

# The Willows School Academy Trust



## Behaviour Policy

Reviewed: March 2026

Next Review: March 2027

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## Statement of Intent

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The pupils attending The Willows School Academy Trust have demonstrated significant cause for concern in a mainstream setting and have been identified as requiring specialist provision for support with behavioural, emotional and social needs. We aim to help all pupils come to terms with their presenting difficulties and encourage them to acquire coping strategies and skills which will enable them to become self-disciplined and demonstrate acceptable standards of behaviour and, where possible, return to mainstream schools. This policy is designed to help and guide staff to work professionally and effectively in support of the pupils' needs and to inform parents of the school's standards regarding behaviour. The behaviour policy is developed closely linked to our school mission statement and our core values.

### Our Mission

At The Willows School Academy Trust, we are committed to helping our children by:

- Creating a positive and nurturing environment where our children can feel happy, safe, loved and respected
- Challenging our children to achieve their best
- Providing our children with opportunities and experiences that may enable them to access mainstream primary education
- Giving our children the skills necessary to begin the journey towards becoming successful adults

### Core Values

At the heart of our Mission Statement are the school's core values that are taught through SMSC and modelled by all staff in the school:

**Fairness**  
**Compassion**  
**Tolerance**  
**Friendliness**  
**Endeavour**

We believe that if we are successful in achieving the goals set out in our Mission Statement, built on the foundation of sound core values, the school's motto of '**Learning, Achieving, Succeeding**' stands strong.

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## School Ethos

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Our priority is to create a supportive environment in which pupils feel safe, secure and happy. The emphasis is on a positive approach of encouragement and praise. We consider it essential to maintain firm, consistent discipline free from unnecessary restrictions yet with clear boundaries concerning unacceptable behaviour.

We recognise that our pupils often communicate their needs through their behaviour. Our approach is to understand what the behaviour is communicating and to respond to the underlying need, whilst maintaining clear expectations and boundaries.

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## Aim

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This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying, racism and homophobic behaviours
- Outline how pupils are expected to behave

- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Set out our approach to restrictive interventions

This policy and the policies that are influenced by it apply to all pupils when:

- In school
- Engaged in extra-curricular activities such as educational trips and visits (residential and non-residential)
- Travelling to and from school
- Engaged in online activity

The governors wish to emphasise that **violence, threatening behaviour or abuse by pupils or parents towards the school's staff will not be tolerated.**

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## Legislation and Statutory Requirements

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This policy is based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff – September 2024
- Behaviour and discipline in schools: guidance for governing bodies – September 2015
- Searching, screening and confiscation: advice for schools – September 2024
- Use of Reasonable force – July 2013 (Effective until April 2026)
- Restrictive interventions, including use of reasonable force in schools – April 2026
- The Equality Act 2010
- Keeping Children Safe in Education – Current version
- Working Together to Safeguard Children – December 2023
- The Independent School Standards – April 2019
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – August 2024
- Supporting pupils with medical conditions at school – August 2017
- Special Educational Needs and Disability (SEND) Code of Practice
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-89 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

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## Linked Policies

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### Linked Policies

This policy should be read in conjunction with:

- Restrictive Interventions Policy
- Child Protection and Safeguarding Policy
- Exclusion Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- Online Safety Policy
- SEND Policy

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## Our Behaviour Principles

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The Education and Inspections Act 2006 and DfE document *Behaviour and discipline in schools: guide for governing bodies* (September 2015) requires the governing body to make and frequently review a written statement of general behaviour principles to guide the headteacher in determining measures to promote good behaviour.

These principles reflect our school values, our commitment to the United Nations Convention on the Rights of the Child and our work as a UNICEF Rights Respecting School:

1. **At The Willows School Academy Trust we view behaviour as communication** and understand that difficult or harmful behaviours can be caused by unmet needs.
2. **We view positive behaviour and emotional regulation as skills we need to teach** rather than looking to control and stop negative behaviour.
3. **Through teaching behaviour and regulation, we aim to support our pupils to develop internal discipline** as well as an understanding of their own emotions and needs. This is with the aim that their behaviour will not be a barrier to them accessing things in life beyond school.
4. **We recognise that all of our pupils have unique needs and require individual responses** to support their behaviour. We are aware of the importance of consistency and apply this through consistent approaches for each individual rather than a whole school or whole class approach.
5. **We understand that staff and pupil relationships, underpinned by positive interactions and trust, are pivotal** for positive outcomes.
6. **All actions taken to manage challenging or harmful behaviours must be in the best interest of the pupils**, considering their individual needs.
7. **We recognise our responsibility to act and support with pupil behaviour which occurs outside school hours**. This includes online activity.
8. **Throughout all of our behaviour support we prioritise the health and safety of our pupils and staff** through individual plans which draw upon risk-assessed techniques and evidence-based principles.

