



## Relationships and Behaviour Policy

September 2023

To be reviewed September 2024



**Legal framework** This policy has due regard to statutory legislation, including, but not limited to, the following:

- The Education Act 2011
- The Equality Act 2010
- The Education and Inspections Act 2006
- The Health Act 2006
- The School Information (England) Regulations 2008, and the amendments made in 2012 (as amended)

This policy also has due regard to DfE guidance, including, but not limited to, the following:

- DfE 'Behaviour in Schools'
- DfE 'Keeping Children Safe in Education'
- DfE 'Behaviour and Discipline in Schools Guidance for Governing Bodies' 2012
- DfE 'Mental Health and Behaviour in Schools Guidance' 2018
- DfE 'Use of Reasonable Force in Schools' 2013
- DfE 'Searching, Screening and Confiscation in Schools' 2022
- DfE 'Suspension and Permanent Exclusion from Schools' 2022
- EEF Improving Behaviour in Schools 2021

## Policy Rationale and Aims

At the James Montgomery Academy Trust (JMAT) we believe that, good behaviour stems from positive relationships and mutual respect between adults and children. The Trust has high expectations for behaviour and believe that positive learning environments and enjoyable school experiences stem from this as well as ultimately enabling children to contribute efficiently to society as responsible citizens.

In order to achieve our aspirations and to enable effective teaching and learning to take place every school has effective strategies to establish good relationships and each staff member has a responsibility to ensure these strategies are upheld and fostered. Rather than focussing on unwanted behaviours, the value is put on positive behaviours, which enable and maximise learning. This approach helps children understand the behavioural skills they need, what the adult wants them to do, and why this will help them to learn. We do not presume that children will instinctively know how to behave well and as such behaviour is taught through a well thought out structure linked to each schools' behaviour expectations. Where children struggle to understand and acquire the appropriate behavioural skills, schools will offer high challenge alongside high support. Through the effective teaching of good behaviour children will be guided to develop a moral compass alongside social awareness where they appreciate different view-points, values and choices. This in turn will empower children to recognise and make the right choices throughout their lives with empathy and respect for diversity.

The aim is that the policy will ensure clear expectations are given for the highest standards of behaviour, that this behaviour is taught and then standards are consistently applied across all settings. In addition to this the aim is that children will ultimately take responsibility for their own behaviour and appreciate success from doing this. Children will develop an understanding of accountability including natural consequences of wrong decisions. We recognise that clear structures with predictable outcomes have the best impact on behaviour. Our approach to behaviour is based upon rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely, rather than just rewarded. Children are praised publicly and reminded in private.

*“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”*

Paul Dix, Pivotal Education

Our Relationships and Behaviour Policy is designed to:

- Promote a positive climate and learning culture within school where all children can learn;
- Provide a safe school environment for all;
- Teach an understanding of what appropriate behaviours are;
- Define a framework for recognising success and de-escalating negative behaviours;
- Promote self-esteem, self-regulation and positive relationships with all staff members acting as emotionally available adults;
- Involve parents/carers, children and staff in the application of this policy and establish strong communication.

This policy underpins the Trust's commitment to ensuring that all JMAT schools are communities in which all people are respected and enabled to grow as learners in a safe, caring and stimulating environment.

In the implementation of this policy The Trust acknowledges its legal duties under the Equality Act 2010, in respect of:

- safeguarding
- pupils with special educational needs and disabilities (SEND) and in preventing students with additional needs from being at a disadvantage.

We understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke plans which are based on individual needs, positive relationships and may include rewards or further recognition to reinforce positive behaviour. When necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and other professionals, to identify specific support needed. Schools will work with parents and carers to create plans and review them on a regular basis.

### **Scope of the Policy**

This policy applies to all children taught within JMAT schools and school staff and other professionals responsible for their care. The policy will be applied fairly across all schools without discrimination. The policy applies throughout all school or academy organised activities.

### **Responsibility for the implementation of the policy**

#### **Children will:**

- Follow school routines for learning good behaviour.
- Display good behaviour at all times.

#### **Adults in school will:**

- Implement the aims of JMAT's Relationships and Behaviour Policy at all times.
- Develop and maintain positive relationships and a well-managed learning environment.
- Be positive ambassadors of the school at all times, through their professional behaviour and conduct.
- Treat all children fairly and respectfully, seeking to raise their self-esteem and develop their full potential.
- Take into account and follow any bespoke plans for children with Special Educational Needs.
- Record significant behaviour incidents on RecordMy or other recording system where this is not yet available, by following the correct reporting procedure so SLT and the Trust can offer support when required.
- Contact parents/carers regarding their child's behaviour where necessary

#### **JMAT will encourage adults at home to:**

- Abide by the Home-School Agreement (if applicable), ensuring the attendance and punctuality of their child, as well as reporting any absences.
- Encourage good behaviour in their child and for their child to be an ambassador of their school at all times, in line with the Relationships and Behaviour Policy.
- Be positive role models for their children through their own good behaviour and conduct.

## **Relationships, Structure, Rules and Routines**

We recognise that clear structure of predictable outcomes have the best impact on behaviour. We believe that establishing boundaries is important for children to feel safe. A positive relationship between the adults and child is essential for the child to learn and to keep within boundaries over time.

- Rules are more effective when they are positively framed from adults with positive relationships with pupils and used to reinforce and develop desired behaviours.
- Teachers will be responsible for developing class rules in conjunction with their pupils, making it clear to pupils what is expected in their learning environment to keep pupils safe, trust each other and enjoy learning.
- The provision of a safe and predictable learning environment is paramount and all staff are expected to provide clear and regular routines that support the implementation of rules and ensure Maslow's Hierarchy of Needs are met.
- Pupils need to be familiar with the expectations of staff over their behaviour. Therefore, consistency and the regular maintenance of high standards is highly important for the child to feel safe.
- Structure and routines are expected to be in place for pupils on arrival at school and throughout the entire day - including lunch – until pupils leave the premises.

