

St Mary Magdalene C of E Primary School

Headteacher: Miss S Robinson

Deputy Headteacher: Mrs S Pearson



Behaviour Policy

June 2025

The next scheduled review date for this policy is **June 2026**

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2	3.6.25	E Cave	Added version control Amended behaviour support plan appendices to include 5 rows

Behaviour Policy

1. Aims

Our Theologically Rooted Christian Vision

We choose courage over comfort because we know that 'the Lord our God is with us' (Joshua 1:9).

Courage

We are called to create an environment where both children and staff aspire to be, and give, their best. Everyone is emboldened to take risks, overcome challenges and be courageous in their efforts to achieve their potential. Leaders make bold curriculum choices that enable children to:

- gain knowledge, skills and experiences to navigate life in an evolving world; and
- develop characteristics such as self-belief, ambition, and resilience to overcome life's challenges.

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you."
(Joshua 1:9)

Love

Jesus embodies the love and compassion of God for each person, and Christians are called to follow him in this. In our family, love impels us to:

- put others' needs above our own;
- act with humility and without entitlement;
- empower all our community to flourish and succeed;
- provide a haven of compassion and safety, where children and adults know that they are cherished; and
- support those experiencing suffering and sadness – in our community and beyond.

"Let all that you do be done in love." (1 Corinthians 16:14)

Respect

We seek to model to children an ethos of living well together. The flourishing of pupils goes hand in hand with the flourishing of the wider school community: staff, families, governors and friends of the school. Just as Jesus respected people by taking the time to care for them, we endeavor to:

- celebrate the Christian faith;
- foster deep respect for other cultures, faiths and traditions;
- provide an inclusive environment where special provision is afforded to those with disabilities or special educational needs; and
- challenge inequality.

"Whatever you wish that others would do to you, do also to them." (Matthew 7:12)

Forgiveness

Faults, flaws, and mistakes are an unavoidable part of human life. Though Jesus preached the importance of repentance, even in moments of great personal torture, he prayed for forgiveness for his tormentors. Therefore, in our family, we seek to:

- hold ourselves and others accountable for our/their actions;
- have a robust approach to dealing with situations when things go wrong;
- repent when we fall short of our own and others' expectations; and
- forgive others for their indiscretions.

"If your brother sins, rebuke him, and if he repents, forgive him." (Luke 17:3)

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Honesty

An honest person makes a habit of making accurate, trustworthy statements about life, self, others, and God; they represent themselves just as they are and tell others the truth about themselves. That said, the Bible tells us that honesty should always be accompanied by gentleness (Colossians 4:6). With this in mind, we strive to build kind and trusting relationships by:

- speaking and acting with integrity;
- ensuring that children have a strong voice in every aspect of school life, and acting on this; and
- working openly and compassionately with others, even when messages might be difficult to give or receive.

“And you will know the truth, and the truth will set you free.” (John 8:32)

2. Legal framework

This policy has due regard to statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) ‘Behaviour and discipline in schools’
- DfE (2021) ‘Keeping children safe in education 2021’
- DfE (2021) ‘Sexual violence and sexual harassment between children in schools and colleges’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disability code of practice: 0 to 25 years’
- DfE (2013) ‘Use of reasonable force’
- DfE (2018) ‘Searching, screening and confiscation’

This policy has due regard to the most recent version of the following school policies:

- Teaching and Learning Policy
- Special Educational Needs Policy
- Anti-Bullying Policy
- Equality Policy
- Exclusion policy
- SRE Policy
- Child Protection Policy
- School Vision, Values and Aims
- Accessibility Plan
- Supporting pupils with Medical Conditions
- Positive Handling Policy

3. The Role of Pupils

- All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes.
- Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

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- Pupils should be asked about their experience of behaviour and provide feedback on the school's behaviour culture. This can help support the evaluation, improvement and implementation of the behaviour policy.
- Every pupil should be supported to achieve the behaviour standards, including an induction process that familiarises them with the school behaviour culture. Schools might wish to repeat elements of this induction for all pupils at suitable points in the academic year.
- Provision should be made for all new pupils to ensure they understand the school's behaviour policy and wider culture. Where necessary, extra support should be provided for pupils who are mid-phase arrivals.

