



**POSITIVE BEHAVIOUR  
REGULATION AND  
RELATIONSHIPS POLICY**



**Grow Strong and  
Bear Fruit**

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**Thankfulness — Courage — Koinonia — Dignity**

## OUR RIGHTS AND RESPONSIBILITIES

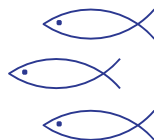
<b>TO LEARN</b>	We let everyone learn
<b>TO ACHIEVE</b>	We always try our best
<b>TO BELONG</b>	We value and include everyone
<b>TO BE SAFE</b>	We do not hurt others
<b>TO BE CARED FOR</b>	We look after each other

This policy has been created using the United Nations Conventions on the Rights of the Child (See Appendix 1) to keep the children at Altrincham CE Primary School safe.



*'Discipline' is a Latin word which means 'to teach', it is one of the most loving and nurturing things we can do for our pupils. It comes from a place of love, respect and emotional connection.*

At Altrincham CE Primary School, we believe that every member of the community should feel valued and respected. Our Behaviour Regulation and Relationships Policy aims to promote relationships built on mutual trust and respect, creating a climate that fosters **connection, inclusion, respect** and **value** for all members of the community.



## 1. INTRODUCTION

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Altrincham CE Primary School's Positive Behaviour Regulation and Relationships Policy aims to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect. ***This policy is designed to promote and explicitly teach good behaviour rather than simply deter anti-social behaviour.***

At Altrincham CE Primary School, we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all children feel safe within the school and develop positive, trusting relationships with all members of the school community. We aim to promote high self-esteem and high aspirations for all children, through an ethos that values every child.

We understand behaviour neuro-scientifically as a communication of need or as an adapted, defensive stress response. The understanding that children learn best with positive, trusting relationships informs our approach to managing and changing negative behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents and carers are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents in order to support acceptable behaviour in school.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Altrincham. It is a working document that reflects current and developing practice within school; all adults must uphold the principles yet retain flexibility in how processes are implemented in their classrooms.

## 2. RATIONALE: OUR CORE BELIEFS

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At Altrincham Church of England Primary School our beliefs, mission statement, Christian vision and values underpin the ethos behind our Behaviour Regulation and Relationships Policy and the approaches outlined in it.

The Positive Behaviour Regulation and Relationships Policy at Altrincham Church of England Primary School is a statement of good practice which covers all aspects of a school that contribute to the development and maintenance of good behaviour and a positive ethos. All members of the school community are expected to help and maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements.

Over the last few years, the impact of trauma on our children has been highlighted as never before – bringing into focus the critical need for schools to be informed about the sorts of trauma that impede children from accessing learning and flourishing in their lives. For some children, trauma has resulted from their earliest childhood experiences, for others it may be a one-off traumatic incident; we also know that for a large number of

children, the challenges of Covid-19 have heavily impacted upon their wellbeing, through isolation, instability and/or bereavement.

We are committed to ensuring that our school develops a Trauma and Mental Health Informed approach to enable all our children to develop positive mental health and resilience and to fully engage in life and learning. There is a growing body of research and understanding of the impact of childhood adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

We recognise that behaviour is communicative and often reflects underlying feelings and emotions. Our Positive Behaviour Regulation and Relationships Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Through integral relationship building, our goal is to teach pupils how to manage their emotions, develop self-control, to consider the feelings of others, to consider consequences and to make thoughtful decisions to help them to grow up to become kind and responsible people who can enjoy successful relationships, better mental health and more meaningful lives.

Trauma informed approaches to behaviour aim to understand what a child might be trying to say to us through their behaviour. Behaviour that challenges is not seen as a choice but as being a communication of an unmet need, the language of choice (e.g. 'good choice/bad choice') is not always helpful. We view misbehaviour as we would a misconception in an academic subject. Any response to a child's behaviour should be informed by the principles:

***'What is the child learning from my response and how does this support them to behave well in the future?' Trauma Informed Schools UK***

***"Effective discipline means that we're not only stopping bad behaviour or promoting a good one, but also teaching skills and nurturing the connections in our children's brains that will help them make better decisions and handle themselves well in the future." – Daniel Siegel, 2015***

We believe in equity (Appendix 2). We recognise that our children are individual, and some will require additional support in order to achieve the high expectations we have for behaviour via a Three R plan (Appendix 3). It is important to ensure children who are internalising behaviours are recognised in the same way as children who display externalised behaviours and do not fall through the net because their behaviour is easier to manage. They must be seen as equally vulnerable.

*Externalising behaviours: those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries.*  
*Internalising behaviours: those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear anxious, who refuse to accept praise, are reluctant to speak.*

### 3. AIMS

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Through this policy we aim to:

- Ensure a consistent and trauma informed approach for managing behaviour; ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- Upskill our staff with the evidence informed knowledge to support children as best they can
- Ensure that all adults take responsibility for behaviour and follow up any actions personally; to promote the use of restorative approaches in place of sanctions.
- Promote pupils' self-esteem by providing safe and trusting relationships, use of specific praise and when deemed necessary for the child use of an effective system of rewards and praising effort in learning and behaviour.
- Ensure our pupils feel safe and regulated so they can be polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and others' property.
- Foster good citizenship and self-discipline through the explicit teaching of and co-regulation of emotions, and accessibility to a calm space to regulate.
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.

### 4. WHAT WE THINK GOOD BEHAVIOUR LOOKS LIKE

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The staff and children at Altrincham Church of England Primary School have agreed that good behaviour is seen as:

- Respect for each other, respect for learning, respect for the school, belongings and property.
- Good manners
- Good looking, listening and sitting
- Being ready to learn
- Being on task and engaged
- Following instructions well
- Cooperating with teachers and each other

### 5. ADULT STRATEGIES TO DEVELOP EXCELLENT BEHAVIOUR

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At Altrincham, adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour
- REMAIN in social engagement and always use PACE (Appendix 4). PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants.

P = Playfulness    A = Acceptance    C = Curiosity    E = Empathy

## 6. APPROACHES

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### A Neuro-sequential Approach (Appendix 3)

Our Neuro-sequential model to preventing and de-escalating behaviour is based on Dr Bruce Perry's work on trauma and the Triune (3 part) Brain.

- *Brain Stem*: sensory and physical
- *Limbic System/Emotional Brain*: attachment and relationships
- *Neo Cortex/ Thinking Brain*: Executive Functioning and speech/sound processing centres

#### **Key concepts:**

- For children to display behaviour for learning they must be regulated.
- A 'bottom up approach' is required to support a dysregulated children and to enable them to learn or think about their behaviour
- Physical or sensory stimulation must occur within a positive trusting relationship to move children into their 'Thinking Brain'.
- Conversations about behaviour must only take place once a child is regulated.

### Psychoeducation — Therapeutic Intervention that combines psychotherapy and education

Children are taught basic psychoeducation via:

- Assemblies, displays, class behaviour charts, consistent use of modelling and language by adults and use of Calm Areas.
- The Zones of Regulation and the 4 characters representing children's feelings and their responses.

### Delivering Sanctions with Dignity

Behaviour management begins at classroom level with a positive and proactive approach. For many children a gentle reminder of the expectations, or nudge in the right direction is all that is needed.

This could include:

- Redirection
- Non-verbal strategies
- Rule reminder
- Gentle encouragement
- Sitting with a teacher, teaching assistant or other adult
- Peer led approaches – changing groupings, encouraging positive pairings

### Additionally

- Adults do not use relational withdrawal (being cold and distant) to show disapproval
- Adults do not insist on eye contact
- Adults are not drawn into and/or respond to any secondary behaviour
- Low level inappropriate behaviour that has been dealt with during **playtime** does not require communication to the class teacher
- A child does not need to be reminded of their past 'bad' behaviour as a motivator e.g. 'Let's not have a repeat of yesterday.'

