

# Biggar Primary School



Be Ready



Be Respectful



Be safe

## Behaviour Policy

(Reviewed June 2023)

In this document, you will find:

1. Purpose of this policy
2. Aims of our policy
3. Roles and responsibilities, including:
  - Expectations of Senior Leadership Team
  - Expectations of all staff
  - Expectations of parents/carers
  - Expectations of pupils
4. Positive approach
  - Rewards
  - Consequences
  - Restorative Practice
5. Managing distressed behaviours/behaviour displayed by children with additional support needs (ASN)
6. Reporting and Recording Incidents
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## **1. PURPOSE OF THIS POLICY:**

This document is a statement of the aims, objectives and strategies for behaviour and discipline at our school.

It has been reviewed and developed in consultation with children, staff and parents.

## **2. AIMS:**

The aim of our policy is to guide staff, pupils and parents/carers on our restorative approach to behaviour management.

1. We believe that positive relationships between staff and pupils lead to better behaviour and better learning and so we strive to ensure an ethos whereby everyone in the school community feels valued, included, respected and trusted.
2. Respecting our Biggar Bees is necessary in school and during any extra-curricular activities or events, e.g. discos, sporting events. This enables us to function smoothly and efficiently and keep our pupils safe. At Biggar Primary School we aim to provide a happy, caring and secure environment for the pupils in our care and expect pupils, parents and staff to be tolerant, polite, courteous, and to show respect for others and their property.
3. We promote positive behaviour through the curriculum and through our promotion of high standards of work and respect and consideration for others. In doing so, we aim to foster responsible citizens, effective contributors, successful learners and confident individuals. The values the school promotes are honesty, kindness, fairness, tolerance, respect and trust.
4. We recognise that positive behaviour is part of the personal and social development of our pupils and is necessary not only for their safety and well-being, but for their learning and attainment too.
5. Positive behaviour contributes to school effectiveness generally and has a positive influence on both pupil and teacher morale, making the school a happy place to be for all.

### 3. ROLES AND RESPONSIBILITIES

We are proud to belong to Biggar Primary School and Nursery and we work together to maintain a rights-respecting ethos by following our Biggar Bees.

#### Biggar Bees



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Biggar Bees are displayed in each classroom and are referred to daily. A consistency of approach is ensured by referring to the bees thus using a common language across the school community.

#### 3.1 EXPECTATIONS OF SENIOR LEADERSHIP TEAM (SLT)

- To review the behaviour policy and monitor the policy's effectiveness
- Be present in the playground at the start and end of the school day
- Wear our BPS lanyards with Biggar Bees on
- Issue Bee Stickers where appropriate
- Regularly share good practice
- Support staff in managing learners with more complex/distressed behaviours
- Provide de-brief sessions after periods of distressed behaviour
- Facilitate sessions at the Peace Table
- Engage in restorative conversations with pupils
- Facilitate meetings with pupils, parents/carers and teachers
- Ensure staff training needs are identified and targeted.

#### 3.2 EXPECTATIONS OF TEACHING STAFF

- Meet and greet classes promptly in the playground each morning and after each break
- Escort classes to playground for breaks and end of day.
- Persistently use the language of 'Ready, Respectful, Safe' to spread the consistent and accurate message of expectations across the whole school.
- Use Plickers regularly to complete 'Check-ins' with pupils
- Wear our BPS lanyards with Biggar Bees on
- Use our visible Recognition Boards in class to motivate learners to develop through the Four Capacities of a Curriculum for Excellence (Responsible

Citizen, Effective Contributor, Successful Learner, Confident Individual), the Learning Powers (see attached), Skills Framework and school values

- Have high expectations of all learners
- Issue Bee Stickers where appropriate
- Engage in restorative conversations with pupils
- Complete section one of the reflection sheet issued to pupils and collect their sheet the following day

### **3.2.1 EXPECTATIONS OF ALL STAFF (Including non-teaching)**

- Persistently use the language of 'Ready, Respectful, Safe' to spread the consistent and accurate message of expectations across the whole school
- Wear our BPS lanyards with Biggar Bees on
- Have high expectations of all learners
- Issue Bee Stickers where appropriate
- Engage in restorative conversations with pupils
- Inform member of SLT or Class Teacher of incidents leading to a Time to Reflect sheet. Section one of the reflection sheet filled in by SLT/CT.

### **3.3 Expectations of Parents and Carers**

- Get to know BPS's behaviour policy
- Support their child in adhering to our Biggar Bees
- Inform the school of any change in circumstances which may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Discuss events with their child and complete the reflection task together
- Sign and return reflection sheet the next day

### **3.4 Expectations of Pupils**

Pupils will be made aware of the following:

- The expected standard of behaviour
- The Biggar Bees
- The school's routines
- The rewards that they can earn
- Time to Reflect process
- Pastoral support that is available to them to help meet the standards.

