

# THAKEHAM PRIMARY SCHOOL

'Small School, Big Opportunities, Great Achievements'



# Positive Behaviour Policy

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Signed

Headteacher: WILL MCDONALD

Chair of Governors: TOM GRAY

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# Introduction

Children learn best when they are well behaved and understand the reasons for behaving appropriately. The school can make a difference to the way in which children behave by teaching positive attitudes. Children should be guided to make decisions about the way they behave as early as possible so that they become responsible members of the community. The discipline of the school goes hand in hand with the ethos and the atmosphere created within the school. Self-discipline (internal discipline) and a respect for oneself, others and our world forms the core of our behaviour policy.

At Thakeham Primary School we have high expectations of children's work and behaviour. These are fostered in a calm, secure and caring environment, with a positive approach, where praise and encouragement are given.

We believe that because staff, pupils, parents and Governors value good behaviour:

Children:

- learn what good behaviour means
- learn to care for one another
- learn the value of friendship
- develop self-confidence
- do as well as possible in their school work
- feel reassured that their mental health and wellbeing is a priority

Teachers:

- teach effectively with fewer behaviour problems
- meet the needs of all pupils
- make positive contacts with all parents
- know that because the school is calm and purposeful, their wellbeing as Educators is protected

Parents:

- feel confident that their children are growing personally, socially and academically
- know that their children will receive support when they need it
- feel welcome in school to discuss their child's progress in a positive atmosphere
- feel reassured that the mental health and wellbeing of their children is important to school staff

## **Aims**

We aim to:

- encourage a calm, orderly and purposeful community
- foster positive, caring attitudes towards everyone
- encourage increasing independence and self-discipline so that each child learns to accept responsibility
- Set clear boundaries for acceptable behaviour and raise awareness about inappropriate behaviour
- have a consistent approach to behaviour throughout the school
- work with parents to encourage children to be the best they can be
- help pupils, staff and parents have a sense of direction and feeling of a common purpose
- promote, nurture and protect the mental health and wellbeing of each individual within the Community

# The Thakeham Way and 3Rs

Thakeham is a uniquely nurturing environment. This is in part helped by being a small school, but also due to every single member of the Community actively and knowingly taking responsibility for the care of others. Pupils, staff, families and Governors are taught and encouraged to see the best in one another and support when needed because we see behaviour not just as a set of rules but also about developing positive attitudes and a growth mindset.

With this in mind, positive behaviour is actively encouraged across the Community through the over-arching concepts of The Thakeham Way and the 3Rs.

We use The Thakeham Way as our main vehicle to promote the school values, conduct and a sense of Community. We hope that by actively promoting the values of the school, all within will thereby be encouraged to do all they can for the Community by working together and taking responsibility for one's behaviour.

To support pupils in knowing how to ensure good behaviour for learning, we use the 3Rs alongside The Thakeham Way. Whereas The Thakeham Way is linked to our overarching values, the 3Rs are linked directly to behaviour for learning. They are a simple and clear tool to help guide a pupil. We explain to pupils that we want them to adhere to the values of The Thakeham Way and how they do this in lessons is by following the 3Rs.

They are:

## At Thakeham We Are:

**Ready**  
**Respectful**  
**Responsible**

In the EYFS or for pupils with cognitive and/or speech and language concerns, we simplify the 3Rs and explain them as Be Ready, Be Kind, Be Safe.

Five key elements make up the 'Thakeham Way':

[1] Our school values

[2] An agreed set of School Rules

[3] The Super Learning Heroes

[4] The Therapeutic Thinking Approach

[5] The 3Rs

### **Our School Values**

Agreed by the entire Community in 2014 and reinforced when the school re-opened as a full Primary in 2017, our values feed into how we learn, how we act with one another, how we teach, how we handle our pastoral elements; so much of what we do! The Super Learning Heroes relate directly to these and are how we make our values child friendly.

**Care**  
**Co-operation**  
**Honesty**  
**Responsibility**  
**Perseverance**  
**Curiosity**  
**Reflection**

### **The School Rules**

These are in place across the whole school, agreed by all and referenced throughout. They are collectively referred to as, 'The Thakeham Way' and are based on the school values:

### **The Thakeham Way**

**We persevere:** we work hard

**We care:** we are gentle and do not hurt others

**We co-operate:** we listen and do not interrupt

**We take responsibility:** we look after property

**We are curious:** we show we want to learn

**We are reflective:** we ask for help

**We are honest:** we do not cover up the truth

We also reinforce the rules via a 'reflection' which is read out during daily assemblies:

### **The Thakeham School Reflection**




**In everything we do,  
We aim to be resilient,  
Reflective learners through and through.**


**In everything we try,  
We aim to be curious and persevering  
Inspired to aim high.**

**In everything we achieve,  
We aim to be confident and responsible  
In ourselves, we will believe.**

**The Super Learning Heroes**

To ensure that all ages of pupils can understand what is expected of them, our school values are also presented through The Super Learning Heroes. This means that adults can tailor discussions around the school's rules to the age and/or cognitive level of a pupil. Furthermore, The Super Learning Heroes provide for a visual way to link our values to rewards. The pupils designed and named the heroes. Our Heroes are:

Hero	Linked Values	Visual Poster
<p style="text-align: center;"><b>Positive, persevering Perry</b></p>	<p style="text-align: center;">Perseverance</p>	
<p style="text-align: center;"><b>Co-operative, caring Chloe</b></p>	<p style="text-align: center;">Care Co-operation</p>	
<p style="text-align: center;"><b>Curious, questioning Cleo</b></p>	<p style="text-align: center;">Responsibility Curiosity</p>	

<p><b>Reflective, reviewing Rowan</b></p>	<p><b>Honesty Reflection</b></p>	
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## Therapeutic Thinking

At Thakeham Primary School we adopt a Therapeutic Thinking approach to managing behaviour which is closely aligned to our school values and vision.

This approach prioritises the prosocial (positive) feelings of everyone. This is based on the principle that positive experiences create positive feelings. Positive feelings create positive behaviour.

Therapeutic Thinking is a philosophy. It focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health. It also helps to develop an understanding of how to respond to those who may be communicating through concerning behaviours.

This approach is used across many local authorities in England, including West Sussex. All staff have been trained in this Therapeutic Thinking approach.

Therapeutic Thinking requires those involved:

1. Analyse behaviour rather than moralise about it. This may mean you take time out to sit down with a child and talk the incident through rather than immediately apply a blanket consequence.
2. Look for root causes that govern feelings and behaviour and seek to use that to help a child develop control of their behaviour / develop a sense of internal discipline.
3. Model a therapeutic approach to handling pupil behaviour rather than a behaviourist approach. A therapeutic model seeks to support a child to make good choices by having adults engage in **regulate, relate, reason and repair**. A behaviourist approach attaches punitive consequences to actions as a way of controlling a person into making a certain choice. As a result, a person subjected to a behaviourist approach may behave in a certain way out of lack of understanding or fear. Instead, what we want is for a pupil to learn how and why a certain choice may be more appropriate.

# Encouraging and Teaching Good Behaviour

We must be aware of the importance of encouraging appropriate behaviour in school. In this school we recognise that everyone is different and we value their contributions.

