

# Behaviour Policy

## June 2026

The next scheduled review date for this policy is **June 2027**

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<b>Policy:</b> Behaviour Policy
<b>Approved by:</b> Headteacher
<b>Date:</b> June 2025
<b>Review cycle:</b> Annually

<b>VERSION CONTROL</b>			
<b>VERSION</b>	<b>DATE</b>	<b>AUTHOR</b>	<b>CHANGES</b>
2	3.6.25	E Cave	Added version control Amended behaviour support plan appendices to include 5 rows
3	26.5.26	E Cave	Updated procedure for dealing with low level behaviours. Added 30 second scripts, WINE scripts, Reflect and Reset template and ABC analysis form, Stress/Triggers document to Appendices section.

## **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)*

#### **Honesty**

## St Mary Magdalene C of E Primary School

Headteacher: Mrs S Pearson

Assistant Headteachers: Miss E Cave and Mrs R Turvey



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

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

## 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.

	Examples of particular behaviours <i>(this is not an exhaustive list)</i>	Procedure for de-escalation/co-regulation	Logical Consequences:	Responding to the needs of SEND pupils
<p>For the purposes of this policy, the school defines "<b>low-level unacceptable behaviour</b>" 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"> <li>• <b>Rudeness</b> e.g. answering back, inappropriate voice tone, inappropriate body language, interrupting or talking over the teacher, rude facial gestures, refusal to share</li> <li>• <b>Low level disruption</b> e.g. not settling to learning, talking at inappropriate times, not completing set tasks, deliberately distracting or interfering with others</li> <li>• <b>Unsafe actions</b> e.g. running through school, rough play, playing where adults have asked pupils not to</li> <li>• <b>Lack of care</b> e.g. littering, not tidying up, disrespecting school property</li> <li>• <b>Verbal insults</b> e.g. unkind comments, name calling</li> <li>• <b>Attention-seeking</b> e.g. calling out, silliness</li> <li>• <b>Disobedience</b> e.g. refusal to follow requests/instructions from staff, bringing in banned items, use of mobile phones without permission</li> <li>• <b>Lack of correct equipment</b> e.g. lack of tie/uniform items, lack of PE kit, not bringing reading diary</li> <li>• <b>Defacement</b> e.g. purposely defacing books, graffiti on resources, school property, or property of others</li> <li>• <b>Evasion</b> e.g. hiding from staff, walking away from staff</li> <li>• <b>Benevolent dishonesty</b> e.g. lying to protect themselves or friends, not telling the whole truth</li> <li>• <b>Swearing</b> e.g. blasphemy, verbal and hand gestures</li> </ul>	<ol style="list-style-type: none"> <li>1. <b>Non-verbal cue</b> that carries a clear message reminder or re-direction e.g. a gesture, moving towards them whilst continuing to teach the children.</li> <li>2. <b>Whole class reminder</b> of expectations to re-engage pupils and re-set boundaries.</li> <li>3. <b>First Verbal Reminder</b> - The 30 second script - A clear conversation delivered <b>privately</b> to the child making them aware of their behaviour and clearly outlining the consequences if they continue.</li> </ol> <div data-bbox="862 711 1377 1177" style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center; font-size: small;">30 Second Script              FOR EVERYBODY TO USE WHEN CHILDREN ARE BREAKING THE RULES</p> <div style="border: 1px solid black; padding: 5px; margin: 5px auto; width: 80%;"> <p>I noticed you are ...                  It was the rule about ... that you broke.                  Do you remember last week when you...                  that is who I need to see today.                  You have now chosen to ...                  Thank you for listening.                  (Then walk away!!!)</p> </div> <ol style="list-style-type: none"> <li>1. I noticed you are ... (having trouble getting started / struggling to get going / wandering around the classroom dabbling).</li> <li>2. It was the rule about ... (lining up / staying on task / bringing military hardware into school that you broke).</li> <li>3. Do you remember last week when you ... (arrived on time every day / got that positive note / received the Nobel Prize)?</li> <li>4. That is who I need to see today</li> <li>5. You have now chosen to ... (move to the back / speak to the man from Scotland Yard).</li> <li>6. Thank you for listening. (Then give the child some 'take up' time.)</li> </ol> </div> <ol style="list-style-type: none"> <li>4. <b>Time in</b> - If a child reaches this stage and doesn't respond to previous attempts, they are beginning to dysregulate. Child will have a 'time in' for regulation – in a space within the classroom. Allow them to use the <b>calm box</b> / Zones of Regulation stations until an adult can speak to the child privately as a co-regulator. Use the <b>PACE/WINE Approach</b> or <b>Emotion Coaching</b> at this stage to connect with your</li> </ol>	<p>These include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• a verbal reminder of the behaviour expectations</li> <li>• moved to a different place within the classroom</li> <li>• temporary withdrawal of a privilege</li> <li>• restorative conversations supported by an adult</li> <li>• catching up with work in their own time e.g. part of break or lunch time</li> <li>• apology activity if needed</li> </ul>	<p><b>Possible support mechanisms include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>• Shortened session times</li> <li>• Increased number of interactions and support before a reminder/yellow card is given</li> <li>• Brain breaks</li> <li>• Time out</li> <li>• Strategically planned tasks to deescalate</li> <li>• Complete SDQ – found in Appendix.</li> <li>• Complete Stress and Triggers document – found in Appendix.</li> </ul>