### Additional Key Principles

- At The Willows we strive to ensure that every child understands that they have the right to learn, and that no child has the right to disrupt the learning of others.
- All children, staff and visitors have the right to feel and be safe at all times in school, to be listened to, to feel valued and respected.
- All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010 – everyone must be protected from disruption or abuse.
- The fundamental approach is a positive one, drawing attention to rewarding good behaviour and mutual respect.
- It is expected that all adults (staff and volunteers) will provide excellent models of behaviour in all aspects of school life.
- We will seek to give every child a sense of personal responsibility for his/her own actions.
- We will communicate expectations of behaviour clearly.
- Where there are significant concerns over a pupil's behaviour we will share the strategies we use with parents, working in active partnership to promote good behaviour.
- Early support and intervention will be issued at the earliest opportunity.
- Strategies will be recorded where there is a high level of concern on our behaviour recording system and/or the Individual Behaviour Plan.
- We will seek advice and support from appropriate outside agencies.
- We will constantly seek to inform ourselves of good practice and strategies to further improve behaviour and attitudes. It will be a high priority to disseminate such ideas across all staff.

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## Roles and Responsibilities

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The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles

- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for implementation
- Ensuring compliance with the statutory guidance on restrictive interventions (April 2026)

The school leadership team alongside the Behaviour Lead will:

- Be highly visible, routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture
- Create an environment where everyone feels safe and supported
- Ensure all staff understand the behavioural expectations and the importance of maintaining them
- Ensure all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines
- Ensure all staff understand how best to support all pupils to participate in creating the culture of the school
- Ensure staff have adequate training on matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour
- Oversee the implementation of individual behaviour plans and risk assessments
- Monitor the use of restrictive interventions and ensure compliance with statutory requirements

The headteacher is responsible for:

- The overall implementation and management of this policy
- Ensuring every staff member is familiar with the scope of this policy
- Ensuring that behaviour management strategies are applied consistently across the school
- Ensuring that staff are trained appropriately in behaviour management, including de-escalation techniques
- Ensuring that the use of restrictive interventions is minimised and only used as a last resort
- Monitoring and reviewing behaviour data and trends
- Reporting to governors on behaviour management and the use of restrictive interventions

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff will:

- Uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by this policy
- Provide examples of good habits so that pupils are confident to ask for help when needed
- Challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct
- Communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils
- Practice the common language (Appendix 3)
- Record all behaviour incidents on our behaviour recording system
- Consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations
- Follow pupils' Individual Behaviour Plans (IBPs)
- Use de-escalation strategies (Appendix 4) as a first response to challenging behaviour
- Only use restrictive interventions as a last resort and in accordance with the school's Restrictive Interventions Policy

All pupils should:

- Know and understand the school rules and expectations
- Be aware that they need to follow the rules and show respect for themselves and others
- Understand that following the rules will result in rewards
- Understand that not following the rules will result in sanctions
- Take responsibility for their own behaviour and choices

We place great importance on sharing equal and joint responsibility with parents/carers for their child's education and behaviour.

Parents and carers are expected to:

- Support the school's behaviour policy and expectations
- Work in partnership with the school to address any behavioural concerns
- Attend meetings to discuss their child's behaviour when requested
- Support the implementation of strategies agreed with the school

- Home-School Partnership
- Parents and carers are consulted about the strategies used in school to manage their child's behaviour
- School staff, parents and carers collaborate in the use of appropriate sanctions, where this is thought to be desirable
- School staff offer suggestions to parents and carers about management of their child's behaviour at home
- Parents will be informed on the same day if a restrictive intervention has been used with their child

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## Individual Behaviour Support

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### Individual Education Plans (IEPs)

Each pupil has a termly Individual Education Plan which identifies behaviour targets (Appendix 2). These focus on the major behavioural concerns, which are prioritised into weekly targets. Targets are continuously reviewed and changed in light of progress and/or concerns.

