



BEHAVIOUR AND RELATIONSHIPS POLICY

2025-2026

The Downs Primary School and Nursery
Part of the Passmores Co-operative Learning Community

PCLC Position Statement

All PCLC schools have an approach that is based on the following key principles:

- Our unconditional positive regard ensures that every young person is highly valued and expected to achieve their potential;
- every young person has the right to be successful and has ability to achieve, no matter what their socio-economic background;
- there is no limit to achievement – intelligence can be developed;
- each student must know what to do in order to improve and how to do it, high expectations
- on their own are not enough;
- consistency of experience is fundamental; each school is a team and consistency makes us
- greater than the sum of our parts;
- employment opportunities in PCLC schools should allow all colleagues to inspire a love for learning; not simply process and record what we find.

By ensuring all of actions and decisions adhere to these principles our community members:

- are highly valued and expected to achieve their full potential, no matter what their
- socio-economic background;
- benefit from an inclusive ethos, excellent teaching and a broad and balanced
- curriculum underpinned by strong leadership, in a local school;
- are supported and encouraged to lead healthy and active lives making sensible choices,
- whilst respecting the views and attitudes of others.

Behaviour and Relationships Policy

1 Introduction

At The Downs Primary School and Nursery we strongly believe that every child and adult has a right to feel safe, a right to feel happy and a right to learn. Positive attitudes to learning and a conducive environment are essential for children to reach their full potential. Our school is committed to providing a safe, supportive and nurturing environment that promotes wellbeing. This Behaviour and Relationships Policy is aligned with the principles of Trauma Perceptive Practice (TPP), ensuring our approach to behaviour management is empathetic, inclusive and focused on understanding the underlying causes of behaviour.

We value each individual child and work with families, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We always prioritise the safety of our children and staff. Everything we do in school is underpinned by our safeguarding procedures.

At The Downs Primary School and Nursery we expect the highest standards of all our children. We encourage positive behaviour through high expectations and mutual respect between pupils and between staff and pupils. We feel that the best way to encourage appropriate behaviour is through teaching children how to follow core values that develop each individual child. We also believe in acknowledging children's successes and responding appropriately to unacceptable behaviour.

We believe the relationship between home and school is a strong factor in promoting and maintaining high expectations and positive behaviour.

2 Promoting Positive Behaviour

Our school ethos is central to establishing and maintaining high standards of behaviour, in order to promote positive behaviour, we:

- Have a shared set of school values for the whole school community and these are promoted. The values are being Responsible, Respectful, Resilient, Courageous and Kind (see appendix for characters linked to values)

Values in Early Years are...

- Recognise and reward positive behaviour
- Create a caring, calm, safe environment and positive relationships between adults and children in school
- Promote children's ability to regulate themselves so they learn to control their emotions and behaviour
- Promote a sense of pride in school
- Encourage consistency of response to both positive and negative behaviour by understanding and addressing the root causes of behaviour
- Promote early intervention

- Encourage a positive relationship with parents and carers to develop a shared approach that involves them in the implementation of the school's policy and shared procedures
- Communicate clear, consistent expectations throughout the school
- Provide a stimulating curriculum that meets all children's needs
- Promote the children's involvement and commitment to all aspects of school life

2.1 Encouraging Appropriate Behaviour

At The Downs Primary School and Nursery we believe in positive reinforcement of children's successes.

These include:

Praise

- Verbal praise and positive feedback, including the importance of explaining the impact of the positive behaviour
- Written comments in books
- Sharing work with the class or other classes
- Direct praise and positive feedback to parents at the end of the day or through Class Dojo
- Sharing work with the Headteacher/Deputy Headteacher/Assistant Headteachers or other teachers

Celebration

- Displays of work around the school
- Showing work in sharing and class assemblies
- Sharing names of pupil's receiving 'Star of the Week' and 'Behaviour' awards on the newsletter and on the school website

Rewards

- Stickers, stamps and/or small prizes
- Children receive exceptional attitude/learning in class cards
- Certificates for academic achievement (Star of the Week)
- Values Badge (for pupils displaying school values)
- Roles of responsibility (House Captains, Health and Wellbeing Champions, Pupil Leadership Team Representative; Subject Representatives; Playleaders)
- House points
- Termly reward activities and trips (for children who gain the most exceptional attitude/learning cards in class)

2.2 School House Point System

At The Downs Primary School and Nursery all children belong to one of four houses and house points form part of our whole-school reward system promoting the school values between our children.

