

Relationships, Behaviour & Anti-bullying Policy

1	Mission, School Values and Rules	p.2
2	Aims of the policy	p.2
3	Our Five Principles for Encouraging Positive Behaviour	p.2
4	Consistently Calm Adult Behaviour	p. 3
5	First Attention for Best Conduct	p.4-5
6	Relentless Routines	p.5
7	Scripting Difficult Conversations	p.6
8	Monitoring Behaviour	p.7
9	Recording Behaviour	p.7
10	System of Rewards and Sanctions	p.8-9
11	Bullying	p. 10
12	Restorative Follow Up	p.10-11
13	Additional Guidance	p.11-12
	Appendices	p.13-23

Governor Responsibility:	L&C Committee
Staff Responsibility:	DHT: Rachel Gillingham
Review Period:	1 Year
Status:	Statutory
Reviewed:	Spring 2026
Next Review Date:	Spring 2027
Governor Signature	

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression” (Paul Dix)

Where happy children are inspired to be the best they can be.

School Values

**Lead with kindness, Feel the laughter, Inspire achievement,
Nurture friendships, Share the magic... Exceed expectations!**

Tetherdown Primary School 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 strong emphasis on kindness to others, a partnership approach to managing poor conduct and dynamic interventions that support staff and children.

The school has 3 simple rules ‘**Be Ready, Be Respectful and Be Safe**’ which can be applied to a variety of situations and are taught and modelled explicitly. (see appendix 1)

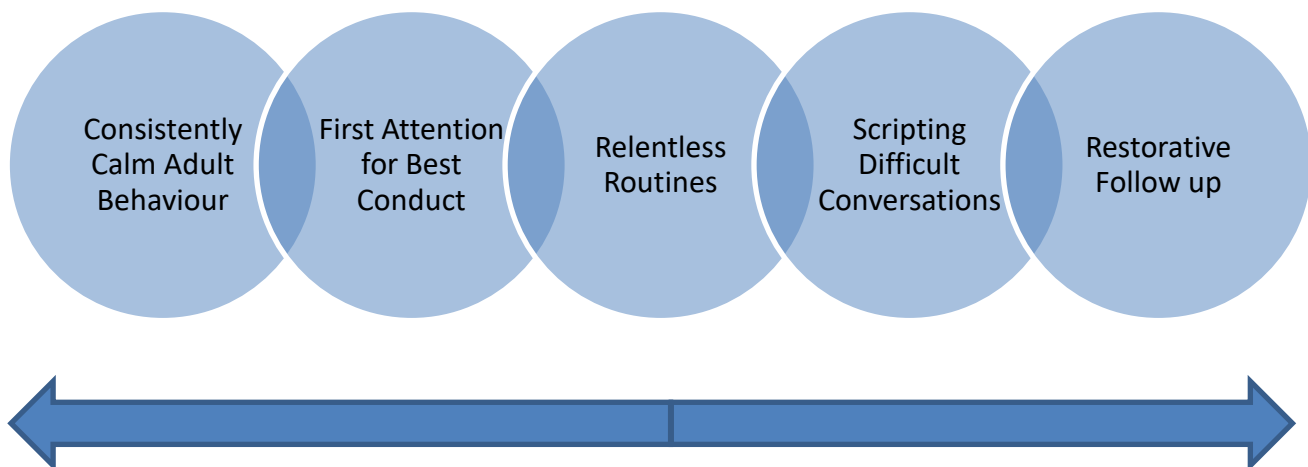
We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviours we all want to see.

We recognise that behaviour is a way of communicating emotions and need

1. Aims of the policy

- To create a culture of exceptionally good behaviour: for learning, for enjoyment, for all.
- To build a community which values kindness, care, empathy, good humour and respect for others.
- To guide adults by providing simple, practical procedures to positively respond to all types of behaviours.
- To ensure all children are treated fairly and shown respect.
- To help children and staff take control of behaviours and their outcomes and be responsible for the consequences – both positive and negative.
- To promote a sense of belonging - that we are all learners, even those who find good behaviour challenging to manage (children and adults)

2. Our five principles for encouraging positive behaviour



3. Consistently Calm Adult Behaviour

...will lead to pupils consistently aspiring to our expectations.

Staff responsibilities:

- Provide a warm welcome at the start of every day and ensure an engaging, enticing learning environment.
- To work together as a team.
- Refer to and model our three rules regularly.
- Model positive behaviours and build trusting relationships with the children.
- To treat all children fairly and with respect whilst being mindful of any unconscious bias which any of us may have.
- To raise children's self-esteem and develop their full potential by consistently holding them in high regard and by giving positive, meaningful feedback which is specific and honest about their work and their behaviour.
- To create a safe and pleasant environment, physically and emotionally.
- Use a class recognition board to acknowledge the behaviours we want to see.
- Be calm and give time out – then managing unwanted behaviours.
- Be proactive and use agreed scripts to prevent behaviours escalating at every opportunity.
- Follow up every time, retain ownership and engage in reflective and restorative dialogue with children.
- To use rules and sanctions clearly and consistently, while recognising that differences in development prevent a small number of children from accessing this system and will require appropriate and agreed flexibility.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To communicate behaviour incidents to parents in a timely manner where appropriate.

Senior Leaders

Senior leaders are not expected to deal with behaviour in isolation of the adult that saw and managed the behaviour originally. (see appendix 4). Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children. Often when a member of senior leadership deals with a child's behaviour in isolation, the child's relationship with the adult that originally managed the behaviour is poorer for it. More reasoning around this can be found in appendix 4.

