

Rationale

At Riverdale we strive to create an environment in which all children feel safe and happy, enabling them to learn and achieve in all areas of the curriculum whilst developing skills and attitudes, rooted in mutual respect and trust, which will help them to become valuable members of society.

Supporting children's behaviour is a collective responsibility of all staff within school for all children that attend Riverdale Primary. All staff are therefore expected to invest time in developing positive relationships and be actively involved in supporting a child's journey to consistent positive behaviour.

Purpose

- To ensure consistency and coherence in the approach of all staff members when managing children's behaviour.
- To develop children's self-esteem, self-respect and self-discipline.
- To foster positive relationships with all children through mutual respect and understanding of fairness and equality, leading to an awareness of social responsibility.
- To establish clear expectations that are respected and unquestioned, enabling the whole school community to operate effectively.
- To ensure that consequences for poor behaviour are clear, reasonable, consistent and embedded within restorative practice.
- To value children as individuals and respond to their differing circumstances and needs.

Guidelines

- Children will be offered a challenging curriculum and a stimulating, purposeful working environment. They will be supported from an early age to take responsibility for their choices and actions using positive reinforcement and restorative conversations.
- Excellent behaviour for learning is underpinned by strong relationships and total consistency in approach. Consistency is rooted in clear understanding of this policy, positive re-enforcement, kindness and respect.
- By following the guidelines, adults will set children up to succeed rather than fail.
- Inappropriate behaviour will be dealt with using the processes detailed within this policy, knowledge of the child (including any additional needs or contextual information) followed by restorative practice.
- Engagement with parents and carers is essential and will allow for a transparent, informed and holistic approach to improving inappropriate behaviour.

Building Positive Relationships

Relationships support the needs and rights of children to feel safe, respected and valued; to feel they belong.

Positive relationships underpin creating conditions where children can learn effectively.

Relationships are rooted in kindness. Children should know you care about them and their learning.

Being 'relentlessly bothered' is what builds rapport with children and creates 'emotional currency': a bank of good will which can support the averting of a crisis or angry acceleration in behaviour.

This can be achieved through a regular warm greeting, the door you hold, positive mention you make, offer of help, compassion in times of trouble and a general interest in them and their lives.

School Rules

Riverdale has 3 key rules: 'Be... Respectful, Ready and Safe which apply to a variety of situations and need to be taught and modelled explicitly.

These rules must live in everyday conversations between adults and children and are woven into every discussion.

e.g. 'Harry you showed great readiness there. Thankyou'

Kian I loved the way you kept your hands and feet safe at playtime today.

Scott at Riverdale we show we are Ready to Learn, by continuing to talk on the carpet you are choosing not to be Ready.

Harry at Riverdale we are respectful, by choosing to talk when someone else is talking you are choosing not to show respect. You need to listen to others when they speak.

Pillars of Pivotal Practice

To ensure positive behaviour for learning is secure all staff need to consistently follow the 5 Pillars of Pivotal Practice which are:-

1. Consistent, calm adult behaviour
2. First attention for best conduct
3. Relentless Routines
4. Scripting difficult interventions
5. Restorative follow up

Examples of each pillar are provided for staff reference in Appendix 1

Consistency is key

Consistency and coherence at a whole-school level are paramount. There must be shared responsibility among staff and children. Expectations for behaviour need to be understood, respected and unquestioned.

All staff to provide a consistent approach through their own behaviour e.g. language, response, follow-up, positive re-enforcement, sanctions, emotional control, routines for behaviour around school.

All staff use a calm tone of voice, maintain a professional demeanour and avoid entering into a powerplay with the child. which will lead to a dead end confrontation. (A raised voice will only be used to stop unsafe behaviours)

All staff will follow the 7 habits of effective behaviour management

1. Meet and greet every pupil warmly by their name.
2. Catch them doing the right thing
3. Deal with poor behaviour discretely (Praise in public Coach/Support in private)
4. Build mutual trust relentlessly – it's not about you or the child, it's about the child and their behaviour

5. Directly teach the behaviours and learning attitudes you want to see (Relentless routines)

For every member of staff to use when wanting attention to be ready.

