

# Nursted Community Primary School

## Positive Behaviour Policy

Policy adopted by the Full Governor Body on : 6.10.21

Last amended		
By	When	Main changes
Kay Vousden	02.10.21	Significant update to incorporate the Restorative Practice Approach.
Kay Vousden	17.2.22	Updated with reference to CPOMS and Child on Child abuse. Updated Appendix B and added Appendix F and G
Kay Vousden	19.3.23	Updated rewards and consequences section Appendix B added and others renamed
Kay Vousden	23.3.23	Updated following discussion at staff meeting. New appendix B removed
Kay Vousden	27.4.23	Trauma resources added as appendix H
Kay Vousden	11.12.23	Updated exclusion section
Kay Vousden	29.08.24	Minor changes made

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## **Nursteed Vision and Values**

In this happy, caring, inclusive school we prepare children for life in an ever changing world. We value diversity and strive to promote equality in all that we do. We work with families, carers and the wider community to equip our children to succeed, by delivering stimulating learning opportunities that develop their skills, knowledge and thirst for learning, within a safe and nurturing environment.

We have chosen the following key values to focus on to help us to achieve our vision.

### **Kindness**

To ourselves  
To others  
To the world

### **Teamwork**

Co-operation  
Respect  
Good Communication

### **Determination**

Trying our best  
Perseverance – keeping going when learning is tough  
Resilience – managing our feelings when learning gets hard

### **Thrive**

Academically  
Physically  
Emotionally  
Spiritually

## **Introduction**

An orderly atmosphere is essential for effective teaching and learning to take place. However, the role of schools in promoting good behaviour goes beyond simply maintaining order. At Nursteed we aim to promote behaviour that is conducive to learning and is based on our values. We aim to assist children to grow up with a clear view of what is right and wrong and to help them to appreciate the needs of others and of the society they live in. We have a role in supporting good behaviour and challenging poor behaviour in school and also in some circumstances, outside of school. In doing this, all members of staff have a part to play and we also seek the support of parents and Governors.

### **Aims of this policy:**

1. To encourage children to take responsibility for their behaviour.
2. To encourage children to make positive behaviour choices that support good learning.
3. To enable all children, parents and staff to know what is expected of them.

4. To encourage a whole school approach to supporting good learning behaviour.
5. To promote our school values and to encourage everyone to live by them.
6. To promote firm action against all forms of prejudice, bullying and abuse including sexist, homophobic, biphobic, transphobic or racist language.

Nursteed School recognises its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with Special Education Needs.

'It is a legal requirement under the Equality Act that all schools are required in the exercise of their functions, to have due regard to the need to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and those who do not. (Protected Characteristics: age, disability, gender reassignment, race, religion or belief, sex.)
- Foster good relations between people who share a protected characteristic and those who do not.'

### **Our School Values lead into Class Rules**

Each year the Class Teacher, through discussion with the children, will use the school values to draw up examples of what rules this may lead to for the class. These will be displayed clearly in the classroom and will be referred back to as necessary.

<b>Value</b>	<b>Example of Rule</b>
kindness	Speak kindly to everyone. Be gentle with your hands, feet and words
Teamwork	Stop Look and listen when asked to Help tidy up Follow instructions Help others Play fairly Look after equipment
Determination	We work hard. We try our best. We use our time well.

Children will be expected to show good manners at all times and will for example, be encouraged to:

- Open doors for others
- Say please and thank you
- Walk quietly around school so as not to disturb learning
- Talk quietly in school.

## Rewards for Good Behaviour Choices

### Whole School Rewards

1. Staff use smiles, words of praise and thumbs up to let children know that they are making good behaviour choices.
2. Celebration Assembly: Each week the staff put people they have spotted showing good learning or good behaviour into the Celebration Folder which is read out during Celebration Assembly. Individuals in this folder will be given certificates, the class Star of the Week cup, their parents informed via Class Dojo and their names will be put in the next school newsletter.
3. When children have been spotted behaving particularly well they can be sent to another class teacher or the headteacher for praise and recognition.
4. The headteacher meets with those who always show a very high standard of behaviour for a termly reward.

### Whole Class Rewards

General good behaviour of the whole class is rewarded with **marbles in a jar**. Any member of staff can award the class a marble for good behaviour around school.

### Individual Rewards

**KS1** children are given stickers.

**KS2** children are given Dojo Points.

When a teacher who is different to the usual class teacher takes a class, additional rewards may be given to those who always show a high standard of behaviour.

## **The Restorative Approach**

At Nursted Community Primary School we take a Restorative Approach to dealing with incidents or poor behaviour and promoting positive learning behaviour. At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We help children to understand that it is the responsibility of staff, pupils and members of the school community to uphold our school rules and values. On occasions when these rules and values are not being respected, we use restorative approaches to help pupils understand the impact of their actions and how to resolve an issue.

