



Pimperne Primary School

Behaviour Policy

“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.”

Pam Leo

Date reviewed	September 2025
Governors approved	January 2025
Date of next review	January 2026



'As each one does their part, we grow in love'

Ephesians 4 vs.16



Purpose and Intent

At Pimperne Primary School we believe that at the heart of effective teaching and learning is the quality of the relationship between the pupils and their teacher based on mutual respect, readiness for learning and an environment safe to learn.

The aims of this behaviour policy are to support the following outcomes:

- To encourage all children to be self-disciplined and **be ready** for learning.
- To ensure children know how to **be respectful** and to recognise the value and contribution of others.
- To **be safe** in a calm environment where all children feel secure and happy.
- For pupils to take responsibility for their actions and maintain high levels of self-control.
- To promote fairness and to show care and concern towards others.
- To develop skills and positive attitudes beyond the primary years in preparation for the next stage in education.

Creating a Safe Environment

We intend to create a safe environment for our pupils physically, mentally, and emotionally. We are dedicated to:

- Physical Safety: Ensuring that the school premises, facilities, and activities are free from hazards and risks, providing a secure environment for all pupils and staff members.
- Mental Health and Well-being: Promoting positive mental health and well-being among our pupils by offering supportive networks in school, and initiatives that nurture emotional resilience.
- Emotional Well-being: Fostering an environment where pupils feel valued, respected and heard, enabling them to express their emotions and concerns openly.

Inclusivity for All Learners

At our school, we celebrate diversity and are committed to being an inclusive school for all learners. We aim to:

- Provide equal opportunities for all pupils, regardless of their background, abilities or special educational needs.
- Promote understanding, respect and tolerance among pupils and staff for a diverse range of cultures, beliefs, perspectives and individual needs.
- Continuously work to eliminate discrimination, bullying and harassment in all its forms, as per the Department for Education's (DfE) guidance on Minimum Expectations of Behaviour in All Schools.

DfE's Guidance on Minimum Expectations of Behaviour

Our behaviour policy aligns with and adheres to the Department for Education's guidance on Minimum Expectations of Behaviour in All Schools. We are committed to:

- Setting clear expectations for behaviour and consequences that are fair, consistent and in line with DfE guidelines.
- Providing a positive and structured learning environment that supports pupils' personal development and social skills.
- Collaborating with parents and the broader community to promote a shared responsibility for maintaining high standards of behaviour in our school. By working together as a school community, we can ensure that Pimperne Primary School remains a safe, respectful and inclusive place for all learners, where every pupil has the opportunity to flourish and reach their full potential.

Our School Values:

Our behaviour values are rooted in our School Vision.



'As each one does their part, we grow in love'

Ephesians 4 vs.16



Perseverance, Courage, Compassion, Justice, Respect, Forgiveness, Trust, Selflessness.

Our Vision underpins our positive behaviour rules of: **Ready, Respectful, Safe.**

These three behaviours form our expectations from all staff and children.

We expect to hear the language of **Ready, Respectful, Safe** being used by children and staff.

We are **READY** to learn – we arrive at school on time, we have our equipment ready, and we show that we are listening.

We are **RESPECTFUL** – we listen when others speak, we care for each other, and we respect the property of our friends and the school.

We are **SAFE** – we move around school in a safe manner, we follow instructions to keep ourselves safe in and out of school, we use equipment safely and we stay safe online and in the wider community.

Be ready	Be respectful	Be safe
Be ready to listen and learn in every lesson. Be in the right place at the right time. Wear the right clothing for learning. Be ready with everything you need for learning.	Treat other people well. Be kind. Be polite and use good manners. Listen to and follow instructions. Take care of our school and everything in it.	Walk around the building calmly. Use your calming strategies if needed. Find an adult to talk to if you feel uncomfortable or unsafe about anything in school, out of school or online. Behave in a way that keeps everyone safe.

Relationships

Our School is committed to fostering positive and respectful relationships among pupils, staff, and the wider school community. We recognise the significance of creating a safe and supportive environment for all individuals within our school community.

Communication to All

We prioritise effective and open communication to ensure that all members of our school community understand the importance of maintaining respectful and inclusive relationships. This includes pupils, parents/guardians, wider school community and staff. Our commitment to promoting healthy relationships aligns with our participation in the Trauma Informed Schools - UK organisation.

Home-School Communication

We believe that collaboration between home and school is essential for the well-being of our pupils. We actively encourage regular communication between parents, guardians, and teachers to ensure that pupils

receive consistent and comprehensive support in all aspects of their education and personal development. Communication will take place via:

- Class emails
- Parent and teacher consultations and meetings
- Phone call home
- If appropriate, a school communication sheet

Joint Working with Agencies

Our School provides a holistic approach to supporting our pupils' well-being. We actively collaborate with external agencies and professionals to address any concerns related to pupils' mental health, wellbeing, and behaviour. This collaborative effort helps ensure that pupils receive the necessary support to thrive academically and emotionally.

A Joined-Up and Community Approach

Our commitment to promoting positive relationships extends beyond the school gates. We actively engage with the local community to create a cohesive and supportive network. By working together with parents and guardians, community organisations and local authorities, we aim to provide a comprehensive and holistic support system for our pupils.

A Fair and Transparent Approach

Our school values fairness and transparency in all aspects of our behaviour policy. We are dedicated to ensuring that our approach to relationships and behaviour is consistent, equitable, and just. Our processes for addressing any concerns or issues related to behaviour will always be conducted fairly and transparently, with the well-being of the pupil at the forefront of our actions.

Leadership and Management of Behaviour

At our School, we are committed to fostering a positive and inclusive learning environment where every pupil can thrive academically, socially, and emotionally. The leadership and management of behaviour are integral to achieving this goal. Our approach is based on the principles of the Hamwic Trust Graduated Response to Behaviour, Distributed Leadership of Behaviour across all school staff, and a comprehensive system for monitoring and evaluating behaviour.

At our school, the responsibility for managing behaviour is not solely placed on one individual or one group of people. We believe in the distributed leadership of behaviour, where all staff members play a role in creating a positive and respectful school environment. This approach encourages a collective commitment to behaviour management and promotes consistency in our expectations and responses. This runs through from our early morning Breakfast Club to our own After School Club provision 'The Orchard'.

All staff members, including teachers, teaching assistants, administrative staff and support personnel, are trained in our behaviour management policies and are empowered to address behaviour issues as they arise. By fostering a culture of shared responsibility, we ensure that behaviour management is a collaborative effort that benefits all pupils.

Graduated Response to Behaviour

Our Graduated Response to Behaviour is a tiered system designed to address behaviour issues in a proactive and supportive manner. This system ensures that all pupils are given the opportunity to learn and

grow from their experiences, while also holding them accountable for their actions, supporting them to learn from mistakes.

Positive language is used throughout the school day to reinforce positive behaviour choices. This sets a model to all children around expectations. Children are recognised and praised for showing the right behaviours for learning, manners and values. **Praise is the first step to encouraging expected behaviours.** Use of other resources to support individuals, such as additional stickers and through individual target cards, where a child has been identified as needing support with their behaviour choices.

