



Golden Valley Primary School Behaviour Policy

September 2024



Golden Valley Behaviour Policy

Rationale

This policy aims to develop a culture of **kindness** and **excellent** behaviour, **challenging** themselves to be **ready, respectful**, and **safe** at all times.

We all have a right to a safe, orderly, positive environment in which learning and teaching can be carried out effectively. Our aim is to teach children to hold themselves and others to high standards and demonstrate excellent behaviour. The purpose of this policy is to ensure that children experience a consistent and clear response from all the adults and other children in school so that everyone understands that all behaviour is communication. Where this impacts negatively on others, explicit teaching can take place and restorative conversations can happen.

Aims

- Embed the Six Principles of Nurture (UK) in our approach (see Appendix 1)
- Encourage responsible behaviour and raise children's self-esteem
- Provide a framework, which allows us to teach the behaviours we expect from children and what they can expect in return
- Encourage the children to have a sense of pride and ownership in their school
- Promote a view of community and personal accountability which will equip the child well for the responsibilities of adult citizenship
- Ensure all adults in our community have a shared understanding of our high expectations and can deliver the policy with a nurturing approach
- Prevent bullying, misogyny, racism, and any discriminatory or other anti-social behaviours

Guidelines

1. Our Behaviour policy is designed to recognise, promote and celebrate the fact that our children behave appropriately and make good choices.
2. We work in partnership with parents to implement our Behaviour Policy.
3. Behaviour is learned, just as Maths and English are. The Golden Valley Way is taught as part of the Curriculum so that children know and understand what good behaviour looks like and is expected at Golden Valley Primary School.
4. Staff are involved in formulating policy and are properly trained to implement it.
5. Our Behaviour Policy does not refer to "punishment" or "sanction". Instead, children understand that there is always a consequence to their behaviour.
6. When physical intervention is required to ensure a safe environment, staff use the appropriate techniques to secure a calm and safe outcome.
7. Staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action." Use of

Reasonable Force DfE circular 03/12

8. Teachers and the Senior Leadership Team will log behaviour choices which are causing concern and the school's actions.
9. Each class will have a copy of the three school expectations, Wonderful Walking, Wonderful Listening, STEPS and SHAPE displayed in class.
10. Staff will work closely with the Senior Leadership Team, Learning Mentor and the SENDCo to ensure that pupils at risk receive specialist support when necessary.

Three School Expectations

At Golden Valley we have three simple expectations that underpin our behaviour policy.

These are –

- Be Ready
- Be Respectful
- Be Safe

These 'expectations' are designed to be easy to understand for all children, parents and stakeholders.

The Wonderfals

We also follow the principles of Wonderful Walking and Wonderful Listening.

Wonderful Walking is:

Face forward

Stand up straight

Arms by our sides

Not talking

Walk on the left

The first person holds the door open for the class

Priority of way will be given to class transition over the movement of individual adults, who are expected to model and praise Wonderful Walking

This encourages children to have pride in themselves as they walk around school. It discourages running and bumping into each other and ensures everyone is **safe**.

Wonderful Listening is:

Face forward

Empty hands

Always sit up straight, four legs of the chair on the floor

Never interrupt

Track the speaker

This ensures that everyone can hear what is being said and shows **kindness** and **respect** to the speaker, maximising the understanding of what's been said.

STEPS

STEPS teaches children how to be polite and **respectful**. Someone who is polite has good manners and behaves in a way that is **kind** and **respectful** to all children and adults

Steps to politeness:

Say the person's name

Thank you

Excuse me

Please

Smile

SHAPE

Shape teaches children to speak loud and proud so that everyone can hear what they are saying.

