



Thameside Primary School: Relationships & Behaviour Policy

(including support for children with social, emotional and mental health needs)

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Policy reviewed by:	Sophie Greenaway
Key Changes:	<ul style="list-style-type: none"> Links made to our Behaviour Curriculum Addition of Appendix 8 and section on scripts. Ethos made more succinct Clarity of off-site behaviour Information on lunchtime consequence room included The Role of Parents and Carers in Supporting Behaviour Expectations Took out Bound and Numbered book as use CPOMS to record Team Teach Updated links

This policy should be read in conjunction with:	<ul style="list-style-type: none"> Child protection and safeguarding policy Anti-Bullying and Anti-Racism Policy Suspension & Permanent Exclusion Policy Our Behaviour Curriculum Touch Policy Parent carer Code of Conduct Communication Policy Child-on-Child Abuse & Managing Allegations Policy Mobile phone agreement (for Y5&6) E safety policy ICT Pupil Parent Agreement Representing school at sporting events SEMH & Wellbeing Policy
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Thameside Primary School's statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards and consequences are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The Suspension & Permanent Exclusion Policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

School Ethos

At Thameside, we believe that strong, positive relationships are the foundation of a safe, respectful and inclusive school community. We prioritise making every child feel valued, secure and connected—both to trusted adults and to the wider school.

Our policy reflects the principles of the Reading Therapeutic Thinking approach, which supports emotional wellbeing and promotes pro-social behaviour through empathy, consistency and fairness.

We are a caring school built on mutual trust, respect and high expectations. Every child is recognised as an individual, and we work closely with families and external partners to ensure children feel safe, supported and able to thrive.

Safeguarding underpins all we do. Staff are alert to any changes in behaviour that may indicate a child is in distress or at risk. In such cases, we follow our Child Protection and Safeguarding Policy, and consider the appropriate level of support or referral.

Staff maintain fair, calm and consistent boundaries, while remaining approachable and supportive. For some pupils, individualised approaches may be needed to meet social, emotional or learning needs, ensuring that all children can succeed.

Key terminology

Anti-social Behaviour: Behaviour that causes harm to an individual, a group, to the community or to the environment.

Behaviour: Everything a person says or does. The spectrum of behaviour goes from extreme pro-social to extreme anti-social behaviour. A behaviour policy should increase pro-social behaviour and reduce anti-social behaviours through planned responses.

Being Therapeutic: An approach to behaviour that prioritises the pro-social feelings of everyone within the dynamic. A school's policy establishes the methodology by which pro-social behaviour replaces anti-social behaviour through planned and sustained pro-social experiences.

Consequence: A logical, explainable response to a pro-social or anti-social behaviour. A consequence is a logical or natural outcome of something occurring earlier; a conclusion reached via reasoning. Consequences are designed to help children learn and develop prosocial behaviour transferable to all contexts.

Dangerous behaviour: That which is anti-social and will predictably result in imminent injury or harm. Dangerous behaviour includes:

- *Actions or words designed to provoke a dangerous reaction in other children e.g. swearing about their family members*
- *Throwing of furnishings e.g. chairs, tables*



- *Climbing on furnishings and fencing*
- *Physical fighting (Please note that play fighting - other than using scrap on scrap at lunchtimes - is not permitted because, even without intention, it can easily escalate to injury or harm.)*
- *Use of equipment for self-harm*
- *Refusing to listen to adults or follow instructions on a school trip, especially near a road or water*

Difficult behaviour: That which is anti-social, but not dangerous. Difficult behaviour should be acknowledged in terms of context e.g. 'Daniel, continually shouting out is difficult within a group teaching activity'.

Externalising: When a person's natural response to anti-social feelings is to act on the world around them, which can lead to physical and verbal responses that affect the wellbeing of others. Examples include fighting, bullying, property damage etc.

Internalising: When a person's natural response to anti-social feelings is to withdraw from the world around them. This can impact the wellbeing and opportunity of the individual concerned and result in refusal to communicate, self-isolation, school refusal, self-harm etc.

Pro-social Behaviour: Relating to behaviour which is positive, helpful, and values social acceptance.

A Relational Behaviour Model

At our school we adopt and use the relational behaviour model. The following table explains how it is applied:

Behaviour is something to	interpret
Children and young people	are prone to make mistakes and highly responsive to the environment and the context
Behaviour management is predominantly through	relationships
Children who don't manage should be	understood and included
Boundaries and limits are to	keep everyone safe and to meet everyone's needs
Rules should be	developed together and adapted where needed
Consequences are	the logical response to a pro-social, anti-social or dangerous behaviour to restore and repair what has happened either educational (e.g. teaching a child about why their actions/words are wrong) or protective (e.g. alternative working space, adult supported play, increased adult ratios)
'Inappropriate' or 'anti-social' behaviour can be	a sign of unmet need, stress (difficulty in coping), pain, lack of understanding and skills and this should be explored
The causes of the difficulties are	mostly in the environment and within the context of relationships
The solutions lie in	understanding what the behaviour tells us about the child and their need putting in the correct educational and/or protective consequences to ensure that everyone's needs are met in the dynamic e.g. those of the child but also those of their classmates teaching behaviour as part of the school's hidden curriculum



Practice and policy effectiveness is measured by	pupil and staff wellbeing and the capacity to adapt and make reasonable adjustments to meet the needs
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Expectations & Consistent Routines

At Thameside, our high expectations are rooted in our **Behaviour Curriculum**, which teaches children how to behave pro-socially through consistent routines, clear modelling, and frequent rehearsal. We expect these behaviours to be demonstrated throughout the school day, including when pupils represent the school off-site or out of hours.

We promote:

- A positive attitude to learning in a calm, safe environment
- Respect for each other, the school, and the wider community
- Independence, responsibility, and pride in personal conduct
- Clear, consistent routines to support all children to thrive

Every interaction is an intervention. Staff use positive recognition, curiosity and connection to guide behaviour, always seeking to strengthen the adult-child relationship. Expectations are modelled and upheld by all staff—and reflected in our appraisal process. Parents and carers are also expected to reinforce these values when on school site or accompanying trips.

To ensure consistency, staff explicitly teach and reinforce routines for:

- Start and end of the day
- Assemblies
- Transition times and lining up (e.g. for assemblies and within lessons)
- Getting changed for PE
- Moving around the school
- Break and lunchtimes
- Eating in the dining hall
- Use of the library

These routines are taught early in the year and revisited regularly, with **visual cues, scripting, and modelling** used across all year groups. New pupils are inducted through peer-led videos and a structured introduction to our behaviour expectations.

Pupils are expected to:

- Show respect to all staff and peers
- Enable others to learn without disruption
- Move calmly and quietly around school
- Care for the school environment and property
- Wear the correct uniform
- Accept consequences and take responsibility
- Uphold the school's values and reputation in person and online

These expectations are consistently referenced in everyday interactions and through our Behaviour Curriculum videos which children watch, as required, to reinforce the behaviours the school expects. Reasonable adjustments are made where necessary to ensure every pupil can succeed in meeting behavioural expectations.