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

Our Rules	Visible Consistencies CHECK
<ol style="list-style-type: none"> <li>1. Be Kind (including kind hands, kind feet, kind words)</li> <li>2. Be Respectful</li> <li>3. Be Safe</li> </ol>	<p>Behaviour and SEMH</p> <ul style="list-style-type: none"> <li>• <b>Meet and greet pupils</b> when they come into the classroom.</li> <li>• Teach children the class routines and empower them to take responsibility.</li> <li>• Have <b>clear routines</b> for transitions and for stopping the class.</li> <li>• Persistently catch children doing the right thing</li> <li>• Stay calm - <b>keep emotional control</b></li> <li>• Be visible, be present and model expectations</li> <li>• Praising in public (PIP), Reprimanding in private (RIP)</li> <li>• Use consistent language</li> <li>• Know the names of children, know them well and smile. Make a difference.</li> <li>• Follow our behaviour policy</li> </ul> <p><b>TEACHING AND LEARNING:</b></p> <ul style="list-style-type: none"> <li>• Check progress constantly and pick up on children who are failing to meet expectations. Intervene.</li> <li>• Have a <b>plan</b> for children who struggle to regulate or maintain control. Ensure other adults in the class know the plan - <b>communication</b></li> <li>• Understand pupils' special needs.</li> <li>• Ensure that all resources are <b>prepared</b> in advance.</li> <li>• <b>Praise</b> the behaviour you want to see more of.</li> <li>• Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise).</li> <li>• <b>Ensure appropriate challenge and support</b></li> </ul> <p><b>Parents</b></p> <ul style="list-style-type: none"> <li>• Give <b>feedback to parents</b> about their child's behaviour - let them know about the <b>good</b> days as well as the <b>bad</b> ones.</li> </ul>
<p><b>Broken into Dojo Points (all worth 1 point):</b></p> <ul style="list-style-type: none"> <li>• Respect</li> <li>• Reflect</li> <li>• Resilience</li> </ul>	

Our value system is embedded throughout our whole curriculum. PSHE, P4C, British Values and Citizenship are taught using a variety of methodologies, addressing our ethos and expectations directly. We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to promote positive behaviour. Similarly, we recognise that the way in which the classroom is organised and managed can create and alleviate potential behaviour difficulties. We recognise that some problems arise through circumstances beyond our control, for example, the case of a child with severe behavioural difficulties, but that others can be minimised if we apply the principles of good classroom management.

We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

### **Choice and Consequence - Rewarding Positive Behaviour**

The use of rewards can be effective for motivating most pupils with an aim to offer positive rewards for positive behaviour rather than highlighting inappropriate behaviour. Behaviour that leads to rewarding consequences are more likely to be repeated for most pupils. Our goal is for our children to be intrinsically motivated whereby they are engaged in a behaviour because it is personally rewarding; essentially, performing an activity for their own sake rather than the desire for some external reward. Examples of this may be:

- Participating in a sport because they find the activity enjoyable
- Solving a Maths problem because they find the challenge fun and interesting
- Playing a game because they find it exciting

All staff are actively involved in consistently focusing on rewarding positive behaviour.

- Positive achievements and successes both in and out of school are celebrated and shared with parents and peers.
- The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils.
- Informal rewards include:
  - Smiles/positive eye contact/gestures.
  - Targeted praise statements to the pupil or groups of pupils.
  - Peer group praise, both spontaneous and planned.
  - Direct positive praise home to parents.
  - Sharing good work and behaviour with peers/adults/senior staff.
  - Displaying work where children have tried their very best.
- Formalised rewards are targeted and individualised according to age and need, and celebrated with the peers and the whole school as appropriate.
  - Stickers awarded during Special Mentions Assembly
  - Awarding Dojos. These are awarded throughout the week. Dojos are awarded by any member of staff according to an established criteria.
  - Awarding Core Value stickers for those children who go above and beyond.

We strongly believe in PIP (praise in public) and RIP (reprimand in private). Children are praised individually, as a group, as a class, publicly and on a one- to-one basis. Feedback given to children is largely verbal but is positive in nature and any criticism should be constructive in the form of structured critique. We encourage the children to recognise good behaviour in others and respond appropriately.

### **A Focus on Restorative Approaches and Strategies to Support Behaviour Change**

We believe in a holistic approach which involves personal behaviour plans, de-escalation, distraction, diversion and diffusion.

We believe in understanding behaviours and are concerned as much with feelings and thoughts as we are with behaviour. The expectation is that people will continue to communicate, assess the situation, look and listen for opportunities to divert or de-escalate even if they have to hold the child to keep them safe.

At Laughton J&I we strive to spot the early warning signs of a crisis and divert away from a potential crisis as soon as possible. Communication is vital and we aim to say the right thing at the right time. Sometimes, it is more helpful to keep quiet rather than escalate and inflame the situation. We aim to provide security, safety and acceptance allowing for recovery and repair.

Fostering positive attitudes helps us to keep discipline problems to a minimum, but if problems do arise they are treated fairly and on an individual basis. The staff know what to do about indiscipline on those occasions when it emerges. They are aware of the six stages of crisis (see APPENDIX) and manage the situation accordingly.

If there were any serious or prolonged incidence of behavioural difficulty, we have procedures outlined below, which are followed and we would contact parents/carers to enlist their co-operation in dealing with it. Serious incidents or persistent challenging behaviour which is causing serious concern are monitored by the Headteacher, Deputy Headteacher and the Family Liaison Support Assistant (FLSA).

At Laughton J&I, any “interventions” to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time. The types of interventions used across the learning community reflect the individual nature of class groups and pupils.

These interventions may include:

- Use of planned support strategies including sensory breaks, calming strategies, mentoring, music, use of a ‘safe space’.
- Facial expressions of approval and mood – attuning with the pupil to prevent escalation.
- Verbal and non-verbal communication – as above.
- Systems that promote rewards.
- Success reminders and praise.