Team Stop Sign – Hand Up in the air bent at the elbow and palm facing the children.

6. Talk about our values and the learning attitudes and behaviour that we value

7. Follow-up without fail (Children need to understand consequences come from the choices they make and to help them make a better choice next time they need to talk about this with the adult dealing with the behaviour to ensure the relationship/trust is also repaired)

Thrive Approach

The Thrive Approach shares key cornerstones to being in, and developing, a significant relationship with a child. These are known as the Vital Relational Functions. Children who can regulate themselves physiologically have a large 'window of tolerance'. Some children have a very narrow window of tolerance meaning very little additional stimulation is necessary to tip them over the edge into a fight/flight response. These children will constantly scan their environment for any threat.

At Riverdale, we use the VRF's as part of our everyday conversations with children alongside planned activities and strategies, to expand their window of tolerance to cope better with the ups-and- downs of the day.

Thrive benefits all children, particularly vulnerable children causing concern because of their behaviour and who cannot assess personal risk or function well in social situations. Thrive will support them in managing their strong sensations and emotions.

Thrive helps us to recognise the communication underneath the behaviour: aggression, agitation, over-adapting, doing nothing. Through a series of assessments and plans with clear strategies and activities we can begin to re-shape the child's stress regulation system.

Appendix 2 Examples of Vital Relational Functions

Recognition Boards

All classes will have a Recognition Board that can be used as a collaborative strategy to encourage positive behaviours. Recognition is for effort and not achievement. Teachers are to decide upon one or more age-appropriate learning behaviours to focus on such as 'active listening' or 'show your working out'. The aim is for all children to have their name on the board by the end of an agreed time-frame e.g. 1 day, 2-3 days, and no longer than 1 week. Pupils with private sanctions can still be recognised for demonstrating positive behaviours and their name would never be deleted for displaying an unwanted behaviour at a later time. Children support one another towards their goal, sharing positive behaviours they too have observed in others. A collective whoop or extra few minutes of play on the field or climbing play-structure would suffice as reward for completion of the board.

Children will be praised in public and coached in private. No naming of children on the board associated with presenting negative behaviours. This is a private matter between the teacher and the child and will receive no such publicity, nor will children be named and shamed in this way.

Positive Notes/Shout Outs

Positive notes are one of the highest level recognition devices we use. They are written directly to the child and communicate positive messages to the child's home. Notes are used to "frame children with their best behaviour, their most determined effort, their greatest show of resilience" (Paul Dix).

At Riverdale we send positive notes as Shout Outs to the child's parent using SeeSaw app , or catching them at the end of the day or via a telephone call.

Positive Notes / Shout Outs can and should be awarded by all members of staff in school. It is expected that a teacher to average at least one Shout Out per week.

Shout outs are shared with the whole school by staff at our Proud Assembly.

Positive Notes should be awarded in line with teachers' professional judgement with a level of consistency which can be achieved by routine review within a staff curriculum session. Disproportionate rewarding of children who behave poorly for most of the time only to improve for a day and receive an award is discouraged. This would reduce the value of the note.

Behaviour Steps

When dealing with poor behaviour, all staff will respond using a sequence of four simple steps:

- Step 1 – Reminder
- Step 2 – Last Chance
- Step 3 – Time to regulate
- Step 4 – Restoration

Appendix 3 – Examples of each behaviour step

Follow the Behaviour Steps consistently and avoid accelerating children through the steps too quickly.

Aim to keep things at the 'Reminder' step but on the occasion a child reaches step 2 and beyond conversations will take place with the child and member of staff working with the child at the time. When a child has reached 'Repair' a conversation will take place with the member of staff and the child encouraging the child to consider: the impact of their actions on others; what can be done to put things right and how they might do things differently in the future.

These conversations are not optional they are an essential part of the approach to support positive behaviour as punishment doesn't teach better behaviour whereas restorative conversations do.