Praise

We recognise that one of most important aspects of our learning environment is the recognition and positive rewards received as this encourages good behaviour. We acknowledge positive efforts and success by praising pupils and building mutual respect between staff and pupils and amongst peers. All praise and reward offered is linked to the vision and values and aims to encourage intrinsic motivation.

Praise sits in three broad areas at Pimperne Primary School:

- **The whole school 'House Points' system for Sporting achievements and Attendance**
- **The individual reward system (Christian school values stickers, school rules stickers, Star of the Day stickers, Hot Chocolate Friday, Golden Table, Recognition Board, Communicating with home via phone calls, emails, notes, sharing great learning by inviting parents in briefly after school or photocopying it and sending home).**
- **The class reward recognition jars**

These systems operate in Years R-6 and with EYFS and Year 1 also operating a more immediate gratification approach.

Whole School: House Points	All pupils are assigned a House when they start their Pimperne Primary School journey. House Points are awarded for both sporting achievements and attendance , to individuals across the school. At the end of each week, during our Recognition Worship, the winning house will receive the House Point trophy. This will be received by the winning House Captains. Attendance is based on the highest House attendance that week. Termly class attendance will be shared, rewarding the winning class by adding to their class reward jar.
Individual rewards	We recognise that individual effort needs praise and recognition. Therefore, pupils will receive stickers, certificates and experiences where they are shown to exceed the expectations in our school rules: Ready, Respectful, Safe. Staff will also communicate praise with home by sending home notes, copying work, phoning/emailing/texting. Across all year groups, up to 2 children a day will be awarded a 'Star of the Day' sticker to value their consistent approach to one or more of our school rules: Ready, Respectful, Safe. Across all year groups, 1 child a week will be chosen to share in Hot Chocolate Friday (see 'The Recognition Book' below). Across all year groups, up to 2 children a week will be chosen to eat at the Golden Table (see 'The Recognition Book' below). All year groups will also be recognised by school staff for demonstrating the rules of our school and stickers will be given for: Ready, Respectful, Safe. All year groups will also be recognised by school staff for demonstrating the Christian values of our school and stickers will be given for: Perseverance, Courage, Compassion, Justice, Respect, Forgiveness, Trust, Selflessness.
Class Rewards	Across all year groups, the children will decide on a 'Class Jar Reward' . The reward they are aiming for will be displayed on the jar. All pupils in the class will earn pompoms/gems for the jar by showing their joint efforts in demonstrating our school rules: Ready, Respectful, Safe .

The Recognition Book

Each week, during our Recognition Worship, class teachers will recognise the efforts of one child who has consistently met or exceeded expectations of our school rules: **Ready, Respectful, Safe**. Successful pupils' names will be added to the '**Recognition Book**' and a '**Golden Ticket**' will be awarded to one child from each class, and their achievements celebrated. This '**Golden Ticket**' is an invitation to **Hot Chocolate Friday** with a senior member of staff. Pupils will also be presented with a certificate. Parents will also be informed by email of their child's success.

The '**Golden Ticket**' holders names will be shared in the **weekly dates** and an email sent to parent to share in their child's achievements.

Each week, during our Recognition Worship, class teachers will recognise the efforts of up to 2 children who have consistently met or exceeded expectations of our school rules during lunch times. Successful pupils' names will be added to the '**Recognition Book**' and a '**Golden Table**' certificate will be awarded to one child from each class, and their achievements celebrated. This certificate is an invitation to eat at the **Golden Table** with a senior member of staff. Pupils will also be presented with a certificate.

The names of these pupils will be shared in the **weekly newsletter**. Parents will also be emailed about this recognition of their child's achievements.

Class Behaviour Displays

Classes share behaviour expectations at the start of the academic year, and **at least half termly** through the year. This will explain what it means to **Ready, Respectful, Safe**. In Key Stage 1 this is supported by visuals that promote the expectations. Teachers will routinely talk to pupils about the school expectations, celebrations, consequences and behaviour policy, especially at the start of each half term.

The children will also be reminded of these whenever it becomes necessary during the day, week or term.

All classes **must** display the behaviour expectations and a reward/consequence chart. All classrooms will also display a **Recognition Board** to promote a particular element of Ready, Respectful, Safe and celebrate children achieving this. **All children should be able to explain what Ready, Respectful, Safe means to them.**

The following posters are displayed in each classroom:



'As each one does their part, we grow in love'
Ephesians 4 vs.16



Our Rules

Ready

- Ready for school
- Ready in 3,2,1
- Ready for learning

Eyes looking
Ears Listening
Body ready



Respectful

- Listen to others
- Use kind words
- Look after our school



Safe

- Kind hands, body and actions
- Walk calmly and quietly
- Right place, right time
- Stay safe in and out of school and online

Rewards

Individual

- Values recognition stickers
- Star of the Day

Individual

- School rules recognition with Golden Ticket celebration (hot chocolate/squash/water)



Class

- Class jars

Whole school

- House Points for sports

Consequences

(See Consequence Ladder for visuals)

Step 1

If positive reinforcement not working, a formal verbal reminder of expected behaviour.

Step 2

Moved within class for regulation. Warning given for missed playtime.

Step 3

Adult 'time in' to offer chance to change behaviour and 5 minutes playtime missed. Warning given for telephone home.

Step 4

Removal from class to a different class. Telephone home.

Step 5

'Time in' with SLT to regulate behaviour, reflect and restore (during learning/playtime).

Step 2, Step 3, Step 4 - class teacher

Step 5 or significant behaviour - SLT



'As each one does their part, we grow in love'
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Our Rules

Ready

- Know where to be!

Respectful

- Listen to others
- Use kind words
- Look after our school and equipment



Safe

- Kind hands, body and actions
- Walk calmly and quietly to line up
- Right place, right time
- Use equipment safely



Playtime Rewards

Lunch Time

- Table manners recognition with invite to eat at Golden Table (plus certificate)
- Ready, Respectful, Safe stickers
- Extra 5 minutes play for class lining up the best



Playtime Consequences

(delivered with kindness to support the teaching of pro-social behaviour)

Step 1

Formal reminder of expected behaviour given.

Step 2

Regulation time of 2 minutes given (sitting on bench to calm).

Step 3

5 minutes of 'time in' with an adult (e.g. holding hand/stood next to adult).

Step 4

Time inside to reflect with member of teaching staff (5 minutes).