## **4. A POSITIVE APPROACH**

We recognise the importance of a pro-active, positive approach to behaviour management. We use a whole school approach encompassing the following:

- Good planning and organisation of the school and classroom
- Reinforcement of following the Biggar Bees and recognition of achievements in class, newsletters and assemblies.
- Pupil participation in decision making e.g. Pupil Swarms.

### **4.1 REWARDS**

#### **Individual rewards**

##### **Staff Star of the Week**

Criteria for each class' star of the week are decided upon by the class teacher and can include one of the Four Capacities, a Learning Power, a Biggar Bee or one of our school values. Pupils are awarded 'Star of the Week' on merit and given a sticker at Assembly.

##### **Daily**

An important part of our school ethos is that each day is a fresh start. If a child has respected the Biggar Bees for a whole day, they will be rewarded with praise from their teacher and will be able to colour the appropriate box in on their monthly behaviour tracker.

##### **Monthly**

Our whole school approach to behaviour is based on individuals respecting our three Biggar Bees. Each day, pupils will colour their daily tracking sheet yellow to show that they have followed our Biggar Bees. Those who have not followed the Biggar Bees on that day will mark an R to indicate Reflection. At the end of each month, those with a full yellow sheet will have 15 minutes 'extra playtime', whilst those who have not got a full yellow sheet will engage in a reflective conversation with their teacher or, if appropriate, a member of SLT.

##### **Annually**

At our end of year celebration, two pupils from each class are nominated by their class teacher for having demonstrated how they have displayed one or more of the Four Capacities of a Curriculum for Excellence, throughout the year. They will receive a certificate at the Prize Giving assembly at the end of the year and their parents will be invited in to watch them collect their prize.

##### **House Points System**

Awarding House points is a tradition in Biggar Primary School. Our Houses are Gladstone (Blue), Colville (Green) and Fleming (Red). The pupils are allocated a House when they start school in P1 and remain in that House until they leave. House points are awarded for sports and for general good work and behaviour throughout the year. Every classroom has a House Chart on the wall on which points are accumulated. The class teachers decide how points will be allocated within their own classrooms. Pupils gain House points for any number of things identified by the teacher at any given time e.g. neat work, homework, behaviour etc. Any staff member can issue a pupil with a 'Bee Sticker' which equates to 5 House Points. These can be issued for things such as holding doors, being kind, etc.

Each House has 2 elected captains and vice captains from the P7 year group. The Captains and/or vice captains representing all houses will go round the classes each week to collect house points which will be added to the total on display outside the gym hall. The Houses compete over the year for a cup. At the end of each term pupils of the winning house will be allowed to dress down in their house colours and will receive a treat e.g afternoon in the park, movie afternoon.

### **Group/Class rewards**

In addition to awarding house points class teachers are given autonomy to use whatever strategies work for their particular class in order to reward groups for working together or indeed the whole class. (Appendix 1)

### **A Note about Rewards**

Careful consideration is given to 'rewards' as overuse renders them meaningless and they lose their effectiveness. We have high expectations of our pupils and this would be the 'norm' i.e. what society would expect of responsible citizens. Whilst appreciating the need for such a 'rewards' system, pupils need to understand and appreciate that rewards for 'normal' behaviour i.e. that expected by society, does not and should not always be in the form of tangible reward. However, we do recognise that the 'norm' is not the same for every pupil and therefore believe that the behaviour we want from our pupils needs to be encouraged in every way possible.

As pupils grow and develop and move through our school, they will rely less on tangible, extrinsic rewards like stickers and stamps and become able to do the right things, as a responsible citizen would, with intrinsic motivation and a kind word or 'thank you'.

## **4.2 CONSEQUENCES**

### **Restorative and Solution Focused Practice**

We take, wherever possible, a non-punitive approach to resolving issues between pupils, preferring to restore good relationships where there has been conflict or harm through restorative conversations and natural consequences. Through our Emotional Health & Well-being curriculum and through whole school assemblies, we endeavour to develop a school ethos, policies and procedures that reduce the possibility of such conflict and harm. Thus, pupil's understanding of the consequences of distressed behaviour is developed as they come through the school, resulting in fewer

incidents. Pupils are listened to and supported to reflect on incidents at our peace table.

### **Peace Table**

Children can invite others to meet round the peace table where everyone is given the opportunity to express their feelings views etc... A member of the SLT will guide the children in this process to find a resolution to a particular issue. A record of issues and action points is recorded in the peace book.

Although we aim to take a positive approach to behaviour management, there will be occasions where consequences are appropriate. The following important consideration will always be taken into account before any sanction is given.