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has made a bad choice, they will be asked to put things right and change their behaviour so it does not happen again.

## Fair Process

When dealing with a conflict situation, adults in school will deal with it in a fair way as follows:

**Engagement** – making sure that all participants are involved in the process.

**Explanation** – ensuring everyone involved and affected by an incident understands why final decisions are made as they are.

**Expectation clarity** – once decisions are made, rules/expectations are clearly stated so that individuals understand consequences for the future.

## Restorative Questions

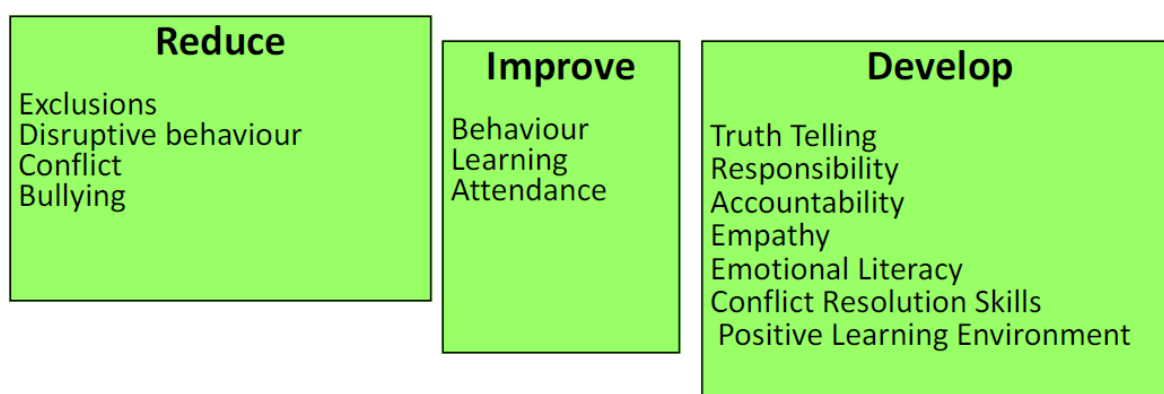
We recognise that falling out and making poor choices can be part of the learning process for children at school. When our pupils find themselves in conflict or upset we will ask them questions such as the following:

- What happened?
- What were you thinking or feeling when it happened?
- What have your thoughts been since?
- What do you need to do to put things right?
- Who do you think has been affected by your actions?

We might also say to our pupils:

- How have you been affected by this?
- What would you like to happen to put it right?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. Schools that use this approach have found that, over time, they have been able to:



## Sharing Expectations

Pupils' attitudes in the classroom and around the school are affected by many things that are within the control of school adults. Important factors in developing positive attitudes and behaviour include:

- Well-planned, interesting lessons in well-organized, well-resourced classrooms
- School adults showing genuine interest in each child as an individual (e.g. making time to listen)
- Having high expectations of pupils, encouraging each to do his/her best
- Involving children closely in their own learning (e.g. sharing learning intentions and steps to success, self-assessment, School and Class Councils)
- Responding to pupils' needs quickly and sensitively
- Matching learning to the needs of children, avoiding boredom or too much frustration
- Communicating effectively and where necessary, regularly, with parents.

## Consequences for Poor Behaviour Choices – The Five Point Plan

Children are taught to take responsibility for their behaviour. If a child makes a poor behaviour choice they are helped to think about their behaviour in a variety of ways:

1. First, a child will be given a 'look' to remind them they need to think about their behaviour. This will be practised in class with the children and for most things this is enough to remind a child to make a better choice.
2. If the child does not make an appropriate choice they will be reminded what behaviour is expected and what will happen if they do not make good behaviour choices.
3. If the child persists in the poor learning behaviour they will be given a second reminder about the desired behaviour and the next consequence.
4. If a child persists in making poor behaviour choices and is disturbing the class they will be told that they have to miss some free time. They may be asked to stay behind at the end of the session to discuss their actions or asked to sit outside for a few moments at that point, until the teacher is available to speak to them.
5. If a child persists in making poor behaviour choices and is disturbing the class, despite these reminders they will need to take 'Time Out' in a designated place to allow them to calm down, think about their behaviour and make a more positive choice. This may be time spent outside the classroom, in another class, or in severe incidents, with the headteacher. An adult will go through the restorative questions with the child either during the lesson if time allows, or at the end.

Children can move back down from step two or three to step one if they make better behaviour choices. Children will be given a fresh start on the Five Point Plan after each break time. A record will be kept on CPOMS, by the class teacher, of anyone reaching point 4 or 5 so that we can monitor reasons for this ongoing behaviour and patterns in behaviour can be seen over time.