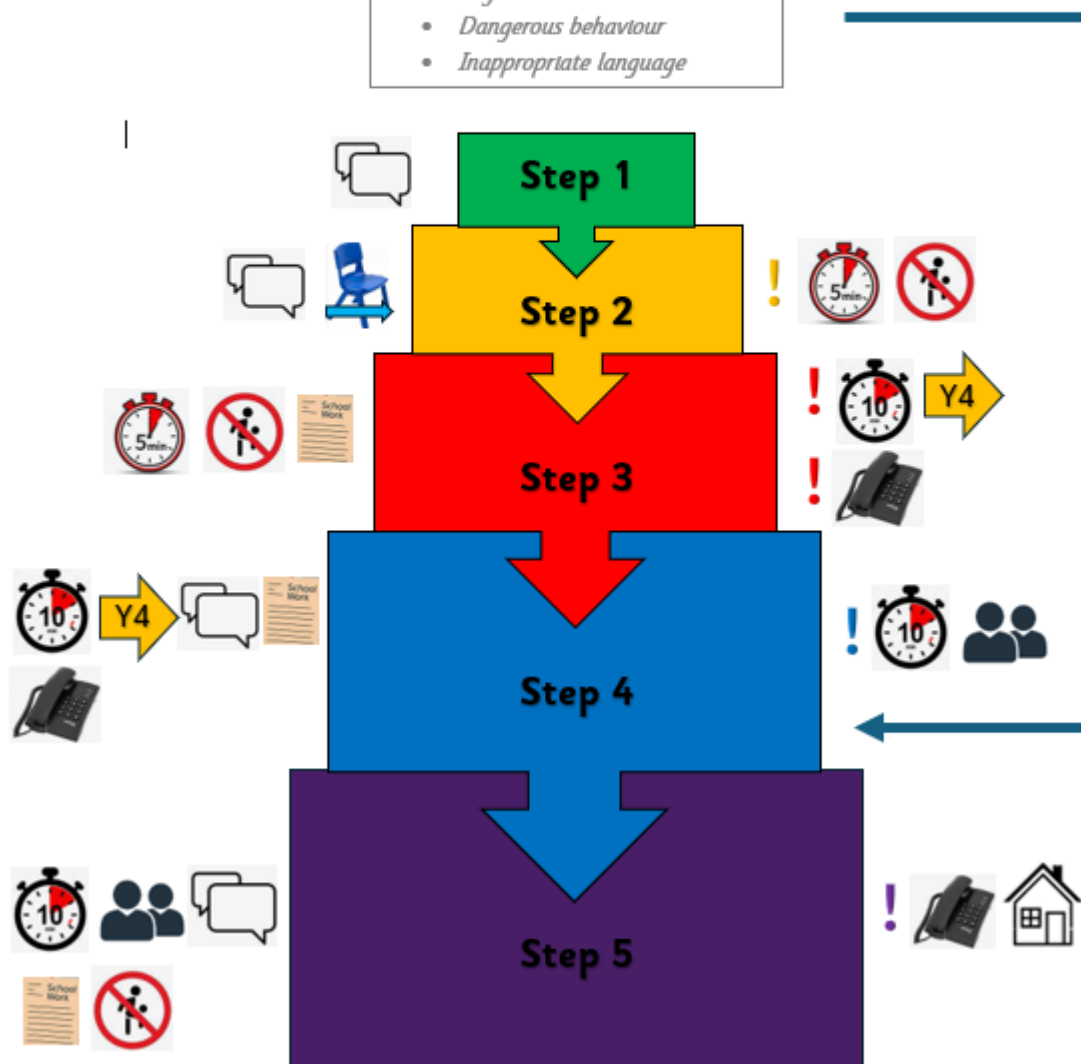
Step 5

Time inside to reflect with member of SLT (10 minutes).

Consequence Ladder

Non-negotiable behaviours:

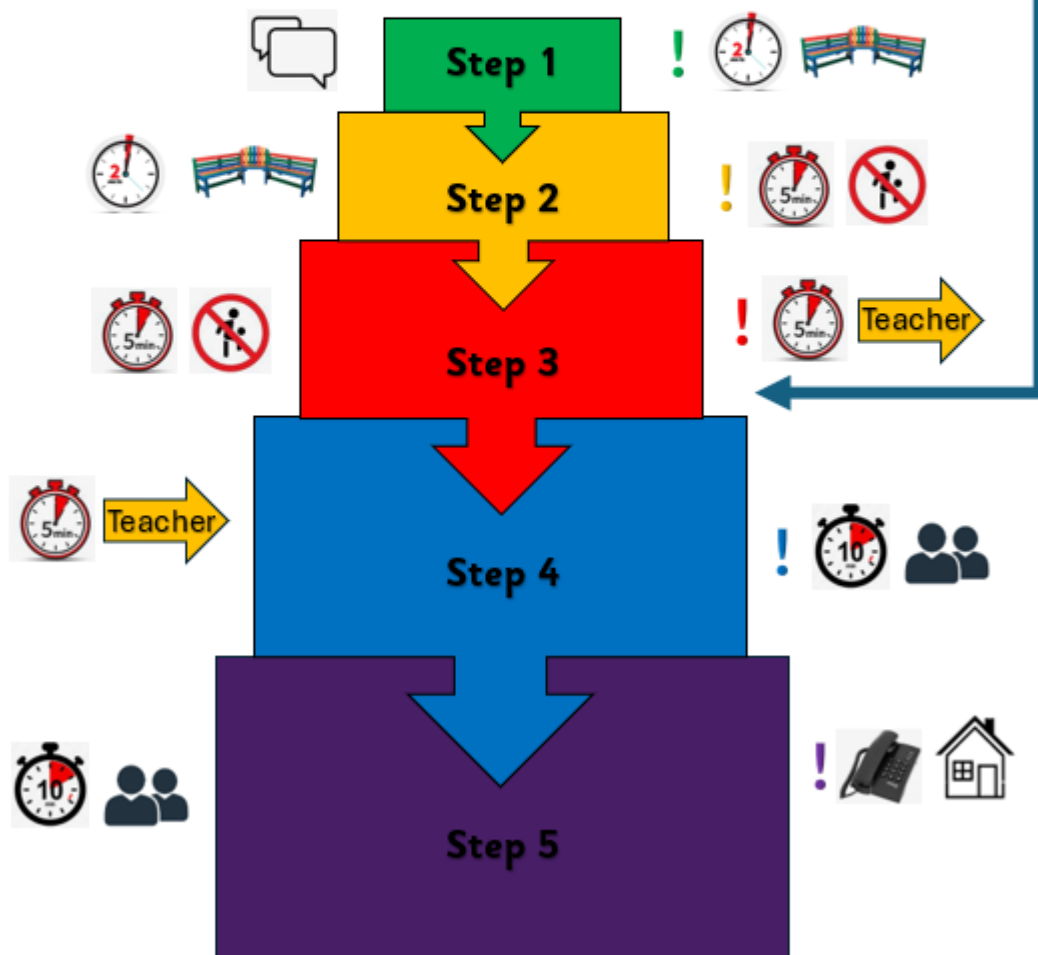
- Physical incident
- Dangerous behaviour
- Inappropriate language



Playtime Consequence Ladder

Non-negotiable behaviours:

- Physical incident
- Dangerous behaviour
- Inappropriate language



Strategies for supporting positive behaviour and ladder of consequences:

All teaching and non-teaching staff respond to disruption of learning in a predictable, prompt and assertive manner aiming to deter, prevent or improve the behaviour.