Off-site behaviour

Protective or educational consequences will be applied when a pupil behaves in an anti-social way off-site while the school is acting *in loco parentis* (i.e. in place of a parent). This includes occasions when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips, residential visits, sporting events)

Consequences* may also be applied when a pupil behaves anti-socially outside school hours while representing the school, including when they are:

- Travelling to or from school



- Wearing school uniform
- Identifiable as a pupil of our school in any other way

Additionally, consequences* may apply for off-site behaviour at any time, regardless of whether the above conditions apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil (e.g. harmful online behaviour)
- Could adversely affect the reputation of the school

** Please note that the focus of these consequences should be on supporting the child to understand their impact and (if applicable) minimising the risk of harm to others through implication of a risk assessment, not on 'punishing' them for behaviour outside of school that isn't linked to their learning environment. Consequences put in place by the school may be informed by external bodies, such as the police.*

Online behaviour (on or off school site)

At Thameside, we recognise that online activity—whether during or outside of school hours—can have a direct impact on children's wellbeing and school life. Where online behaviour poses a threat, causes harm, or affects the smooth running of the school, we will respond accordingly.

This includes behaviour that:

- Poses a threat or causes harm to another pupil
- Breaks the any aspect of the school's ICT Parent Pupil Agreement
- Could have repercussions for the orderly running of the school
- Adversely affects the reputation of the school
- Occurs when a pupil is identifiable as a member of the school.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care



- Report to the police

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school - in collaboration with the local authority designated officer (LADO), where relevant - will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

Please refer to our Safeguarding & Child Protection Policy and our Child-on-Child Abuse & Managing Allegations Policy for more information.

Responding to prosocial behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard (or the individual targets for behaviour that they have been set), staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Verbal personal and constructive recognition by adults and peers in the classroom and around the school site
- Informing parents/carers of their child's achievements verbally or through a Values Postcard or text message
- Class or key stage assemblies.
- Certificates and badges (e.g. for Accelerated Reader) presented in assemblies.
- A position of responsibility e.g. prefect, school council, peer mentor, librarian, sports leader or being entrusted with a particular decision or project
- Proud clouds in EYFS, Star of the Week in Rainbow Room
- Positive noticing bands (a wrist band with a positive hand written message on it to wear home)
- Work and positive attitudes are celebrated on twitter and/or photocopied and sent home for parents
- Values ambassador status (2 pupils selected per class per academic year) and termly reward activities
- The trust given to children showing pro-social behaviour e.g. the freedom to play with peers on the playground
- Whole-class or year group rewards, such as a popular activity
- For some children, this may involve working towards individual rewards which are flexible and adapted and revised according to circumstances

Viewing behaviour as a learning process

At our school, we view behaviour as an essential part of the learning journey. We recognise that pupils will naturally test limits, challenge boundaries, and question societal norms as part of their development. They may also respond in a variety of ways to stress, boredom, confusion, over-excitement, or disappointment.

We understand that behavioural mistakes are inevitable, and we approach them with empathy and a commitment to growth. Our role, as emotionally mature adults, is to offer support, guidance, and opportunities for reflection, helping pupils learn from their experiences and make more positive choices in the future.

Central to our approach is the principle of *co-regulation*—we listen carefully to pupils and help them understand the impact of their behaviour on others. We believe that connection must come before correction; a dysregulated child must feel calm and safe before they can process and respond to consequences in a meaningful way.



To support this, staff use consistent, compassionate scripts when supporting with behaviour. These scripts help provide clarity, reduce emotional escalation, and ensure that pupils receive calm and predictable responses across the school. This consistency reinforces boundaries while preserving the trust and security needed for learning to take place.

Use of scripts

At Thameside, we believe that clear, compassionate communication is essential when supporting pupils through moments of dysregulation. To foster positive relationships and teach pro-social behaviours, we use therapeutic scripts designed to de-escalate situations and regulate pupils.

When addressing a pupil's behaviour, it is important to start by using their name. This simple act signals that you are fully present and that the situation is one to resolve together. For example, beginning with "Fred, I can see something is wrong" acknowledges the child's emotional state and helps shift the conversation towards problem-solving, not punishment.

Therapeutic scripts are designed to create a safe and supportive environment where pupils feel listened to and understood. Phrases such as "I'm here to help you" or "What happened to you?" offer a safe space for children to express their feelings and concerns, reinforcing that the goal is to resolve the issue, not to impose consequences. These statements help children understand that their emotions are valid, and that behaviour is an opportunity for learning and growth.

In moments of heightened emotion, it can be helpful to guide the child away from the current setting using phrases like "Come with me and we'll talk about it." Moving the child to a quieter space allows them the time and space to regain composure while still feeling supported and understood. **See Appendix 8 for more information on scripts & examples.**

Our general responses to mistakes and incidents

At our school, we use restorative approaches to support pupils in understanding their behaviour and its impact on others. While appropriate consequences—such as the loss of privileges—may be used, the focus remains on reflection, repair, and rebuilding relationships.

For minor incidents, this may involve a sincere apology or a kind action to make amends. Pupils are guided to consider not only how they were affected, but how others may have felt as a result of what happened.

When addressing incidents, staff use the following restorative questions after everyone involved is calm and regulated:

1. What happened to you?
2. What were you feeling or thinking at the time?
3. Who has been affected?
4. What can we do to make things right?

These questions are adapted to suit the age and needs of the child and may be asked shortly after the event or once the pupil is ready to engage reflectively.

All children involved are supported to share and listen to each other's perspectives. Repairing harm can take different forms—spoken, written, creative, or practical—depending on what feels most appropriate and meaningful.

Where possible, natural or logical reparations are used (e.g. cleaning up a mess, fixing a broken item). If that's not possible, a thoughtful alternative is agreed upon.

Staff work alongside pupils to help them understand what happened and what might help next time. This might include teaching specific skills, offering reassurance, or simply giving time to process. This relational, reflective approach helps to build a calm, respectful and connected school community.

Using Logical Consequences

At our school, we recognise that consequences—both positive and corrective—are part of the learning process. When responding to behaviours that are not helpful or safe, our focus is not on punishment but on supporting the child or young person to understand what happened, reflect on their actions, and develop the skills to respond differently in future.

All consequences should be meaningful, proportionate, and tailored to the individual. They should clearly relate to the behaviour, helping the pupil to feel supported, not shamed.

We view consequences through two key lenses: *protective* and *educational*.



Protective Consequences

These are used to maintain safety and protect the rights of others. They are typically short-term strategies that reduce risk and help create a calm environment while the pupil is supported to develop the skills they need.

Examples include:

- Increased staff supervision or adult presence
- Adjusted timetable or school day
- Changes to how and when outside space is accessed
- Adult-supported playtimes or structured lunchtime activities
- Escorting in busy or challenging social settings
- Use of differentiated or quieter teaching spaces
- Planned use of suspension—where absolutely necessary—to review needs, adapt support, and prepare for a positive reintegration
- Ongoing risk assessment and safety planning
- Explicit teaching of regulation skills (with co-regulation as a starting point if needed)

Educational Consequences

Educational consequences aim to help the pupil understand the impact of their behaviour, practise helpful alternatives, and repair relationships or environments where appropriate.

Examples include:

- Completing work that was avoided or disrupted, during break or a short part of lunchtime (up to 15 minutes)
- Rehearsing and modelling positive behaviour through guided practice or role-play
- Involvement in simple restorative tasks, such as helping to fix or tidy something they have damaged
- Learning opportunities such as social stories, collaborative play, or discussions to explore empathy and consequences
- Reflecting and repairing through restorative conversations or activities, with adult guidance

We believe that long-term change is unlikely without support to develop understanding and emotional literacy. Therefore, wherever protective consequences are used, they are accompanied by educational opportunities that build skills and promote self-awareness.

Our approach ensures that every consequence is part of a broader framework of care, connection, and relational support—helping all pupils feel safe, valued, and able to succeed.