- Assertive and consistent reinforcement of routines and protocols.
- Assertive and consistent use of positive interventions and positive language.
- Consistently modelling the behaviours we wish to see in the pupils.
- Explicitly teaching positive behaviours.
- Employment of assertive and therapeutic language (to influence positive behaviour).
- Restorative conversations and discussions to reflect, repair relationships.
- Temporary withdrawal from the learning environment.
- Pupils remove themselves from a situation which causes anxiety or distress to a location where they can be supported and continually observed until they are ready to resume their usual activities. This “time out” could be time in a quiet area of the classroom or school, the playground, Library, the Sensory Room or around the school site.

Whenever there is an incident of a serious nature, we employ the Neurosequential Model of Dr Bruce Perry. This involves three steps:

- **Regulate** – First help the child to regulate and calm their fight, flight, freeze responses
- **Relate** – Connect with the child through an attuned and sensitive relationship
- **Reason/Repair** – We can support the child to reflect, learn, remember, articulate and become self-assured.

Formal interventions are implemented following due consideration of any incident, the antecedent, context, the pupil’s age and needs:

Suspension: following consultation with parents/carers, pupils may be suspended from school for more serious or persistent incidents of unwanted behaviour. This would be used in exceptional circumstances as a Restorative Approach which underpins the culture, ethos and values of the school.

### **Inclusion Support**

Everyone within school has the responsibility to support pupils with their behaviour. Key members of staff have the responsibility for the care of specific pupils who are struggling to access learning or who need support to break down barriers to learning. These staff members work with individual pupils or groups of children based on referrals from teaching staff and parents. They set targets and teach strategies to help pupils access learning. They liaise with families and outside agencies.

The support members have clear aims:

- To care for the needs of pupils who are unable to access learning.
- To use techniques of de-escalation, deflection and reparation in order to reduce the loss of learning time to a minimum.
- To provide authentic care for all pupils based on unconditional positive regard taking into account individual pupil needs, disabilities and vulnerabilities.
- To provide advice and guidance for staff on all aspects of behaviour management including positive handling.
- To support staff in dealing with those pupils who are struggling to access learning
- To keep clear and accurate data records on incidents that can be used to inform intervention and behaviour planning.
- To work with the SENCO, FLSA and designated teacher for LAC/Post LAC to



develop individual behaviour plans in conjunction with staff (class teachers and TAs), pupils and parents/carers.

### **Staff Support Systems at Laughton J&I**

We strive to create a safe learning environment and promote positive behaviours and minimise the risk of incidents that may require interventions. In exceptional circumstances, staff may need to take action where the use of reasonable and proportional force using handling techniques may be required. To this end, all staff clearly understand their responsibilities in the context of their duty of care in taking appropriate approaches to promoting and celebrating positive behaviour. Staff are supported in doing so through on-going CPD that promotes nurture principles.

### **Support Systems for Parents/Carers**

In addition to involving our parents/carers at all stages in their child's education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:

- Speaking to our Family Liaison Support Assistant (Miss E. Gladwin)
- Speaking to the Safeguarding Team (Mrs C Hill, Miss E Jackson & Miss E Gladwin)
- Speaking to our Intervention Support Assistant (Miss H Lawrey)
- Liaising with our Attendance Officer/s (Mrs H Holden & Mrs C Hill)
- Accessing Parenting Support Programmes and other voluntary parenting skills courses.
- Seeking Early Help support.

### **Support Systems for Pupils**

In addition to regular teaching and learning about positive behaviour and regular attendance underpinned by a nurture approach, the school provides the following support to pupils:

- Liaison with parents/carers, previous schools, outside agencies and services.
- Regular pastoral reviews to identify pupils most at risk, included as part of any regular academic progress reviews.
- The delivery of an exciting and innovative curriculum underpinned by our values of Respect, Reflect & Resilience.
- Regular contact with parents/carers to inform them of progress being made by their child and with regard to the celebration of achievement and behavioural achievements. Parents/carers consultations
- Contact with parents/carers on the first day of any unexplained absence and discussion between the pupil and staff responsible for their registration.
- Contact with parents/carers in the early stages of an issue, rather than when a learner may be close to suspension, or following bereavement, parental divorce, or separation.
- Referrals for specialist advice from agencies linked to the school via the SENDCo.
- Family Liaison Support Assistant & Intervention Support Assistant.
- Access to therapeutic intervention.
- Where appropriate, a Key Worker is allocated to assist with the behaviour management of identified pupils.

### **Behaviour Outside of the School site**

The Department of Education has issued all school with regulations on managing pupils' behaviour outside of the school site and outside of school hours. At Laughton J&I, children are subject to the behaviour policy outside of the school site and outside of school hours whilst in school uniform. Any poor or disrespectful behaviour outside of school will be discussed as if they were within the school or within school hours.

### **Behaviour at Lunch Time**

Behaviour at lunch time is managed and monitored by our FLSA, Teaching Assistants and the School Meal Supervisor Assistants (SMSAs). Activities and games are provided at lunch time to encourage structure to the free time and develop children's social communication. Positive behaviour will be awarded via the distribution of Dojo's.

### **Monitoring and Review**

Behaviour management will be under constant review throughout the school on a class and individual basis. This document is freely available to the entire school community. It is also available on the school web-site. It will be reviewed on an annual basis.

**This policy has been written in line with the following JMAT policies:**

- Safeguarding and Child Protection
- Peer on Peer Abuse
- Exclusions and Amended Timetables
- Positive Handling and Individual Risk Assessments
- SEND Policy

**The scheduled review date for this policy is September 2024.**

## APPENDICES

1	Calm Approach
2	Six Stages of Crisis
3	<ul style="list-style-type: none"><li>• Using play to de-escalate</li><li>• 73 easy to use and implement de-escalation and behaviour management tips</li></ul>
4	Levelled Approach to Sanctions
5	Procedures to follow when children abscond

### **APPENDIX ONE:**

We believe in the **CALM APPROACH**. If an incident occurs, staff should be particularly mindful of

Communication. A restorative conversation.

Ensure a calm sideways stance and relaxed body posture. Step back.