		<p>pupil, show them you care and reset your expectations. A Restorative Conversation should take place later in the day between the child and teacher.</p> <p>5. 'Time in' incidents should also be recorded on the 'Behaviour Input Form'.</p> <p>6. If behaviour persists and presents a danger to staff pupils, this is where you should request help from a member of SLT using a 'helping hand' card. <b>Do not</b> leave your class alone to do this. Please send another child or adult to a member of SLT.</p> <p>From here, dependent on the child, there may be a need for a Positive Behaviour Support Plan or a logical consequence based on each individual circumstance. Furthermore, a Restorative Conversation should take place later in the day between the child and teacher.</p>		
<p>For the purposes of this policy, the school defines "<b>serious unacceptable behaviour</b>" as any behaviour which may cause harm to oneself or 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"> <li>A third example within a session of 'low level unacceptable behaviours' within a single session.</li> <li><b>Confrontation</b> e.g. threatening body language, slamming of doors, verbal threats</li> <li><b>Discrimination</b> 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).</li> <li><b>Vexatious and malicious behaviour</b> e.g. deliberately acting in a manner so as to cause annoyance, irritation or upset, slander, dishonesty intended to cause harm to others</li> <li><b>Harassment/Bullying</b> e.g. persistent, targeted purposeful behaviour intended to hurt an individual emotionally or physically, including via electronic communication within school time</li> <li><b>Fighting, violence or aggression</b> e.g. kicking, punching, pushing, fighting, biting, spitting</li> <li><b>Serious Vandalism</b> e.g. purposely and irrevocably damaging school or others' property</li> <li><b>Sexual misconduct</b> 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)</li> <li><b>School avoidance</b> e.g. truancy, running away from school, deliberate lateness</li> </ul>	<ol style="list-style-type: none"> <li>Any <b>single example</b> of these behaviours, or an <b>escalation from low level</b> unacceptable behaviours displayed will result in a consequence at this level.</li> <li>Where necessary, the pupil will be <b>separated appropriately</b> from the situation e.g. alternative classroom/space. De-escalation techniques to prevent further behaviour issues arising will be used. Positive handling will only be used as a last resort.</li> <li>The member of staff dealing with the immediate situation will request a <b>written account of the situation</b> from the pupil. This will be reviewed in the first instance by the Behaviour and Inclusion Lead and will inform the consequence.</li> <li>Following an incident, a Restorative Conversation should take place later between the child(ren) and teacher.</li> <li>Parents will be notified about the behaviour, consequence, and Positive Behaviour Support Plan <u>on the same day</u>: with the exception of suspension, notifying parents will be the responsibility of the class teacher.</li> <li>The next day, the pupil will begin a Positive Behaviour Support Plan.</li> <li>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.</li> <li>Behaviour incidents should also be recorded on the 'Behaviour Input Form'.</li> </ol> <p><i>Please note: If a pupil is absent for a consequence, this will be carried over until it is spent.</i></p>	<p>After a restorative conversation has taken place with the person who initially dealt with the incident, the Behaviour and Inclusion Lead will liaise with the class teacher to decide upon appropriate consequences. These include, but are not limited to:</p> <ul style="list-style-type: none"> <li><b>school-based community service</b> e.g. tidying classrooms, litter picking</li> <li><b>loss of privilege</b> e.g. the loss of a prized responsibility</li> <li><b>missed breaktime(s)</b> 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</li> <li><b>detention outside normal school hours</b> 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</li> </ul>	<p><b>Possible support mechanisms include but are not limited to:</b></p> <ul style="list-style-type: none"> <li>A restorative conversation between the teacher and child(ren) involved.</li> <li>Delay request for a written account enabling time for calming</li> <li>Scribing written accounts to allow pupils to give a verbal account.</li> <li>Use of emotion coaching</li> <li>Personalised Hierarchy of Support with specific scripts for emotion coaching and/or de-escalation</li> <li>Specific challenging behaviours tracked using an ABC form to identify triggers, understand the reasons behind challenging actions,</li> </ul>