The Lunchtime Consequence Room

At our school, we use the **Lunchtime Consequence Room**, based in **Dolphin Class** and supported by a member of the **Senior Leadership Team**, as a space where both protective and educational consequences can be carried out during lunchtime. This calm, supervised environment provides a supportive space for pupils who need time away from the playground due to incidents that require reflection, redirection, or further adult support.

Protectively, the room offers a safe and structured alternative to unstructured playtime, reducing the risk of further incidents and helping children to regulate in a quieter setting. Educationally, it provides an opportunity for pupils to engage in restorative conversations, complete any unfinished or disrupted tasks, and take part in guided activities designed to help them understand their behaviour and its impact.

This space is not intended to be used punitively but rather as a positive and relational intervention—giving pupils the time, space, and adult support they need to repair, reset, and return ready to engage positively with their peers.



Examples of unwanted behaviours and consequences

This section provides guidance for responding to a range of unwanted, unhelpful, or anti-social behaviours across different contexts—both in school and off-site e.g. during visits or sporting events. The aim is to support consistency, fairness and effectiveness in our approach, helping pupils understand the impact of their actions and support them to behave in a more prosocial way in the future.

Consequences should always be proportionate, logical, and delivered with care. They are most effective when tailored to the individual and linked clearly to the behaviour. Staff will use professional judgment, consider the context, and follow up with restorative approaches wherever possible. Early, calm intervention is key to preventing escalation, and the support of the Senior Leadership Team (SLT) is available whenever needed.

These examples are intended to empower staff to respond confidently and compassionately, ensuring all pupils feel safe, respected and supported in their learning and development.

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
<p>Relatively low impact (classroom or off-site in loco parentis)</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Calling out • Distracting others • Refusal to complete assigned activity • Disrespectful comments • Swearing • Moving from designated space • Sensory seeking behaviour (e.g. spitting) 	<ul style="list-style-type: none"> • Verbal Interventions– e.g. <i>I know you can behave better than this. I'd really like to see that. How can I help you turn this around so you are proud of yourself?</i> • Reflection support during breaktime or lunchtime (up to 15 minutes) with trusted adult <i>This time could be spent completing unfinished work or to talking through unwanted behaviours and reminding child of the school's expectations. If off-site, then child could be removed from allocated activity to speak to an adult or complete their task.</i> • Scripted response <i>I can see there's something wrong (acknowledge their right to their feelings). I can see something has upset you. How can I help you? I'm here to help and listen. Tell me what happened Talk and I'll listen (it may be possible for staff to find out how the situation has developed, or how it may be resolved)</i> • Send to headteacher / member of the Senior Leadership Team (SLT) <i>Children who swear should be sent to the headteacher (or member of SLT in their absence) who will address this behaviour with the child and contact their parents/carers. Staff should address whole class when children swear and remind everyone about appropriate and inappropriate language. Staff should never ignore swearing unless it is on a child's behaviour plan to do so.</i>
<p>Relatively low impact (playground)</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Disrespectful comments / unkind remarks • Swearing • Pushing • Playing in a non-designated space e.g. inside, on the quad or behind the stage • Mis-use of play equipment causing damage 	<p>Statement of reality: <i>"Charlie, you're not letting anyone else use the ball."</i> Never ask why they are doing it. It is confrontational and you don't actually need to know why they are doing it – they just need to stop.</p> <p>Positive phrasing: ____(name) ____ thank you. <i>"Charlie share the ball thank you."</i></p>



<ul style="list-style-type: none"> • Sensory seeking behaviour (e.g. spitting) 	<p>Statement of limited choice: <i>“Charlie you can give the ball to me or put it down over there. Ball to me or over there. Charlie you can give the ball to me or put it down over there.”</i></p> <p>Praise a choice when it’s made e.g. thank you, you gave the ball to me.</p> <p>Protective consequences:</p> <ul style="list-style-type: none"> • Stand next to adult for age appropriate time on the playground (e.g. FS might be 3-5 minutes, KS1 5 minutes and KS2 5-10 minutes) and have conversation with adult focusing on impact of their behaviour on others • Play items removed for safety <p>Restorative justice e.g. clean an area or repair damage (decided by member of SLT)</p> <p>Also:</p> <ul style="list-style-type: none"> • Children swearing on the playground should be sent to a member of SLT in the consequence room • Being close and whispering a firm reminder • Name/pause technique • Praise of other children • Reminder about behaviour and value they are not following e.g. ‘Can I just remind you that one of our values is ...’ • A quiet word • Quiet unobtrusive curiosity e.g, ‘Are you ok?’ • Direct children to the Peer Mediators who can support with minor disputes.
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To ensure all children are able to learn and feel safe, all relatively low impact unwanted/unhelpful/antisocial behaviours should be acted on immediately and appropriately by staff. If chosen consequences do not have the desired response, staff should send the child(ren) to a member of SLT or request for a member of SLT to come to the classroom to support by emailing behaviour@thameside.reading.sch.uk . If off-site (e.g. visit or sporting event) the member of staff should consider contacting the school to speak to a member of SLT for further advice.

Unwanted/unhelpful/antisocial behaviour	Possible Consequences
<p>Relatively higher impact (classroom or playground)</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> • Bullying • Harmful verbal aggression towards adults or other children • Persistent physical or emotional harm e.g. kicking, hitting, spitting, biting, pinching • Any discriminatory behaviour: e.g racism, homophobia, sexism • Causing significant, deliberate damage to school property • Stealing • Inciting other children to anti-social behaviour 	<ul style="list-style-type: none"> • SLT notified without delay and situation dealt with away from classroom/playground • Restorative approach followed (see 4 questions above) and logical consequence set • Incident form completed for discriminatory incidents. • Incident recorded on CPOMS. • Parents notified by telephone or in writing by SLT member. • Outcome will be personalised based on previous behaviour, severity, response from pupil(s). • Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face. • If response leads to Fixed-term suspension – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term suspension. • Following investigation, an action plan for bullying may also be implemented
<p>Relatively higher impact (off-site in loco parentis)</p> <p>All of the examples listed above including:</p>	<ul style="list-style-type: none"> • SLT notified by phone call and situation dealt with away from the group by lead teacher following advice from SLT (if not a member on the trip)



<ul style="list-style-type: none"> • Refusal to listen to adults or follow instructions • Causing significant, deliberate damage to property or local area 	<ul style="list-style-type: none"> • Restorative approach followed (see 4 questions above) and logical consequence set e.g. staying with lead teacher for rest of trip and not joining in with the activities <p>On return to school:</p> <ul style="list-style-type: none"> • Incident form completed for discriminatory incidents. • Incident recorded on CPOMS. • Parents notified by telephone or in writing by SLT member. • Outcome will be personalised based on previous behaviour, severity, response from pupil(s). • Withdrawn or changes to timetable. Parents/carers to be informed of decision via phone or face to face. • If response leads to Fixed-term suspension – parents/carers also notified in writing. Re-integration meeting to be held directly after fixed-term suspension. • Following investigation, an action plan for bullying may also be implemented <p>Subsequent trips:</p> <ul style="list-style-type: none"> • To ensure known risks are reduced, any child showing these behaviours will need additional adult support (1:1) on at least their next trip. The child’s parent or carer will be invited to attend. Any further trips can then be risk assessed depending on the child’s behaviours both on and off-site. If a child cannot follow adult instructions at school, the risk to their safety off-site is high without adult support.
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The safety of the children is paramount in all situations. To keep unwanted, unhelpful or anti-social behaviours from escalating to dangerous, staff are aware that then a child is aggressive, they are responding with their own fight, flight, or freeze instincts and not thinking about their actions. Staff aim to distract pupils and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window or somewhere else in the playground. Staff know that humour will only work if they have a very good relationship with the child. Staff are not to use sarcasm or humiliate the child.