Use peaceful gestures. Palms open

Use none threatening facial expressions and intermittent eye contact

Use a low tone, volume and pace in communication and choose words carefully to avoid confrontation whilst still dealing with the issue in hand

If necessary follow an agreed script with certain children

*E.g. Jack, I can see something is wrong / has happened*

*I am here to help... talk and I'll listen*

*Come along . . .*

*A restorative conversation may form this format:*

*How could this have been avoided?*

*How can we move forward so this is resolved for now?*

*What can we do to put things right and assume responsibility?*

*What needs to happen next?*

## Awareness and Assessment

Read behaviour - anticipate what might happen next  
Apply your knowledge of handling plans

Physical reassurance and prompts

## Listening

Allow time and space - allow pauses for take up time  
Give the child a way out

## Making Safe

Ensure the environment is safe and comfortable

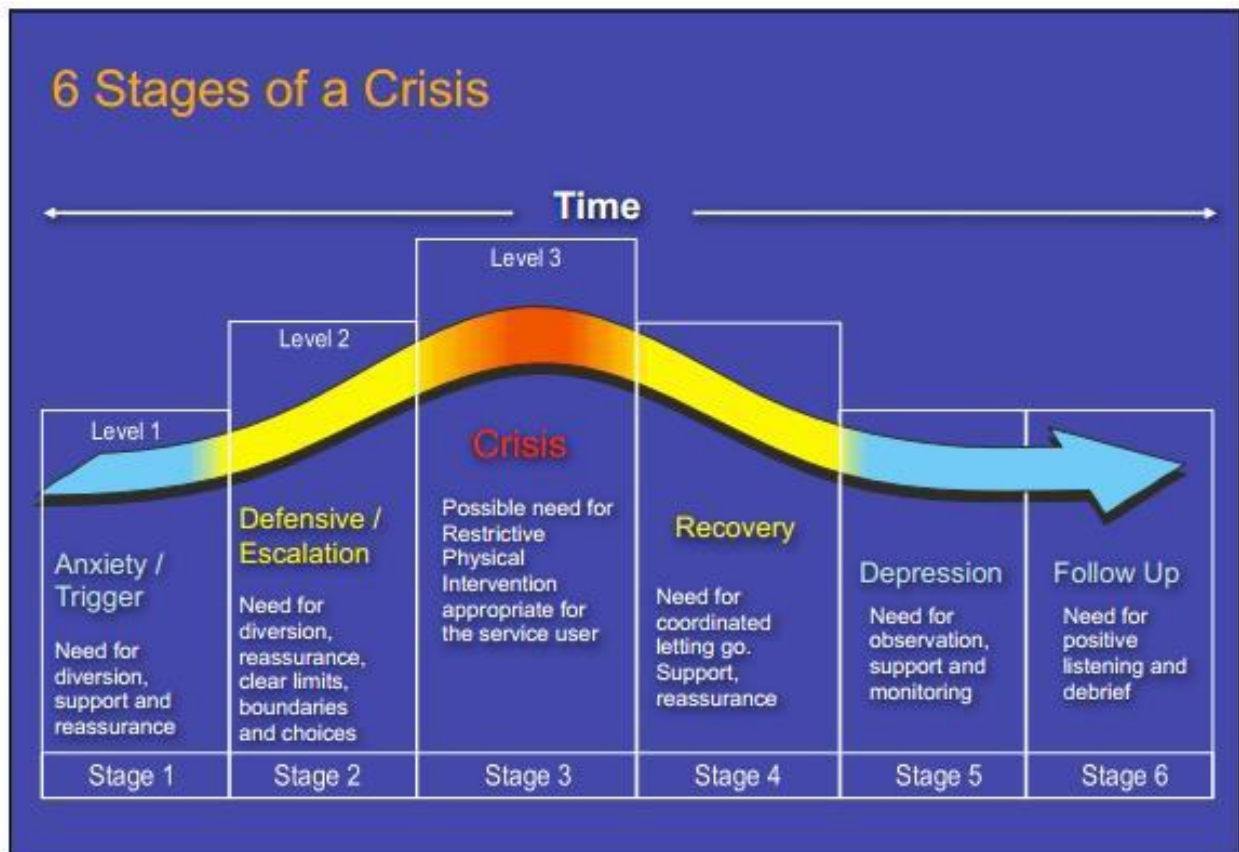
Allow enough space and ensure a calm space/ environment for the child to calm down

Use diversions effectively situation

Use de-escalation techniques so that a situation is often diffused  
Guides and escorts

Releases and holds with minimum drama and effort

## APPENDIX TWO



### Stage 1 Warning Signs

- Body position and tension- arms crossed
- Clenched jaws or fists
- Jaw jutting and chest thrown out
- Breathing- rapid, shallow, audible
- Eye contact increased or decrease
- Danger signals

### Stage 1 Positive Handling Responses

#### R.E.A.D ( Recognise, Evaluate, Assess & Decide)

- Read the body language
- Read the behaviour- Assess the situation
- Intervene early
- Communicate – “Talk and I’ll listen”
- Inform of desired behaviour
- Use appropriate humour
- Display CALM stance and body language (appendix 1)
- Talk low and slow and quietly
- Offer reassurance – including positive physical prompts
- Divert and distract by introducing another activity or topic

### Stage 2 Behaviours

- Individual begins to display higher tension
- Belligerent and abusive
- Making personal and offensive remarks
- Talking louder – higher - quicker
- Adopting aggressive postures
- Changes in eye contact
- Pacing around
- Breaking minor rules
- Low level destruction
- Picking up objects which could be used as weapons
- Challenges – “I will not...you can’t make me”

### Level 2 Positive handling Responses

- Continue to use Level One de-escalation responses
- State desired behaviours clearly
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity

- Assess the situation and consider making the environment safer and getting help.