## **How Can We Teach Behaviour?**

- Relationships (invest at the start – children should want to do something because of the quality of their relationship with you. The more you know about the child, the more therapeutic you can be)
- Role modelling (this is essential – for e.g. we have to show them how to ‘play nicely’ by playing with them) • Consistency (not equality)
- Routines (but with flexible thinking referring to individual circumstances and quick wins)
- Prioritising prosocial behaviour (really valued in every child – thanking them, proximal praise)
- Planning alternatives to antisocial behaviour
- Reward and positive reinforcement (should be given freely and unexpectedly, not as a form of bribery)
- Feedback and recognition (give feedback when something has not been asked for – don’t just celebrate the things that are expected (e.g. sticker for holding the door open – this should be the norm))
- Comfort and forgiveness (understanding and know that we will do it differently tomorrow)
- Ignoring (unsocial and low level behaviours, giving time for unsocial behaviour to stop – do not give attention to these behaviours)
- Positive language (tell children what you would like to see, not what you don’t e.g. Please walk rather than don’t run)
- Restorative Practice (follow up the behaviour, it’s impact and consequences at the appropriate time, after regulation has taken place/provide strategies for further occurrences). Restorative approaches refer to a range of methods and strategies which can be used both to prevent relationship-damaging incidents from happening and to resolve them if they do happen.

We manage the development of internal discipline to gradually replace external discipline – using an approach based on self-direction and self-motivation to replace control measures such as bribery, punishment and control.

We have no public methods of tracking behaviour that risk creating negative feelings – children cannot publicly see the judgement of staff and we have adopted private levels of praise. Predominantly children expect feedback and verbal recognition or support but we ensure this is done in a fair and proportionate manner.

## **Staff responsibilities:**

- to promote, encourage and show belief in ‘The Thakeham Way’ and 3Rs
- to treat all children fairly and with respect
- to raise children’s self-esteem and develop their full potential
- to provide a challenging, interesting and relevant curriculum
- to believe that all pupils can learn and to expect high standards
- to create a safe and pleasant environment, physically and emotionally
- to explain clearly the behavioural expectations of the school
- to use rules and consequences clearly and consistently
- to recognise good behaviour and ensure that criticism is constructive
- to be a good role model by being warm and welcoming and being positive in gestures and body language
- to form a good relationship with parents so that all children can see that the key adults in their lives share a common aim
- to encourage children to be responsible for their own behaviour



Children's responsibilities:

- to work to the best of their ability and allow others to do the same
- to co-operate with other children and adults
- to develop an understanding of what is acceptable and unacceptable behaviour
- to know and abide by the 'The Thakeham Way'

Parents' responsibilities:

- to promote, encourage and show belief in 'The Thakeham Way'
  - to make children aware of appropriate behaviour in all situations
  - to encourage independence and self-discipline
  - to show an interest in all that their child does in school
- to support the school in the implementation of this policy

Governors' responsibilities:

- to review this policy annually and ensure its effective implementation

# Rules and Routines

## **Classroom Environment**

In line with the practices encouraged by our Therapeutic Thinking Approach, we will not have displays on classroom walls that track pupil behaviour or engage in systems that publicly shame pupils. Teaching Staff will ensure the classroom environment is positive, calm and safe. Staff will always remember that behaviour is communication. They will not label a child as 'naughty' and will always seek to unpack the reason behind behaviour so as to support the children with finding the best way to deal with their feelings. Staff will approach discussions around behaviour, be it praise or otherwise, sensitively and in line with how the child is likely to best respond. For example, if a child prefers praise to be given privately then this is how it will be done. Pupils will be asked if they are happy to receive certificates in assembly.

## **Playtimes**

Staff will always monitor playtimes, will wear tabards so as to be visible to pupils and ensure all children know that 'The Thakeham Way' and 3Rs continue to apply at all times. The Headteacher and the Deputy Headteacher will be on hand to support where needed. Children will not be allowed to roam the corridors during play times. A member of the Senior Leadership Team will always be on duty during morning play. They will record any incidents using the Break and Lunch Repair Slip.

## **Lunchtime**

At lunch times, supervising staff will interact fully with the children, be actively engaged in playing games with them and encouraging social and emotional development through positive play. They will monitor behaviour on the playground and in the hall and report any concerns about behaviour to the class teacher or Head teacher if relevant. They will ensure all children know that 'The Thakeham Way' continues to apply at all times. The Headteacher and the Deputy Headteacher will be on hand to support where needed. Children will not be allowed to roam the corridors during lunch times. A member of the Senior Leadership Team will always be on duty during morning play. They will record any incidents using the Break and Lunch Repair Slip.

## **School corridors, spaces outside of the classroom and off-site activities**

Pupils will be expected to walk on the left in the school corridors and treat all spaces within the school with respect. All in the Community will know that 'The Thakeham Way' and 3Rs apply outside of school on trips in the same way it applies in school. Any incidents off-site will be dealt with in line with practices outlined in this policy.

## **Therapeutic Thinking Approach**

Staff will remember to use their trained Therapeutic Thinking practices at all times. NB: please see the school's Therapeutic Thinking Guide for Parents to gain an understanding of how we apply this approach. It can be found on our website under the 'behaviour' tab.

## **Simple Overview of Main Routines**

- All pupils must walk on the left, hands out of pockets and in a straight and organised line. Pupils should look smart with buttons done up and shirts tucked in. Jumpers should not be tied around waists.
- Following staff instructions is a non-negotiable. Staff will, however, always do their best to explain WHY they are asking and never make unreasonable demands. Being rude to staff will not be tolerated.
- Pupils must move around the school in an orderly way. No loud talking or running.
- No pupils should be inside at break or lunch without good reason.
- All pupils should walk into and leave assembly in an orderly fashion.
- Remember... pupils should be: READY, RESPECTFUL, RESPONSIBLE (in Acorns this is Ready, Kind, Safe).

# Strategies for Promoting Positive Behaviour

At Thakeham Primary School good learning and behaviour are recognised in a variety of ways:

- **Praise:** adults acknowledge positive attitudes and effort with learning, with a verbal/written comment depending on the context.

A 'well done' should always be qualified with a reason. We understand that for some children, public use of praise can be challenging and in these circumstances will provide this privately to the child in line with their needs.

- **Jigsaw Weekly Celebration Scrolls:** Each week during Jigsaw assembly, teachers will highlight the behaviour/attitude for the week ahead linked to the Jigsaw/RSHE pieces (lessons). Links will be made to our Super Learning Heroes/Values. Through the week, children and adults nominate each other by adding names to the Celebration Scrolls when they see each other using that behaviour. This will serve to reinforce application of the intended behaviour/attitude/value etc and in turn, this will help ensure the Jigsaw learning is translated into positive behaviour and attitudes and is not confined to the lesson.

These are on display in the classroom and also recognised through our Celebration Assembly the following Friday.

- **House points:** Each child belongs to a 'house', the names of which have been chosen by the children and agreed by the School Council. The house names are linked to 2 females and 2 males and include human rights activists, a Nobel Prize laureate, a professional footballer with a passion for action against child poverty and an author close to the children's hearts, who has also visited our school (virtually!)

→ Rosen (Michael Rosen – children's author and poet): Reflective Reviewing Rowan

→ Parks (Rosa Parks – African – American activist): Curious, Questioning Cleo

→ Malala (Malala Yousafzai - Pakistani activist for female education and the youngest ever Nobel Prize laureate): Co-operative Caring Chloe

→ Rashford (Marcus Rashford – Professional Footballer): Positive Persevering Perry

On display in each classroom is the House point Chart. Children may earn house points for positive behaviour as well as work.