Pupils are expected to:

- work to the best of their ability, and allow others to do the same;
- treat others with respect and be aware of the impact of their behaviour on others;
- follow the instructions of the school staff;
- take care of and respect property within the school environment and community; and
- uphold the school's Christian Values of love, forgiveness, friendship, hope, fellowship and thankfulness.

4. The Role of Parents

- The role of parents is crucial in helping schools develop and maintain good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture.
- Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.
- Schools should reinforce the whole-school approach by building and maintaining positive relationships with parents, for example, by keeping parents updated about their children's behaviour, encouraging parents to celebrate pupils' successes, or holding sessions for parents to help them understand the school's behaviour policy.
- Where appropriate, parents should be included in any pastoral work following misbehaviour, including attending reviews of specific behaviour interventions in place.

Parents/carers are expected to:

- make children aware of the appropriate behaviour in all situations and be aware of the school rules and expectations;
- encourage independence and self-discipline, to show an interest in all that their child does in school and offer a framework for social education; and
- foster good relationships with the school and support the school in the implementation of this policy.

5. The Role of Staff

- Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed.
- Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.
- All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils.

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- Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.

Staff are expected to:

- be exemplary role models for children and colleagues;
- respect all children and treat them fairly by the implementation of consistent rules, rewards and sanctions;
- raise children's self-esteem and develop their full potential;
- provide a challenging and inclusive curriculum; and
- create a safe, stimulating environment that supports children's learning

6. Facilitating intrinsically motivated, positive behaviour

Motivation plays a significant role in children’s learning and development. Intrinsic motivation occurs when pupils are engaged because of internal rewards, like a love of learning or interest in a subject. At St Mary’s, we aim to enable and encourage pupils to learn to value learning for its own merits, regardless of any external factors. Staff facilitate intrinsic motivation through the following measures:

	Examples of measures
Measures to facilitate intrinsic motivation:	<ul style="list-style-type: none"> • Wellbeing provision which raises children’s self-esteem e.g.: <ul style="list-style-type: none"> ○ Communicating a sense of importance; praising children for making the right choices; ○ ensuring successful experiences; ○ emphasising children’s responsibility through providing choices; ○ ensuring that P4C is part of the curriculum; ○ varying groups in class according to friendship and abilities; ○ displaying and celebrating children’s outcomes; ○ pastoral support for children with SEND, medical conditions and mental ill health; ○ providing opportunities for, and nurturing pupil leadership. • A well-planned academic curriculum, e.g.: <ul style="list-style-type: none"> ○ high quality teaching and learning which encourages breadth of exploration and experience of the wider curriculum; ○ making learning relevant to pupils’ lives and interests; ○ ensuring good and flexible preparation of activities matched to children’s abilities; ○ varying lesson pace; ○ tailoring planning to meet individual needs; ○ providing high quality, specific feedback; ○ planning for other adults in the classroom; ○ setting challenging, achievable goals; ○ explaining and modelling tasks well; ○ modelling and sharing a love of learning; ○ having back up self-sustaining activities ready. • Providing space and time for spiritual growth, e.g.: <ul style="list-style-type: none"> ○ offering daily collective worship; ○ delivering RE in line with statement of entitlement; ○ focusing on prayer; ○ promoting core Christian values.
	<ul style="list-style-type: none"> • Positive climate for learning and effective classroom management, e.g.: <ul style="list-style-type: none"> ○ Establishing clear routines; ○ allowing time for clearing up, questions and children to finish work; ○ allowing children to organise their own time and tasks where possible; ○ planning extension tasks for pupils who need to be challenged