Children can be given house points for consistently showing Respect, Responsibility, Resilience, Kindness, being Courageous and building positive Relationships; homework; showing a good work ethic and also for achievements in their academic work.

House points are awarded to children in class and recorded on a house point chart displayed so children can see how many house points have been collected that week within their class. All members of staff in school can award children a house point.

3 Viewing Behaviour as a Learning Process

At The Downs Primary School and Nursery we accept and understand behaviour as a learning process. Children may react in different ways to stress, boredom, lack of understanding, over-excitement and disappointment. At our school, staff view behaviour mistakes as part of the learning journey. This means that we offer support, help and guidance to the children so they can learn from their mistakes and improve for next time. It is our role to help guide children to make helpful and positive choices when they can, by listening to them and explaining the impact their behaviour has on others (known as co-regulation). We know that this is the best way to respond to each child's behaviour and maintain our relationship with them.

Our school believes in the power of restorative approaches. Such processes do not shy away from using consequences, such as loss of privileges where logical, they also focus on the need to take responsibility for finding a constructive way forward for all concerned. This might mean a sincere apology followed by an act of kindness. Such approaches encourage the children of our school to think not only of the consequences of their behaviour on themselves but also the impact of their actions on others. In using this process at our school, we use four questions:

What happened?

What were you feeling or thinking at the time?

Who has been affected?

What can we do to make things right? (What should happen next?)

Using this approach, the children have the opportunity to reflect on what's happened and the impact this may have had on others. They can have the chance to show the person that has been affected by their action that they are sorry. This can be in the form of verbal, written, pictorial or an action.

The impact of our approach is shown in the relationships forged throughout the school. The strategies involved, which include active listening, respectful discussion and taking ownership of issues, result in a positive ethos.

4. Use of logical Consequences

Adults have the responsibility to use consequences which have a relation to the behaviour and, as a result, help the young person to learn and develop positive coping strategies.

Consequences act on internal discipline by creating a learning opportunity directly relating to the inappropriate behaviour. Children may be given formal reminders and an escalating series of consequences if their behaviour does not improve.

4.1 Initial Strategies

Teachers are encouraged to use as many strategies as possible in helping children avoid being given reminders. These may include:

- Planned ignoring
- Light verbal disapproval referring to the school values
- Non-verbal disapproval
- Focussing on another child's correct choices – proximity praise
- Quietly speaking to the child giving them the chance to move to support them in making the right choice
- Using humour to defuse a situation (if appropriate)
- Reminding a child that continuing with that behaviour, not showing the school values, will result in a using the 'Good to be Green' sanction cards and/or lunch time or break time reflection for not completing appropriate levels of work in class

4.2 If a child does not respond to these initial strategies, the following steps will be applied. (Reset each day for the morning and afternoon sessions.)

In class: (Year 1 to Year 6)

Step 1 An adult verbally articulates "This is a reminder (stating the behaviour that is not acceptable)" and places a '**Stop and Think Card**' in the child's pocket on the Good to Be Green Chart.

Step 2 If this is not sufficient for the child to focus on their learning they will be given a '**Warning Card**' and strategies such as moving to another area of the class for thinking time to reflect on their actions may be used.

Step 3 When this is still not enough to help the child make appropriate choices, a '**Consequence Card**' will be given. The child will be sent with their work, to another class where they remain for 5-10 minutes. They must ask to return to the classroom, with support where needed, and apologise appropriately to the adult and talk through better behaviour choices.

Step 4 If the child returns to class and continues to disrupt classroom learning or show inappropriate behaviour, they are sent, with work, to the Key Stage Leader for the rest of the morning or afternoon. The child will also miss lunchtime – either the same day or the following day. The class teacher will meet with the parents after school or contact the parent via telephone to discuss concerns in behaviour. (Phase leads to support with this if needed.)

A '**Sent to Phase Leader Card**' (to include Phase Leads name) is given to the child. All incidents at this stage will be recorded on the SLT behaviour log document by the adult who sent the child; the Phase Lead will update the log with the outcome and the incident will be recorded onto SIMs.