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	<ul style="list-style-type: none"> <li>• <b>Theft</b></li> <li>• <b>Possession of dangerous banned items</b> e.g. guns</li> <li>• <b>Possession of legal or illegal drugs, alcohol or tobacco</b></li> <li>• <b>Persistent defiance, disobedience or destructive behaviour</b></li> <li>• <b>Refusing to comply with disciplinary sanctions</b></li> <li>• <b>Any behaviour that threatens safety or presents a danger</b></li> <li>• <b>Any behaviour that seriously inhibits the learning of pupils</b></li> <li>• <b>Any serious behaviour that requires the immediate attention of a staff member</b></li> </ul>		<p>they plan to address this in the future</p> <ul style="list-style-type: none"> <li>• <b>removal from classroom to allow for continuation of learning</b> e.g. a set period working in another classroom, internal seclusion with a member of SLT</li> <li>• <b>fixed term or permanent exclusion:</b> 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.</li> <li>• A Positive Behaviour Support Plan may be issued by the Behaviour and Inclusion Lead for an initial period of 5 days. However, this may be longer if a child needs to work towards a specific behaviour target.</li> <li>• If a pupil is absent, this time will be carried over until the agreed time is fulfilled.</li> <li>• This should be checked and signed each day by a member of SLT.</li> <li>• It may be appropriate to extend this with an alternative support mechanism if a pupil's behaviour has not improved significantly.</li> <li>• Following a fixed term exclusion, a Positive Behaviour Support Plan will be issued to aid successful reintegration.</li> </ul> <p><b>Possible support mechanisms include but are not limited to:</b></p> <ol style="list-style-type: none"> <li>a) Time-limited alternative playtime arrangements</li> <li>b) Group interventions such as problem-solving circles, circle of friends and restorative discussions</li> </ol>	<p>and develop targeted support strategies.</p>
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			<ul style="list-style-type: none"><li>c) Alternative classroom/lunchtime seating arrangements</li><li>d) Internal referral for individual mental health support</li><li>e) KIT time with a member of the pastoral team</li><li>f) Emotion coaching</li><li>g) Brain breaks during sessions</li><li>h) Internal referral for pastoral or behaviour intervention</li><li>i) Referral to ELSA within school</li><li>j) Referral to CASY</li><li>k) Referral to outside agencies for consultation/advice e.g. Schools Behaviour and Attendance Partnership (SBAP)</li></ul> <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 support plan.</i></p>	
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## 9. 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.

## 10. Restorative and Relational 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** and the **PACE approach** connect very naturally because they are built on the same core idea: children learn to regulate their emotions through relationships that feel safe, attuned, and accepting. Emotion coaching gives you the process for responding to a child's feelings, while PACE gives you the stance or way of being that makes that process work.

How emotion coaching and PACE overlap. Emotion coaching involves five steps:

- Noticing emotions
- Seeing them as an opportunity for connection
- Listening with empathy
- Helping the child label feelings
- Setting limits while guiding problem-solving

### 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

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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	<ul style="list-style-type: none"><li>• Recognising, empathising, soothing to calm</li><li>• e.g. 'I can see you are upset; I'm here'.</li></ul>
2. Labelling feelings and validating them	<ul style="list-style-type: none"><li>• e.g. 'Sounds like you might be feeling angry about that'. 'I might be feeling angry if that had happened to me.'</li></ul>
3. Setting limits on behaviour	<ul style="list-style-type: none"><li>• If needed</li><li>• e.g. 'We can't always get what we want'.</li></ul>
4. Problem-Solving	<ul style="list-style-type: none"><li>• With the young person.</li><li>• e.g. 'We can sort this out'.</li></ul>

## PACE

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children. **PACE stands for Playfulness, Acceptance, Curiosity and Empathy.** These principles help to promote the experience of safety in your interactions with young people. Children need to feel that you have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas.