If a child reaches 5 or 'Time Out' the child's parents or carers will be notified, usually by Class Dojo, so that they can speak to their child about their behaviour choices.

If a child reaches stage 5 and has to have 'Time Out' on **three** or more occasions over the week the use of an Individual Behaviour Plan will be considered in consultation with the parent/carer.

The 5 Point Plan Summary			
		Important Information	At lunchtime this may look like
1	The Look	Sometimes this will be accompanied by the adult saying 'I'm giving you a look, how can you improve your behaviour?'	I'm looking at you because you need to....
2	Reminder	Children can step down to 1 if behaviour improves.	I'm reminding you to....
3	Second reminder	Children can step down to 1 if behaviour improves.	This is your second reminder to....
4	Some free time lost to consider your behaviour	Record on CPOMs	You will now need to.... Eg sit at the side, sit on the bench for 5 minutes.
5	Time Out	Record on Cpoms and inform parents/carers. If a child reaches this point three times in a week, consider a Behaviour Plan.	I will now be asking Mrs Vousden (or other person) to speak with you.

### Trauma and Attachment Issues

At Nursteed we recognise that some children suffer from the effects of trauma or/and insecure attachments.

Trauma theory in a sentence: Trauma occurs when an overwhelming event (or set of events) reprograms the body and mind in such a way that a stress response is more easily triggered, and less easily recovered from.

Attachment theory in a sentence : Safe and stable early attachment helps people to develop self-worth, recognise their emotions, independently deal with their emotions, and increases resilience.

The impacts of trauma and disrupted attachment in a sentence: Trauma and disrupted attachment can lead to hyperarousal (hyper-vigilance or aggression) or dissociation, in which an individual can appear forgetful, inattentive, disorganised, or uncaring.

This informs our approach to supporting children to behave in a way which supports them and those around them to learn and make progress in all areas of their life, to the best of their ability.



See Appendix G for Trauma Informed Resources

### **ELSA and PSA**

Additional support for children who are vulnerable can be offered by our Emotional Literacy Support Assistant (ELSA) and our Parent Support Advisor (PSA) who can support children in school and also their parents out of school.

### **SEN and Inclusion - Individual Behaviour Targets and De-escalation Plans**

Some children who have recognised social, emotional or mental health needs will be given behaviour targets, which will be set out on an Individual Behaviour Plan. This plan will identify the desired behaviour, include small steps towards this behaviour, detail how the pupil will be supported in achieving their targets and may include special rewards for meeting them. These will be discussed with the child's parent or carer. These will be monitored regularly and reviewed at least three times a year or for as long as the behaviour remains an issue. Reasonable adjustments will be made in school to support these children to make good behaviour choices.

Some children without recognised SEND needs may be given a Behaviour Target Card for a period of time, to help them get their behaviour back on track. A simple behaviour target will be set, with a timetable showing the opportunity for a tick for each school session. The teacher will agree with the child how many ticks the child needs to earn over a period of time (a day/week/term) for meeting the set target, to then earn the agreed reward. Target cards will be shared with parents weekly via dojo and copied onto CPOMS to allow a review of behaviour over time.

Where a child is at risk of needing to be restrained for violent or dangerous behaviour, or is at risk of exclusion, a de-escalation plan will be drawn up and shared with parents.

### **Extreme Incidents of Poor Behaviour**

More serious incidents could lead to the child being moved directly to point four or five on the Five Point Plan or being sent directly to the headteacher, or if the headteacher is not available, to work in another classroom. The child must be taken to the headteacher with an adult who can explain the behaviour or the headteacher will need to be called to the class so the teacher can explain the issue. All incidents of persistent low level disruption leading to distress in the class, violence, child on child abuse, bullying, sexism, racism, homophobic, bi-phobic/transphobic language will be recorded on CPOMS, and if there is a repeat offence, the incident will be reported to parents.

### **Exclusion**

Suspension (temporary exclusions) or permanent exclusion from our school will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and pupil support services, police and social care to ensure the child is kept safe when suspended or permanently excluded from school and that appropriate support is provided.

Any suspension will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community or prevents learning over a sustained

or repeated period of time. The decision to suspend or permanently exclude for one serious incident or for a series of incidents will be taken on a case by case basis by the headteacher considering the child's age and stage of development.

The headteacher will follow government exclusion guidance to ensure any decision is lawful, reasonable, fair proportionate and rationally made.

If a child is at risk of temporary or permanent exclusion a 'Behaviour Support Plan' and/or a De-escalation Plan and or/a Pastoral Support Plan is created and implemented in partnership with parents and, if appropriate, with specialist professionals.