Stages of behaviour management	Each lesson is a fresh start
Step 1 Reminder	Positive reinforcement - Children are reminded of the three simple rules (ready, respectful, safe) and are supported to correct behaviour through discussion and dialogue as well as use of praise and Playfulness, Acceptance, Curiosity and Empathy (PACE). Delivered privately where possible. Repeat reminders if reasonable adjustments are necessary. A gentle nudge in the right direction, always delivered with warmth and with high expectations. Such as: <i>'You need to stop talking so you can be brilliant at doing your writing.'</i>
Step 2 Warning Moved within class	A quiet 30 second intervention. Child is to be moved within class and final warning for missed playtime given. A reminder of expectations delivered privately, wherever possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. A gentle approach, personal and non-threatening. Remind the child of related behaviour or action from the charter they are forgetting. A final warning is given that playtime/lunchtime/activity will be missed. The child has a choice to do the right thing. The child will be reminded of their previous good conduct to prove that they can make better choices. Such as: <i>'I can see that you are finding it hard to... When you are... (not listening, walking around, calling out), you aren't be ready/respectful/safe. Do you remember yesterday/last week when you were... (positive comment)? That is what I need to see today.'</i>
Step 3 Consequence 5 minutes of playtime missed (reflection time and time to complete any work missed)	'Reflection time' – in class, during playtime, up to 5 minutes. Each classroom to have reflection space set up (this may be linked to the Zones of Regulation). The pupil is informed they will miss part of their playtime/lunchtime. The pupil is given the opportunity to engage with the learning again and follow instructions, following their reflection time. A child may be told: <i>'You seem to not be ready/respectful/safe. Therefore, you will need to take 5 minutes to reflect and get ready for learning.'</i> Or <i>'Your behaviour needs to change to be ready/respectful/safe. Therefore, to help you get back to the correct learning behaviour you need to take 5 minutes to reflect on what needs to change.'</i> Class teacher to start a behaviour log if this is multiple incidents in one week. <i>If a pupil refuses to follow their time out consequence, they will be expected to take it with a Senior Leader at lunchtime.</i>
Repair / Reflect Restorative conversation with class teacher	<u>Restorative Conversation:</u> What happened? Listen carefully and to the child's account without interrupting or disagreeing. It is equally important to give your own account from your perspective. What were you thinking at the time? This reflection helps the pupil to reconsider their actions and replay their thought processes. How did this make people feel? The pupil might have been unaware of how other people reacted to their behaviour. What should we do to put things right?

	It might take the pupil time to get to this point. Don't force it and explain that there is an expectation that the apology will come with time. Follow up. How can we do things differently in the future? Help the pupil recognise when their behaviour pattern begins. If a child has missed learning and needs to 'pay back' the learning, then this can be orchestrated by the adult.
Step 4 Consequence Removal from class to other space Class teacher to inform parents via phone call	'Reflection time' – in another class, up to 10 minutes. Each classroom to have reflection space set up (this may be linked to the Zones of Regulation). The pupil is informed they will spend 10 minutes in another classroom. The pupil is given the opportunity to engage with the learning again and follow instructions, following their reflection time. A child may be told: <i>'You seem to not be ready/respectful/safe. Therefore, you will need to take 10 minutes to get ready for learning'.</i> Or <i>'Your behaviour needs to change to be ready/respectful/safe. Therefore, to help you get back to the correct learning behaviour you need to take 10 minutes to reflect on what needs to change'.</i> Parents informed. Class teacher to start a behaviour log if this is multiple incidents in one week. <i>If a pupil refuses to follow their time out consequence, they will be expected to take it with a Senior Leader at lunchtime.</i>
Repair / Reflect Restorative conversation with another teacher	<u>Restorative Conversation:</u> What happened? Listen carefully and to the child's account without interrupting or disagreeing. It is equally important to give your own account from your perspective. What were you thinking at the time? This reflection helps the pupil to reconsider their actions and replay their thought processes. How did this make people feel? The pupil might have been unaware of how other people reacted to their behaviour. What should we do to put things right? It might take the pupil time to get to this point. Don't force it and explain that there is an expectation that the apology will come with time. Follow up. How can we do things differently in the future? Help the pupil recognise when their behaviour pattern begins. <i>If a child has missed learning and needs to 'pay back' the learning, then this can be orchestrated by the adult.</i>
Step 5 Consequence Removal from class by Senior Leader Internal Suspension	Time spent with Senior Leader for 10-minute reflection. This is an internal suspension. Removal should be used for the following reasons: ➤ To maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption ➤ To enable disruptive pupils to be taken to a place where education can be continued in a managed environment ➤ To allow the pupil to regain calm in a safe space. Office staff alerted by the class to inform a Senior Leader. Senior Leader to attend classroom and remove child. The class adult will state that <i>'the pupil is not ready for learning'</i> rather than retelling the situation. <u>Restorative Conversation:</u> What happened? Listen carefully and to the child's account without interrupting or disagreeing. It is equally important to give your own account from your perspective. What were you thinking at the time?

	This reflection helps the pupil to reconsider their actions and replay their thought processes. How did this make people feel? The pupil might have been unaware of how other people reacted to their behaviour. What should we do to put things right? It might take the pupil time to get to this point. Don't force it and explain that there is an expectation that the apology will come with time. Follow up. How can we do things differently in the future? Help the pupil recognise when their behaviour pattern begins. Class teacher to record the Incident on My Concern and notify parents via telephone. Staff must report and record significant behaviour incidents on My Concern. Major incidents that involve persistent or malicious bullying, racial or sexual harassment, should be reported to the Senior Leadership Team the same day that it is discovered and also logged on the HET Incident form (intranet) and on My Concern. Where behaviours evidenced have been shown to be significantly harmful to individuals, there has been significant disruption to the learning environment or a significant level of damage caused to school resources, pupils may be required to complete learning with an adult in an alternative space within the school for a period of time. As well as completing learning, they will reflect on the impact of their choices and how to ensure that these will not be repeated. The use of removal allows for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but will still be meaningful for the pupil. Parents are informed on the same day if their child has been removed from the classroom as an internal exclusion. Note: Removal is distinguished from the use of separation spaces (sometimes known as calming spaces or nurture rooms) for non-disciplinary reasons. For instance, where a pupil is taken out of the classroom to regulate his or her emotions because of identified sensory overload as part of a planned response or kept in at break time for support with learning.
Repair / Reflect Restorative conversation	This might be a more formal meeting. If a child has missed learning and needs to 'pay back' the learning, then this can be orchestrated by the adult. This may take time from breaks or be sent home / or potentially completed after school. (Class teacher to explain this to parents). Restorative Conversation: What happened? Listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your own account from your perspective. What were you thinking at the time? This reflection helps the pupil to reconsider their actions and replay their thought processes. How did this make people feel? The pupil might have been unaware of how other people reacted to their behaviour. What should we do to put things right? It might take the pupil time to get to this point. Don't force it and explain that there is an expectation that the apology will come with time. Follow up. How can we do things differently in the future? Help the pupil recognise when their behaviour pattern begins.
Suspension or Exclusion	The following non-negotiable behaviour will result in a suspension or permanent exclusion: ➤ Repeated patterns of aggressive behaviour towards an adult / child ➤ Deliberate and destructive behaviour

In the most serious cases of breaches of the school expectations of behaviour, pupils may receive a Fixed Term Suspension. Further information in relation to fixed term suspensions can be found in the school's [Suspension and Exclusion Policy](#).

A permanent exclusion may be imposed in response to a serious or persistent breach of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school. Further information in relation to fixed term suspension and exclusion can be found in the school's Suspension and Exclusion Policy.

