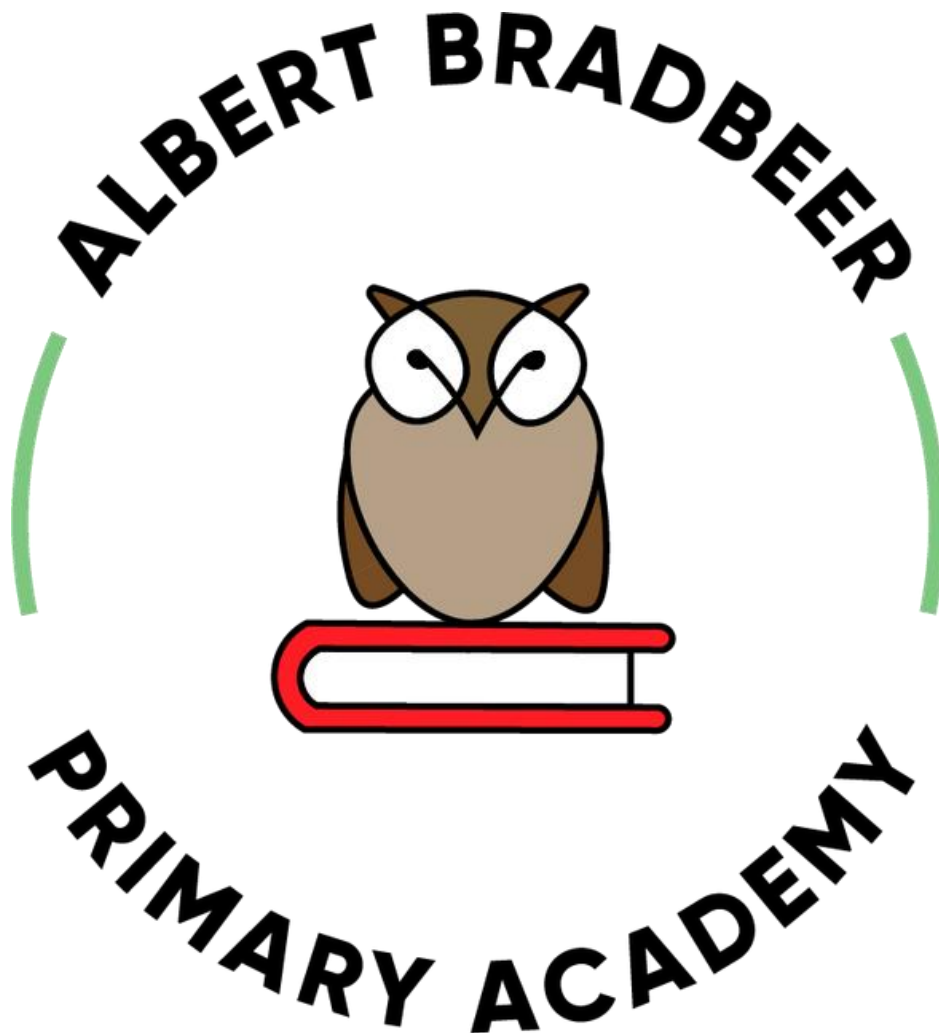


# Behaviour and Relationships Policy and Procedure

Albert Bradbeer Primary Academy



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# Policy Statement

Albert Bradbeer Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners to develop self-regulation.

## Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor behaviour choices.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, self-regulation, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

## Purpose

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

## Key Principles

### Code of Conduct

Our policy is underpinned by our **school code of conduct** which is shared and understood by the whole school community:

- Ready
- Respectful
- Safe

### Ready

- School uniform
- Listening
- PE kit
- Punctuality
- Prepared for lessons

### Respectful

- Listening
- Language and tone
- Caring for others and the building
- Represent the school with pride
- Treating others with kindness
- Monitoring our body language

### Safe

- Right place right time
- Hands and feet to ourselves
- Reporting issues to a trusted adult

## If the adults change, everything changes...

As adults, at Albert Bradbeer, we believe that our actions have a direct impact on the relationships and behaviour through school. As a result, we adhere to 5 pillars throughout our practice to ensure a consistent approach driven by relationships.

