

# Behaviour for Learning Policy



**With Christ at our side to guide us,  
we shine in all that we do.**

**St. Bede's Catholic Primary & Nursery School  
Headteacher: Carol Devine**

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## 1. Mission Statement

“With Christ at our side to guide us, we shine in all that we do.”

Our school is Christ-centred: God’s love permeates all aspects of school life through constant reference to Gospel values.

As a Catholic school we believe in the dignity, worth and uniqueness of the individual, providing a safe, happy and stable environment for all.

We are an inclusive community and foster relationships based on mutual respect and tolerance, supporting young people in their lives as Christians now and in the future.

We have high expectations of ourselves and each other and strive for excellence in all we do.

### **BE READY – BE RESPECTFUL - BE SAFE**

## 2. Introduction

At St. Bede’s Catholic Primary School, we believe that every child is made in the image of God, that every child is special, that all are equal regardless of ability, sex, race, creed or colour.

It is our mission to educate each child to develop and achieve their potential within a caring, Catholic community governed by Gospel values.

The purpose of this policy is to outline a clear system that enables all learners to learn in an atmosphere of structure, order and calm. The policy promotes good and positive behaviour, self-discipline and respect amongst all those in our school community. It will help minimise bullying and enable pupils to maximise learning and achieve the highest standards.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

The school has 3 simple rules ‘Be Ready, Be Respectful and Be Safe’ which can be applied to a variety of situations and are taught and modelled explicitly.

## 3. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)

- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- › [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

## 4. Aims

The Behaviour Policy is the means through which a caring school environment and community is sustained and in which individuals are valued and encouraged to develop to their full potential.

Behaviour Management is regarded primarily as a positive fostering of self-esteem and self-discipline which acknowledges the value of all the individuals in our school community and the wider community. Behaviour Management has close links with regular school attendance and punctuality. All staff are role models for the children; they must demonstrate in their interaction with children, colleagues, parents/carers and all those involved with school, a value for individuals shown in courtesy and a willingness to listen.

We believe that the welfare of the children in our care is of paramount importance. The emphasis of this policy is to encourage and reward a positive code of behaviour and support the children in self-management.

This policy aims to:

- Create a positive culture that promotes excellent behaviour through an orderly, calm, purposeful and safe environment within school: for learning, for community, for life
- Create a consistent, whole-school approach to maintaining high standards of behaviour management throughout the school with children, staff and parental involvement and co-operation
- Teach children behaviour that is appropriate to different situations and outline the expectations and consequences of behaviour
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

- Provide a consistent approach to behaviour management which is applied equally to all pupils and creates an ethos and environment within which everyone feels safe and which enables everyone to learn effectively. All learners are treated fairly, shown respect and good relationships are promoted
- Develop increasing independence and self-discipline so that each child learns to accept more responsibility for themselves
- Raise awareness amongst children of the need to recognise and manage their emotions and reactions.
- Support each individual by encouraging a feeling of self-worth and developing their confidence
- Listen with care to the views and opinions of one another and respond in a polite, thoughtful manner to one another
- Use restorative practice strategies to create and inspire an environment of tolerance, understanding and positive decision and choice-making by children and staff
- Strive at all times to ensure that children feel acknowledged and valued as they develop their own understanding of their behaviour management strategies, without judgment or 'blame'
- Support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

## 5. Objectives

To provide simple, practical procedures for staff and children that:

1. Recognise behaviour norms and positively reinforces this behaviour so that children feel good about themselves
2. Support children to know that they can and should make good choices
3. Ensures consistency of expectations across the school
4. Builds a community which values kindness, care, good temper and empathy for others
5. Provide clear expectations for a range of situations that children will meet within the school day and/or on the school premises.
6. Focus on de-escalation and preventative strategies rather than reactive
7. Prevent bullying.