**Connect and redirect:** *When a child is upset, connect first emotionally, right-brain to right-brain. Then, once the child is more in control and receptive, bring in the left-brain lessons and discipline.*

**The Whole Brain Child, Daniel J. Siegel and Tina Payne Bryson**

Once a child feels that you have connected with their level of emotion, they can stop showing you. Children show you how they feel through their behaviour, often in ways that are very unhelpful to you and also to themselves.

### Playfulness

The purpose of playfulness is to enjoy being together in an unconditional way. This gives the message that the relationship is stronger than things that go wrong. Using a playful and light-hearted tone, as if you were telling a story, shows your interest and curiosity. Playfulness reduces the shame a child might feel when something has gone wrong; difficult messages or serious conversations can be easier to have if the tone is light. It does not mean you do not take the emotions or the incident seriously. It is also helpful to maintain a playful tone if you need to deliver a short reminder about behaviour in the classroom.

### Acceptance

Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. This can be hard to do as it means you and the child sitting with some strong emotions, together. This is painful and uncomfortable, but also very powerful. If a child expresses distressing emotions about themselves or others (e.g. "nobody loves me", "I'm stupid", "I'm bad", "you hate me") it is hard not to challenge them as being wrong, but it is really important to accept those feelings and acknowledge them using curiosity and empathy. Accepting the child or young person's feelings and emotions does not mean accepting unwanted behaviour and it does not mean agreeing with the child's viewpoint, but for true acceptance to take place, it is important that the child also knows you can see them beyond their behaviour. When a child is very challenging, on a daily basis, this can be hard to do. Try to build in times with colleagues in which you can reflect on the child beyond their behaviour as well as expressing your own feelings about the challenges.

### Curiosity

It's important to be curious about the child's thoughts, feelings, wishes and intentions: they may still be learning that other people can think about them in this way or that they can be held in mind by an adult without judgement and accusation at all. Curiosity is also important for discipline to be effective: connect with the emotion before you engage in discussion. Showing the child that you are interested in what is going on for them and willing to do something about it is a very powerful experience. Don't feel afraid to share your curiosity with the child by wondering, not telling them.

Try to avoid asking **"Why?"**. Instead you might ask:

*"Is it ok if I share my idea of what is going on for you? I might be wrong but these are my ideas."*

or





*"What do you think was going on?"*, *"What do you think that was about?"* or *"I wonder what...?"*

Try to be curious in a quiet, accepting tone that conveys a simple desire to understand the child: this is not the same as agreeing with their perception of the event, but shows your interest in understanding it and accepting the feelings that were involved.

### Empathy

When you show empathy you are showing the child that their feelings are important to you, and that you are alongside them in their difficulty. You are showing that you can cope with the hard times with them and you are trying hard to understand how it feels. Understanding and expressing your own feelings about the child's experience can often be more effective than reassurance. For example, if a child says "You don't care", you can respond by saying "That must be really hard for you. I feel sad that you experience me as not caring"

**Acceptance and empathy are your Emotional A&E. They are at the heart of the child starting to feel safe at school, which reduces conflict, stress and withdrawal**

	<b>Playfulness</b>	
	• 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)	
	<b>Acceptance</b>	
	• Accepting needs and emotions that drive behaviour (not necessarily the behaviour) without judgement	<i>"It makes so much sense to me that you..."</i>
	<b>Curiosity</b>	
	• Being curious to where a behaviour has come from (in your head or out loud...)	<i>"What do you think happened?"</i>
	<b>Empathy</b>	
	• 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

Using appropriate language is key when building an emotional connection with children.

Think WINE

Below are examples of using WINE in conversations to engage and support children in a non-judgemental approach that supports the PACE model.