Senior Leaders' responsibilities:

- Take time to welcome children at the start of the day and say goodbye at the end.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and children whose efforts go above and beyond expectations.
- Regularly share good practice.
- Use behaviour data (recorded on Integris/Edukey) to target and assess school wide behaviour policy and practice.
- Regularly review provision for children who fall beyond the range of written policies.

Parents/Carers' responsibilities:

- To ensure that children attend school in good health, punctually and regularly.
- To contact the school as soon as possible to discuss matters, at home or at school, which may affect the child's happiness, progress or behaviour.
- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To take an active interest in all that their child does in school.
- To foster good relationships with the school.
- To be aware of the school rules and expectations.
- To work together with the school to resolve concerns about their child's behaviour and support the school with the implementation of this policy.
- Not approaching the other child or children, that are not your own, over behaviour concerns but

- contacting the class teacher or a member of the Senior Management team. (see appendix 5)
- Encouraging children, as they mature, to take increasing personal and social responsibility.

4. First Attention for Best Conduct

“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)

Recognition and rewards for effort

We recognise and reward children who go ‘**over and above**’ our standards of expectation. Developing positive relationships is key to enable children to feel valued, appropriately challenged and rewarded, either individually or as part of a collective. We focus on rewards being a combination of extrinsic and intrinsic rewards with an aim and praise being specific and skill based. Rewards include:

- Recognition board
- Celebration assembly
- BBB Certificates
- Headteacher’s hot chocolate
- Face-to-face chat, short written note or a phone call home
- Individualised reward charts
- Marble rewards

Recognition Boards

Each class will have a Recognition Board. The teacher will write at the top of the board the behaviour they are focusing on for that day. Examples could include showing kindness to others, great thinking, collaborative working, thoughtful feedback to friends and may even focus on good transitions (lining up and being ready). When the adult sees children demonstrating the behaviour well, they will put a tick against their name. The recognition board is not intended to shower praise on the individual. It is a collaborative strategy, an extrinsic approach: we are one class, focused on good learning behaviours, moving in one direction.

Principles of our Recognition Board:

- Target your Recognition board at learning attitudes not just functional behaviours. Make sure that the behaviour you choose raises the expectation for all children.
- All staff can tick off a child’s name on the board.
- Ticks are never removed from the board. Children who are not following expectations are spoken to privately.
- Children can nominate others to move up. Try stopping an activity after 15mins and ask them to nominate two children who have been consistently demonstrating the desired behaviour(s).
- Pupils are recognised for effort not achievement.
- When everyone’s name has been ticked off, a marble is added to the jar and after 25 marbles, the class can have a prior agreed reward.
- Use the recognition board to persistently and relentlessly catch children demonstrating the right behaviours.

Celebration Assembly

Our celebration assembly (Be the Best you can Be - BBB) is weekly for all children, where a child from each class will be chosen for a BBB certificate. Each week, there will be a focus around a school rule or school value which staff will look for in the children throughout the week and the child given the certificate will have consistently **demonstrated our school rules and values** during the week. The children selected receive a certificate from the class teacher.

Golden Tickets

Golden Tickets can be given out by any member of staff at any time of the week and the children can enter them into a weekly raffle which is pulled out in behaviour assembly. They are collected over the course of the week and six children’s names are pulled out of a hat to take part in “top table” – a special lunch hall table set

up with fruit.

Headteacher's Hot Chocolate

The "Headteacher's Hot Chocolate" is a positive reinforcement strategy. It involves rewarding students who consistently demonstrate exceptional behaviour, effort, or achievement with a special, informal meeting with the headteacher over a cup of hot chocolate. This approach recognizes and celebrates positive behaviour in a personal and memorable way, fostering motivation and a sense of achievement in students.

Each month, the teachers select children for a special hot chocolate treat with the headteacher, honouring those who consistently exhibit impeccable behaviour. These children stand out for their unwavering adherence to the school's school rules. This recognition celebrates their commitment to these values and sets a positive example for their peers. This reward will not be for all children and is aimed at encouraging those children that are sometimes overlooked as they behave consistently well.

5. Relentless Routines

At Tetherdown it is important that our children feel they belong and they feel safe. We want all our children to thrive as individuals and enjoy being the best they can be. We encourage high expectations where everyone knows the routines and the boundaries. A consistent approach is important for every child to know how to be successful when working with other children and adults across the school day.

Greeting Routines

We ask all teachers to greet every child individually as they enter the classroom every morning. This should be with a verbal greeting and a physical greeting such as: high five or fist pump. Equally, at the end of every day, children should say farewell with a physical and verbal greeting. In reception and year 1, this is done in a more informal approach and children are greeted in the classroom once they are settled. Adaptations will be made for children who need it or who have neurodiversity.

Expectations around School

Children are expected to move around the school calmly and quietly.

Children are expected to arrive and leave assembly and sit in assembly silently and calmly.

Children and staff are expected to greet each other with eye contact and a simple greeting when passing in the corridor.

For more information and models on these areas, (teacher may refer to Yellow WalkThrus) on:

- Positive relationships p. 36
- Establish your expectations p. 38
- Signal, pause, insist p. 40
- Rehearse Routines p. 44
- Choices and Consequences p. 46
- Blending warmth, kindness and assertiveness p. 36
- Positive Framing p. 42

Blue WalkThrus:

- Getting Lessons Started p. 38
- Gather Around p.40
- Keeping On Task p. 42
- Silence is Golden p. 44
- Transitions Between Activities p. 46

Green WalkThrus:

- Seating Plans p. 44
- Certainty vs Severity p. 48
- Pastoral conversation p. 52
- Repair and rebuild p. 54

- Build a Vocal Repertoire p. 46

6. Scripting difficult conversations

At Tetherdown we expect all staff to consistently use a script to respond to unwanted behaviours in children. By using a script you can start a conversation with a child in a calm and measured way, it removes any emotion from the conversation and gives the children consistency.