## 6. Definitions

**Misbehaviour** is defined as:

- › Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- › Non-completion of classwork or homework
- › Poor attitude

**Serious misbehaviour** is defined as:

- › Repeated breaches of the school rules that lead to unreasonable high-level disruption of children's right to learn
- › Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy)
- › Inappropriate language
- › Physical violence or verbal aggression directed towards an adult or pupil
- › Use of object/weapons to hurt others
- › Serious / continued bullying incidents
- › Vandalism leading to significant damage of school property and resources
- › Theft
- › Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - E-cigarettes or vapes
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

## 7. Bullying

**Bullying** is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- › Deliberately hurtful
- › Repeated, often over a period of time
- › Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> <li>• Racial</li> <li>• Faith-based</li> <li>• Gendered (sexist)</li> <li>• Homophobic/biphobic</li> <li>• Transphobic</li> <li>• Disability-based</li> </ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Details of our school’s approach to preventing and addressing bullying are set out in our anti-bullying strategy. [\[Anti-bullying policy\]](#)

## 8. Roles and responsibilities

### ROLES, RIGHTS AND RESPONSIBILITIES

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

#### 8.1 The governing board

- › The governing board is responsible for monitoring this behaviour policy’s effectiveness and holding the headteacher to account for its implementation.

#### 8.2 The headteacher and SLT

The headteacher is responsible for:

- › Reviewing and approving this behaviour policy
- › Ensuring that the school environment encourages positive behaviour
- › Meet and greet children at the beginning of the day
- › Being a visible presence around the school
- › Ensuring staff training needs are identified and met
- › Ensuring that staff deal effectively with poor behaviour
- › Use behaviour data to target and assess the effectiveness of the behaviour policy and practice

- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

### **8.3 Staff**

Staff are expected to:

- Implement the behaviour policy consistently.
- Model expected behaviour and positive relationships
- Create a calm, positive and safe environment for pupils.
- Teach children about behaviour skills.
- Arrive in class on time ready to meet and greet the pupils as they arrive for the lesson.
- Know the children as individuals, recognising their characters, identifying their learning styles and taking this knowledge into account when planning lessons to provide a personalised approach to the specific behavioural needs of particular pupil
- Deal with situations in a calm, firm manner avoiding confrontation where possible. (see Appendix (5) Emotional Containment Phrases)
- Give frequent praise for good behaviour as well as for good work as an incentive for others to follow.
- Use positive language whenever possible and as often as possible.
- Be consistent and fair when giving rewards and relevant, realistic and proportionate when imposing sanctions.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- Stop, challenge and address all unacceptable behaviour and should never ignore it.

- Ensure that all adults working with children are aware of the expectations regarding behaviour and of the strategies used to teach and reinforce that expected behaviour.
- Record significant behaviour incidents on the school's behaviour log on Arbor.
- Inform parents about expected behaviour and seek their support
- Ensure information is passed on to the next teacher when a child with a specific behaviour management plan transitions to another class. A meeting with the current class teacher, the new teacher and the SENDCO (when appropriate) should be set up.
- Have high expectations in terms of behaviour and strive to ensure that all children work to the best of their ability challenging pupils to meet the school's expectations
- Organise the classroom in a way that encourages successful learning by giving attention to:
  - Space for working and movement
  - Seating arrangements
  - Access to materials and equipment
  - Noise levels
  - Routines

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### **8.4 Lunchtime Supervisory Assistants**

##### **Lunchtime Supervisory Assistants are expected to:**

- Be friendly and approachable
- Be aware of relevant and accepted expectations and reinforce them
- Be consistent and fair when giving rewards and relevant, realistic and proportionate when imposing sanctions. Treat all children with respect and understanding.
- Never walk past or ignore pupils who are failing to meet expectations
- Know the children as individuals, recognising their characters and taking this knowledge into account when working with them
- Deal with situations in a calm, firm manner avoiding confrontation where possible. (see Appendix (5) Emotional Containment Phrases)
- Give frequent praise for good behaviour as well as for good work as an incentive for others to follow.
- Use positive language whenever possible and as often as possible.
- Support children's development of behaviour skills and self-regulation
- Have high expectations observing children and informing class teachers and/or the head teacher about specific incidents or trends in behaviour
- Encourage respectful attitudes for others, the environment, property and equipment

- › Support children with SEMH using agreed strategies.
- › Record and report lunchtime behaviour incidents to class teachers

## **8.5 Parents and carers**

Parents and carers are expected to:

- › Get to know the school's behaviour policy and reinforce it at home where appropriate.
- › Support their child in adhering to the school's behaviour policy.
- › Work in partnership with school to ensure good behaviour.
- › Inform the school of any changes in circumstances that may affect their child's behaviour.
- › Discuss any behavioural concerns with the class teacher promptly.
- › Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions).
- › Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school.
- › Take part in the life of the school and its culture.
- › Ensure their child arrives at school on time every day.
- › Aim to support 100% attendance for their child every academic year.
- › Ensure their child has the correct uniform and equipment to work well at school.
- › Encourage their child with any homework given.