Step 5 After this, children who have reached this stage will be sent to the Deputy Headteacher/Headteacher if there is no improvement. At all times, a record is kept of the incidents using the SLT behaviour log document. The Deputy Headteacher, with the Headteacher, will decide if a longer internal suspension of a day out of class or longer is needed, whether to contact parents or, if more serious, refer to Step 6.

Step 6 The Headteacher/SENDCo will meet with parents of children who continue to struggle with school rules and discuss:

- Need for a **Report Card**
- Need for a **Behaviour Agreement**
- Need for a formal, **Consistent Behaviour Management Support Plan** to be put into place for the child with regular reviews
- Need for a higher level of support from an **outside agency**
- **Internal suspension** - These vary in length and are usually in place until a change in attitude is seen. It is for those children who find trouble being in class without repeatedly disrupting the learning of others. During internal suspensions the child is taught in a different class to their peers or spends time with a member of the Senior Leadership Team and they are not allowed on the playground during play and lunch times. In some cases, a child may be internally excluded in the partner schools, Purford Green, Potter Street, Pear Tree Mead or Passmores.
- **Suspension** - These vary from lunch time suspension for children with poor social skills who persistently get into trouble at unstructured times, such as playtimes, to half days, one day or several days. Multiple day suspensions may take place at Passmores Academy, Purford Green, Pear Tree Mead or Potter Street.
- **Permanent exclusion/Alternative provision** - This is rare but is a potential consequence for children who have had several suspensions and/or the relationship between home and school has broken down and the school can no longer meet the needs of the child.

In all cases, staff will be mindful of the developmental level of the child and give opportunities to cool down, reflect on ways in which they can repair and resolve any harm or negative impact they may have had towards others. Children will be expected to work with the adult to consider ways in which they can be in control of themselves and exhibit more appropriate behaviours in future situations.

Some high level behaviours will require immediate action. If a child physically hurts an adult or child in class on purpose or swears at an adult they will automatically be sent to the most Senior Member of staff in school (Headteacher/Deputy Headteacher/Assistant Headteacher) for the session and, in discussion with the Headteacher, a consequence of a longer period out of class may be decided.

4.3 De-escalation strategies.

Adults' responses to challenging behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

- **Positive phrasing** e.g.

- "Stand next to me"
- "Put the toy on the table"
- "Walk beside me"

- **Limited choice** e.g.

- "Put the pen on the table or in the box"
- "When we are inside - Lego or drawing"
- Talk to me here or outside the classroom"

- **Disempowering the behaviour** e.g.

- "That's fine. You can listen from there"
- "Come and speak to me when you are ready"

- **Use of a De-Escalation Script** e.g.

- Use the person's name - "David"
- Acknowledge their right to their feelings - "I can see something is wrong"
- Tell them why you are there - "I am here to help"
- Offer help - "Talk to me and I will listen"
- Offer a "get-out" (positive phrasing) - "Come with me and...."

Some children have a Consistent Management Behaviour Support Plan with specific scripts; strategies and consequences listed. Staff are made aware of these children as necessary.

4.4 Playtimes and other Non-Structured Times

Playtime and other non-structured periods are important opportunities for children to develop social skills and build positive peer relationships. These times also allow children to relax and enjoy safe, fun activities. Although staff provide supervision, some children may find these periods, especially the longer lunch breaks, more challenging to manage. To ensure that everyone can enjoy this time, it is important that all children continue to demonstrate the school values.

At play and lunch times, in addition to the use of de-escalation strategies, three simple steps are followed:

Step 1 Given a reminder referring to the school values not being shown

Step 2 Being asked to sit out of play for 5/10 minutes or to remain next to the school adult on duty to discuss and talk through inappropriate behaviour

Step 3 Being sent to the most senior member of staff on duty for the rest play/lunchtime

Children who deliberately physically hurt another child either as an instigator or in retaliation will be sent straight to a senior member of staff (SLT) and they will be spoken with and given some time to reflect on their actions.