### Individual Behaviour Plans (IBPs)

Pupils who require additional support will have an Individual Behaviour Plan which:

- Identifies specific triggers and early warning signs
- Outlines proactive strategies to prevent escalation
- Details de-escalation techniques specific to the individual
- Includes risk assessment where appropriate
- Specifies any agreed restrictive interventions that may be used as a last resort
- Is reviewed regularly with input from the pupil, parents, and relevant professionals

A consistent approach to pupils' behaviour is ensured by:

- Daily class team meetings
- Weekly whole school meetings
- Senior management team/class team meetings where strategies for supporting behaviour are discussed
- Regular review of Individual Behaviour Plans
- Sharing of effective strategies across the staff team

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## School Rules

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School Rules are kept simple and to a minimum. They are:

1. **We follow instructions**
2. **We keep hands and feet and objects to ourselves**
3. **We are kind, polite and respectful to everyone**

These rules are displayed in all classrooms and communicated regularly to pupils.

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## Behaviour Management

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### Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school rules
- Develop positive relationships with pupils, which may include:
- Greet pupils in the morning/at the start of lessons
- Establish clear routines and spaces for children to work
- Use every available opportunity to communicate expectations of behaviour
- Highlight and promote good behaviour
- Conclude the day positively and starting the next day afresh

- Have a plan for dealing with low-level disruption
- Use positive reinforcement

### **Teaching Opportunities to Reinforce Good Behaviour**

Staff are committed to reinforcing good behaviour by daily use of praise, rewards and positive behaviour management strategies. This is reinforced across the curriculum, for example through a strong emphasis on the importance of self-management in the community.

Classroom strategies will be part of lesson planning and may include:

- Separate seating plans
- Use of structured one-to-one teaching
- Multi-sensory approaches
- Pupil-centred rewards

Staff use of the common language (Appendix 3) and use of de-escalation strategies (Appendix 4) forms an important part of the school behaviour management strategy.

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## Rewards and Sanctions

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### **Behaviour Target System**

At The Willows Academy Trust we use a Behaviour Target System to provide a framework of positive reinforcement. This is based on a simple system reinforcing achieved targets on a session by session, day by day basis. Each pupil is set targets relating to their behaviour for learning and work each lesson.

### **Daily Points System**

Pupils may earn up to **15 points each day** (five points each learning session) for:

- Good sitting
- Good listening
- Good looking
- Hands up
- Amazing work

Pupils review their targets with the teacher or learning support assistant at the end of each learning block. These targets are reviewed weekly and the points they earn for the week translate into both certificates and accumulated credit for spending at the school shop. The school shop is open every Monday. Children are able to spend their points if they wish. There are four 'prices':

- 75 points
- 150 points
- 225 points
- 300 points

### **Weekly Certificates**

Certificates are issued every Monday at the school's morning assembly:

- **Head Teacher award:** 75 points
- **Gold award:** 61-74 points
- **Silver award:** 31-60 points
- **Bronze award:** 0-30 points

Children who have earned a Head Teacher award have a restaurant lunch at the end of the following week as a reward.

### Additional Rewards

| Reward                           | Description                             |
|----------------------------------|---|
| Specific praise and stickers     | Immediate positive feedback             |
| Class based reward               | Including praise notes home             |
| Show work to your special person | Recognition from key adults             |
| Show work to the Deputy          | Recognition from senior leaders         |
| Show work to the Head Teacher    | Highest recognition                     |
| Good news phone call home        | Positive communication with parents     |
| Dip in the box                   | Immediate tangible reward               |
| SLT special dip                  | Special recognition from senior leaders |
| Head teacher's special lunch     | Weekly reward for highest achievers     |

### Consequences/Sanctions

Sanctions are applied fairly and consistently. The following sanctions may be used:

| Sanction  | When Used   |
|---|---|
| Rule reminder                                       | First response to low-level disruption                |
| 1, 3, 5 minutes of quiet time in class (reflection) | To allow pupil to calm and refocus                    |
| Minutes off break                                   | For continued low-level disruption                    |
| Session out of class (internal exclusion)           | For more serious incidents or persistent disruption   |
| Parents contacted                                   | To inform and work in partnership                     |
| Reflection Club                                     | Structured support and reflection                     |
| Suspension  | For serious incidents (in line with Exclusion Policy) |
| Permanent Exclusion                                 | As a last resort (in line with Exclusion Policy)      |

### Important principles:

- Rewards earned cannot be withdrawn
- Learning behaviour points are specifically for the 5 learning behaviours named on the points charts – these do not get lost for playground or non-learning times
- Once a consequence is served or an issue is over, IT IS OVER – we focus on moving forward positively
- Sanctions are used sparingly and are not our automatic go-to response
- The goal is to support the child to develop self-control, not to impose external control

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## Recording and Monitoring Behaviour

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To be most effective in dealing with pupils' behaviour we have strategies for communicating with everybody concerned with the child. Only then can we provide a consistent approach that meets the individual's needs.