Individual Behaviour Plans

Some children require extra support or resources to manage their behaviour successfully. Individual plans are created through discussion with class teachers, parents and carers, members of the leadership team and SENDCo (if the child has any additional needs). Individual plans would provide clear strategies to support the child overcome any barriers they face during the course of the day. This could include: entry into school, use of safe spaces, adult support, visual timetable (reduced), home lunches. Whenever possible and appropriate, plans aim to develop independence over time, removing the intervention.

Safe Spaces

Safe spaces provide a calm, low stimulation area, which children can use to settle in, or have quiet time in a busy classroom. Children can use the safe space as a means of managing their own behaviour, by requesting time in it when they recognise their stress levels are increasing. These spaces are often created within the classroom or unit.

SEND and Behaviour

While pupils with behavioural issues might need a tailored approach, they do not necessarily have a special educational need. Similarly, children with SEND will not necessarily need additional support with their behaviour. When supporting a child presenting with behavioural issues and known to have SEND, understanding best practice for supporting that particular child may be crucial to supporting them in class. Clear lines of communication with both the SENDCo and parents and carers will support the teacher in creating an individual plan which will meet their specific needs. This could include: the creation of a safe space in class, time-out cards, non-verbal cue cards, 1:1/small group support, social stories, reduced timetable, laptop access, non-directive work, shift in use of language, reduced written demands, workstation approach, alternative opportunities at unstructured times of the day etc.

Parent and Carer Involvement

It is vital that school and parents work in partnership to develop children's positive behaviour. Staff working with the child will feedback any changes to children's day-to-day behaviour in particular outstanding achievements or presentation of poor behaviour. When repeated patterns of behaviour give cause for concern, conversations with parents and carers may, in certain circumstances, explain the behaviour when factors, external to school, may be affecting the child. It also helps to build the partnership between home and school providing consistent and joint action which can strengthen the impact of any intervention put in place.

Parents and carers can access workshops to support them understand the expectations children face in school and how, as a school, we respond to support children manage their choices and regulate their feelings e.g. Family Thrive.

If it is necessary, an individual child behaviour plan will be devised and discussed with the parents/carers and child to try to improve the child's behaviour.

Recording Behaviour on CPOMS (online monitoring system)

Should behaviours consistently fall short of those expected, over a period of time, or be deemed sufficiently serious in a single instance, staff will discuss issues with a member of the Leadership Team in addition to recording incidents on the online monitoring system, CPOMS. Documenting in this way ensures a clear and accurate picture is gathered regarding behaviour across the school and consistency in the ways in which issues with behaviour are addressed.

Incidents recorded on CPOMS need to be concise, objective and factual. Staff are encouraged to record incidents in clear bullet points followed by the 'actions' already/to be taken.

Sanctions with Restorative Practice

Sanctions should:

- Make it clear that unacceptable behaviour affects others and is taken seriously at Riverdale Primary School.
- Constructively support the alteration of the behaviour and not be regarded as a punitive measure.
- Support children in taking responsibility for their actions by linking their behaviour choices with the impact on themselves and others.
- Facilitate restorative practice encouraging reflection and the opportunity to shine a light on the undesirable behaviour - remembering it is the behaviour that is unacceptable, never the child themselves.
- Review and revisit behaviour expectations, providing clarity about the specific rules that have been broken; the impact of this on others and how the incident might be handled differently next time.
- Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.
- Not apply to a whole group for the activities of individuals.

The consistent use of sanctions with restorative practice (see Appendix 3) ensures relationships are maintained during this process and no trust is lost.

Immediacy of response is more effective than the size of the sanction. We want to help children be aware of their poor behaviour and clearly re-draw the boundary, reinforcing the desired behaviours. However, children assessed at 'Being' using the Thrive Online Tool, require a longer period prior to restorative conversations.

Whilst application of this policy must be consistent and fair it is essential that each incident is considered in response to the individual needs of children; their history within the school and the specific context in which the behaviour occurred.