- Guide the elbows towards safety

### Stage 3 – Behaviours

- Shouting and screaming
- Damaging property
- Moving towards danger
- Fiddling with electrics
- Climbing trees, roofs or out of windows
- Tapping or threatening to break glass
- Moving towards weapons
- Picking up objects which can be used as weapons
- Hurting self
- Grabbing or threatening others
- Hurting others (kicking – slapping – punching)

### Level 3 Positive Handling Responses

- Continue to use all the Level 1 and 2 De-escalation responses
- Make the environment safer
- Moving furniture and removing weapon objects
- Guide assertively – hold or restrain if absolutely necessary
- Ensure face, voice and posture are supportive not aggressive
- Use “Help Protocol”

#### **Hear**

Listen to their side of the story first

#### **Explain**

Why staff took the action they did

#### **Link**

To show how feelings drive behaviour

#### **Plan**

Together to find better ways

## APPENDIX THREE

### De-escalation – using play to de-escalate

#### **Foam Soap**

*Up regulate - Hold the ball in one hand, after the count of 3 clap hands and smash the ball into snow*

*Down regulate - Roll the soap into a ball*

#### **Orbeez**

*Up regulate - Play table football with one Orbee at a time OR place a handful of Orbeez in the middle of a sheet of paper that is then shaken gently to try shake them all off*

*Down regulate - Place hands in water with the Orbeez, slowly move them around and pay attention to the sensations. Roll them around in hands.*

#### **Tug of war**

*Up regulate - Sit child on bean bag and pull around a large space.*

*Down regulate - Using a blanket, twist into a rope and child attempts to pull towards you*

#### **Sand Box**

*Up regulate - Build a tower then smash it down*

*Down regulate - Slowly push hands through the sand, paying attention to the sensation OR play Hangman or Pictionary in the sand*

#### **Massage**

*Up regulate - Light gentle touch*

*Down regulate - Deep pressure*

#### **Balloon Pass**

*Up regulate - Pass the balloon back and forth without letting it touch the ground, changing which body parts to hit the balloon with*

*Down regulate - Allow the balloon to land on a hand and use breath to blow it to the other person*

#### **Bubble Pop**

*Up regulate - Pop all the bubbles, occasionally changing which body part used to pop them.*

*Down regulate - Try to catch bubbles without them popping by allowing them to land as gently as possible, occasionally changing which body part is used to catch them.*

#### **Traffic Jam**

*Up regulate - Play with a time limit*

*Down regulate - Offer a move limit and encourage participants to think about each move carefully and take their time*

#### **Chair Stack**



*Up regulate - Build a tower as high as possible, as fast as possible.*

*Down regulate - Take time to carefully build one without it falling*

### **Tray Game**

*Up regulate - See how fast you can move items from one tray to another using chopsticks.*

*Down regulate - Place a number of items on a tray. Give the other person a time limit to remember all the items, cover them and then remove one item whilst the other person looks away. See if the other person can spot which item has been removed.*

### **Feather Blow**

*Up regulate - Competition to see who can blow the feather the furthest in a time limit*

*Down regulate - Gently pass the feather between each other by blowing it softly*

### **I Went to the Shop**

*Up regulate - "I went to the shop and bought..." say a random item then the next person repeats what has been said but adds an item.*

*Down regulate - "I went to the shop and bought..." say an item that begins with the letter A, then the next person repeats what has been said and works through the alphabet.*

### **Hand Stack**

*Up regulate - Stand in a circle with everyone's hands extended to the middle and placed on top of each other. Count how many times each person can put a hand to the top within a time limit.*

*Down regulate - One person places both hands into the middle facing up. They then attempt to hold their hands in place as each person places one hand on top and pushes down. If it goes all around the circle with the first person still able to support them, everyone else can use their second hand.*

### **Pass the Lotion**

*Up regulate - Pass and splat*

*Down regulate - Use a small blob and see how many times it can be passed back and forth before there is none left*

### **Motorbike Vs Cycle Bike**

*Up regulate - Whilst sat on the floor the adult and the child connect through their feet. Moving their feet in a fast motion like riding a bicycle.*

*Down regulate - Either the child or the adult shouts "motorbike" and both push their feet hard against one and other.*

### **Cup Catch**

*Up regulate - With two plastic cups (of the same shape), one person throws a cup into the air and the other person attempts to catch it inside the other cup.*

*Down regulate - With two plastic cups (of the same shape), one person holds their cup still and the other person attempts to throw their cup into it.*

### **Blow Football**

*Up regulate - Both people make a goal with fingers. Use a piece of scrunched up paper or other small, light, round object as a ball. Have a match within a time limit and see who wins.*

*Down regulate - Do a penalty shoot-out. Take turns trying to score, taking time to be as accurate as possible.*

### **Hot Potato**

*Up regulate - Use a beanbag or heavier ball to quickly pass back and forth. See how many times it can be passed in one minute.*

*Down regulate - Use a balloon to gently pass back and forth without letting it touch the ground. Time how long it can be kept off the floor.*

### **Mummy wrap**

*Up regulate - Using rolls of toilet paper, wrap a person up as much as possible within a time limit.*

*Down regulate - Using rolls of toilet paper, wrap a person up, taking time to ensure there are no gaps in the toilet paper.*

### **Playing Cards**

*Up regulate - 52 card pick-up. Throw them all on the floor and see how quick they can all be picked up.*

*Down regulate - Any other card game. Blackjack / Snap / Go Fish etc*

### **Mirroring**

*Up regulate - Whilst standing face to face, copy the fast movements of another's hands.*

*Down regulate - Whilst standing face to face and touching hands apply pressure and guide the others hands into different positions*

### **Silly Walk**

*Up regulate - Leapfrog, big steps, hopping etc*

*Down regulate - Bear walk, dragon crawl etc i.e. anything low and slow*

### **Invisible Ball**

*Up regulate - Throw an invisible ball to each other from across the room*

*Down regulate - Place one person's hands inside of the other person's. The person on the inside is then to push out as hard as they can, whilst the person on the outside presses in. Do this for 30 seconds, then separate and pay attention to the sensation.*

### **Beanbag Balance**

*Up regulate - Place a beanbag on each person's head. Race from one point to another without dropping the beanbag.*