1. Adult behaviour is always **calm** and consistent, especially in situations that are adverse.
2. First attention is always given to the best behaviour to raise expectation to all – the children who go **over and above** are praised most highly.
3. **Relentless routines** and consistency underpin all that we do, both within the classroom and throughout the wider school.
4. A **restorative** approach is used to support children in learning expectations, levels of self-reflection and regulation and to repair or sustain relationships.
5. All children deserve to start each day as a **fresh**, without prior action inhibiting the adults' actions. This can be at multiple points throughout the day – once a behaviour has been dealt with the situation should be moved on from and positive praise given for then making the right choices.

## Consistency

Visible consistency across school allows everyone to feel safe. Adult behaviour is undertaken with kindness and compassion; it is constant, consistent and predictable.

- Consistent **language**; consistent response:
  - Referring to our Code of Conduct which is agreed by all school staff and learners, simple and clear expectations reflected in all conversations about behaviour and quoted directly.
- Consistent **follow up**:
  - Ensuring 'certainty' in the classroom and across school. Problems should not be passed up the line, teachers must take responsibility for behaviour interventions, seeking support, but never delegating, and always engaging in restorative conversations.
- Consistent **positive reinforcement**:
  - Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour relating to our code of conduct (RRS) and the use of the recognition board.
- Consistent **consequences**:
  - Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours. It is the inconvenience caused by a consequence, not the severity, that impacts upon behaviour.
- Consistent **respect from the adults**:
  - Even in the face of disrespectful learners!
- Consistent **models of emotional control**:
  - Emotional regulation that is modelled and not just taught, teachers act as role models for learning both academically and for the personal development of all
- Consistently reinforced **rituals and routines for behaviour around the site**:
  - In classrooms, around the site, at reception and in the playground. Expectations and routines are known by all and praised clearly.
- Consistent **environment**:
  - Display the qualities of a good primary school, consistent visual messages and echoes of core values throughout the building to build positive images of learners

*Consistency lies in the behaviour of adults and not simply the application of procedure.*

*A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm.*

***It is hard fought and easily lost.***

*The key is to develop a consistency that ripples through every interaction on behaviour.*

*Where learners feel treated as valued individuals, they respect adults and accept their authority.*

## Expectations of Adults

We expect every adult to (appendix 1):

1. Meet and greet at the door and have a calm classroom prepared.
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition board throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before consequences.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners, praise those in public explicitly/remind in private.

We expect SLT to:

1. Meet and greet learners at the beginning of the day.
2. Be a visible presence across the school and especially at transition times.
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
4. Regularly share good practice.
5. Support staff in managing learners with more complex or entrenched negative behaviours.
6. Use behaviour data to target and assess school wide behaviour policy and practice.
7. Regularly review provision for learners who fall beyond the range of written policies.

At Albert Bradbeer we make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

## Emotional Regulation

At Albert Bradbeer, we recognise that in order for children to be in control of their behaviour, they must learn to recognise and see the link between their feelings and their actions. As they grow older, children should develop an increasing awareness of how their emotional state informs their behaviour and how any resulting action impacts upon theirs and others' well-being.

The school uses a behaviour scale with the target behaviour being the ideal behaviour for learning and development. Staff use the behaviour scale to support in the formation of relationships and specific support for children to develop self-regulation.

Impact	Impacts the individual			Target	Impacts the individual and others					
	Isolated	Despondent	Anxious		Engaged	Unsettled	Irritated	Frustrated	Cross	Angry
Associated behaviours	Disengaged Refusal to respond Subdued	Avoids groups Subdued Reluctant to work	Avoids tasks Seeks distractions Fidgets or squirms	Alert and responsive Calm Focussed On task	Low level disruption Seeks distraction Fidgets or squirms Struggles to remain seated Attention-seeking behaviours	Disrupts others Antagonises Argues with peers	Persistent arguing Prevents the learning of others Struggles to listen Abrasive	Struggles to regulate Lashes out Verbal insults Refusal to work Disengagement	Destructive towards people and property Abusive Disruptive	Violent outburst Offensive language Bullying behaviours Theft Equality abuse
Actions and evidence	Form of feelings communication tool Recorded on Bromcom Meetings with parents/carers Shared with wider school team Involvement of outside agencies IBP	Form of feelings communication tool Recorded on Bromcom Meetings with parents/carers Shared with wider school team	Form of feelings communication tool Recorded on Bromcom Meetings with parents/carers	Praise Recognition board Reward notes Shared with parents	Record on Bromcom Discuss with parents Monitor Reflective conversations	Record on Bromcom Discuss with parents Monitor Reflective conversations Loss of privilege	Record on Bromcom Discuss with parents Monitor Restorative conversations Timeout Loss of privilege Shared with wider school team	Record on Bromcom Parent meetings Monitor Restorative conversations Timeout Loss of privilege Shared with wider school team IBP	Record on Bromcom Parent meetings Monitor Restorative conversations Shared with wider school team Loss of privilege IBP Internal exclusion	Record on Bromcom Parent meetings Monitor Restorative conversations Shared with wider school team IBP Fixed Term exclusion Permanent exclusion