Appendix 4 Examples of possible sanctions

Riverdale Primary School acknowledges that, in exceptional circumstances, staff may be required to physically intervene to remove a child from a situation, prevent pupils from threatening the safety of others, putting themselves at risk or causing damage to property. Staff will do this in accordance with training e.g. 'Restrictive Physical Intervention Training' ensuring the intervention is reasonable, necessary and proportionate.

If a child continues to be violent towards other children or a member of staff, a meeting will be held with parents, the class teacher and a member of the Leadership Team in order to agree on an individual action plan to support the child, involving outside agencies. The action plan will be reviewed termly.

Appendix 1 – Examples to support implementation of behaviour policy

Best conduct example phrases:

Identifying best conduct first is one of the most successful ways of supporting and promoting positive behaviour in school. Below are a selection of phrases that should be used to do this:

- Thank you to... for being ready to listen
- I noticed that you walked quietly to the hall just as we practiced
- I see you're remembering to...
- I like how you ... demonstrating [one of our core values.]
- I am impressed by your perseverance.

Relentless Routines: - establish norms around clear roles and boundaries

Routines are the foundation of a positive behaviour management system. If everyone knows what to do, where to go, what to bring, how to respond and what happens in various situations then the focus can return to learning.

Routines need to be overtly taught and practised to embed when children move to a new class. This is known as The Establishment Phase. At Riverdale this will normally take place at the beginning of transition in Summer and into the Autumn term.

Allow time for these routine to embed as it will take for them to become embedded and the norm.

Routines are reinforced relentlessly, using positive framing and praise.

Use best conduct examples to reinforce routines with any pupils who take longer to learn your routines.

Learning Behaviours also need to be taught Explicitly

A learning behaviour is any behaviour that supports learning, including:

- Paying attention to the teacher
- Persevering with a difficult task/growth mind-set
- Self-esteem
- Collaborative learning
- Cognitive load etc.

Children who are aware of their own behaviour, who can self-regulate and deploy coping skills, are less likely to present with poor behaviour. Children's relationship with themselves, with others and with the curriculum – can be developed or strengthened with specific teaching:

- Increasing engagement (relationship with self)
- Improving access (relationship with curriculum)
- Ensuring participation (relationship with others)

Scripted interventions:

The swift intervention is not meant to turn everything positive in an instant but a carefully planned, predictable and safe way to send a clear message to the child: 'You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!).'

Have the conversation side by side with the child, at their level, in a non-threatening or dominating manner.

Do not argue with the child. Ignore their defensive reactions.

If they try to argue with you, just reply 'I understand' because it's not agreement, it's a confirmation that you're listening.

Useful phrase could be

'I know what you're saying and you may well be right but our rule is...'

"Be that as it may our rule is ..."

Remind them of previously successful behaviour.

This script should be used completely consistently, as this provides security to children whose behaviour is the most challenging.

Restorative Approaches:

Whilst it is important to reinforce expected behaviours with reminders and consequences. It is equally important for children to be part of restorative conversations after incidents. It is only with these conversations that children can start to look at cause and effect and alternate choices of action next time they come up against the same issue.

Any restorative conversation needs :-

RESPECT – for everyone by listening to other opinions and learning to value them

RESPONSIBILITY - taking responsibility for your own actions

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

The following question prompts can help support a restorative conversation:

- What has happened?
- What were you thinking at the time?
- Who has been affected?
- How have they been affected?
- What needs to be done now to make things right?
- How can we do things differently in the future?

Don't always expect an apology.

Our intention is modify behaviour not receive an apology.

Restorative conversations are important to restore the trust between child and adult.

These conversations are essential to the approach as punishment doesn't teach better behaviour whereas restorative conversations do.

Reinforcing Positive Behaviours

As positive behaviour is conducive to effective learning, reinforcing positive behaviours and expectations needs to be an intrinsic part of all staff's focus when working with any children.

Reinforcing and supporting positive behaviours needs to be given equal importance by staff as the content in the curriculum they teach .

Over and above

It is important that all children are rewarded for positive behaviour. Make a point of recognising behaviour which is 'over and above'. Repeat this phrase when you see it, "What Isaac just did by.....is over and above".