Note: If external suspensions are not deemed appropriate or are not leading to a significant change in a pupil's behaviour, it may be that staff will agree with parents that an afterschool detention is more appropriate. The timings of this will be appropriate to the age of a pupil and in agreement with parents.

Note: If a pupil leaves the classroom or the building and does not respond to requests to return, parents will be called and asked to come to school. If a pupil leaves the school site, the police will be contacted for the safety and wellbeing of the pupil.

Staff must report and record significant behaviour incidents on My Concern (from Stage 4 of the Consequence Ladder). Major incidents that involve persistent or malicious bullying, racial or sexual harassment, should be reported to the **Senior Leadership Team** the same day that it is discovered and also logged on the HET **Incident form** (intranet) and on **My Concern**.

Suspensions will involve a telephone call to the parent, requesting the collection of the child, with an explanation as to the incident and intended suspension period. This will be followed up by a formal letter from the Head or Deputy. Work will be provided for the child for the first 5 days by the class team.

Staff should record the suspension on BromCom, with HET and with the Council.

A pupil can be suspended for a maximum of 45 days in any school year. When deciding upon the fixed length of the suspension, the Headteacher will consider the incident, previous suspensions and all strategies used prior to the incident. Work will be provided for the pupil to complete at home.

The pupil is **not permitted to be in public areas in school hours** during this time.

Following a suspension, there will be a **reintegration meeting** involving a member of the senior leadership team, pupil and parent/carers. The purpose of the meeting is to work in partnership with the school and families, to assist the pupil with improvement in their behaviour.

Specific behavioural targets will be set for the pupil and agreed with the parent/carers and captured through a review of the pupil's Behaviour Response Plan (BRP) or the need to capture individual needs via a new BRP.

Non-negotiable Behaviours	Non-negotiable behaviours at Pimperne Primary are <i>(not an exhaustive list)</i>: ➤ Sexist / racist / homophobic comment ➤ Swearing ➤ Bullying behaviours ➤ Physical aggression towards a peer ➤ Verbal aggression towards a peer ➤ Rudeness towards an adult ➤ Deliberate damage to school property ➤ Being away from the rest of the class unattended ➤ Physical aggression towards an adult If a pupil displays a non-negotiable behaviour, they will automatically reach Step 4 of the Consequence Ladder. Depending on the severity of the behaviours shown, the consequence may instead be an internal suspension or fixed term suspension. This decision will be made by the Headteacher or the Deputy in their absence. This will also apply if a pupil refuses to follow their lunchtime consequence. Staff must report and record significant behaviour incidents on My Concern. Major incidents that involve persistent or malicious bullying, racial or sexual harassment, should be reported to the Senior Leadership Team the same day that it is discovered and logged on the HET Incident form (intranet) and on My Concern.
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De-escalating Strategies

When a pupil is not following the school values, all adults will use de-escalation strategies initially by choosing from the below, dependent on the pupil:

- **Communicating** - Actively listening means you're validating the individual's emotions and showing genuine empathy. This could be a simple, "I can see something's wrong. I'm here. I'm listening." Consider the preferred methods of communication for this individual so they can communicate with you.
- Make sure your **body language** reflects active listening. For example, position yourself to the side of the individual, maybe angle your head to the side or lean slightly forwards. Simple responsive utterances show empathy and can help you stop jumping in and interrupting. To put the individual at ease, consider the tone and quality of your voice; slower, lower, and more quietly helps to calm situations.
- **Mirroring** - For somebody experiencing heightened stress and anxiety, instructions and demands are hard to process. It's far easier in challenging situations to be influenced by others. Therefore, modelling the behaviour you want to see is a great tool for de-escalation.
- **Choice** - To de-escalate the situation, you can offer only two simple choices, making sure you're happy with either one being chosen.
- **Humour** - De-escalation strategies work best if you know the child, young person, or adult you're supporting. What works for one individual might cause increased anxiety for another. We need to read the signs and understand the most appropriate means to divert, support, and reassure.
- **P.A.C.E strategies** ([See Appendix 2](#))

Restorative Conversations

If pupils reach Stage 3, 4 or 5, a restorative conversation is carried out.

This may happen during lunchtime with Senior Leaders or in the case of a suspension it may also be held during a reintegration meeting with parent/carer.

It is important that this conversation is held with the adult involved or supported by an adult if it is between pupils, so that there is a strong connection made. Some incidents need to be resolved with a restorative approach. When appropriate, this is often the process to meet everyone's needs.

This process takes the form of 5 questions:

1. What happened?

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

2. What were you thinking at the time?

This reflection helps the pupil to reconsider their actions and replay their thought processes.

3. How did this make people feel?

The pupil might have been unaware of how other people reacted to their behaviour.

4. What should we do to put things right?

It might take the pupil time to get to this point. Don't force it and explain that there is an expectation that the apology will come with time. Follow up.

5. How can we do things differently in the future?

Help the pupil recognise when their behaviour pattern begins.

With younger pupils or pupils that struggle with this we focus on:

- Who else has been affected?
- What can we do to make things right?

An apology shouldn't necessarily be the outcome of the conversation as it does not necessarily reflect an understanding of the behaviour and isn't always helpful. Although actions have outcomes (consequences), pupils are not always acting out of choice. Sometimes they are engaging in survival behaviour, and it is an unconscious process.

Playground/lunch time expectations:

As part of our ethos, all staff are expected to be proactive in managing and dealing with behaviour. To foster good relationships, lunchtime staff will consistently '*catch pupils being Ready, Respectful, Safe*' and share this with them. In the playground we have the same high expectations of behaviour that we do in the classroom.

Pupils will be supervised by members of the school's lunch time team. They will support children through the **same PACE strategies** used in the classroom. Lunchtime staff are encouraged to hand out praise and Ready/Respectful/Safe stickers, in line with the whole school rewards system.

Behaviour incidents should be managed at lunch time in line with the policy, with the same stepped approach (see [Playtime Consequence Ladder](#)).

Online Safety

Any incidents of inappropriate online behaviour in school will be managed as above, in line with any incident of unsafe behaviour. It will be made clear to the pupil that this is a breach of the school rules.

Where incidents of inappropriate online behaviour have happened outside of school, parents will be informed.

We expect that when our pupils are working off-site, they maintain the same standards of behaviour. Positive behaviour will be rewarded as it is in school.

School trips and Educational visits (including residentials)

The school reserves the right at any time to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our behaviour policy and would become a health and safety risk. The pupil will be offered an alternative classroom in which to learn for the time in which the trip is taking place. This decision will be made by a member of the school Senior Leadership Team, and the parents/carers will be informed five days before the trip or activity if there are concerns regarding behaviour. Where possible, where the risk is deemed high, we will work with the family to enable them to support the pupil as a 1:1 and to follow a thorough risk assessment.

Where pupils are not following the school rules, this will be managed as above in a way that is practical to the offsite setting. Consideration also needs to be taken of any risk assessments, which may mean that additional site-specific rules must also be followed.

Mobile Phones and devices

At Pimperne Primary School we do the maximum to safeguard everyone on the school's premises.