- **Thakeham Super Learning Hero Awards:** These characters were designed by children in each of our classes, following class input on the characteristics of effective learning and equalities.

The language of these characters is modelled and promoted by all adults in school. This is important so the children can thoroughly understand these. The awards are not a 'bolt on' certificate but lie at the heart of enabling individuals to become effective learners. Throughout the week children and adults should be actively thinking about and looking for children who display these learning behaviours or 'powers'.

Each week a child in the class is awarded one of the certificates who has shown a particular learning 'power' or behaviour. These are awarded in our 'Celebration Assemblies' each week.

- **Headteacher Award:** Once all 4 Super Learning Hero certificates are awarded to a child they will earn a Headteacher's certificate. A Headteacher Award can also be given for outstanding work (separate to the Super Learning Hero certificates).

- **Governor Award:** These can be gained by earning two Headteacher awards (1 for outstanding work and 1 for gaining all 4 hero certificates).
- **Community Award:** Children can earn this following the Governor Award by completing 6 community tasks/activities in agreement with the Deputy Headteacher. These may include taking part in a charity event/task independent of school or participating in a school organised community event.

Super Learning Hero Awards, Headteacher Awards, Governor Awards and Community Awards are all presented in our Celebration Assemblies and are announced in our fortnightly newsletters.

# Procedures and Consequences

## **Poor Behaviour**

Whilst there is much emphasis on promoting positive behaviour, it is also important that unacceptable behaviour is addressed swiftly and effectively. Unacceptable behaviour is that which conflicts with our values and rules. This may include:

- Not concentrating
- being distracted/distracting others
- Name calling
- Rudeness/being disrespectful
- Negative body language, 'answering back', rude/hurtful words
- Leaving others out
- Being unkind
- Refusal to carry out an instruction
- Physical actions/violence
- Bullying
- Racial or sexual harassment
- Vandalism
- Swearing
- Stealing

## **Stepped Approach**

We have an agreed approach to dealing with poor behaviour during lesson time as outlined below. The process is the same regardless of where the pupil is, e.g: in class, off-site, lunch hall. There are six steps and although a pupil will start each lesson afresh, the repair slips do not restart each lesson; rather each half term.

The Headteacher and Deputy Headteacher will EXPECT the approach to have been followed. They will not proceed if they feel a staff member has either: [1] not acted in line with our agreed therapeutic thinking approach, [2] pushed through the stages too quickly or [3] not acted in the best interests of the child, e.g: not done all they can to enable the child to succeed or let their own personal triggers and bias' govern their actions. In such a case, the staff member will be expected to resolve the incident in line with policy.

Every pupil should be given the chance to start afresh each lesson. By this we mean that the relationship with the Adult will be repaired and the child will feel accepted and safe. Repair Slips will not reset until the next half term in order to maintain high standards of behaviour. At each stage, adults should support a pupil with trying to make things right and turn their behaviour around. Every possible opportunity should be taken to **help the pupil succeed**. Staff should always have the child's view and experience at the forefront of their practice and not lead with their own bias' or opinions and be mindful of their own personal triggers.

Please see the appendix for [1] a chart of protective consequences that can be used at each stage and [2] an agreed script so that all staff are using the same language.

Step	What	Action	Protective Consequence	Communication
1	Behaviour noted	<p>Dialogue 1: conversation with the child</p> <p>At this stage, a teacher or adult must recognise the behaviours being observed are not in line with 'The Thakeway Way' or 3Rs and seek to unpick the behaviours with the child. The child needs to know that their behaviours are in need of improvement but that the adults will support.</p> <p><b>The 'Repair and Reflect Crib Sheet' can be used to support this conversation.</b></p> <p><i>Is there a reason as to why they are behaving that way? What is going on for them in their life right now? How are they feeling? What help do they need to make things better?</i></p> <p>The teacher, in a discreet way, needs to find a moment to chat with the child, unpack and unpick and then put in place strategies to support.</p> <p><b>Teacher to record observations on child's behaviour chronology and ensure they speak with parents/carers.</b></p>		
2	Discreet verbal warning	<p>Dialogue 2: verbal warning</p> <p>If the child cannot turn behaviour around and requires more support, a <b>formal but discreet verbal warning</b> will be given.</p> <p>Pupils need to know that the behaviours are not in line with 'The Thakeham Way' but that the teacher and/or adults are there to support and help them to make things right.</p> <p>Every chance given to support the child with turning things around.</p> <p>See 'Reflect and Repair Crib Sheet' and OAIP documents.</p> <p><b>Teacher to record observations on child's behaviour chronology and ensure they speak with parents/carers.</b></p>		
3	Repair Slip	<p>If the behaviours continue, a <b>Repair Slip</b> will be issued.</p> <p>Every chance given to support the child with turning things around.</p>	<p>See protective consequences chart in appendix</p>	<p>A Class Teacher <u>MUST</u> make parents aware and offer guidance. This can be done at pick-up at the end of the day.</p> <p><b>Teacher to record observations on child's behaviour chronology.</b></p>

4	2 <sup>nd</sup> Repair Slip	<p>In the same half term, if the same behaviours continue, then a second repair slip will be issued.</p> <p><b>A Stage 1 Letter</b> will be sent home by the Headteacher.</p> <p>Every chance given to support the child with turning things around.</p>	See protective consequences chart in appendix	<p>A Class Teacher <u><b>MUST</b></u> make parents aware and offer guidance. This can be done at pick-up at the end of the day.</p> <p>The Headteacher will give the Stage 1 Letter to the Class Teacher to deliver.</p> <p><b>Teacher to record observations on child's behaviour chronology.</b></p>
5	3 <sup>rd</sup> Repair Slip	<p>In the same half term, if the same behaviours continue, then a third repair slip will be issued.</p> <p><b>A Stage 2 Letter</b> will be sent home by the Headteacher. Parents will be expected to come into school and meet with the Class Teacher.</p> <p>Every chance given to support the child with turning things around.</p>	See protective consequences chart in appendix	<p>A Class Teacher <u><b>MUST</b></u> make parents aware and offer guidance. This can be done at pick-up at the end of the day.</p> <p>The Headteacher will give the Stage 2 Letter to the Class Teacher to deliver.</p> <p><b>Teacher to record observations on child's behaviour chronology.</b></p>
6	<p>4<sup>th</sup> Repair Slip</p> <p>or</p> <p>Automatic Stage 3</p> <p>NB: behaviours that qualify for an automatic stage 3:</p> <ul style="list-style-type: none"> <li>• Fighting</li> <li>• Bullying</li> <li>• Swearing</li> <li>• Stealing</li> <li>• Verbal or physical abuse towards staff</li> </ul>	<p>In the same half term, if the same behaviours continue, then a fourth repair slip will be issued.</p> <p><b>A Stage 3 Letter</b> will be sent home by the Headteacher. Parents will be expected to come into school and meet with the Headteacher.</p> <p>Every chance given to support the child with turning things around.</p>	See protective consequences chart in appendix	<p>A Class Teacher <u><b>MUST</b></u> make parents aware and offer guidance. This can be done at pick-up at the end of the day.</p> <p>The Headteacher will personally call home and give the Stage 3 or Automatic Stage 3 Letter to the parents at the end of the day.</p> <p>The Headteacher will make arrangements</p>