At lunchtime, midday staff will feedback any behaviour issues to the classteacher. If the teacher and midday staff consider it necessary for a child/ren to have reflection time, and the consequence given to the child could involve missing part of the next lunchtime. The Behaviour Log will need to be completed by the member of staff who has investigated or witnessed the behaviour. SLT will record the incident on Arbor and parents will be informed by the classteacher.

If there is a more serious level of incident on the playground then a member of SLT will be consulted immediately. In this instance, a decision will be made regarding the appropriate action to take which may include a period of reflection, an internal exclusion, a suspension or permanent exclusion. This will be recorded on Arbor and parents will be informed.

5. Unacceptable Behaviour

At times a child may display acceptable behaviour. Unacceptable behaviour is defined as a serious breach of the school values. Example Behaviours include:

- Bullying (See Anti-Bullying Policy) Definition of bullying.
Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves. It can take many forms, but the three main types are physical (e.g. hitting, kicking, theft), verbal (e.g. name calling, racist remarks) or indirect (e.g. e-bullying, spreading rumours, excluding someone from social groups).
- Harassment
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, or carrying of an offensive weapon or prohibited item
- Possession or use or use of an illegal drug
- Persistent refusal to co-operate
- Discriminatory abuse, e.g. racist, homophobic, biphobic, transphobic or ableist abuse
- Truancy (See Attendance Policy)

6. Responses to inappropriate behaviour

The headteacher/deputy will investigate the incident/s and decide on the appropriate sanction in response to the seriousness of the incident/s. This may be a period of reflection, suspension or exclusion.

Suspension or exclusion may be the result of persistently poor behaviour or a serious single incident.

6.1 Reflection Time

This is an opportunity for the pupil to have time to cool down away from their peers and reflect about their behaviour, supported by a member of staff. This may be at breaktime or lunchtime.

The pupil/s will be offered an opportunity to engage in conflict resolution and to apologise where necessary.

6.2 Internal Exclusion

Internal exclusion – a pupil is separated from and must work away from their class for fixed amount of time. This will be in a different classroom or room. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating and more serious measures need to be taken but there are not yet grounds for a suspension or exclusion. Typically, a child receiving additional support for their behaviour, intended to help them avoid their behaviour escalating to a point where suspension is necessary (examples: behaviour chart to address specific behaviours causing a problem; school report; support from the pastoral team etc)

Repeated inappropriate behaviour that does not improve following support plans implemented by the class teacher, or one-off incidents, may result in an internal exclusion.

These will be administered by a member of the SLT in consultation with the class teacher.

6.3 Internal Exclusion to Purford Green, Potter Street, Pear Tree Mead or Passmores

We recognise that sometimes an internal exclusion may not be effective, and a different approach is required. In this case, and where a suspension is not necessary/appropriate, we may choose to exclude a pupil to another school within the trust. A member of school staff will supervise the pupil whilst they complete set work in isolation at Passmores, Potter Street, Pear Tree Mead or Passmores. Parents will be required to drop off and collect their child from the nominated school at the beginning and the end of the day.

6.4 Fixed-Term Suspension and Permanent Exclusion

Repeated inappropriate behaviour, including bullying and racist incidents, which does not improve following support plans, parental involvement or sanctions may result in suspension or permanent exclusion of the pupil.

Incidents of a more serious nature resulting in a suspension or permanent exclusion may include: physical assaults on another person; damage to property; engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

Pupil's can be suspended on a fixed-term basis i.e. up to 45 days within a school year (see Suspension and Exclusion Policy).

The child's age and the nature of any disability will be taken into account when these decisions are made. The decision to exclude can only be taken by the Headteacher, or in her/his absence by the Deputy Headteacher. Suspensions and exclusions will follow the Essex and DFE Guidance.

7. How we support children with additional social, emotional and mental health needs.

At The Downs Primary School and Nursery, we acknowledge that some children will have, at times, additional needs. We recognise that children and young people may experience a range of social, emotional and/or mental health needs which present themselves in many ways. These may include children and young people displaying challenging, disruptive or stress

related behaviours. These behaviours may also reflect underlying social interaction difficulties, sensory or medical needs or clinically diagnosed needs.

We will always endeavour to understand behaviour, support emotional wellbeing and make reasonable adjustments to our provision to support progress and engagement using a variety of strategies developed with key adults within the pupil's life (staff, family, professionals) in order to best meet their needs.