Parents have a right to appeal against an exclusion and will be informed of this right at the time. Children will be given appropriate work to carry out at home while excluded.

Each case of temporary exclusion will be considered carefully with regards to the needs of the child and the impact on the rest of the school. The length of time of a temporary exclusion will be kept to a minimum to give the school chance to put in place arrangements to support a successful reintegration, but will be progressive in length if all avenues of support have been investigated.

This policy sets out the following as guidance for the length of an exclusion.

- First exclusion: up to 3 days
- Second exclusion: 3-5 days
- Third exclusion: 5 days
- Fourth exclusion: consider permanent exclusion if all avenues of support have been exhausted.

## **Lunch Time**

### Rewards

At lunch time the MDSA's, as well as other staff, will continue to praise children in the ways mentioned above. They will also give out stickers for good behaviour and manners and can tell the class teacher if the class deserves a marble for the class reward.

### Consequences

MDSAs will continue to use the system described above with 'a look' or verbal warning, followed by 'Time out' for continued poor behaviour. They will use the restorative questions outlined above when investigating incidents.

### Communicating with the Class Teacher and Headteacher

If incidents of significant poor behaviour occur such as fighting, bullying or abuse the class teacher and headteacher must be informed directly and then via CPOMS to ensure there is a clear record of what has happened so far.

## **Behaviour Outside School**

Poor behaviour including bullying or abusive behaviour (including 'on line') outside of school that is witnessed by a member of staff or reported to the school will be investigated appropriately by the class teacher or a senior member of staff and where necessary relevant actions taken in line with this policy. This includes incidents of cyber bullying and Child on Child abuse. Restorative Questions will be used to investigate the incident. Any criminal

behaviour witnessed by a member of staff will be reported to the police and parents contacted.

### **Use of Reasonable Force (based on DFE advice July 2013)**

In exceptional circumstances Teachers and Teaching Assistants may need to use reasonable force to prevent pupils committing an offence, injuring themselves and others, or damaging property. Reasonable force should only be used when it is in the best interest of the child to do so, to de-escalate a situation and to prevent the child getting into further trouble. Reasonable adjustments will be made for children with SEND and expectations of each child will take into consideration their age, maturity and ability to understand the rules and instructions.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outburst.

This school will follow the Team Teach method of behaviour intervention and will ensure that key members of staff are trained in these methods regularly. These methods will only be used as a last resort and for the minimum amount of time necessary; they will never be used as a punishment. If force is used it will be recorded in the bound and numbered red incident log within 24 hours of the incident and the local authority will be informed. This log is kept in the Headteacher's office in a locked drawer. Parents will also be informed if reasonable force has had to be used on their child. The incident will also be recorded on CPOMS.

### **Confiscation**

The school may confiscate items that are banned from school, or items that are being used inappropriately and will return these either to the child or parent (to be decided by the person confiscating the item) at the end of the day or week. All unclaimed items will be disposed of at the end of term. See [Appendix C](#) for list of banned items. This will be added to as the need arises. Force will not be used to search pupils unless it is thought that they are carrying a 'prohibited item' as set out in the DFE advice, see [Appendix C](#).

### **Malicious Accusations against School Staff**

Where it is found that malicious accusations have been made against school staff the headteacher will consider all disciplinary options available as a consequence and deterrent to others, including exclusion.

### **Communicating with Parents**

Some poor behaviour choices are an inevitable part of the learning process for some children at primary school. We will not inform parents of every small incident that happens in school.

If incidents of poor behaviour are repeated, are having a negative impact on the child or other children's learning or involve significant violence we will communicate with parents to make them aware of what has happened and to seek their support by talking to their child about the positive behaviour we expect. We will agree the best form of communication with the parent, but it could be face to face at the end of the day, via telephone, Class Dojo or Email.

### **Roles and Responsibilities**

#### **Role of the Headteacher:**

1. To determine, within the school, ways of promoting good learning behaviour.
2. To encourage good behaviour and respect for others and to secure an acceptable standard of behaviour.
3. To support staff in their attempts to promote good learning behaviour.
4. To ensure that The Behaviour Policy is known and acted upon throughout the school.
5. To ensure that the policy is fairly and consistently applied.
6. To ensure all staff receive relevant training in dealing with behaviour and feel confident to carry out this Behaviour Policy.
7. To seek advice and support from external agencies as appropriate.
8. To organise the work of the Parent Support Advisor (PSA) and the Emotional Literacy Support Assistant (ELSA) to support good learning behaviour in the school.

#### **Deputy Headteachers/Key Stage Leaders**

Senior Leaders support teachers and other members of staff by helping to celebrate good behaviours and challenge poor behaviours, sharing responsibility with the Headteacher.