Managing low or moderate level behaviours. To be done privately with the child:	
1. Reminder of our rules + take up time	Are you ok? Remind child of school rules. Use de-escalation strategies. (See appendix 6) 2 minutes take up time (should take 2 minutes to implement)
2. Caution + take up time	Name behaviour, remind of previous good behaviour and warn of consequence if they continue. 2 minutes take up time
3. Last Chance	Use micro-script A-E (see below) and advise of loss of personal time (2 minutes) for a follow up conversation.
4. Cool Off (re-focus)	Use micro-script A to C. Child sit in other year group's class for up to 10mins. Child is given timer and fiddle toy (when appropriate) to get themselves back to 'regulated' green zone. If outside at playtime or PE – child sits on wall.
5. Restorative Conversation	A private conversation with the adult using the thinking sheet. (Teacher, TA, SMSA). (Thinking sheets – see appendix 6 and 7) Thinking sheets should be given to the class teacher and stored in the class file.
Micro-script	A. "I notice you are still..." (name behaviour) B. "It was the rule about...that you broke." C. "You have chosen to..." (name consequence given at caution) D. "I need to see you..." (following our school rules/following our values) E. "Thank you for listening. I will catch up with you at break time." Check in with child after 2 minutes – praise improved behaviour or escalate to stage 4.

For more information and models on these areas, look at *Yellow WalkThrus* book for:

- Positive Framing

Choices & Consequences

7. Monitoring Behaviour

Three low/moderate level incidents recorded on thinking sheets within a half term.	Parents are contacted and asked to meet with the class teacher to discuss next steps.
Two further (total five) or more low/moderate level incidents within a half term requiring	A meeting involving parents, class teacher and the Phase Leader will be arranged to discuss next steps.

thinking sheets or one serious behaviour occurs.	The class teacher should create a class behaviour chart to support the child's behaviour and communicate weekly with parents.
A pattern of serious behaviours or eight or more low/moderate behaviours requiring thinking sheets occur within a half term.	A meeting between parents, class teacher and a member of SLT. A behaviour plan will be set up that is shared with all staff and family.
One intolerable behaviour occurs.	Intolerable behaviours will be dealt with swiftly, having listened to a full account from the child and any other viewpoints. The Headteacher may decide to suspend a child because of their behaviour. See Exclusions Policy for full details. A re-integration meeting will be held with family on returning to school. Notes of the meeting are recorded on INTEGRIS and shared with the parents.
At any point, parents may be signposted to additional resources and support for the family at home or the child in school. For example: Haringey Learning Partnership behaviour team, Trailblazers, CAMHS or SEN support.	

8. Recording Behaviour

Low/moderate level behaviours are dealt with the script and are de-escalated before step 3.	No record needed
Low/moderate behaviours get to step 3 -5 when using the script.	The person who completed the script with the child should complete the thinking sheet with the child privately. They (student and staff member) should hand the thinking sheet to class teacher and the class teacher will add it into Class File.
Serious behaviours	The person who completed the script with the child should complete the thinking sheet with the child privately. They should hand the thinking sheet to class teacher and the class teacher will add it into Class File. The staff member who witnessed or dealt with the situation should record it on Integriss.
Intolerable behaviours	Recorded on Integriss by staff member who witnessed or dealt with the situation. Suspension and Exclusion paperwork completed by member of SLT.

10. System of Rewards and Sanctions

Be Safe Be Ready Be Respectful

(Behaviours that challenge will be dealt with on an individual basis and take into account the child's age, stage of development and any applicable SEN/Disability.)

These rewards encourage excellent behaviour at Tetherdown: Verbal and non-verbal praise Golden Ticket Recognition board Marbles BBB certificate Headteacher's Hot Chocolate Note or phone call home Hall Behaviour Display	These behaviours are not what we want at our school.			
		Behaviours that challenge:	Order of response including restorative approaches	Who
	Low Level (Unsocial behaviour impacting only the child)	Leaving desk without permission Leaving the carpet during input without permission Refusing to complete the work set (send work home with note to parents) Poor effort Choosing to do another activity than the one the class are doing Tilting and rocking back on their chair Calling out/talking to a friend Not listening to instructions Playing/fiddling with equipment Time wasting Late to lessons following a break Cheating At playtimes/lunchtimes regularly in the building without permission No PE kit Running indoors Pushing in line Bad sportsmanship	Follow script and micro-script. Use de-escalation strategies. Implement preventative strategies	Consequences If low level behaviour goes beyond stage 3 and the de-escalation strategies are not effective, behaviour is then considered moderate level. Follow consequences in moderate level. Class teacher Teaching support staff SMSAs Admin staff Premises staff
	Moderate level (Anti-social behaviour impacting on others)	Aggressive shouting/calling out disruptively Continued interruptions Swearing Answering back/mimicking Name calling/unkind remarks towards others or their family Lying Refusal to carry out an adult's request Distracting and/or disrupting others' learning by shouting/banging/making noises Throwing small equipment Leaving the classroom without permission Damage/interference with property/pushing over furniture Stealing Dropping food deliberately on the hall floor Leaving areas untidy	Follow script and micro-script. Use de-escalation strategies. Protective consequence: Differentiated learning space Differentiated teaching space Possible limit to outside space Escorted in social situations/break times Restricted off site activities	All during their playtimes/lunchtimes: Natural Consequences: Tidy school areas Litter pick Helping SMSAs in the dinner hall Helping in KS1 playground Repair or replace item damaged Send uncompleted work home Letter of apology or similar restorative gesture Teach something, practice something: Learn kind phrases to practice Social story Comic strip conversations School Rule project/poster Research real life consequences (e.g. stealing) Class teacher, Snr SMSA Phase Leader

