

Exceller



# RELATIONSHIP AND BEHAVIOUR POLICY POLICY



Christ Church C.E  
Primary School

## Christ Church CE Primary School

### Relationship and Behaviour Policy, including Restrictive Physical Intervention Policy (RPI)

<b>Date</b>	<b>Autumn 2025</b>
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<b>Designated Governor</b>	<b>P. Warding</b>

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## Introduction

Christ Church CE Primary is committed to creating an environment where exemplary behaviour is at the heart of developing the ‘whole child’—academically, socially, and emotionally. Rooted in our Christian values of **love, respect, forgiveness, compassion, and hope**, we believe that **kindness, nurture**, and a **strong sense of belonging** should be central to every child’s education. These values guide us in building **long-lasting relationships** and a community where every individual feels **valued**.

This culture is not just written in policy—it should be felt the moment you walk through our doors and seen in every corridor, classroom, and interaction. From the way children speak to one another to how staff model **respect** and **compassion**, our values are lived daily. Everyone in our community is expected to maintain the highest standards of personal conduct, take responsibility for their behaviour, and encourage others to do the same.

Our behaviour policy teaches **self-discipline, not blind compliance**, reflecting our belief in dignity and grace. While we celebrate positive behaviour, we also recognise that mistakes happen. When a child’s actions infringe on the rights of others, our response is consistent, restorative, and rooted in forgiveness and reconciliation—mirroring the Christian principle that every individual deserves a fresh start.



(Nurture UK)

We believe every child is made in the image of God and deserves to be treated with **dignity, respect**, and **compassion**. Our approach is grounded in **relational practice, unconditional positive regard**, and a commitment to **creating a safe, inclusive, and nurturing environment** where all learners can thrive. Supported by Team Teach principles and the six principles of nurture, we aim to guide children towards understanding the impact of their actions and making better choices.

No school will ever be free of children who, at times, struggle to manage emotions and display challenging behaviour. At Christ Church CE Primary School, we see this as communication of an unmet need. It is our responsibility to respond with patience and understanding, working together to identify the root cause and teach strategies for moving forward. This reflects our Christian calling to show grace and support, not punishment without guidance.

## Aims and Objectives

The aim of the policy is to ensure a **consistent positive approach** to supporting pupils in maintaining positive behaviour patterns.

The objectives of the policy are to promote:

- A **safe learning environment** by creating a sense of **belonging** and **connections** through a purposeful and happy working atmosphere for everyone in our school
- A **consistent approach** to supporting pupils in maintaining positive behaviour and ensure all members of our school community are **treated fairly, given a voice** and **shown mutual respect**
- A shared understanding of what constitutes good practice in fostering positive behaviour
- Consistent approaches which encourage pupils to develop their ability to **manage their own behaviours, emotions and feelings**
- A clear overview of the school's approach to the physical management of pupils.

## Definitions

*Negative behaviour* is defined as:

- Disruption in lessons, in corridors between lessons and at break and lunchtimes.
- Non-completion of classwork or homework.
- Poor attitude.
- Incorrect uniform.

*Serious negative behaviour* is defined as:

- Continuous repeated breaches of the school values.
- Any form of bullying.
- Sexual violence.
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - ⇒ Sexual comments
  - ⇒ Sexual jokes or taunting
  - ⇒ Physical behaviour like interfering with clothes
  - ⇒ Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any banned items.

## **Staff and adult expectations**

### **10 Expectations of all adults working at Christ Church**

1. At the start of each day staff should welcome all the children they meet with a smile, name and positive comment / fresh start if needed.
2. Staff should use names, eye contact (where appropriate) and positive reinforcement when they see children displaying good behaviour around school – don't take it for granted/ walk right past it.
3. Staff should strive to build positive pupil relationships – not expect them.
4. Staff should be positive role models in everything they do and tirelessly promote the excitement of learning and love of being at Christ Church.
5. Staff are encouraged to shift the focus of the child to deescalate a situation but should avoid sarcasm or embarrassing a pupil displaying unwanted behaviour.
6. Staff should focus on positive reinforcement and aim to deescalate situations and avoid getting into arguments/distractions techniques to move on quickly.
7. Staff should not shout or scream towards the children. If they feel emotionally attached and risk losing control, they should take steps to calm the situation. Using a 'controlled' big voice to a situation is acceptable but staff should aim to reduce the volume and speed of their voice to help calm a situation quickly and return the classroom to normal working conditions.
8. Staff should avoid handing out punishments for secondary behaviour – focus on the primary choice. Children should all know that the behaviour will be dealt with at a later date when emotions have calmed.
9. If a staff member feels 'worked up/emotionally charged' they should aim to buy themselves sometime to calm down before dealing with a potential volatile situation. Using words such as: I shall think on our next steps and speak to you after lunch... I am going to consider how you have let down our school values and will let you know how we can put things right
10. Staff should aim to end the day with some positive reflections and make reference to all the great learning, attitudes and achievements of the day.