Dangerous behaviour	Possible Consequences
<p>High impact (classroom, playground or off-site in loco parentis)</p> <p><u>Examples:</u></p> <ul style="list-style-type: none"> * Possession of harmful substances or weapon * Extreme violence/physical abuse towards another child or towards an adult e.g. punching/throwing at to cause harm or pushing child into busy road * Very serious challenge to authority – persistent and dangerous 	<p>In this instance, other actions are automatically by-passed. Situation is dealt with by HT/DHT/AHTs immediately. These staff members are all Team Teach trained in de-escalation and safe pupil restraint. They will act appropriately with everyone’s safety being paramount.</p> <ul style="list-style-type: none"> • Behaviour of this nature is likely to result in a suspension or exclusion to ensure the safety of all concerned. See the Suspension & Permanent Exclusion Policy for more information. • Behaviour of this nature on a trip could lead to the school requesting that the parent/carers collect the child from the venue or, if they are unable to, a member of SLT (with another staff member) will attend. • Behaviour of this nature on a trip could also result in the child not being able to attend any further trips with the school, especially residential visits.

The Role of Parents and Carers in Supporting Behaviour Expectations

At our school, we believe that strong partnerships between home and school are essential in supporting children’s behaviour and personal development. When unwanted or anti-social behaviour occurs, we are committed to responding in a way that is fair, restorative, and in the best interests of the child and wider school community.

We ask that parents and carers support the school’s approach to behaviour by:



- **Trusting the professional judgment of school staff**, who will always seek to act proportionately, with care and consistency.
- **Reinforcing key messages at home** about the importance of respect, kindness, and responsibility, especially following an incident.
- **Engaging in open and respectful dialogue** with staff, including attending meetings when required, and helping children reflect on the consequences of their actions.
- **Encouraging their child to take responsibility** for their behaviour and to engage in any restorative or reparation work that is set.
- **Working with us to identify any underlying needs** or difficulties that may be contributing to a child's behaviour, so that the right support can be put in place.
- **Allowing the school to handle all behaviour matters involving other children.** Parents should not approach other children directly about any incident involving their child. Doing so can cause further distress or confusion for those involved. Instead, concerns should be shared with a member of staff so the matter can be addressed appropriately and professionally. This is in keeping with [Thameside's Parent Carer Code of Conduct](#) which must be adhered to.

Parents will be informed when a serious or repeated behaviour incident occurs and may be asked to attend a meeting with a member of the Senior Leadership Team. In cases where behaviour has had a significant impact on others or the wider school community, a personalised behaviour plan may be put in place to support the child's reintegration or behaviour going forward. The school may also seek parental permission to make a referral to RISE Regulation (BFfC's Behaviour Support Team) for external support and guidance in best meeting the needs of children with behaviour that challenges. Working with RISE is a collaborative and supportive processes, involving the child, family and school.

Harm from dysregulated (stressed) behaviour

Our school always prioritises the safety and welfare of all staff and pupil, recognising that everyone is entitled to a safe and supportive environment. Any incident (verbal or physical) which compromises safety can be perceived as harmful. Our staff understand through training that this behaviour is not necessarily deliberate, rather it is often due to a stress response.

Supporting those who have been harmed

Our staff and children receive the individual support they need in response to any incident where the behaviour has compromised the wellbeing of someone else, causing harm. Occasionally there may be times, despite all reasonably practicable measures being taken, when prevention is unsuccessful, and someone is harmed. At these times, our school ensures that this person (adult or young person) is fully supported.

We always consider the following:

- are they physically safe and protected?
- do they need immediate first aid & medical treatment?
- is there a need for immediate police involvement?
- ensure they have the opportunity to talk about the incident either with a trusted person or other independent service
- give reassurance to reduce feelings of guilt and/or anxiety

Our school recognises that some people are more at risk than others in their work, and where this is the case, we ensure there is appropriate support available.

Risk Assessment Process

At our school, we use risk assessments to help prevent harm. This process focuses on identifying what may trigger distress or dysregulation in a vulnerable pupil, based on all known information. With this understanding, we can put clear strategies in place to reduce risks, support positive behaviour, and keep everyone safe. An example of a completed risk assessment can be found in Appendix 7.



Physical intervention (control and restraint) - the use of reasonable force

At our school we make sure we are aware of our duties of care and follow the law. The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and learning behaviours in the classroom.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions. It is always the aim that only Thameside staff who are Team Teach trained use physical intervention techniques with children.

[Team Teach](#) is an accredited organisation that trains staff in schools to carry out respectful, accessible and practical positive handling and de-escalation techniques.

The use of physical intervention techniques is only one aspect of co-regulation and is usually the last resort when it is deemed absolutely necessary. It may resolve a short-term situation, but the long-term aim must be to help the child or young person to be able to self-regulate during times of stress.

Where physical intervention is needed, this is recorded on CPOMS using the 'Team Teach' category and the number of incidents is reported periodically to governors.

Screening and searching pupils

At our school, staff are aware of the legal provisions that allow them to confiscate items from pupils. These include:

1. **The General Power to Discipline**
2. **The Power to Search Without Consent** (as outlined in the **Behaviour and Discipline in Schools** guidance from the Department for Education, updated in 2022).

Under this guidance, staff may confiscate items that are deemed inappropriate, contravene school policies, or cause concern. These can include items of high value or those causing disruption to the learning environment. Staff will use their discretion to determine whether the item should be returned to the pupil at the end of the school day or to the parent/carer. If an item needs to be collected by a parent/carer, staff will ensure that the parent is informed through either the child, a text message, or a phone call.

In cases where the confiscated item is of high value or deemed inappropriate, the parent/carer will be contacted directly.

The **Headteacher** also has the power to search pupils without consent for specific "prohibited items," including:

- Mobile phones and Smartwatches
- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers



- Fireworks
- Pornographic images
- Any article likely to cause personal injury, damage to property, or be used to commit an offence
- Any item explicitly banned by the school's rules, identified as one that can be searched for.

When prohibited items are found as a result of a search, the appropriate actions will be taken in line with the DfE's guidelines, which outline how these items should be managed.

Confiscation and Searches: processes

Our school adheres to the Department for Education's (DfE) guidance on searching, screening, and confiscation to ensure a safe and supportive environment for all. This guidance outlines the powers and procedures for searching and confiscating items in schools: [GOV.UK](https://www.gov.uk)

Confiscation

Staff have the authority to confiscate items that:

- Are prohibited by school rules (e.g., knives, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images).
- Are harmful or detrimental to school order, even if not explicitly banned.

Prohibited items found during a search will not be returned to the pupil. Items deemed harmful or disruptive may be returned after discussion with senior leaders and, where appropriate, parents.

Searching a Pupil

Only the headteacher or an authorised staff member may conduct a search. In most cases, searches will be carried out by staff of the same sex as the pupil, with another staff member present as a witness. However, if there is an urgent risk of harm, a search may be conducted by a staff member of a different sex without a witness. In such cases, the incident must be reported immediately, and a written record should be kept.