*Down regulate - Slowly walk across a line on the floor without stepping off it, ensuring the bean bag doesn't fall off.*

### **Curiosity Games**

*The moon is round, the train game, crossed or uncrossed, 1 up 1 down.*

**Shield Game**

*Up regulate - Throw big sponge shapes or cushions to try to hit the other person's body, whilst the other person has to dodge or defend using a cushion as a shield.*

*Down regulate - Both using a cushion to push against each other.*

**Yes/No Game**

*Up regulate -*

*Down regulate - Have one person ask yes/no questions whilst the other person tries to answer without saying yes or no.*

**Cushion Kick-ups**

*Up regulate - Kick the cushion against the wall, attempting to not let it hit the floor before it can be kicked again.*

*Down regulate - Count how many kick-ups can be done without letting the cushion hit the floor*

**Catch**

*Up regulate - Stand further apart and throw overarm. Count how many times it can be passed in one minute.*

*Down regulate - Gentle under-arm throw. Count how many times it can be passed without it being dropped.*

**Do This, Do That**

*Up regulate - Big movements (gross motor skills) at a quicker pace*

*Down regulate - Smaller movements (fine motor skills) at a slower pace*

**Shaving Foam Sensory Exploration**

*Up regulate - On a tray direct the child to run their finger around the foam.*

*Down regulate - slower movements with a lavender scent*

**Squiggle Add**

*Up regulate - One person draws a squiggle on the paper then removes their pen. The next person adds to the squiggle. The final picture doesn't need to make sense it's just about having fun!*

*Down regulate - The same as up regulating apart from you work together to draw something specific.*

**Pen Follow**

*Up regulate - Both adult and child have the pen on the paper at the same time. The child must follow the adults movements with their pen. The movements are encouraged to be fast and sharp.*

*Down regulate - Same as the above but the movements are encouraged to be slow and heavy applying deep pressure with the pen onto the page.*

## APPENDIX THREE

### 73 easy to use and implement de-escalation and behaviour management tips

#### Top tips

1. Wear odd socks – great distraction technique.
2. Learn a magic trick.
3. Carry something unusual in your pocket.
4. Keep up to date on the things children are interested in.
5. Noticing behaviours early and having a bank of objects (fiddle toys) instantly available.
6. Have clear rules/limits around any de-escalation object or area.
7. Give the illusion of choice. (safe space, when a child is angry give them two options of where to go. Making them feel they are in control).  
(Work related, give two options of work activities with the same outcome. E.g. Paper /computer based activity).

Simple positive messages – “Jess, nice walking, thank you” NOT “could you stop running please?”

“What should you be doing now?” instead of stop messing around “.

8. Have clear and consistent rules, routines and boundaries. (high expectations).
9. ALL the P's. (Prior Planning and Preparation Prevents Poor Performance).
10. Instant praise/ reward for desired behaviours E.g. stickers, dojo's or verbal praise.
12. To gain desired behaviour without highlighting the negative behaviour, praise and reward the appropriate behaviours of others. E.g. When a child is swinging on their chair, “I really like how your sitting on your chair” (to another child that is sat appropriately).
13. Intervene early.
14. Communicate – “You talk and I'll listen”
15. Inform of desired behaviour.
16. Use appropriate humour.
17. Display CALM stance & body language.
18. Talk low and slow and quietly.
19. Offer reassurance – including positive physical prompts.
20. Divert and distract by introducing another activity or topic.
21. State desired behaviours clearly.
22. Set clear enforceable limits.
23. Offer alternatives and options.
24. Offer clear choices.
25. Give a get out with dignity.
26. Assess the situation and consider making the environment safer and getting help.
27. Guide the elbows towards safety.
28. Make the environment safer.
29. Moving furniture and removing weapon objects.
30. Guide assertively – hold or restrain if absolutely necessary.
31. Change of face.
32. Create new learning environment.
33. Offer the use of a calm space. (Learning Lounge/Mental Health & Well-Being Space)

## Group control

**Good group control is an integral aspect of effective work with young people. If there is no order to group functioning, then neither individual, nor group objectives can be met.**

### DO

34. Be on time. Starting & finishing on time are very important. This sends signals to children about the importance & value that the adult places upon the activity / lesson & makes colleagues' tasks easier.
35. Be efficient. The more efficient you are, the better you feel, the higher your level of confidence, the better things are likely to go.
36. Settle the group to its task with as little delay as possible
37. Clearly state the expected task, which must be relevant to the ability & interest levels of all the children.
38. Check that you have been understood.
39. Try to be clear & decisive.
40. Address & resolve situations- don't let them drag on or escalate without attention.
41. Be alert to what is going on & ensure that your attention is distributed across the whole group. Scan the group regularly.
42. Relate to all the children by verbal exchanges & social reinforces, such as eye contact, facial expressions & nods.
43. Know the management system already in the school & how to make it work.

### Don't

- X Be unclear & hurried in speech or actions.
- X Overreact.
- X Issue complicated instructions.
- X Show favouritism or be inconsistent.
- X Use ridicule or sarcasm.
- X Have inappropriate expectations.
- X Belittle effort of endeavour
- X Send children off in numbers or a state, that would be problematic for someone else.
- X Try not to shout – young people get habituated to the volume, use it for effect.

## ATTITUDE & APPROACH

**Staff members' attitude & approach in all situations affects the quality of relationships with pupils. In situations of rising tension, staff attitude & approach is crucial. It can improve or complicate the chances of success.**

### Do

44. Appear calm & collected if possible – you are communicating messages.

45. Be clear & firm about boundaries of acceptability.
46. Show a non- biased nature & be aware of self-fulfilling prophecies & labelling.
47. Be prepared to listen.
48. Know when the situation is in stalemate. Don't create a win – lose situation without it being a calculated decision.
49. Be flexible in thought & response. Use indirect techniques
50. Spontaneously provide a range of roles, from dominance to reflective support.
51. Value people as individuals.
52. Be a sensitive objective observer who can make valid diagnoses.
53. Wherever possible, show trust & allow pupils to resolve their own problems.