## 7. LANGUAGE AROUND BEHAVIOUR

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We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Trauma Informed language to describe a vulnerable child can create **compassion** instead of **blame** and **connection** *instead* of **misconnection**.

<b>Unacceptable behaviour</b>	→	<b>Understandable behaviour</b>
<b>Tantrum/Kick off</b>	→	<b>Anxiety meltdown/overwhelmed</b>
<b>Attention seeking</b>	→	<b>Attachment seeking</b>
<b>Distracted/disruptive/ fidgety</b>	→	<b>In Flight Mode/ In Yellow Zone</b>
<b>Avoidant/ refusing</b>	→	<b>In Flight Mode/ In Red/Yellow/Blue Zone</b>
<b>Disengaged</b>	→	<b>In Freeze Mode/ In Blue Zone</b>
<b>Defiant/ Challenging</b>	→	<b>In Fight Mode/ In Red Zone</b>
<b>Aggressive</b>	→	<b>Frightened</b>
<b>Rude</b>	→	<b>Self protecting</b>



## 8. PROMOTING PUPIL ENGAGEMENT AND SELF-REGULATION: SEVEN BASIC PRINCIPLES WHICH GUIDE US

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Research taken from No-Drama Discipline – The Whole Brain Way to Calm the Chaos *and* Nurture Your Child’s Developing Mind – Daniel Siegel, 2015

**The first step is to pay attention to the emotions and feelings that could be driving the behaviour**

When children misbehave, it is often the result of not being able to cope with big feelings or not having the strategies to make good, informed choices.

**When children are upset and display big outbursts of emotion, this is when they need us the most**

We need to respond empathetically, showing them we are there for them even at their worst. This is how we build trusting relationships and a safe environment.

**Discipline should feel safe and promote respectful relationships**

Discipline should never include threats, scare children or make them feel that the adult is the enemy.

**The goal of discipline is to teach**

We use discipline moments to build skills. We encourage cooperation and set limits by having a conversation to help develop self-awareness.

**Sometimes we need to wait until children are ready to learn**

If children are out of control or upset, this is the worst time to teach them. We must provide the child with the space and time to calm down, so they can regain control.

**We connect with them**

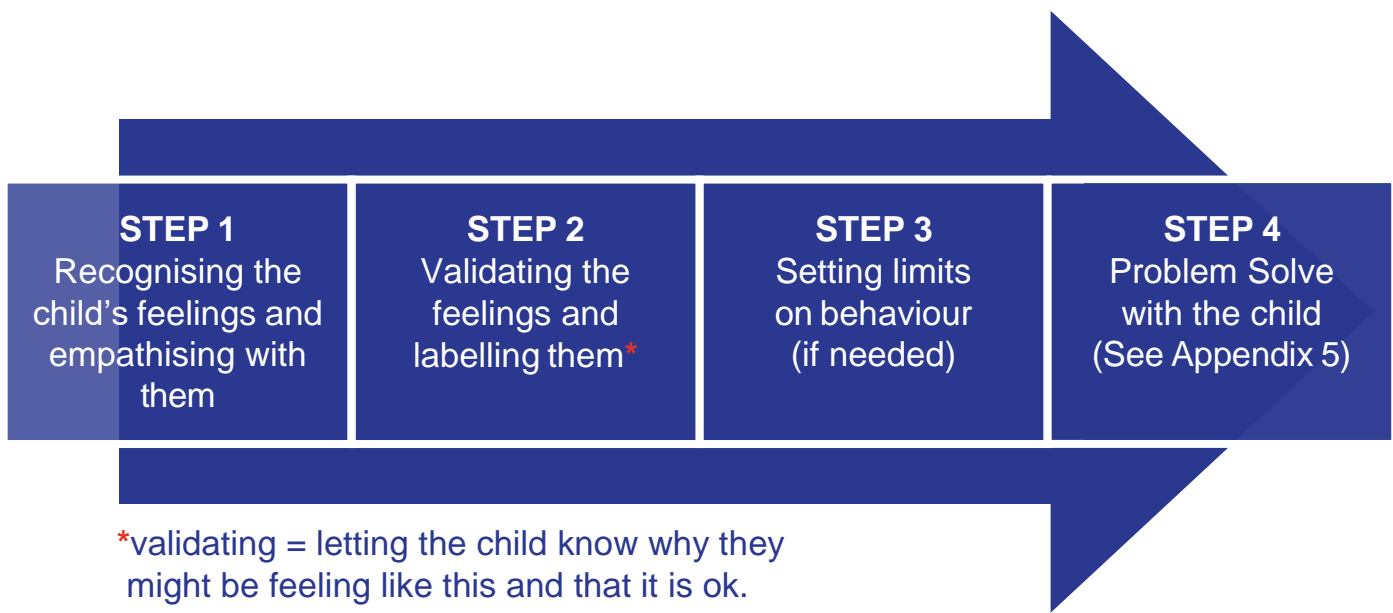
Before we redirect behaviour, we connect and comfort. We do this by validating their feelings and giving an empathetic response.

## 9. EMOTION COACHING

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We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. This strategy involves relationship building to support pupils in feeling safe, develop their ability to calm down quickly and build connections between their ‘survival brain’ and their ‘human brain’.





## 10. OUR ZONES OF REGULATION

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which on which Zone of Regulation they are in. We now use the four Zones of Regulation to communicate how we feel in the moment. It is important all our pupils recognise that no emotion is a bad emotion, just some are more appropriate for certain times than others. By using the Zones of Regulation, our pupils can feel in control, focused, ready to learn whilst developing tools to self-regulate. These Zones of Regulation are prominently displayed in each classroom and around school.

### **Our ZONES of REGULATION**

By using the zones of regulation, you can feel in **control, focused, ready to learn and join in.**