- Children may **only** bring mobile phones to school if they are needed for lone travel to and from school. This will be authorised only at the discretion of the Headteacher.
- All phones must be named and turned off completely before entering, and at all times, on school grounds.
- The phone must be handed in to a member of class staff at the start of the day, immediately on arrival at school (under no circumstances must they be used in any area of the school / on school grounds).
- If a pupil is found not following expectations with a mobile phone and does not have permission, it will be confiscated and can be collected by the parent/carer only.
- If a pupil is found taking photographs or video on the premises this will be regarded as a **serious offence**. This Policy supports the Health and Safety, Anti-Bullying, Safeguarding and E-Safety Policies.
- Any watch or device that records or connects to the internet is not permitted to be in school without permission in writing from the Headteacher.

Behaviour curriculum

Positive Behaviour should be taught and retaught to all pupils, so that they understand what behaviour is and what is prohibited. This requires positive reinforcement when expectations are met as well as support and encouragement with a clear and consistent approach by all. Pimperne Primary School Behaviour curriculum is based on a Trauma Informed Schools UK approach, with relationships and self-regulating being at the heart.

Through assemblies, curriculum subjects and targeted support, pupils are taught the skills explicitly linked to goals. These are age and stage appropriate to ensure that the right skills are always taught at the right time through direct teaching and modelling of expected behaviours.

We believe that certainty quells anxiety and creates a safe environment where learning thrives:

- When children escalate, we need to take them back to the original behaviour before dealing with the secondary behaviour.
- Behaviour displays are consistent.
- Manage escalating inappropriate behaviour with an emotionless, almost scripted response.
- Use class email and school telephone to share positive messages with home, to reinforce the positive certainty.
- Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
- Have a clear tariff for appropriate and inappropriate behaviour.
- Ensure the response is appropriate to the behaviour.

Pupil Support

The development of positive pupil/staff relationships along with effective teaching which recognises individual needs encourages pupils to behave in appropriate and less challenging ways. Staff use a range of strategies which allow pupils to learn how to manage their emotions more effectively without disrupting the learning of others. **These strategies may include:**

- Time to think
- Fiddle toys
- Individual workstations
- Supportive seating arrangements i.e. consideration of who to sit near and where
- Time alone in another part of the classroom
- Time out of class with a known adult supporting
- Teacher, Teaching Assistant or ELSA intervention
- Use of a calm/sensory box
- Use of a quiet room or space
- Adaptation to learning tasks or resources to allow success
- Big Empathy Draw with a trained Trauma Informed practitioner or ELSA
- Sand Tray Therapy with a trained Trauma Informed practitioner or ELSA
- Use of Emotion Cards with a trained Trauma Informed practitioner or ELSA

Expectations and Reasonable Adjustments for Pupils with SEND

The uniqueness and diversity within our staff, pupil and parent body is valued and celebrated. Everyone is a learner, and we make provision for developing the emotional learning of all our students, but most particularly for our most vulnerable and challenging pupils. The school expects all members of the community to adhere to this policy consistently, fairly and without prejudice. The school adheres to the Equality Act 2010 in reference to this policy. No member of staff will discriminate against, harass or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; or because of gender reassignment. For pupils with SEND, this includes a duty to make reasonable adjustments to policies and practices.

Our school adjusts its expectations for our pupils in accordance with their developmental capabilities and experiences. This sometimes involves removing vulnerable and dysregulated pupils in a kind and non-judgmental way from situations they are not managing well.

When a pupil is displaying behaviours that are not in line with our rules and values, we recognise that, as well as each pupil being unique, each situation will be unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and

responses will be made usually following a professional discussion between some/all the following people: Headteacher, Deputy Head, SENDCo, Pastoral Worker, Class Teacher, Teaching Assistant. At every stage we will also maintain close communication with parents and carers. Although we have a clear process of rewards and responses to unsafe, disruptive or disrespectful behaviour, we also recognise that our approach needs to reflect a differentiated and developmentally appropriate response to individual behaviour.

Where a pupil receives additional support through intervention, this is closely monitored by the adult delivering the intervention, the class teacher and the SENDCo. Then, adaptations and alterations can be made so that the intervention best supports the needs that the pupil is communicating through their behaviour. **These interventions include:**

- ELSA / Trauma Informed Practitioner
- Zones of Regulation
- Hamish & Milo
- Lego Therapy
- Social Skills

The key to the success of these interventions is the relationships built between the pupil and the adult, so the child feels open and safe to explore their feelings. Pupils can be suggested for interventions by the class teacher, by outside agencies or by parents. Before a pupil undertakes an intervention, the adult delivering the intervention can talk to the SENDCo to ensure that class-based support has been fully explored and that the pupil's needs match the aims and outcomes of the intervention.

When needed, we may need to undertake a risk assessment where behaviours are deemed to be risky or unsafe. This is shared with all staff who need to be aware and is monitored so that it accurately reflects the behaviour of the pupil.

Some pupils may have an Education Health Care Plan (EHCP) and will have specific targets, some of which may be related to behavioural needs caused by language, learning or emotional needs. All pupils with an EHCP are closely monitored by the class teacher and SENDCo. Their targets are shared with and monitored by all adults working directly with them. Where they need specific intervention, this is planned and assessed against their targets. Pupils with an EHCP have an Annual Review where progress against behaviour targets is discussed, the support they receive is assessed and can be adapted accordingly. Parents can also request to meet with the class teacher and/or the SENDCo at any time if they have any concerns around their child's behaviour and the support they are receiving.

In some cases, it may be necessary for the school to seek support from an outside agency, where they can provide further additional skills and resources. The school can make referrals to the Mental Health in Schools Team (MHST), The Teaching Association of Dorset Special Schools (TADSS) and the Dorset Council SEND Team, to ascertain which service would best support the pupil's needs. The aim of this will always be to give school and/or parents the skills and understanding to then best support the child moving forward. Referrals will be made based on need and will always be made in consultation with parents and carers.

In some cases, it may be appropriate for a pupil to attend an Alternative Provision where their needs are specific and cannot be met within the school. This decision will always be made in consultation with parents and the Local Authority. In these cases, there are clear criteria for attendance at Alternative Provision, and these criteria will be used to decide, ensuring that school have first accessed all possible support and advice. The Local Authority have approved Alternative Provisions so can make the best decision as to which provision can meet the needs of the individual pupil if this is deemed appropriate.

Alternative Provision

We recognise that some pupils may require Alternative Provision (AP) to meet their specific needs. We work in partnership with local alternative providers to offer a diverse range of educational options for these pupils. Our commitment is to ensure that alternative provision is aligned with each pupil's Individual Education Plan (IEP), with a focus on their academic, emotional, and social development. Regular communication and collaboration with alternative provision providers is maintained to track progress and ensure a smooth transition back to mainstream education when appropriate.

Expectations and Reasonable Adjustments for Pupils with SEND

At our school, we are committed to providing a safe and inclusive learning environment for all pupils, including those with Special Educational Needs and Disabilities (SEND). Our school's Behaviour Policy recognises the importance of individualised support for pupils with SEND. In line with the school Graduated Response to Behaviour, this individualised support can be given through: **Targeted IBPs** (Individual Behaviour Plans). **Targeted Individual Behaviour Plans** (IBPs) are developed in collaboration with the pupil, parents or carers, and relevant professionals when necessary. These plans are tailored to the unique needs and challenges of each pupil with SEND and aim to promote positive behaviour and academic progress. IBPs outline specific strategies and interventions to address behavioural concerns, set achievable goals, and regularly review progress to ensure ongoing support and improvement.