Positive Framing

Use positive framing to establish and maintain high expectations through the use of positive reinforcement and affirmative language.

Provide your first attention to best conduct.

In cases where children are not meeting expectations, nearly all corrective statements can be framed positively

e.g. instead of "Gary and Susie, stop talking and turn around" say "Gary and Susie... I'd like you both looking this way and listening, thankyou".

Gary and Susie show me good sitting and listening. Thankyou

Gary and Susie eyes on me . Thankyou

In a countdown to stop and 5 - Well done Emma you are showing me you are ready to learn, 4 Ryan, Max great sitting showing me you are ready, 3 Simon so pleased to see ready on the carpet before the countdown has finished , 2 ..., 1 Grace Charlie show me good sitting . Thankyou

Use "When and Then statements to maintain the positive framing for children pushing the boundaries of what has been asked of them and wanting to do something else or need some containment.

- *When you have completed your maths, then you can go to break*
- *When it is three O clock then we can go home.*
- *When we have had story then it is time for Mummies to come*
- *When you have tidied up ... then you can go for lunch*
- *When you come in from the playground, then I can stop the timer for make up time.*
- *When you are calm we can talk about what happened.*

To help maintain a positive framework - provide a controlled choice.

(This is not about getting out of what has been asked of them , that is non negotiable. It is about given some control to the child as to where or how (that you still have control over)

You need to do ... you can choose to do this with x or do this with y

- *You need to be in the calming room or your classroom*
- *You need to be on the carpet , you can sit here or here (stressing where with hands) you choose*
- *You need to put your phone away , you can put it in the safe, on the shelf or in Mrs Reilly's room*

Avoid Dead-End Confrontation

When a child feels backed into a corner a stand off is inevitable and a win / lose situation arises.

Checklist for recognising a dead-end confrontation:

- You are playing out the confrontation in public.
- One side must win and the other must lose.
- The conflict is framed so that there are only two possible options (you're having a yes/no argument, or hearing words like, "Do this!" / "You can't make me!").

Recommended course of action: Reshape the confrontation

Hit the brakes.

Remove the audience.

Think obliquely, and start reframing/deflecting the conflict.

USE OPEN LANGUAGE

Remove the audience: create the sense you are talking 1:1.

Skip over request part of conversation

Get the child to suggest options.

Avoid yes/no questions.

Don't suggest that you're imposing your authority.

USE LIMITED CHOICE

limited range of options.(2 EYFS/KS1 , 3 KS2)

Explicitly say you're giving the child control over the outcome.

INFLUENCE CHOICE WITH putting your preferred choice last. – **Recency Effect**

PROVIDE DISTANCE

move the spotlight away.

Give physical and psychological distance between you and the child.

Be patient.(slow 60 count)

Don't wait to see the child comply.

Don't publicly praise the pupil for complying afterwards

Open Language

The following questions work by skipping over an important step in the conversation. It starts at the

assumption that the child has **already** agreed to work; the debate is about **how**, not **whether**, the work should be completed. Moving right past the difficult yes/no part.

Which question looks the easiest to answer?

I'm not sure. The first one?

Where on the table would you like to work?

Next to Jamal.

How quickly can you catch up with Jamie?

In five minutes.

Who would you like to show this work to at the end of the day?

My dad.

What are the first two things you're going to do on the page?⁶

The date and the title.

Here are some examples of open instructions that also exploit the child's sense that they are choosing the outcome of the conversation. They make the child feel that they have a free choice, so their sense of control is not threatened.

You choose where you want to do the work. Over by the window.

Tell me which part of this you find the easiest and we'll start with that. All of it.

Show me which question you'd like us to do together. The first one.

I bet you can't finish this before Jamal.⁷ I can!

You decide whether you want to write the date; you don't have to worry about that if **you don't want to**.

Okay, I'll leave it.

We'll do one of the questions together. You tell me which one **you'd prefer**. That one.

All of these approaches keep the conversation about the work moving along. They are more difficult for a child to shut down with a “yes” or “no”. Even an oppositional response leaves room for more discussion; you haven’t constructed a zero sum game that you’ll then have to escape from.