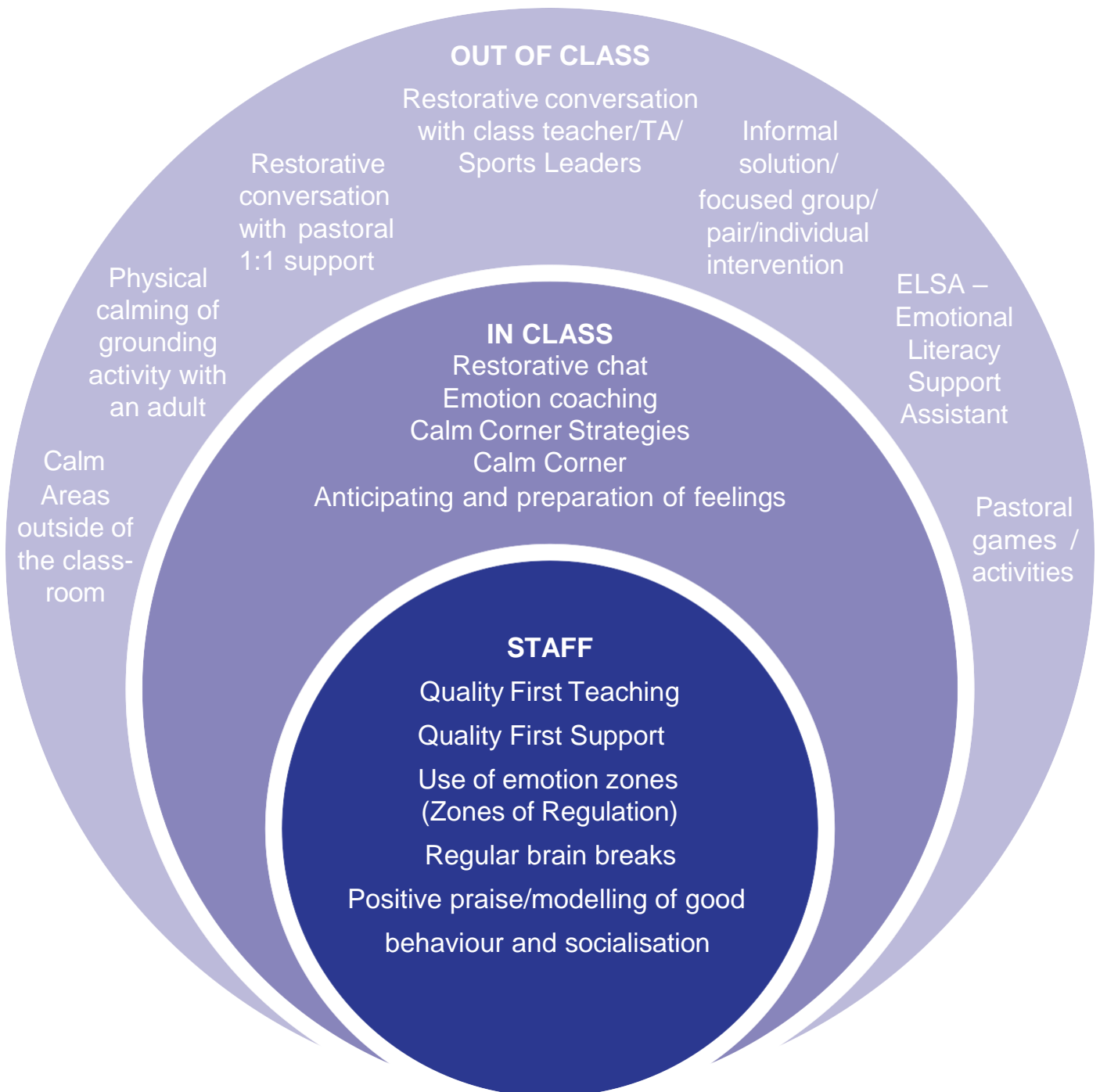
- How do you feel at this moment in time?
- Which zone are you in?
- Do you need a tool to regulate?

**Which one will you choose?**

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
<b>RUNNING SLOW</b>	<b>GOOD TO GO</b>	<b>CAUTION</b>	<b>STOP</b>
Bored Sad Sick Tired Moving slow	Feel okay Happy Calm Focused Ready to learn	Silly Loss of some control Frustrated Worried	Mad Angry Terrified Out of Control Mean
<b>TOOLBOX</b>	<b>I KNOW I AM HERE BECAUSE...</b>	<b>TOOLBOX</b>	<b>TOOLBOX</b>
Splash your face Have a snack Get some fresh air Think about your favourite things Listen to music Tell a joke/ pull a funny face	I feel calm I am happy and settled I am ready to learn I am making the most of the opportunities around me I am achieving my best	Take deep breaths Read a book Mindful colouring Talk to someone you trust	Count to 10 Read a book Walk away Exercise Think about calm things Draw or write it down

## 11. PROVISION MAP

The relationship staff form with pupils is central to the pupil's personal, social and emotional development. Staff working directly with children use a range of approaches set out in the provision map to support the development of pupil self-regulation.



<b>Emotion Coaching and Empathetic Boundary Setting</b>	<b>Calm Corner</b>	<b>Restorative Chat</b>
1. Noticing, being aware of pupil feelings and empathising with them. 2. Labelling and validating pupil feelings 3. Set limits on behaviour 4. Help pupil to problem solve	1. Physical, grounding and calming (up-regulation) 2. Developing emotional awareness 3. Developing reflection skills	1. What happened? 2. Who was affected? 3. What you were you feeling? (You may need to Emotion Coach.) What were other people who were involved feeling? 4. How can we make things right?

## 12. OUR BEHAVIOUR SYSTEM

We have created a Trauma Informed approach which is bespoke to our school and the needs of our children. Children's names are not displayed for positive or negative behaviours.



### EYFS and KS1

#### Sunshine Behaviour

All children start each day on the sunshine and each lesson/session. We use a flexible approach based on children's age and/or development.

#### Low Level Behaviour receives:

##### Reminder 1/ Empathetic Boundary

Dysregulated/Low level behaviour requires 'PACEful conversations' with a socially engaged and curious adult.

Adult can repeat this warning at their discretion considering children's needs

##### Reminder 2/ Empathetic Boundary

Child goes to Calm Corner

PACEful and socially engaged adult. Adult can repeat this reminder at their discretion considering the child's needs.

#### Low Level behaviour includes but is not limited to:

Being distracted or disengaged

Not following instructions e.g. tidy up time, during small group work

Disagreements with peers e.g. calling names, pushing, not sharing/ taking items

Unable to line up appropriately

Displaying of frustration towards an adult e.g. huffing and puffing, stamping, tongue out

Accidental breakages, damage

Difficulties with transitions

Big emotions e.g. happiness, sadness, anger, disappointment, over-excitement

### **Aims:**

Develop regulation skills

Link emotions to behaviour

Regulate child and move them back into their 'Thinking Brain' or The Green Zone

### **Cloud Behaviour**

Dysregulated/Low Level behaviour continues despite at least 1 reminder and use of Calm Corner.



### **Reminder 3/Empathetic Boundary:**

Child is reminded to 'Stop and Think'

PACEFUL & socially engaged adult

Child may be given the opportunity to move to a different place e.g. nearer the teacher. This would not be the Calm Corner.

Adult conducts Restorative questions with child

PACEFUL & socially engaged adult helps child to understand their behaviour.

Child returns to Sunshine on Class Behaviour Chart

If necessary, a Restorative Action (consequence) is decided upon using the Restorative Actions Chart.

PACEful and socially engaged adults

Child completes Restorative Action as soon as possible that day.

### **Aims:**

Develop meaningful understanding of the impact of their behaviour

Understand that relationships and actions can be repaired

Develop a sense of worth via Restorative Actions

Further develop regulation skills

### **Extreme Negative Behaviour**

#### **Behaviour may include but is not limited to:**

Deliberately and violently hurting another child through extreme actions or words.

Vandalism resulting in permanent damage to school or personal property

Verbal abuse of a racist or sexist nature or abuse linked to disability.

***NB: It is highly unlikely that children in EYFS or KS1 will reach this stage as MOST behaviour will be dealt with using the sunshine and cloud.***

The aim of EYFS and KS1 is to help children to regulate and develop their understanding of appropriate behaviour. Should the above behaviour be displayed it indicates support for the child and family is required. The child may need an Individual Behaviour Plan and a Positive Handling Plan.

Adult conducts Restorative questions with child.

PACEFUL & socially engaged adult helps child to understand their behaviour.

A Restorative Action (consequence) is decided upon using the Restorative Actions Chart with a PACEFUL & socially engaged adult Child to conduct action as soon as possible that day.

As part of the restorative process, children will miss part of their lunchtime playtime to work with a member of the SLT. The amount of time will be dependent on the child's age and/or development.

Please note that the child should return to sunshine status as soon as possible after the restorative meeting and action. Staff should not wait until the end of the day to have the meeting.

