



# Darlinghurst ACADEMY

## Promoting Positive Behaviour September 2021

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## Rationale

At Darlinghurst Academy, we believe that maintaining high expectations, inclusive of learning behaviours and habits, is integral to enabling all children to achieve and be their very best. It is a primary aim of our academy that every member of the community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and empathy.

This policy is designed to support the way in which all members of the academy can live and learn together collaboratively, in an environment where everyone feels happy, included, safe and secure. Our academy values, A-E, which are translated into our learning and behaviour responsibilities, are a central part of our day-to-day life (**A** – Achievement, **B** – Belonging, **C** – Confidence, **D** – Determination, **E** – Excellence) with **B** for belonging playing an important role in promoting positive behaviour. The values are displayed in each classroom and around our learning community and celebrated when seen in action.

This policy applies to all children and adults in the academy and underpins the '*Darlinghurst Design*' and '*Difference*'. (Our curriculum intent and intended impact).

'A design that enables children (no matter what stage or background) to develop knowledge and skills to succeed in a complex world, cultivating a sense of humanity and belonging. Holistic success is central to our design, to increase effectiveness and improving education excellence ad life changes, so that our children believe in the power of possibility and possess emotional resilience and character to succeed'. *Darlinghurst Design*

'In today's complex world, children need the knowledge and the skills to succeed but also a sense of humanity - ability to respect, to empathise and to be caring individuals. It is a continuing process to encourage learning through experiences to best ensure that our children are prepared for change. We support our children to grow into good, thoughtful and responsible members of the community'. *Darlinghurst Difference*

The policy has also been written in accordance with statutory guidance from the DfE including:

- Behaviour and discipline in schools
- Searching, screening and confiscation in school
- The Equality Act 2010
- Use of reasonable force in schools
- Planning Guide for Primary Schools (May 2020 and July 2020)
- Actions for schools during the coronavirus outbreak (various dates)

## Aims of the Policy are to

encourage a calm, purposeful and happy learning environment within the academy where everyone feels safe and secure;

- foster mutual respect and understanding;
- enable children to become successful learners;
- develop good social skills;
- promote emotional well-being;
- enhance children' self-esteem, confidence and resilience;
- provide consistency and structure;
- encourage children to recognise and respect the rights of others regardless of religion, culture, sexual or physical differences; this also includes property;
- develop children's self-discipline and self-control;
- encourage ownership of behaviour and accountability, including an individual's responsibility to follow Covid-19 guidance;
- enable effective learning and teaching in order to raise standards, developing the knowledge and skills to succeed;
- enable children to become successful learners, prepared for change, active citizens, confident individuals, and effective contributors now and in the future;
- ensure that rewards and sanctions are used consistently throughout the academy.

## **Objectives**

- For all members of the community to be treated with respect and to have a responsibility to treat others the way we expect to be treated;
- All members of the community to have the right to learn in a positive environment and have a responsibility to allow others to learn without interference, within one's own ability;
- To build educational communities through Learning and Life skills sessions and value based assemblies;
- To teach children about feelings and emotions and how these can be affected by the behaviour of others;
- To provide children with the skills to rebuild relationships in light of Covid-19 and wherever conflict has occurred;
- To provide targeted support for those children who find it difficult to follow behavioural expectations;
- To ensure that all members of the academy community feel safe and are free from threatening behaviour or abuse by children or parents.
- For parents to feel confident that all decisions regarding behaviour are just, unbiased and informed by the academy's core values
- For parents to remain vigilant regarding the use of social media and to recognise the impact that its use, outside of the academy, has on behaviour within the academy

## **Roles and responsibilities of all staff are to**

- seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing;
- establish the facts in a calm, controlled and non-judgemental manner;
- remember that quiet, personal, explicit conversations are essential as opposed to general criticism of whole groups;
- provide learners with the opportunity to make amends – recognise the role that restoration and new beginnings has in the development of relationships
- remember - It is the behaviour which is unacceptable – not the child.
- consider the deed not the perceived reputation of the child.
- support the right of every member of the community to feel safe;
- be consistent in dealing with children;
- have high expectations of children's behaviour;
- meet the educational, social, emotional and behavioural needs of all children;
- identify when children need support from outside agencies with regard to their emotional well-being, including when they may be in need of mental-health support;
- support British Values including the right to individual liberty, mutual respect, rule of law, democracy and tolerance;
- support children in building their characters and to be the best version of themselves;
- empower children to be successful, confident, effective contributors and actively playing their part
- use core values and restorative language to support good behaviours for learning
- ensure that Covid-19 expectations are maintained.

