Relationships Policy

Encompassing the school's approach to behaviour management and anti-bullying

Policy Authorised:

Authorisation Date	By	Version
September 2022		1.0

Review Date	Changes Made	Next Review
October 2023	Removal of appendix C (RHE curriculum) as covered in RHE / PSHE policy Addition of legal framework and links to other school policies	October 2024
September 2024	Reference to most up to date legal framework Adaptations to rewards and consequences Addition of the NELT Primary Behaviour Curriculum	September 2025

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Rationale

At Carville Primary School, relationships are key to our vision and values.

> *Carville Primary School to be at the heart of the community, enabling everybody in our Carville Family to belong, support, develop and care for each other and enjoy learning together.*

We recognise everyone needs to feel safe and cared for and enjoy a sense of belonging. We believe that school plays a vital role in developing relationships and a sense of belonging in children. As such, we aspire to a learning environment, with respect, inclusion and compassion at the core of all that we do. We recognise that behaviour is often a form of communication and the expression of underlying needs and that it is not possible to support a child's behaviour without addressing these needs. Relational, regulatory and restorative approaches are more effective in supporting internal control and regulation – not all behaviours are a matter of choice and therefore external control will not be effective in changing behaviour.

We understand punitive approaches and exclusion may re-traumatise children and further embed the behaviours causing concern. Theory and research on attachment, neuroscience and adverse childhood experiences advocate the use of relational and restorative approaches rather than those that are behaviourist and punitive. Children need personalised responses to supporting their personal development and well-being. Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way that is consistent with our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need.

Legal framework

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

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2023) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2024) 'Keeping children safe in education 2024'

- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy encompasses and reflects the school's approach to the following:

- The Restorative and Relational Approach to behaviour
- Anti-Bullying and Child-on-Child Abuse
- The Relationships and Health Education / PSHE curriculum
- Social and Emotional Mental Health
- Suspensions and Exclusions
- Positive Handling (and Physical Restraint)

NB: Statutory information regarding Relationships and Health Education / PSHE (including Sex Education) can be found in the school's RHE and PSHE policies.

This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy

Central to the delivery of our vision is the promise shared by all members of our school community:

Our Carville Promise

May our school be welcoming,
May our school be encouraging,
May our friendships be never-ending,
May we be kind and helpful to each other,
May we respect all those we meet in our day,
May we be proud of our achievements,
May we learn as much as we can,
May we be patient and never give up.
Thank you for our Carville family.

Rights and Responsibilities

At Carville Primary School, we believe in the need to have a shared understanding of our rights, roles and responsibilities. A shared understanding and ownership is best achieved by working with children to agree expectations, rules and boundaries to create a harmonious environment where there are positive relationships, children feel safe, included and able to learn.

We believe that children benefit from clear boundaries and expectations which are meaningful, clearly communicated and regularly discussed. Children need to be able to trust that when agreements are broken, there are processes in place to repair harm, ensure those that are harmed feel safe and able to learn and to support those who have broken agreements to ensure there are no ongoing difficulties.

At Carville we believe in the following non-negotiable rights		
All Children have the right to feel safe	All children have the right to be respected	All children have the right to learn

We aim to promote in children a sense of responsibility and accountability for their own actions and their impact on others. This is achieved by active involvement of everyone in school with decisions about their lives and a willingness by staff to create opportunities for change.

Bullying

We have a zero-tolerance approach to bullying at Carville. All staff, parents/families and pupils are taught to understand what bullying is, how we prevent bullying in school and how incidents are dealt with. Any concerns raised about bullying are treated seriously and investigated fully, with all those affected being treated fairly, being heard and given the right to respond.

All parties involved are supported to ensure incidents are dealt with fairly, quickly and decisively, not repeated and work undertaken to change patterns of bullying behaviour – see Appendix A.

Teaching and Learning

We acknowledge that teaching and learning are inextricably linked to the promotion of positive behaviour. Whilst our policy provides external motivation for children in the shape of tangible rewards, we believe that it is essential to encourage intrinsic motivation in terms of their desire to learn and to achieve.

We support this by:

- Specifically teaching about relationships
- making learning real and relevant with links to what children already know and clarifying the purpose of the learning: 'We need to know about this because …'
- Sharing and/or agreeing success criteria (for both learning and learning behaviour) with the children and involving them actively in deciding whether they have been successful in meeting these
- providing challenge and expecting the most from children whilst making sure that all children can experience success
- helping children self-assess and comment on each other's work
- staff reflecting critically on their own practices and making changes to support the needs of all pupils, e.g. adaptations to environment, teaching style, curriculum, etc.

We need to provide an environment in the classroom where children feel that they are valued. This means that their ideas will be valued, that they can take risks in their learning, mistakes are valued as steps in learning, that they will not be belittled or hurt by others in the classroom and that they know what will be asked of them and when.

We do this by:

- listening to children's ideas and showing that we take them seriously
- creating a classroom climate where children expect to work together and help each other
- creating a climate in which all children feel able to make mistakes and take risks, for example
- providing feedback on learning which helps everyone in the class to understand that wrong answers are just as important as correct ones, because learning begins with the ability to make mistakes and say 'I do not know'

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- establishing clear routines and timetables so that children know exactly what to expect each day
- Regularly praising expected behaviour

Our expectations of children's behaviour need to be continually reinforced. We communicate our expectations through:

- continual discussion of expected behaviours for learning (for example, agreeing shared success criteria for behaviour in a group speaking and listening task)
- specific praise for children who always show expected behaviour: "catching children being good," noticing when they are showing the expected behaviours and making sure that they understand why we are pleased
- using techniques such as 'proximity praise' to reinforce expected behaviours and alter negative behaviours
- visual displays about the behaviour expected (posters, photographs of children in the class demonstrating the desired behaviours)
- role-playing scenarios
- cues and prompts to keep children continually aware of what is expected of them throughout different activities within a lesson.

In addition, class teachers have a responsibility to ensure that routines in classrooms give a structure to activities, are clear to children and that they are consistently applied. See Appendix for examples of pro-active strategies for managing behaviour through routines.

Relationships and Health Education / PSHE

The DfE defines Relationships and Health Education as 'The teaching of the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'.

It focuses on relationships, friendships, family life, marriage, communication, safety, respect, trust and caring for others. Details about life cycles and reproduction are included and are generally addressed in the Science curriculum. In addition, children will learn about the importance of mental and physical health.