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	<ul style="list-style-type: none">○ being clear about the relevance of classroom activities;○ cultivating a learning environment which is comfortable, attractive, interesting, motivating, and safe;○ creating a climate where children have equal status;○ establishing a climate where there are clear expectations about behaviour and work habits;○ being explicit in their expectations of what constitutes achievement and encourage children to work towards relevant standards;○ supporting children to try new things and learn from mistakes
Sometimes, pupils go <u>above and beyond</u> the behaviour expectations in school. Staff celebrate and reward this through:	<ul style="list-style-type: none">• Displaying and valuing pupils' work• Celebration Worship• Ethic of Excellence Assemblies• Sharing their successes with parents/carers. For example, sending a text/email home or a positive praise postcard.• Class reward systems e.g. individual or class reward afternoons• Awarding privileges and responsibilities such as pupil leadership roles.

7. Procedures for dealing with inappropriate behaviour

Behaviour records will be held on our school behaviour monitoring system (CPOMS) for serious unacceptable behaviours. It is recognised that sometimes, disruptive behaviour can be a manifestation for social, emotional and mental health needs, or of special educational needs or disabilities. See the table below for a concise indication of how the school deals with inappropriate behaviour in all these circumstances.

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	Examples of particular behaviours <i>(this is not an exhaustive list)</i>	Procedure for managing behaviour	Support following a sanction	Responding to the needs of SEND pupils										
<p>For the purposes of this policy, the school defines "low-level unacceptable behaviour" as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:</p>	<ul style="list-style-type: none"> Rudeness e.g. answering back, inappropriate voice tone, inappropriate body language, interrupting or talking over the teacher, rude facial gestures, refusal to share Low level disruption e.g. not settling to learning, talking at inappropriate times, not completing set tasks, deliberately distracting or interfering with others Unsafe actions e.g. running through school, rough play, playing where adults have asked pupils not to Lack of care e.g. littering, not tidying up, disrespecting school property Verbal insults e.g. unkind comments, name calling Attention-seeking e.g. calling out, silliness Disobedience e.g. refusal to follow requests/instructions from staff, bringing in banned items, use of mobile phones without permission Lack of correct equipment e.g. lack of tie/uniform items, lack of PE kit, not bringing reading diary Defacement e.g. purposely defacing books, graffiti on resources, school property, or property of others Evasion e.g. hiding from staff, walking away from staff Benevolent dishonesty e.g. lying to protect themselves or friends, not telling the whole truth Swearing e.g. blasphemy, verbal and hand gestures 	<ol style="list-style-type: none"> Any single example of these behaviours displayed will result in a verbal reprimand and reminder of behaviour expectations. A second example of these behaviours displayed will result in a yellow card. A yellow card is given to signal to the pupil that they need to reflect on, and change, their behaviour. This will not necessarily be accompanied by a comment. Within a single session: After a yellow card is given, no further warnings or yellow cards will be given within a session. Any further displays of these behaviours will be classed as 'serious unacceptable behaviour' – see below Over the course of a school day: if a pupil is given 3 yellow cards, this will be classed as 'serious unacceptable behaviour' – see below. <p>Session times are categorised as follows:</p> <table border="1" data-bbox="887 683 1321 807"> <tr> <td>Session 1</td> <td>First lesson</td> </tr> <tr> <td>Session 2</td> <td>Break</td> </tr> <tr> <td>Session 3</td> <td>Second lesson</td> </tr> <tr> <td>Session 4</td> <td>Lunchtime</td> </tr> <tr> <td>Session 5</td> <td>Afternoon lesson</td> </tr> </table>	Session 1	First lesson	Session 2	Break	Session 3	Second lesson	Session 4	Lunchtime	Session 5	Afternoon lesson	<p>NA</p>	<p>Possible support mechanisms include but are not limited to:</p> <ul style="list-style-type: none"> Shortened session times Increased number of warnings before a yellow card is given Brain breaks Time out Strategically planned tasks to deescalate
Session 1	First lesson													
Session 2	Break													
Session 3	Second lesson													
Session 4	Lunchtime													
Session 5	Afternoon lesson													
<p>For the purposes of this policy, the school defines "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or</p>	<ul style="list-style-type: none"> A third example within a session of 'low level unacceptable behaviours' within a single session. Confrontation e.g. threatening body language, slamming of doors, verbal threats Discrimination e.g. to exclude, disadvantage, harass, bully, humiliate or degrade someone because of their protected characteristics (age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation). Vexatious and malicious behaviour e.g. deliberately acting in a manner so as to cause 	<ol style="list-style-type: none"> Any single example of these behaviours, or an escalation from low level unacceptable behaviours displayed will result in a consequence at this level. Where necessary, the pupil will be separated appropriately from the situation e.g. change of seating position, time out in another part of the classroom, alternative classroom. De-escalation techniques to prevent further behaviour issues arising will be used. Positive handling will only be used as a last resort. The member of staff dealing with the immediate situation will request a written account of the situation from the pupil. This will be reviewed in the first instance by the Behaviour and Inclusion Lead and will inform the consequence. 	<ul style="list-style-type: none"> A Behaviour Support Plan will usually be issued by the Behaviour and Inclusion Lead for an initial period of 5 days. If a pupil is absent, this time will be carried over until the five days are fulfilled. It may be appropriate to extend this with an alternative support mechanism if a pupil's behaviour has not improved. Following a fixed term exclusion, a behaviour support plan will be issued to aid successful reintegration. 	<p>Possible support mechanisms include but are not limited to:</p> <ul style="list-style-type: none"> Delay request for a written account enabling time for calming 										