#### **Teachers, Teaching Assistants and Midday Supervisory Assistants**

All staff are required to maintain good order and discipline among all pupils, safeguarding their health and safety when they are on the school premises and when they are engaged in authorized activities elsewhere. Some teaching assistants play a particular role in supporting children in one to one, small-groups or while taking intervention groups. Teachers, TAs and MDSAs have a duty to record on CPOMS any significant incidents and where a child reaches step 4 or 5 on the behavior plan.

#### **Other Staff and Volunteer Adults**

Support staff and volunteer helpers play an important part in the implementation of the school's 'Behaviour Policy'. They assist individual pupils under the guidance of class teachers and the Headteacher, building good relationships with the pupils. They provide close supervision of individuals and groups as directed by teachers and the Headteacher. If they feel that behaviour is not of a high standard, or they witness incidents of poor behavior, they should report this to the class teacher or headteacher.








### **Monitoring Arrangements**

Incidents reported on CPOMS will be viewed by the headteacher daily. Teachers, Teaching Assistants and MDSAs will bring to the attention of the headteacher any patterns of repeated poor behaviour choices. Governors will review behaviour at each FGB.

## Appendix A

### Restorative Questions

We encourage all adults investigating an incident of poor behaviour to use these questions. Children often do not know 'why' they have done something, especially if they have lost their temper. Rather than asking them why we aim to find out what was happening by using these questions.

<p>What happened? </p> <p>What were you thinking? </p> <p>What were you feeling? </p> <p>Who else has been affected by what's happened? </p> <p>What do you need to do to make things better? </p> <p>What do you need to do to stop this happening again? </p>	<p>What happened? </p> <p>What were you thinking? </p> <p>What were you feeling? </p> <p>Who else has been affected by what's happened? </p> <p>What do you need to do to make things better? </p> <p>What do you need to do to stop this happening again? </p>
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## Appendix B

### Some behaviour strategies for you to try –

top tips...

#### Partial Agreement

**“Maybe you were/weren’t .... But you need to ....”**

Don't get drawn into discussion/arguments or commenting on other children's behaviour.

#### Example

“I wasn't playing with the equipment”.

“Maybe you weren't playing with it but you need to get on with your work”.

top tips...

#### Privately Understood Signals

#### Examples

- Lower hand for sitting.
- Hand representing chair on floor.
- Twisting hand to as if turning down the volume on the radio.

top tips...

#### Re-focusing

Proximity Praise: Praising a child/group nearby can often remind others.

#### Physical Proximity

Move next to a child and model expected behaviour or carry on with instructions etc the children will know why you have moved.

#### Re-direction

Be specific, name the target behaviour eg “You need to write two more sentences”.

**Do not make comparisons with other children – it is not helpful.**

top tips...

#### Use “When ....., then ....” rather than “No, because ....”

This focuses on the behaviour you want and is more likely to be seen as fair by the child.

#### Example

**“When** you have finished your writing, **then** you can go on the computer

top tips...

#### Broken Record Technique

- **Name the target behaviour** “Dear you need to ....”
- **Acknowledge the child's emotion** “I know you are feeling frustrated but you need to....”
- **Re state the direction** Up to three times if necessary.
- **Consequence** Praise/reward a positive response, sanction after third direction.

## And some more...

top tips...

### The Language of Choice

Giving choices to a child encourages them to take responsibility for their own behaviour and reduces the likelihood of confrontation.

- "You can either...or..." (both options are agreeable to you)
- Repeat direction and remind of the rule and possible sanction.
- "It's your choice" – let the child know that you want them to make a good choice.

It is often the case that when offered a choice it is human nature to opt for the last choice heard; this is called the *recency effect*.

top tips...

### Take Up Time

Always allow enough time for your request to be processed by the child/children. It pays to walk away once an instruction has been given to 'save face'.

You want to create a win-win situation and avoid escalating a situation

top tips...

### Describing the Obvious Reality

Describing what you see can sometimes be enough for a child to remember what they should be doing. It also allows you to check if they know what they should be doing (they may have no idea!)

#### Example

'Billy, you're playing with the blinds' (allow **Take Up Time**)

If Billy continues, then follow up with 'What should you be doing?'

top tips...

### Stick with the Primary Behaviour

It is easy to get drawn into secondary behaviours (eg huffing, stomping, tone of voice, distracting) But we need to remember to focus on the primary behaviour

#### Example

'Milly, what should you be doing?' (Milly bangs her hands on the table – **we ignore this secondary behaviour**)

'Milly, what should you be doing?'

top tips...

### Avoid 'Why?'

Do you really want or need to know '**why?**' a child is behaving in a certain way? And think about the possible answers you might get when asking them...

The chances are the answer will be 'I dunno' and they probably don't!