## **Staff Induction, development and support**

All new staff will receive an induction to this policy from the SENDCo or Leadership Team.

All staff are supported via high quality, ongoing continued professional development, to understand:

- Unconditional Positive Regard (a concept developed by Carl Rogers)
- attachment theory
- functions of behaviour
- trauma informed principles
- nurture principles
- the behaviour is communication of an unmet need
- Team Teach / De-escalation / Restrictive Physical Intervention

We have a number of services which we work closely with to support staff and children with SEND needs, including the Primary Inclusion Team, Educational Psychology, CAMHS and other external agencies offering bespoke support to meet the needs of the school community.

## **Our Approach**

### ***Our Values and Ethos***

Everything we do in school is underpinned by the Christian and core values of the school. These values are displayed around school, discussed with the children and linked to our weekly celebration awards.

### **How to promote positive behaviour throughout our school (Universal Offer)**

- Quality First Inclusive Teaching
- Individual class agreements/charters/standards – agreed at the start of each academic year, class specific and written as positive statements
- Consistency of approach and maintenance of boundaries
- School values displayed in each classroom and referred to by all staff
- Staff model positive behaviour and positive relationships at all times
- Assemblies including weekly celebrations for demonstrating our school values
- Positive and supportive touch (when a child is distressed or needs personal care)
- Children are listened to and given the opportunity to discuss issues relating to behaviour
- Student Leadership Team (formally School Council) – chosen by pupils to speak for the pupils and to be a positive role model in representing the school
- Giving children responsibility for areas around the school or helping adults
- Positive rewards for positive work / behaviour / progress from the class teacher / adults around school to be carefully monitored by phase leaders to ensure a consistent approach as the whole school system should take priority
- Visits to leadership team with positive work and exhibiting school values
- Non-verbal (smiles, thumbs up ...) and verbal praise given consistently by all adults
- Understanding of the importance of praise and that for some children praise may need to be given in a variety of ways (secret signals/ 3<sup>rd</sup> party), but the principles of Praise in Public/Reprimand in Private (PIP/RIP) apply to all
- Staff understanding of the impact that the physical environment has on behaviour: we are a communication friendly school and follow the guidelines regarding labelling, resources, display, colour etc

### **How we promote positive behaviour for individual children (Personalised Offer)**

- Responsibility of all staff working with children to support and provide care to pupils with additional needs where those needs might affect behaviour;
- Feedback to parents/carers
- Recognition when behaviour has improved
- Target/ reward chart
- Behaviour support plan
- Individual Learning Plans (ILP)
- Having clear, consistent expectations of individual children that match the needs of the child, including the implementation of the advice received from specialists e.g. Educational Psychology; PIT; Speech and Language; SENDCo
- Individual and group interventions to meet needs of learners with SEND i.e.: Emotions, Messy Crew, Managing Emotions and Self-regulations, Drawing and Talking Therapy and Wild Things

### **Our Behaviour Reward System – TrackIt Lights**

All children should be given opportunities throughout the day to earn house points. Class Teachers should try to ensure giving out house points means something and avoid giving out more than 1 house point. If something is excellent it may get 2/3 house points with 3 being the maximum.

Children in Nursery – Year 6 will have the opportunity to work towards the long-term goal of Christ Church Badges over the year.

**100 house points = Bronze Badge and certificate given by the Head Teacher**

**200 house points = Silver Badge and certificate presented in class by the Head Teacher**

**300 house points = a Gold Badge and certificate presented in Friday Assembly**

**375 house points = An Ambassador badge to be presented in Friday Assembly**

The house points will run for the academic year and then the badges will be changed to ensure the children have something new to aim for.