As part of this scale, staff at Albert Bradbeer use a variety of strategies to support children in developing self-regulation. Using Emotion Coaching strategies, staff use scripts (appendix 2) to support children in recognising, responding and developing our understanding of emotions. Teaching co-regulation is highly valued at Albert Bradbeer as an effective step in developing a child’s ability to self-regulate.

The teaching self-regulation is a process that must be undertaken by all key parties. Using restorative conversations, supported by Put It Right sheets (appendix 3), staff at Albert Bradbeer can identify patterns and barriers allowing supportive measures to be tailored for each child.

With the belief that behaviour is a form of communication, supportive steps in enabling communication are vital as part of this policy. The use of emotion charts (appendix 4) and widget throughout the school increases the ability that the children can communicate their emotions. Our ‘I can talk to’ posters (appendix 5) provide children a visual representation of their trusted adults who they can turn to.

To support children in their self-regulation, staff use a calm tone and an honest approach to emotion alongside a variety of resources, including workstations, ear defenders, fiddle toys, movement breaks and doodle books, to support children in managing their emotions. Strong relationships between staff and children allow for these to be implemented promptly. It is important that children’s learning is adapted to their ability to enable them to succeed and develop their confidence. The teaching, praising and modelling or regulation is vital. Where a specific element of regulation difficulty is identified, staff may introduce social stories (appendix 6) to support children in this process.

Where necessary, staff develop individual behaviour plans for children to support their development of self-regulation. These behaviour plans will include a description of triggers, behaviours and methods in place to support to allow consistency in approach from all adults (appendix 7).

## Recognition Board

*“The advertising of poor behaviour to the rest of the class doesn’t help, but routinely advertising the behaviour that you do want does” Paul Dix*

Each class will have a Recognition Board. The teacher will write at the top of the board the behaviour they are focusing on. Examples could include using our manners, showing we are ready or raising our hands. The focus can also relate to learning behaviours such as accurate peer feedback or showing working out. When the teacher sees children demonstrating the behaviour well, they will write their name on the board. The recognition board is not intended to shower praise on the individual, it is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction. At the end of the lesson/session/day (depending on context) the aim is for everyone to have their name on the board.

For those children who go over and above, they will have the opportunity for them to earn ticks. If children earn 5 ticks, they will receive a praise note home and the teacher will share their positive choices with their parent/carer.

## Consequences

When deciding on the appropriate consequence, staff must ensure that it is:

- Necessary – if the particular consequence is not applied then the child’s behaviour could worsen
- Reasonable – similar behaviours in different circumstances would warrant the same consequence
- Proportionate – the consequence is in proportion with the behaviour

Above all, the consequence must be in the best interest of the child, as well as other children and adults.

Staged Approach	
1) Redirection /Reminder	<p>Gentle encouragement, a reminder of our three simple rules - <b>Ready, Respectful, Safe</b> delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.</p> <p><i>I’ve noticed that you are... (state the noticed behaviour) or I can see that you are (state noticeable emotion).</i> <i>This is a REMINDER that we need to be... (state relevant rule: Ready, Respectful, Safe).</i> <i>You now have the chance to make a better choice by... (state what they should be doing).</i> <i>Thank you for listening. (Give the child ‘take up time’ and DO NOT respond.)</i></p> <p><i>Example - ‘I notice that you’re running. This is a reminder that we need to be safe when moving around school. Please make the right choice by walking. Thank you for listening.’</i></p>
2) Warning	<p>A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices.</p>