	<ul style="list-style-type: none"> <li>• Racism</li> <li>• Homophobia</li> <li>• Transphobia</li> <li>• Any other discriminatory behaviours</li> <li>• Purposefully destroying school property</li> </ul>	<p>If a child engages in ANY discriminatory behaviours, then an <b>Automatic Stage 3 Letter</b> will be issued.</p> <p>If a child is noticed to be playing the system, then an <b>Automatic Stage 3 Letter</b> will be issued.</p>		<p>to meet with the family.</p> <p>At this stage, It may be that other polices are required to also be used:</p> <ul style="list-style-type: none"> <li>• Anti-bullying</li> <li>• Exclusions</li> <li>• Complaints</li> <li>• Code of Conduct</li> <li>• SEND Report</li> </ul> <p><b>Teacher to record observations on child's behaviour chronology.</b></p>
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### The Repair Slips System

The school rules, linked to the values, will be clearly written on a slip. If a child reaches the stage where a Repair Slip needs to be given, the teacher will circle the rule broken and privately, respectfully, and discreetly have a conversation with the child. The child's voice MUST be heard. They are human beings with feelings and at each point deserve to have their needs and feelings recognised.

Adults will need to tick that the child was given a chance to voice their concerns and feelings. The Headteacher may decide to speak with the pupil to double-check this happened.

Repair slips will then be given to the Headteacher who will track all slips across a half term and report levels to the FGB.

Delivery and use of repair slips will be done firmly but with kindness; never forgetting we are dealing with young people who are in our care and have feelings.

See the appendix for the master of the repair slip.

### Consequences

“You can't teach children to **behave better** by making them **feel worse**. When children **feel better**, they **behave better**.”

Pam Leo 'Connection Parenting'

In line with the principles of Therapeutic Thinking, we do not and never will punish children. Punishing a child does not teach them how to be better, rather it intimidates them into making good choices.

At Thakeham Primary School, when needed, we use a system of consequences. This system places an emphasis on repairing harm done rather than using punishment to assign blame and shame. The Therapeutic Thinking Approach supports children to think about the impact of their actions and to develop strategies to deal with situations more positively in the future.



A protective consequence can be used as a way to support understanding and have impact. It should seek to help a pupil learn and stop others from being in harms way. Once it is clear a pupil is ready and has learned from the situation, the protective consequence should be removed.

Consequences are coded according to whether a behaviour is deemed a green, amber or red behaviour. This means:

- **Green Behaviour:** a pupil is positive and engaged. They are displaying all the prosocial behaviours needed to be a success.
- **Amber Behaviour:** a pupil may be engaging in unsocial behaviour. These behaviours may disrupt the learning of those around them but are not dangerous or unsafe.
- **Red Behaviour:** a pupil may be engaging in anti-social behaviour. These behaviours will likely cause physical or emotional harm to themselves or others and be highly distracting.

See the consequences chart in the appendix for more information.

# **Children Who Sit Outside of** **Normal Practice**

Due to their additional needs, there will be pupils who, on occasion, sit outside of this policy. This could be due to such things as a profound SEMH need, significant MHEW needs or complex SEND. Whatever the originating need, it may be that cognitively they will be unable to comply with the requirements of this policy. In such an occurrence, only the Headteacher can deem a child as formally sitting outside of this policy. Once this is clear and stated, it will be the expectation that the systems around the child are based on thorough, good and detailed outside advice. High expectations of the pupil will remain but will be tailored to their needs and in line with agency advice.

The majority of children will be able to follow the Class/Super Learning Rules and the procedures set out in this Behaviour Policy. However, for some children, it will be necessary to put additional measures in place to manage any antisocial or unsocial behaviour. For these children, the Class Teacher will work closely with the school's Inclusion Co-ordinator, parent/carer and child to identify possible reasons for any antisocial or unsocial behaviour and select strategies to be implemented to promote prosocial behaviour. Any strategies that are implemented will be recorded on an Individual Mini/Therapeutic Plan. Those involved in the co-production of this will review it at an agreed date. Where necessary, the school will draw on the expertise of Outside Agencies, like the Learning and Behaviour Advisory Team or the Educational Psychology Service for support. Wherever possible the school will aim to manage pupil behaviour through a therapeutic approach, however dangerous/persistent antisocial behaviour may result in fixed term or permanent exclusion in line with national guidance. In the case of any exclusion the County must be informed and parents informed both through a meeting and letter.

The Headteacher will keep a record on the school's behaviour tracking system of any pupils who fall into this category. This should rarely, if ever, occur.

# Things to Note

## **Physical Restraint and Positive Handling**

Use of Touch/Force Positive handling/physical restraint is to be used in line with the physical restraint policy and should only be used if a child is in danger of harming themselves, others, or damaging resources. It is not a first choice for dealing with inappropriate behaviour and staff know the emphasis needs to be first and foremost on de-escalation and distraction techniques.

The school's chosen approach is Team Teach. Many of the staff have received the training. We only engage with the official, accredited training and it is updated as needed.

## **Staff Development**

Staff engage in training in-house, through courses and through visits to other schools to support effective behaviour management skills. Visits and meetings with outside agencies are also important sources of staff development. New staff receive induction which refers to our behaviour systems and policy.

## **Equality**

We are committed to providing equal opportunities for everyone. We value the diversity of individuals within the school and beyond. Learning to live and work together, and respect each other is expected throughout the school in line with our Equalities policy and Staff Code of Conduct.

## **Monitoring and Review**

Monitoring of behaviour is a key part of school life, whether this be through informal observations walking around the school, playground, hall etc or more formally through our structured monitoring programme. The standards of behaviour are formally monitored through curriculum observations and the policy is specifically monitored through learning walks, pupil conferencing and examination of records. Teachers receive feedback on strengths and areas for development. Progress against areas for development is reviewed regularly. Reports are also provided for the Governing Body.