It is always best to focus on the behaviour you wish to see, not discuss the one you are seeing.

## Appendix C

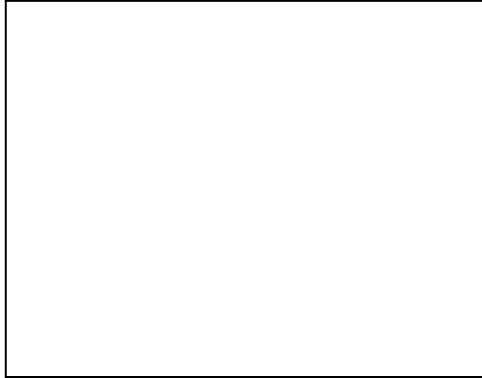
### Items Banned From School

	Item	Reason
	Prohibited Items: Reasonable Force may be used to search for these items.  Knives, weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property	
<b>1</b>	Mobile Phones	These could get lost, stolen or broken. Class teachers will look after mobile phones during the school day for those children who need to bring them. This item may be confiscated if it used inappropriately.
<b>2</b>	Toys	These should not be brought to school without special permission e.g. for 'show and share' or when permission has been given as a reward.
<b>3</b>	Electronic devices	These could get lost, stolen or broken. There is not time during the school day when these can be used unless the teacher has explicitly asked for them to be brought.
<b>4</b>	Cigarettes	Banned in school and primary school are under age to use these.
<b>5</b>	Alcohol	Banned in school and primary school are under age to use these.
<b>6</b>	Items that could be used as weapons	These could be used to harm others
<b>7</b>		



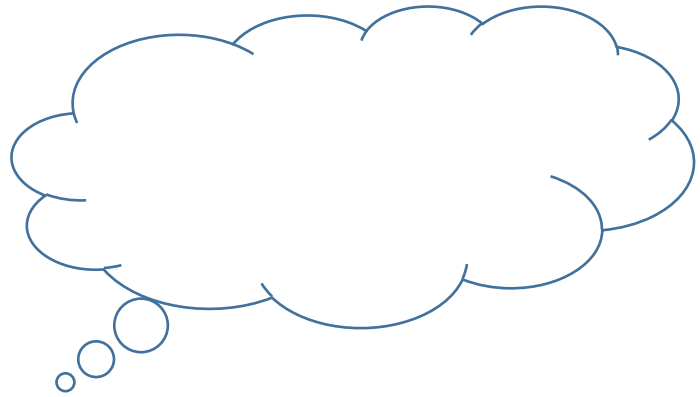
## Appendix D – Restorative Practice Sheet 1

1. What happened?



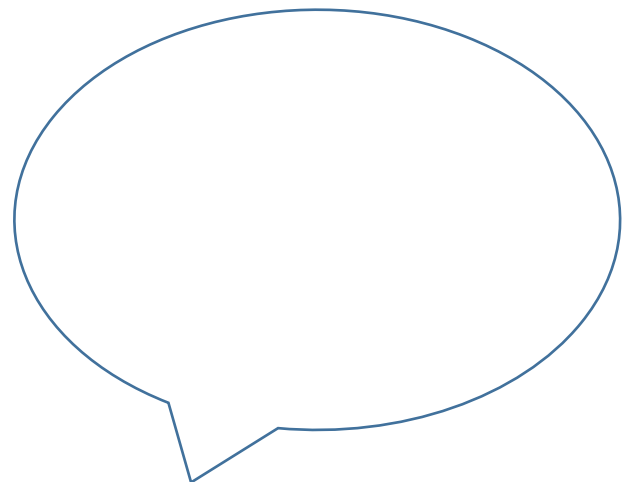
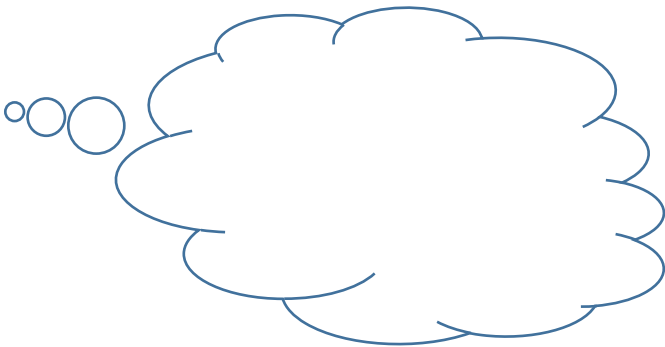
2. What were you thinking about at the time?

How did it make you feel?