### Behaviour Recording System

All behaviour incidents are recorded on our behaviour recording system to ensure:

- Consistent monitoring of behaviour patterns

- Early identification of emerging concerns
- Effective communication between staff
- Accurate data for analysis and review
- Evidence for Individual Behaviour Plans and risk assessments

**Current System:** We currently use **CPOMS** (Child Protection Online Management System – Appendix 1) to record all behaviour incidents.

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## Bullying

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### Definition

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

### Types of Bullying

- Emotional
- Physical
- Racial
- Sexual
- Direct or indirect verbal
- Cyber-bullying

### Our Response to Bullying

We do not tolerate incidents of abuse, prejudice-based bullying, discriminatory bullying or harassment in any form.

Pupils are encouraged to report all incidents to a member of staff immediately. Action will be taken whether the incidents happen on school transport, in the classroom or in the playground.

All incidents are recorded on our behaviour recording system with the Behaviour Lead and members of SLT notified.

For more information, please refer our Anti-Bullying Policy.

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## Harmful Sexual Behaviour

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All staff are aware that harmful sexual behaviours can and do occur in the community and potentially in the school. A whole school approach is in place to address these issues.

**Sexual harassment, online sexual abuse and sexual violence (including sexualised language) are unacceptable.**

Children are educated about healthy relationships through our PSHE curriculum.

### Response to Incidents

A member of staff who becomes aware of any such incident will:

1. Take immediate action to ensure the safety of all involved following the school's procedures
2. Act with sensitivity and confidentiality respecting both the victim(s) and perpetrator(s)
3. Report the issue in a timely manner via our behaviour recording system to our safeguarding leads who will take appropriate action

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## Restrictive Interventions

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**This section provides an overview of our approach to restrictive interventions. Full details are contained in our separate Restrictive Interventions Policy.**

### **Our Approach**

In line with the DfE statutory guidance *Restrictive interventions, including use of reasonable force in schools* (April 2026), The Willows School Academy Trust is committed to:

- Minimising the need for restrictive interventions through proactive behaviour support, de-escalation and positive relationships
- Using restrictive interventions only as a last resort when all other strategies have been exhausted
- Ensuring any use of restrictive interventions is reasonable, proportionate and necessary
- Prioritising the safety and dignity of pupils and staff

### **Definitions**

We recognise three levels of physical interaction with pupils:

#### **1. Physical Contact**

Situations in which appropriate physical contact occurs between staff and pupils, for example:

- In the care of pupils
- To support their access to a broad and balanced curriculum
- Comforting a distressed child
- Guiding a pupil by the hand or shoulder

This is part of normal, caring interaction and is not considered a restrictive intervention.

#### **2. Physical Intervention**

This may be used to divert a pupil from a destructive or disruptive action, for example:

- Guiding or leading a pupil by the arm or shoulder where the pupil is compliant
- Blocking a pupil's path
- Holding a pupil's hand to guide them to safety

This technique can be highly effective in deflecting a potentially volatile situation into a less confrontational situation (i.e., it may be possible to 'defuse' a situation by a timely intervention).

The level of compliance from the pupil determines whether or not the interaction is an intervention or a restrictive intervention.

#### **3. Restrictive Physical Intervention**

This involves the use of force when there is an immediate risk to pupils, staff or property.

A restrictive intervention may be used when:

- A pupil is at immediate risk of causing injury to themselves or others
- A pupil is at immediate risk of causing significant damage to property
- A pupil is committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility)

### **Principles**

When a restrictive intervention is used:

- It must use the minimum degree of force necessary for the shortest period of time
- The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual and the nature of the harm they might cause
- Staff must take account of the pupil's:
  - Age
  - Gender
  - Level of physical, emotional and intellectual development
  - Special educational needs or disabilities
  - Social context

### **Procedures**

Before any restrictive intervention is used, staff must:

1. Follow the pupil's Individual Behaviour Plan (IBP) in the first instance to manage the incident/challenging behaviour
2. Use de-escalation strategies (see Appendix 4)
3. Request support from a trained colleague if the situation continues to escalate
4. Only use a restrictive intervention if all of the above have been tried and are unsuccessful, and there is an immediate risk of harm

For full details on our approach to restrictive interventions please refer to our **Restrictive Interventions Policy**.