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<p>others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This includes, but is not limited to, the following:</p>	<ul style="list-style-type: none"> annoyance, irritation or upset, slander, dishonesty intended to cause harm to others Harassment/Bullying e.g. persistent, targeted purposeful behaviour intended to hurt an individual emotionally or physically, including via electronic communication within school time Fighting, violence or aggression e.g. kicking, punching, pushing, fighting, biting, spitting Serious Vandalism e.g. purposely and irrevocably damaging school or others' property Sexual misconduct e.g. sexual name calling, sharing of explicit images, unwanted sexual attention sexist remarks, homophobic remarks, offensive name calling, laughing at, provoking or victimising others) School avoidance e.g. truancy, running away from school, deliberate lateness Theft Possession of dangerous banned items e.g. guns Possession of legal or illegal drugs, alcohol or tobacco Persistent defiance, disobedience or destructive behaviour Refusing to comply with disciplinary sanctions Any behaviour that threatens safety or presents a danger Any behaviour that seriously inhibits the learning of pupils Any serious behaviour that requires the immediate attention of a staff member 	<ol style="list-style-type: none"> The Behaviour and Inclusion Lead will liaise with the class teacher to decide upon appropriate consequences. These include, but are not limited to: <ol style="list-style-type: none"> a verbal reprimand and reminder of the behaviour expectations school-based community service e.g. tidying classrooms, litter picking loss of privilege e.g. the loss of a prized responsibility missed breaktime(s) to complete missed work, write a letter of apology and/or create a reflective presentation about the impact, or potential impact of their behaviour and how they plan to address this in the future detention outside normal school hours to complete missed work, write a letter of apology and/or create a reflective presentation about the impact, or potential impact of their behaviour and how they plan to address this in the future removal from classroom to allow for continuation of learning e.g. a set period working in another classroom, internal seclusion with a member of SLT fixed term or permanent exclusion: in line with the school's Exclusions Policy, only the headteacher has the power to exclude a pupil, however decisions will usually be taken in conjunction with the Behaviour and Inclusion Lead and/or other senior members of staff. Parents will be notified about the behaviour, consequence, and Behaviour Support Plan <u>on the same day</u>: with the exception of exclusion, notifying parents will be the responsibility of the class teacher. The next day, the pupil will begin a Behaviour Support Plan – see right. Any behaviour incidents at this level will be recorded on CPOMS. This should be initiated by the member of staff dealing with the incident. The Behaviour Lead will then add actions as appropriate. <p><i>Please note: If a pupil is absent for a consequence, this will be carried over until it is spent.</i></p>	<p>Possible support mechanisms include but are not limited to:</p> <ol style="list-style-type: none"> Time-limited alternative playtime arrangements Group interventions such as problem-solving circles, circle of friends and restorative discussions Alternative classroom/lunchtime seating arrangements Internal referral for individual mental health support KIT time with a member of the pastoral team Emotion coaching Brain breaks during sessions Internal referral for pastoral or behaviour intervention Referral to CASY Referral to outside agencies for consultation/advice e.g. Schools Behaviour and Attendance Partnership (SBAP) <p>Parents will be asked to sign the plan at the end of each school day. This is to ensure effective communication between school and home and enable parents to support the school to maintain good behaviour.</p> <p><i>The behaviour and Inclusion Lead will review and sign the plan at the end of the 5 days support.</i></p>	<ul style="list-style-type: none"> Use of emotion coaching Personalised Hierarchy of Support with specific scripts for emotion coaching and/or de-escalation
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8. Sexual Misconduct