<b>W</b>	I wonder..... <ul style="list-style-type: none"> <li>• If it is too noisy in here for you at the moment?</li> <li>• If you would like to go for a walk outside?</li> </ul>
<b>I</b>	I imagine..... <ul style="list-style-type: none"> <li>• That was very frightening</li> <li>• That was very upsetting</li> <li>• That was very scary for you</li> <li>• That was very confusing</li> </ul>
<b>N</b>	I notice ..... <ul style="list-style-type: none"> <li>• That you have pushed that away shall we move it away?</li> <li>• I notice that your sounds have changed shall we go somewhere quiet?</li> <li>• You have a flushed face, shall we take your jumper off?</li> </ul>
<b>E</b>	Empathy..... <p>Remember – maintain a sense of compassion for the child and their feelings</p>

## Restorative Conversations

At St Mary's we accept and understand behaviour as a learning process. We prefer to be preventative rather than reactive. This means that we offer support, help and guidance to the children, parents and carers. It is part of our role as a school to guide children to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others. We know that this is the best way to respond to the children's behaviour and maintain our relationship with them. The approach we strive for is based on the premise of 'connection before correction' and doing things 'with' people rather than 'to' or 'for' them.

As part of our reflective process, we base our approach on a restorative approach to maintain healthy relationships in school. This restorative approach is about putting these relationships first: building, maintaining, and repairing. This could be child/child or adult/child.

Restorative approaches are based on four key features:

1. **Respect:** for everyone by listening to other opinions and learning to value them.
2. **Responsibility:** taking responsibility for your own actions.
3. **Repair:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.
4. **Re-integration:** working through a structured, supportive process that aims to solve the problem.

We use restorative approaches to encourage everyone to take responsibility for their behaviours. All staff have been trained in restorative approaches and will apply them to resolving situations in the school. This approach starts with a restorative enquiry, if conflict arrives, over low-level issues i.e. friendship breakups, disputes over games, running in the corridor and not responding to reasonable adult requests.

Restorative conversations are guided by an adult and are done with pupils not to or for them and should be held at the right time, right place and to the right degree. We use the 'Reflect and Reset' approach to do this.

### Restorative format:

- Restorative conversations work best when adults spend less time on the problem and more time on the resolution.
- The conversation should only be for the children/people involved.
- Only one person talks at a time and normally the first person is the one that has been 'harmed'.
- No interrupting.
- Listen carefully to each other and be respectful.
- 'Why' questions should be avoided as they are high functioning question.
- Perspectives will be considered e.g. What happened on the playground? My truth, your truth and the truth - all from same situation but different perspectives.

## Reflect and Reset

What happened?

How were you feeling?

angry   confused   scared   frustrated   sad   something else

How were they feeling?

angry   confused   scared   frustrated   sad   something else

What can we do now?

Make a plan   Make an apology   Calm down break   Talk to someone involved   Something else

We have agreed to:

Date:

Sign: \_\_\_\_\_

## **ABC Analysis**

A-B-C or ABC recording is a way of collecting information to help determine the function of a child's behaviour. It does this by breaking down your observations into three elements:

- Antecedents (A): what happened *directly before* the behaviour occurred.
- Behaviour (B): the specific action(s) or behaviour of interest.
- Consequences (C): what happened *directly after* the behaviour occurred.

Thinking of behaviour in these terms helps to understand *why* a child is behaving in a particular manner. This allows more meaningful interventions rather than just trying to prevent the behaviour itself.

All ABC charts record the core components of antecedents, behaviours and consequences. Below, these are discussed in more details, with some examples for each element.

### **Antecedents**

Antecedents are the events that directly precede the observed behaviour and are also known as 'triggers'. They may include:

- Being asked to stop or start specific tasks or activities, e.g. task transition.
- A particularly easy or difficult assignment/activity.
- Independent work.
- Group work.
- Being told 'no'.
- Loud noises or bright lighting.
- A comment or action from another child.
- Absence of attention (e.g. teacher diverted to another student, or peers working quietly and not looking at the child).
- Being in 'free-play' (no instructions or guidance).
- Praise.

It is also important to consider antecedents that are not immediate and include the wider environment. These 'slow' triggers are noted at the start of a recording session, and could include:

- Time of day (influencing hunger and energy levels/tiredness).
- Medication.
- Routine disruption.
- Family events such as new sibling or bereavement.
- Specific people/children being present.

### **Consequences**

Consequences may serve to maintain, decrease or increase the frequency of behaviour depending on whether they are positive or negative. Typical consequences could include:

- Repeat of request by teacher or other adult.
- Being given a choice.
- Behaviour being ignored (no action).
- Item or toy taken away/received.
- Time-out/sent out of class.
- Reprimand by teacher or other adult (negative attention).
- Praise or reassurance from a teacher or other adult (positive attention).