Our Relationships and Health Education curriculum aims to:-

- nurture a responsible attitude towards personal relationships and friendships including aspects of mutual respect, trust and care
- develop sensitivity towards the needs of others,
- teach the children about the importance of family life
- teach the children about the physical development of their bodies as they grow into adults
- provide knowledge about life cycles of living things including humans
- encourage exploration of values and moral issues taking into account physical and moral risks associated with certain behaviour
- educate against discrimination and prejudice

- empower children to make choices about their safety and wellbeing and to recognise their responsibility for their actions

At Carville, Relationships and Health Education is taught from Early Years to Year 6 and is delivered in the context of the school's aims and values. In particular, we teach RHE in the belief that:

- it should be taught in the context of respectful, loving, secure and stable family life;
- it is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, including the understanding that some relationships look different and that's ok as long as they are loving, caring and respectful
- it is important to build positive relationships with others, involving trust and respect;

Further information about Carville's RHE curriculum and content (including sex education) can be found in the appendices.

Supporting Inclusion

Our aim is to be proactive in helping children to regulate their emotions and de-escalate situations in a supportive manner. We use a range of strategies to support all pupils:

- Clear and concise expectations of behaviour which are described, modelled and encouraged to ensure that all children understand what is expected
- unconditional positive regard for pupils, which is achieved through the PACE approach (Playful, Acceptance, Curiosity, Empathy)
- Understanding specific triggers for vulnerable children and managing and supporting them before, during and after these triggers
- Verbal and written praise is given from the class teacher or other adult in school linking with our school values
- Achievements are celebrated and shared. Teachers share information about a child's behaviour as appropriate, with parents/carers – either by the phone, face-to-face or through electronic reward badges
- Our curriculum is designed so that children can learn to understand others and know how to empathise with others

Through our training we understand that all behaviour is communication and consider what the child is trying to communicate, rather than focusing on the behaviour. We realise that sometimes this can be different for every child and so we may need to address each individual case differently.

The following strategies are available should children require further support:

- Developmentally appropriate Thrive whole class strategies
- Mental Health First Aid strategies
- Behaviour support plans and risk assessments

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- Protective Interruptions - providing children with a movement break, fiddle toys, use of a calm space, or an opportunity to talk to someone (sometimes this will be pre-planned)
- Specific action planned Thrive Intervention
- The Thrive Room (used as a break and lunchtime nurture space)
- Break out spaces around school
- Specific interventions such as: Zones of Regulation, Socially Speaking and Circle of Friends
- 'Check-in' with key adults / designated staff
- Work in partnership with other external agencies, e.g. LACT, Silverdale, SALT, etc.

Children who require extra intervention may also have support plans. These plans are written and reviewed by the child's class teacher in conjunction with the SENDCo. They are reviewed termly but can be adapted any time.

Staff log incidents and actions using CPOMS and Designated Safeguarding Leads respond as appropriate. The context of the situation is always to be taken into account.

Children are supported through a difficult period by the adults in school and the situation should be viewed as a teachable moment. Children should know that they are not defined by an event or behaviour. They are allowed to make mistakes and are encouraged to learn from them. Once a situation is dealt with, it is finished and this needs to be clear to the child.

Supervision is offered for all teaching staff, and other staff, in order to provide support for their wellbeing.

The Thrive Approach

Thrive gives us a systematic approach to identifying, supporting and reviewing emotional development needs. It is a development model that recognises children's emotional capacity grows through experiences in a series of stages. As they develop, their experiences and circumstances shape their development. Issues arise when development is significantly 'interrupted' at one of these stages. This results in gaps which manifest most often as challenging behaviour patterns as the child grows up. These gaps can be filled through focused support in relationship with other people.

Vital Relational Functions (VRFs) and PACE underpins our approach to building positive relationships. All staff form relationships that are **P**layful, **A**ccepting, **C**uriosity and **E**mpathetic so that everybody feels valued and emotionally supported. When behaviour is unacceptable staff will use VRFs: attune to the child's feelings; validate their experiences; contain them to ensure they are safe; regulate/soothe to help them understand the behaviour and begin to make a change.

We commonly see children who have interrupted development that makes them unable to make an informed choice when faced with a difficulty. These children experience a feeling, that they often can't name or understand, and so behave instinctively. For these children

the idea of choice and consequence is not always appropriate. Instead they will be supported to understand the physical sensations they experience, link them to a feeling or emotion and access their 'Thinking brain' to enable them to feel – think – act. This may be done on a one-to-one basis or as part of a group. **Children will still be held accountable for unacceptable behaviour.**

The Thrive approach will be used to identify pupils whose emotional development may make them susceptible to committing or being the victim of bullying behaviour. Through Thrive Online, action plans will be created to provide specific support for these children in order to develop their emotional management systems. This will decrease the likelihood that they will be involved in bullying behavior.

Celebrating Achievements

We believe that pupils feel the greatest sense of achievement through intrinsic rewards where they are self-motivated and feel a sense of pride. We also recognise the importance of praise and the positive effect it has on children's self-esteem, confidence and motivation. At Carville, successes are celebrated in many ways and rewards are directly linked to our Carville Promise. Rewards include:-

- Weekly Certificates linked to the Carville Promise shared in whole school assemblies
- Classroom displays – 'Going for Gold'
- Verbal and written praise
- Postcards and digital Sonar Awards sent home
- Invitation to the Headteacher's Golden Tea-Party
- Class DoJo points linked to school expectations and the Carville Promise
- Regular opportunities to 'cash-in' earned DoJo points for rewards
- Awards from lunchtime and breakfast club supervisors
- Personalised reward systems for children with additional needs

Rewards, Behaviour Displays and DoJo Points

Each classroom has a Going for Gold behaviour display consisting of a green, silver and gold element. Children's names are placed onto the chart at green when they achieve the basic expectations and can be moved up to silver and gold for exceeding expectations in behaviour. Those children not quite meeting expectations will be omitted from the chart until appropriate. Where children need reminding of behaviour expectations yellow and/or red cards will be given to them.

Teachers will check the wall chart twice a day (lunchtime and end of the day) and allocate DoJo points to children on the chart. DoJo points are weights. All children who have achieved green can earn 5 DoJo points. Those on Silver earn 7 DoJo points and those on Gold earn 10 DoJo points. In addition, children can earn individual DoJo points throughout the day linked to the Carville Promise. Lunchtime supervisors can give out sticker rewards for children demonstrating good behaviour. These stickers can be translated into DoJo points

The Restorative and Relational Approach

At Carville, we believe in a restorative approach to supporting pupils and maintaining positive relationships.

We believe in a 'no blame and no shame' approach that focusses on supporting pupils and adopts a positive stance in which energy is directed towards finding satisfactory ways forward rather than focusing on what is going wrong in a situation. This is achieved through a combination of our curriculum, the Thrive and PACE approach and restorative practice.

