Escorts
- Releases and holds with minimum drama and effort.

Requesting Help

Asking for help is a professional strength and not a weakness. If inappropriate behaviour persists, staff should follow the procedure listed below whilst continuing to attempt to deescalate the situation throughout.

- Send a sensible child to ask for the assistance of staff from a nearby classroom or office.
- Contact the work room so that colleagues can assist. This can be done by either using an internal telephone or sending a sensible child to the main office. If no-one is available try the staff room, main office or senior staff in that order.
- The member of staff should respond immediately and go to talk to the staff member having difficulties to determine exactly what the problems are.
- At this stage it is necessary to judge the number of people needed to deal with the situation. The member of staff having difficulties should lead and determine how the situation should be addressed. (If a teaching situation, it is important that the needs of the majority of the class group are considered and that they remain settled and where appropriate, continue with the lesson).
- The 'Team Teach' 'Help Protocol' should be used to enable staff to support each other effectively and allow staff to be released from the situation when necessary or appropriate.
- Staff should be aware that their response to incidents will be seen by other young people and should consequently be calm and controlled so that the rest of the school population remain secure in the fact that the staff are quite competent in dealing with any situation.

Restrictive physical intervention

Restrictive physical intervention is the positive application of sufficient force to ensure, by physical means alone, that a child does not cause injury either to themselves, a member of staff, another child or young person, or significant property damage.

- Restraint should only be used as a last resort once all other options have been exhausted. Any form of restraint should be used only when Reasonable, Proportionate and Absolutely Necessary.
- Should **only** be used if the child is putting themselves or others in danger and where failure to intervene would constitute neglect.
- If used, it must be recorded in the school's incident recording system.
- An **Individual Risk Assessment and Positive Behaviour Support Plan** will need to be carried out - this might apply when an individual Child's needs physical interventions, using Team Teach strategies as a part of an on-going behaviour management plan.
- Form teams and teachers need to be able to establish the possible consequences of using a particular Team Teach method(s) of physical intervention when difficult behaviour occurs.
- Update the child's Positive Behaviour Plan including the Team Teach physical interventions which have been successful and share with relevant colleagues.
- If restraint is used, parents/carers need to be contacted before the child arrives home.

Once the incident has been de-escalated and the child is regulating well again (could only be the next day), the form team / teacher needs to consider which appropriate repair work needs to be done to offer a debrief for staff and maintain a positive relationship with the child.

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:

- What happened?
- 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.
- Who did this affect? Staff, children and others. Include others who witnessed the incident.
- How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
- What each person was thinking and feeling at the time, before and since.
- 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 child do differently next time? At what point in the sequence does different action ne? Does the child need a reminder e.g., social story, visual/written plan of action etc?

Managing Behaviour over time:

The headteacher / SLT and behaviour leads 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 their class. Strategies implemented by class teachers and teaching assistants would include:

- Positive reinforcement through reminders of expectations in line with the values of the school
- 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.

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 feel.

Appendix 1: Physical intervention policy

Staff receive behaviour management training. We believe that physical intervention should be the last resort. In the majority of cases de-escalation and diffusion are the appropriate methods of dealing with situations that might result in a threat to the health and safety of any individual.

On extremely rare occasions it may be appropriate for staff to intervene physically with or between children. These include:

- Injury, or risk of injury, to another child.
- Injury, or risk of injury, to a member of staff.
- Serious damage to property.

Any intervention should be a last resort and be proportionate, reasonable and necessary. All staff have a duty of care to children. If staff take no action, and the outcome is that a child injures themselves, or another, including staff, this could be seen as negligence.

Advice for Staff

Members of staff facing confrontational situations with children are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

Staff are strongly advised not to physically stop children from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a child's exit.

Remaining calm - the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e., respecting personal space.

Awareness of Space - try to be aware of the space around you and avoid stepping into the child's personal/intimate space. Try to take a step back to avoid confrontational body language.

Pacing and Chasing - when angry some children often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counterproductive as it may trigger a chase response and drive the child away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently - or even sit down.