Consequences may also serve as an antecedent to another behaviour and need to be recorded as such. For example:

Antecedent	Behaviour	Consequence
Pupil asked to put book away	Pupil ignores request	Request repeated, with deliberate eye contact
Repeat of request to put book away, with deliberate eye contact	Pupil puts book away	Praise

## **Behaviours**

The behaviour is the action which the child takes. When describing behaviour in the context of ABC the aim is to be precise and specific. For example, 'threw book on floor', 'ignored request and carried on playing with toy', 'tapped pen loudly on desk', 'spoke without putting hand up', 'got up from chair'.

Behaviour is commonly thought of as having one of four functions (often referred to using the acronym SEAT):

- Sensory – it feels good.
- Escape – from environment or situation.
- Attention – from others (adults or peers).
- Tangible – access to a specific thing, such as a toy or food.

## **11. 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.
- 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.

## St Mary Magdalene C of E Primary School

Headteacher: Mrs S Pearson

Assistants Headteachers: Miss E Cave and Mrs R Turvey



## 12. 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.

## **St Mary Magdalene C of E Primary School**

Headteacher: Mrs S Pearson

Assistants Headteachers: Miss E Cave and Mrs R Turvey



### **13. Appendix Contents**

1. Strengths and Difficulties Questionnaire (SDQ)
2. Hierarchy of Support
3. Positive Handling Recording Form
4. Positive Behaviour Support Plan Template
5. Emotion Coaching Script
6. 30 second script
7. WINE Script
8. Restorative Conversation – Reflect and Reset Template
9. ABC Analysis Form



**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**

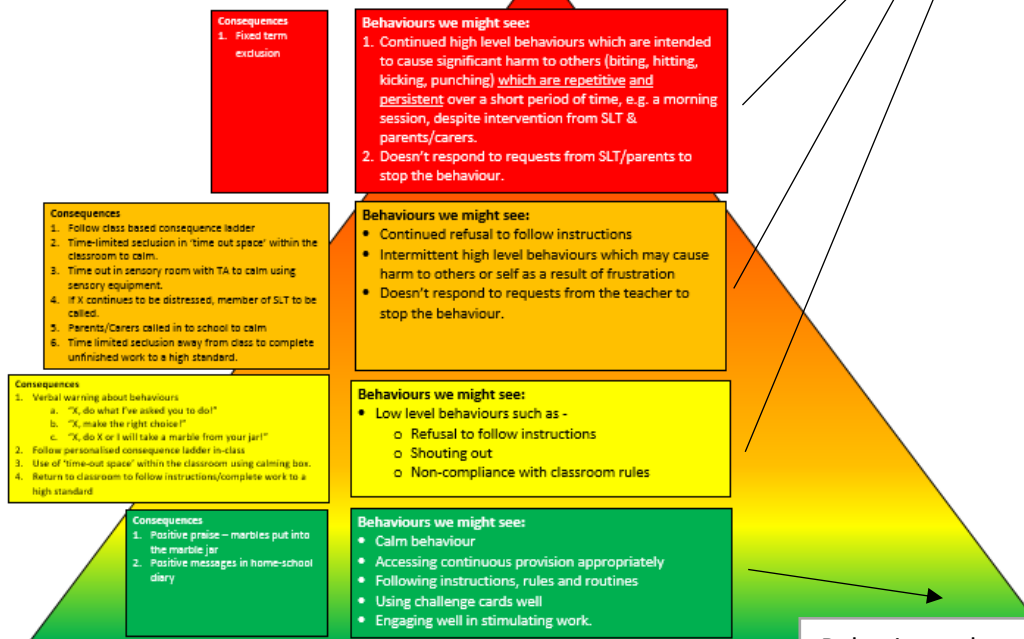
**Thank you very much for your help**

Hierarchy of Support

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.

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

**Hierarchy of Support**



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

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.

## 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**

## Positive Behaviour Support Plan

Name of Pupil: \_\_\_\_\_ YG: \_\_\_\_\_

Date commenced: \_\_\_\_\_ Until: \_\_\_\_\_

Target: \_\_\_\_\_

Support: \_\_\_\_\_

Logical 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.