	<p>I am still noticing that you are... <i>(state the noticed behaviour)</i> or <i>I can see that you are (state noticeable emotion)</i>.  <i>This is your second reminder that we need to be... (state relevant rule: Ready, Respectful, Safe).</i>  <i>You now have the chance to make a better choice by... (state what they should be doing).</i>  <i>I know you can make this choice because...</i>  <i>I can help you with this if you need help...</i>  <i>Thank you for listening.</i></p> <p><i>Example – ‘I can see that you are angry. This is your second reminder about how we show respect at Albert Bradbeer. You now have the chance to make a better choice by returning to your seat. I know you can make this choice because I have seen you make it before. I can help you with this if you need help. Thank you for listening.’</i></p>
<p>3) Last Chance  (5 minutes after class for restorative conversation/10 minutes in reflection time)</p>	<p>Speak to the pupil privately and give them a final opportunity to engage. At this point, children will use part of their playtime/lunchtime with an adult. A similar script to step 2 can be used.</p> <p><b>Use the restorative conversation script to support dialogue:</b></p> <ol style="list-style-type: none"> <li>1. What has happened?</li> <li>2. What were you thinking/feeling at the time?</li> <li>3. What are you thinking/feeling now?</li> <li>4. How did this make other people feel?</li> <li>5. How have they been affected?</li> <li>6. What should you do now to make things better?</li> <li>7. If we're in this situation again, what could we do differently?</li> </ol> <p>Children should be expected to engage in the conversation properly. If they can't/don't, additional time is to be given to the child for reflection. Behaviour should be logged on Bromcom and discussed with parents.</p>
<p>4) Time Out</p>	<p>Time out might be a short time away from the classroom with another class/TA/nurture room/calm space/SLT. It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.</p> <p>I noticed you chose to continue to ... <i>(state the noticed behaviour)</i>.  You need to ... <i>(describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc)</i>.  I will come and speak to you in two/five minutes.</p> <p><i>Example - ‘I have noticed you have chosen to continue to use rude words. You are breaking the school rule of being respectful. You need to go and spend 5 minutes in the calm area. I will come and speak to you in 5 minutes. Thank you for listening.’</i></p> <p><b>The initial staff member should always be the one to follow up the behaviour with a restorative conversation to repair and restore relationships and behaviour. If space inside the classroom is not deemed appropriate, time out in another class or with SLT can occur.</b></p> <p>Behaviour should be logged on Bromcom and discussed with parents.</p>

If behaviour repeatedly moves to stage 3 or beyond, this will trigger an alert to the behaviour team. At this point, the behaviour team will meet and create a plan of action. This could trigger a behaviour tracker or an IBP will be implemented to support and manage behaviour. These plans will be written by the class teacher with the support of SLT. Parents will be part of these plans and if additional support is sought after through outside agencies (Educational Psychologists, behaviour support, nurture) this process will begin. These plans will be reviewed and amended to monitor progress.

If the measures put in place above have not been effective, a meeting will be held with SLT and parents/carers to discuss the next steps available. The seriousness of the situation and the possible outcomes, if behaviour continues, will be highlighted.

Serious incidents or continuous serious disruption will be treated on an individual basis and the circumstances investigated. Professional judgement is required regarding which step best reflects the most suitable sanction given for the behaviour displayed. Although this action is not desired, steps will be taken to ensure the safety of all members of the school community.

**Depending on the nature of the offence, this may include immediate, permanent exclusion.**

*If unacceptable behaviour continues:*

**An internal exclusion will be given**

- Child escorted to SLT
- Half a day to a full day working alone in another classroom without causing disturbance
- Pupil will have break or lunch time privileges withdrawn
- Parents verbally informed of isolation
- Incident is recorded on Bromcom for known pupils.

*If unacceptable behaviour continues:*

**A suspension is given**

- Child escorted to SLT
- Parents immediately contacted to meet with HT or DHT
- Pupil to be sent home for 1, 2, 3,4 or 5 days
- Parents informed by letter and a work pack for the child is sent home
- Parents may make representations to Chair of Governors
- Incident is recorded on Bromcom
- Upon return to school, a re-integration meeting takes place to discuss interventions and strategies to prevent another exclusion.

*If unacceptable behaviour continues:*

**A permanent exclusion can be given**

- Parents, Chair, LEA Officer informed.
- Chair meets and considers all representations and reports (parents/child may attend).
- Chair either reinstates or upholds exclusion.
- Parents are notified of right to appeal.

**In exceptional circumstances, permanent exclusion may be considered for a first or 'one off' offence.**

These may include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse or assault;
- Supplying an illegal drug;
- Carrying an offensive weapon;
- Serious deliberate damage to school property.