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

## **8.6 Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- › The expected standard of behaviour they should be displaying at school
- › That they have a duty to follow the behaviour policy
- › The school's key rules and routines
- › The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- › The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## **9. School behaviour curriculum**

**EXPECTED BEHAVIOUR – The Behaviour Curriculum** (see Appendix 1)

### **BE READY - BE RESPECTFUL - BE SAFE**

All groups within the school community have thought carefully about the behaviour we should expect of children in different situations. These include working together as a whole class, working together in groups, working alone, in the playground, in the hall at lunch time, in assembly, on trips or at competitive events and with visitors to school.

#### Expectations of Behaviour

The expectations of positive behaviour apply to everyone in the school community. These expectations help to ensure that St. Bede's Catholic Primary School is a happy school where everyone can live, learn and grow together in God's love, and in safety.

Pupils are expected to:

- Behave in a sensible and polite manner to all staff, pupils and visitors
- Show respect to members of staff and each other and for the opinions and beliefs of others
- Behave in a safe, orderly and self-controlled way
- Arrive on time at school and to lessons
- In class, make it possible for all pupils to learn
- Strive always to produce the best work possible
- Listen to and follow instructions given by the teacher
- Ask for help when it is needed
- Complete and hand in homework on time
- Aim for 100% attendance every academic year
- Wear the correct uniform at all times
- Treat the school buildings and school property with respect
- Understand the consequences of breaking the school rules and accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

### **9.1 Mobile phones**

- Pupils in Year 5 and Year 6 can bring their mobile phone into school with them for safety reasons.

- › They must turn their phones off before entering the playground and keep it in their bag or pocket until they get to class.
- › As soon as they get into class, they must hand their phone straight to their class teacher who will keep it safe until the end of the day.
- › At the end of the day they will collect their phone from their class teacher, but must not turn on their phone until they have left the school premises.
- › Parental permission will need to be given for pupils to bring their phone to school with them.
- › There will be exceptions to the rules for medical reasons.

## 10.0 Responding to behaviour

### 10.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- › Create and maintain a stimulating environment that encourages pupils to be engaged
- › Display the behaviour curriculum or their own classroom rules
- › Develop a positive relationship with pupils, which should include:
  - Meeting and greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Having a plan for dealing with low-level disruption
  - Using positive reinforcement

### 10.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information [\[Safeguarding & Child Protection Policy 2023-24\]](#).

### 10.3 Responding to good behaviour – Praise and Rewards

When a pupil’s behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school’s culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school’s behaviour culture.

Positive behaviour will be rewarded with:

<b>Our Rules</b>	Be Ready, Be Respectful, Be Safe
<b>Our Routines</b>	Smart starts, wonderful walking, lovely lines
<b>Recognition and Rewards for effort and good behaviour</b> (See below for further details)	<ol style="list-style-type: none"> <li>1. Verbal praise and silent gestures</li> <li>2. House points / class incentives / stickers / stampers</li> <li>3. Star of the week / Olympic values certificates</li> <li>4. Communicating praise to parents</li> <li>5. Headteacher awards</li> <li>6. Whole class incentives</li> <li>7. Positions of responsibility</li> </ol>

➤ **Praise** - We regularly praise the children for following the school’s expectations for behaviour and achieving their personal best. We use verbal praise and silent gestures such as a smile, thumbs up or a nod.

➤ **House points** / class incentives / stickers / stampers

Every adult in school is responsible for awarding house points to pupils. We have six houses in school: Bede, Bernadette, Clare, Cuthbert, Paul and Teresa. Each child in school is allocated a house group in reception class. House points are awarded to children who work hard; model good behaviour and manners; and uphold our core values. These can be awarded in class time, in children's books or on pieces of work, during break times including lunch, in assemblies and for walking around the school appropriately. Other members of staff around the school, including teaching assistants and lunchtime supervisors, can also give out points.

By the end of the week, each class will collect in their house points and recognition is given in the weekly house assembly for: the child with the most house points in each class; the house group with the most house points in each class; and the house group with the most house points in the school. At the end of each term, the house group with the most points earn a treat.

➤ **Certificates** - Star of the Week / Olympic values certificate which are given out during a weekly celebration assembly.