Date	Morning Session 1 8.45-10.45am	Break	Morning Session 2 11am-12pm	Lunch	Afternoon Session 1 1.00-2.00pm	Afternoon Session 2 2.00-3.15pm	Parent/Carer Signature

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.

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“... 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.”

**30 Second Script**

**I noticed you are ...**  
It was the rule about ... that you broke.  
Do you remember last week when you...  
that is who I need to see today.  
**You have now chosen to ...**  
**Thank you for listening.**  
  
**(Then walk away!!!)**

1. I noticed you are ... (having trouble getting started / struggling to get going / wandering around the classroom dabbing).
2. It was the rule about ... (lining up / staying on task / bringing military hardware into school that you broke.
3. Do you remember last week when you ... (arrived on time every day / got that positive note / received the Nobel Prize)?
4. **That** is who I need to see today
5. .You have now chosen to ... (move to the back / speak to the man from Scotland Yard).
6. Thank you for listening. (Then give the child some 'take up' time.)

**'Think Wine' Script**

Using appropriate language is key when building an emotional connection with children.

Think WINE

Below are examples of using WINE in conversations to engage and support children in a non-judgemental approach that supports the PACE model.



<b>W</b>	<p>I wonder.....</p> <ul style="list-style-type: none"> <li>• If it is too noisy in here for you at the moment?</li> <li>• If you would like to go for a walk outside?</li> </ul>
<b>I</b>	<p>I imagine.....</p> <ul style="list-style-type: none"> <li>• That was very frightening</li> <li>• That was very upsetting</li> <li>• That was very scary for you</li> <li>• That was very confusing</li> <li>•</li> </ul>
<b>N</b>	<p>I notice .....</p> <ul style="list-style-type: none"> <li>• That you have pushed that away shall we move it away?</li> <li>• I notice that your sounds have changed shall we go somewhere quiet?</li> <li>• You have a flushed face, shall we take your jumper off?</li> </ul>
<b>E</b>	<p>Empathy.....</p> <p>Remember – maintain a sense of compassion for the child and their feelings</p>

'Reflect and Reset' template

# Reflect and Reset

What happened?

How were you feeling?



angry



confused



scared



frustrated



sad



something else

How were they feeling?



angry



confused



scared



frustrated



sad

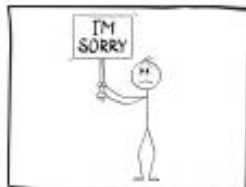


something else

What can we do now?



Make a plan



Make an apology



Calm down break



Talk to someone involved



Something else

We have agreed to:

Date:

Sign:

\_\_\_\_\_

**ABC Analysis Form**

**ABC Analysis – Pupil Behaviour**

Use this chart to record instances of challenging behaviour.

- Choose 1 or 2 target behaviours to track, such as 'shouting out' or 'refusal'.
- After collecting enough data over a minimum of 3 days, review it alongside Behaviour Lead to look for any patterns which could help you design more effective intervention strategies. For example, ask yourself: What are the common triggers? How are the consequences reinforcing the behaviour? Could you develop new consequences to encourage a more positive behaviour?

**Target Behaviour/s to Track:**

1. \_\_\_\_\_
2. \_\_\_\_\_

Child Name:		Staff Analysing:					
Date:	Time:	Environment:	A: Antecedent (Trigger) <i>What happened directly before the behaviour occurred?</i>	B: Behaviour <i>Describe the behaviour objectively</i>	C: Consequence <i>What happened directly after the behaviour occurred?</i>	Function e.g. SEAT <i>(Review with behaviour lead as part of analysis)</i>	
Example	Example	Classroom	Pupil asked to put their book away	Pupil ignores request	Request repeated with a verbal reminder	Sensory – it feels good. Escape – from environment or situation. Attention – from others (adults or peers). Tangible – access to a specific thing, such as a toy or food.	