- Every Monday individual pupil accounts will be reset to 0.
- House points are awarded for specific learning behaviours that demonstrate positive choices, not for meeting basic expectations. They are linked to our school values, which remain consistent across the school.
- When giving the house points, staff must ensure they verbalise why they are giving this, as it is important for children to hear this. Staff will consider how this is delivered to meet the needs of individual pupils.
- We do not remove house points for negative behaviours, as this would not support our ethos of RIP and individual children are not highlighted. Adult conversations about pupil behaviour are always done away from the pupils.
- We will use the *ReachMoreParents* parent app to communicate with parents and carers. Parents will not be linked to Trackit Lights.

### **Use of ‘Give Me 5’ Signal**

To maintain a calm and orderly learning environment, staff will use the **‘Give Me 5’ hand signal** as a non-verbal with verbal, if needed, cue to gain pupils’ attention or indicate that an activity should stop. This strategy promotes consistency, reduces noise, and supports pupils in self-regulating their behaviour. It is inclusive for all learners, including those with SEND or EAL, as it provides a clear visual prompt. Using this signal reflects our Christian values of **respect and responsibility**, encouraging pupils to listen attentively and respond positively without confrontation. By adopting this approach, we create a classroom culture rooted in peace, patience, and mutual understanding.

### **Our Behaviour Approach: Rooted in Paul Dix’s Principles**

At Christ Church CE Primary School, we follow the principles outlined by Paul Dix in *When the Adults Change, Everything Changes*. Research shows that positive behaviour cultures are built when adults model calm, consistent responses and use restorative practices rather than punitive measures. This approach aligns with our nurturing ethos, ensuring that every child feels respected and supported while learning to take responsibility for their actions.

Minor breaches of discipline are managed by the class teacher or support staff in a caring and fair way, with flexibility for age and individual needs. Consequences are applied consistently, with reasonable adjustments for vulnerable pupils, recognising that each case is unique.

Central to Dix's approach is the **Language of Choice**, which empowers pupils to make positive decisions by clearly explaining expectations and consequences. Our **stepped approach** provides structured opportunities for reflection at every stage, helping children understand the impact of their behaviour and plan for better choices going forward. For most pupils, a verbal reminder is enough to reset behaviour, but further steps—such as time out and restorative conversations—are available when needed. This tiered system ensures dignity, fairness, and a focus on repairing relationships rather than punishment.

These are as follows:

### **Visual and low-level Verbal Reminders**

Before moving to the formal stepped approach, adults will use visual and verbal cues to guide pupils towards positive behaviour. These reminders may include praising peers who are making the right choices, using calm prompts, or restating expectations clearly. This proactive strategy gives children the opportunity to correct their behaviour without escalation and reinforces our commitment to a supportive and nurturing environment.

#### **Verbal Reminder**

This is a verbal reminder. I saw/ heard you choose to.....

This is a reminder about the expectations we have; you can now make the right choice and show me the expected behaviours.

Thank you for listening

#### **1<sup>st</sup> Warning**

I saw/ heard you choose to continue to...

You need to reflect on this behaviour for 5 minutes at break / lunch with me.

Think carefully about your next choice as next time you will lose 10 minutes of your time.

You are in charge of your behaviour and can make the right choices and earn time back.

Thank you for listening

#### **Final warning / Time out**

I saw/ heard you choose to continue to.....

You have continued to make incorrect choices and are now in time out for 10 minutes at breaktime or lunchtime. This is the 3rd time I have had to speak to you, you need to reflect on your behaviour with me.

If you continue to make incorrect choices, you will be in a lunchtime reflection.

Think carefully about your next choice; I know you can make the right choice and earn time back. Thank you for listening

#### **Reflection**

I saw/ heard you choose to.....

You have chosen to go to the reflection with a member of SLT at lunch where this can be discussed calmly and you can reflect on your behaviour and how you can put this right.

Reflection is not a punishment but an opportunity to:

- Consider the impact of their actions.
- Identify better choices for next time.
- Restore relationships and return positively to learning.

This approach ensures consistency, promotes responsibility, and builds a culture where positive choices are celebrated and mistakes become learning opportunities.