**Aims:**

Develop meaningful understanding of impact of their behaviour

Understand that actions and relationships can be repaired

Develop sense of worth via restorative actions

EYFS and KS1 also have a Rainbow on the Class Behaviour Chart for exemplary and or consistent positive behaviour, values and achievement.



**Key Stage 2**

**Gold Behaviour**

All children start each day on Gold and each lesson/session. We use a flexible approach based on children's age and/or development.

**Low Level Behaviour receives:**

**Reminder 1/ Empathetic Boundary**

Dysregulated/Low level behaviour requires 'PACEful conversations' with a socially engaged and curious adult.

Adult can repeat this warning at their discretion considering children's needs

**Reminder 2/ Empathetic Boundary**

Child might visit the Calm Corner

PACEful and socially engaged adult. Adult can repeat this reminder at their discretion considering the child's needs.

**Low Level behaviour includes but is not limited to:**

Being active on the carpet

Calling out/ talking on the carpet

Being distracted or disengaged  
Not following instructions e.g. tidy up time, during small group work  
Disagreements with peers e.g. calling names, pushing, not sharing/ taking items  
Unable to line up appropriately  
Displaying of frustration towards an adult e.g. huffing and puffing, stamping, tongue out  
Accidental breakages, damage  
Difficulties with transitions  
Big emotions e.g. happiness, sadness, anger, disappointment, excitement

**Aims:**

Develop regulation skills  
Link emotions to behaviour  
Regulate child and move them back into their 'Thinking Brain' or The Green Zone

### Stop and Think Behaviour

Dysregulated/Low Level behaviour continues despite at least 1 reminder and use of Calm Corner

Child is given a Silver Card to put on the Class Behaviour Chart which is their reminder to 'Stop and Think'.

**Reminder 3/Empathetic Boundary:**

Child receives a silver card which is a reminder to 'Stop and Think'

PACEFUL & socially engaged adult

The Teacher may offer an opportunity to move to another space so that they can reflect.

This is not the Calm Corner.

Adult conducts Restorative questions with child

PACEFUL & socially engaged adult helps child to understand their behaviour.

Child returns to Gold on Class Behaviour Chart as soon as possible.

If negative behaviour continues then a Bronze Card is received and a Restorative Action Chart with a PACEFUL & socially engaged adult.

Child to conduct action as soon as possible that day.

**More than one stop and think card in a session/lesson (at adult discretion)**

Opportunity to regulate in another 'Buddy' classroom which is known as 'Step Out' for an allotted time dependent on emotional age not chronological age.

Restorative conversation on return to class or as soon as possible.

Child may be sent to SLT for 'Step Out' but this should not be the first option.

Teacher/SLT conduct a Restorative Conversation

Teacher/SLT agree Restorative Action with child.

**Aims:**

Develop meaningful understanding of the impact of their behaviour

Understand that actions and relationships can be repaired

Develop a sense of worth via Restorative Actions

Develop regulation skills



## Bronze Behaviour

*Adults use their discretion as to whether a move to the Bronze Behaviour Chart would be helpful to the child or not.*

### **In cases of extreme behaviour which may include but is not limited to:**

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Refusal to accept adult's instructions

Vandalism

Leaving the classroom without permission

Insulting other children or their families

Spitting

Swearing

Spoiling other children's work, including making fun of another child's work

Misuse of toilets and wash areas

Interfering with another person's property

Threatening or intimidating behaviour to peers including swearing at another person

Arguing with an adult, including walking away when an adult is talking

Theft

Running out of school

Physically violent behaviour (fights or physical attacks on others)

Discriminatory language or behaviour

Bullying i.e. repeated and persistent threatening, intimidating or harming behaviour)

Deliberate dangerous play

Child is given a bronze card. This is done privately with dignity. The child's name is not displayed anywhere, only the child's adult should know.

A child demonstrating extreme behaviour requires support, nurture and specific skills with PACEful and socially engaged adults. They may need an Individual Behaviour Plan and a Positive Handling Plan.

Adult conducts Restorative questions with child.

PACEFUL & socially engaged adult helps child to understand their behaviour.

A Restorative Action (consequence) is decided upon using the Restorative Actions Chart with a PACEFUL & socially engaged adult

Child to conduct action as soon as possible that day.

As part of the restorative process, children will miss part of their lunchtime playtime to work with a member of the SLT. The amount of time will be dependent on the context, the child's age and/or development.

### **Aims:**

Develop meaningful understanding of impact of their behaviour

Understand that actions and relationships can be repaired

Develop sense of worth via Restorative Actions



## 13. CALM SPACES

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We have calm spaces as an alternative environment for any pupil who is upset, distressed or acting in an unsafe manner. It is a place where school personnel can take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them.

Children must not be made to stand in the corridor especially during lesson time as they have a curriculum entitlement.

Each class will have a Calm Corner. Adults will direct a child to use this space for an allotted time to regulate when displaying low level behaviour or in response to dysregulation.

Use of the Calm Corner will enable them to move from their brain stem up into their neocortex – supporting them to refocus and return ready to learn. Long term, children will begin to learn what being dysregulated/regulated feels like and develop the autonomy to request to use the space when they self-identify as needing it.

- Areas contain a range of physical and sensory resources e.g. dough, fidget toys, breathing cards, therapeutic stories, resources to write or draw their feelings etc. and sand timers.
- Are used to regulate or co regulate with an adult where possible, not sent to as a 'punishment'
- Additional adults can take children to the Nurture Room and/or Calm Areas outside of the classroom

Classes will take time to make their Calm Corner special and welcoming.

### ***Visiting a Buddy Class/Step Out***

When a child is asked to leave their own classroom and go to their 'buddy class' this is a significant reminder about behaviour.

EYFS and KS1 children will remain in their setting.

KS2 Children will leave their classroom for no more than 15 minutes.

The child will collect a 'Step Out' card and a timer. Other resources can be taken at adult discretion.

Other adults in the paired classroom will not show any judgement or make any comment about the child's behaviour.

Paired class teacher can use their discretion to send the child back sooner than their allotted time if it is clear they are regulated and calm before the time is over.

If a child is disruptive in their paired class they will be escorted back to their class and their class teacher will send them to SLT.

SLT will conduct the 'Step Out' should a child require more than 1 in a day or due to extreme behaviour.

Adults should not jump the sequence. As a general principle, it should not be possible to go straight to the Buddy Class to 'Step Out'.

Use of the Buddy Class to 'Step Out' will be recorded on Cpoms.

The adult who gave the 'Step Out' will meet with the child to conduct a Restorative Conversation. Ideally this should happen as soon as possible within the same lesson, but this is not always possible. In this instance, Restorative Conversations are to happen as soon as possible.

## 14. THE RESTORATIVE MEETING

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Adults will hold an effective restorative conversation with a child has been involved in an *incident* and *especially* one where a lightning strike card has been issued. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate their behaviour.

### 10 Ways to Make a Restorative Meeting Work:

1. Don't sit behind, at or on a desk.
2. Focus on the outcome you want, not the behaviour that necessitated the meeting.
3. Reserve enough time.
4. Don't make copious notes.
5. Have a glass of water available for the pupil.
6. Leave the door open.
7. Try not to use judgmental language.
8. Resist any interruptions to the meeting, inform anyone who interrupts that this meeting is important.
9. Don't comment on negative secondary behaviours such as, appearance or tidiness of work.
10. End the meeting positively, plan the conclusion and don't open up any other business.

A restorative conversation is more than a process or a set of questions. *The behaviour of the adult lies at the heart of it.* However, the following five key questions are used to ensure the conversation is reflective yet is not detrimental to a child's view of themselves (Appendix 6).