Our policy is not primarily concerned with rule enforcement and instead focuses on the school's core values. It is a tool used to promote safe and healthy relationships, so that people can work together with the common purpose of helping everyone learn, feel safe and be respected.

We believe that systems of punishment create a culture of shame, which often leads to further unsafe behaviours. The restorative approach is not about correcting an individual behaviour, but supporting children to learn to cope with their feelings and self-regulate their emotions to ultimately change a pattern of behaviour.

Restorative approaches are based on four key features:

RESPECT – for everyone by listening to other opinions and learning to value them.

RESPONSIBILTY - taking responsibility for your own actions.

REPAIR – developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated.

RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

We use restorative approaches to encourage everyone to take responsibility for their own actions. All staff have been trained in restorative approaches and apply them to resolving situations in the school. Staff understand – and we encourage parents to use this approach too – the importance of coaching children to understand, regulate and reflect on their behaviour. Using interventions such as 'Zones of Regulation', help us to:-

- Be aware of children's emotions in the moment
- Recognise emotions, feelings and behaviours as an opportunity for connection or teaching
- Help the child label their emotions
- Communicate empathy and understanding
- Set limits and problem solve

Restorative conversations will only be successful when children are calm and ready to talk.

Traditional	Restorative
What did you do? Why did you do it?	What do you think has happened?
Who is to blame?	Who has been harmed and why?
How should we punish them?	What needs to happen to put things right and ensure this does not happen again?

When using restorative questioning the following questions may be used, and will always be asked in a quiet and appropriate area of the learning space by the relevant adult. Questions will be first asked to the person who has been harmed and then to the harmer.

- Tell me what you think happened.
- How did you feel? How do you feel now?
- I'm wondering if you're feeling… ?
- What were you thinking? And now?
- Who else has been affected and how?
- What could you do now to help fix this?

Incident narratives may help with restorative conversations and can be found in the appendix.

If incidents are sustained or reoccur a restorative conference may need to take place with all the appropriate affected people. Any consequences are linked directly to the incident and will be agreed between all participants involved.

Feedback to parents may be given when a child has been harmed. Staff use their professional judgement as to whether the parent of the harmer should be informed of the incident. It is made clear to the parent that the situation has been dealt with in a restorative manner and all parties involved should leave feeling the situation has been resolved.

Consequences
At Carville, we do not use consequences that are punitive or use sanctions where the aim is to bring about shame, guilt or impose authority or harm as this can be damaging and bring about the exact behavior we are encouraging children to avoid. The majority of children's behaviors are managed by the class teacher and additional adults supporting teaching and learning. Where senior leaders need to be informed of challenging behaviour, this is done discretely in a manner that does not humiliate or shame the child. Instead, we focus on natural and logical consequences, which are supportive and involve children.

Natural consequences are those that happen automatically without anyone taking action. Natural consequences enable children to make mistakes, learn for themselves and promote choice and self-control. For example, if you break something, you will no longer be able to use it or if you refuse to wear a coat, you will probably be cold.

Logical consequences may be used where adult intervention is necessary. Any consequences that are initiated by an adult are explained in a non-threatening manner and are linked directly to the incident. Adults have private conversations with pupils about what can be done to put things right and take suggestions from the child about what will happen next. These conversations will only happen once a child is calm and able to rationalise, which may not be immediately after the incident. (See Appendix for examples). In certain circumstances this may mean spending time with another adult or a member of SLT to reflect on what has happened.

Consequence System

Poor behaviour cannot be tolerated as it is a denial of the right of children to learn and teachers to teach. Children are encouraged to take responsibility for their own behaviour, actions and consequences. The table below shows the school's consequence system. Incidents of behaviour that result in Consequences 2-5 are recorded on the class Dojo. Consequence 1 is not recorded.

C1 – Verbal warning
C2 – Some time missed from break or lunch.
C3 –Whole break/lunch missed. Parents may be informed.
C4 – Removed from class into another class for thinking time work or with SLT. Parents will be informed.
C5 – Based on individual circumstances and nature of incidents. May include suspension.

Managing Persistently Disruptive Behaviour

Where behaviour continues to be persistently disruptive, teaching staff with the support of the Senior Leadership team, SENDCO and support staff, will:-

- Complete Behaviour Goals monitoring sheets to identify specific areas of need. Establish two targets for the Dojo linked Behaviour Monitoring sheet. Ensure that the specific child has opportunity to earn Dojo points throughout the day, not at the end of the morning and afternoon.
- Work with the child to establish their view on what they think works for them and what doesn't. The use of tools such as incident narratives and 3 houses can be used to capture the child's voice.
- Assess the child's preferred way of learning: standing desk, individual work area, rehearsal, chunked learning, physical manipulatives, etc.
- Complete a Pupil Passport, in conjunction with the child, which clearly demonstrates how the learning environment (seating plan, equipment, visuals) has been adapted, a more personalised curriculum (differentiation, resources) and the teacher's

teaching style in order to better support Social and Emotional Mental Health (SEMH) and or SEND in class through quality first teaching.

- With the support of the SENDCO, completed a Provision map in place to demonstrate what proactive support is in place to support SEMH - who, when, where, what – any TAs should be used effectively to manage behaviour.
- With parental agreement, complete a Thrive action plan supported by Thrive practitioners.
- Complete individual risk assessments in consultation with parents. Feedback to child.
- Regularly meet with parents to discuss progress on behaviour – positive as well as negative and record on CPOMS outcomes of meetings (at least once a week).
- Complete Behaviour Monitoring Sheets and record on CPOMS at the end of each week.
- Closely observe behaviour either and records analyse observations to assess triggers and flashpoints (ABC charts).

In addition to this, where a special educational need or disability has been identified, teachers will work with the SENDCO to:-

- Ensure IEPs up to date with smart targets, using assessment data - including targets for behaviour and learning.
- Ensure that all staff working with SEND children are aware of the systems, structures and routines in place.
- Consider referrals to other agencies such as Silverdale, LACT and dyslexia as well as exploring the OT pre-referral problem solving pack strategies.
- Where plans and reports have been provided from external agencies, ensure there is evidence the strategies are in place.
- Ensure strategies are in place to support children in managing self, relationships, staying safe - Zones of Regulation, Thrive 1-to-1/group, classroom adaptations, safe spaces, etc.
- Ensure that any differentiated system in place is transparent for all regarding rewards and sanctions

Sometimes, children will need to be removed from the classroom when the persistently disruptive behaviour of a dysregulated child becomes non-conducive to safe and effective learning. When this happens, it should be communicated to all:-

a. why the child has been removed – to respect their rights to feel safe and to learn
b. that we want the child to return once they are able to
c. the child is being supported so that they can be returned to class

Once the child is able to regulate their behaviour, they should be returned to the classroom and the points above should be reiterated to all. This should be followed up by a more in-depth discussion with the staff involved at a more appropriate time (e.g. at the end of the school day).