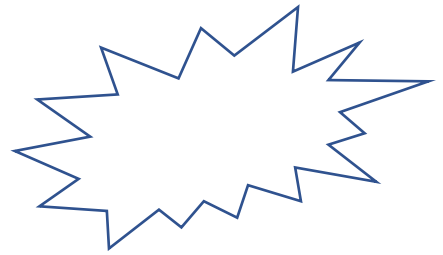
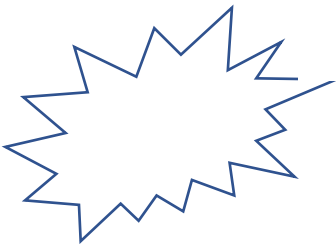
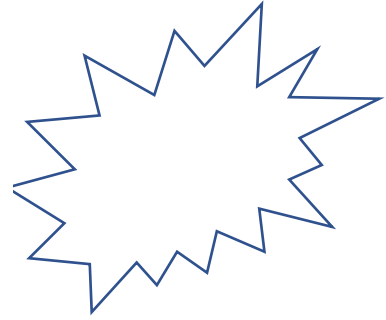
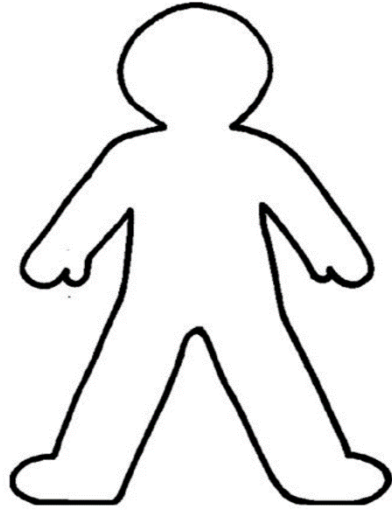
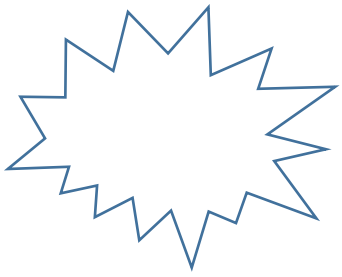


3. What have your thoughts been since?

5. What do you need to do to put things right?



4. Who do you think has been affected by your actions? How have they been affected? How? In the outline of the body, how they have been affected and draw their facial expressions



## Appendix F

### De-escalation: some things to remember...

#### How to be / feel /sound

1. **Appear calm, and self-assured** even though you don't feel it. Anxiety can make the child feel anxious and unsafe which can escalate aggression.
2. Use a modulated, low monotonous tone of voice (our normal tendency is to have a high-pitched, tight voice when scared). **Talk lower and slower.**
3. If you have time, remove items from around your neck before you approach the child
4. **Do not be defensive** - even if the comments or insults are directed at you, they are not about you. Do not defend yourself or anyone else from insults, curses or misconceptions about their roles.
5. Be aware of any resources available for back up. Know that you can always leave, or **seek additional support** as needed, should de-escalation not be effective.
6. The agitated child is very sensitive to feeling shamed and disrespected. We want him/her to know that it is not necessary to show us that they should be respected. We automatically **treat them with dignity and respect.**

#### How to stand / position your body

1. Never turn your back for any reason.
2. Always be at the **same eye level**. Encourage the student to be seated, but if he/she needs to stand, you should also stand up.
3. **Allow extra physical space between you** – about four times your usual distance. Anger and agitation fill the extra space between you and the student.
4. **Do not maintain constant eye contact.** Allow the student to break his/her gaze and look away.
5. Do not point or shake your finger.
6. Keep hands out of your pockets and keep them down by your side in a **non-threatening stance.**
7. When safe to do so, **move to the side** of the child (this is far less confrontational than face on, or from behind)

#### What to say

1. Remember that there is no content except trying to **calmly bring the level of arousal down to a safer place.**
2. Do not get loud or try to shout over a screaming child. Wait until he/she takes a breath; then talk. **Speak calmly at an average volume.**
3. Respond selectively; **answer only informational questions** no matter how rudely asked, e.g. "Why do I have to follow these stupid rules anyway?" (This is a real information-seeking question).

- DO NOT answer abusive questions** e.g. "Why are all teachers idiots?" (This question should get no response whatsoever)
4. Explain limits and rules in an authoritative, firm, but always respectful tone. **Give choices where possible** in which both alternatives are safe ones (e.g. "Would you like to continue this discussion calmly now or would you prefer to stop now and we'll discuss this after class when things can be more relaxed?")
  5. **Empathise with feelings but not with the behaviour** (e.g. "I understand that you have every right to feel angry, but it is not okay for you to threaten me or other students".)
  6. Do not solicit how they are feeling or interpret feelings in an analytic way.
  7. **Do not argue or try to convince.**
  8. Wherever possible, **tap into the student's cognitive mode**: DO NOT ask "Tell me how you feel." But instead: "Help me to understand what you are saying to me." People are not attacking you while they are explaining to you what they want you to know.
  9. **Suggest alternative behaviours** where appropriate e.g. "Would you like to take a break from this assignment now and work on your project instead?"
  10. **Give the consequences of inappropriate behaviour** without threats or anger.