➤ **Communicating praise to parents / carers** via a phone call or written correspondence

- **Headteacher awards** / stickers
- **Whole-class incentive** rewards e.g. pompom jar treats
- **Being awarded positions of responsibility**, such as House Captain, Librarian or class monitor

#### **10.4 Responding to misbehaviour - Consequences**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

##### **Playtimes/Lunchtime**

If there are concerns at playtimes or lunchtime then staff on duty will fill in a behaviour cause for concern sheet which is given to the member of SLT on duty after modifying and managing any poor behaviour.

#### **10.5 Consequences**

##### **If a child has additional needs read section – Supporting all Learners.**

Poor behaviour cannot be tolerated as it is a denial of the right of pupils to learn and teachers to teach. Pupils are encouraged to take responsibility for their own behaviour, actions and consequences. When applying consequences, it is an opportunity to remind a child of rules and routines, reset boundaries and model what is meant by appropriate behaviour. Where appropriate, adults will use the following behaviour flowchart:

##### **Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

**Serious misbehaviour is defined as:**

- Repeated breaches of the school rules that lead to unreasonable high-level disruption of children’s right to learn
- Any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please see Anti-bullying Policy)
- Inappropriate language
- Physical violence or verbal aggression directed towards an adult or pupil
- Use of object/weapons to hurt others
- Serious/ continued bullying incidents
- Vandalism leading to significant damage of school property and resources
- Theft
- Possession of any prohibited items. These are:
  - > Knives or weapons
  - > Alcohol
  - > Illegal drugs
  - > Stolen items
  - > Tobacco and cigarette papers
  - > E-cigarettes or vapes
  - > Fireworks
  - > Pornographic images
  - > Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

**Behaviour – Consequences Flowchart**

<p><b>Stage 1</b>  <b>Steps for modifying and managing poor behaviour</b>          (See scripts in appendix. All conversations should be carried out in private)</p>	<ol style="list-style-type: none"> <li>1. Reminder of what is expected</li> <li>2. Caution – spoken warning</li> <li>3. Last chance</li> </ol> <p>Very often a reminder and a caution can be enough for a child to make a right choice. If this is the case, then a last chance conversation would not be needed.</p>
<p><b>Stage 2</b>  <b>Consequence for misbehaviour</b></p>	<ol style="list-style-type: none"> <li>1. Time out (area designated within the classroom) and restorative conversation</li> </ol>

<p><b><u>Misbehaviour is defined as:</u></b></p> <ul style="list-style-type: none"> <li>• Disruption in lessons, in corridors between lessons, and at break and lunchtimes</li> <li>• Non-completion of classwork or homework</li> <li>• Poor attitude</li> </ul>	<ol style="list-style-type: none"> <li>2. Loss of part of playtime or lunchtime supervised by the headteacher or member of staff in Y6 classroom</li> <li>3. Written task – to give an account of their behaviour and to reflect on what could be done differently / write out school rules</li> <li>4. See headteacher</li> <li>5. Headteacher/teacher to contact parents and incident to be recorded in behaviour log on Arbor</li> <li>6. Pupil to have a home/school behaviour chart with targets to improve behaviour</li> <li>7. Consider additional / external support if appropriate.</li> </ol>
<p><b>Stage 3</b></p> <p><b><u>Consequences for serious misbehaviour – level 1</u></b></p> <p><b><u>Examples of serious misbehaviour – level 1 include:</u></b></p> <ul style="list-style-type: none"> <li>• Repeated breaches of the school rules</li> <li>• Intentional vandalism</li> <li>• Consistent refusal to work</li> <li>• Consistent refusal to follow instructions</li> <li>• Intimidating others</li> <li>• Consistent inappropriate behaviour</li> <li>• Unreasonably high level of disruption that significantly disrupts learning</li> <li>• Hurting friends / adults</li> <li>• Racism</li> <li>• Throwing objects</li> <li>• Threatening behaviour</li> <li>• Swearing</li> <li>• Shouting at adults</li> </ul>	<p>If behaviour does not improve then one of the following actions can be imposed:</p> <ol style="list-style-type: none"> <li>1. Removal from class or removal from the playground</li> <li>2. Missing longer periods of playtimes/ lunchtimes</li> <li>3. Meeting with parents with class teacher and member of SLT</li> </ol> <p>Pupil behaviour support plan and risk assessment to be put in place if appropriate and shared with all relevant staff.</p>