### **Don't**

- X Be fooled into thinking you should always be able to deal with any situation.
- X Expect colleagues to do without your support.
- X Be unfair or hostile.
- X Use high tariff intervention where low tariff will suffice.
- X Inflate the situation out of proportion.
- X Allow yourself to be wound up.
- X Carry on, if you know you are wrong.
- X Re-start the argument or incident once calm has been achieved.
- X Use unnecessary peer group pressure.

### **NON – VERBAL BEHAVIOUR**

**The primary reason for using & interpreting non- verbal signals is to reinforce positive behaviour quietly, but frequently; to de-escalate at a very early stage, or to signal low key staff involvement. Once sent, there will normally be a response. Similarly, acknowledging such signals from a pupil or the group, also enables low key responses from staff.**

### **Do**

54. Make an attempt to look at an individual when you are making an important point; intermittent eye contact is very powerful.
55. Be aware of the signals given out by your body position & posture.
56. Try to sit down.
57. Nod your head to indicate attentiveness.
58. Smile – particularly to show agreement.
59. Be aware of the physical distance between yourself & others & the message it conveys
60. Raise your eyebrows to question.
61. Use hand, shoulder & whole body gestures to support discussion.
62. Use appropriate physical contact as reassurance.
63. Seek signals that your message has been correctly received.

### **Don't**

- X Invade personal space.
- X Use staring, threatening eye contact.
- X Stand over pupils in a threatening manner.
- X Appear to lack confidence.
- X Appear tense
- X Retaliate with physical gestures.
- X Use inappropriate physical contact with any child.
- X Be oblivious to signals within the environment.
- X Remain static.
- X Appear intimidated.

**N.B.** People on the autistic spectrum often have difficulties interpreting non-verbal communication.

### **VERBAL BEHAVIOUR**

**Verbal communication operates at many levels within the teaching, caring & therapeutic processes at school. It is probably, the most important tool staff have, in helping young people towards personal growth and, employed correctly, the most powerful de-escalation skill staff have in their possession.**

#### **DO**

64. Acknowledge the existence of a problem – check for anxiety (however it is manifested)
65. Give reassurance & offer support
66. Be aware of voice quality, pitch & power; make good use of pauses, allow take-up time
67. Paraphrase what has been said & check back with the child that it is accurate.
68. Present facts or issues which may not be known to the child.
69. Draw upon personalisation & former relationship factors. Invoke the norm of reciprocity
70. Put the onus on the child to resolve the situation wherever possible; pointing out consequences, offering choices & alternatives. Always provide an “escape route “.
71. Use the word “we” in discussion & explain that the solution can be a “together “ one.
72. If you can, offer “If I were you ....., but it’s up to you “, programming leads.
73. Identify the options – give two, with the preferred choice always last.

#### **DON'T**

- X Ever place the young person in a position of no escape.
- X Use destructive criticism, sarcasm, belittling methods to humiliate.
- X Remind the child of previous incidents.
- X Use personal details in front of a group.

- X Give unrealistic consequences.
- X Make insensitive remarks
- X Lose your temper
- X Make, "YOU WILL" statements
- X Allow the, "You can't make me - I won't", type situations to develop.
- X Get involved in "You did – no I didn't", type arguments.
- X Argue with adults present.



## APPENDIX FOUR: Sanctions – A Graduated Response 2022 - 2023

	Type of behaviour	How to deal with this behaviour	Recording & Reporting Actions
Green is Good – Expected behaviour everyday!			
<b>LEVEL 1:</b>  <b>HELP</b>	<u>Low level Behaviours (irritating behaviours):</u> Lack of effort/ disengagement. Silliness  Distracted or distracting behaviours  Attention seeking = negative motive	<b>Initial Action:</b> <ul style="list-style-type: none"> <li>• Effective Classroom Management <i>See Appendix One for some suggested strategies</i></li> <li>• Rule and core value reminder: making a good choice</li> <li>• Distraction</li> </ul> <b>ADULT RESPONSIBILITY LIES WITH:</b> CLASS TEACHER – Effective Classroom Management techniques	Class teacher's monitoring
<b>LEVEL 2:</b>  <b>WARN</b>	<u>Low Level Behaviours (disruptive behaviours):</u> Off task behaviours, deliberate attempts to disturb others' learning.  Lack of respect and responsibility - answering back, speaking when an adult is speaking, rudeness, unkind comments or actions.  Play fighting, rough play.	<b>Initial Action:</b> <ul style="list-style-type: none"> <li>• Effective Classroom Management</li> <li>• De-escalate</li> <li>• Allow the child to calm their behaviour, make the sensible choice and adjust. CALM approach, listen and debrief.</li> <li>• Reward/ praise children doing the right thing</li> </ul> <b>Sanction:</b> <ul style="list-style-type: none"> <li>• Core rule reminders (safe, respect, kind) given to child without conversation. Reflection time with class teacher at next break or end of the day.</li> </ul> <b>Where necessary, additional actions might include:</b> <ul style="list-style-type: none"> <li>• Necessary related sanction e.g. re-do work</li> </ul> <b>ADULT RESPONSIBILITY LIES WITH:</b> CLASS TEACHER – Effective Classroom Management techniques to help with the de-escalation e.g. child working on a different table or on their own  <b>Teacher to use ANOTHER LISTENING ADULT EAR if needed when discussing behaviour with child (TA or request another adult to attend)</b>	Class teacher's monitoring  Record information on RecordMy.  If behaviour is persistent then escalate to Level 3 to trigger a meeting with parents and involvement of other key staff members.