Procedure Before a Search

Before conducting a search, staff will:

- Assess the urgency and necessity of the search.
- Consider any potential safeguarding risks.
- Explain to the pupil the reason for the search and what it will entail.
- Seek the pupil's cooperation and answer any questions they may have.

Informing Parents

Parents will be informed as soon as reasonably practicable if a search for a prohibited item has been conducted. They will be told what happened, what was found (if anything), what has been confiscated (if applicable), and what actions the school has taken.

Support After a Search

Regardless of the outcome, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed. If necessary, staff will follow the school's Child Protection & Safeguarding Policy and consult with the designated safeguarding lead (DSL) to determine appropriate support.



For more detailed information, please refer to the full DfE guidance: [GOV.UK](https://www.gov.uk)

Recording Behaviour Incidents

We have a clear process and system in place to record all concerning behaviour incidents that occur. We use the information effectively to enable strategic oversight and to influence and review practice.

All teaching staff are required to record and report incidents of concern via CPOMS (an online safeguarding software programme for schools). All other staff can opt to have a CPOMS login or else they report to their class teacher, team leader or a member of the SLT who will both record the incident for them and complete any outstanding actions required.

For low impact unwanted/unhelpful/anti-social behaviours, class teachers use CPOMS to report incidents, consequences, outcomes and intended or already actioned communications with parents.

The Senior Leadership Team do the same for any low, high or dangerous behaviour incidents that they deal with.

The school's Designated Safeguarding Leads (DSLs) have oversight over all of the incidents of concern that are entered onto CPOMS on a daily basis. They communicate any concerns or patterns in behaviour with external professionals accordingly.

In addition to CPOMS, incidents of Racism or Homophobia are also logged on a separate reporting form which is used to look for patterns in these behaviours and put in additional support where it is needed.

How we support children and young people with additional Social, Emotional and Mental Health needs

At our school, we recognise that some pupils will have additional needs, including social, emotional, and mental health (SEMH) difficulties. These may manifest as disruptive or stress-related behaviours and can stem from a range of underlying factors such as neurodivergence (e.g., ADHD, Autism), sensory or medical needs, or difficulties with attachment or social interaction.

We are committed to understanding the root of behaviours, supporting emotional wellbeing, and making reasonable adjustments to help pupils engage and progress. This is achieved through tailored strategies developed in partnership with families, staff, and external professionals.

Where appropriate, Early Help referrals and multi-agency support are offered to pupils and families. We follow statutory guidance, including the SEND Code of Practice and the Equalities and Disability Acts, to ensure inclusive and appropriate provision.

We understand that challenging behaviours often arise from stress, anxiety, or barriers to learning. Our role is to help children return to a state of regulation—their 'Window of Tolerance'—so they are ready to learn and thrive.

For further details, please refer to our [SEMh & Wellbeing Policy](#), which outlines our support systems, including our ELSA, SEND team, and Family Hub

Responding to anti-social behaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of anti-social behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of anti-social behaviour will be made on a case-by-case basis.



When dealing with anti-social behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of anti-social behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

Our approach to anticipating and removing triggers of anti-social behaviour includes:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism and PDA
- Use of separation spaces (sensory zones, calm rooms or small gardens) where pupils can regulate their emotions during a moment of sensory overload
- Making sure that children are regulated before consequences are discussed
- Prior information for staff about children
- Support for transition
- Teaching and then cueing (i.e. reminding) children about safer and acceptable ways to self-regulate
- Tailored curriculum to reduce cognitive overload
- Reintegration timetables e.g. to reduce sensory overwhelm during the school day

Adapting consequences for pupils with SEND

When determining a consequence for a pupil with Special Educational Needs or Disabilities (SEND), the school will consider the following:

- Was the pupil unable to understand the rule or instruction due to their SEND?
- Was the pupil unable to act differently at the time because of their SEND?
- Is the behaviour a likely result of the pupil's SEND (e.g., linked to a diagnosed condition)?

If the answer to any of these questions is yes, applying a serious consequence (such as suspension) without appropriate consideration or reasonable adjustments may be deemed discriminatory and therefore unlawful under the Equality Act 2010.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's Assistant Head of Inclusion or special educational needs & disability co-ordinators (SENDCOs) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, RISE Regulation, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.



Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Therapeutic Behaviour Plans:

There is an important distinction between children who occasionally display unexpected or isolated incidents of anti-social behaviour — which may be addressed with a simple reminder or one-off consequence — and those who frequently demonstrate patterns of behaviour that negatively impact others.

In such cases, a Therapeutic Behaviour Plan may be necessary. This is a supportive, individualised plan designed to help the child develop greater internal self-regulation over time, thereby reducing their reliance on external controls such as adult direction or consequence.

Following a detailed analysis of the child's behaviour, the plan outlines the specific behaviours of concern and provides clear strategies for staff to use in response. The aim is to provide consistent, empathetic support that enables the child to feel safe, understood, and gradually more in control of their own actions.

The procedure to writing a Therapeutic Behaviour Plan typically involves:

1. Anxiety Analysis
2. Conscious and Subconscious Checklists
3. Therapeutic Tree
4. Therapeutic Plan Risk Calculator
5. Collaborative writing of the Therapeutic Behaviour Plan (involving the pupil, family, Class teacher and member of SLT)

If a child has a Therapeutic Behaviour Plan, it should be followed by all staff members, especially those working closely with the child. It makes clear the words, actions and consequences that will apply to risky and/or dangerous behaviours that a specific child may be presenting with e.g. climbing or running away. Staff unfamiliar with a child's plan should request help from someone who knows it.

See the appendix for examples of some of the tools we use to better understand and support behaviour at Thameside.

Legislation, statutory requirements and statutory guidance

This policy is informed by the latest legislation and guidance from the Department for Education (DfE), including:

- **Behaviour in Schools: Advice for Headteachers and School Staff (February 2024)**
[GOV.UK](https://www.gov.uk/government/publications/behaviour-in-schools)
- **Searching, Screening and Confiscation: Guidance for Schools (July 2023)**
[GOV.UK](https://www.gov.uk/government/publications/searching-screening-and-confiscation)
- **Suspension and Permanent Exclusion from Maintained Schools, Academies, and Pupil Referral Units in England, Including Pupil Movement (Effective September 2023)**
[GOV.UK](https://www.gov.uk/government/publications/suspension-and-permanent-exclusion)
- **Use of Reasonable Force and Other Restrictive Interventions in Schools (Consultation Draft, February 2025)**
consult.education.gov.uk
- **Supporting Pupils at School with Medical Conditions (December 2015)**
[GOV.UK](https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions)
- **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (January 2015)**
[GOV.UK](https://www.gov.uk/government/publications/special-educational-needs-and-disability)

This policy also aligns with the following legislation:



- **The Equality Act 2010**
- **Keeping Children Safe in Education (Latest Version)**
- **Section 175 of the Education Act 2002** – Duty to safeguard and promote the welfare of pupils
- **Sections 88–94 of the Education and Inspections Act 2006** – Powers to regulate behaviour and confiscate items
- **Children and Families Act 2014** – Including duties related to supporting pupils with medical conditions

Sophie Greenaway April 2025



RELATIONSHIPS & BEHAVIOUR POLICY: APPENDIX

At our school we believe that understanding what the behaviour is communicating to us is the first part for planning a response.