		Serious level (Dangerous anti-social behaviour)	Leaving the school building Leaving the premises Spitting (directly at another) Scratching Pinching Hair pulling Hitting Kicking Fighting Biting Punching Throwing furniture Physical/verbal bullying Threatening/aggressive behaviour Vandalism / graffiti Destroying school property Serious physical/verbal threats made to children or staff Child on child abuse Sexualised behaviour/language, incl. inappropriate touch Bullying (including cyber bullying) Homophobic, misogynistic or racist language/incidents	Keep all records in Class behaviour File Protective consequence: Differentiated learning space Differentiated teaching space Possible limit to outside space Escorted in social situations/break times Restricted off site activities	All during their internal exclusion/lunchtime exclusion: Natural Consequences: Tidy school areas Litter pick Helping SMSAs in the dinner hall Helping in KS1 playground Repair or replace item damaged Send uncompleted work home Letter of apology or similar restorative gesture Teach something, practice something: Learn kind phrases to practice Social story Comic strip conversations School Rule project/poster Research real life consequences (e.g. stealing) Meet with PCSO (police community support officer)	Class teacher, Snr SMSA SLT / SENCo Outside agencies
		Intolerable	Assault causing physical / emotional trauma Carrying an offensive weapon Carrying or using drugs Substantiated dishonest allegations against any member of staff	1. Suspension 2. Permanent exclusion Definitions: A suspension is an exclusion that is temporary, defined by a beginning and end date. Permanent exclusion refers to a pupil who is excluded and will not come back to that school (unless the exclusion is overturned).		Class teacher SLT / SENCo Headteacher

A child-friendly version of this table can found in the Appendix.

11. Bullying

We understand bullying to be:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship may involve an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online'. This definition is taken from The Anti-bullying Alliance who have created powerful and effective resources to support schools and families with incidents of bullying and the education around it. We take bullying incredibly seriously at Tetherdown and we encourage children and families to come forward with any concerns immediately to their class teacher. When helping children and families determine whether behaviour is unacceptable and unkind or bullying, we use the acronym STOP. This stands for: Several Times On Purpose. This helps to determine whether someone has been unkind or mean and it was not bullying or it has been several times on purpose and so we would then define it as bullying. Both behaviours would be given consequences but different strategies would be used.

Imbalance of Power:

Any situation where a child or group of children have power over someone else. This could be because of the size of the group they are in, or they are the majority faith, gender or race or age, they may be more cognitively able than the other person or physically bigger than the other child. Any situation where they use their power to negatively impact on another young person or group.

Bullying behaviour can be:

- Physical – pushing, poking, kicking, hitting, biting, pinching etc.
- Verbal - name calling, sarcasm, spreading rumours, threats, teasing, belittling.
- Emotional – isolating others, tormenting, hiding books, threatening gestures, ridicule, humiliation, intimidating, excluding, manipulation and coercion.
- Sexual – unwanted physical contact, inappropriate touching, abusive comments, homophobic abuse, exposure to inappropriate films etc.
- Online /cyber – posting on social media, sharing photos, sending nasty text messages, social exclusion
- Indirect - Can include the exploitation of individuals.

Any behaviour listed here, can be found in the Systems of Sanctions and Rewards table. Some are low or moderate behaviours when done in isolation and are one-off. When these behaviours meet our definition of bullying, the behaviour is treated as 'Serious' or higher and would be followed up accordingly.

Exclusions

Exclusions may be used at Tetherdown Primary School in conjunction with the school's Exclusion Policy and guidance from the DfE. Children may be excluded from school for intolerable behaviours or for persistent moderate or serious behaviours. When taking the decision to exclude a child, members of the SLT follow the guidance from Haringey Local Authority.

A permanent exclusion is always a last resort and the school will endeavour to work with the family to complete a managed move through a graduated response to a more suitable setting.

For more information on exclusions and permanent exclusions, please see our Exclusions Policy.

12. Restorative Follow Up

At Tetherdown Primary School we restore and repair relationships by:

- Consistently giving a fresh start
- Having restorative conversations which occur through our 'Thinking Sheets'
- Active listening
- Emotional coaching approach
- Having unconditional positive regard
- Using Zones of Regulations
- Teaching strategies for self-regulation

- Teaching children about taking responsibility for their choices

Restorative Practice

Tetherdown Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviours in a fair and consistent way. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be necessary. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed in this policy. When considering suitable consequences for unwanted behaviour, we aim to use 'Natural Consequences' or 'Teach something, Practice something'. Both of these principles aim to ensure that the child understands the impact of their behaviour and learns how to not repeat it. It avoids arbitrary consequences which have no impact on addressing the child's behaviour and significantly increase the chance of the child repeating that behaviour.

Putting the Victim First

At our school, we take all reports of bullying seriously and are committed to ensuring that any pupil who feels targeted is listened to, supported and protected. Children who experience bullying will be reassured that they have done the right thing in speaking up and that their concerns will be handled with sensitivity and confidentiality wherever possible.

We will provide a safe space for victims to talk about their experiences and will work with them to restore their confidence, self-esteem and sense of security. Appropriate support may include trusted adult check-ins, peer support and where needed, pastoral or external support services.

The school will work collaboratively with external and internal parties to ensure that the child's needs are put first.