			<p><b>STAFF REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Staff to reflect on own class management strategies for this particular group of children and adapt accordingly.</li> <li>• Reflect on curriculum and ensure it matches the cohort, their learning styles and interests</li> <li>• Gather information about individual children – fact finding – with SENDCo, FLSA and parents/carers. Has there been any change in circumstances? Informal chat with parents/carers to discuss concern at collection or drop off.</li> </ul>	
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			<ul style="list-style-type: none"> <li>• If persistent, escalate to Level 3.</li> </ul>	
<b>LEVEL 3:</b>		<p><u>High Level Behaviours (Endangering Behaviours)</u></p> <p>Aggression and Violence</p> <p>Ongoing lack of respect. Dissent towards <b>any</b> member of staff</p> <p>Behaviour which seriously disturbs learning</p> <p>Disrespecting property (e.g. minor damage)</p> <p>Inappropriate language. Swearing</p>	<p><b>Initial Action:</b></p> <ul style="list-style-type: none"> <li>• Ensure child and other children are safe.</li> <li>• Removal of child from the issue or scene to de-escalate or work elsewhere or remove other children from scene.</li> <li>• De-escalate. Discussion/distraction time with Inclusion Team or another key adult.</li> <li>• Allow the child time to CALM – de-escalate. Do not discuss until child is calm.</li> </ul> <p><b>Sanction:</b></p> <ul style="list-style-type: none"> <li>• Teacher gauges whether conversation is appropriate.</li> <li>• Part or whole of next break time lost (can be outside stood with teacher or adult on duty or with an adult inside). Reflection form to be completed or letter of apology written.</li> </ul> <p>Follow up with:</p> <ul style="list-style-type: none"> <li>• Restorative Conversation</li> </ul> <p><b>Where necessary, additional actions might include:</b></p> <ul style="list-style-type: none"> <li>• Miss more of break time.</li> <li>• Necessary related sanction e.g. re-do work</li> <li>• Time out with another class</li> <li>• Further action – internal suspension</li> </ul> <p><b>STAFF REFLECTION</b></p> <ul style="list-style-type: none"> <li>• Staff to reflect on own class management strategies for this particular group of children and adapt accordingly. Could the issue have been prevented? Were there early warning signs?</li> <li>• Reflect on curriculum and ensure it matches the cohort, their learning styles and interests</li> <li>• Gather information about individual children – fact finding – with SENDCo, FLSA and parents/carers. Has there been any change in circumstances? Informal chat with parents to discuss concern at collection or drop off.</li> </ul>	<p>Adult who has dealt with incident to log incident on SAFEGUARD.</p> <p>Parents will be contacted by class teacher or member of staff team responsible. Summary of this home school discussion to be logged on SAFEGUARD as communication.</p> <p>Referral to FLSA if required.</p>
<b>ACT</b>				

		<p><b>ADULT RESPONSIBILITY LIES WITH:</b>  <b>CLASS TEACHER</b>          With support from the following adults if needed          (including a listening ear for staff or children):          E Gladwin (FLSA) &amp; Miss Lawrey (ISA)</p> <p><b>Medium/ Long term actions and</b> future monitoring</p> <ul style="list-style-type: none"> <li>Bespoke behaviour plan needed?</li> </ul>	
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		<ul style="list-style-type: none"> <li>Change to provision? Learning time? Less structured times/ transition points? Playtimes/ lunchtimes?</li> </ul>	
<b>LEVEL 4 : ACT</b>	<p><u>High Level Behaviours (Sustained, Endangering Behaviours)</u></p> <p>Violence and sustained aggression          Serious physical, verbal or emotional aggression/abuse towards any child or adult in school.</p> <p>Discriminatory behaviour; e.g. racism, homophobia</p> <p>Bullying</p> <p>Constant dissent towards a members of staff – significant disengagement</p> <p>Vandalism/ serious damage to property</p>	<p><b>Initial Action:</b></p> <ul style="list-style-type: none"> <li>Ensure child and other children are safe.</li> <li>Removal of child from the issue or scene to safe place, to work elsewhere OR rest of children from the scene. Discussion/distraction time with pastoral team or another key adult.</li> <li>Allow the child time to CALM – de-escalate. Do not discuss incident until child is calm. Use same CALM approach and cooling off time allowed</li> </ul> <p><b>Sanction:</b></p> <ul style="list-style-type: none"> <li>Decision whether to remove child from the class immediately.</li> <li>Break time or lunchtime lost.</li> <li>Internal suspension</li> <li>Discuss the case with SENDCO, FLSA and/or leadership team</li> <li>LAST RESORT – fixed term suspension, short term partial timetable</li> </ul> <p>Follow up with:</p> <ul style="list-style-type: none"> <li>Restorative conversation</li> </ul> <p><b>Where necessary, additional actions might include:</b></p> <ul style="list-style-type: none"> <li>Assess appropriateness of break time/ lunch time provision.</li> <li>Necessary related sanction e.g. re-do work</li> </ul>	<p>Adult who has dealt with incident to log incident on RecordMy.</p> <p>Immediate meeting with parents/carers and Head/Deputy and or SENDCo/FLSA</p> <p>If recurrent issues are arising, an Individual Behaviour Plan will be set up with a script to ensure consistency. Parents/carers engaged. Key workers within school identified.</p> <p>An individualised risk assessment may be needed.</p> <p>Referral to SENDCo or FLSA for child and family sought if appropriate – referral to appropriate body/network if needed.</p> <p>Appropriate paperwork completed (e.g. racist incident, serious incident)</p>



Theft

**ADULT RESPONSIBILITY LIES WITH:**  
CLASS TEACHER and a key worker (SLT and  
paired support team member): Mrs Hill, Miss  
Jackson or Miss Gladwin

## APPENDIX FIVE

### Procedures to follow when pupils abscond

These procedures are to be followed when children leave the premises without permission.

Report the incident to a senior member of staff after making sure the pupil really has left the premises. The senior member of staff will make the decision when to contact the police, the pupil's parents/guardians and the social worker if one is assigned to the pupil, based on their knowledge of the pupil and the circumstances.

If the pupil returns to school after this, all agencies and parents must be informed immediately and the pupil should be counselled by a senior member of staff.

All incidences of pupils absconding will be reported in writing to the parents/guardians on the same day wherever possible and recorded in school, noting time, reason for the pupil leaving if known, and direction he or she was last seen heading towards.