### **Escalation Following Multiple Reflections**

If a pupil attends reflection with a member of the Senior Leadership Team (SLT) on **three or more occasions within a given period**, a meeting will be arranged between SLT, the class teacher, parents/carers, and the child. The purpose of this meeting is to understand the underlying reasons for the behaviour, identify any additional support needed, and agree on strategies to help the pupil make positive choices going forward. This collaborative approach ensures consistency, promotes accountability, and reinforces our commitment to nurturing every child's wellbeing and success.

### **Managing Lunchtime Incidents**

Lunchtime incidents should be addressed promptly by the member of staff who witnessed the behaviour. Depending on the nature of the incident and the pupils involved, the reflective conversation may take place immediately or at the earliest opportunity to ensure it is meaningful and in the best interests of the child. Staff may seek support from colleagues who know the child well to make reflection time impactful.

Warnings and consequences must follow the agreed tiered approach and include restorative actions to prevent further incidents. Where appropriate, pupils should be offered a safe space to calm before reflection. All lunchtime incidents must be communicated to the class teacher, who will decide if further consequences are appropriate and required.

If lunchtime is identified as a trigger for repeated behaviours, a meeting will be arranged with lunchtime staff, the class teacher, and the phase leader to review provision and agree on strategies. Further support may be sought from the SENDCo and/or Children and Families Officers. Adults witnessing or being informed of negative behaviour must address it immediately and then inform the class teacher of the actions taken.

### **Identifying Triggers**

We will, as far as possible, anticipate likely triggers of negative behaviours and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism, medical conditions, SEMH needs and Speech and Language;
- use of ABCC Charts (an **ABCC chart** is a tool used to record and analyze a child's behaviour)
- behaviour support plans which are updated and shared with relevant staff

### **The use of a Safe Space / Calming room**

The use of the welcoming safe space area needs to be planned carefully around the needs of the child. It should not be seen as a consequence but as a place of safety that allows the pupil to manage / regulate their emotions and behaviour in a safe, quiet place. The use of the safe space area for any child is reviewed regularly to ensure that its use does not actually lead to further negative responses but helps the young person manage their own emotions in a safe manner.

## Approaches to de-escalation and behaviour management of persistent difficulties

Some pupils may seek confrontation. Such confrontation will need to be de-escalated skillfully by staff. They should ensure they do not model aggressive behaviour; rather such behaviour should be discouraged in a calm and well-measured style. A comprehensive package of de-escalation strategies is available via 'Team Teach', our trainer of choice in the use of positive handling strategies. We embrace the team teach approach which emphasises the use of verbal and non-verbal de-escalation techniques to reduce instances of negative behaviour and the need for positive handling.

When a pupil regularly displays behaviour which is inappropriate or challenging and which require strategies which are above and beyond those that are part of everyday classroom management and organisation, the pupil will need a Behaviour Support Plan. Support Plans are discussed with parents/carers, and reviewed regularly. It is expected that such behaviour will fall into one or more of the following categories:

- Danger to self or others, either intentional or unintentional.
- Behaviour preventing access to learning.
- Disruptive behaviours in particular settings, making it unsafe for self and/or others.
- High frequency of unsafe behaviours.
- Refusal to work / disruptive behaviour, but not a danger to others or self.

The physical interventions that may be used with an individual pupil are listed within the Behaviour Support Plan. The restrictive physical management of pupils should only be used in **extreme** situations to support the child from harm and as a last resort rather than a first response

## Racial Behaviours

In line with our Anti-bullying Policy, we support children to understand words and phrases that are not appropriate to use in any context. If a racial word or phrase is used, this must be logged on CPOMs under 'behaviour' and then 'racial and derogatory language' and alert Safeguarding Leads and the School Business Manager (Sara Roberts). It is the responsibility of the School Business Manager to log the racist incident on SIMs.

## School Suspensions and Permanent Exclusion

In cases of severe or persistent behaviour, the next level of intervention may be an **internal suspension**. This involves a pupil working in another class for a fixed period, determined by the severity of the behaviour. A member of the Senior Leadership Team (SLT) must approve this decision, and the class teacher will inform parents. Suitable independent work will be provided, and the receiving class teacher will hold a reflective conversation with the pupil to support strategies for improvement.