Sentences in full

Hand away from mouth

Articulate

Project

Eye contact

Recognition

We will recognise acceptable behaviour in the following ways:

- with smiles
- with words
- with daily House points
- with Golden Postcards when earned
- with weekly Achievement Certificates award in assembly
- with whole class marble jar treats when earned by demonstrating the school values and expectations

The staff at Golden Valley Primary School make the following commitments to their pupils:

- We will manage behaviour using positive reinforcement (first attention to best conduct) (Dix, 2017)
- We will adopt a 'warm strict' approach to behaviour management
- We will try to catch children doing the right thing and show our approval promptly (Lemov, 2021)

- Staff will create a nurturing environment to enable healthy social and emotional development of all pupils
- We will promote inclusion by recognising that children have a variety of needs and by understanding that all behaviour is communication
- We are aware that different children prefer to receive praise in different ways and adapt the ways we give praise to meet these needs. (We acknowledge that some children with low self esteem find it hard to accept 'inflated praise' and adapt our approach to accommodate this)
- Whilst it may be helpful to label behaviours, we never name or shame children

Child on Child Abuse

All staff are aware that safeguarding issues can manifest themselves via child on child abuse. This is most likely to include, but may not be limited to:

- Bullying, including cyberbullying
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals

Any incidents of abuse by children or young people should be taken as seriously as abuse perpetrated by an adult, and reported to the designated safeguarding lead or other nominated designated safeguarding staff immediately.

Challenging Behaviour

Occasionally children will show more challenging behaviour and do not follow the Golden Valley Way. This could be disrupting the learning of others on a number of occasions, showing disrespect to adults and other children, hurting other children verbally or physically, or disengaging from learning for a prolonged period. At this point teachers will arrange a meeting with parents so that they can work in partnership to support the child and inform the senior leadership team of their concerns and actions.

If the challenging behaviour continues or escalates, it may be appropriate for the school to hold a Team Around the Child meeting with school adults. At this stage parents will be called into school for a meeting with the teacher and a senior leader to review the previous actions and agree the next steps. At this meeting it will be made clear that the behaviour is unacceptable and that if it continues the child may be at risk of a Fixed Term exclusion. An individualised behaviour plan will be discussed and expectations will be clarified, including support from parents. Actions implemented at this stage may be:

- Behaviour contract
- Use of timer to measure disengagement from Learning
- Team around the child meeting including SENDCo and Learning Mentor

- Referral to external support
- Structured timetable for Lunchtimes
- Daily contact with parents
- Implementation of daily diary recording sheets and analysis

Inappropriate Behaviours

Inappropriate behaviours are those which are deemed to be unacceptable to others. Although not an exhaustive list these behaviours may include: persistently refusing to follow instructions, biting, spitting, hitting and kicking, foul language and swearing, making unkind remarks, damaging property, answering back, rudeness or aggression to others, stealing, truancy, racist comments, forming gangs, bullying and bringing onto school premises prohibited items as outlined in the January 2018 document 'Searching, screening and confiscation'. Prohibited items are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen Items
- Tobacco and Cigarette papers
- Fireworks
- Pornographic images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence, or
 - To cause personal injury to, or damage to the property of any person (including the pupil)

The school also prohibits the following items:

- Lighters
- E Cigarettes/Vapes

Mobile phones are prohibited in classes. We do recognise that phones can be used as a safety measure for children, in Year 5 and 6, who walk to and from school. Therefore, Year 5 and 6 children who walk to and from school can bring a mobile phone into our classroom phone boxes for safe keeping during the school day.

Suspension/Exclusion

Suspension and/or exclusion is a last resort at Golden Valley. The decision to suspend or exclude a child from Golden Valley Primary School can only be made by the Headteacher or their designate and will be made following our exclusion flow chart. Should unacceptable behaviour warrant the need to consider either suspension or exclusion then the Headteacher/designate will follow the most recent DFE guidance 'Exclusion from maintained schools, Academies and pupil referral units in England.' This guide relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations

2012;

- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

When establishing the facts in relation to a suspension or an exclusion the Headteacher will apply the civil standard of proof, ie. 'on the balance of probabilities' it is more likely than not that the fact is true, rather than the criminal standard of 'beyond reasonable doubt.'

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Searching, Screening and Confiscation

Should the school identify the need to screen or search a pupil, the January 2018 DFE advice as outlined in the document 'Searching, screening and confiscation – Advice for Headteachers, school staff and governing bodies' and 'weapons protocols for schools' will be followed.

School Leaders and school staff can search a pupil for any item if the pupil agrees. The Headteacher and staff authorised by them to have the statutory power to search pupils and their possessions, can search a pupil at Golden Valley without consent where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Staff authorised by the Headteacher to search or screen a pupil without consent at Golden Valley are: The Deputy Headteacher, SENDCo, Key Stage 2 Leader and Learning Mentor.