Natural Consequences:

Natural consequences focus on the child fixing what was damaged, so, for example: when a child left rubbish all over the floor at dinner even though the script was followed, their natural consequence was to spend the next lunchtime assisting the SMSAs at lunchtime, tidying and cleaning.

Teach Something, Practice Something:

This area focuses on equipping children to respond differently when faced with a challenging situation. This could be teaching them empathy skills, communication skills or regulation skills. Often this is done through social stories, researching real life consequences of their actions if they were an adult and strategies for how to manage the conflict differently next time. An example of this could be that a child hurt another child because they wanted to play their game and so the child was given a social story where they were given positive communication strategies and sentences to use to ask to join in the game more constructively next time.

SEND pupils

When a child is on the Special Educational Needs list/census, the whole school behaviour policy may not meet their needs and so a behaviour plan may be drawn up with the child, their parents and all relevant school staff to ensure their needs are met and expectations around behaviour are clear and still reflect the school's policy on behaviour. Some children with SEND may just need minor adjustments to the whole school behaviour plan and this would be done with the class teacher and put in the child's Learning plan or Monitoring Plan. However, many children with SEND do not have any behaviour challenges and they would follow the school behaviour policy.

Children with Social, Emotional and Mental Health needs

For children with social, emotional or mental health needs, the whole school behaviour policy may not be enough to meet all their needs and so a behaviour plan may be drawn up with the child, their parents and all relevant school staff to ensure their needs are met. Outside agencies will be drawn upon to train staff, support the child in school and support the family at home.

13. Additional guidance

Positive handling and reasonable force

Tetherdown Primary School makes use of the DfE guidance: [Use of Reasonable Force in Schools \(2013\)](#) and we ask staff to follow our Physical intervention and restraint policy.

Searching, Screening and Confiscation

The Headteacher and staff authorised by the Headteacher have the power to search pupils in accordance with DfE Guidance: [Searching, Screening and Confiscation: Advice for Schools](#)

Unacceptable Behaviour Outside School

In accordance with DfE Guidance, Tetherdown Primary School has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

The decision to sanction a pupil will be lawful if it is made on the school premises or elsewhere at a time when the pupil is under the control or charge of a member of staff of the school. This follows the guidance provided [Behaviour in Schools: Advice provided for Headteachers and School Staff](#)

Application and scope of this policy

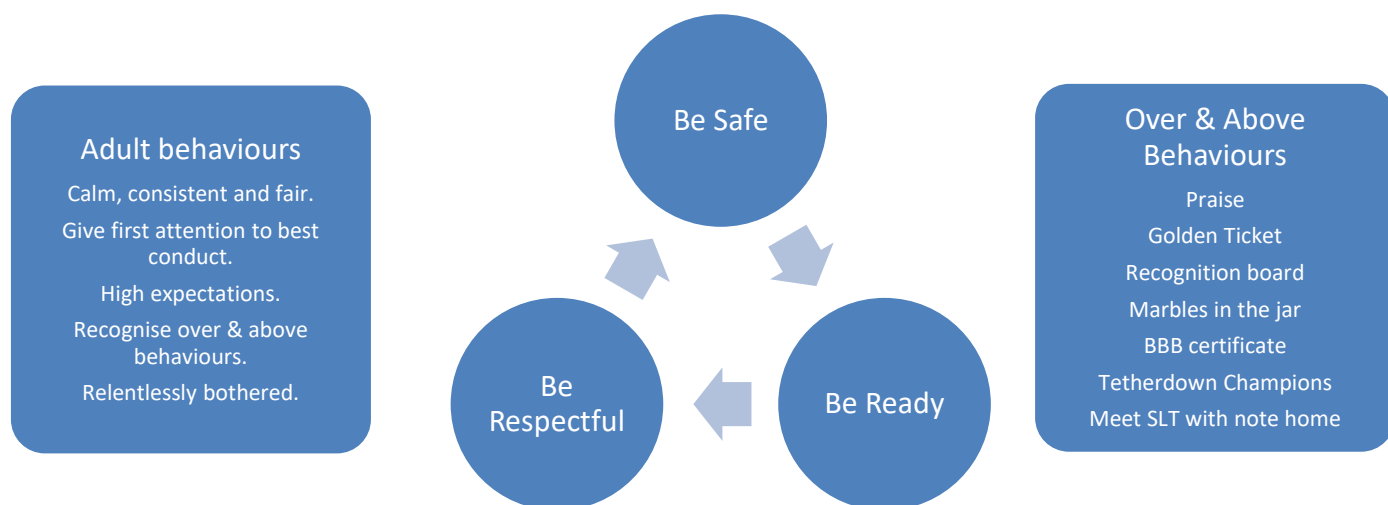
This Relationships and Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g., in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply. When behaviour displayed also falls under a safeguarding concern, the safeguarding policy is followed in tandem to this policy however when there is a conflict between advice from each policy, the safeguarding policy would take precedent over this policy.

Monitoring & Evaluation

The Senior Leadership Team will monitor the effectiveness of the policy annually and report back to the Governing Body. SLT will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by staff in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken.