Appendix 2 Vital Relational Functions (VRFs)

Attune

- Being alert to how a child is feeling.
- Attune to their emotional state through facial expression, body language, gesture, noises.
- Show you understand the intensity, pitch, pace, volume of the child's emotional state.

Containment

- Show that you can sense, understand and bear the child's feeling. Make it a survivable experience through:
 - Catching it
 - Matching it
 - Digesting it by thinking about it
- Offering it back in named, small manageable pieces.

Validating the child's experience

- Validate the child's perspective/experience, this needs to happen before moving them to regulation.
- This is the beginning of being able to think about feelings.
- Avoid reassuring, deflecting, distracting, or making light of the child's feelings.

Soothe, calm and stimulate (regulate)

- Look
- Sense
- Think
- Use voice, tone, body language

We have to experience being calmed before we can do it for ourselves. A depressed child will need you to tickle their interest.

(Let's Help Every Child Thrive – The Thrive Approach)

Scaffolded Attunement Phrases

- I can see that you are upset, can you tell me what happened?
- I can see that things have gone wrong, how can I help you to put them right?
- I can see you are finding this hard/tricky, can you use your words to help me help you.
- I am wondering if you are finding this tricky because ...

Appendix 3 Behaviour Steps

	Actions		
<p>Step 1</p>	<p>Reminder A reminder of the rule not being followed (ready, respectful, helpful, safe, a bouncy ball), delivered privately wherever possible. Planned, Predictable, Safe and Swift ‘Limit your formal one-to-one interventions for poor behaviour in class to 30 seconds. Get in, deliver the message, anchor the child’s behaviour with an example of their previous good behaviour and get out, with your dignity and the child’s dignity intact. The swift intervention is not meant to turn everything positive in an instant but a carefully planned, predictable and safe way to send a clear message to the child: ‘You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it!).’ Take the initiative to keep things at this stage. Use strategies to support behaviours .</p>	<p>This needs to be done privately and quietly with the child</p>	<ul style="list-style-type: none"> • I can see you are.... (having trouble getting started/struggling to get going/wandering around the classroom) • This is a reminder that we need to be (ready, respectful, helpful, safe and a bouncy ball and doing ... is not showing you are being respectful, helpful, safe, a bouncy ball (say which one behaviour relates to) • You now have the chance to make a better choice. Which I know you can do and want to see. • Thank you for listening (provide some time for children to reflect). • Move away • Give time for the child to make the choice at least slow 60 count before any further connection. • Use strategies to support positive behaviours

	Actions		
	<p>Offer a positive choice to do so and refer to previous examples of good behaviour.</p> <p>Repeat reminders if reasonable adjustments are necessary, making the child aware of their behaviour.</p>		<p>If you need to provide a second reminder</p> <p>I can see you have chosen to ... (continue to walk around the classroom, still not start your work , stop others from working,)</p> <p>Remember we need to be ready, respectful, helpful, safe , a bouncy ball (say which one behaviour refers to) and ... is not being ready, respectful, ready, helpful, safe , a bouncy ball.</p> <ul style="list-style-type: none"> • Do you remember ... yesterday, last week when you... (completed a fantastic piece of work in your Amazon project/got that positive note,)? That is who I need to see today and who I know you can be. • Thank you for listening

	Actions		
Step 2	<p>Last Chance Speak to the pupil privately and give them a final opportunity to engage.</p>	<p>This still needs to be done privately and quietly with the child</p>	<ul style="list-style-type: none"> • You have chosen to ... • We need to be (respectful, ready, helpful, safe, a bouncy ball) and ... is not (respectful, ready, helpful, safe , a bouncy ball) • Be certain if you choose to be (respectful, ready, helpful, safe, a bouncy ball as I know you can be, you will be publicly praised for this and if you choose to continue to ... be certain there will be a consequence for this which we will talk about at the end of the lesson. • Thank you for listening
Step 3	<p>Time to Regulate Provide a short time-bound opportunity for the child to calm down, breathe, look at the situation from a different perspective and compose themselves. This could take place in a safe space within the classroom, or another teacher's room. If required, request support from another member of staff to help regulate the child. Use the Thrive VRFs (see Appendix 2) to do this.</p>	<p>Privately speaking to the child</p>	<p>As you have chosen not to be (respectful, ready, helpful, safe, a bouncy ball) by (doing) ... You are thats your choice</p> <p>As a result the adult will help you make the choices you need to regulate your behaviour.</p> <p>I need you to ... move to ..., go to ... for 10 minutes</p>