<p><b>Stage 4</b></p> <p><b>Consequences for serious misbehaviour – level 2</b></p> <p><b><u>Examples of serious misbehaviour level 2 include:</u></b></p> <p>Significant physical or verbal aggression intentionally directed towards an adult or pupil</p> <p>Racism – intentional and repeated</p> <p>Use of object/weapons intentionally used to hurt others</p> <p>Serious/ continued bullying incidents</p> <p>Significant acts of violence</p>	<p>If behaviour does not improve following the implementation of a behaviour support plan and risk assessment, then one of the following actions can be imposed:</p> <ol style="list-style-type: none"> <li>1. A decision could be made by the SLT that the child will miss an activity they are motivated by i.e. if they have been selected for a sports team or school trip.</li> <li>2. Internal exclusion in another class or in the Calm Corner room. The child would be dropped off and picked up the school entrance.</li> <li>3. External exclusion may be considered in extreme cases. (See below)</li> </ol>
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## **10.6 Extreme Behaviours**

If the behaviour is extreme or there are three or more incidents of poor behaviour, a formal meeting will be arranged to discuss this with a member of SLT. In these cases, a standard letter will be sent following the meeting to outline the key discussion points and actions that the school, parents and child can take to improve the behaviour. A copy of this letter will be kept in the school behavior log. Accordingly, the school will follow DFE guidance and ensure that the following serious incidents and relevant letters and documentation are formally recorded:

- Fixed Term Exclusions and
- Permanent Exclusions
- Bullying Incidents
- Racist Incident

## **10.7 Exclusions**

St. Bede's is an inclusive school and we work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community. The school follows the guidance by the Department for Education. The standard guidance can be found in 'Exclusions from maintained schools, academies and pupil referral units in England':

<https://www.gov.uk/government/publications/school-exclusion>

## **Internal exclusion**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff which is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Playtimes will not be available at this time, however, there will be a reasonable amount of time for the pupil to eat, drink and go to the toilet.

Removal can be used to:

- › Restore order if the pupil is being unreasonably disruptive
- › Maintain the safety of all pupils
- › Allow the disruptive pupil to continue their learning in a managed environment
- › Allow the disruptive pupil to regain calm in a safe space

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- › Use of teaching assistants
- › Short-term behaviour report cards
- › Long-term behaviour plans
- › Pupil support units
- › Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

### **External Exclusions**

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Parents will be informed of the exclusion immediately via telephone and in writing when they come to collect their child.

**Suspension**

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period. The decision to suspend a pupil will be made by the Headteacher. If a decision to suspend is made then parents will be informed immediately, followed by letter to parent explaining reasons for suspension, length of suspension, arrangements for accessing and completing school work and details of a back to school meeting.

**Permanent Exclusion**

Only in an extreme case would the decision to permanently exclude be taken. Appropriate procedures will be followed.

Removal	Suspension and Permanent Exclusions
<p>Removal from the classroom is a serious sanction and will only be used when all other behaviour strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal. We use removal for the following reasons:</p> <ul style="list-style-type: none"> <li>• To maintain safety for all pupils following an unreasonably high level of disruption</li> <li>• To allow the pupil to regain calm in a safe space</li> <li>• To enable the pupil to be taken to a place where their learning can be continued in a managed environment.</li> </ul> <p>When a child has been removed from class, they will be guided to a safe space. Work will be planned for and provided by the class teacher to ensure that the child continues to learn. The appropriate paper work will be completed and parents will be contacted promptly.</p> <p>Where removed children do not calm down, are unable to continue their work and continue to exhibit serious and unsafe behaviours, despite a range of strategies being attempted, school will phone parents to support with calming the child down. This</p>	<p>The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.</p> <p>The decision to suspend or exclude will be made by the headteacher and only as a last resort.</p>

will also help to restore stability for other children attending school.	
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## **11.0 Supporting All Learners**

Alternative arrangements for sanctions will be considered on a case-by-case basis for any pupil where school believes an alternative arrangement would be more effective for that particular pupil, based on their knowledge of that pupil's personal circumstances. School will have regard to the impact on consistency and perceived fairness overall when considering any alternative arrangements.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

### **11.1 Responding to misbehaviour from pupils with SEND**

#### **Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

At St. Bede's, examples of our approach to anticipating and removing triggers of misbehaviour is outlined below:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long

- Adjusting seating plans to allow a pupil with a visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload

## **11.2 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **11.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

## **11.4 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

## **11.5 Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help the pupil to understand how to improve their behaviour and meet the expectations of the school.