We also recognise the needs of children and young people with Special Educational Needs and Disabilities (SEND) and follow the policies and procedures associated with supporting these children, including but not limited to, the SEND Code of Practice, Equal Opportunities and Disability Act.

7.1. Ways to support understanding

If it becomes clear that staff are providing more support than usual to manage a child's behaviour, the classteacher may seek assistance from the SENDCo or Pastoral Lead. The SENDCo and Pastoral Team will then devise a behaviour management plan with specific targets and clear steps to ensure that all adults working with the child are consistent in their approach. This plan may include an individual behaviour chart, setting clear targets and offering appropriate rewards to encourage positive behaviour. Where a child continues to display consistently challenging behaviour, additional support may be sought from external professionals, such as the Educational Welfare Officer, Educational Psychologist or Behaviour Support Team.

8 Off-site Visits

This policy also applies when children are off-site. If behaviour becomes unacceptable or is likely to bring the school into disrepute the child will be returned to school and the necessary action in accordance with this policy will be taken.

9 Off school premises

This policy applies to children when they are on school premises. However, any incidents that are brought to our attention by a member of staff or a member of public, when the children are in school uniform, travelling to and from school, identifiable as a pupil of our school and their behaviour impacts on a member of the school community, affects the running of the school or adversely affects the reputation of the school, this policy will be followed in partnership with parent/carers.

10 Use of Reasonable Force and Physical Restraint

All staff have a duty of care and therefore can use reasonable force to prevent a pupil from injuring themselves or others, causing damage to property, committing a criminal offence or engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

Before such action the staff will employ a wide range of strategies in order to avoid this action. This progression of actions in response to their negative behaviour should be clearly communicated to the child in an effort to distract the child.

Physical restraint is only used by members of staff trained in physical restraint using the appropriate measures outlined in the physical restraint policy.

All incidents of physical restraint will be recorded in the Bound Book for Physical Restraint. (See Physical Restraint Policy)

11 Screening and Searching Pupils

At our school we are all aware that there are two sets of legal provisions which enable school staff to confiscate items from pupils. Staff may confiscate items that are of high value, deemed inappropriate and are against the school policies or are causing concern. Where a specific policy about the item does not exist, the teacher should use their discretion about whether the item is returned to the child or to their parent/guardian. Items returned to the child should usually be returned no later than the end of that school day.

If the item needs collecting by a parent/guardian, the teacher should ensure that the parent/guardian is made aware that an item has been confiscated - either through the child or via Dojo/phone call. Where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff (Headteacher or member of the senior leadership team) do have the power to search without consent for “prohibited items” including:

- knives and eapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that had been, or is likely to be, used to commit an offence, cause personal injury or damage to property may be subject to a search. The Department for Education (DfE) provides legislation outlining the required procedures for handling prohibited items found during a search.

11 Behaviour of Parents/Carers

Developing effective partnerships with our parents is an important part of our work at The Downs Primary School and Nursery and we welcome and encourage parents/carers to participate fully in the life of our school. To ensure these partnerships can continue to flourish and progress, we remind parents that some behaviours are not acceptable, these include:

- Disruptive behaviour, which interferes with the running of the school in any way
- Use of loud, offensive language, swearing, cursing or displaying a temper
- Verbally or physically threatening a member of staff, Governor, visitor, fellow parent or pupil
- Damaging school property
- Abusive, threatening or vexatious texts/emails/voicemails or any other form of written or verbal communication

- Offensive or derogatory comments regarding the school or any of the pupils/staff/parents at the school on any social media site
- The use of physical aggression towards another child or adult
- Approaching someone else's child without the permission of the parent
- Smoking or consuming drugs or alcohol whilst on the premises
- Bringing a dog into the school grounds

If any parent has any concerns, they are able to talk to the class teacher or a senior member of staff so they can deal with anything in a fair and calm manner.

If any of the above behaviour is reported to the school, a senior member of staff will meet with the parent to discuss their behaviour and send a letter discussing the outcomes of the meeting. As it is an offence to cause a disturbance or nuisance on school premises, the school reserves the right to take necessary action to ensure members of the community are not subject to abuse. The school may prevent parents or carers from entering the school and/or contacting staff, and, in this situation, the parent will be responsible for organising alternative arrangements for their child to be dropped off/collected.