### The Restorative Five

1. I'd really like to understand. Can you tell me what happened?
2. I wonder what you were thinking or feeling at the time
3. What have you thought or felt since?
4. Who else has been affected? I wonder what they might be thinking or feeling?
5. Let's think of something else you can do to make this better.

### Restorative Actions (Appendix 7)

When a child has been sent to SLT or at the class teacher's discretion there will be an agreed sanction via the Restorative Action chart.

Restorative Actions:

- Are developmentally appropriate and in proportion to the behaviour or incident
- Are designed to support children to learn about both their physiological response to challenge and difficulty and how to manage this better in the future
- Make it clear that unacceptable behaviour affects others and it has an effect on the wider school community
- Avoid being applied to a whole group for the activities of individuals
- Are consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times
- Have an emphasis on restoration, not punishment or blame, and should aim to reduce feelings of guilt in the child

### **Small things matter...**

- Body Language
- Meeting Place
- Tone of Voice

### **Staff should consider the following:**

- Going outside
- Walking alongside the child and talking
- Engaging in a collaborative activity
- Sitting alongside the child in a neutral and familiar space.

## **15. WHOLE SCHOOL REWARD SYSTEM AND INDIVIDUAL RECOGNITION INITIATIVES**

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We recognise that all children are different and will value different approaches in terms of public and private praise. Positive awards are given to pupils throughout the day. These aim to promote confidence, competency, motivation and help pupils to develop a growth mindset and promote prosocial behaviours. These include:

- Verbal praise and personal feedback on behaviour and engagement
- House Points -every child at Altrincham belongs to a house: Ash, Chestnut, Elm or Sycamore. The children can earn house points for improvement and challenging themselves, demonstrating the school's values, sportsmanship and team work. The house points are counted weekly, where there is a celebration in assembly for the winning team that week. The winning house gets a reward each half term e.g. an own clothes day
- Sharing work with other Teachers, Senior Leaders and the Head Teacher
- Celebration Assembly and Star of the Week Certificates - every week two children from each class are nominated to receive an achievement award. There is also an award recognising the 'Class of the Week' and a Head Teacher award, recognising a pupil who is going above and beyond to demonstrate the school values.
- Postcard Home
- Stickers – awarded to any child who has shown exceptional behaviour, growth, effort or achievement in relation to our values, rights and responsibilities.
- Assembly Stars – One class per assembly will be rewarded an assembly star (displayed in the hall). This is for modelling good behaviour, manners and respect during assembly. The winning class at the end of the half term receives an additional award.
- Golden Time (GT) – Every child has 20 minutes of Golden Time each week.

## **16. SUPPORT FOR ADULTS TO ENSURE CONSISTENCY**

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A consistent script is used as a guide across the school to follow the sequence of using the Calm Area Take a Breather/Step Out (See Appendices 8 and 9). Adults have the discretion to adapt the wording to make it feel genuine, but it must follow the principles of Empathetic Boundary Setting:

1. Notice the behaviour without judgement e.g. "I can see you are..." (describe their behaviour/emotions/zone)
2. Show genuine empathy "I am sorry you are..."
3. Set the boundary for expected behaviour "Remember our rule about..."

All new staff attend induction training which includes an introduction to our school

values and the behaviours which are associated with each value. This policy is outlined and explained along with Emotion Coaching. All existing staff have received training in Emotion Coaching, Restorative Approaches and the theories outlined in this policy and this is reviewed regularly both through formal training and informal conversations about behaviour. All staff have been signposted towards further documents to support delivering restorative conversations which can be found on the Staff Shared Drive. At Altrincham we welcome and encourage conversations between staff to enable us to reflect and to constructively identify ways in which we can improve our practice.

## 17. EXTREME BEHAVIOURS

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Extreme and unacceptable behaviours may include but are not limited to:

- Violence (i.e. physical contact made with the intention to harm) including physical attacks on staff members
- Defiance/Rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Some children may exhibit extreme behaviours and we understand that a child may need to feel a level of safety before they do so. Our skillful staff build positive relationships with each individual child. These children may have Individual Behaviour Plans and Positive Handling Plans that detail additional support, strategies and expectations.

**It is crucial that all attempts are made to understand the why behind the behaviours. What needs are not being met? What is the child feeling that is driving this behaviour?**

Extreme behaviours may be expedited through our system to be dealt with by a member of SLT. In this instance, a child will have their 'Step Out' and Restorative Conversation immediately with a member of SLT who will decide next steps including Restorative Actions to take place on the same day or as soon as possible.

If this occurs a focused meeting involving SLT and the staff members involved will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Other strategies and sanctions that may be used by the school include:

- Contacting parents
- Internal Exclusion – working outside of the classroom environment for a period of time
- Short Fixed Term Exclusion (1-2 days)
- Longer Fixed Term Exclusion (3-5 days)
- Permanent Exclusion (will be avoided at all costs)

## 18. SEXUAL ABUSE AND DISCRIMINATION

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The school prohibits all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child Protection and Safeguarding Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

## Physical Intervention

In line with the school's Positive Handling Policy, trained members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Positive Handling Policy. De-escalation strategies will always be used in the first instance.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Head Teacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the Head Teacher as to what behaviour constitutes an exclusion.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are in a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child.

All incidents of extreme behaviour are recorded by staff on CPOMS.

## 19. INCLUSION

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As all children are unique and valued as such, this system will not meet the needs of all our pupils. As an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. We understand that treating children equally does not mean treating children the same. Some children may require individual behaviour charts specific to their needs. The individual class teacher can create these.

For those whose behaviour and choices are not supported by the systems outlined above a meeting will be set up, following consultation with SENDCO, SLT, parents and class teacher to discuss behaviour targets. An Individual Behaviour Plan will be devised which outlines targets and the support strategies in place to meet the needs of the child.

For children who are at risk of exclusion, because of their behaviour, a programme will be put in place, in consultation with class teachers, parents and SLT. Ultimately, in extreme cases, a short term or permanent exclusion might be necessary. Only the Head Teacher can exclude a pupil. The correct exclusion procedures must be followed.

- The Head Teacher will consider whether the pupil should be excluded for a fixed term, in line with the school's Exclusion Policy, and will determine the length of the exclusion.
- Although negative behaviour does not necessarily mean a pupil has SEND, an



assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.

- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's national SEND budget.
- Where SEND is not identified, but the Head Teacher determines that support is still required for the pupil, an Individual Behavioural Plan will be created to outline the necessary provisions in place.

**For discipline to be lawful, the school will ensure that:**

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the Head Teacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, as per the Equality Act 2010.

## **20. EXCLUSION**

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Exclusion is an extreme step and will only be taken in cases where:

- Long term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision making processes.

## **21. MONITORING AND REPORTING BEHAVIOUR PATTERNS**

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Teaching staff are able to report behaviour using our online CPOMs system. This system is monitored by Senior Leaders and analysed in terms of emerging behaviour patterns. The Senior Leadership Team will produce a record of any behaviour patterns emerging and will work with relevant staff to implement strategies and make adaptations to suit children's needs.

Patterns, trends, actions and impact are reported to the Governing Body Termly, no individual pupils are identified.

## **22. THE ROLE OF THE PARENT**

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At Altrincham CE Primary School, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- Understand and reinforce the school mission statement and values as much as possible;
- Share in the concerns about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family.

## **When and How We Inform Parents**

Parents need to be made aware when their child is behaving well or when they are finding it difficult to regulate.