At St Mary Magdalene CE Primary School, sexual harassment or violence will never be accepted. In response to the Ofsted survey of Sexual Abuse (July 2021), leaders are taking a proactive approach and will survey pupils and staff in relation to this. This is because research shows that pupils are unlikely to come forward and report incidences. In our school, reporting is always taken seriously. We aim to create a culture where pupils feel comfortable to talk about this openly, and learn that gender stereotyping, sexist approaches and sexual misconduct are never acceptable in school, or in wider society.

9. Restorative approach

The aim of restorative practices is to develop a sense of community and to manage conflict by repairing harm and building relationships. This process enables those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. At St Mary's, we believe that errors in behaviour signal a need for teaching, just as academic errors are seen as an opportunity for learning. This teaching may be undertaken using a variety of techniques, including problem-solving circles, circle of friends and restorative discussion.

Evidence shows (DFE-RR098, 2011) that this approach is an effective, inclusive way of dealing with a wide range of behavioural issues in schools. It is recommended by a number of support agencies that work alongside St Mary's staff, including Nottinghamshire's Educational Psychology Service, who have provided staff training.

Our restorative approach will:

- involve both those responsible and those harmed;
- be a fair process;
- use restorative questions for both sides;
- be appropriate to the age and understanding of the child;
- range from informal conversations to more formal meetings;
- allow and acknowledge free expression of emotions;
- avoid shame.

Emotion Coaching

We use emotion coaching as a relational strategy to support the development of children's self-regulation. It teaches children to regulate their own emotions. The benefits of using an emotion coaching response with children are numerous: it helps them to become more resilient; to control their impulses; to self-soothe when upset; to have fewer behavioural incidents in school; and ultimately, to achieve more academically. The structure that staff at St Mary's use to develop these skills are outlined here:

1. Recognise the child's feelings and empathise with them	• Recognising, empathising, soothing to calm • e.g. 'I can see you are upset; I'm here'.
2. Labelling feelings and validating them	• e.g. 'Sounds like you might be feeling angry about that'. 'I might be feeling angry if that had happened to me.'
3. Setting limits on behaviour	• If needed • e.g. 'We can't always get what we want'.
4. Problem-Solving	• With the young person. • e.g. 'We can sort this out'.

10. Positive handling

Positive handling may be used in the school to:

- Restrain a pupil who has lost emotional self-control until the situation is diffused.
- Limit the amount of harm that the pupil involved can do to their self or others.

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- Demonstrate to pupils that they are within a safe environment in which adults can contain pupils' anger and other erratic emotions.
- Protect all pupils against any form of physical intervention which is unnecessary, inappropriate, excessive or harmful.