The following appendices contain some key tools we can use to help us to understand and support behaviour:

- Appendix 1:** STAR Analysis
- Appendix 2:** Therapeutic Tree
- Appendix 3:** Therapeutic Plan Risk Calculator
- Appendix 4:** Anxiety Analysis
- Appendix 5:** De-escalating Behaviour Strategies
- Appendix 6:** Trauma-sensitive connection
- Appendix 7:** Key Questions for the Risk Assessment
- Appendix 8:** Scripts for supporting behaviour

School staff also have access to the complete 'Therapeutic Thinking Analysis & Planning Toolkit' to help us to better support Behaviour and Mental Health at Thameside.



Appendix 1: STAR Analysis

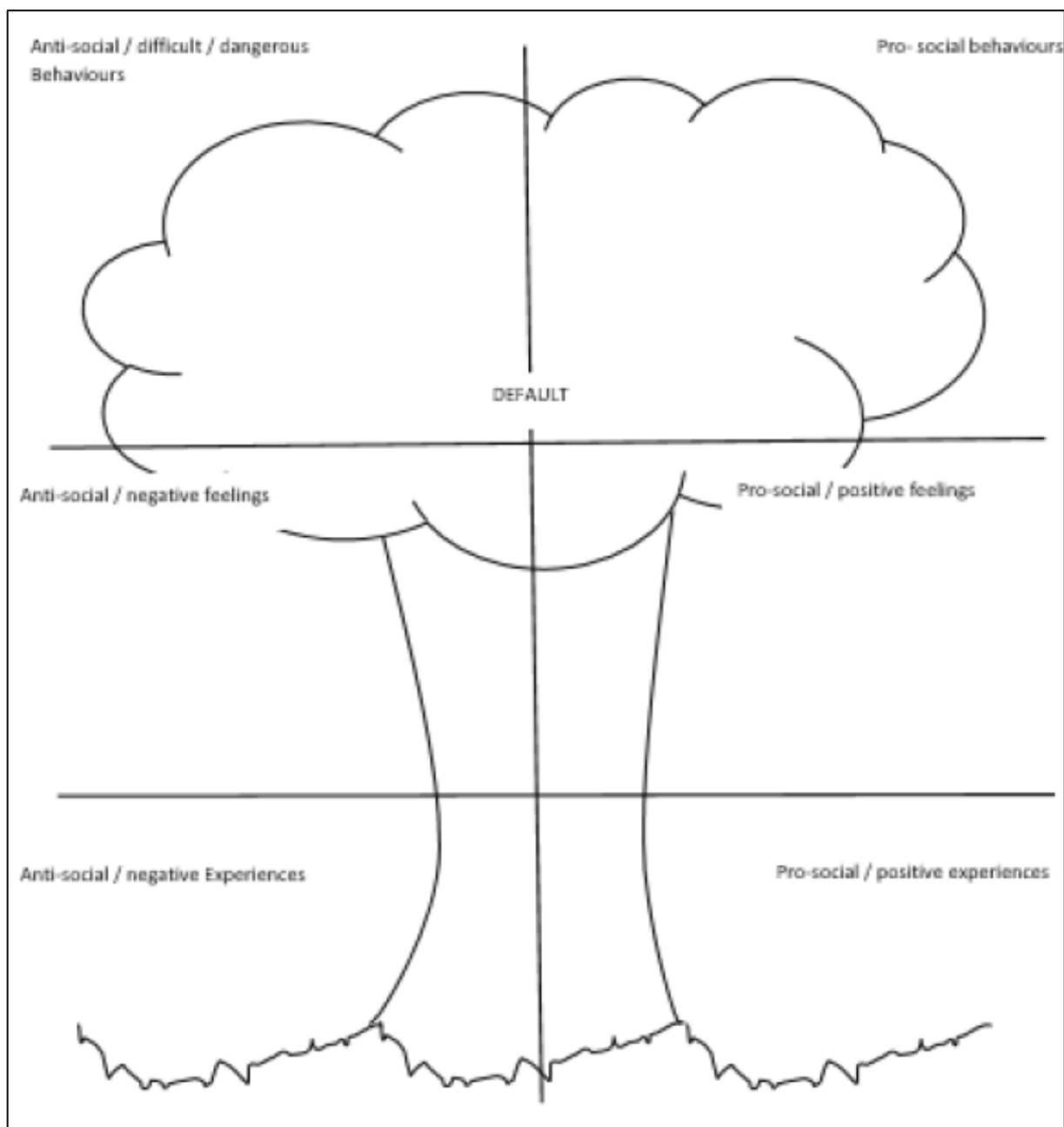
What happened at the time?	What we could do differently to promote positive communicating behaviour in the future?
S etting (Time, environment, relationships, etc.)	
T rigger (stressor)	
A ction (What happened?)	
R esult (What happens next?)	



Appendix 2: Therapeutic Tree

Therapeutic Tree

Name	
Supporting staff	
Date	
Review Date	





Appendix 3: Therapeutic Plan Risk Calculator

Therapeutic Plan Risk Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					
Other harm					

Seriousness	
1	Foreseeable outcome is upset or disruption
2	Foreseeable outcome is harm requiring first aid, distress or minor damage
3	Foreseeable outcome is hospitalisation, significant distress, extensive damage
4	Foreseeable outcome is loss of life or permanent disability, emotional trauma requiring counselling or critical property damage
Probability	
1	There is evidence of historical risk, but the behaviour has been dormant for over 12 months and no identified triggers remain
2	The risk of harm has occurred within the last 12 months, the context has changed to make a reoccurrence unlikely
3	The risk of harm is more likely than not to occur again
4	The risk of harm is persistent and constant

Risks which score 6 or more (probability x seriousness) may require a Therapeutic Plan

Signature of Plan Co-ordinator..... Date

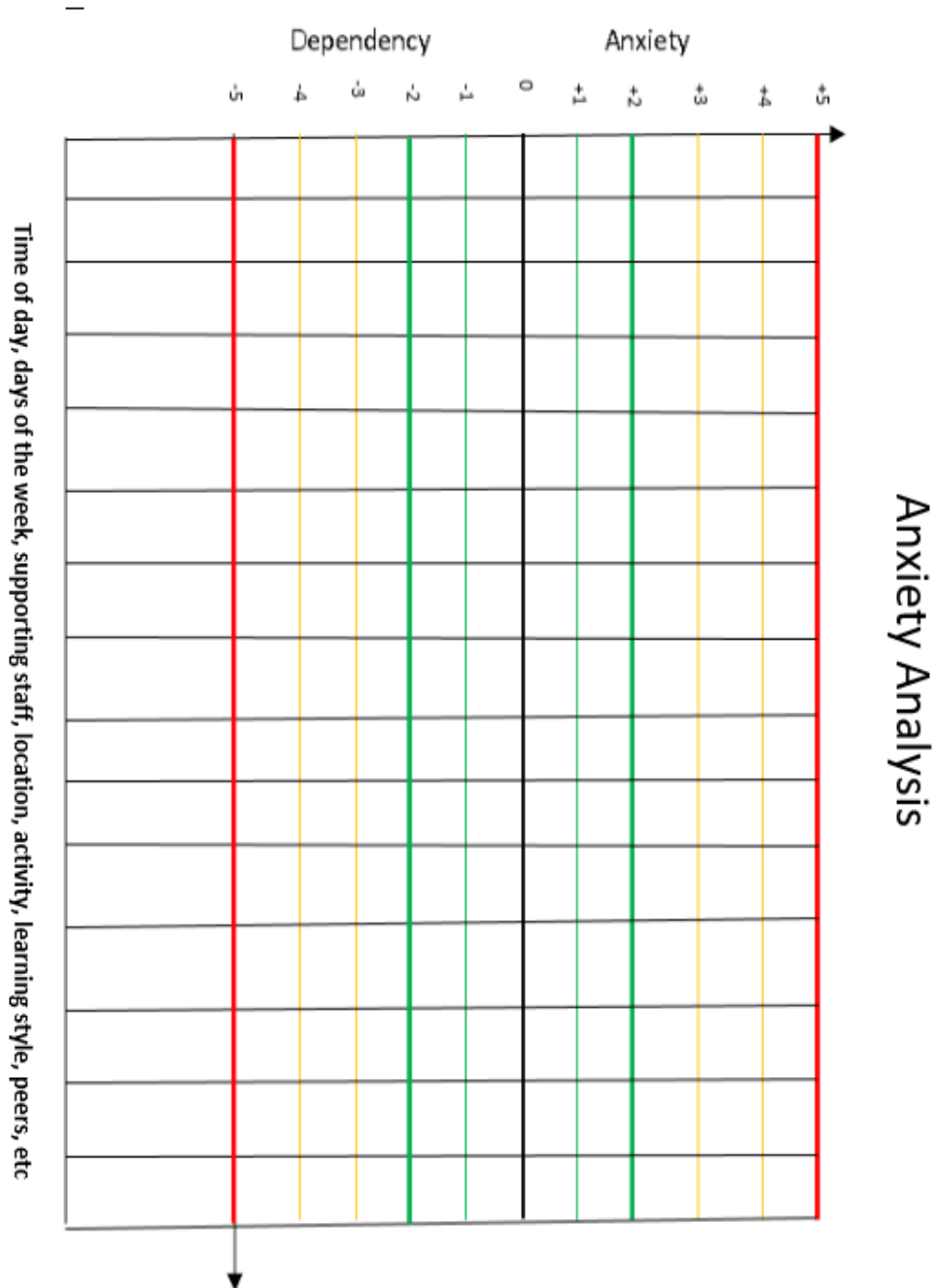
Signature of Head teacher.....Date.....