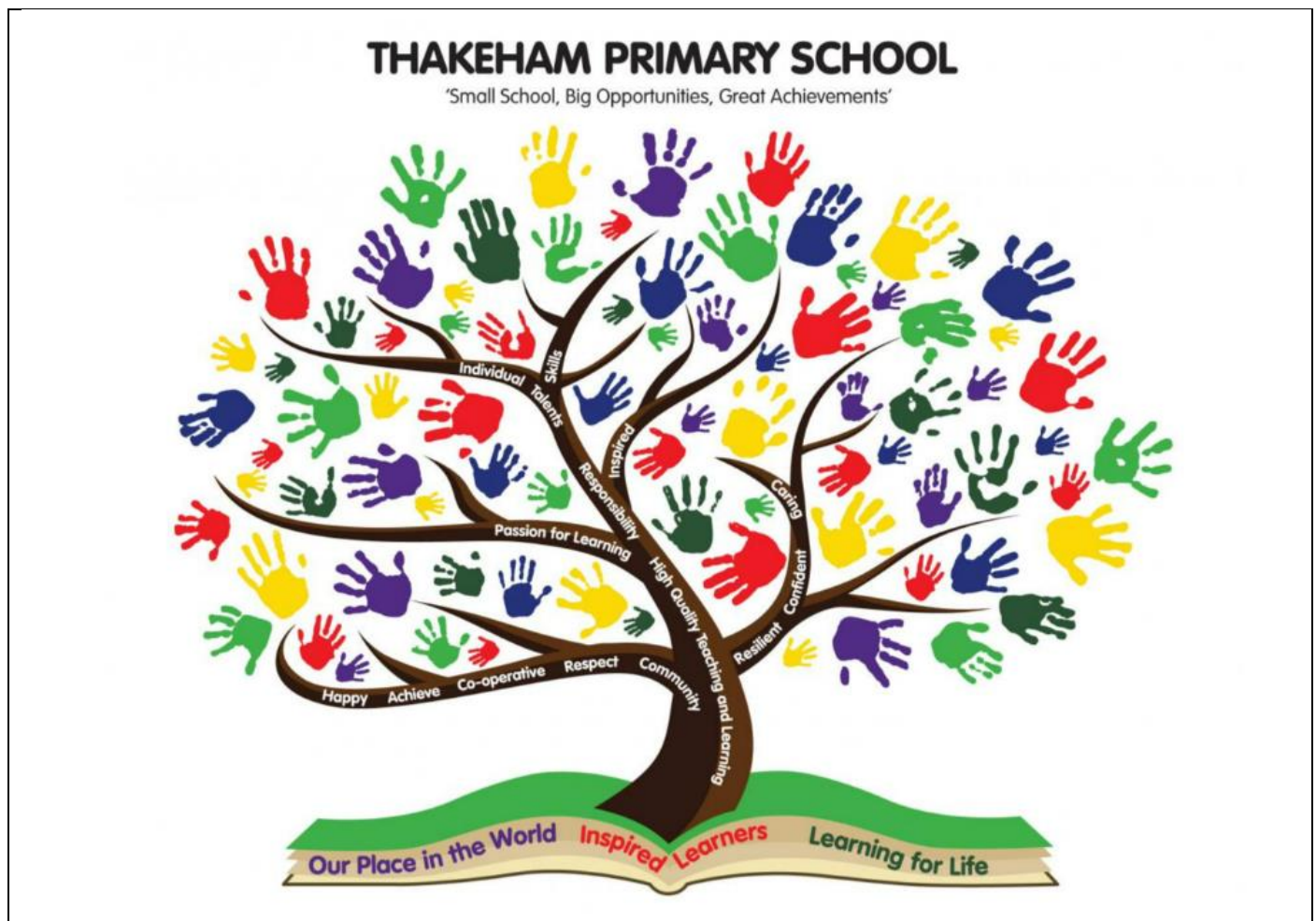
## **Fixed Period Exclusions / Suspension / Permanent Exclusion**

In the event that behaviours result in suspension or permanent exclusion, then the school's FTE and PEX policy should be used and strictly adhered to.

# Appendix

Appendix 1: reflect and repair crib sheet to refer to with pupils when discussing incidents:

<b>REFLECT AND REPAIR CRIB SHEET</b>			
Questions to ask: <ul style="list-style-type: none"> <li>• Which bit of The Thakeham Way did you struggle with?</li> <li>• Why do you think you are struggling today? Is anything worrying you?</li> <li>• Do you know what has caused the behaviour? Has there been a trigger?</li> <li>• What strategies have you used to help yourself? Are there anymore we could use?</li> <li>• How do you think your behaviour made others feel?</li> <li>• How could we make you feel better?</li> <li>• How can we correct the choices you have made? How can we make things right?</li> </ul>			
<b>Blue Behaviours</b>	<b>Green Behaviours</b>	<b>Amber Behaviours</b>	<b>Red Behaviours</b>
We are here to help! Just ask!	This is where we want you!	It is never too late to turn things around.	We will help you to make things right.
Feeling:  Sad Sick Tired Bored	Feeling:  Happy Calm Feeling okay Focused Ready to learn Kind Polite	Feeling:  Frustrated Worried Silly / wiggly Too excited Hungry Getting too excited	Feeling:  Mad Angry Terrified Cross Furious Upset Confused Far too excited/lost control
Behaviour:  Find it hard to listen Find it hard to follow instructions	Behaviour:  Listening to adults Working hard Being a good friend Having fun Helping others	Behaviour:  Not listening Not working hard Distracting others Being rude Answering back Being too loud or disruptive Being unkind	Behaviour:  Damaging property Swearing Bullying Targeting others Discrimination Hurting others Vandalism Name calling Putting yourself or others in danger
<b>How to Make it Right:</b>	<b>How to Make it Right:</b>	<b>How to Make it Right:</b>	<b>How to Make it Right:</b>



# THE THAKEHAM WAY

**We persevere:** we work hard

**We care:** we are gentle and do not hurt others

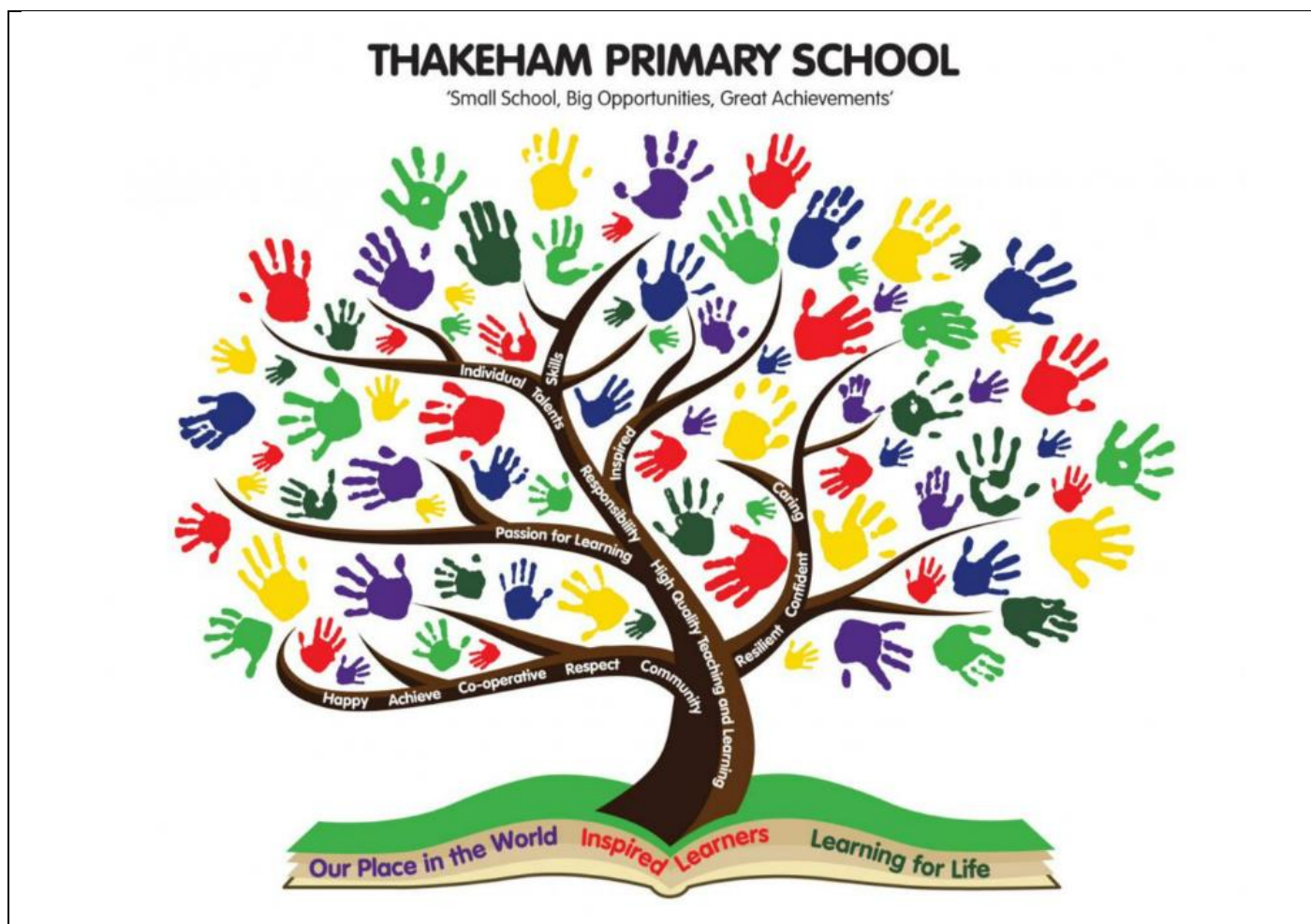
**We co-operate:** we listen and do not interrupt