## **As a direct consequence of this policy pupils will:**

- build strong relationships
- experience what it means to live as a member of an open, generous and forgiving community
- benefit from a calm and secure learning environment
- reflect on and appraise their actions – learning to take responsibility.
- supported in building their characters and to be the best version of themselves;
- empowered to be successful, confident, effective contributors and actively playing their part

## **Promoting positive behaviour through the curriculum and learning**

We believe that our curriculum design, in addition to quality first teaching, ensures that effective engagement in learning contributes to good behaviour by children. Through planning for the needs of individual children, encouraging active engagement of all children in their own learning and providing structured feedback we will avoid the disaffections of children, which can lay at the root of poor behaviour. We encourage our children to be active citizens, contributing to learning and academy life. Holistic success is central to our design.

### **SPACE**

Our curriculum is carefully designed to make a 'difference' to our children, supporting their holistic development.

	Curriculum design	How they reflect and support positive behaviour
<b>S</b>	<b>Successful learners</b>	As role models to our children, staff display positive behaviours and attitudes towards the children that can then be replicated and mirrored in their own behaviour and learning. Staff model approaches to learning, habits and behaviours.
<b>P</b>	<b>Prepared for change</b>	Children are supported at each transitional and pivotal change. They are encouraged to take risks and manage change and loss, building their emotional resilience.
<b>A</b>	<b>Active Citizens</b>	All children are encouraged to be active citizens and engage fully in learning. Our active citizens, Eco-Team, Prefects, Junior Governors, Play Leaders, Sports Committee and Peer Mentors are all encouraged to be active participants in making positive choices about their own behaviour and supporting others where needed
<b>C</b>	<b>Confident individuals</b>	Children are supported and encouraged to develop their own self-confidence with understanding as to who they are and what makes them who they are. They are encouraged to challenge themselves, every day; ask, discover, explore and create.
<b>E</b>	<b>Effective contributors</b>	All children are encouraged to be effective contributors with their learning and behaviour within the academy. Through the effective use of talk partners and feedback strategies, they engage in learning. Their actions and views contribute to making Darlinghurst a positive community and beyond.

## **Promoting Positive Behaviour in the classroom**

We recognise the impact that the classroom management and environment has on children's behaviour and about the extent to which they and their efforts are valued. Relationships between teacher and child, strategies for encouraging good behaviour, access to resources, any Covid restrictions in place, and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Use of working walls are used to consistently provide support, challenge and scaffold as needed. Working models (displayed) provide scaffold; children know targets and access the environment to support them to achieve. Displays should also develop self-esteem and raise aspirations through demonstrating the value of every individual's contribution thus making them active contributors with their learning.

Building positive relationships with children is the foundation of good behaviour management.

Positive behaviour management:

- Reduces stress and anxiety;
- Provides consistency for all;
- Increases the chances of success;
- Helps to maintain positive changes in behaviour;
- Improves the self-esteem of the children.

Our aim is to encourage appropriate behaviour with the positive reinforcement of expected behaviours, focusing on children's achievements i.e. catching children getting it right. It is important that all staff find the opportunity to praise good or improved behaviour, whether or not the child is in the teacher's class. Praise should be frequent, consistent and appropriate. High levels of praise are important when establishing new behaviours. At Darlinghurst, we use a variety of strategies to encourage positive behaviour, including:

(As quoted from our '**Excellence Framework**'- the how)

- Be discerning in your use of praise – give it value
- Praise effort/children who exemplify A-E values, identify successful examples/partner work explaining why, celebrate/identify what you **want** to see;
- Thank children for everyday expectations e.g. being ready to learn, praise children for going 'above and beyond', house points for children who support others with behaviour, whilst ensuring praise is specific to **what** has been done well;
- Narrate the positive as a way to embed partner talk, routines, presentation expectations, values and good manners.

(As quoted from our '**Darlinghurst Direction**)

- Ensure children **participate** and **actively engage** in learning including working as an effective **talk partner**;
- Promote **positive learning behaviours, habits** and **routines**;
- Develop the importance of **healthy living** and **mindfulness**, supporting children's **wellbeing**;
- Prepare children for **change**, building their **emotional resilience**.