Positive Handling

At Carville, we recognise that safe touch plays an important part in interacting with children and promoting healthy emotional development. Brief contact (arm around shoulder, touch of the hand, etc.) provides reassurance and containment for children, helping them to manage feelings and regulate emotions.

There may be situations where physical contact may be necessary in order to stop a child from hurting themselves, hurting others or willfully causing damage to property. Where ever possible, staff will use non-contact interventions to diffuse and de-escalate potential difficult situations. Where positive handling is applied, it is done so in accordance with our positive handling policy, discussed with parents and carers, and recorded.

Exclusion and Suspension

It is Carville's aim that school support will have a positive effect on pupil behaviour and emotional regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour and escalating disruptive low-level behaviour if necessary. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are unsafe, violent or prevent the education and safety of others, fixed term or permanent exclusions may be applied. We follow the DfE guidance on this and report any exclusions to the local authority.

Conduct outside of school

This policy applies equally to incidents occurring outside of school where people are placed at risk, the smooth running of the school is compromised or the reputation of the school is affected.

Appendix A) Approach to Bullying

Is it bullying?

It is if individuals or groups of pupils engage in behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, sex, gender or sexual orientation

It takes many forms and can include:

- name calling
- verbally or physically threatening behaviour
- pressuring children to give someone money or possessions
- physical attack
- behaviour that affects a child emotionally
- damaging another child's possessions
- spreading rumours about a child or their family
- teasing
- deliberately excluding someone
- cyberbullying – bullying via mobile phone or online (e.g. social networks, DM, SMS, etc.)

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender / Sex (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic)
- Special Educational Needs or Disability (SEND)
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people (such as refugees, asylum seekers or young carers)

Reporting Bullying

People who are being bullied: if a pupil is being bullied they are encouraged not to retaliate but to tell someone they trust about it such as a friend, family member or trusted adult. They are also encourage to report any bullying incidents in school:

- Report the bullying to their class teacher or any other teacher
- Tell a playground buddy, who in turn can help them tell a member of staff on duty
- Tell any adult staff in school – including lunchtime supervisors, teaching assistants and office staff

- Tell an adult at home
- Call childline to speak to someone with confidence on 0800 1111

Responding to bullying

The school will undertake a series of actions to help ensure that children are safe to learn. These include but are not limited to:-

- RHE lessons delivered at least weekly to promote positive and healthy relationships
- Thrive screening to identify children whose development may make them vulnerable to being the instigator or victim of bullying behavior
- Restorative conversations and practice
- Following the agreed procedures below for dealing with incidents of bullying
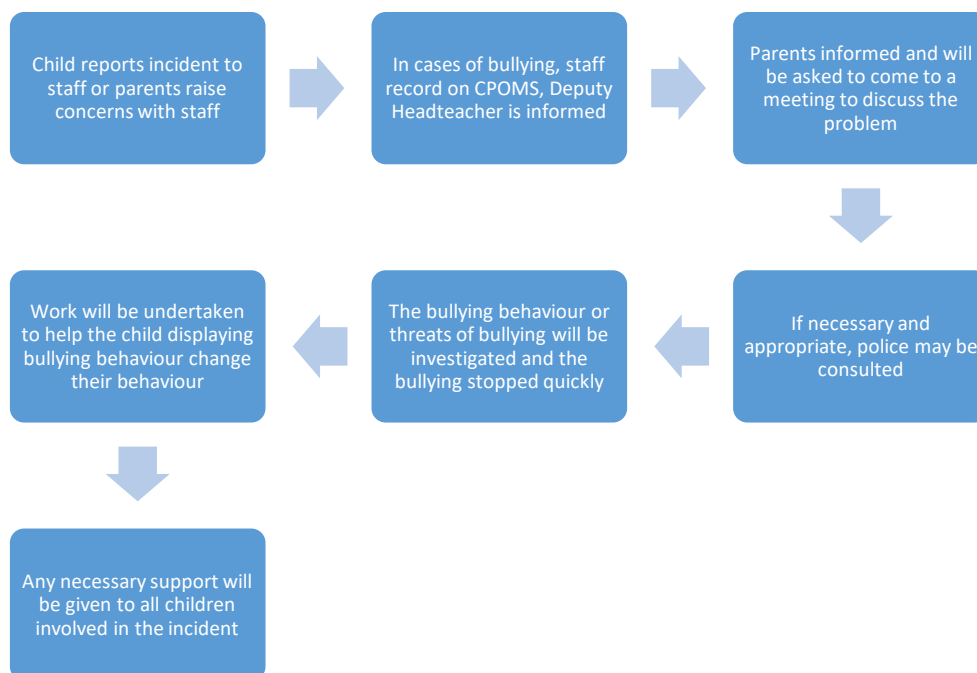
When recording incidents of bullying on CPOMS, staff will record the following information:-
- Name(s) of children involved in the incident, including children displaying bullying behaviour, those affected by the behaviour and those who may have witnessed it.
- Date, time and location of incident
- Nature of the incident
- Any action taken

After incidents have been investigated and dealt with each child will be monitored by the class teacher to ensure repeated bullying behaviours do not take place.

Appendix B) The Relational Approach

Developing Relationships	
Building Relationships	Developing safety, security and trust through protection
Supporting Inclusion	Facilitating access to learning, ensuring social inclusion and developing individual skills.
Setting Boundaries	Reaching Agreements and building a shared understanding of expectations. Establishing clear processes for resolving difficulties
Responding and Calming	
Keeping Calm	Using everyday interactions to maintain relationships and agreements and promote a calm and supportive learning environment
Regulating Emotions	Using key relational skills to regulate strong emotions and calm behaviour
Managing Crisis	Having clear plans to ensure safety and support
Repairing and Restoring	
Resolving Conflict	Everyday restorative interactions to resolve minor conflict and disagreement and create a shared understanding
Repairing harm	Restorative encounters to discuss the breaking of agreements, the impact (consequences) on others and to restore relationships
Supporting Change	What additional support / action is needed?

Appendix C) PACE

Playfulness This is about creating an atmosphere of lightness and interest when communicating. It means learning how to use a light tone, rather than an irritated or lecturing tone. It's about having fun and nobody feeling judged or criticised. Having a playful stance isn't about being funny all the time or making jokes when a child is sad, it is about helping children be more open to and experience what is positive in their life. Playfulness allows children to cope with positive feelings. If a child can discover their own sense of humour, this can help them wonder a little more about their life and why they behave a certain way. When children laugh, they become less defensive or withdrawn and more reflective. A playful stance adds elements of fun and enjoyment in day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their communication.