**We take responsibility:** we look after property

**We are curious:** we show we want to learn

**We are reflective:** we ask for help

**We are honest:** we do not cover up the truth



## THE 3Rs

We are:

**Ready**

**Respectful**

**Responsible**

Appendix 4: Repair slip Master:

REPAIR SLIP	
PUPIL VOICE WAS HEARD AND ACTED ON	YES NO
NAME OF CHILD:	
<p style="text-align: center;"><b>We are Ready, Respectful, Responsible</b></p> <p style="text-align: center;"><b>We persevere:</b> we work hard</p> <p style="text-align: center;"><b>We care:</b> we are gentle and do not hurt others</p> <p style="text-align: center;"><b>We co-operate:</b> we listen and do not interrupt</p> <p style="text-align: center;"><b>We take responsibility:</b> we look after property</p> <p style="text-align: center;"><b>We are curious:</b> we show we want to learn</p> <p style="text-align: center;"><b>We are reflective:</b> we ask for help</p> <p style="text-align: center;"><b>We are honest:</b> we do not cover up the truth</p>	

REPAIR SLIP	
PUPIL VOICE WAS HEARD AND ACTED ON	YES NO
NAME OF CHILD:	
<p style="text-align: center;"><b>We are Ready, Respectful, Responsible</b></p> <p style="text-align: center;"><b>We persevere:</b> we work hard</p> <p style="text-align: center;"><b>We care:</b> we are gentle and do not hurt others</p> <p style="text-align: center;"><b>We co-operate:</b> we listen and do not interrupt</p> <p style="text-align: center;"><b>We take responsibility:</b> we look after property</p> <p style="text-align: center;"><b>We are curious:</b> we show we want to learn</p> <p style="text-align: center;"><b>We are reflective:</b> we ask for help</p> <p style="text-align: center;"><b>We are honest:</b> we do not cover up the truth</p>	

## STAGE 1 LETTER

Date

Dear Parent/Carer of \_\_\_\_\_,

I am writing to let you know that your child was sent to see me today because they received a second Repair Slip.

Please see below for details of the antecedent (what happened before the incident) and then your child's behaviour which was not in line with our, 'Thakeham Way'.

### **Antecedent:**

### **Your Child's Behaviour:**

I can assure you that the incident was initially dealt with by one of our fully trained staff and then passed on to a member of the School Leadership Team.

I have investigated the event and have spoken to all pupils involved in the matter.

This is the FIRST time this term we have had to have a serious conversation with \_\_\_\_\_ about behaviour although a verbal warning has been given for a prior unacceptable behaviour. We will therefore be monitoring his/her actions carefully and will contact you again if any other matters arise.

To help you, please find our 'Thakeham Way' rules below. We would appreciate it if you could discuss the importance of these with your child:

**We persevere: we work hard**

**We care: we are gentle and do not hurt others**

**We co-operate: we listen and do not interrupt**

**We take responsibility: we look after property**

**We are curious: we show we want to learn**

**We are reflective: we ask for help**

**We are honest: we do not cover up the truth**

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as Thakeham Primary School commits to making school life a safe and happy environment for all its pupils.

Warm Regards,



## STAGE 2 LETTER

Dear Parent/Carer of \_\_\_\_\_,

I am writing to let you know that your child was sent to see me today because they received a third Repair Slip.

Please see below for details of the antecedent (what happened before the incident) and then your child's behaviour which was not in line with our, 'Thakeham Way'.

**Antecedent:**

**Your Child's Behaviour:**

I can assure you that the incident was initially dealt with by one of our fully trained staff and then passed on to a member of the School Leadership Team.

I have investigated the event and have spoken to all pupils involved in the matter.

Following a Stage 1 Letter sent to you earlier this term your child's behaviour is now becoming a greater concern. It would be helpful if we could meet and talk about \_\_\_\_\_'s behaviour jointly with the classteacher.

Please make an appointment with your child's class teacher at your earliest convenience.

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as Thakeham Primary School commits to making school life a safe and happy environment for all its pupils.

Warm Regards,

Appendix 7: Stage 3 Letter Master (to be copied onto school's letterheaded paper):

## **STAGE 3 LETTER**

Dear Parent/Carer of \_\_\_\_\_,

I am writing to let you know that your child was sent to see me today because they received a fourth Repair Slip.

Please see below for details of the antecedent (what happened before the incident) and then your child's behaviour which was not in line with our, 'Thakeham Way'.

### **Antecedent:**

### **Your Child's Behaviour:**

I can assure you that the incident was initially dealt with by one of our fully trained staff and then passed on to a member of the School Leadership Team.

I have investigated the event and have spoken to all pupils involved in the matter.

Following Stage 1 and 2 Letters sent to you earlier this term your child's behaviour is now becoming a significant concern. It would be helpful if we could meet and discuss ways forward. It is vital we do all we can to ensure your child can succeed.

Please contact the office who will book you in for a meeting with me.

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as Thakeham Primary School commits to making school life a safe and happy environment for all its pupils.

Warm Regards,

Appendix 8: Stage 3 Letter Master (to be copied onto school's letterheaded paper):

## **AUTOMATIC STAGE 3 LETTER**

Dear Parent/Carer of \_\_\_\_\_,

I am writing to let you know that your child was sent to see me today because of seriously unacceptable behaviour.

As stated in our policy if any of the following unacceptable and intentional behaviours occur this will result in automatically being sent to the Headteacher who will determine whether an internal seclusion or temporary fixed term exclusion applies:

- Serious acts of violence towards other children or adults
- Fighting
- Bullying
- Swearing
- Stealing
- Being verbally abusive or rude to a member of staff
- Discriminatory behaviours, e.g: racism

Please see below details of the antecedent (what happened before the incident) and then your child's behaviour which the school does not accept.

### **Antecedent:**

### **Your Child's Behaviour:**

I can assure you that the incident was initially dealt with by one of our fully trained staff and then passed on to a member of the School Leadership Team.

I have investigated the event and have spoken to all pupils involved in the matter.

Due to the serious nature of the behaviour, it is important we meet to discuss next steps. Please contact the office who will book you in for a meeting with me – this is if I have not already made contact, as Headteacher.

Please do not hesitate to contact me if you have any queries. I greatly appreciate your continuing support as Thakeham Primary School commits to making school life a safe and happy environment for all its pupils.