## Team Teach

At Albert Bradbeer Primary Academy all staff are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise, children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

## **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 misbehaviour 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 misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour 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 misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

## **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) 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, 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 contact the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

### **Confiscation**

ill confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search

- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to co-operate, the member of staff will contact the headteacher or designated safeguarding lead to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

An authorised member of staff may search a pupil's outer clothing, clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks (trays)
- Lockers
- Bags

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item
- If they believe that a search has revealed a safeguarding risk
- All searches, including incidents where no items were found, will be recorded as a safeguarding log on Bromcom

### **Informing parents**

Parents will always be informed of any search. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

# Appendix 1

Meet and greet every day at the door.



Fresh starts for every child every day.

Create stopping points for walking down the corridor to ensure high expectations.



Create a calm classroom by creating routines during trickling in.



We praise in public and remind in private.



All our resources are always ready on the table. approach even in adversity.



We recognise the effort towards positive choices.



We celebrate those who go over and above with certificates.



We record behaviours.



We line up in register order.



We differentiate learning to create an inclusive environment.



We work hard to develop and maintain positive relationships.

We are consistent in our expectations.



We have restorative conversations:

1. What has happened?
2. What were you thinking/feeling at the time?
3. What are you thinking/feeling now?
4. How did this make other people feel?
5. How have they been affected?
6. What should you do now to make things better?
7. If we're in this situation again, what could we do differently?

## READY

- . Are you wearing the correct school uniform?
- . Do you have your reading book?
- . Are you listening attentively?
- . Are you looking at the person who is talking?
- . Are you sat in your seat?
- . Are you lining up correctly?
- . Are you ready to learn?

## RESPECTFUL

- . Do you listen to others as you would like people to listen to you?
- . Do you think before speaking?
- . Do you use appropriate language and tone?
- . Are you striving to be the best you can be?
- . Do you listen and act on instructions?

## SAFE

- . Are you in the right place at the right time?
- . Do you keep your hands and feet to yourself?
- . Do you use kind words?
- . Do you use your equipment safely?
- . Do you know who you can speak to if you are worried about anything?

# This is how we do it here...

## Example Emotion Coaching Scripts

### Validation of emotions (empathetic listening)- labelling and empathising

#### i) Labelling

Look for physical and verbal signs of the emotion being felt; Take on the child's/young person's perspective; Use words to reflect back child's emotion and help child/young person to label emotion

*"I wonder if you are feeling angry."*

*"I can see that you are (describe what you can see) I wonder if you might be feeling angry?"*

*"The way you are feeling is making you/made you angry"*

*"You're angry about..."*

*"I know you are feeling angry..."*

*"I can see that something's not quite right – can you tell me about it..."*

#### ii) Empathising

Affirm and empathise with the emotion; allow to calm down

*"I'm sorry that happened to you, you must have felt angry"*

*"I can see that you get angry when that happens/when I do this"*

*"I would feel angry if that happened to me"*

*"That would make me angry"*

*"I understand why you are angry"*

*"It's normal to feel angry about that"*

*"It's ok to feel angry about that"*

*"I get that you are angry"*

*"I can understand you're feeling angry – I would too"*

*"I know you're feeling angry – I would feel the same"*

### Limit setting (where necessary)

Separate emotion from the behavior (actions); clarify what is acceptable expression of emotion i.e. behaviour and what is not – set the limit; allow to calm down – (refer to school behavior policy if necessary/appropriate):

*"It's ok to feel angry, but we use kind hands in school"*

*"I can see that you feel annoyed. It isn't kind to shout at your teacher"*

*"You are probably feeling cross because you want to go and play outside with your friends.*

*Remember, we need to show that we are feeling calm and ready to listen first"*

**i) Exploring**

Exploring the feelings that give rise to the behavior/problem/situation etc. – be specific

*“How were you feeling when that happened?”*

*“What did it make you feel like?”*

*“Have you felt that way before?”*

*“What does your body feel like?”*

*“What feelings are you having?”*

*“What does it make you want to do?”*

*“Can you remember what happened to make you feel like that?”*

*“Can you tell me what happened?”*

**ii) ‘Problematising’**

Identifying alternative, more appropriate and more productive ways of expressing and/or managing feelings and behavior/actions; Empowering child/young person to recognize feelings, behaviour and taking ownership/responsibility of actions and finding ways to self-regulate in future