## Appendix G

### Activities to help people to self-regulate and to feel grounded

Activities Grounding and mindfulness are useful tools to support people to feel present in the moment and can help with emotional regulation. Below are some activities to try with the children you support.

- Ask the child to Name: 5 things you can see 4 things you can hear 3 things you can feel 2 things you can smell 1 thing you can taste You can also try:
- Blow bubbles and talk about where the bubbles may be going, watch them until they disappear.
- Watch clouds and talk about what shapes can you make out in the clouds. Watch to see if the clouds are moving. How many different shapes or objects can you see in the clouds?
- Find a spot outside to sit and write or draw a list of all the sounds you can hear when you are silent. Compare your lists afterwards, did you hear the same things, or did someone hear something different?

Below is a script you can use with pupils to support to feel more grounded and present in the moment. This can be used on a one-to-one basis or with a larger group.

*Sit on a chair with the soles of your feet flat on the floor. Place your hands on the top of your thighs. Close your eyes if you are comfortable to.*

Do each of the following exercises twice with the child/ren before moving on to the next one:

*Take a deep breath in and count in your head up to the count of four and breathe out for the count of six. Breathe in - one and two and three and four, and out - one and two and three and four and five and six. And again....*

*Focus on your feet. Think about your feet resting inside of your shoes. Scrunch your toes up as much as you can so they feel tight, hold this, and then relax. And again....*

*Move up to your ankles, move them out to one side and the other, then rest them. And again....*

*Now picture the muscles in your calves, clenching tightly and holding this still, then release. And again....*

*Tense your knees so they are still, hold this and then gently release. Let's do this again...*

*Thinking about the tops of your legs, clench the muscles up tight so that they move up from your seat slightly and then let them flop down and relax. And again...*

*Moving up to your stomach now. Picture pulling your belly button in towards your back, keep that tight feeling and then release it. And again....*

*Take a large breath in to fill your lungs as much as you can until they feel full, hold it. And slowly breathe out. Let's do that again....*

*Think of your shoulders, shrug them up towards your ears and keep them there, hold it and then relax them and let them drop. Roll your shoulders backwards. And again...*

*Loosening up your neck, turn your head from one side to the other and then up and down. Relax. And again....*

*Focus on your face now, open your eyes and mouth wide, until your face feels tight and then close them and relax. And again....*

*Take a breath in and count in your head up to the count of four and then slowly breathe out for the count of six. And just one more time.... Sit for a moment and take some gentle breaths in and out, in and out. Gently open your eyes and come back to being present in the room.*

You can talk to the children afterwards about the difference between when their muscles were tense and clenched and how different it felt when they were relaxed. You can relate this to feelings - when angry we tend to tense, when calm we allow ourselves to relax.

## Appendix H

Two resources to support a trauma informed approach to build secure attachments which contribute to positive behaviour. The first one is an approach to use in every interaction including when a child is dysregulated. The second is to use when an incident has occurred prior to a restorative conversation.

### What are the 'Five to Thrive' steps? x

#### Five to Thrive steps

Step	What's happening?	Importance for the brain
Respond	being emotionally available for someone	develops patterns in the brain for feeling safe and belonging
Engage	close proximity between two people so nervous systems can match	develops patterns in the brain for connecting with others and trusting others
Relax	supporting someone with attachment needs to relax	develops patterns in the brain for self regulation
Play	processing the activity using positive non-verbal communication and stimulating the right brain	develops patterns in the brain for understanding and managing feelings
Talk	creating a narrative and stimulating the left brain	develops patterns in the brain for making sense of experience through the use of words and narrative

## EMOTION COACHING

**Attend to the emotion**  
acknowledge somethings wrong

01

**SAY**  
"Whoa! I can tell something's up right now"

**Name the emotion**  
Put the emotion your child's experiencing into words

02

**SAY**  
"You look really mad " or "you seem disappointed"

**Validate the emotion**  
Remember – all emotions are valid, even if the behavior accompanying them is inappropriate.

03

**SAY**  
"It makes sense that you feel [emotion] because [reason 1], and [reason 2], and [reason 3]"

**Meet the Need of the Emotion**  
Help your child get through the emotion until it passes

04

**SADNESS** needs comfort  
**FEAR** need safety & security  
**ANGER** needs patience & boundaries

emotion coaching helps children learn feelings are normal, and they need to be experienced, not suppressed or avoided.

TOOLS FOR RAISING AN EXTRAORDINARY PERSON