Whilst ensuring:

- Verbal feedback;
- Proximity praise (thanking groups of children for engaging in positive behaviour);
- Non-verbal signs e.g. thumbs up, smile;
- Written comments;
- Showing and sharing children's work;
- Sharing achievements with other members of staff;
- Post cards home (ensuring they reflect the desirable attitudes/behaviours);
- House Points;
- Use of Personal Support Plans (evidenced in teacher's planning);
- Application of the academy's behaviour system.

When we are making the right choices the rewards for positive behaviour are intrinsic and we recognise that feeling good about something is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition by:

- Contributing positively to our community
- Being recognised as a good role model for others
- Receive House Points for demonstrating, modelling and supporting positive behaviours

#### **Teachers actively show respect for their children by:**

- Commenting on the behaviour without criticism and are aware of the effects of positive body language wherever possible and practical this should be done in private to maintain the child's dignity; (see Appendix 1)
- Being aware of the effects of negative body language – avoid pointing and respecting personal space;
- Enabling children to have a fresh start after any incident;
- Remembering the basics which are so important – use of child's first name and thank you etc;
- Never shouting – unless absolutely necessary e.g. when a child is placing themselves or others in danger

At the beginning of each academic year, a classroom code/promise is negotiated and displayed prominently within the classroom'. This is positively phrased and reflects:-

- Respect for selves;
- Respect for others;
- Respect for property.

Expectations of behaviour and the behaviour approach is revised with the children at the start of the Autumn Term and continuously revisited as and when needed, e.g. Covid-19

## My Behaviour



## Managing Behaviour

### HOUSE POINTS, DB PRIMARY POINTS and POSTCARDS HOME

Will be issued to anyone who  
Supports others to make positive choices (including when they are taking thinking time)  
Demonstrates exceptional behaviour and /or effort (above and beyond what is normally expected)

#### READY TO LEARN

Try some strategies: Ask to be moved Ask for help Find out what should do next from board, Buddy, book, boss	VERBAL REMINDERS (X2) <u>Verbal reminder</u> to improve your behaviour	VERBAL REMINDERS will be issued in the following circumstances but not limited to: • Calling out • Distracting self and/or others
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Take 5 minutes thinking time in order to collect your thoughts and turn your own behaviour round so that you are ready to learn

#### THINKING TIME

If thinking time in your own classroom does not work, you can take this with SLT. Removal from class = time-out – work to be provided. Removal from playground = time out with SLT.  For any child with more than 5 red cards in a month a meeting will be held with their parents to implement a Personal Support Plan	RED CARD Playground privileges and/or responsibilities removed – phone call home to parents  HELP ME card sent to SLT during lessons	Any act of <u>physical aggression</u> towards another pupil or adult, swearing or defiance will result in an immediate red card. This includes behaviour at playtimes and lunchtimes.
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## **Managing Feelings**

We encourage children to manage their feelings aligned with colours, this supports children's social, emotional, and self-regulation. Ideally children remain in green area – ready to learn. Colours help children to identify their feelings, emotions and behaviour.

<b>Blue</b>	<b>Green</b>	<b>Yellow</b>	<b>Red</b>
Sad Sick Tired Bored Moving slowly	Happy Calm Feeling okay Focused Ready to learn	Frustrated Worried Silly/Wiggly Excited Loss of some control	Mad/Angry Mean Terrified Yelling/Hitting Out of control

### **Personal Support Plans**

A Personal Support Plan is a document created to help understand behaviour and support behaviour change in children and will contain a range of proactive and reactive strategies.

Proactive strategies are intended to support the child to maintain their own behaviour equilibrium whilst reactive strategies are designed to keep the person, and those around them, from harm and return their behaviour to a safer place. We recognise that it is better to be more proactive than reactive and strive to ensure that the balance of strategies reflects this.

### **Dealing with incidents of negative or disruptive behaviour**

We recognise that all behaviour is a way of communicating. By understanding what a child is trying to communicate through their behaviour helps staff to respond in a firm but non-punitive way by not being provoked or discouraged. If the child can sense that their feelings are understood this can help the situation. The adult needs to ask themselves: "Given what I know about this child and their situation and/or level of development, what is their behaviour telling me?" (See Appendix 1).

At Darlinghurst, we recognise the need to promote calm communication within a crisis. However, in certain situations, communication will only cause more distress and the sensible thing to do is to offer reassurance and quietly listen. Communication may be more appropriate after the crisis has passed. Positive ways of handling behaviour before having to give a consequence can be found in Appendix 1.