This could include measures like:

- Reintegration meetings
- Regular contact with a nominated pastoral lead
- A report card with personalised behaviour goals

## 12.0 Reasonable force

### Use of reasonable force

At St. Bede's we follow the advice given in the following guidance:

#### **DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### Physical restraint

Staff at St. Bede's follow the most up-to-date guidance in the event of having to use reasonable force to restrain a child. (There are also members of staff trained in Positive Handling restraint techniques to ensure pupils and staff are safe at all times.) **DFE Use of reasonable force advice for headteachers, staff and governing bodies July 2013**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

## 13.0 Confiscation and searching

The Headteacher and Governing Body follow the most up to date Government advice on searching pupils: **DFE Searching, screening and confiscation Advice for headteachers, school staff and governing bodies January 2022**

[https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfbefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## 14.0 Off-site misbehaviour

### Off-site Behaviour

All pupils are expected to exemplify high standards of behaviour and attitude when representing the school off-site.

Where there is cause for concern regarding a child's behaviour in school and they are showing high levels of disruptive and unsafe behaviour a meeting with parents and SLT about off-site activities is needed before it is deemed safe to take them.

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

This means misbehaviour when the pupil is:

- › Taking part in any school-organised or school-related activity (e.g. school trips)
- › Travelling to or from school
- › Wearing school uniform
- › In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- › Could have repercussions for the orderly running of the school
- › Poses a threat to another pupil
- › Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

## **15. Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- › It poses a threat or causes harm to another pupil
- › It could have repercussions for the orderly running of the school
- › It adversely affects the reputation of the school
- › The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

## **16. Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a member of SLT or the family support worker will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

## 17. Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- › Proportionate
- › Considered
- › Supportive
- › Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- › Responding to a report
- › Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information [[Child protection and safeguarding policy](#)]

## 18. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy [[Child protection and safeguarding policy](#)]

## 19. Pupil transition

### 19.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### 19.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information relating to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## 20. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- › The needs of the pupils at the school
- › How SEND and mental health needs can impact behaviour
- › Positive handling training (for relevant staff)

Behaviour management will also form part of continuing professional development.

All staff keep an up-to-date personal training log record which can be accessed on the staff shared drive.

## 21. Monitoring arrangements

### 21.1 Monitoring and evaluating behaviour

The school will collect data on the following:

- › Behavioural incidents, including removal from the classroom
- › Attendance, permanent exclusions and suspensions
- › Use of pupil support units, off-site directions and managed moves
- › Incidents of searching, screening and confiscation
- › Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The data will be analysed every term by SLT.

The data will be analysed from a variety of perspectives including:

- › At school level
- › By age group
- › At the level of individual members of staff
- › By time of day/week/term

› By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

## **21.2 Monitoring this policy**

This policy is regularly monitored by the headteacher, who reports to governors about the effectiveness of the policy on request. To discover the extent to which misbehaviour exists in school and to monitor the extent to which our behaviour policy is effective, strategies will be reviewed alongside staff and pupil voice.

## **22. Links with other policies**

This behaviour policy is linked to the following policies:

- › Child protection and safeguarding policy
- › Anti-bullying policy
- › Attendance policy
- › Equality and Diversity policy
- › SEND policy

## Appendix 1:

### APPENDIX 1

#### EXPECTED BEHAVIOUR - The Behaviour Curriculum

Children who have transitioned into the school, between year groups or new joiners have rules, routines and expected behaviours shared with them.

#### **Working together as a whole class**

We would like the children to:

- Listen to each other and to the teacher without interrupting
- Follow directions the first time they are given
- Respond appropriately to one another and to the teacher
- Sit still when it is helpful to do so; move appropriately and for good reasons within the classroom space
- Be aware of and respect other people's personal space
- Value other people's views and be aware of everyone's need for time to think
- Be alert and attentive
- Respect the classroom environment
- Respect other people's belongings and work

#### **Working together in groups**

We would like children to:

- Recognise and value one another's strengths
- Support and encourage one another
- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another
- Allow everyone to contribute to the work of the group and to say what they want to say, and encouraging constructive criticism
- Try to sort out difficulties independently; seek support from and authorised adult if attempts to resolve difficulties are ineffectual
- Share equipment
- Care for equipment

## **Working alone**

We would like children to:

- Concentrate on the task given and complete it as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work

## **In the playground**

We would like children to:

- Respect the boundaries by playing on the playground, but not on the banks, or behind any of the containers or trees.
- Recognise the needs of different groups of children
- Enjoy playing together, but not at the cost of someone else's enjoyment
- Recognise that someone may want to be alone and respect that
- Find ways of including other people who may feel lonely
- Establish the rules of a game and ensure that everyone playing knows the rules
- Care for people if they are hurt
- Listen to adults on duty: respond courteously and obediently
- End any game as soon as the first whistle is blown and stand still and quietly. On the second whistle line up at the designated place with your house group, in a quiet, orderly manner ready to return to the classroom

## **In the hall at lunch time**

We would like children to:

- Walk into and leave the hall quietly
- Sit where the mid-day staff indicate
- Talk quietly
- Put up a hand if help is needed and wait patiently until a member of the midday staff is at hand to attend them
- Demonstrate good manners
- Say 'please' and 'thank you' appropriately
- Use cutlery correctly and carefully
- Leave the dining hall clean and tidy

## **In assembly**

We would like children to:

- Enter and leave the hall quietly and in an orderly way
- Listen to the music, to adults and to others attentively
- Respond appropriately with silence, comment, praise, laughter, action or song
- Accept different styles of presentation and different expectations

### **On trips or at competitive events**

We would like children to:

- Be responsible for one another
- Be responsible for their own possessions
- Be aware of personal safety and that of others
- Be aware of representing the school
- Be aware of the needs of members of the general public
- Act courteously and speak politely
- Walk quietly
- Stay together
- Accept and follow rules
- Encourage and support one another
- Respond quickly to instructions

### **With visitors to the school**

*We would like children to:*

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's badge or is accompanied by another member of staff
- Be welcoming, courteous and helpful to any authorised visitor
- If someone is not authorised, attract the attention of a known adult to that fact

### **At other times**

*When children are on the school premises we would like them to conform to our expectations of their behaviour at all times, whoever is responsible for them. This means that they should:*

- Be respectful towards all adults
- Be considerate towards one another
- Take care of the environment
- Leave equipment alone unless given specific permission to use it

## **Appendix 2: written statement of behaviour principles**

- › Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- › All pupils, staff and visitors are free from any form of discrimination
- › Staff and volunteers set an excellent example to pupils at all times
- › Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- › The behaviour policy is understood by pupils and staff
- › The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- › Pupils are helped to take responsibility for their actions
- › Families are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

### Appendix 3: behaviour log

PUPIL'S NAME:	
PUPIL'S KNOWN PROTECTED CHARACTERISTICS:	[sex, race, disability, religion or belief, gender reassignment, sexual orientation]
NAME OF STAFF MEMBER REPORTING THE INCIDENT:	
DATE:	
WHERE DID THE INCIDENT TAKE PLACE?	
WHEN DID THE INCIDENT TAKE PLACE? (BEFORE SCHOOL, AFTER SCHOOL, LUNCHTIME, BREAK TIME)	
WHAT HAPPENED?	
WHO WAS INVOLVED?	
WHAT ACTIONS WERE TAKEN, INCLUDING ANY SANCTIONS?	
IS ANY FOLLOW-UP ACTION NEEDED? IF SO, GIVE DETAILS	
PEOPLE INFORMED OF THE INCIDENT (STAFF, GOVERNORS, PARENTS/CARERS, POLICE):	

## Appendix 4: letters to parents/carers about pupil behaviour – templates

### First behaviour letter

Dear [insert parent/carer name],

I wanted to make you aware of an incident that happened today. [Insert brief description of the behaviour incident]. As you will appreciate, this behaviour doesn't adhere to our behaviour curriculum, which is set out in our behaviour policy. [You may want to reference the specific part, e.g. 'treating others fairly' or 'respecting other pupils' property'.]

This has been promptly followed up in school with [insert brief description of what the school has done, e.g. talk with pastoral lead, missed break time].

I am confident that no further action will need to be taken, but would be grateful if you could discuss [insert pupil's name]'s behaviour with them to ensure a consistent message between school and home.

Please do not hesitate to contact me if you would like to discuss this further.

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

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### Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: \_\_\_\_\_

Parent/carer name: \_\_\_\_\_

Parent/carer signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Second behaviour letter

Dear [insert parent/carer name],

Following my previous letter regarding the behaviour of [insert pupil name], I am sorry to say that they are still struggling to adhere to our behaviour curriculum, which is set out in our behaviour policy. [Insert brief description of behaviour incident.]