Acceptance Unconditional acceptance is at the core of the child's sense of safety. Acceptance is about actively communicating to the child that you accept the feelings and emotions but not the unwanted behaviour. It is about accepting, without judgment or evaluation. Accepting the child's intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. You can be very firm in limiting behaviour while at the same time accepting the motives for the behaviour. One hopes that the child learns that while behaviour may be criticised and limited, this is not the same as criticising the child's self.

Curiosity Curiosity, without judgment, is how we help children reflect upon the reasons for their behaviour, and then communicate it. Curiosity is wondering about the meaning behind the behaviour for the child.. With curiosity the adults are conveying their intention to simply understand why a nd to help the child with understanding their own behaviour. Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: "What do you think was going on? What do you think that was about?" or "I wonder what…?" This is different from asking the child, "Why did you do that?" Curiosity must be communicated without annoyance about the behaviour. Being curious can include an attitude of feeling sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that anger cannot. As the child communicates their feelings with an adult and reflects on what has happened, they become more aware of the effects of their behaviour on themselves and others. This can lead to feelings of remorse and guilt, which in turn leads to a reduction in the occurrence of unsafe behaviours.

Empathy Empathy lets the child feel the adult's compassion for them. Being empathic means actively showing the child that they are important to the adult and they want to support the child through their hard times. With empathy, when the child is sad or in distress the adult is feeling it with them and lets the child know that. The adult is demonstrating that they know how difficult an experience is for the child and they will not have to deal with the distress alone.

The impact of PACE PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts and their feelings. For adults, using PACE most of the time, they can reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of children who have experienced trauma. Using PACE enables the adult to see the strengths and positives that lie underneath behaviours that are less safe and more challenging to others.
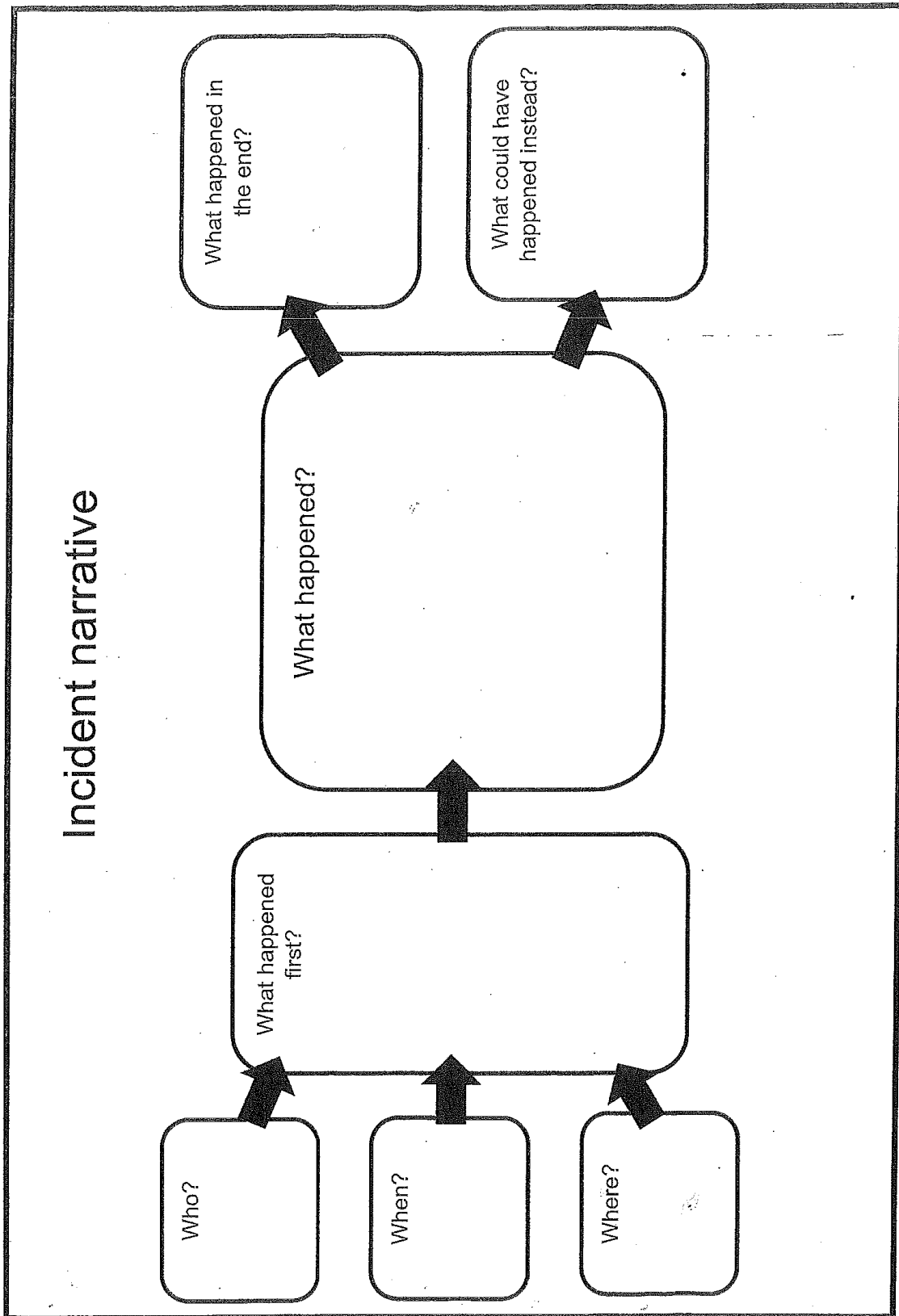
Appendix D) Zones of Regulation

A regulation station is a base within the classroom/area of school that children can access when they become overwhelmed and dysregulated, to help them to calm. The station should contain resources and materials to support the pupils to identify and describe their feelings – emotion scales/faces and writing materials, as well as resources for calming e.g. colouring, creative activities, sensory tools. The children can access these areas independently, or with someone else for support. Use of the station should help raise awareness of the need to self-regulate and promote the development of independence in identifying and using coping strategies.
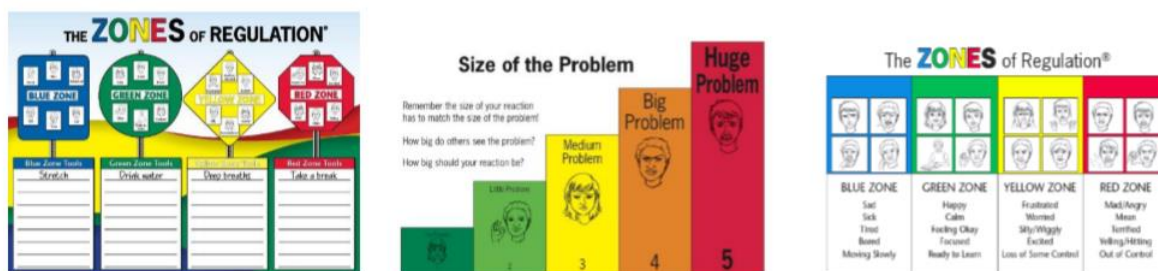
Appendix E) Examples of logical consequences