We can keep them informed in a variety of ways:

- Letters, notes, cards sent home to inform parents of behaviour choices.
- Talking to parents at the end of the day.
- Parents' Evenings.

Staff should use the opportunity to speak with parents about positive, 'good' behaviours as well as concerns.

Parents must be informed on the same day when their child has displayed extreme behaviour.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, SEND needs, and any other relevant information.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of behaviour; this must be done in private and in a supportive and non-shaming manner. However, staff will not routinely contact or inform parents about minor incidents.

## **23. REPORTING CONCERNS**

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Any pupil with concerns should speak in the first instance with their class teacher or another adult in school that they trust e.g. a Teaching Assistant

Any parent with concerns should follow these procedures:

- Always speak to the class teacher in the first instance even if a child is working with an individual teaching assistant or receiving pastoral support.
- If a parent is not happy with the response or feels the matter hasn't been fully addressed they should see the Key Stage Leader:

EYFS and KS1 – Mrs. Walsh, KS2 Mrs. Watkins

- The next stage is to talk to the DHT – Mrs. Watkins
- The final stage is to speak to the Head Teacher Mrs. Chrysler

Parents and carers who still have concerns should follow the steps outlined in the School Complaint Policy which can be accessed via the school website or the School Office.

## **24. APPLICATION AND SCOPE OF THIS POLICY**

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This Behaviour Regulation and Relationships Policy is applicable to our entire school community, so can be used with children during playtimes and lunch. It will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied e.g. in the dining room, at play and lunch times or when off site etc. but the same principles of promoting good behaviour will always apply.

Lunchtime staff must communicate with class teachers if there has been a behaviour incident during a break.

Positive behaviour at lunchtimes is recognised through verbal praise and awarding of stickers or House Points.



## **25. MONITORING AND REVIEW**

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This policy will be reviewed by the Head Teacher on an annual basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the Lead Inspector, upon request.

The next scheduled review date for this policy is September 2024.

### **Appendices**

Appendix 1 – UN Convention Rights of a Child

Appendix 2 – Equality vs Equity

Appendix 3 – Understanding the Neuro-sequential Model and The Three R's

Appendix 4 – PACE

Appendix 5 – 6 Steps to Problem Solving

Appendix 6 – The Restorative Meeting

Appendix 7 – Restorative Actions

Appendix 8 – Top Tips

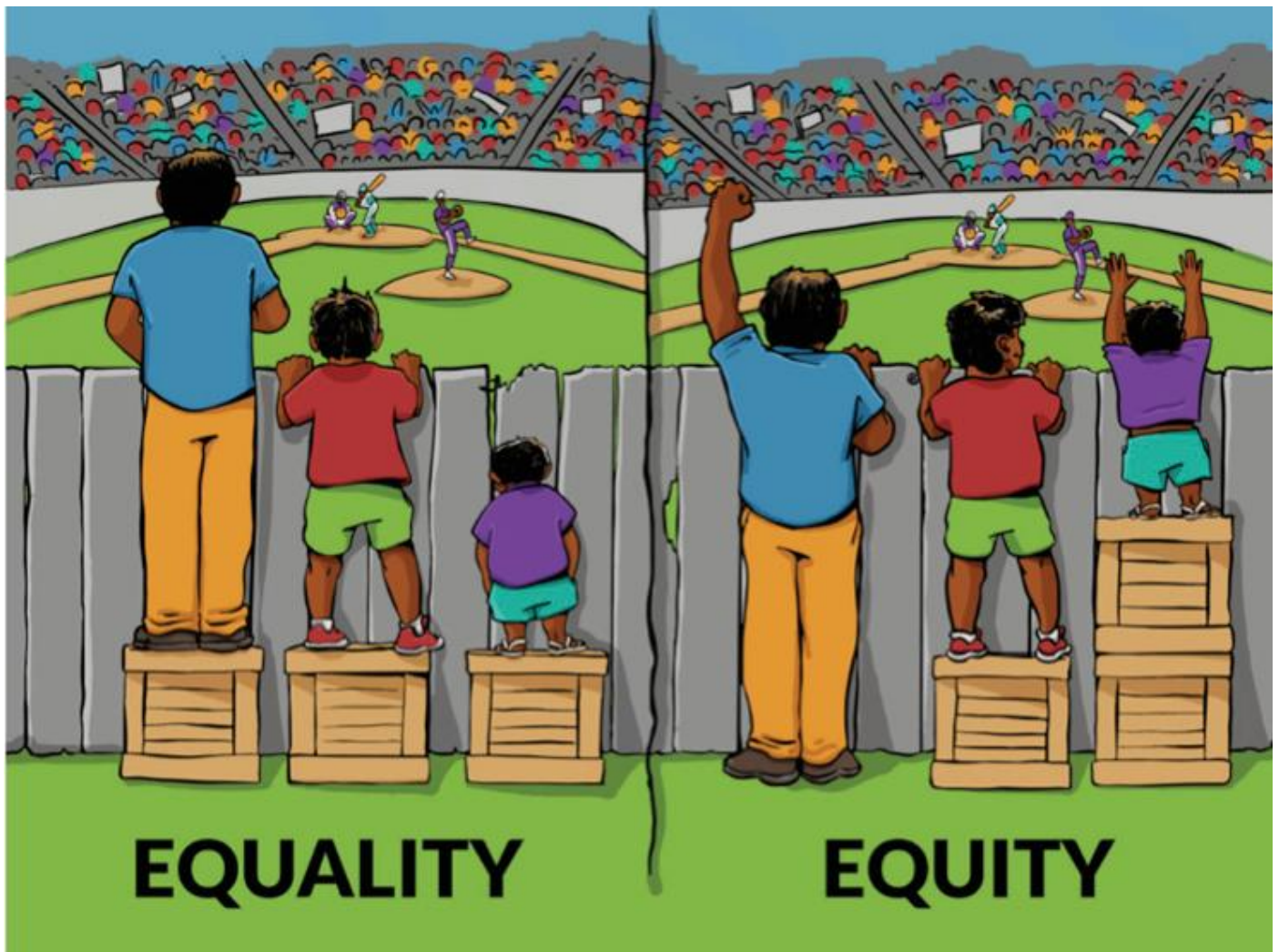
Appendix 9 – Conversation extenders

APPENDIX 1:

<p>1</p>  <p>DEFINITION OF A CHILD</p>	<p>2</p>  <p>NO DISCRIMINATION</p>	<p>3</p>  <p>BEST INTERESTS OF THE CHILD</p>	<p>4</p>  <p>MAKING RIGHTS REAL</p>	<p>5</p>  <p>FAMILY GUIDANCE AS CHILDREN DEVELOP</p>	<p>6</p>  <p>LIFE, SURVIVAL AND DEVELOPMENT</p>	<p>7</p>  <p>NAME AND NATIONALITY</p>
<p>8</p>  <p>IDENTITY</p>	<p>9</p>  <p>KEEPING FAMILIES TOGETHER</p>	<p>10</p>  <p>CONTACT WITH PARENTS ACROSS COUNTRIES</p>	<p>11</p>  <p>PROTECTION FROM KIDNAPPING</p>	<p>12</p>  <p>RESPECT FOR CHILDREN'S VIEWS</p>	<p>13</p>  <p>SHARING THOUGHTS FREELY</p>	<p>14</p>  <p>FREEDOM OF THOUGHT AND RELIGION</p>
<p>15</p>  <p>SETTING UP OR JOINING GROUPS</p>	<p>16</p>  <p>PROTECTION OF PRIVACY</p>	<p>17</p>  <p>ACCESS TO INFORMATION</p>	<p>18</p>  <p>RESPONSIBILITY OF PARENTS</p>	<p>19</p>  <p>PROTECTION FROM VIOLENCE</p>	<p>20</p>  <p>CHILDREN WITHOUT FAMILIES</p>	<p>21</p>  <p>CHILDREN WHO ARE ADOPTED</p>
<p>22</p>  <p>REFUGEE CHILDREN</p>	<p>23</p>  <p>CHILDREN WITH DISABILITIES</p>	<p>24</p>  <p>HEALTH, WATER, FOOD, ENVIRONMENT</p>	<p>25</p>  <p>REVIEW OF A CHILD'S PLACEMENT</p>	<p>26</p>  <p>SOCIAL AND ECONOMIC HELP</p>	<p>27</p>  <p>FOOD, CLOTHING, A SAFE HOME</p>	<p>28</p>  <p>ACCESS TO EDUCATION</p>
<p>29</p>  <p>ARMS OF EDUCATION</p>	<p>30</p>  <p>MINORITY CULTURE, LANGUAGE AND RELIGION</p>	<p>31</p>  <p>REST, PLAY, CULTURE, ARTS</p>	<p>32</p>  <p>PROTECTION FROM HARMFUL WORK</p>	<p>33</p>  <p>PROTECTION FROM HARMFUL DRUGS</p>	<p>34</p>  <p>PROTECTION FROM SEXUAL ABUSE</p>	<p>35</p>  <p>PREVENTION OF SALE AND TRAFFICKING</p>
<p>36</p>  <p>PROTECTION FROM EXPLOITATION</p>	<p>37</p>  <p>CHILDREN IN DETENTION</p>	<p>38</p>  <p>PROTECTION IN WAR</p>	<p>39</p>  <p>RECOVERY AND REINTEGRATION</p>	<p>40</p>  <p>CHILDREN WHO BREAK THE LAW</p>	<p>41</p>  <p>BEST LAW FOR CHILDREN APPLIES</p>	<p>42</p>  <p>EVERYONE MUST KNOW CHILDREN'S RIGHTS</p>
<p>43-54</p>  <p>HOW THE CONVENTION WORKS</p>	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					

## APPENDIX 2: EQUALITY VS EQUITY

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).



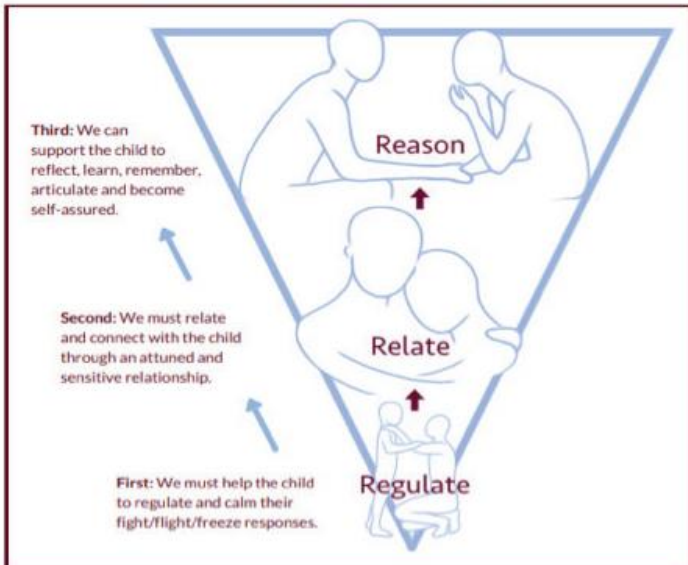
In the first image, it is assumed everyone will benefit from the same support. They are being treated equally.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated equitably.

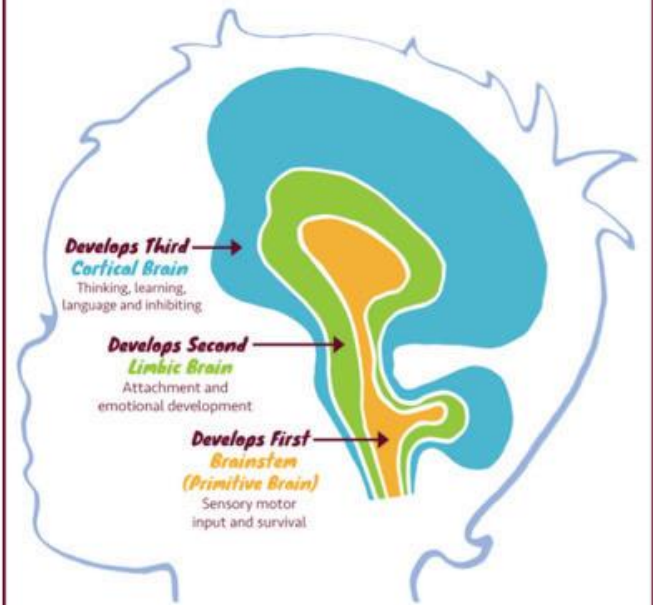


### The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.



Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.



Children's brains develop from the bottom up.



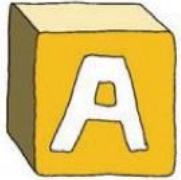
## Appendix 3: Understanding the Neuro- sequential Model and The Three R's

## Appendix 4: PACE



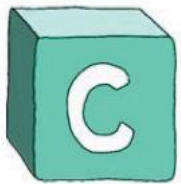
### Playfulness

- Playfulness in interactions can diffuse conflict and promote connection  
e.g. Maintaining a relaxed 'lightness' and can involve making a joke (though this has to be done carefully)



### Acceptance

- Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement



### Curiosity

- Being curious to where a behaviour has come from (in your head or out loud...)



### Empathy

- Really connecting with how they are feeling and showing compassion



P.A.C.E is an approach developed by Dr Dan Hughes aimed at supporting recovery from developmental trauma. However, it can be a useful attitude to adopt with anyone who is emotionally dysregulated

## Appendix 5: 6 Steps to Problem Solving

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**What is the problem?**

After you have set limits for inappropriate behaviour, find out what goal the young person was trying to reach with their behaviour.

**What could I do next time?**

Ask the child to come up with several possible solutions to the problem. Don't shoot down suggestions if they are not workable.

**List the possible outcomes for each solutions**

You can help them by asking if this is fair, will this work, is it safe? How are you likely to feel/how are others likely to feel?

**Pick the best solutions**

If the child comes up with unworkable solutions, it is ok to go forward with it as long as it is safe. Leave the door open to rework the solution if it doesn't work. Help the child come up with an agreed plan of action.

**Carry out plan**

Allow opportunities for the child to explore agreed solutions in the real solutions.

**Did it work?**

Reflect on what went well and what you might do differently next time.

## Appendix 6: The Restorative Meeting

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The child must be regulated and calm BEFORE USING RESTORATIVES.