The Behaviour system works through an escalating scale with more serious or ongoing incidents of negative/disruptive behaviour being dealt with by senior members of staff alongside the children's parents. Where a pupil's behaviour or actions has caused harm or disruption, a restorative meeting between relevant parties takes place. This will usually be facilitated by the adult dealing with the situation, but will involve a member of SLT if the situation is more complex or the harm more severe. In the most extreme circumstances, the Principal will support a resolution to the situation directly.

In exceptional circumstances, "time-out" in our Anchor Room for post incident reverie and processing is available in accordance with a child's Personal Support Plan. The consequences for the behaviour will be implemented by the class teacher or a member of the Senior Leadership Team at a more appropriate time.

Where appropriate, a specific and individually tailored Personal Support Plan can be put into place, which is managed and monitored, by the Inclusion Leader and the school's Personal Support Team, in association with members of the Senior Leadership Team. In addition to this, support may be sought from the Parallel Learning Trust's behaviour outreach service.

If a pupil does not behave in an appropriate way, the actions within the Behaviour system will be instigated. On occasions, it may be necessary to use reasonable force to restrain a child to ensure the safety and well-being of the child, their peers, members of staff or property; this will only ever be used as a last resort. Consequently, this policy should be read in conjunction with the Positive Handling Policy.

At Darlinghurst we recognise that it is **NEVER** all right to hurt others. Fighting is not allowed within the academy – we ask children to look for adults. We are committed to showing children that there are other ways to resolve arguments. However, if an incident occurs, this will be investigated by the Behaviour Support Manager, Raising Standards Leader, Inclusion Leader, Vice Principal or Principal. If the incident is considered sufficiently serious by the member of staff investigating parents/carers of all children involved will be contacted to discuss, as soon as possible but normally on the same day. As a result of the investigation, further consequences may be considered.

Serious physical aggression towards children or staff is not tolerated and will be reported to the Principal and/or a member of the Senior Leadership Team (SLT). A Personal Support Plan may be implemented, in consultation with parents/carers, for a 6-week period to monitor improvements in behaviour outcomes.

### **Exclusions/Suspensions**

Rarely, we may need to consider:

- Short term exclusion for a fixed period;
- Managed move to another school in accordance with the Local Authority's protocol;
- Permanent exclusion.

Any suspension is seen as a last resort after all other attempts to modify behaviour, and adjustments within the academy to meet the needs of the child, have failed.

### **Internal Suspension**

Children may be withdrawn from lessons for longer periods, to work under supervision in a different room to the classroom. Parents/carers will always be informed of internal suspension by a member of staff. Parents/carers may be requested to attend a meeting at the academy following an internal suspension. The context of the incident leading to internal suspension will be reflected in the length of time a child spends away from the classroom. Children may also be placed in a different room whilst an incident is being investigated. A series of internal suspensions may result in a fixed term exclusion. Children and parents/carers will always be informed when this is the case.

### **External Suspension**

While the academy will take all reasonable steps to meet individual needs and help individuals to improve, the academy will not tolerate behaviours which do not show due regard for the well-being and learning of others, or where in spite of support and intervention, there is minimal or no improvement. Following a suspension, parent(s)/carer(s) and children will be invited to meet with a member of the academy's leadership team to discuss the circumstances that led to their child's suspension. The academy will not tolerate persistent and defiant behaviours over time where sanctions and intervention have failed to bring about positive improvement. In these circumstances a child's behaviour would be deemed to be seriously harming the education and welfare of the child or others in the academy, thus placing the child at high risk of permanent exclusion. Children who are at risk of permanent exclusion due to persistent behaviours may be directed off site to attend an alternative education provision (managed move) and asked to attend a meeting with governors and the Principal.

### **Permanent Exclusion**

If the Principal decides to permanently exclude a child, to secure the well-being and entitlement of other children and staff in school, this will be carried out in accordance with DfE guidelines. Permanent exclusions are a result of very serious or persistent breaches of the academy's Behaviour Policy. The academy follows the [Exclusion from maintained schools, academies and pupil referral units in England \(publishing.service.gov.uk\)](https://www.gov.uk/government/publications/exclusion-from-maintained-schools-academies-and-pupil-referral-units-in-england).

It should be noted that no member of staff, other than the Principal, can suspend/exclude a pupil from the academy.

We recognise that it is vitally important that children know they can “turn their behaviour around.”