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....



Appendix 4: Anxiety Analysis





	Score	Activity <u>Predict it</u>	Evidence of action <u>Prevent it</u>
Increased dependency	+2	These items overwhelm the pupil	Planned Differentiation required to reduce anxiety
	- +5		
Raised Anxiety	+2	These items run the risk of overwhelming the pupil	Monitoring needed
	0		
Increased dependency	-2	These areas run the risk of developing an over reliant	Monitoring needed
	- -5	These areas have developed an over reliance	Differentiation needed to reduce this over reliance













Appendix 5: De-escalating Behaviour Strategies

Deescalating Behaviour Strategies.

Tactical Ignoring	This is the least intrusive strategy and refers to the conscious ignoring of a low level behaviour. E.g. ignoring low level attention seeking behaviour such as crawling around at the back of the carpet whilst you are telling a story. The idea is that it avoids giving the pupil the attention they are looking for in carrying out the behaviour. It also tells the other children that you are not impressed by this behaviour so you are not going to react to it.
Non-verbal Cueing	The use of a non-verbal gesture to remind a child what they should be doing, without having to draw attention to them by using your voice. This method is also very good for children who's understanding of spoken language is limited (e.g. use fingers to indicate walk don't run, place a finger to your lips for quiet voices). A setting could make up a range of your own signs to reflect your rules (like tidying-up, lining up, being kind, using a quiet voice and so on) and to use them with the children on a regular basis, rather than always having to use your voice.
Take-up Time	This refers to the adult first giving a direction or reminder to a child and then moving away to give them time and space to do it. So for example, "I'd like you to give that ball back to John and I'll come back in a minute to see if you're how you're getting on with the game". It allows the child to save some face in potentially confrontational situations. It also gives the child the message that you trust them that they will respond appropriately without you forcing them to. It is important to go back to the child after a few minutes to check they have responded to your request and to praise them if they have.
Giving choices	This is really effective way of making a request to a child whilst avoiding conflict with them in a range of situations. By giving a child a choice as to what they do, you are helping them feel that they can stay in control of what they are doing, and they are not being backed into a corner, so they are less likely to defy you. E.g. Would you like me to help you build a tower or do it by yourself? Would you prefer to give you plate to me or put it in the sink? Would you like to come and help me or go to the quiet room?
Positive Direction	This is when the adult gives the child a direct instruction about their behaviour (eg 'John, keep your hands to yourself, thanks'). The key is to: <ul style="list-style-type: none"> •Focus on the expected behaviour •Use positive language (e.g. 'keeping hands to yourself, now', rather than 'stop hitting Ben') •Keep the instruction brief and finish with a firm, 'thanks' or 'now',

	rather than please (as please suggests they have an option)
Rule Reminder	This is when the adult briefly reminds the child what the rule is eg 'remember our rule for using the paints?' The adult does not need to spell out the rule each time, but may also give out the reminder in a question form (eg 'What is our rule for using the paints?').
Distraction/ Diversion	Distracting children from their behaviour can be a good way of preventing a situation from getting out of hand by focusing on the positive rather than the negative. For example, you see a pupil snatching a piece of equipment away from another pupil, so you go up to them and say, "Lucy instead of taking Jake's hoop why don't you come and play with this one with me? Can you remember the game you learnt using the hoops, can you show me it? Well done!"
Conditional Direction ('When' and 'Then')	A choice is given by the adult within the already known setting rules. For example, 'Yes you can go outside, when you've cleared up those cars you were playing with. Or 'When you've said sorry to Harry, then you can come back and join the group'
Choices and Consequences	This strategy would come after the adult has already tried a 'rule reminder' and a 'conditional direction' for the unacceptable behaviour. If the child does not respond appropriately to either of these or any other less intrusive strategies then here the adult makes the consequence of continued unwanted behaviour clear within a choice, so for example: 'If you choose to keep the sand in the tray you can stay here, but if you choose to carry on throwing the sand I will ask you to go and play somewhere else'
Command	This should only be used when it is necessary to immediately stop the unwanted behaviour. If the situation has got this far that you have to use a command, then it is essential that you have the backup of the other staff and the setting behaviour policy to be able to act appropriately if the pupil refuses your command. Some settings may have a traffic light system where a child is given a warning and if they refuse to carry out an instruction on the second occasion, then they are given a period of time out in a place with limited distractions.

YOUR WORDS		MATTER
INSTEAD OF...		TRY
	Be quiet.	Can you use a softer voice?
	What a mess!	It looks like you had fun! How can we clean up?
	Do you need help?	I'm here to help if you need me.
	I explained how to do this yesterday.	Maybe I can show you another way.
	Do I need to separate you?	Could you use a break?
	Stop crying.	It's okay to cry.
	Do you have any questions?	What questions do you have?
	You're OK.	How are you feeling?
	It's not that hard.	You can do hard things.
	We don't talk like that.	Please use kind words.

WE ARE TEACHERS



6 STEPS OF TRAUMA-SENSITIVE CONNECTION



<https://www.epinsight.com> | Twitter - @EPInsight

Dan Siegel and Tina Payne Bryson outline the model of the "Downstairs Brain" (which acts before thinking) and the "Upstairs Brain" (which thinks before acting). Under times of stress, our Downstairs Brain can take over and prepare us for fight or flight. This defensive survival mode is switched on regularly during experiences of trauma and loss; the amygdala's "baby gate" snapping on so often that the steps to the Upstairs Brain are not well trodden.

Kristin Souers and Pete Hall recommend 6 steps for communicating during times of crisis and conflict. These allow for open and honest connection with a young person (or adult!) and prioritise emotional regulation before more logical and reflective thinking.