This policy was created in consultation with staff and children at Golden Valley Primary School and approved by the Governing Body.



Date of current policy: September 2024

Date of approval: September 2024

Date of Next Review: September 2025

Appendix 1 The Six Principles of Nurture



Nurture as a practice means relating to and coaching children and young people to help them form positive relationships, build resilience and improve their social, emotional and mental health and wellbeing. When used in school, nurture improves attendance, behaviour and attainment, and ensures every child is able to learn. A solid understanding of The Six Principles of Nurture is crucial for education professionals looking to implement nurture in their settings.

1. Children’s learning is understood developmentally

Children are at different stages of development – socially, emotionally, physically and intellectually – and need to be responded to at their developmental level in each of these areas. Responding to children ‘just as they are’, with a non-judgemental and accepting attitude, will help them to feel safe and secure.

Social, emotional and behavioural development tools such as [the Boxall Profile®](#), help staff to assess and track a child’s needs and put strategies in place to support positive development.

2. The classroom offers a safe base

A classroom environment is inviting and nurturing for all. The classroom offers a balance of educational and social, emotional and mental health experiences aimed at supporting the development of children’s relationships with each other and with staff. Adults are reliable and consistent in their approach to children and make the important link between emotional containment and cognitive learning.

Where possible, predictable routines are explained and practised, and there are clear expectations and positive models of how all adults in school relate to children and young people, both in and out of the classroom. Consider whether your setting is a safe place – physically and emotionally – for your pupils, staff, parents and carers. How do you promote structure and predictability? It is also important that your classroom or nurture space has quiet zones and reflections of home.

3. The importance of nurture for the development of wellbeing

Nurture involves listening and responding; everything is verbalised with an emphasis on the adults engaging with pupils in reciprocal shared activities. Children respond to being valued and thought about as individuals. In practice this involves noticing and praising small achievements – nothing should be hurried.

Provision and strategies should be put in place that promote the welfare and wellbeing of children and young people, as well as staff welfare and wellbeing. Consider how achievements and attainments are celebrated, and what structures are in place to promote the pupils’ voice.

4. Language is a vital means of communication

It is important for children and young people to be able to understand and express their thoughts and feelings. It is also crucial for adults to understand the importance of their own language towards children and young people, and how this can impact them. Children often 'act out' their feelings as they lack the vocabulary to name how they feel. Informal opportunities for talking and sharing are just as important as more formal lessons teaching language skills. This enables words to be used instead of actions to express feelings, and imaginative play can be used to help children understand the feelings of others.

It is helpful to provide opportunities for pupils, parents and staff to express their views, and that adults model how to share feelings and experiences. Pupils' voices should be valued, and language should be assessed, developed and embedded in all aspects of the curriculum at the appropriate level for the child or young person.

Consider how children are taught to recognise emotions and name them in your context. Are they taught to recognise early warning signs of anger or anxiety and use strategies to de-escalate? How do daily routines allow for conversation and sharing of experiences?

5. All behaviour is communication

People communicate through behaviour. It is the adult's role to help children and young people to understand their feelings, express their needs appropriately, and use non-threatening and supportive language to resolve situations. Our first responsibility in dealing with difficult or challenging behaviour, after safety, is to try to understand what the child is trying to tell us.

The outward behaviour is often the 'tip of the iceberg', and so it is important to consider the immediate environment and what occurred just before the incident happened. School events, the time of year, and home circumstances can also give us clues. Adults need to be calm and consistent, and understand that children may communicate their feelings in different ways. Children and young people need to be encouraged to reflect on their behaviour, and understand how to express their emotions appropriately.

This does not excuse the behaviour, but helps us to ask why the behaviour is occurring. Given what we know about this child and their development, what are they trying to tell us? It helps staff to respond in a firm but non-punitive way by not being discouraged or provoked. Having a quiet area to help students to become calm, and giving them time before a discussion can often help, as well as recognising potential triggers and anxieties that could be avoided or reduced.

6. The importance of transitions in children's lives

Children and young people experience many transitions throughout their lives, and on a daily basis; transitions from home to school, between classes and teachers, from breaktime to lessons, or moving from primary to secondary school. Changes in routine are invariably difficult for vulnerable children and young people, and school staff need to help the child to transition with carefully managed preparation and support.