Incidence	Possible Conversations	Possible Logical Consequences
Deliberately hurting another child during football	- What happened? - Who has been harmed? - How can we put this right? - How do you think they feel? - What could you have done instead?	- Have a restorative conversation in their own time about the incident in own time to reflect on what happened - Spend remaining break time inside to calm down/discuss - Apologise - Not play football next break time
Disrupting learning for others and not doing their own work	- When we shout out, we stop others from learning - Are you finding something tricky? How can I help? - Would you be able to concentrate more in this quiet area on your own?	- Finish work in own time - Conversation at break time about impact on other pupils - Work in a quiet space away from others
Making a mess	-When we make a mess, it takes a long time to clean up - This area will need to be tidy before we can start the next activity	- Tidy up at break time - Unable to join in next activity until area is tidy

Appendix F) Incident Narratives and Reflection Sheets

Incident narrative

- Who?
- When?
- Where?

↓

What happened first?

↓

What happened?

↓

- What happened in the end?
- What could have happened instead?

Reflective Think Sheet

Trackit Lights

What happened? (Circle all the correct pictures)

wasn't following instructions	talking	wasn't on task	was disrespectful/ silly	had a negative attitude	distracted others	wasn't ready/ late	made a mess
was dangerous	bullying	was aggressive	was violent	damaged property	persistent negative	was inapropriate	other

Want to tell us more?

How were you feeling? (Circle the correct feelings)

bored / impatient	silly / giddy	angry	frustrated	sad	confused	troubled / a lot on my mind	embarassed
guilty	tired	anxious	stressed	jealous	hungry	scared	other

What were you thinking?

Reflective Think Sheet

Trackit Lights

Who else has been affected

How might they be feeling? (Circle the correct feelings)

bored/impatient	silly/giddy	angry	frustrated	sad	confused	troubled/a lot on my mind	embarassed
guilty	tired	anxious	stressed	jealous	hungry	scared	other

What could you have done differently?

How can we repair the damage?

Appendix G) Examples of managing challenging behaviour

Challenging Behaviour	Strategies
Biting	- Distraction. - Reminders about good choices. - Use of rewards. - Modelling of appropriate behaviours. - Staff to observe closely to identify triggers. - Withdrawal to a reflection area/calm chair if unable to manage own behaviour. - Staff to hold if child or others at risk of harm or if risk to damage to property.
Hitting, kicking, punching and slapping.	- Distraction. - Reminders about good choices. - Use of rewards. - Modelling of appropriate behaviours. - Use of humour to de-escalate. - Withdrawal to a reflection area/calm chair if unable to manage own behaviour. - Staff to hold if child or others at risk of harm or if risk to damage to property.
Withdrawing under furniture.	- Staff to closely supervise and give regular reminders to behave safely in the class room. - Keep class room area as clear as possible. - Educate about personal safety. - Distraction. - Reminders about good choices. - Use of rewards. - Modelling of appropriate behaviours. - Withdrawal to a reflection area/calm chair if unable to manage own behaviour.
Screaming.	- Use of 5 point scale to set volume expectations in class. - Offer use of ear defenders for sensitivity to noise. - Withdrawal to a reflection area/calm chair if unable to manage own behaviour. - Distraction. - Reminders about good choices. - Use of rewards. - Modelling of appropriate behaviours. - Use of humour to de-escalate. - Give time to allow child to calm down before addressing incidents.
Throwing objects.	- Staff to closely supervise and give regular reminders to behave safely in the class room. - Keep class room area as clear as possible.

	- Withdrawal to a reflection area/calm chair if unable to manage own behaviour. - Distraction. - Reminders about good choices. - Use of rewards. - Modelling of appropriate behaviours. - Use of humour to de-escalate.
Climbing in unsafe areas.	- Close supervision and monitoring. - Staff to be aware child will try to climb or abscond if upset or frustrated. - Staff to prevent climbing in unsafe areas. - Educate about safe behaviours. - Controlled choice instructions. - Regular reminders about expectations of appropriate play to be given. - Staff to praise appropriate play to reinforce good choices.
Spitting.	- Educate whole group about personal hygiene and risk of infection. - Remove from setting to an outdoor or clear area. - Give time to calm down. - Modelling of appropriate behaviours.
Putting objects in mouth.	- Staff to closely supervise and give regular reminders to behave safely in the class room. - Keep class room area as clear as possible. - Educate about personal safety and hygiene. - Distraction. - Reminders about good choices. - Use of rewards. - Modelling of appropriate behaviours. - Consider 'Chewellery' as a replacement strategy. - Be aware of choking hazard.
Absconding.	- Close one to one supervision. - Secure class room. - Holds staff hand when out of class room. - Regular reminders about personal safety. - Count downs towards end of play times. - Distraction. - Reminders about good choices. - Use of rewards. - Modelling of appropriate behaviours. - Use of humour. - Reassurance. - If off site, contact police, contact parent/carer, maintain visual sighting and monitor until arrival of police. - On site, maintain visual sighting and wait.