### Remember:

PACE

Social Engagement

Interactions are non- shaming and private

### The Restorative 5 – Choose 5 from 8

1. **What happened?** Listen carefully and without interruption to the child's account of the incident. Give your account of the incident from your perspective, without judgment.
2. **What were you thinking at the time?** This reflection helps the pupil reconsider their actions and replay their thought processes. What may have seemed irrational at the time to you may not be obvious to the child that it was those initial thoughts that started the behaviour that sent them down the wrong path.
3. **What have you thought since?** Many doors are opened through this question that might allow the pupil a change in attitude or a shift in explanation. Some of their thoughts will have been negative, some will lead the conversation off on a tangent and others will cut to the root cause of the problem.
4. **How did this make people feel?** The child is often unaware of how other people reacted during the episode of extreme or inappropriate behaviour. We want to make sure that the child has the opportunity to consider others and to think about the impact their behaviour has on others who witness it.
5. **Who has been affected?** The first response is usually 'me, me, me and then me!' but after some gentle encouragement children tend to see the bigger picture. The more this question is asked, the easier it becomes for the pupil to answer it. In time that reflective routine might affect how they act before or during incidents. This is teaching them to use their conscience.
6. **How have they been affected?** Considering how others felt during an incident and deliberately encouraging the child to have empathy with other people is important, Understanding how their behaviour affects others is key to being a good citizen.
7. **What should we do to put things right?** Don't demand an apology, even if these seems like the logical next step. Forced apologies are worthless. If an apology is forthcoming though, don't criticise its delivery or sincerity.
8. **How can we do things differently in the future?** Forward thinking and visualisation is positive. It is likely that the child will meet similar situations or frustrations in the future. Some prior planning will help them recognise when their behaviour pattern begins. This does not mean that they will immediately be able to change direction but they will be ware of their poor choices.

### Restorative Questions for Younger Children

Asking 5 questions to some younger children may be too much. Instead choose 2 or 3 that are pertinent to the incident or that you want to focus on with a particular child. Often the focus should be 5 & 7.





# Reflect & Repair

## Restorative Actions

Use this chart to decide the best way to make you & everyone else feel better

Any response to a child's behaviour should be informed by the principle, 'what is the child learning from my response & how does this support them to behave well in the future?'

<p><b>Wasting Time</b></p>  <p>Where others' time has been taken for example:          - disruption to learning time          - missing teachers' class time, break or lunchtime to deal with incidents</p>	 <p>Give back the same amount of their time          - during Golden Time          example tasks could include: tidying, organising, resource making</p>
<p><b>School &amp; other's property</b></p>  <p>Where purposeful damage to property occurs for example:          - learning resources          - school property &amp; building          - other pupils' property &amp; possessions          - stealing (must investigate -why?)</p>	 <p>Repair the damage or pay back the cost of repair with their time          - fix/repair physical damage where possible e.g. torn books, clearing debris          - paying back time in lieu of financial cost (see Time)</p>
<p><b>Hurt feelings or bodies</b></p>  <p>When feelings or bodies are hurt for example:          - intentional rudeness to adults          - name-calling          - social exclusion          - accidental physical pain &amp; physical pain with intent</p>	 <p>Express their apology through actions          - apology letter/card explain why action occurred and what will be done differently next time          - intentional pain: would require additional support to develop skills AND repay time according to level of injury</p>
<p><b>Breaking Rules</b></p>  <p>When rules are intentionally broken          For example          - running in corridors          - entering/leaving restricted area          - Breaking Golden Rules</p>	 <p>Express their apology through actions and restorative tasks          - will learn why the rule is important          - see Hurt feelings or bodies          - see Repayment of Time</p>

Rather than giving you a 'punishment' - these actions help you develop new skills & help you make amends for both you and others

Children may need adult support & modelling to learn how to apologise appropriately  
Actions should be done **alongside adults** where possible

### Appendix 7: Restorative Actions

Any response to a child's behaviour should be informed by the principle:

*'What is the child learning from my response and how does this support them to behave well in the future?'*

Use this chart to decide the best way to make you and everyone else feel better

## Appendix 8: Top Tips

- Mentioning the meeting in front of other pupils in certain situations can destroy the trust. If you need to remind the child of the undertakings they agreed then do so privately.
- Don't expect every meeting to go well just because you are calm, kind and well planned. Restorative conversations take time to have an impact on some children. Some will deliberately sabotage the meetings at first to see if you can be bothered to continue with them. They might find it hard to look in the mirror that is being held up in front of them. Reflective thought processes take time.
- Ensure children have trust in staff that situations will be resolved appropriately and sometimes they won't necessarily be witness to this.
- Ensure restorative conversations are a dialogue and not an interview (see conversation extenders).
- Restorative meetings must only not be preludes to apologies. If they are then there can be tension in the room and some expectation that the child gives certain answers that they think the adult wants to hear. If the restorative meeting is going to be productive then everyone should be free to speak. A

### Picking Up Your Own Tab

Children don't learn how to behave once. They learn and relearn behaviours with everyone they meet.

They learn who passes on responsibility too quickly, they learn who relies too heavily on process and procedure, they learn who gives sanctions too readily and they learn who does not always follow up on behaviour.

Children learn if they escalate their behaviour quickly enough then they get dealt with by senior staff, they get closer to the centre of the power and are not accountable to teaching staff any longer.

If behaviour issues are systematically passed up the line, teachers are denied the opportunity to follow up effectively. This routinely undermines the authority of the class teacher by pretending that further up the chain of command there is a magic bullet.

- Poor behaviour needs to be managed in teams: at source.

In the management and improvement of behaviour, follow up is key. Establishing true consistency and ensuring all pupils, regardless of their reputation, are dealt with personally.

- My classroom – My responsibility – My consistency.

### **3 Things to Do When Pupils Won't Talk**

1. **Make it less personal:** 'OK, imagine if there were - people affected / a way of putting it right / things you could do differently - What would they be?'
2. **1-10 Scales:** 'On a scale of 1 to 10, how angry were you?'
3. **Offer a postponement if the child is not ready:** 'I can see that you are not quite ready to talk, do you need more time? Would you like to do it tomorrow?'

### **Adults Who Say Sorry**

An adult sincerely apologising for a mistake in front of a group or a class of children has a truly transformative effect. The humility is obvious, trust is repaired and becomes even stronger than before.

### **7 Reasons to Stop Short of Your Full Range**

1. Children see adults who shout as adults who lack control. They are either frightened or find it funny.
2. You would never shout at a child in front of their parents.
3. If you model poor behaviour it will affect the way the children choose to deal with each other.
4. Over emotional responses to inappropriate behaviour will frighten many children, it will also encourage others to push your buttons.
5. Colleagues hear your voice and begin to question your ability to manage behaviour.
6. Managing behaviour through fear is unsophisticated and unsustainable.
7. Disproportionate responses to inappropriate behaviour encourage unfair punishment.

### **7 Assertive Sentences**

1. **You need to ...** speak to me at the side of the room.
2. **I need to see you...** following the agreed rule.
3. **I expect...** to see your table tidy in the agreed time.
4. **I know you will...** put everything back when you are finished.
5. **Thank you for...** stopping hitting yourself in the head with the ruler, let's walk and talk.
6. **I have heard what you have said, now you must...** collect your things calmly and move to the side of the room.
7. **We will...** have a better day tomorrow.



### Conversation Extenders

- In certain situations, where the adult is trying to build a relationship with a child who struggles to articulate their feelings it is common for the adult to try to provide the answers for the child and to suggest solutions that the child is not ready or able to buy into. Instead of overly leading the child into a solution they are not yet equipped for try instead, in certain circumstances, extending the conversation using prompts that encourage the young person to reflect more fully on their situation and how they are experiencing it.
- I was wondering about...
- I was wondering about how you might feel about,' what you might do,'what you think might help...
- I think what you're saying /telling me is...
- It sounds like you are feeling,,
- I noticed you said / did when...
- I'm not sure whether I've got this right but...
- I have the impression that you might be thinking / feeling... i this right\*
- Perhaps you'd like to talk some more about that...
- That sounds quite tricky, maybe we need more time to think about that...
- I'm wondering what might help...
- Is there a time when it doesn't feel so bad\* I'm wondering what might be different then, how would you describe yourself then...
- We can think together about things that might help, if you like?