If internal suspension does not lead to improvement, or if an incident is serious enough, a **temporary suspension from school** may be considered. This decision will involve a member of SLT, and parents will be notified by the Phase Leader or Head of School. All suspensions will follow the Local Authority's procedures, overseen by the Executive Headteacher and Head of School. Governors will be informed of any temporary suspensions, and any decision to permanently exclude will be made by the governing body.

Behaviours that may result in suspension include:

- Physical assault on adults or pupils
- Verbal abuse towards adults or pupils

- Persistent disruption to learning
- Damage to property

### **Managed Moves**

For children who may be at risk of permanent exclusion, the option of a managed move to another mainstream school may be appropriate. This is carried out in conjunction with the local authority, parents, school leaders and the inclusion and pastoral team.

### **Prohibited items, confiscation and legal requirements of a search**

Any prohibited items found in pupils' possession can be confiscated and must not be returned to pupils. The school does not need a pupil's consent to search them if staff think the pupil has prohibited items, including:

- weapons, e.g. knives or an object they plan to use as a weapon
- alcohol
- illegal drugs
- stolen goods
- nicotine products, e.g. cigarettes, vapes and tobacco related products
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause physical injury or emotional distress or commit an offence

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with the leadership team and parents, if appropriate. Mobile phones are included, and pupils are expected to hand them in on entry to school. They will be returned to pupils at the end of the school day.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). There should normally be 2 members of staff present during the search – the person doing the search and the search witness. Searches should be done by someone the same sex as the child. The search witness must also be the same sex as the child if possible. Children must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

### **Further Reading**

Please read this policy alongside the following policies and documents:

- Child Protection and Safeguarding Policy
- The most recent Keeping Children Safe in Education
- Child on Child Abuse Policy
- Special Educational Needs and Disabilities Policy
- Behaviour in Schools – Advice for Headteachers and School Staff, February 2024
- Anti-Bullying and Anti-Racism Policy
- Home School Agreement
- Right to Play
- Complaints Policy

## Appendix 1

### The Principles of Nurture at Christ Church CE Primary School.

#### How we are developing the Six Principles of Nurture (including Pupil Voice)

##### **Children's learning is understood developmentally**

- Teachers know when we need help.
- Everybody can act differently and they know that and treat us in the correct way.
- We don't always make progress in the same way and the teachers know that and help us in the right way.

##### **The importance of nurture for the development of wellbeing**

- We have lots of Jigsaw lessons.
- We talk about feelings and we talk about our mental health and wellbeing.
- Teachers help us open up.
- They help us to stop bullies.
- They make us feel that it is OK to be who you are.

##### **All behaviour is communication**

- Teachers help sort things out.
- Teachers listen to us and ask questions.
- They try and get us to sort it out ourselves and they are preparing us for situations when they are not there. They help us do this by asking us the right questions and giving us the confidence to do this.
- They know that we need help and sometimes our behaviour says 'help me.'
- They teach younger children how to do something instead of just saying 'share!'

##### **The classroom offers a safe base**

- Teachers are kind and you just feel safe.
- Safe places to go if you are upset.
- Doors have fobs.
- Visitors sign in a computer and wear a badge.
- Classrooms have calm boxes
- Children have space to store belongings
- Visual timetables show us what is happening each day
- Classrooms are clutter free and resources are labelled
- Displays are calming and purposeful
- I have a place to sit

##### **Language is a vital means of communication**

- We have help expressing our emotions.
- Our teachers teach us how to say exactly what we are feeling.
- We learn about language from when we are in Nursery.
- If we can't explain something, we ask for help and then we can do it better next time.
- Talk Principles are embedded into our learning
- Teachers understand that we may need visuals to help us to communicate

##### **The importance of transition in children's lives**

- Transitions are carefully planned.
- Year 6 have a taught unit of work preparing them for High School.
- All children know the teacher and LSAs they will have next.
- All classes have a visual timetable and some children have now/next boards. Children are

given preparation for change with sand timers etc

## Appendix 2: Behaviour support plans

Individual Learning Plans (ILPs): a planned graduated approach to managing challenging behaviour. Behaviour Plans contain information about **proactive strategies** which are those strategies used within class as part of the daily routine and organisation, such as:

- Talking to a pupil in a calm and controlled manner, using their name first and a brief instruction.
- 'First....then ...' (using symbols).
- Having favoured choice activities available in class.
- If a pupil appears upset, talking calmly to them, repeating what is happening now and what they will be able to do next.
- Having a member of staff assigned to the pupil e.g. key person or guardian angel.
- Organisation of the classroom, e.g. distracting toys not accessible, positioning of pupils in class.
- Advance warning of change of activity, e.g. count down; use of timer / music.
- Staff modelling appropriate behaviour.
- Praise for appropriate behaviour.
- Use of pupil's strengths and interests.
- Any person who comes into contact with a pupil, e.g. supply staff, is informed of what can happen and what strategies are in place to de-escalate situations that may occur.