Related Policies / Guidance

- Safeguarding and Child Protection Policy
- Exclusions Policy
- Handling Allegations Against Staff
- Physical intervention and restraint policy
- DfE Guidance including:
 - [Behaviour in Schools: Advice provided for Headteachers and School Staff](#)
 - [Searching, Screening and Confiscation: Advice for Schools](#)
 - [Use of Reasonable Force in Schools \(2013\)](#)
- [Anti-Bullying Alliance](#)



Our values

*Lead with kindness, Feel the laughter, Inspire achievement,
Nurture friendships, Share the magic... Exceed expectations!*

Staged response (in private)	Micro-script	Restorative prompts
1. Reminder of our rules – Are you ok?, remind school rules. Use de-escalation strategies (appendix) 2. Caution – Name behaviour, remind of previous good behaviour and warn of consequence if they continue 3. Last chance – use micro-script - A to E and advise of loss of personal time (2 minutes) for a follow up conversation. 4. Cool Off (Re-focus)– use micro script - A to C. Child to sit in other year	A. "I notice you are still ..." (name behaviour) B. "It was the rule about...that you broke" C. "You have chosen to..." (name consequence given at caution) D. "I need to see you..." (following our school rules / following our values)	The restorative seven points (using the Thinking Sheet): (age and stage of development – try two or three) 1. What happened? 2. What were you thinking at the time? 3. What have you thought since? 4. How did you feel? 5. How did this make those who had been affected feel? 6. What should we do to put things

group's class for up to 10mins. Child is given timer and fiddle toy to get themselves back to green zone. If outside - child sit on wall.

5. Restorative conversation – a private conversation with the adult using the thinking sheet. (Teacher, TA, SMSA).

E. "Thank you for listening. I will catch up with you at break time"

Check in with child after 2 minutes – praise improved behaviour or escalate to stage 4.

right?

(Writing a letter, completing work at home)

7. How can we do things differently in the future?

KS1 version:



1. Reminder of our rules – Are you ok?, remind school rules. Use de-escalation strategies (appendix)

2. Caution – Name behaviour, remind of previous good behaviour and warn of consequence if they continue

3. Last chance – use micro-script - A to E and advise of loss of personal time (2 minutes) for a follow up conversation.

4. Cool Off (Re-focus)– use micro script - A to C. Child to sit in other year group's class for up to 10mins. Child is given timer and fiddle toy to get themselves back to green zone. If outside - child sit on wall.

5. Restorative conversation – a private conversation with the adult using the thinking sheet. (Teacher, TA, SMSA).

A. "I notice you are still ..." (name behaviour)

B. "It was the rule about...that you broke"

C. "You have chosen to..." (name consequence given at caution)

D. "I need to see you..." (following our school rules / following our values)

E. "Thank you for listening. I will catch up with you at break time"

Check in with child after 2 minutes – praise improved behaviour or escalate to stage 4.

The restorative five (using the Thinking Sheet): (age and stage of development – try two or three)

1. Who was there?
2. When did it happen?
3. What happened?
4. How did you feel?
5. How did this make others feel?
6. What should we do to make things better?
7. How can we do things differently in the future?

(Writing a letter, completing work at home)

A model of positivity - tweaking teaching to transform trouble:

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward children for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere, private verbal praise.
- Send positive notes or messages to children from adults – approximately 2/3 per day.
- Show children their ideas and experiences have real value.
- Catch children doing the right thing, don't let sleeping dogs lie.
- Use subtle, private praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that scream high expectations.
- Make children feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach children how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some children.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the children.

Refocusing the conversation:

When children try to argue, shift the blame, or divert the conversation you can either:

- Calmly and gently repeat the line you have been interrupted in. This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce.

Or...

- Use an appropriate refocusing line to bring the conversation back to the script. This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.' 'But they were doing the same thing.' 'I was only...' 'You are not being fair.' 'It's boring.' 'You are a ... (name calling).'	'I hear what you are saying...' 'I understand...' 'Maybe you were ... and yet ...' 'Yes sometimes I may appear unfair...' 'Be that as it may...' 'I am sorry that you are having a bad day.'

Get out line:

If the conversation is becoming unproductive, what line will you leave on?

Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back, we can have a polite, productive conversation."*

Why you should follow up incidents personally:

1. The adult best placed to have an impact on the behaviour of the learner is the class teacher.
2. Senior colleagues cannot control the behaviour of learners remotely.
3. The learner may come to the next lesson with resentment.
4. Inclusion is about building relationships with every learner regardless of their individual needs.
5. You have a responsibility to talk to the learner about their behaviour, repair trust and reinforce high expectations for the next lesson.
6. If you pass responsibility to a senior colleague, the learner begins to imagine that you are not able to manage their behaviour.
7. You can use the opportunity to build your relationship with them.
8. Many learners with chaotic home lives are testing whether the adults around them are going to give up and pass them onto someone else.
9. You may discover information about the incident or background to it that will prove useful when managing the young person in future.
10. Colleagues see that you are committed to managing the behaviour of all learners; when you ask for support it is more likely to be provided enthusiastically.

Communication with families:

We encourage all families to speak with their class teacher as soon as possible with any concerns that they may have regarding their child's or another child's behaviour.

When questions about other children's behaviour arise, we expect parents to always go through their class teacher, rather than to speak with other children or their parents about it .