*“Let’s think of what we could have done instead”*

*“Can you think of a different way?”*

*“Can you remember feeling this way before and what you did?”*

*“Have you thought about doing this instead?”*

*“Can you remember what we said before?”*

*“How did you handle it last time?”*

*“What did you do last time this happened?”*

*“Can you remember what we discussed last time?”*

*“Can you remember how you solved it before?”*

**iii) Solutions**

Agreeing possible solutions – scaffolding suggestions where appropriate

*“Try and do this next time you feel like this”*

*“Let’s decide what you will do next time you feel like this”*

*“What do you think you can change next time?”*

*“What could you try next time?”*

*“Can you remember what we agreed....”*

*“Can you try...next time?”*

# Put it Right



What happened? How did this make me feel? How did it make the other person/people feel?

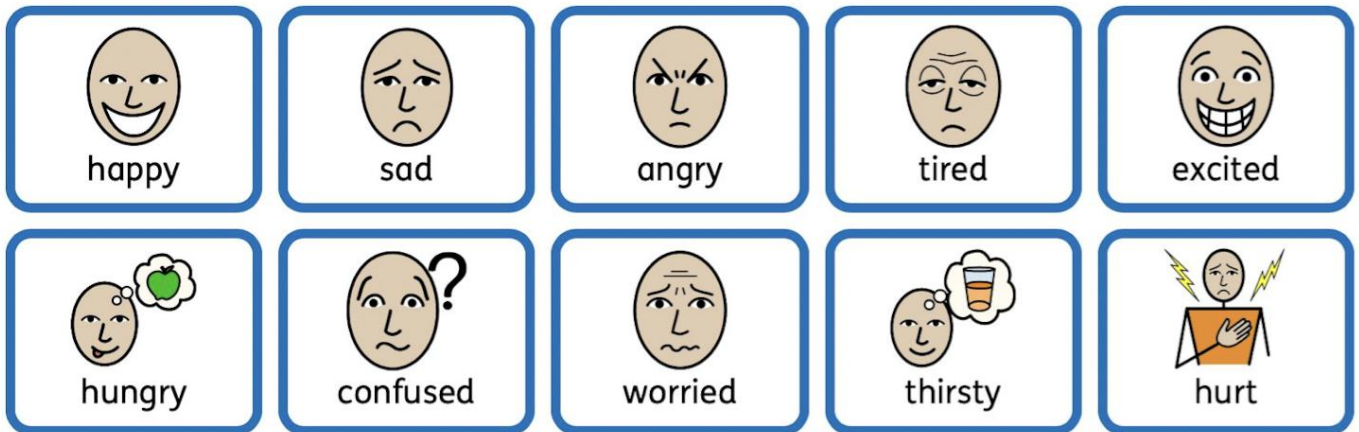
How can I put this right? Who can help me?

Next time, what could I do instead? What strategies could I use to help me?

Name:

Date:

Time:



# I can talk to...

Adult 1	Adult 2	Adult 3
Adult 4	Adult 5	

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<b>Young Person's Name:</b>			
<b>Date of plan:</b>			
Risk that pupil may require individual de-escalation intervention	<b>Lower risk</b>	<b>Significant</b>	<b>Certain</b>



**Known stressors**

Describe common behaviours/situations which may lead to specific de-escalation being required. When is such behaviour likely to occur?

**Topography of Behaviour: What is the possible function of behaviour?**

Describe what the behaviour looks / sounds like:

Possible Functions:

<b>ASSESS</b>	<b>PLAN</b>	<b>DO</b>	<b>REVIEW</b>
Targeted areas of need (Expected/Desired Outcomes)	Step towards achieving outcomes (Intervention structure) Cross reference to external specialist assessments/advice	What is needed to achieve outcomes? Intervention/resource/strategies. How often? Duration? By whom?	Have the expected outcomes been achieved?

Appendix 7 - example

$$\begin{array}{r} 2 \\ +3 \\ \hline \rightarrow 5 \end{array}$$


**If the Answer is "No."**

I have many ideas. I have ideas about things I would like to do. My

idea might be an adult's choice to make. When this happens, it is important that I

ask for an adults permission.

Sometimes, the answer may be "No." This could be because the idea is not safe.

There is hope! Maybe it can be made safe for me.

Sometimes when the answer is "No." It also means, the answer later could be "Yes."

There's hope! Later almost always comes.

I have many ideas and sometimes the answer is "No." I will try to think

'There's hope!' and stay calm.