Positive handling will be limited to emergency situations and used only as a measure of last resort. Where positive handling is required, the school will abide to the following guidance:

- Initial intervention will always be without force.
- Any physical intervention will follow other appropriate actions.
- Staff will take a calm and measured approach in all situations.

Positive handling will be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. All incidents involving positive handling will be recorded using the 'Positive Handling Recording Form' (see appendix) and recorded on CPOMS.

11. Provision for children with SEND and/or SEMH needs

At St Mary Magdalene C of E Primary, we recognise that some children have additional needs. These children may require extra support to manage their behaviour. Our Special Educational Needs and Disabilities (SEND) Policy clearly sets out how we make provision for children with existing difficulties and sets out procedures for the identification of SEND and mental health needs.

We understand that all behaviour is a form of communication and know that disruptive behaviour can be a possible manifestation of special educational, or mental health needs. When this is identified by the school, specific interventions will be put in place to support the child with positive reinforcement strategies and detailed in a personal behaviour plan. Under these circumstances, we will work closely with parents to ensure a consistent approach between home and school and clear communication.

It is paramount that children with additional needs have clear boundaries and consistent rules, just like their peers. However, they may also require alternative, personalised rewards and consequences (e.g. marble jar, sticker chart). Our [procedures for dealing with inappropriate behaviour](#) already signal how staff can alter their approach for children with additional needs. The decision to vary the behaviour management strategies is at the discretion of the class teacher working with the SLT, based on knowledge of the individual child. It may involve the completion of a 'Strengths and Difficulties Questionnaire' to ascertain what the most effective strategies are likely to be.

If a child consistently struggles to regulate their behaviour, a meeting will be called by the Behaviour and Inclusion Lead. This will also involve parents/carers and the class teacher. The purpose of the meeting will be to develop a personalised 'Hierarchy of Support' (see appendix). This will be reviewed and evaluated at timely intervals.

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12. Appendix Contents

1. Strengths and Difficulties Questionnaire (SDQ)
2. Hierarchy of Support
3. Positive Handling Recording Form
4. Behaviour Support Plan Template
5. Emotion Coaching Script

Strengths and Difficulties Questionnaire

Strengths and Difficulties Questionnaire

T 4-17

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain or the item seems dull! Please give your answers on the basis of the child's behaviour over the last six months or this school year.

Child's Name Male/Female

Date of Birth

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children (treats, toys, pencils etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often has temper tantrums or hot tempers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, tends to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally obedient, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries, often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, down-hearted or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often volunteers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets on better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sees tasks through to the end, good attention span	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do you have any other comments or concerns?

Overall, do you think that this child has difficulties in one or more of the following areas: emotions, concentration, behaviour or being able to get on with other people?

No	Yes-minor difficulties	Yes-definite difficulties	Yes-severe difficulties
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have answered "Yes", please answer the following questions about these difficulties:

• How long have these difficulties been present?

Less than a month	1-5 months	6-12 months	Over a year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Do the difficulties upset or distress the child?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Do the difficulties interfere with the child's everyday life in the following areas?

	Not at all	Only a little	Quite a lot	A great deal
PEER RELATIONSHIPS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
CLASSROOM LEARNING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

• Do the difficulties put a burden on you or the class as a whole?