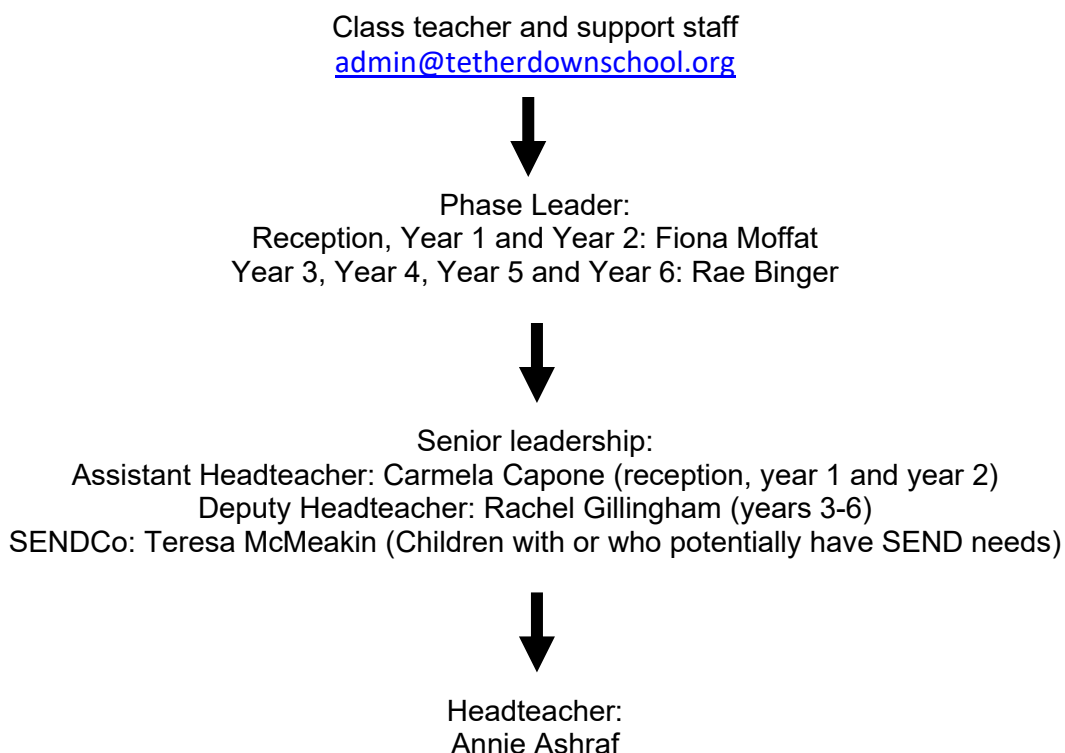
You are welcome to email your class teacher directly or use the office email: admin@tetherdownschool.org, mentioning the child's full name, class and teacher's name.

Alternatively, you are welcome to speak to your class teacher at the beginning or the end of the day if it is a short conversation.

In autumn and spring term, there is also the opportunity to meet with your class teacher at parents evening to discuss progress.

If there is anything that you feel has not been handled fully by your class teacher, the escalation process is to contact your phase leader, then assistant or deputy headteacher, then headteacher. You are always welcome to copy in the SENDCo if appropriate. Contacting the headteacher should be a last resort and parents who copy in the headteacher directly will have their email passed onto the phase leader initially. If your phase leader receives an email and deems it necessary to be passed straight onto the headteacher, they will do so.

All emails will be responded to within 5 working days.



Name: Completed by:		Date:
	<u>Who</u> was there?	
		<u>Where</u> did it happen?
	<u>When</u> did it happen?	
	<u>What</u> happened?	
<u>How did you feel at the time of the problem?</u> 		<u>How did other people feel?</u> 
<u>What</u> should we do to make things better?		
<u>How</u> can we do things differently in the future?		
<u>ADULT</u>		
<u>Action</u> ☐ call parent ☐ inform teacher ☐ see SLT		

Thinking sheet for years 3, 4, 5 and 6 (Chn can use the simpler version if more suited to their needs)

Name:	Date:
 <u>Who</u> was involved?	 <u>Where</u> did it take place?
 <u>When</u> did it happen?	
 <u>What</u> happened?	
<u>What were you thinking at the time?</u>	
<u>What have you thought since?</u>	
<u>How did you feel at the time of the problem?</u>	<u>How did those affected feel?</u>
   	   
<u>What</u> should we do to put things right?	
<u>How</u> can we do things differently in the future?	
<u>ADULT</u>	
<u>Action</u> ☐ call parent ☐ inform teacher ☐ see SLT	

DE-ESCALATION

STRATEGIES FOR MELTDOWNS

Don't yell to be heard over a screaming child

Avoid making demands

Validate their feelings but not their actions

Remain non-judgmental

Silence

Be aware of your body language

Don't try to reason

Avoid the word "No"

Respect personal space

Deep breathing

Answer questions but ignore verbal aggression

Use a distraction

Acknowledge your child's right for refusal

Don't try to reason

Decrease sensory stimulation

Get down to your child's level

Take a short walk or movement break

Reflective listening

De-escalation Advice for Autistic Children:

1. Do not try to reason with the child

When a child is having a meltdown, the logical part of their brain (the prefrontal cortex) isn't working. During a meltdown, the fight-or-flight instinct takes over, the brain is flooded with adrenaline and cortisol, so they cannot access the part of their brain that thinks logically. It may be tempting to try to reason with the child but often that will make them angrier. When the brain is engaged in fight-or-flight, there is a perceived threat. During that time, reasoning attempts are ineffective. In some cases showing empathy will also make things worse for some children. Focus on reassuring the child that they are safe, by staying calm and meeting basic needs. Once the child has actually calmed down, they may respond to this kind of reasoning, but mid-meltdown it won't help.

2. Avoid making demands

Sometimes too many demands can actually cause the meltdown in the first place. But regardless of the cause, avoid making more demands during dysregulated situations.

Telling the child repeatedly to "stop" or "calm down" or "snap out of it" isn't going to make them stop or calm down or snap out of it. Focus on following the script and place all of your other expectations on hold, temporarily.

3. Take any emotion out of your voice, using a level tone and volume

Once the fight or flight instinct is activated, it's important to understand that a child's brain is perceiving a threat. They need reassurance that they are safe. Shouting or using a higher pitched voice makes you appear threatening and will not help de-escalate a meltdown. Wait until they stop and then speak to them calmly and empathetically.