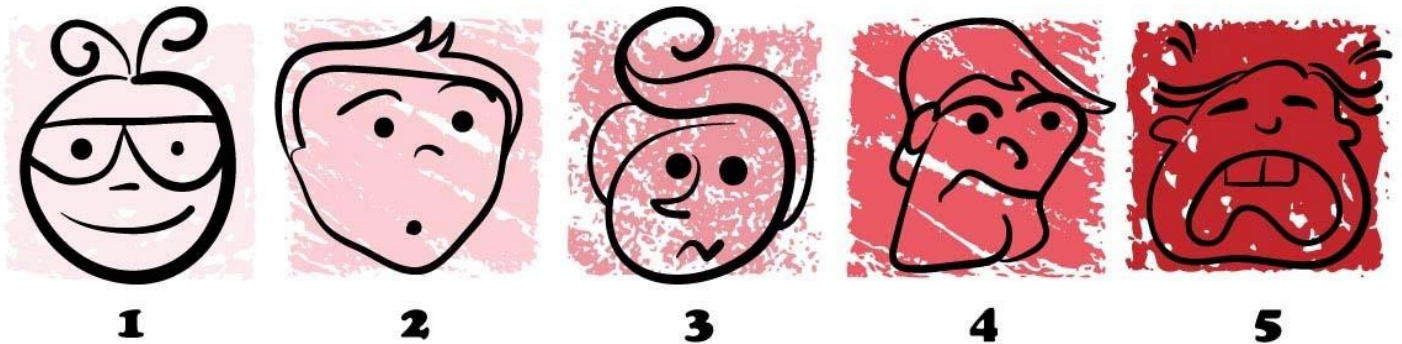
## Identify Your School Triggers

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Directions:** Read each item and answer honestly. Take your time as you complete this. Ask for help if you don't understand an item.

**Rate each item from 1 – 5.**

- 1 = Does not bother me at all
- 2 = Makes me feel a little uncomfortable
- 3 = Makes me feel stressed
- 4 = This upsets me
- 5 = I'm going to explode!



	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
A teacher gives me feedback / constructive criticism.					
Someone or something interrupts me while I am working.					
A teacher tells me to correct a mistake.					
When I don't understand what someone is saying to me.					
When I disagree with classmate.					
When a classmate asks for help.					
Homework.					
When a teacher tells me to do something.					
Group work with peers / classmates.					
When others make suggestions on how to do something.					
When one of my ideas is not included in a project / activity.					
When someone starts "small talk" with me.					

**St Mary Magdalene C of E Primary School**

Headteacher: Mrs S Pearson

Assistant Headteachers: Miss E Cave and Mrs R Turvey



DIOCESE OF SOUTHWELL  
& NOTTINGHAM  
MULTI ACADEMY TRUST

When I am excluded from an activity or conversation.					
Meeting new people.					

Getting a lower mark on a test, quiz, or paper.					
When someone points out a mistake I made.					
Greeting people.					
Taking tests.					
When I make a mistake.					
Arriving at school on time.					
Writing papers.					
Wearing specific clothing (i.e. long trousers, coat)					
School bells or loudspeaker announcements.					
Fire alarms.					
When a classmate disagrees with me.					
Surprise quizzes (pop quizzes).					
When I am late to class/ school.					
When I have to do something new or different.					
Hearing other people's music /radio.					
When others touch me (i.e. handshake, pat on back).					
Large crowds.					
When I have to wait for something.					
Teasing by others.					
Crowded hallways.					



Peer pressure.					
When my daily routine is changed.					
Loud places.					
Specific noises (i.e. beeping, humming).					
Certain smells (examples: perfumes, foods).					
Maths tasks.					
Big projects.					
When a teacher / authority figure tells me no.					
Changing classes.					
Bright lighting (i.e. fluorescent).					
When I have to do something in a different way from usual.					
Big classrooms.					
When I don't understand a certain idea or concept.					
When I don't finish something on time.					
Getting wet (i.e. hands, shoes).					
Day trips/residential visits.					
When someone talks to me about something that I am not interested					
Certain textures (examples: in clothing, paint, glue, chalk).					
Changes in noise level.					
Deadlines, time pressures.					
Sitting at a desk for long periods of time.					
Reading tasks.					



When other people are talking near me.					
Small spaces (i.e. cubicles).					
Asking for help.					
When I am confused about a task / activity.					
When I have to follow specific instructions.					
Physical activity (i.e. in health class or P.E.).					
Large spaces (i.e. assemblies, gyms, dining rooms, swimming pools)					
When I have to organize my things.					

Now that you have finished rating these items, identify your **BIG TRIGGERS**. These are items that you scored as a “5” (or perhaps even a “4”). Write those down below, and be as specific as you can. For example, if certain noises make you want to “explode,” describe the specific noise that makes you feel this way.

**My TOP FIVE “5’s” ARE:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_