12 Our responsibilities

12.1 All Staff

- Are responsible for supporting the safety and other needs of children across the school. Where a child is seen to be having difficulties, they should be treated with respect and understanding
- Always endeavour to have private conversations with pupils in order to help support any issues that are arising
- Use the key principles outlined in this policy to support the needs of our pupils
- Participate positively in appropriate training

12.2 Headteacher

- Lead on all aspects of this policy
- Ensures that all staff receive regular purposeful training to support relationships and minimise risk
- Ensures that all staff are provided with clear instructions for reporting incidents of harm and that all such reports are thoroughly investigated and responded to
- Offers and provides appropriate support to staff following a stressful incident

12.3 Other Senior Leaders

- Lead on all aspects of this policy
- Ensure the policy is implemented effectively
- Ensure all staff are appropriately trained
- Oversee the specific needs of all pupils across the school
- Provide support to staff, pupils and parents as necessary
- Link with outside agencies to access additional services
- Ensure that all tracking and reporting of incidents and additional needs are up to date

12.4 Classroom Staff

- Plan the teaching and learning for all children

- Include parents/carers in personalised planning for their child
- Communicate regularly with parents/carers about their child's needs
- Provide specific support for children and young people experiencing any difficulties, whether this is an ongoing need or a short term difficult any pupils may be having

12.5 Family

- Inform the school of any concerns about changes in their child's behaviour, emotional wellbeing or mental health
- Engage with support offered by the school and other agencies to further support their child's needs
- Have open conversations with the school

13 Review

All staff at The Downs Primary School and Nursery are responsible for the implementation of the Behaviour Management Policy.

This policy should be read in conjunction with the Behaviour Strategy and policies for:

- Anti-Bullying
- Restraint
- Child Protection
- Suspension and Exclusion
- Equality Policy and Equality Plan
- Child Protection
- Mental health
- Attendance
- Online Safety
- SEND

The policy will be reviewed annually by the Senior Leadership Team (SLT) following consultation with the staff, children, governors, parents and carers.

The SLT are also responsible for the induction of new members of staff and this is monitored through the completion of the induction pack.

Updated January 2026

Ratified by the Governing Body: January 2026

Next review September 2026

APPENDIX

POSITIVE REINFORCEMENTS

Praise	• Verbal praise and positive feedback, including the importance of explaining the impact of the positive behaviour • Written comments in books • Sharing work with the class or other classes • Direct praise and positive feedback to parents at the end of the day or through Class Dojo • Sharing work with the Headteacher/Deputy Headteacher/Assistant Headteachers or other teachers
Celebration	• Displays of work around the school • Showing work in sharing and class assemblies • Sharing names of pupil's receiving 'Star of the Week' and 'Behaviour' awards on the newsletter and on the school website
Rewards	• Stickers and stamps • Children receive exceptional attitude/learning in class cards • Certificates for academic achievement (Star of the Week) • Behaviour Badge • Roles of responsibility (House Captains, Health and Wellbeing Champions, Pupil Leadership Team Representative; Subject Representatives; Playleaders) • House points • Termly reward activities and trips (for children who gain the most exceptional attitude/learning cards in class)
House points	Children can be given house points for consistently showing: • Respect • Responsibility • Resilience and • Positive Relationships • Homework • Showing a good work ethic • Achievements in their academic work House points are awarded to children in class and recorded on a house point chart displayed so children can see how many house points have been collected that week within their class. All members of staff in school can award children a house point.