Not at all	Only a little	Quite a lot	A great deal
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature Date

Class Teacher/Form Tutor/Head of Year/Other (please specify):

Please turn over - there are a few more questions on the other side

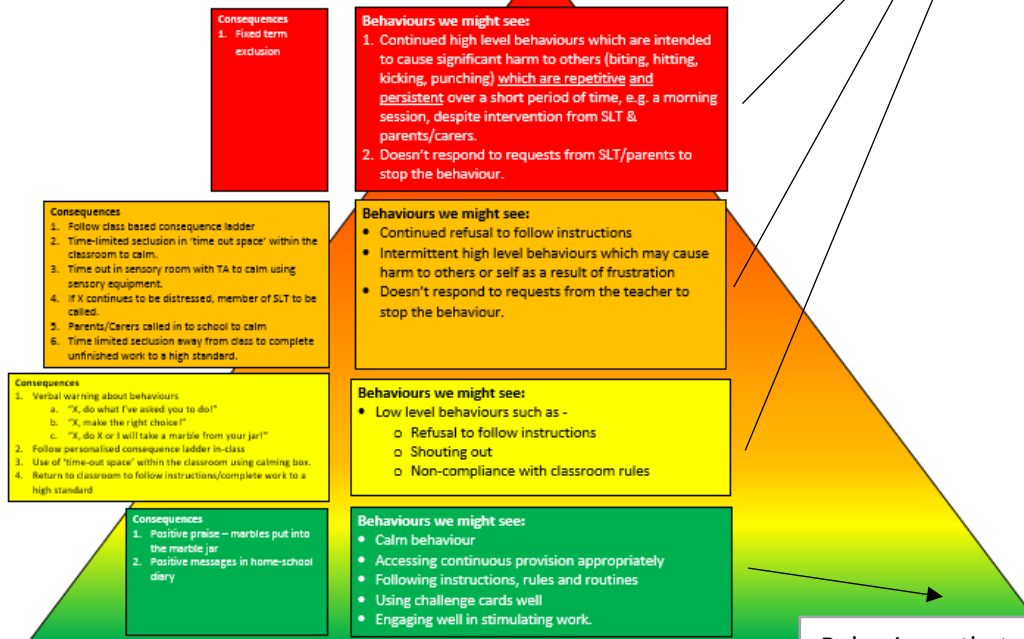
Thank you very much for your help

Hierarchy of Support

All planned actions listed are designed to encourage expected 'green' behaviours.

Behaviours that will be noticed when the child is increasingly distressed: yellow denotes low level, moving through to red which denotes high level behaviours which may result in harm to self or others.

Hierarchy of Support



Strategies to be used (on a sliding scale green –red) to manage behaviour and calm. These are based on the child's individual needs, the teacher's knowledge of strategies which work well and possible advice form external agencies.

Behaviours that will be noticed when the child is calm and engaging with learning.

Physical Intervention Recording Form

Pupil Name/DoB/Class/SEN/physical intervention in place etc.

Date/time/location of incident:

Name of staff involved in restraint:

Name of witness/es:

Other pupils involved:

Description of incident:

To include, what was happening beforehand, de-escalation strategies used, type of hold applied, level 1/2/3, 1 person/2 person, what happened afterwards. This should be in as detailed as possible. Use more paper if necessary

Any injury or marks *use a body map if necessary*

Medical attention sought?

Have there been any further actions?

What has been put in place to reduce the likelihood of any reoccurrence?

How were the parents informed?

Date and time

Signature

Name of member of staff completing this form and role in the incident

Signature

Senior Leader informed, date and time

Signature



Behaviour Support Plan

Name of Pupil: _____

Date commenced: _____ **YG:** _____

Time limited support to be in place for _____ **days:**

Support: _____

Consequence: _____

Rate My Day	Classroom	Break and Lunchtime
5 - Outstanding	I have been really engaged and focused, better than many of my peers. I have gone above and beyond.	I have showed exemplary behaviour, showing kindness, leadership, and a strong sense of responsibility towards others during lunch and break time.
4 - Very Good	I have been engaged and focused as my peers so I have been able to make very good progress.	I have showed respectful behaviour, helped others, and contributes to a positive lunchtime environment
3 - Good	I have mostly joined in and made good progress with little encouragement.	I have generally behaved well, followed lunchtime rules, and interacted positively with peers
2 - Fair	I have sat quietly and not disturbed others but not really engaged or made progress. I have needed a lot of cajoling and encouragement.	I have demonstrated some positive behaviour but required reminders to follow rules and respect others.
1 - Poor	I haven't engaged in my learning and have occasionally disrupted my friends' or classmates' learning.	I have occasionally disrupted others and have not consistently followed lunchtime rules.
0 - Very Poor	I have seriously disrupted learning and showed little regard for expectations or the wellbeing of others.	I have exhibited disruptive behaviour, showing little regard for rules or the well-being of others.