Warm Regards,

Appendix 9: Break and Lunch Repair Slip (to be used instead of the individual slips):

<b>BREAK AND LUNCH REPAIR SLIP</b>		
<b>Name of child:</b>	<b>Thakeham Way Broken:</b>	<b>Adult Involved:</b>
	<b>1 2 3 4 5 6 7</b>	
	<b>1 2 3 4 5 6 7</b>	
	<b>1 2 3 4 5 6 7</b>	
	<b>1 2 3 4 5 6 7</b>	
	<b>1 2 3 4 5 6 7</b>	
	<b>1 2 3 4 5 6 7</b>	
	<b>1 2 3 4 5 6 7</b>	
	<b>1 2 3 4 5 6 7</b>	
	<b>1 2 3 4 5 6 7</b>	

**We are Ready, Respectful, Responsible**

- 1. We persevere:** we work hard
- 2. We care:** we are gentle and do not hurt others
- 3. We co-operate:** we listen and do not interrupt
- 4. We take responsibility:** we look after property
- 5. We are curious:** we show we want to learn
- 6. We are reflective:** we ask for help
- 7. We are honest:** we do not cover up the truth

NB: Any follow up work/consequence will be logged on the behaviour log kept on the staff drive.

Appendix 10: Protective Consequences:

Green Behaviours (Prosocial)	
Action/Behaviour	Consequence
Pupil is displaying positive behaviours and values in line with The Thakeham Way and the 3Rs.	Pupil feels safe, centred and is engaged fully with their learning. They will be in receipt of one of the many rewards detailed above in this policy. E:g Super Learning Hero Award.

**Amber Behaviours (Unsocial Behaviours)**

**REMINDER: these behaviours can be triggering for an adult. They can make you feel like you are not in control. As the adult, you always have the upper hand – you are the experienced person. Becoming frustrated and ‘having a go’ at the child will likely cause them to resort to anti-social behaviours.**

**Amber (unsocial) behaviours will likely not need direct SLT involvement in the first instance in most cases.**

Action/Behaviour	Positive Phrasing	Limiting Choice	Disempowering Behaviour	Consequence
Refusing to complete work or do a lesson.	<p>I know you want to do ..... first I need you to ....., then you can ....’</p> <p>‘Can you tell me.../show me ....?’</p>	<p>I can see you are not ready to do Maths now, so we can do ..... or .... and come back to Maths when you are ready.’</p> <p>‘Let’s see if we can do this in the book corner?’</p> <p>‘I wonder if we will be faster at the table or book corner? (repeat)</p> <p>‘Are you starting your work with the words or a picture?’ (repeat)</p> <p>‘You can work with a friend or on your own.’ (repeat)</p>	‘You can choose to finish it later.’	<p>Our pupils need to know that they cannot ever refuse to do the work. That is the whole point of coming to school! They need to see you, as the teacher, not only enforce that rule but take the time to sit with them and understand why they did not want to do the work.</p> <p>Consequences can be:</p> <p>Taking the work home.</p> <p>Missing break or lunch to do the work.</p> <p>Staying behind after school to complete the work.</p> <p>Doing it instead of another lesson.</p> <p>Keeping the child behind at break/lunch to talk through the incident before letting them go outside.</p>

<p>Leaving the room without permission/refusing to sit in chair or on the carpet/refusing to listen to input.</p>	<p>Stay seated in your chair... (name).'  'Who else can I see sitting well at their desk?'</p>	<p>Are you going to sit on your own or with the group?' (repeat).  'Would you like to sit on the chair at this desk or that desk?' (repeat)</p>	<p>'You can listen to the instructions/story from there.'</p>	<p>Talk to the child about safety and you needing to always know where they are so that you can care for them. Refer to the 3Rs: be ready, be respectful, be responsible.  Consequences can be: Missing break or lunch to do the work that was not done when they left the room.  Keeping the child behind at break/lunch to talk through the incident before letting them go outside.  If this was in the afternoon, keep them behind after school to talk through the incident.</p>
<p>Not following instructions.</p>	<p>I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'  'Well done everyone for stopping (in PE) when asked as that is the safe way to do PE.'  'Fantastic listening from.... I like the way you are staying still and listening so you can follow my instructions.'</p>	<p>You can choose to do this later if you would like to when the others are doing.....?'</p>	<p>Talk to the child about safety and how being able to follow instructions is a vital part of learning and being safe. Refer to the 3Rs: be ready, be respectful, be responsible.  Consequences can be: Keeping the child behind at break/lunch to talk through the incident before letting them go outside.  If this was in the afternoon, keep them behind after school to talk through the incident.</p>	
<p>Choosing to do activity other than the one the rest of the class are doing.</p>	<p>I can see you are choosing to read/draw now rather than join in. If you do this..... first, then you can draw/read after that.'</p>	<p>You can choose to do this now or later'. (repeat)</p>	<p>You can choose to do this later if you would like to when the others are doing.....?'</p>	<p>Talk to the child about safety and you needing to always know where they are so that you can care for them. Refer to the 3Rs: be ready, be respectful, be responsible.  Consequences can be: Missing break or lunch to do the work that was not done when they left the room.  Keeping the child behind at break/lunch to talk through the incident before letting them go outside.  If this was in the afternoon, keep them behind after school to talk through the incident.</p>

Rocking on chair.	Put the 4 chair legs on the floor.'	Do you want to sit on the chair or the carpet?' (repeat)		<p>Talk to the child about safety and how being able to follow instructions is a vital part of learning and being safe. Refer to the 3Rs: be ready, be respectful, be responsible.</p> <p>Consequences can be: Keeping the child behind at break/lunch to talk through the incident and practise sitting safely on a chair.</p> <p>If this was in the afternoon, keep them behind after school to talk through the incident.</p>
Calling/shouting out and/or talking to a friend.	<p>'We are taking it in turns to listen. Who else can I see listening carefully?'</p> <p>'I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?'</p>		<p>Talk to the child about how everyone in the room found it difficult to learn because of the distraction. Refer to the 3Rs: be ready, be respectful, be responsible.</p> <p>Consequences can be: Missing break or lunch to do the work that was not done when they were busy distracting others.</p> <p>Keeping the child behind at break/lunch to talk through the incident before letting them go outside.</p> <p>If this was in the afternoon, keep them behind after school to talk through the incident.</p>	
Playing/fiddling with equipment.	<p>I can see you want to fiddle with the pen/rubber when we are listening – it may be distracting others.'</p> <p>'Put the ruler/rubber/pen on the table.'</p>	Put it on your table or give it to me.' (repeat)	Put it on your table or give it to me.' (repeat)	<p>Some children find sitting and listening naturally difficult. This could be due to their age or a need. Try to think about what you are expecting them to do and make adaptations, e.g: shorten your input length, give them something to doodle on or (if you have a TA), have them take a quick 5-minute break.</p> <p>If you are sure they are doing it on purpose (which may be difficult to prove) then apply some of the consequences from above.</p>

## Red Behaviours (Anti-social Behaviours)

**REMINDER:** these behaviours can be extremely triggering for an adult. They can make you feel like you are not in control. As the adult, you always have the upper hand – you are the experienced person. Becoming frustrated and ‘having a go’ at the child will likely cause them to resort to anti-social behaviours. You may want to make sure that you are given targeted supervision for some of the behaviours listed below. Look after your wellbeing.