4. Validate their feelings, but not their actions

Everybody has the right to feel a certain way about any given situation. One thing you never want to do is shame a child for how they're feeling. Giving validation to their feelings shows the child that you accept their thoughts, feelings, and sensations. This shows the child that you're on their side. Include a "because" when you validate instead of a "but". We don't want the child to feel shame for having emotions. We can learn a lot from emotions. It's the actions that need to change.

5. Be aware of your body language and facial expressions

It's important to appear calm and non-threatening when a child is struggling to regulate. The best way to do this is by being mindful of your body language and facial expressions. Keep your facial expression neutral. Consciously do a check of yourself and make sure you aren't frowning, furrowing your brow, or clenching your jaw. Also, be intentional with your body language. It's best to keep your hands in front of your body in a relaxed position. One of the biggest factors in de-escalation is regulating your own emotions.

6. Get on the child's level

Don't stand over them, looking down at them as you talk. It gives off a vibe of superiority that isn't helpful at the moment. It also can feel threatening. If the child will sit, sit with them. If not, kneel so you're at eye level with them when communicating. (Although it's usually best to keep communication to a minimum).

7. Distraction

This de-escalation strategy works best if it's used early. Try distracting the child from the current situation by offering them a favourite toy, a preferred calming activity, or showing them a funny story you think they

would like. This may look like offering the child a break in a calm down corner to also change up their environment. This technique doesn't mean the child "gets away with" the behaviour. Once they're calm and more likely to respond with reason and logic you need to address the original issue.

8. Reflect on the child's wants and needs

Reflective listening shows you are listening to their concerns, however poorly they are being communicated. Say things like "So you are saying you are upset because you really wanted your pink shirt today?" If you're lucky enough to get a moment where the child says "YES!" to your reflection, it opens an opportunity for you to then validate the child's feelings and help them calm down.

9. Silence

Sometimes total silence can help a child begin calming down and then start seeing things more reasonably. You can also try to take slow, deep breaths when using this strategy. Breathe deeply enough that it's audible in the silence.

10. Offer a movement break or a walk

Getting moving is proven to reduce stress, help you calm down, and increase serotonin, the feel-good neurotransmitter. During a meltdown, the fight or flight instinct is activated – movement like going for a walk can "trick" your brain into feeling that it's chosen "flight" and helps you start calming down.

11. Decrease stimulation

No matter what caused the meltdown, additional stimulation can contribute to more overload. Minimize this stimulation by dimming lights, turning the TV down or off, and having other people leave the room if possible.

12. Avoid saying "no"

If the child is asking you questions, avoid saying the word "no" because it can instantly make things worse. No is a trigger word for a lot of people. Nobody likes to hear the word "no," and when emotions are already heightened, it can make things even worse for a child. Of course, we're not suggesting you say yes to whatever they want. Simply offer more open-ended answers like "We can plan a time to do that" or "That's something we can talk about when everybody is calm."

13. Use calming visual input

Certain visual input can be mesmerizing and help children calm down. Try creating a calm down bottle together to use when a child is upset, using an LED light projector or a lava lamp.

Expected Behaviour

Be ready
Be respectful
Be safe

Good manners
Work hard
Concentrate in class
Share with others
Walk in school

Rewards:

Praise
Golden tickets
Class marble
Tick on the recognition board
BBB certificate
Headteacher's Hot Chocolate

Low Level Behaviour

Leaving desk or carpet without permission
Refusing to complete the work set
Poor effort
Rocking on their chair
Calling out
Not listening to instructions
Playing/fiddling with equipment
Time wasting
Late to lessons following a break
Cheating
Regularly in the building without permission
No PE kit
Running indoors
Pushing in line
Bad sportsmanship

Consequences

1. Are you ok? Rules
2. Behaviour and warning
3. Micro-script and talk to teacher
4. Cool off (up to 10mins)
5. Talk to adult (thinking sheet)

Moderate Level Behaviour

Leaving areas untidy
Aggressive shouting/calling out disruptively
Continued interruptions
Swearing
Answering back/mimicking
Name calling/unkind remarks towards others or their family
Lying
Refusal to carry out an adults' request
Distracting and/or disrupting other's learning by shouting/banging/making noises
Throwing small equipment
Leaving the classroom without permission
Damage/interference with property/pushing over furniture
Stealing
Dropping food deliberately on the hall floor

Consequences

Consequences:
Complete 'Thinking Sheet'
Meet with parents and Phase Leader

During playtimes/lunchtimes:

Natural Consequences:

Tidy school areas Litter pick
Helping SMSAs in the dinner hall
Helping in KS1 playground
Repair or replace item damaged
Send uncompleted work home
Letter of apology or similar restorative gesture

Teach something, practice something:

Learn kind phrases to practice
Social story
Comic strip conversations
School Rule project/poster
Research real life consequences (e.g. stealing)

Serious Level Behaviour

Leaving the school building
Leaving the premises
Spitting (directly at another)
Scratching
Pinching
Hair pulling
Hitting
Kicking
Fighting
Biting
Punching
Throwing furniture
Physical/verbal bullying
Threatening/aggressive behaviour
Vandalism / graffiti
Destroying school property
Serious physical/verbal threats made to children or staff
Bullying (including cyber bullying)
Being mean to someone about something they can't change e.g. skin colour

Consequences

Complete 'Thinking Sheet'
Meet with parents and phase leader or SLT

All during their internal exclusion or lunchtime/breaktime detentions:

Natural Consequences

Teach something, practice something
(See Moderate consequences)

Protective consequence:

Differentiated learning space
Differentiated teaching space
Possible limit to outside space
Escorted in social situations/break times
Restricted off site activities

Internal exclusion