Intonation and use of voice

When people are anxious or angry, they tend to talk faster higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly and where appropriate using visuals and/or gestural prompts.

Help Script

- Connect by using the child's name.
- Recognise and acknowledge the children's feelings.
- Tell the child you are there to help: "You talk, and I will listen."
- Give direction.

Diffusing body language responses

- Social distance.
- Sideways stance, step back.
- Intermittent eye contact.
- Relaxed body posture.
- Palms open.

Calm Stance

Think of the values of stepping back from a situation, both physically and emotionally:

- Allows a more considered response.
- Time to make a 'dynamic' risk assessment and seek assistance.
- Allows the child to 'take up' time to make their own choices.
- Build confidence in showing that you are in control - children need to feel that adults are in control to feel safe.

In the event of a serious incident e.g., a fight, staff should:

- Give clear and immediate instructions - "stop fighting."
- Send for assistance.
- Spell out sanctions.
- Instruct and/or remove any onlookers from the environment where possible
- Intervene physically if confident and having assessed the degree of risk- if not, call for assistance

Appendix 2

10 second reminder

- I expect you to be...
- I need you to...
- I need to see you... I know you will.
- Thank you.

30 second reminder

- I notice you are
- It is the rule about... that you are breaking.
- You have chosen to ...
- Do you remember last **** when you were *** that's who I need to see now.
- Thank you for listening.

Reflection Time

5 minutes for time to self-regulate and reflect. This could be in the calm space in the classroom, the mindfulness area, or a clam space of the playground.

"I can see you are getting *frustrated*, go and have a few minutes to see if you can control your emotions and be ready to learn/carry on with lesson/playtime."

Restorative conversations

Choose the most appropriate questions based on your knowledge of the child.

- **What happened?**

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement.

- **What were you thinking at the time?**

This reflection helps the children to reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to you (and anyone else looking on). However, it may not be obvious to the children that their initial thoughts might have sent them down the wrong path.

- **What have you thought since?**

Many doors are opened through this question that might allow the children a change of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem. You may need to help tease them out.

- **How did this make people feel?**

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis, this might not seem significant, but in the aftermath, it is important to shine a light on it. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

- **Who has been affected and how?**

Often the first response to this question is for the child to simply think about how they've been affected. With encouragement, the child can see the bigger picture. Asking to follow up questions such as 'How was **** affected because they couldn't teach maths?' or 'How was **** affected who hates loud, sudden noises?' The more you ask these questions, the easier it becomes for the child to answer them. In time, that reflective routine might start popping into their head during the incident, perhaps even before they act. You are teaching them to use their conscience.

- **What should we do to put things right?**

Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way. A forced apology is worthless. There might be other ways to put things right. If an apology is offered, accept it with enthusiasm, even if it could have been given with a little more feeling.

- **How can we do things differently in the future?**

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them to recognise when their behaviour pattern begins. This doesn't mean they will immediately be able to change direction, but they will certainly be more aware of their poor choices.

Steps to follow after the incident.

1. If you have had to have a restorative conversation with a child, this needs to be recorded on behaviourwatch.
2. A phone call must be made to parents to inform them that there has been an incident and what actions have been taken.

Classroom Plan	Reminders	Restorative Conversation
1. Reminder 2. 10 Second reminder 3. 30 Second reminder 4. Reflection Time	10-Second reminder (Choose 1) <ul style="list-style-type: none"> • I expect you to be... • I need you to... • I need to see you... I know you will. Thank you.	<ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel?

5. Restorative Conversation	30-Second reminder (Use all of these) <ul data-bbox="475 241 962 539" style="list-style-type: none">• I notice you are• It is the rule about... that you are breaking.• You have chosen to ...• Do you remember last **** when you were *** that's who I need to see now.• Thank you for listening.	<ul data-bbox="1066 208 1347 454" style="list-style-type: none">• Who has been affected and how?• What should we do to put things right?• How can we do things differently in the future?
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It is a consistency routed 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.

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 might be comforting to think that we reach a certain age and suddenly know how to behave. The reality is that there is no such age.

But why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.

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.

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.

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.

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.

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...

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

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.