Provision Mapping (for Behaviour)

Provision Mapping is an integral part of our approach to supporting pupils with SEND. Our school staff work closely with the Special Educational Needs Coordinator (SENDCo) to identify and map the provision required to meet the diverse needs of our pupils. This includes allocating resources; staff support and specialised interventions as needed. Provision Mapping is regularly reviewed and adjusted to ensure that pupils receive the appropriate support to enable them to access the curriculum and make progress in their learning.

Risk Assessments

The safety and well-being of all pupils, including those with SEND, are paramount at our school. We conduct comprehensive risk assessments to identify potential risks and hazards that may affect pupils' behaviour or safety. These assessments consider both the physical and social aspects of the school environment. For pupils with specific needs, individualised risk assessments are developed, and reasonable adjustments are made to minimise potential risks. The findings of these assessments are shared with parents and relevant staff members to ensure a proactive and responsive approach to managing risks.

Reporting

Staff must report and record significant behaviour incidents on My Concern. Major incidents that involve persistent or malicious bullying, racial or sexual harassment, should be reported to the **Senior Leadership Team** the same day that it is discovered and logged on the HET **Incident form** (intranet) and on **My Concern**.

Training

Staff receive a range of training, including:

- Providing initial training and regular update training for Teachers, Teaching Assistants and Midday Staff on Managing Behaviour lead by the Hamwic Education Trust to ensure staff understand emotional behaviour, triggers and have strategies to manage it.

- Dedicated staff meeting time to discuss ongoing concerns and issues and problem solve together.
- Providing more specialist training as appropriate to support the management of challenging behaviours (e.g. ASC, ADHD)
- Accessing Outreach Support for teachers who are managing pupils with very challenging behaviours and the offer of supervision for staff.
- Advice and access to other agencies via the SENDCo
- Team Around the Family (TAF) multi agency meetings for a coordinated response and support. The support of a School Link Worker from the Early Help team.
- Behaviour Response Plans shared with ALL staff (including any pupil risk assessments).
- Securicare Positive Handling training

Pupil Transition and Development

When pupils join the school and at the beginning of every academic year, families and carers are asked to sign a home school agreement which outlines the behaviour expectations of the school. By signing the agreement, parents and carers are agreeing to support their child in following the school's expectations of safety and respect, and the school are agreeing to support the child and family in achieving this.

We aim to be an inclusive school and as such will use the strategies outlined in this policy to best support each individual with regulating their behaviour. However, the school will use Fixed Term Suspensions to maintain the health and safety of all our school community.

Parent Support and Concerns

If parents have concerns over their child's behaviour in school or how they are being supported, they should initially talk to the **class teacher**. Where needed, the class teacher may also ask the SENDCo to meet with parents as well for further advice and support. If parents wish to discuss things further, they can also ask to speak to a **Senior Leader or Deputy Head**. If parents have significant concerns, they can ask to speak to the **Headteacher**.

Where parents would like support with their child's behaviour at home and how this is impacting in school, they should initially talk to the class teacher. They may then be directed to either the Pastoral Worker, ELSA, our school Family Link Support Worker or our SENDCo to meet with the parents and to signpost parents to support. The school also work with the North Locality team who may also be able to offer further support to families.

Part-Time Timetables

The 2020 DfE 'School Attendance Guidance for maintained schools, academies, independent schools and local authorities' states that all pupils of compulsory school age are entitled to a full-time education but acknowledges that, in very exceptional circumstances, there may be a need for a temporary part-time timetable to meet a pupil's individual needs. The use of a reduced timetable for a child should be an exceptional measure, but may be considered appropriate and in the best interests of an individual child in the following circumstances:

- As part of a planned reintegration approach for children who have not attended school for a period due to illness, disability, mental health issues, family circumstances, post exclusion etc.
- As part of an in-school support package. School, parent/carers and other professionals agree that a short-term reduced timetable would support a child who has become disaffected to regain success
- For medical reasons when a child has a serious medical condition where recovery is the priority outcome

Child on Child Abuse

Child-on-child abuse can include: bullying including cyberbullying, abuse in intimate personal relationships between peers, physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, sexual violence, sexual harassment, causing someone to engage in sexual activity without consent, consensual and non-consensual sharing of nude and semi-nude images and/or videos, upskirting and initiation/hazing type violence and rituals. Keeping Children Safe in Education states that 'It is essential that all staff understand the importance of challenging inappropriate behaviours between peers that are actually abusive in nature. Downplaying certain behaviours can lead to a culture of unacceptable behaviours and an unsafe environment for children.'

Staff working alongside our pupils maintain an attitude of 'it could happen here' and will investigate any allegations of child-on-child abuse seriously, following the school's safeguarding procedures outlined in our Safeguarding Policy.

Bullying

We are committed to providing a caring, friendly, non-threatening and safe environment, for all our children. Bullying of any kind is not acceptable and any concerns from parents or children themselves will always be treated seriously. Incidents/concerns will be dealt with quickly and sensitively.

Definition of Bullying - 'STOP' – Several Times On Purpose

Bullying can be:

- Physical – pushing, kicking, hitting, pinching or any use of violence
- Verbal – name calling, sarcasm, teasing, spreading rumours
- Emotional – excluding, tormenting, being unfriendly
- Racist – racial or cultural taunts, graffiti
- Sexual – unwanted physical contact, abusive comments
- Cyber - Includes trolling, mobbing, stalking, grooming or any form of abuse online. This is done with the use of technology.

Class teachers will teach children the difference between bullying and friendship fallouts. This will be done through a differentiated PSHE curriculum across the school and through opportunities such as 'Anti-bullying week', assemblies and targeted pastoral support. It is the responsibility of all staff to always be vigilant and report any concerns.

All reports (incl alleged) from children/parental concerns should be reported by staff on My Concern. Time may be taken out of the children's playtime to think about their behaviour. Concerns from parents will be dealt with by the class teacher initially, followed up by a Senior Leader. They will: Record the parents' concerns. Instigate proceedings to monitor/ investigate. Report back to the parents at an agreed time. The Senior Leader will usually arrange for the pupil to be monitored over a short period of time to establish the extent of the problem. The member of SLT will speak to the pupil about the incidents, with parental permission. The member of SLT will speak to the perpetrator and/or peer group, without the victim being

present and without naming the victim. The victim's parents/carers will be informed of the actions to be taken. Parents of the pupil who is bullying will also be informed and will be asked to meet with the member of SLT, to discuss an appropriate solution/sanction. Appropriate support will be given to all those involved so that a positive outcome is achieved and maintained.

Use of Force and Powers to Search

Searching For and Confiscation of Inappropriate Items

We follow the DfE Guidance 'Searching, Screening and Confiscation – Advice for Headteachers, School Staff and Governing Bodies January 2018'.