Pupils should be included in the planning of support, as well as parents and carers where possible, and information should be shared at key transition points. Staff need to understand the emotions that may be triggered by both small and large changes,

and children should be pre-warned or reminded about changes in routines, using visual timetables to emphasise this.

Consider periods of transition for your children; is there inexplicable behaviour just before the end of the day? Do staff feel frustrated by pupils who cause disruption as they move around the school? Children and young people may feel calmer if time can be made to discuss how they feel when things change, in an open and honest way, to help them put coping strategies in place.

These six principles help staff to focus on the social and emotional needs and development of children and young people, ensuring all pupils are ready to learn. They form the basis of nurture groups – a short-term intervention for pupils with social, emotional and behavioural difficulties which make it harder for them to learn in a mainstream class – and can also be applied through a whole-school approach.



(Nurture UK, 2021)

Appendix 2 Consequences

Consequences

- Consequences do not work in isolation. They must be balanced with positive support.
- Consequences must be something that children will learn from, but they must never be physically or psychologically harmful.
- Consequences are a choice.
- Where appropriate children can discuss their own consequences with an adult guiding the discussion.
- Consequences do not have to be severe to be effective.
- Consequences should aim to resolve and 'put right' the consequences of the initial negative behaviour.
- For more serious incidents, parents will be informed and expected to come in to school to discuss the incident.

Examples of relevant consequences

- Children who have deliberately made a mess in the classroom should make the choice to tidy up in their own time.
- A child who has wasted learning time in class should make the choice to catch up with their learning in their own free time.
- A child who has been rude to another pupil should make the choice to apologise and make amends.
- A child who has been disruptive at playtime should make the choice to miss their next playtime.

Appendix 3
Teach Like a Champion Techniques (Lemov, 2021b)

At Golden Valley Primary School, our intention is to manage behaviour by building school culture – making school a place where children work hard, model strong character, are polite and attentive, and strive to do their best.

We will step in to address distractions at an early stage, fixing it non- invasively, without breaking the thread of instruction.

We will use the following techniques so that we know when to step in to fix behaviour, without anyone else recognizing a potential issue:

Technique	Description
Narrate the positive	Describe the positive actions that students are making e.g. 'I can see Ben has put his pen down and is ready to listen' 'I can see Bella is ready to Wonderfully Walk'
Be Seen Looking	Scan the room in a highly visible manner. Ensure all students know that you are looking.
Least Invasive Intervention	Use non-verbal signals to correct slips in behaviour. Keep your hands free where possible to enable least invasive hand signalling.
Pastore's Perch	Stand in a position in the room where you can see all of the students easily.
Means of Participation	Be clear about the way to participate in the lesson e.g. 'With a hand up, who has a good answer?', 'Working in silence, I want you to begin the task.'
Brighten Lines	Give clear instructions and time limit, check that students understand the instructions, then give a clear signal to begin work. E.g. 'Everybody ready to start in 3,2,1... Go'
3:30:30	When pupils begin working, move to a position of vantage and scan the room for 3 minutes. If a child needs help, they can wait or you can spend 30 seconds talking to them before returning to scan the room.
Live in The Now	State what the pupil should be doing now, rather than what they have done wrong in the past. Deliver in a neutral tone, it is not a telling off.

Appendix 4

Dealing with behaviour incidents

Low-level disruptive behaviour in lesson

1. Use as appropriate - a look, moving to stand beside the pupil, praising someone who is following the expectation, a short instruction to stop what they are doing.
2. Repeat the expectations to the pupil - no more than twice.
3. Move the pupil to another area in the classroom and ensure they understand the consequence of not following the instruction. Clearly remind pupils of the expectation.
4. Pupils who choose to waste learning time are required to make up lost learning time with the class teacher at break time or lunchtime. Parents will be contacted if a child's poor choices persist.

If low level behaviour persists then...