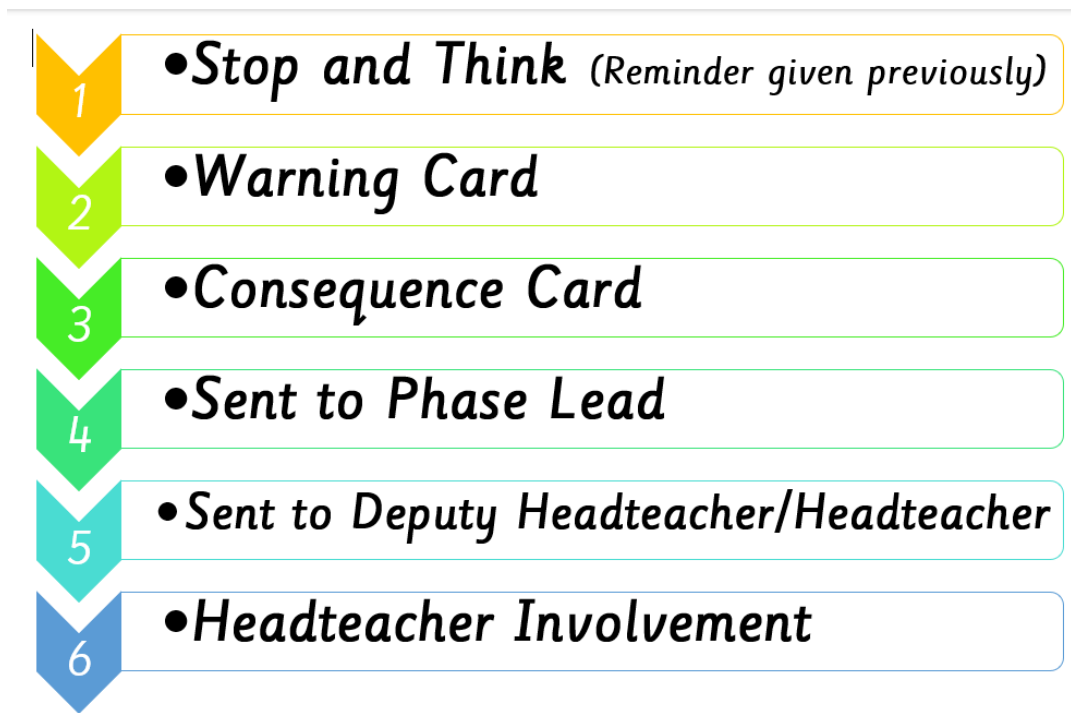
CONSEQUENCES

Adults have the responsibility to use consequences which have a relation to the behaviour and, as a result, help the young person to learn and develop positive coping strategies.

Consequences act on internal discipline by creating a learning opportunity directly relating to the inappropriate behaviour. Children may be given formal reminders and an escalating series of consequences if their behaviour does not improve.

Initial Strategies	Teachers are encouraged to use as many strategies as possible in helping children avoid being given reminders. These may include: • Planned ignoring • Light verbal disapproval referring to the school values • Non-verbal disapproval • Focussing on another child's correct choices – proximity praise • Quietly speaking to the child giving them the chance to move to support them in making the right choice • Using humour to defuse a situation (if appropriate) • Reminding a child that continuing with that behaviour, not showing the school values, will result in a using the 'Good to be Green' sanction cards and/or lunch time or break time reflection for not completing appropriate levels of work in class
---------------------------	---

IN CLASS



CHALLENGING BEHAVIOUR

Staff have training in conflict resolution and de-escalation strategies. Adults' responses to challenging behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:	
Positive phrasing e.g.	- "Stand next to me" - "Put the toy on the table" - "Walk beside me"
Limited choice e.g.	- "Put the pen on the table or in the box" - "When we are inside - Lego or drawing" - Talk to me here or outside the classroom"
Disempowering the behaviour e.g.	- "That's fine. You can listen from there" - "Come and speak to me when you are ready"
Use of a De-Escalation Script e.g.	- Use the person's name - "David" - Acknowledge their right to their feelings - "I can see something is wrong" - Tell them why you are there - "I am here to help" - Offer help - "Talk to me and I will listen" - Offer a "get-out" (positive phrasing) - "Come with me and....."

PLAY/LUNCHTIME

At play and lunch times, in addition to the use of de-escalation strategies, three simple steps are followed:	
Step 1	Given a reminder referring to the school values not being shown
Step 2	Being asked to sit out of play for 5/10 minutes or to remain next to the school adult on duty to discuss and talk through inappropriate behaviour
Step 3	Being sent to the most senior member of staff on duty for the rest play/lunchtime

Children who deliberately physically hurt another child either as an instigator or in retaliation will be sent straight to a senior member of staff and they will be kept in instead of being allowed on the playground and will have reflection time.

School Values

Kind



Courageous



Resilient



Respectful



Responsible