School staff can search a pupil for any item if the pupil agrees. Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item, as identified in the guidance. At Pimperne Primary School no search must be carried out without an assessment of the risks and precautions taken to reduce them. A search should never be carried out without another person present and whenever possible should have the prior consent of the Headteacher, or Deputy in the Head's absence.

School staff can seize any prohibited item found because of a search. They can also seize any item they consider harmful or detrimental to school discipline. At Pimperne Primary School, confiscated items should be kept in the care of the teacher or in the school office as appropriate. They will usually be returned at the end of the school day to a parent/carer but may be kept for a longer (reasonable) period if necessary.

Power to Use Reasonable Force

We follow the DfE Guidance 'Use of Reasonable Force - Advice for school leaders, staff and governing bodies July 2013'

The legal provisions on school discipline provides members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, causing significant damage to property, and causing disorder.

At Pimperne Primary School, reasonable force must only be used as a last resort, when other noncontact strategies have been tried and failed (eg removing the other children safely to another room). Any use of force will be 'reasonable in the circumstances', meaning no more force will be used than necessary. Any use of force must be reported immediately to the Headteacher; the parents informed, and the relevant form completed with details of the incident.

Where possible only staff who are certified will carry out any therapeutic holds or removals. A few staff are trained by SecuriCare to manage physically challenging behaviours and use physical intervention.

The Power to Discipline Beyond the School Gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Headteachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'. Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school.

- Or misbehaviour at any time, whether the conditions above apply, that:
- Could have repercussions for the orderly running of the school or possess a threat to another pupil or member of the public or could adversely affect the reputation of the school.

Evaluating the Policy

With all the above expectations, reward and consequence systems we need to constantly evaluate:

- Is this policy manageable to implement ensuring consistency across the whole school?
- Are the procedures and strategies having an impact on individuals/classes where pupils are taking responsibility for their own behaviour?
- Are pupils developing the behaviours for learning?
- Does the policy ensure the involvement of all adults, pupils and parents thus developing a safe and emotionally literate environment?
- Do routines and approaches to behaviour need to be adapted to suit needs of children (including children with SEND)?
- Do pupils actively use their School Values to make positive choices rather than just use them to reflect on behaviours after negative choices?

Monitoring and Evaluation of Behaviour

Senior Leaders monitor behaviour on a regular basis by communicating with class teachers and other staff, carrying out observations and learning walks and analysing behaviour events. Evaluations of behaviour events are also carried out termly, to adapt practice where necessary. This monitoring and evaluation ensure that the graduated response has been followed, that school and home, work together to support behaviour and understand patterns of behaviour. A breakdown of logged behaviour incidents will be provided to the governors on termly basis.

Behaviour records and information is collated half termly by the Leadership team and identifies patterns and trends each half term. The HT oversees this data. Where pupils miss a lunchtime as a consequence with Senior Leaders/Pastoral Lead, they will record this information. SLT regularly monitor these trackers to see patterns and trends.

My Concern is used to track all severe behaviour incidents, including incidents of racial or prejudicial language and child-on-child abuse. All incidents are monitored by the Leadership team, including the Headteacher who is the Designated Safeguarding Lead. Parents are informed of any incidents of severe behaviour by the class teacher, and a meeting may be called to explore further. Where pupils have an individual Behaviour Response Plan, their behaviour is monitored weekly. A record is kept of the number of incidents, potential triggers and how they are progressing with their targets. The class teacher, supported by the SENDCo, monitors and reviews this weekly with the child.

As a school, we collect, monitor and analyse removal data internally in order to interrogate repeat patterns and the effectiveness of the use of removal.

Appendix 1

Expectations for Ready, Respectful, Safe

Parents		
Ready	Respectful	Safe
• Water bottle (water only) • Fresh fruit or vegetable snack only (placed on trolley in KS2) • Year R-Y2: Bookbags only • Walking into school and to classrooms • Uniform (as below)	• Staff to take messages from parents (notebooks)?	• Arrive by 8.45am (gates close at 8.45am) • Collection at 3pm • Notify office of any changes to collection

Children (and staff)		
Ready	Respectful	Safe
Ready for school: - Water bottle (water only) - Fresh fruit or vegetable snack only - Year R-Y2: Bookbags only - Walking into school and to classrooms - Jumpers/cardigans on body or on peg - Shirts tucked in - Ties correct length and worn correctly - Black shoes (not trainers or boots) - No makeup - No nail polish - No jewellery, except stud earrings - Hair accessories minimal - Navy blue headbands (no ears etc) - PE kit worn on PE days (no stud earrings) Ready for learning: - Always enter classrooms quietly and calmly - Stop when tambourine shaken, hands in air on or head. Use 'ready in 3,2,1' to ensure all children stopped and ready - Eyes looking - Ears listening - Body Ready: - o Sitting up straight with legs crossed, hands in laps/on knees, lips closed for talking OR sitting up straight with legs and hands underneath the table/crossed arms on desk, lips closed for talking OR standing - o Hands up to share ideas and wait turn - School resources ready and in correct place - KS2- reading books in trays (not bags) - Toilets are available during playtimes	Listen to others: - With eyes looking, ears listening and body ready - When siren sounds during playtimes (all children to stop and freeze) Use kind words Look after our school: • Place belongings in the correct place (YR and KS1- bookbags away and coats on pegs, Y3/Y4- bags against the wall, coats on pegs, Y5/Y6- belongings on lockers) • Cloakrooms tidy (all things on pegs) • Resources used with care and tidied away • Toilets to be left clean and tidy • Walking on playground and down playground steps (not bushes etc) • Polite/manners: - Holding doors for each other - Knocking on doors 3x times before waiting to enter another room - Use please, thank you, excuse me and sorry	Kind hands, body, actions: - Seeking consent before hugging/holding hand Walk calmly and quietly: - Hands by side, single file, voices away - In corridors and when lining up (playtime, worship, in class) Right place, right time: - Classrooms during learning, hall during worship, corridors during transitions, playground during playtimes Follow safe internet rules at home and at school • Seek adult help if something is not right or you are worried

Playfulness

- **Example:** When a student forgets homework, respond with a light tone:
- *“Looks like that homework decided to stay home today! Let’s figure out what we can do.”*
- **Impact:** Reduces anxiety and keeps the relationship positive.

Acceptance

- **Example:** Acknowledge feelings without condoning behaviour:
“I can see you’re frustrated about the group work. It’s okay to feel that way. Let’s talk about how to make it easier.”
- **Impact:** Shows the student their emotions are valid, even if actions need boundaries.

Curiosity

- **Example:** Instead of asking “Why did you do that?”, try:
“I wonder if you were feeling left out when you shouted out?”
- **Impact:** Encourages reflection and helps uncover underlying needs.

Empathy

- **Example:** When a student is upset after a mistake:
“I know it’s hard when things don’t go as planned. I’m here to help you fix it.”
- **Impact:** Builds trust and emotional safety.

These strategies work best when combined with **clear expectations and consistent routines**. They help pupils regulate emotions and feel understood, which reduces challenging behaviour.

Teachers:

1. Stay calm and positive.
2. Validate emotions before addressing behaviour.
3. Use curiosity to understand, not to interrogate.
4. Offer empathy to build trust and resilience.