5. The child will be taken to another classroom to calm down and reflect on their behaviour for a 10 minute period. They are expected to return to class and make positive choices.
6. Parents will be contacted if classteachers are concerned with behaviour of a particular pupil. Parents may be asked to meet with the classteacher regularly to monitor behaviour (e.g. parents may come in on a Friday afternoon to review the week).
7. For pupils causing concern as a result of persistent poor choices then a **'behaviour support plan'** will be implemented which sets out what is expected of that child and the consequences of continued poor choices. Reward charts may be put in place to help manage behaviour. These behavior support plans will be written with the children and with input from the key adults.

More Severe Behaviour Incidents

1. Serious physical aggression to staff or pupils.
2. Persistent verbal abuse.
3. Refusal to accept an instruction leading to an unsafe situation i.e. directly challenging staff with risk to children's or adults safety.
4. Serious willful damage to property.

Use the appropriate intervention to de-escalate and then remove the pupil to a safe place. In such severe cases if pupils fail to learn from their choices then they will be excluded for a minimum of one day. We always aim to exclude pupils internally where possible. An internal exclusion may include spending time in another class for a limited time and losing privileges such as playtime with their friends. Teachers will set appropriate work for pupils to complete during the internal exclusion.

Recording serious incidents

Serious incidents are to be recorded on CPOMS. Teachers will log incidents that are deemed significant for that child.

See below for a list of significant incidents that would be logged on CPOMS (this list is not exhaustive but merely to be used as a guide)

- Intending to cause or causing physical harm to another
- Persistent name calling or bullying
- Swearing at people
- Refusal to take part in learning for a significant period of time.
- Disobeying a member of staff repeatedly

In cases where children are able to quickly identify they have made bad choices in their behaviour and make reparations there is no requirement to log incidents. E.g. a child flicks a rubber across the classroom and apologises.

Safe Handling

Positive Handling is an approach to resolving challenging behaviour by employing de-escalation strategies to ensure calm and safe outcomes. It involves the intervention of trained staff to prevent violence and injury. It may require the use of physical intervention as part of a reasonable response to threats of violence. Children may as a consequence be held in a variety of prescribed ways to ensure a calm and safe outcome to these challenging situations.

Physical intervention can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

We may use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical
- outbursts.

Appendix 5

Logging incidents on CPOMS

Logging Behaviour Incidents on CPOMS

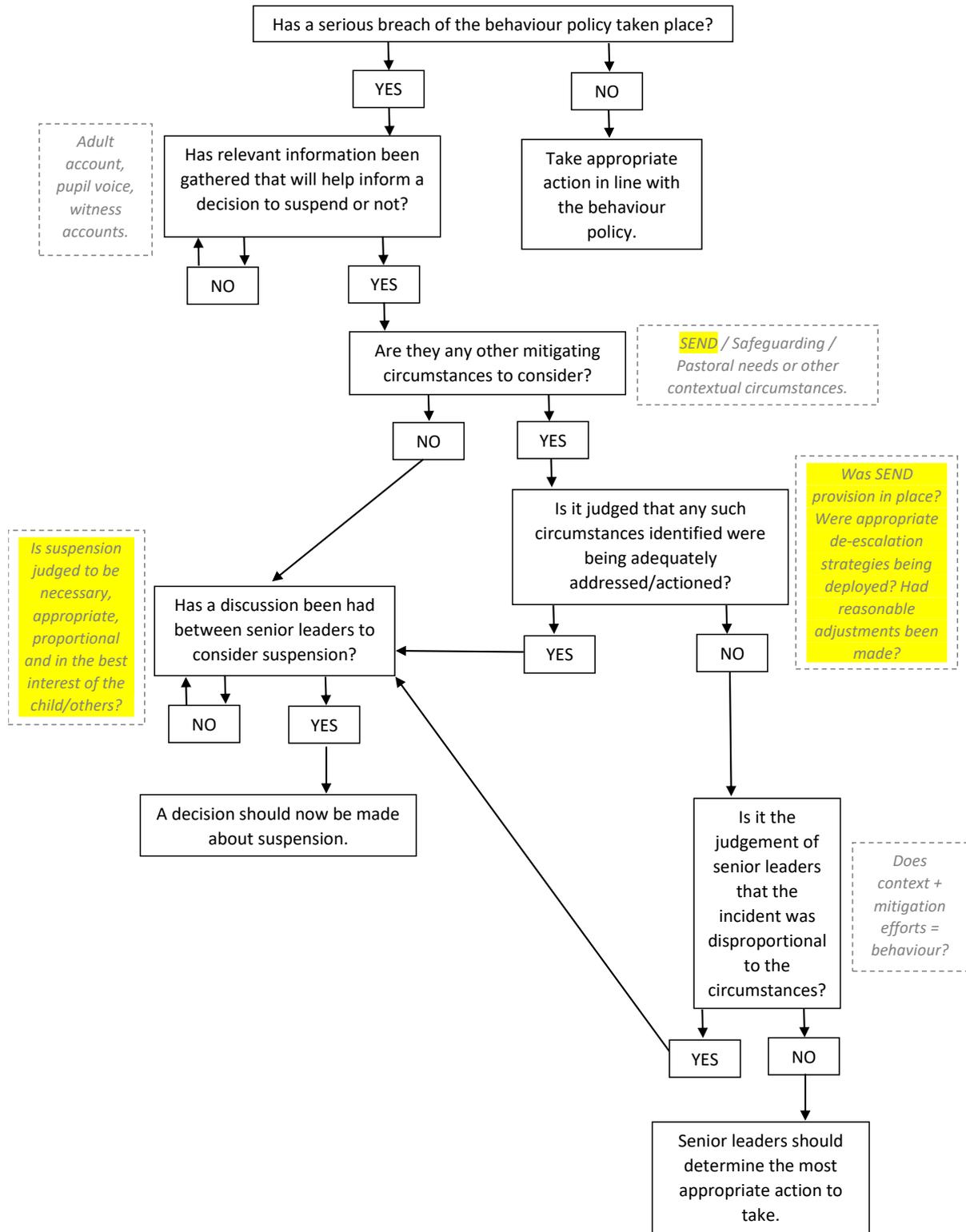
1. Log in to CPOMS using your own account
2. Add name
3. Select 'Behaviour Incident or Bullying'.
4. Write a description of the events relating to the incident. The written information should describe the antecedents leading up to the behaviour, the behaviour itself and the consequences that followed. This should include the time and date of the incident.
5. Finally, add any action you have taken, including informing parents.