**Active Strategies** are those which are used when a pupil is displaying signs of challenging behaviour and consists of strategies used to defuse or de-escalate situations:

- Be aware of any warning signs that inappropriate behaviour may occur.
- Divert and distract by adding another activity or topic.
- Display calm body language.
- Talk low, slow and quietly.
- Use appropriate humour.
- Continue to remind of appropriate behaviour.
- Offer alternatives and options.
- Offer clear choices.
- Give clear directions for pupils to stop.
- Remind pupils about rules and likely outcomes.
- Set clear enforcement limits.
- Catch pupils being good and praise.
- Calmly and quietly repeat instructions.
- 'First....then ...' (using symbols) – First do required activity, and then receive favoured activity as reward.
- Remove pupil away from trigger and remove trigger.
- Remove an audience or take vulnerable pupils to a safer place.
- Use safe defensive measures; guiding the pupil away if they are trying to make physical contact.
- Ensure that colleagues know what is happening, and get help.

A well-chosen word can sometimes avert an escalating crisis. When pupils are becoming angry, there is no point in getting into an argument. Telling people to calm down can actually cause more anxiety. Pointing out what the pupil has done wrong can make things worse. **The only purpose in communicating with an angry person is to prevent further escalation.** It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

**Reactive Interventions** are the strategies that will be used if a pupil's behaviour escalates into a crisis situation, and could include the following:

- Make the environment safe.
- Move furniture.
- Remove objects that can be used as weapons.
- Guide assertively – hold or restrain if absolutely necessary.
- Change member of staff as needed.
- Planned ignoring.
- In a firm tone, repeat instructions.
- Inform pupils of consequences of his actions.
- Remove pupils to a safe area.
- Offer choices.
- Allow pupil time and space to:-
  - Process information and respond
  - Physically recover
  - Talk about the incident