Where a pupil makes an accusation against a member of staff, and that accusation is shown to be malicious, the Principal may choose to sanction the pupil in accordance with the policy. Please also refer to our Child Protection Policy for further information. The Principal will also consider the pastoral needs of staff who have been accused of misconduct.

Details of our academy's approach to prevent and address bullying are set out in our Anti-Bullying Policy.

### **Use of social media**

We ask that parents remain vigilant regarding the use of social media outside of the academy and to recognise the impact that its use has on the behaviour of pupils within the academy.

#### Sexting

Sexting is when someone shares sexual, naked or semi-naked images of themselves or others through electronic media. Whilst this can be considered, by some, as a harmless act, creating or sharing explicit images of a child is illegal. Any incidents reported will be taken seriously, discussed with parents and may involve communication with the police and social services. A support plan will be drawn up as a result, irrespective of whether the child is the perpetrator or the victim, and may include additional sanctions.

#### Bullying, Cyberbullying, Homophobic and Racist Incidents

All such incidents, are logged in the Bullying, Homophobic and Racist Log held by the Inclusion Leader, countersigned by the Principal and shared with Governors on a regular basis. Parents/carers are contacted so they are aware of the incident(s) and know that action has been/will be taken. Please refer to the Anti-Bullying Policy for more information.

### **Behaviour at Lunchtime**

In light of Covid-19 guidance this may continue to evolve.

Mid-Day Assistants may deal with any incidents themselves or, if appropriate, refer the matter to the Senior MDA, Behaviour Support Manager, Inclusion Leader, Vice-Principal or Principal as appropriate. The children also have the opportunity to take “time-out” if they are finding playtimes difficult.

Time Out is used at lunchtimes as a consequence for children not following the SPACE expectations on the playground. Sometimes children are sent to Time Out to discuss an incident which has taken place, and sometimes as a consequence for their actions where they are given the opportunity to calm down and reflect on what went wrong and how they might have acted differently. This can be directed by a MDA, member of duty staff or senior member of staff (including year leads).

If a pupil is sent to Time Out on five different occasions over a half term for serious incidents, such as aggressive behaviour, they will spend their lunchtime with a member of the Senior Leadership Team, away from their peers, to reflect on their behaviour and consider how to improve. Parents will be informed and a Personal Support Plan may be implemented.

### **Discipline in Schools - Teachers' Powers (Behaviour & Discipline in Schools, DfE 2016)**

- Teachers have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction.
- The power also applies to all paid staff with responsibility for children.
- Teachers can discipline children at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline children in certain circumstances when a child's misbehaviour occurs outside of school (if it could have repercussions for the orderly running of the academy).

pose a threat to another pupil or member of the public or could adversely affect the reputation of the academy).

- Teachers have a power to impose detention outside school hours.
- Teachers can confiscate children's property.

### **Power to use Reasonable Force (Behaviour and Discipline in Schools, DfE 2016)**

- Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.
- Principals/Headteachers and authorised school staff may also use such force, as is reasonable given the circumstances, when conducting a search without consent for knives or weapons, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that have been or could be used to commit an offence or cause harm.
- If a pupil is placing themselves or others at risk of harm by their behaviour, it may be necessary for staff to use Team Teach positive handling techniques; these techniques can only be used by those staff who have had accredited training. Team Teach is used to promote the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal and non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised. (Please refer to the Positive Handling Policy). However, in light of Covid-19 guidance this remains under review and would only be used as a last resort in order to keep children and adults safe.

### **Contact with parents**

It is very important that parents are involved at all levels so staff and parents can work together to support the pupil. Parents are able to speak to the class teacher by phone if they have issues they want to discuss. It is important that the class teacher finds the time to speak to the parent at the earliest opportunity and as safely as possible.

### **Pupil Transition Points**

To ensure a smooth transition to the next academic year, we will attempt to secure transition sessions between the child and their new teacher with information relating to their behaviour and/or social and emotional needs shared with new teachers within the academy and any new setting as appropriate e.g. transfer to secondary school and in-year transitions to other schools. When required, a social story for the child will be completed to aid this process.

### **Equal Opportunities**

At Darlinghurst Academy every child has equality of access to the curriculum regardless of race, culture, gender, sexual orientation and/or additional needs. Every effort is made by the academy to respect the right of each individual to a broad and balanced curriculum of learning opportunities and activities. We believe that children have the right to their education, and that learning should not be disrupted due to poor behaviour.