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## Review

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The Behaviour Policy is subject to regular review by the Behaviour Lead alongside SLT, and reviewed annually. Changes, updates and modifications will be carried out as required, and shared and monitored by the Governing Body.

**Signed:** M. Shaw  
Headteacher

Bal Grant  
Chair of Governors

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## Appendix: 1

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CPOMS Website CPOMS User Guide Contact Support CPOMS FAQ HIDE NAMES BLANK SCREEN  
It is your responsibility to logout and protect the security of student information.

Telford College of Arts and Technology Dashboard Add Incident Change Password LOGOUT

### Add Incident

**Add Incident**

**Student**

**Incident**

**Categories**  Counselling  Financial Abuse  Kickstart Leamer  Mentoring Support  Safeguarding  Willow Tree

**Linked student(s)**   
Type a student's name to link them to this incident.

**Body map**

**Date/Time**

**Alert Staff Members**   
    
Type a colleague's name or select an alert group to alert them to this incident. Colleagues highlighted in red would not normally be able to view this incident.

**File(s)**  No file chosen

**Agency Involved**

## Appendix 2

### Learning Plan for

Stage: **E**

Date of birth:  Gender: **Male** Tutor group:  Year group:

Teacher:  Start date:  Review date:

1

**Assess**

Areas of strength:

Areas of concern: **IBP**

**Plan**

| Area of concern | Target   | Desired outcome   | Strategies & Provisions   | Key staff   |
|-----------------|--|---|---|-------------|
| Emotional       | To manage emotional outbursts.   | Fewer sanctions applied. Fewer incidences of time out required. recognises triggers and acts accordingly. | SEBs materials. Staff model appropriate responses to managing emotions. | •<br>•<br>• |
| Social          | To accept that we need to be polite to everyone even if we disagree with them. | Observed on 9 out of 10 occasions.  | PSHE sessions, drama workshops, circle time, Behaviour support teacher. | •           |

| Area of concern | Target                                      | Desired outcome                  | Strategies & Provisions   | Key staff |
|-----------------|---|----------------------------------|---|-----------|
| Behaviour       | Take responsibility for your own behaviour. | Improved behaviour and learning. | Set personal targets for improvement. Support efforts by additional measures such as changes to seating plan, moving groups, additional help with work. | •<br>•    |

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## Appendix: 3

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### Common Language

- Good listening, good, sitting, good effort, good try...etc.
- Thank you for....
- Hello!
- I like the way you are....
- I like to see...
- Well done for the way you ...
- Would you like any help...?
- Show me....(e.g. good sitting)
- Your behaviour, body language, face is showing me...
- Would you like to help me with...?
- Would you like help with...?
- Choices... (e.g. If you choose to continue to..., ... would be the consequence. If you choose to..., you could then ....
- Think about your choices.
- Learning time, learning behaviours, learning, we come to school to learn.
- When you are....(e.g. Sitting nicely) I will know you are ready
- Are you ... (e.g. making good choices?, doing good sitting?)  
Are you making good choices?
- Countdown 5, 4, 3, 2, 1.
- We like you but not this behaviour
- What are the consequences?
- Thank you. (e.g. Thank you for sitting quietly- NOT please sit quietly)
- Keep it small, don't make it big
- Are you in the right place? Are you sitting nicely, Are you making the right choice? Etc.
- Lips locked, mind awake, eyes looking.
- The expectations are....
- Reward reminders

### Adult to adult

- Assistance is available... (Would you like help?)
- Assistance required.... ( I want help)

### Non-verbal

Hand outstretched, palm face down and lower (settle down), High five, Smile, Hands up for waiting, Raised eyebrow, Stare, Thumbs up, thumbs down, Ignore

### **De-escalation strategies**

Choosing which strategy to use, with whom and when is a matter of professional judgement, but better to try and fail than to not try at all.

Having positive relationships with the children, as individuals will support your decision-making and improve your chances of de-escalating.