### Appendix 3: Example behaviour support plan

Example behaviour support plan: Name \_\_\_\_\_ date \_\_\_\_\_

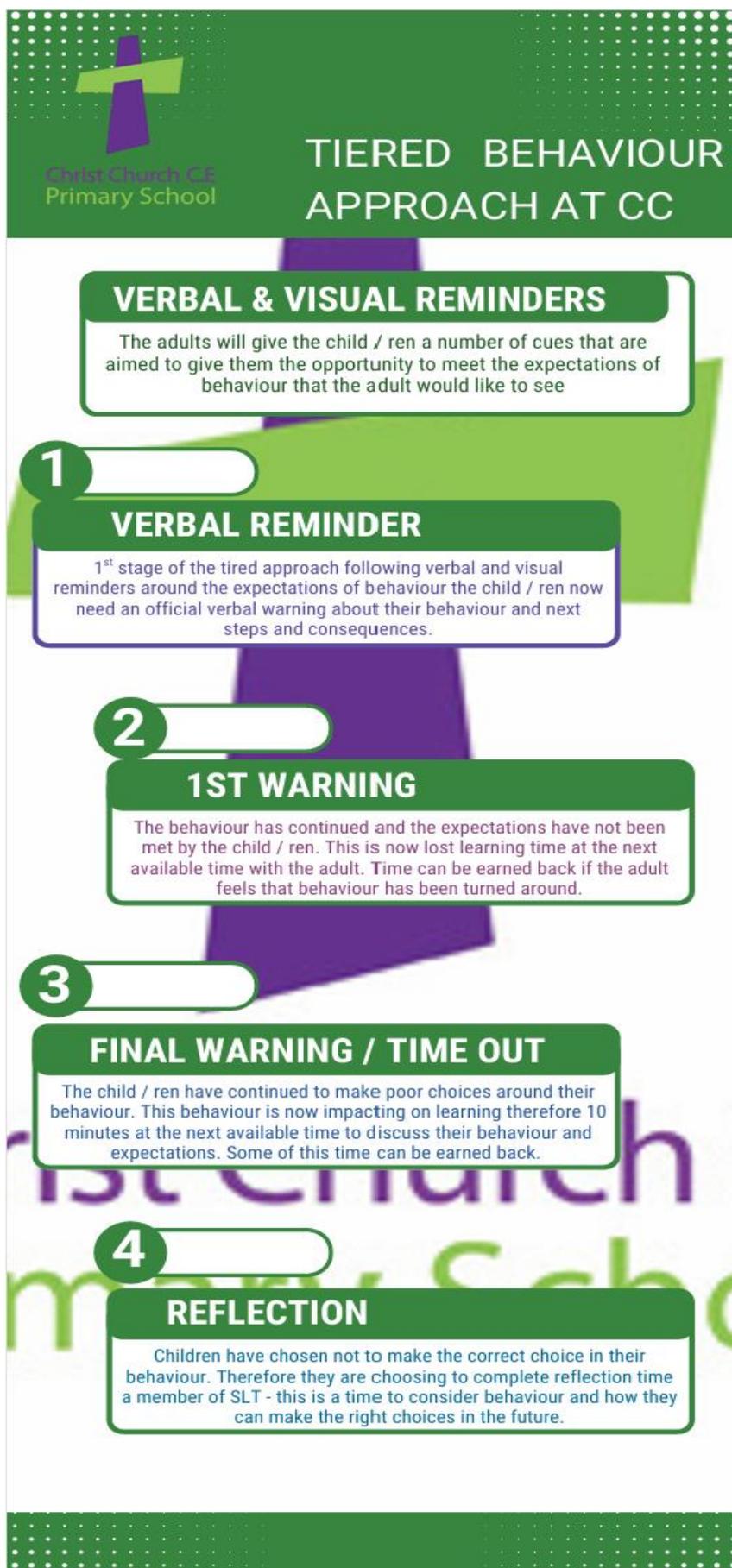
Level 0 behaviour - Calm	Level 1 behaviours - Anxious	Level 2 behaviours – Defensive	Level 3 behaviours – Crisis	Signs of recovery	Follow up
Engaged Good eye contact Answers questions Sits still on chair Uses normal volume voice	First refusal to follow instructions Toy fighting Disrespectful attitude Interrupting Not listening/ignoring Inappropriate noises Invading personal space but not threatening	Continual low level negative behaviour Discriminatory comments Continual refusal to work Damaging property Throwing objects Swearing directly at others Negative verbal comments	Continually making others feel unsafe by gesture or verbally Damaging resources by throwing/ ripping Physical aggression to others Biting / spitting/ kicking Racial comments/abuse Running from room	Change in facial expression Begins to talk to staff Suggests getting a book or continuing with his activity	When calm discuss incident Can s/he explain why it happened What could s/he do next time to prevent? Encourage to take responsibility for his/her actions and not blame others
Adult responses	Adult responses	Adult responses	Adult responses	Adult responses	
Praise in private Non-verbal cues of encouragement Humour	Praise those around and nearby Distraction Use calm voice	Ignore Turn body to be less threatening and use calm voice when speaking Use script and timer to give time to respond	Use calm voice to remind of targets and consequence Remove from room Physical intervention as a last resort (2 staff present)	Respond to talk as appropriate Do not immediately expect discussion of the incident Offer drink or story	Carry out consequence even if apology given etc

Signed by \_\_\_\_\_ (parent/carer) \_\_\_\_\_ (staff)

## Appendix 4: Creating a working environment

There are many studies showing the impact of the physical environment on young children (see some below). These are some points to consider:

1. Lighting – Get natural light into the room wherever possible. You may not have control over what type of main lighting is in the classroom, but you may be able to add a lamp to an area to create a different type of lighting.
2. Seating: ensure that the children are grouped to reflect how you teach. Think about what a child sees when they are seated: for children who have difficulties with attention, what distractions are within their line of sight? These may be displays, views through windows or open doors, other children.
3. Clutter – if you can't be bothered, why should your pupils? Consider who the classroom is for? Not storage for staff. A clear and tidy classroom shows your values: resources for children, labelled and accessible
4. Temperature: some research shows that people are more productive in a warm environment; however a 'stuffy' room needs to be avoided.
5. Fresh air: have a window open if at all possible, even if this is for short periods of time
6. Use of scent (pine – increases alertness; cinnamon improves focus; lavender – calm; citrus increases alertness and lifts mood). Be aware that some people may react to air fresheners so consider using natural materials for specific times
7. Nature – bring in plant or picture of nature
8. Use of colour/ displays: In educational studies, the colour red has been proven to have a positive effect on memory and aid focusing, but too much red caused an increase in anger, stress, and frustration. The colour blue was shown to promote creativity, but also created a soothing atmosphere because it helped produce calming chemicals. Moreover, it was also found that extended exposure to blue caused an increased risk of depression. Orange (red and yellow combined) was proved to generate happiness (Effect of Different Colors, 2013). Too much of any colour can be a distraction.



The poster features a large purple cross graphic in the background. The title 'TIERED BEHAVIOUR APPROACH AT CC' is written in white on a green background. The school logo 'Christ Church CE Primary School' is in the top left. The content is organized into four numbered steps, each with a title and a description in a white box with a green border.

## Christ Church CE Primary School

# TIERED BEHAVIOUR APPROACH AT CC

### VERBAL & VISUAL REMINDERS

The adults will give the child / ren a number of cues that are aimed to give them the opportunity to meet the expectations of behaviour that the adult would like to see

### 1

### VERBAL REMINDER

1<sup>st</sup> stage of the tired approach following verbal and visual reminders around the expectations of behaviour the child / ren now need an official verbal warning about their behaviour and next steps and consequences.

### 2

### 1ST WARNING

The behaviour has continued and the expectations have not been met by the child / ren. This is now lost learning time at the next available time with the adult. Time can be earned back if the adult feels that behaviour has been turned around.

### 3

### FINAL WARNING / TIME OUT

The child / ren have continued to make poor choices around their behaviour. This behaviour is now impacting on learning therefore 10 minutes at the next available time to discuss their behaviour and expectations. Some of this time can be earned back.

### 4

### REFLECTION

Children have chosen not to make the correct choice in their behaviour. Therefore they are choosing to complete reflection time a member of SLT - this is a time to consider behaviour and how they can make the right choices in the future.



# 10 expectations of adults



Christ Church C.E  
Primary School

At the start of each day / session staff should welcome all the children they meet with a smile, name and positive comment / fresh start if needed.

Staff should use names, eye contact (where appropriate) and positive reinforcement when they see children displaying good behaviour around school – don't take it for granted/ walk right past it.

Staff should strive to build positive pupil relationships – not expect them.

Staff should be positive role models in everything they do and tirelessly promote the excitement of learning and love of being at Christ Church.

Staff are encouraged to shift the focus of the child to deescalate a situation but should avoid sarcasm or embarrassing a pupil displaying unwanted behaviour.

Staff should focus on positive reinforcement and aim to deescalate situations and avoid getting into arguments/distractions. 'Get in, Get out' technique

Staff should not shout or scream towards the children. If they feel emotionally attached and risk losing control, they should take steps to calm the situation. Staff should aim to reduce the volume and speed of their voice to help calm a situation quickly and return the classroom to normal working conditions.

Staff should avoid handing out punishments for secondary behaviour – focus on the primary choice. Children should all know that the behaviour will be dealt with at a later date when emotions have calmed.

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If a staff member feels 'worked up/emotionally charged' they should aim to buy themselves sometime to calm down before dealing with a potential volatile situation.

Staff should aim to end the day with some positive reflections and make reference to all the great learning, attitudes and achievements of the day.

## Reading

1. Stephanie, B.R., 2013. A Study of Stimulating Versus Non-Stimulating Visuals in a Preschool Classroom. Effect of Different Colours on Human Mind and Body : Human N Health. (2013, October 5).
2. Effect of different colours on human mind and body: human n health. Retrieved from <http://humannhealth.com/effect-of-different-colors-on-human-mind-and-body/243/>
3. Heavily Decorated Classrooms Disrupt Attention and Learning In Young Children: Retrieved from <https://www.psychologicalscience.org/news/releases/heavily-decorated-classrooms-disrupt-attention-and-learning-in-young-children.html#.WPsUoWe1vIV>
4. [When the adults change, everything changes, Paul Dix](#)