### **Racial Equality**

Staff at Darlinghurst consider ways in which aspects of the curriculum can be used to represent cultural diversity, and reflect our changing community. They ensure that all children are supported where appropriate in their learning of behaviour management strategies.

### **Learning Difficulties and Disabilities**

It is the responsibility of each teacher to cater for the needs of the children in their class. Learning objectives, tasks and activities, adult support, scaffolding and intervention strategies may be required to meet those needs. Staff will discuss pupil needs and progress with their Raising Standards Leader (RSL) and the Inclusion Leader.

## **Health and Safety**

Teachers and support staff take into consideration the safety and use of equipment used in lessons, including the provision of individual resource packs and within the shared environment. In light of the changing Government guidelines as a result of the current pandemic these will be subject to review. Children are reminded of the correct way to use resources, such as scissors, computers, PE equipment etc. Children take part in safety awareness talks and are encouraged to report any perceived hazards.

As a result of Covid-19 regular handwashing remains part of the daily routines and children are encouraged to "catch it, bin it, kill it," whenever they sneeze or cough.

## **Monitoring and Evaluating**

Behaviour throughout the academy will be monitored by all staff, with extreme cases of behaviour being tracked by the Behaviour Support Manager, RSLs and Inclusion Leader. In the case of recurrent poor behaviour, a record may be kept to enable us to identify patterns or triggers in behaviour and help the child to modify his/her behaviour in future. This may be achieved through the involvement of outside agencies, some of which can only be accessed through the completion of an Early Help Family Support Assessment. In addition, children may be offered personal support plans which will be discussed with parents/carers.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, as well as monitoring how staff implement this policy, to ensure rewards and sanctions are applied consistently.

Behaviour management is the responsibility of all adults in the Darlinghurst community. Where necessary and appropriate, additional support will be provided to individuals to enable the continued promotion of positive behaviour within our academy.

## (Appendix 1)

# Behaviour as communication

## Behaviour as communication

- Children's behaviour can be an unconscious way of managing or avoiding overwhelming feelings about an unpleasant memory or experience.
- Children can often 'act out' feelings because they cannot contain them or understand them. They need help from a significant adult to process the emotions
- It is about trying to make sense of behaviour rather than reacting to it

## How can we support these children?

- By giving them experiences of being thought of and understood
- By responding to them empathetically and thoughtfully. This allows the child to feel safe.
- WONDER about the meaning of repeated behaviour
- Wondering aloud with the child may provide them with the relief they are being understood and thought about. This can also help us to identify new and more ways of responding to the child
- Wondering can also be used when the adult does not understand the child's behaviour and is letting the child know this
- Wondering needs to be applied alongside firm and consistent boundaries. Consequences may still apply, but later when the child has calmed down
- Being curious and showing empathy. This shows we are thinking about the child and their behaviour and their emotional well-being - we are not making judgements
- Empathy- we are trying to recognise how the child is feeling. The child may make the connection between how they are feeling and their behaviour. The adult tries to help the child cope with these feelings
- Non-verbal body language and behaviour is crucial. You must always be mindful of your tone of voice, facial expressions, closed and threatening body language
- Implementation of Personal Support Plans where necessary

## Understanding children's behaviour can

Let children know ...

- they are being thought about- hold them in mind and let them know this
- Being taken seriously
- Feel and name their own feelings
- Begin to understand themselves
- Build a thoughtful relationship
- Begin to realise we can internalise our feelings rather than just react.

## Focusing on repairing the relationship(s)

- What happened?
- How were you feeling at the time?
- What do you think/feel about it now?
- Who has been affected by what happened?
  - In What Way?
- What impact has the incident had on you and others?
  - What has been the hardest thing for you?
- What do you think needs to happen to make things right?

Questions should always be neutral and non-judgemental. They are about the behaviour and its effect on others. For most children these questions will need to be asked when they are calmer and not whilst in a heightened state.

## Ways of responding empathetically to children's difficult behaviour

- I think you are cross/upset but we need to ...
- I can see you are finding that difficult but ...
  - (with another adult) I am wondering ...
- You now need to be making the right choice(s)
  - When you want to talk I will listen
    - What happened?
  - How did this make you feel?
- How can we support you to make this better?

Effective Restorative Approaches foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused.

The Restorative process is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, with the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Restorative approaches acknowledge the intrinsic worth of the person and their potential contribution to the school community. Restorative practises can assist in the development and repair of relationships between all. This approach is respectful of the dignity of all concerned. Children and adults are encouraged to put things right together.