<p>Step 4</p>	<p>Restoration Provide an opportunity to shine a light on the unwanted behaviour using restorative questioning (see Appendix 3) to support the child in self-reflection. Separate out the behaviour that the child uses from the child themselves and lend your thinking brain to make links between cause and effect, actions and consequences. The timing of this in relation to the incident is critical e.g for a child at Being it will need to be the next day. It may be a quick chat at break time, a conversation in the yard or a more formal meeting at lunchtime.</p>	<p>This needs to be led by yourself. (support can be given by SLT if needed)</p>	<p>Choose five of the most appropriate restorative questions below. For younger children you may choose two/three and increase the number as appropriate.</p> <ol style="list-style-type: none"> 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did this make people feel? 5. Who has been affected? 6. How have they been affected? 7. What should we do to put things right? 8. How can we do things differently in the future? <p>Questions to encourage engagement</p> <ol style="list-style-type: none"> 1. 'OK, imagine if there were....(people affected, a way of putting it right/things you could do differently). What would they be? 2. 'On a scale of 1 to 10 how angry were you?' <p>Offer a postponement and some support if the child is not ready to speak. (Paul Dix, When the Adults Change, Everything Changes)</p>
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	Actions		
			<p>'On a scale of 1 to 10 how angry were you?'</p> <p>I am wondering if you arebecause</p> <p>Thankyou for using your words</p> <p>Offer a postponement and some support if the child is not ready to speak.</p> <p>Shining a Light on Behaviour</p> <ul style="list-style-type: none">• Help children to calm independently• Work to identify the link between the underlying feeling and the behaviour• Offer alternative ways of expressing those feelings• Lend your 'thinking brain' to help children name and link cause and effect, actions and consequences

Appendix 4 The following are examples of possible sanctions:

- At a low level behaviour stage such as a child making silly noises, wandering around the room, interrupting other pupils or an inappropriate lack of focus a reminder should be offered in line with the Behaviour Steps.
If this were to continue then perhaps a change of seating, informal discussion at the end of the lesson or short time-out would allow the child to compose themselves.
- If a child is thoughtless, or careless with school property, or that of another child, they may be asked to spend some of their time tidying or reorganising the aforementioned property.
- If a child damages school property, or that of another child, parents may be asked to support the school, by making a contribution towards the cost of the damaged item - if damage to school property is sufficiently serious, a formal letter warning children about their future conduct, may be sent home to parents or carers at the Head Teacher's discretion.
- If a child hurts another child a restorative conversation would take place allowing them to reflect on their behaviour and triggers. The child would be encouraged to consider next steps such as writing a letter of apology in their own time, or providing a verbal apology. Depending on the context, the person who carried out the act may be removed from the situation for a period of time as restorative conversations and activities take place.
- If a child (or group of children) cannot behave during break times or lunchtimes in a way deemed safe by staff they will have 'time out' from these times and will attach themselves to an adult on duty or remain under supervision inside the school building considering how they could remain safe in future when they return to outdoor play. Consistent poor behaviour at lunch times could result in a short-term removal from the situation. The child/group of children would then engage in restorative tasks during these times linking to the behaviours presented. Re-integration back into the situation would be built up over a course of time, building upon short periods of success until they are fully equipped to play and remain safe at these times. A visual plan would be created to demonstrate this to the child (group of children).

If a child is repeatedly wasting learning time, they may be asked to make up that time at break time or lunchtime, under the supervision of the teacher in question.