Self harm.	**- Clear work and play area of items that could be used to self harm.** **- Close monitoring of child at all times, particularly when they are distressed.** **- Use Team Teach hold if child is putting themselves at significant harm, e.g. banging head off floor or walls.** **- Calm, non-reactive responses to child if they shows their self harming to an adult.** **- Distraction from action.** **- Reminders about good choices.** **- Use of rewards.** **- Modelling of appropriate behaviours.** **- Use of humour.** **- Reassurance.** **- Administer first aid if necessary.** **- Inform parents.**
Medical Needs.	**- All staff aware of risks associated with medical condition.** **- Key staff trained to manage and support medical crisis.** **- Care protocol checked by health professionals and available to all staff in case of emergency.** **- Clear checklist available to all who require it to follow in case of medical emergency.** **- Medication in locked cabinets.** **- Medication checked regularly to be in date.**

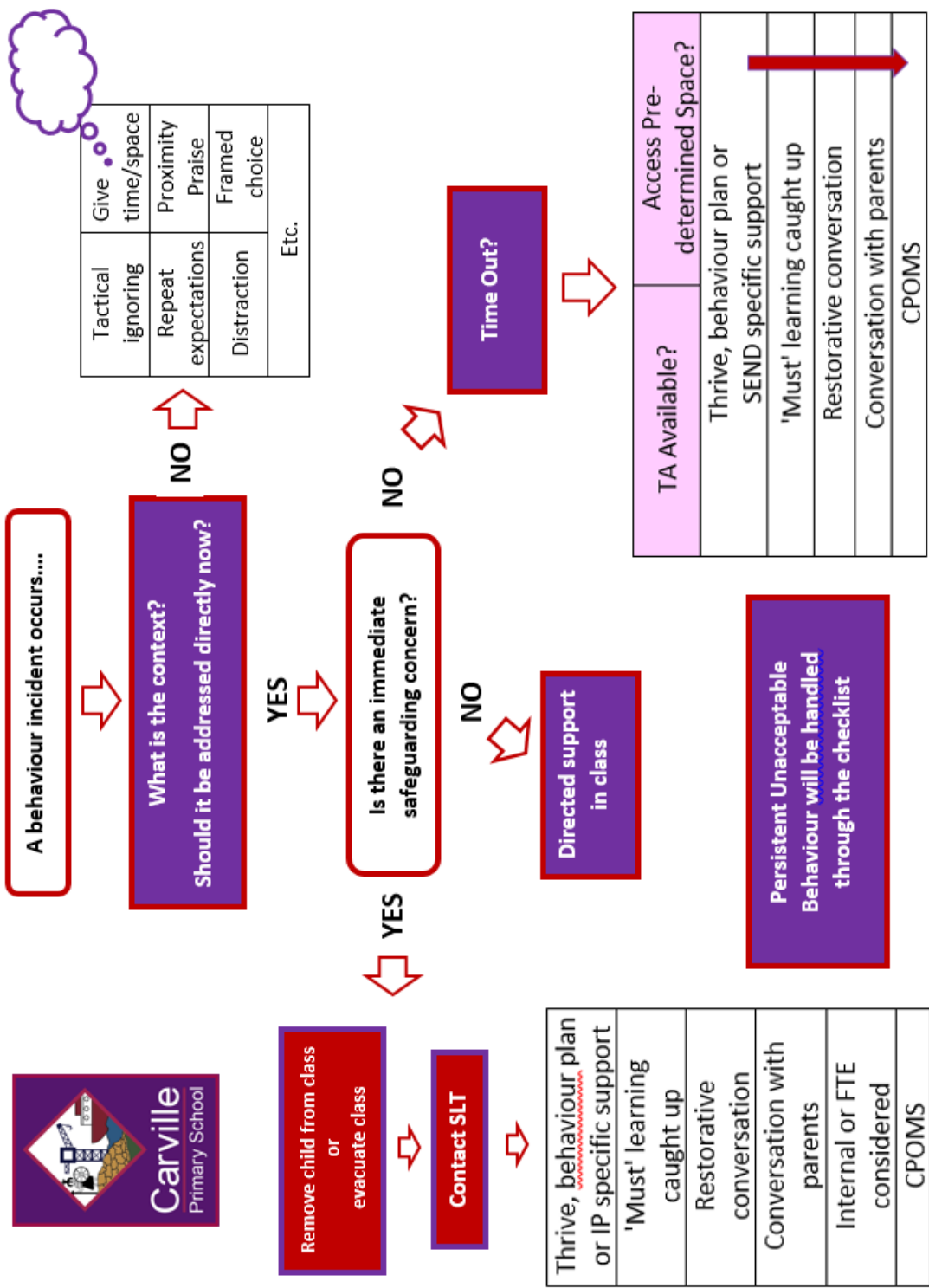# Appendix H – Proactive strategies to support positive behaviour

Strategy:	How:	Why:
Golden Book	Use individual Golden Book on specific children to encourage positive behaviour and boost self-esteem. Any positive behaviour in this book (no matter how small) and read it back to them where appropriate. Include photos, pictures, good pieces of work and positive comments.	Using a Golden Book will allow an emphasis on positive behaviour. This will boost confidence as it will allow positive behaviours to highlighted and remind the child of times when they have been successful.
Clear expectations, boundaries and consequences shared	Starting instructions with a child's name as this can help to focus their attention and make them aware that directions apply to them as well as their peers. Display class rules/ expectations/ contract or agreement of friends where everyone can see it.	To enable the full class to understand what is expected of them at all times.
Expected compliance	Use 'thank you' instead of 'please' at the end of an instruction.	'Please' can suggest pleading with a child and the adult should be seen to be in charge of the room.
Regular positive feedback and exaggerated praise	Every time that a child does something positive praise them verbally, no matter how small	Children generally enjoy receiving praise and rewards, this should help to boost self-esteem over time and promote choices.
Roles and responsibilities to promote self-image and self-esteem	Children could be given roles and responsibilities such as: updating working timetable, checking all Covid-19 supplies are up to date – check list for the cleaner or other appropriate activities.	Raises self-esteem and raises their profile within the class in a positive way. It also allows children to feel successful and good about themselves for helping.
Frame reminders about behaviours positively	Remind children how to behave rather than saying what they shouldn't be doing, tell them what you want them to do e.g. instead of 'Don't fight', say 'Use gentle hands' 'Walk' instead of 'Don't run!'	Allows staff to use praise and positive feedback to re-enforce expectations without introducing a negative. This strategy supports the development of positive self-esteem.
Use 'I like' statements	Use phrases such as: 'I like it when you sit nicely, speak softly, join in, help your friend and share'	It raises self-esteem whilst allowing an adult to reinforce their expectations.
Use directed choice	Use phrases such as 'Sit here or sit there', 'You can sit here with the group or use your work station' or 'You can either come in with me now, or line up with your friends.'	Children will feel a sense of control which is reassuring for them, whilst the adult will achieve their expected outcome. The two choices should always be what the adult wants as an outcome.
Cue cards for good sitting, good looking, good listening and quiet	Prepare and introduce visual cards with shorts phrases (laminate for easy clean after use) – Communicate in print programme recommended.	To allow adults to direct the class without interrupting the pace and flow of the lesson.