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

[Insert details of how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

### Third behaviour letter

Dear [insert parent/carer name],

I am sorry to let you know that, despite meeting and [insert agreed steps forward from your previous meeting, e.g. creating a behaviour contract], there has been an incident today where [insert brief description of latest behaviour incident]. [Insert pupil's name] would now benefit from a structured approach to help improve their behaviour in school.

As outlined in our behaviour policy, I would be grateful if you could attend a meeting with [insert who will be at the meeting, e.g. the headteacher, the special educational needs co-ordinator, pastoral lead], to discuss the further support we will be putting in place for [insert pupil's name].

[Insert details of the meeting time, date and location, as necessary, or how to contact the school to arrange the meeting.]

Yours sincerely,

Class teacher name: \_\_\_\_\_

Class teacher signature: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 5

### Emotional Containment phrases...

*(Coded messages: I am trying to understand you, I'm interested in you, I can hold your emotions, I'm invested in this relationship with you, I can contain how you are feeling right now, I can bear this with you)*



#### **It's fine...**

*e.g. it's fine, you don't need to get upset, we can just go to Mr McVittie and tell him that you have forgotten your PE kit.*

#### **It's not a problem...**

*e.g. It's not a problem we can come back to that work and complete it during finishing off time.*

#### **It's ok...**

*e.g. It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath it Mrs Usher will know and she will understand.*

#### **You're letting me know that...**

*e.g. You're letting me know that you are feeling angry because you were tackled with the ball and you got pushed on the floor.*

#### **You're telling me that...**

*e.g. You're telling me that you are sad and frustrated because you are finding the work too hard and you don't understand. When you're ready we can look at it together.*

#### **It seems that...**

*e.g. It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you. (Provide the child with take up time if they need it by saying when you're ready I'll be...)*

#### **You want me to know that...**

*e.g. You want me to know that you are feeling angry because you don't want to write those sentences in your book. When you have done those three sentences you can then play with the lego (Low stress level activity chosen using the 'first and then' approach to their learning).*

**It feels like/as if...**

*e.g. It feels like/as if you might be feeling sad because you didn't get to give mam a cuddle before she left this morning?*

**...Let's sort it out/ do it together...**

*e.g. You're telling me that it's too hard, and that's ok, let's sort it out/do it together*

**...We can fix this...**

*e.g. We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.*

**You can do this I believe you can/in you**

*e.g. You can do this, all you need to do is walk straight to Mrs Kennedy to pick up the work, and we will come straight back out to your desk.*

**I can understand that...has upset you/made you feel...because you thought/felt**

*e.g. I can understand that Mrs Mackley has made you feel upset because you thought you were allowed to go out to play today but you are not allowed to. It would be helpful to let her know so she can talk to you about it. So, can you find the words to tell her or do you want to do it together?*

**...I need to keep you safe**

*e.g. I'm staying in here with you because I need to keep you safe. When you are ready I'll be over here.*

**I understand you need some space. When you're ready...**

*e.g. I understand that you need some space. When you're ready I'll be over by the printer.*

**When you're ready we can talk about it, I'll be...**

*e.g. When you're ready we can talk about it, I'll be by Miss Dixon's table sorting out the books.*

**Let's think of a way you can let me know next time?**

*e.g. Let's think of a way you can let me know next time? Could you think of a word you can use or could we make a card you could show me?*

**... we just need to keep you safe.**

*e.g. You can be angry, we just need to keep you safe.*

**...It's ok you're safe.**

## Appendix 6

### De-escalation Script

An emotionally aroused child (angry or upset) may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel. To avoid the situation from escalating, we need to:

Acknowledge

Empathise

Reassure

Direct

The following script can be used:

**A:** I can see and hear that you are feeling upset right now.

*(Mood match with your tone of voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down.)*

**E:** I would be upset too, if.....

*(State what has happened to upset the child)*

**R:** It's OK to feel upset.

**D:** When you are ready to.....

*(State what it is they need to do)*

I will know when you are ready because.....

You may also go on to say:

I need you to be safe/ behave in a safe way.

I am going to do..... now, but I will check to see if you are ready.

**REMEMBER!**

**Say as little as possible!**

**BACK OFF –If possible!**