**Red (anti-unsocial) behaviours may need direct SLT involvement in the first instance.**

Action/Behaviour	Positive Phrasing	Limiting Choice	Disempowering Behaviour	Consequence
Aggressive shouting out.	<p>‘I can see that you are not ready to learn. When you are ready we can talk about the learning before you go out to break.’</p> <p>‘I can see you are not choosing to listen at the moment, would you like me to explain again after the lesson?’</p> <p>‘I can see you know the answer but at the moment it is .....’s turn to share their thoughts.’</p>	<p>‘I can see that you are not happy at the moment.’</p> <p>‘I can see you are upset.’</p> <p>‘We can talk when you are ready.’</p>	<p>If the interruptions are ‘valid’ and the pupil is keen to get their point across, ensure they understand the ‘rules’ of conversation. If it is being done to disrupt others then use the phrasing and choices.</p> <p>Ignore and speak later to individuals.</p>	<p><a href="#">Talk to the child about how everyone in the room found it difficult to learn because of the distraction. Refer to the 3Rs: be ready, be respectful, be responsible.</a></p> <p>Consequences can be: Missing break or lunch to do the work that was not done when they were busy distracting others.</p> <p>Keeping the child behind at break/lunch to talk through the incident before letting them go outside.</p> <p>If this was in the afternoon, keep them behind after school to talk through the incident.</p>
Answering back/mimicking or being rude towards an adult.				
Swearing				
<b>AUTOMATIC RED LETTER</b>	<p>‘I can see that you are not happy at the moment.’</p> <p>‘I can see you are upset.’</p> <p>‘We can talk when you are ready.’</p>	<p>‘When you are ready we can talk here or in the library/office/classroom.’</p> <p>(repeat). ‘We will carry on when you are ready.’</p> <p>‘We can talk when you are ready – who would you like to talk to, me or .....?’ (repeat when calm)</p>	<p>I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.’ (then ignore until they are ready).</p>	<p><a href="#">Talk to the child about how everyone in the room found it difficult to learn because of the distraction. Refer to the 3Rs: be ready, be respectful, be responsible.</a></p> <p>Consequences can be: Missing break or lunch to do the work that was not done when they were busy distracting others.</p> <p>Keeping the child behind at break/lunch to talk through the incident before letting them go outside.</p> <p>If this was in the afternoon, keep them behind after school to talk through the incident.</p>
Name calling.				
Lying				



				If they swore, they will need to know that an automatic red letter will be sent home. This will then require parents/carers to meet with the Headteacher.
Point-blank refusing to comply with an adult request.	‘I can see you are not ready to do this right now.’  ‘I can see something is wrong, if you want to talk I will listen – I am here to help.’	Walk with me, to the library or the book corner.’ (repeat)		Talk to the child about how everyone in the room found it difficult to learn because of the distraction. Refer to the 3Rs: be ready, be respectful, be responsible. Make a point of talking through being safe.  Consequences can be: Missing break or lunch to do the work that was not done when they were busy distracting others.
Pointedly disrupting the learning of others.	I can see that you are not happy at the moment and you are not ready to learn/play.’	‘When you are ready we can talk here or in the library/office/classroom.’ (repeat).	‘I can see you are not happy at the moment. When you are ready to speak to me properly I will listen.’ (then ignore until they are ready).	Make a point of sitting down and talking through the behaviour and trying to unhook the triggers so that it does not happen again.  Rehearsing and practising a task beforehand may help mitigate any anxiety that could be feeding a behaviour.
Leaving the classroom and refusing to return / leaving the site.	I can see that you are not happy at the moment.’	Come back into the room when you are ready and we can talk here or with ..... who would you like to talk to, me or .....?’ (repeat).  ‘You can come and find me when you are ready.’	I can see you are not happy at the moment. When you are ready to come back to class, I will listen.’ (then ignore until they are ready as long as another adult is in the vicinity).	Talk to the child about how everyone in the room found it difficult to learn because of the distraction. Refer to the 3Rs: be ready, be respectful, be responsible. Make a point of talking through being safe.  Consequences can be: Missing break or lunch to do the work that was not done when they were busy distracting others.  Create a safe space in the classroom where the pupil can go instead of leaving the room.  If they leave the site, then a protective consequence will be to restrict their timetable, e.g: cut the activities a child is allowed to do outside.
Damaging property.  <b>AUTOMATIC RED LETTER</b>	‘I can see that you are not happy at the moment.’	When you are ready we can talk here or in the library/office/classroom.’ (repeat).		Talk to the child about how everyone in the room found it difficult to learn because of the distraction. Refer to the 3Rs: be ready, be respectful, be responsible.  Consequences can be:

<p>Stealing</p> <p><b>AUTOMATIC RED LETTER</b></p>	<p>‘I can see that you have taken something that doesn’t belong to you.’</p>	<p>‘When you are ready to return it, you can give it to me or put it in the box.’ (repeat).</p>		<p>Missing break or lunch to do the work that was not done when they were busy distracting others.</p> <p>Keeping the child behind at break/lunch to talk through the incident before letting them go outside.</p> <p>If this was in the afternoon, keep them behind after school to talk through the incident.</p> <p>They will need to know that an automatic red letter will be sent home. This will then require parents/carers to meet with the Headteacher.</p> <p>When they are ready, they need to assist with the repairs if they damaged something.</p> <p>If they stole, they need to hand the item back or buy a new one. They also need to be told or research the real-world implications of stealing.</p>
<p>Spitting Punching Hair pulling Scratching Pinching Hitting Kicking Throwing furniture Ripping down displays Bullying or any kind</p> <p><b>AUTOMATIC RED LETTER</b></p>	<p>‘Your actions have hurt me/child’s name. Use your words and I will listen.’</p>	<p>‘I can see there is something wrong. Do you want to come inside and talk or...?(give a choice of 2 – whichever most appropriate/available). (If already inside the choice would be to come and talk to one of these adults and away from wherever they are now).</p>	<p>Child’s name....., I can see something has happened.’</p> <p>‘I am here to help.’</p> <p>‘Talk and I will listen.’</p> <p>‘Come with me and .....’</p>	<p>Talk to the child about how everyone in the room found it difficult to learn because of the distraction. Refer to the 3Rs: be ready, be respectful, be responsible. Make a point of talking through being safe.</p> <p>They will need to know that an automatic red letter will be sent home. This will then require parents/carers to meet with the Headteacher.</p> <p>Protective consequences may be:</p> <p>Limiting access to outside Being escorted everywhere on the site Being taught in a different space Suspension Exclusion</p>
<p>All unsocial, antisocial and dangerous behaviours need time and patience. It may takes hours for a pupil to return to within their ‘window of tolerance’. They will need praise when the child is showing prosocial behaviour following any of these difficulties. Never forget, you are the adult and should already know how to conduct yourself but the children are learning and need your empathy.</p>				

**Good responses:**

'Name, you have used your safe space, well done.'  
'You are making a good effort with your learning.'  
'Thank you for telling me how this made you feel.'  
'Thank you for being honest with me and telling me the truth.'  
'I can see that you are upset...your body language is showing me you are cross'  
'I can understand how that could be upsetting/annoying...'

**Good phrases to use with repair and incident recovery (restoration):**

**NEVER TALK ABOUT A CHILD WITH OTHERS WHILST STILL IN FRONT OF SAID CHILD. At its core, it is simply rude!**

'It is time for a chill and chat'  
'Tell me what happened when...'  
'How were you feeling when you....?'  
'Who has been affected...?'  
'How can you help to put this right?'  
'So let's practise what we have learnt so that we can do things better next time.'