Note

Consequences should never be logged as an 'exclusion' or 'lunchtime exclusion' unless this has been authorised by the headteacher. If the consequence involves a child missing their playtime for a restorative conversation, reflection or to catch up on missed work then please add as the action.

Appendix 6 Suspensions/Exclusions Toolkit

Suspension/Exclusion Decision Making Toolkit



Suspension/Exclusion Decision-Making Toolkit

Incident date:

Pupil/s:

Has a serious breach of the behaviour policy taken place?

Yes No

If yes, have details been recorded on CPOMs?

Yes No

Has information been gathered that will help inform a decision to suspend or not?

Yes No

If yes, please identify what information has been gathered:

Adult witness account

Child(ren) witness account

Does the information gathered provide a reasonable enough balance of probability that enables senior leaders to make a judgement on what happened?

Yes No

Are there any other mitigating circumstances to consider?

SEND

Safeguarding / CP

Pastoral

Pupil voice

Is it judged that any circumstances identified were being adequately addressed?

Yes No

Provide details:

Is it the judgement that the incident was disproportional to the circumstances?

Yes No

Provide details:

Has a discussion been had between senior leaders to consider suspension?

Richard Riordan

Jack Hamilton

Andy Marriott

Hannah Watkins

What is the decision?

- Lunch/Break Exclusion
- Internal Exclusion
- Fixed Term Suspension
- Permanent Exclusion

What is the purpose of the suspension/exclusion?

- Uphold behaviour policy
- Time to create/modify provision
- Time to seek external guidance
- Keep staff safe
- Keep children safe
- Keep child safe

Duration of suspension/exclusion:

Have parents/carers been informed of suspension/exclusion?

- Yes No

Is the suspension/exclusion logged on CPOMS?

- Yes No

Has a time been identified to capture the child's voice / hold reintegration session?

- Yes

Managing behaviour at Golden Valley using P.A.C.E strategies and behaviour scripts



Everyday situations using P.A.C.E approach (Golding and Hughes, 2012)

At Golden Valley we take a Trauma informed approach to behaviour, we don't simply focus on the behaviour but consider the whole child. Through using the PACE approach, we are better able to understand the feelings and context that sit behind the challenging behaviours. Furthermore, adults at Golden Valley can help to reduce the levels of conflict, defensiveness and withdrawal that can be present in the lives of some pupils.