- Consider your tone of voice, body language and the words you use.
- Be calm to see calm.
- Praise praise praise
- Support self-control do not impose control (unless for safety) Remember the goal is ultimately for the child to develop self-regulation and self-control.
- Remember many of our children have difficulties processing information- Give them time to process what has been said. Do not expect an immediate response/action
- Be proactive not reactive- step in gently before issues get too big. Reminders are good at this stage.
- Request an action using a thank you instead of a please, this often works best if you turn away slightly after asking as if fully expecting compliance eg-sit down thank you.
- Planned ignoring, you can voice your strategy to another adult to avoid anxiety eg. "Miss Moreno Bob isn't ready to follow instructions I am going to give him some space and I will see if he is ready to talk in a little while. "
- Let the child be heard- (if you are asking a upset child to talk to you there may well be some inappropriate language- this can be mentioned after they have had their chance to talk) keep eye contact if comfortable, listen, don't interrupt except for clarification, don't rush, don't judge. Often the child will run out of steam as they tell their side. Thank them for explaining, perhaps ask what they think may now need to happen, you may be surprised.
- Remember a hot kettle boils quickly-once a child seems to have calmed they may not necessarily be able to keep it that way. Be watchful and supportive, praise efforts and reflect on progress if you feel it will have the desired effect.
- Remind of expectations- clear and simple. Sometimes aiming this at no one in particular is less provocative, eg. I hope we are all remembering that we follow instructions.
- Name the emotion in a question for clarification.- I can see you are feeling angry? Do I have that right? Do not push for an answer if one is not forthcoming.
- Allow silence-if a child is not ready to verbalise it does not mean they will not appreciate some company, let them know you are happy to listen if they want to talk.
- Remind of positive consequences- eg. Once you have put that chair down perhaps, you would like some fresh air/drink of water?
- Use questions- to allow the child to feel safe knowing their thoughts and feelings have value and will be heard .eg. Would some time in reflection help? Would you like some space?
- Remind, not warn, of negative consequences- e.g. I am worried that if you do not make a different choice you may have to miss some of your play/ finish that work at playtime etc. E.g., I am wondering if you are earning your play. I am going to see how the rest of this session goes and then I will decide.
- Speak as if from your own experience- e.g." I know when I feel angry my chest gets all tight but taking a few deep breaths helps me, shall we try together?"
- Parallel praise-e.g. Bob and Bill are being silly, Ben is not "Ben, I love the way you are sitting quietly, remind me later to find you a dip in the box" often this calms others without being at all confrontational. Be sure to praise if they follow suit e.g. "Bob and Bill, lovely sitting, thank you for listening, perhaps you can earn a dip too, keep at it, well done"

Reflect on the issue focusing on the positives when you feel the child is open to this, be guided by their response and be prepared to postpone if you feel the child is getting agitated all over again. Reflection is a tool to help support the child being able to make better choices next time; it is not a chance to let them know how disappointed you are.

## REMEMBER

- The more positive and respectful your attention to an issue is the more positive and respectful reaction you will receive over time.
- Time out/missed play is almost a last option, once a child becomes immune to that consequence you have few options left to you.
- Any kind of handling is a last resort and must be recorded with details of all other de-escalation strategies tried first.
- Learning behaviour points are specifically for the 5 learning behaviours named on the points charts- these do not get lost for playground or non-learning times.
- Rewards earned cannot be withdrawn
- Setting consequences will not result in a calmer child and will make your life harder; they have a place in behaviour management but use them sparingly for maximum effect. They should NOT be your automatic go to response.
- Once a consequence is served or an issue is over IT IS OVER. Gentle reflection at an opportune moment is great but do not bring back the negative feelings of the event by revisiting it verbally other than as reflection
- Enforced control is not a transferable skill, supporting the child to develop self - control is.
- Respect gains respect, if our children do not feel valued and respected they will see little reason to treat others with respect.
- Take care in sharing negative information with parents, negative behaviour at school is dealt with at school and we move on. A child who is anxious about the reaction they may receive when they get home will not find it easier to 'turn things around'.
- Focus on making positive choices appealing and worthwhile.
- Take an interest in the child, build a positive relationship with them and hear what they have to say.
- Remember previous schools and perhaps adults at home have tried for years punishing and giving consequences to our children, it has little effect and largely our children become 'immune', anxious and develop poor self-esteem all of which increase negative behaviours.