Visual timeline	Create pictures denoting each session and part of the day to be displayed in a central area of the room.	To enable children to understand what they need to do now, what is coming next and prepare for transitions.
Work station	Give the child a desk in a quiet, low arousal area of the room with dividers. The work stations should have a visual timeline, jobs to do list and all necessary equipment for the lesson.	To enable the child to work with limited distractions. It can also give the child a sense of belonging and place in the classroom and can reduce anxieties.
Reminder to use an 'indoor' voice	Use the 5 point volume scale from "The Incredible 5 Point Scale" book to create visual prompt/cue cards.	To remind the class about appropriate use of volume and what levels can be used in which areas of school.
Do not insist on eye contact, some children are unable to give it	Give an instruction and ask individuals to repeat back, in chunks if necessary.	Children may not always be comfortable giving eye contact. This allows adults to check whether everyone has understood an instruction whilst reducing levels of anxiety.
Use of five point scales to understand feelings of and express anger or distress ("The Incredible 5 Point Scale")	Work with a child to understand their feelings and recognise the effect their anxieties have on their body – how they look, how they feel when they are experiencing certain emotions and place onto a visual 'scale'.	Putting this on a scale will help children to recognise, name and communicate their feelings with staff.
Timeout opportunities – self chosen and given by staff as and when needed	Discuss with children when it is appropriate to use time out. Be aware this needs to be a structured and controlled strategy with regular reviews with children concerned or they may use it to avoid tasks. We recommend a designated place is identified and used consistently. You could use a time out card for this.	Allows unsettled children to have a movement break, re-focus their attention and the adult can re-iterate their expectations for success.
Count downs to end of activities	Use a script of '3,2,1 pens down, thank you'. Longer countdowns can be used as appropriate.	Alerts children that a transition is about to happen and gives them time to prepare.
'Cooling off' time after incidents of poor behaviour	Ensure enough time is given for a child to recover from a crisis before discussing the incident. 20 minutes is usually a good guide.	Children will be physiologically affected with hormones during the crisis and will have decreased brain function stopping them from understanding and processing information. They need time calm down before repair and reflect takes place.
Ignoring low level behaviours when it is safe and appropriate to do so	So long as it is not disrupting teaching and learning, ignore low level behaviours.	Consider strategies to replace unwanted behaviours with new, appropriate ones.
Adults try to use calm voice at all times	Use a firm, friendly tone and avoid raised voices.	Loud volumes can distress children with sensory sensitivities. Most children 'zone out' when shouted at or emotionally overloaded.

Rewards, stickers, certificates	Celebrate achievements using various methods – many children enjoy positive praise. Laminate to enable easy cleaning.	Awards will allow an emphasis on positive behaviour. This will boost confidence as it allows positive behaviours to be highlighted. Public praise from staff will raise children's profiles within their peer group. Some children are uncomfortable with public praise so consider low key, 1:1 approaches.
Non-verbal praise	Use non-verbal praise such as a thumbs up, nod or smile.	Some children are overwhelmed by praise or public attention, so a subtle nod or smile acknowledges them without disrupting an activity.
Triangulated praise	Praise the child to an adult they like such as a favourite teacher or parent/ carer and ask them to pass on the praise.	This could improve relationships with the child without forcing face-to-face interaction and helps the child to see you have made an effort for them.
Allow children to talk and try to find a resolution to their own problems, adult to facilitate if and when needed.	Discuss moments of choice with children on a 1:1 basis if appropriate. Ask lots of open questions and give time to talk through issues. Ask for ways in which they could have dealt with things better – if needed make suggestions and ask what they think.	Time to talk may give children the opportunity to develop their own self-help strategies to deal with issues in the future. Focus on what happened and what needs to be done next to move things on. Avoid asking 'why?'
Designated place to sit	Have a space on the carpet or a chair specifically for the child. Make sure they have little distraction around them e.g. away from drawers if possible.	This ensures that when asked to go to their designated area to sit, they are aware of exactly where they need to go and what they need to do.
Jobs to do list	Jobs list made with 'Communication in Print' type programme – a set number of boxes with either jobs written in or pictures relating to activities stuck on. The jobs list should always end in something positive e.g. play time or a reward of some sort. Some children prefer for this to be slightly more low-key and can be done on a whiteboard.	Visual cue so the child can see what they are meant to be doing for a set period of time and that there is an end to an activity.
Ear defenders	Have a set of ear defenders available for the child to use at all times – if possible, give them the responsibility to remember to take them with them when they go to the dinner hall or others areas of the school. Encourage them to clean the ear defenders after each use.	Children with sensory sensitivities can find noisy environments very distressing, ear defenders help to lower noise levels and therefore lower the child's anxieties.

Use humour and distraction to re-focus attention when a particular child is opting out	It can sometimes seem that children have 'zoned out' when you are talking. Use humour and distraction to maintain interest – ask lots of questions.	To re-engage children and re-focus their attention on the task at hand.
20/20/20	Divide lunch into 3 sections: 20mins to eat, 20mins to socialise and 20mins engaging in a calming activity indoors – such as a mindful colouring in.	It breaks up lunch time and allows children to calm and settle before afternoon activities.
Shadow, stop, model, try	Play and interact with the child, modelling appropriate interactions and language.	Allows the children to see, then experience positive interactions and a script with which to approach others.
Patrol the room **But also apply this to outdoor activities.**	Own the space in your teaching area by walking around and making your presence felt.	Pupils will understand you are in charge so they can then relax. It also allows for better supervision and positive interaction.
Maintain an air of calmness at all times	Keep your voice calm and steady, particularly when a crisis is developing.	This maintains calm in your learning area and reassures the children that you are in charge.
Movement breaks	If a child is getting fidgety, or is becoming dysregulated, give them a short job (take a note to the office, can you look around the class and choose someone who deserves a dojo for neat handwriting), send them to get a drink or get the whole class up to do 10 star jumps.	Remember that some children find it difficult to sit still for long periods. A short movement break can often be enough to 'reset' and allow them to continue with the lesson.

Appendix I – Persistently Disruptive Behaviour Management Flowchart

A behaviour incident occurs....

What is the context? Should it be addressed directly now?

Tactical ignoring	Give time/space
Repeat expectations	Proximity Praise
Distraction	Framed choice
	Etc.

NO →

YES → Is there an immediate safeguarding concern?

NO → Time Out?

NO → Directed support in class

YES → Remove child from class or evacuate class → Contact SLT →

TA Available?	Access Pre-determined Space?
	Thrive, behaviour plan or SEND specific support
	'Must' learning caught up
	Restorative conversation
	Conversation with parents
	CPOMS

Persistent Unacceptable Behaviour will be handled through the checklist

Thrive, behaviour plan or IP specific support
'Must' learning caught up
Restorative conversation
Conversation with parents
Internal or FTE considered
CPOMS

Carville Primary School

Appendix J – NELT Primary Behaviour Curriculum