PACE: Playfulness, Acceptance, Curiosity, Empathy

Playfulness:

- Use a light tone of voice, like you might use when story-telling, rather than an irritated or lecturing tone.
- Show with your eyes, eyebrows, smile that you are interested in what the child is doing and saying. Try and soften your facial expressions, and lower your body to their level, so not to tower over them.
- Make a game of getting organised; practise socialising using fun role-play; give the child a job during a busy transition.

Acceptance:

Acceptance communicates that that the child's inner life is safe with you; that you are interested in it and will not judge or evaluate it. The child's inner voice is not right or wrong, it simply is.

Examples of scripts to use for Acceptance:

- "I can see how you feel this is unfair. You wanted to play longer"
- "You probably think that I don't care about what you want"
- "You were letting me know that you were really scared when you ran away from me" –
- "I can hear you saying that you hate me and you're feeling really cross.
- "I'll still be here for you after you calm down".
- "I'm disappointed by what you did, but I know you were really upset. It doesn't change how much I care about you"

Curiosity:

Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why. Curiosity, without judgment, is how we help children become aware of their inner life and reflect upon the reasons for their behaviour. Curiosity is wondering about the meaning behind the behaviour for the child.

Examples of scripts to use for Curiosity:

- "I'm wondering if you broke the toy because you were feeling angry."
- "I'm thinking you're a little nervous about going back to school today, and that's why you don't want to get ready this morning".
- "I've noticed that you've been using a really loud voice, and if you're trying to tell me that you're angry with me."
- "I'm a little confused. Usually you love going for a walk, but today you don't want to go. I'm wondering what's different about today".
- "When she couldn't play with you today, I'm wondering if you thought that meant she doesn't like you."

Empathy:

Being empathic means the adult actively showing the child that their inner life is important to the adult and that they want to support the child during their hard times. The adult is demonstrating that they know how difficult that experience is for the child. The adult is telling the child that they will not have to deal with the distress alone.

Examples of scripts to use for Empathy:

- *"You are SO upset about this right now. That must be really hard!"*
- *"It hurt so much when she didn't ask you to play. You were probably thinking 'Why did she do that?' It was a real shock for you."*
- *"You wanted to have another turn so badly. You were so excited about it and it's so unfair that we ran out of time".*
- *"It seems to you like he hates you. That must be really hard. I know you like him a lot, so this is pretty confusing".*
- *"I know it's hard for you to hear what I'm saying."*
- *"Me saying 'No' has made you angry with me. I get why you don't want to talk to me right now".*

Golding, K.S. and Hughes, D.A. (2012). *Creating loving attachments : parenting with PACE to nurture confidence and security in the troubled child*. London: Jessica Kingsley.

Child in crisis script

When a child's behaviour has escalated beyond a point where they can control their emotions they may hit a 'crisis point'. The initial response is to ensure that all children are safe and allow the child in crisis time and space. If and when they are ready to listen adults might use some of the suggestions in this script:

- Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.
- "I can see something is wrong" – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.
- "I am here to help you" – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).
- "Talk and I will listen" - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.
- "Come with me and we'll talk about it..." – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g. on a wall or on the roadside).

Restorative conversations

Sanctions should not be viewed as punishment for its own sake, but rather a means through which a pupil can reflect on their behaviour, learn, and improve it.

Sanctions or consequences should always be followed up with a restorative conversation to:

- Give pupils support in reflecting on their behaviour in a calm and structured way, removed from an audience or other triggers
- Restore pupil-teacher trust, by showing pupils' that the teacher cares about the pupil
- Ensure that the pupil is ready to re-enter the classroom with the best learning attitudes going forwards

This is an example of a framework for a restorative conversation:

A restorative conversation:
1. What has happened?
2. What were you thinking at the time (teacher and pupils)?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

A restorative conversation	
	What has happened?
	What were you thinking at the time (teacher and pupils)?
	Who has been affected by the actions?
	How have they been affected?
	What needs to be done now to make things right?
	How can we do things differently in the future?