In other words...

"Connect and Redirect"

1. Listen

Using verbal and non-verbal cues to help the young person feel heard.

"Tell me more about..."

2. Reassure

Showing that the young person's perspective is important.

"I can see how you feel that way. This means a lot to you"

3. Validate

Accepting the young person's inner experience without judgement.

"No wonder you were so upset. I'm just realising that you were scared at that moment and that's why you..."

4. Respond

Offering the young person insight and an alternative perspective.

"I didn't notice how you were feeling. It probably seemed as if I was ignoring you and didn't care, but I was helping someone else at the time"

5. Repair

Healing the rupture in the relationship and acknowledging our contribution to a stressful situation.

"I didn't take time to prepare you for the situation. I'm sorry that I didn't see what was happening and couldn't help you to handle this"

6. Resolve

Helping the young person to consider better ways of handling a similar situation in the future.

"Let's make a plan. Next time you feel this way, what if you..."

"I'll be checking in with you to see how it's going"

"In times of stress, the best thing we can do for each other is to listen with our ears and our hearts and to be assured that our questions are just as important as our answers" - Fred Rogers

Appendix 7: Key Questions for the Risk Assessment

1. Assess the risk and reducing the potential for harm

Adopting precautionary and preventative steps which help to avoid, prevent, minimise or mitigate incidents where staff can be harmed. Maintaining a sense of proportion in relation to the assessed risk. Best practice will be to involve parents/carers and the CYP in this risk assessment process.

Possible questions to inform the risk assessment

- What harm could occur and how severe could this be? How likely is this harm?
- What information is provided for staff, how is it communicated?
- Is the right level of training provided to relevant staff?
- Are there changes needed to the way people carry out their duties or where they work?
- Has there been sufficient accounting of the site layout and the knowledge of the immediate working environment?
- Incident recording and response to incidents.
- How is any information, reports, involvement with other agencies such as the police and children's social care shared?

The assessment will include:

- Identified vulnerable children (those that are most likely to become dysregulated when, where including activities and areas).
- Existing preventative measures and evaluation of the other potential risks.
- Additional preventative and control measures identified, including timescales.
- Communication procedures and review arrangements.

2. Write a risk assessment action plan

Any actions should be written and then monitored by Head Teacher/Senior Leadership to ensure that all items identified have sufficient resources allocated and have been addressed. The plan should be fit for purpose and tailored to managing the specific risk presented by identified pupil or groups of children and young people. The plan should include the following:

- Action required,
- Action by whom
- Risk priority
- Projected timescales
- Date completed

3. Monitor, Review and update the assessment

Any risk assessment should be regularly reviewed and updated. It also should be visited again following a significant incident to reflect on any learning or additional protective measures.

Appendix 8: Use of scripts to support behaviour and relationships

<p>Scripted language to use at times of dysregulation (which support the teaching of pro-social behaviour)</p>	<p>Use the child’s name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.</p> <p>“I can see something is wrong” – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.</p> <p>“I am here to help you” or “What happened to you?” – phrases like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).</p> <p>“Talk and I will listen” this tactic provides children with a calm option to explain what’s on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won’t be repeated in the future.</p> <p>“Come with me and we’ll talk about it...” – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm.</p>
<p>Below are sample scripts giving the sort of language and guidance that teaching staff at Thameside have been trained to adopt. Although Scripts 1, 2 and 3 naturally escalate (so if Script 1 fails to have the desired effect you would tend to step up to Script 2, and so on), depending on the circumstances, you might start with any of the four scripts. You would also, of course, need to amend the name and detail to suit each occasion. These scripts should be used to support most children at Thameside – children with behaviour plans may have adapted scripts.</p>	
<p>Script 1: Statement of Reality (i.e. simply tell them what you see)</p>	<p>“Fred, <u>you’re</u>... (e.g. running around the quad/tapping your pencil on the desk/talking when I’m speaking...)”</p> <ul style="list-style-type: none"> • Use a firm but calm voice. This helps to show that you mean business but in a non-confrontational way that might otherwise lead to a defensive response. • Don’t ask ‘why?’ they are doing what they’re doing – It’s confrontational and you don’t need to know why. They just need to know that you’ve noticed it. • After hearing the statement of reality many children will quickly change their behaviour without the need to take the script any further or without attracting a consequence. • Remember to give them ‘take up time’ to think about their behaviour and respond. It may even be desirable to deal with another task or child, to temporarily divert attention away from them, and allow sufficient space and take-up time. • When they are demonstrating a positive change make sure to acknowledge that with praise: “Thank you Fred for... (e.g. walking/putting your pencil down/listening nicely...)” If the child’s behaviour doesn’t change after a reasonable take-up time, move on to Script 2.

<p>Script 2: Tell them the behaviour you want to see</p>	<p><i>“Fred, <u>I need you to...</u>(e.g. walk in the corridor – thank you/ put your pencil down – thank you/ listen when I am speaking – thank you)”</i></p> <ul style="list-style-type: none"> • Be assertive and avoid starting or ending with ‘please’. Use ‘I need you to...’ and end with ‘thank you’ instead. This carries an expectation that they will do as you have asked of them and helps support the idea that your re-quest is not optional. • If you then see a positive change in behaviour, acknowledge it with a further ‘thank you’ or with a gesture (e.g. a smile or a thumbs-up). • Should you not see a positive change in behaviour, move on to using a ‘language of choice’ in Script 3.
<p>Script 3: Statement using Language of Choice</p>	<p><i>“Fred, <u>you are choosing to behave this way and if you choose to continue to...</u> (e.g. run/ tap your pencil/ speak when I’m speaking) then I will have to [consider a suitable consequence]”</i></p> <ul style="list-style-type: none"> • You need to remain calm, without any sense of agitation or lack of control, while making it clear to the child that they are responsible for the consequences of their actions; that what has happened so far and what will follow is their choice. • Be careful to make sure that any consequence you threaten is proportionate to the behaviour, is reasonable in the circumstances and is something that you know you can and will carry through if the behaviour doesn’t change. • You may need to ignore minor secondary behaviour – stomping about, muttering, or a bit of back-chat – the most important thing is that they have made the right choice about their initial undesirable behaviour. Where appropriate, allowing a child to have the last word can help resolve or avoid further conflict and can also be valuable in helping you to role-model grown-up behaviour. • If the child chooses to do the right thing, then you must praise them for making the right choice. This will help them learn that it’s good to do the right thing and that you are pleased with their choice. Every child likes to be praised and acknowledged on the inside, even if they might not show it on the outside: “Well done/Thank you Fred, you made the right choice” • Should the child choose not to do as you have asked, then you must follow through with the consequence that you threatened. This is very important so that the child comes to understand that you mean what you say. Failing to be consistent in carrying out consequences that you have threatened quickly undermines your authority and indicates to the child that they need not listen to your future requests for improved behaviour. • Once a consequence has been issued you should see it through. Don’t cave in to protests, remove or reduce the sanction. If good behaviour follows, then reward that separately, but still maintain the consequence.
<p>Script 4: Reinforce and depersonalise</p>	<p><i>“Fred, at Thameside we respect and listen so that everyone can learn”</i></p> <ul style="list-style-type: none"> • Repeatedly referring to whole school expectations can be very helpful in reminding children of an objective set of rules and values which never change. This approach indicates that the request is fair and consistent; it is simply what has always been and what will always be expected, rather than personal ‘against’ them.