<u>Date</u>	<u>Session 1</u>	<u>Break</u>	<u>Session 2</u>	<u>Lunch</u>	<u>Session 3</u>	<u>Parental Signature</u>

Behaviour and Inclusion Lead Signature: _____

Scanned and entered onto CPOMS on (date): _____

Emotion Coaching Scripts

Below are some example 'scripts'. It is important that the child's feelings are not dismissed, that they feel validated, but take ownership. The key phrase in emotion coaching is "connect before you correct".

Labelling

Look for physical and verbal signs of the emotion being felt. Take on the child's perspective; use words to reflect back the emotion and help the child to label that emotion.

"You seem angry to me" or sad, upset, fed up etc.

"I can see you are angry."

"I can tell you are angry."

"The way you are feeling is making you/ made you angry." "You're angry about..."

"You look kind of angry". Or "Your face shows that you are angry."

"You are obviously angry."

"I can see that something's not quite right – can you tell me about it?"

Empathising

Affirm and empathise with the emotion, allowing time and space for calming down.

"I'm sorry that happened to you, you must have felt angry?"

"I can see that you get angry when that happens/ when I do this." "I would feel angry if that happened to me."

"That would make me angry."

"I understand why you are angry."

"It's normal to feel angry about that."

"It's ok to feel angry about that."

"I know you're feeling angry – I would feel the same too."

Exploring

Explore the feelings that gave rise to the behaviour, and be specific.

"How were you feeling when that happened?" "What did it make you feel like?"

"Have you felt this way before?"

"Why do you think you are doing this?"

"What does your body feel like now?" "What feelings are you having now?" "Can you tell me what happened?"

"What does it make you want to do?"

Limit setting

Separate emotion from the behaviour. Clarify what is acceptable expression of emotion, and what is not. Allow time and space for calming down.

“... It’s not ok to behave like that.”

“... That behaviour is not acceptable.”

“... The rules are that we don’t do that.”

“... We don’t deal with that by lashing/ hitting out.”

“... You cannot behave like this.”

“... This is not a safe place to be angry. Let’s go to a safe place where we can talk.” “... Behaving like that is not helpful.”

“... In this house we behave in a more appropriate way.”

Identifying possible alternative solutions

Identify alternative, more appropriate/ productive ways of expressing and/ or managing feelings, behaviours and actions. Empower the child to recognise the feelings and take ownership.

“ Let’s think of what we could have done instead.”

“ Can you think of a different way to deal with your feelings?”

“ I can help you to think of a different way to cope.”

“ Can you remember feeling this way before, and what you did?” “ Have you thought about doing this instead?”

“ How did you handle it last time?”

“ How can you get over this?”

“ Can you remember what we discussed last time?”

Agreeing which solution is best.

Agreeing possible solutions and ‘scaffolding’ suggestions where appropriate.

“ Try and do this next time you feel like this.”

“ Let’s decide what you will do next time you feel like this.”

“ What do you think you can do better/ change next time?”

“ Do you think doing that would be more helpful for you and others?” “ What could you have done?”

“ Can you remember what we agreed?”

“ This is what we can do instead.”

“ How do you think you will react next time, or if this happens again?”

Example script

Here is an example ‘script’ that takes an element from every Emotion Coaching Step.

“ I can see you are feeling angry. It’s ok to feel angry about that – I would feel the same. However, it’s not ok to behave like that. Can you tell me what happened? Let’s think of what we could have done instead. Well, try and do this next time you feel like this.”