- a) The seriousness of the incident.
- b) The extent to which the child is to blame.
- c) The child's age, state of health, capabilities etc.
- d) The duty of the authority to provide a proper school education.

### **Consequences for not respecting Biggar Bees**

Undesired behaviour



Warning issued – Bee Sting card put on to pupil's desk/handed out in playground.



Undesired behaviour continues – Time to Reflect sheet is issued and a restorative conversation had. Part one is filled in by staff member and pupil. Sheet is given to child to take home to complete and return next day. If an incident occurs outside of classroom e.g. playground, a member of staff will communicate this with the class teacher. SLT to be informed if required.



Undesired behaviour continues - Pupil will have a conversation with a member of the SLT – parents/carers will be informed.

### **Notes on Consequences**



Any member of staff can issue a Bee Sting warning, should they witness a pupil not following the rules. Section one of the Time to Reflect sheets will be filled in with a member of SLT or the class teacher.

During 'Time to Reflect' conversations, the child is to be removed from situation either in or out of classroom (this is at teachers' discretion) so that they can reflect on their behaviour choices.

Bee Sting warnings will not be communicated to parents, but staff may keep a record if they feel it necessary. Concerns about the frequency or pattern of Bee Sting warnings will be discussed with SLT.

If a serious incident occurs the pupil will be moved directly on to a discussion with a member of SLT and a meeting may be requested with the parent/guardian.

### **4.3 RESTORATIVE PRACTICE**

Paul Dix states that restorative practices teach behaviour. It teaches that there is an impact of behaviour on others. The positive relationships adults form with children depends on a restorative practice being the centre of the behaviour approach in school. (Paul Dix, *When the Adults Change, Everything Changes*, P.127)

This approach must be used proportionately however, not for every incident that occurs. It is to be used when behaviour is unacceptable or when trust is broken.

The adult has a vital role in this practice. The place where you have this conversation matters, as does your body language and tone. If possible, walk and talk or sit side by side playing with Lego or play dough. If you have to use the classroom or an office, then do not sit behind the desk.

#### **Recommended Restorative Meeting Guidelines:**

- Focus on the outcomes you want
- Reserve enough time for the meeting – 15 minutes at least
- Don't take copious notes – it's about conversation
- Have a glass of water for the pupil(s) if needed
- Leave the door open
- Refrain from using judgemental language
- Resist any interruptions – say that you are in a really important meeting
- End the meeting well and don't bring up other business
- Use the questions outlined below – if the child is younger, or will not manage all 5 questions, "who else has been affected" and "what can we do to make things right" are the most pertinent.

#### **Restorative conversation questions (Ask in this order)**

- **What happened?** – listen carefully. Do not interrupt or disagree. Give your account without judgement too.
- **What were you thinking at the time?** – This helps the pupil reconsider their actions and replay their thought processes.

- **What have you thought about since?** – This allows the pupil to change attitude or possibly come up with an apology. The pupil may need support to think about this question.
- **How did this make other people feel?** – The pupil may be unaware of how others reacted to their behaviour. It is important to raise this. The pupil needs to have the opportunity to consider the impact on others.
- **Who has been affected?** – The child may say ‘me’ initially. The child may need gentle encouragement and links can be made with the previous question.
- **How have they been affected?** – This is teaching the pupil about empathy.
- **What should we do to put things right?** – This question can cause tension. It is important that an apology is not demanded – a forced apology is worthless. If an apology is offered, accept it (even if not really happy with the tone or grudging way it is given)
- **How can we do things differently in the future?** The child may meet similar situations again so some prior planning may help them recognise triggers.

If a child clams up, try the following:

- 1-10 scales. *“On a scale of 1-10, how angry were you?”*
- Offer a postponement if the child is not ready to speak. *“I can see you are not quite ready to talk. Do you need a minute or two? / Would you like to speak to someone else?”*

## 5 MANAGING DISTRESSED BEHAVIOURS/BEHAVIOUR DISPLAYED BY CHILDREN WITH ADDITIONAL SUPPORT NEEDS

The school recognises the need for individual teachers to have good organisation, lesson planning and preparation in order to help create the right environment within the classroom. Flexibility, choice and, where appropriate, differentiation helps minimise distressed behaviour. However, even in these conditions, some pupils will present with distressed behaviour. It is important to remember that all behaviour is communication and that staff differentiate between the behaviour and the child.

Below is a table of possible signs of distress. Creating and fostering positive relationships with pupils may allow you to spot these signs early on and may enable you to intervene and support.

Distress signs	Examples
<b>D</b> – Displaying out-of-character behaviours	<ul style="list-style-type: none"> <li>• Becoming quieter/more talkative than usual</li> <li>• Giving away possessions</li> <li>• Talking/writing about things that are out of the usual</li> <li>• Complaints of unexplained pain</li> </ul>
<b>I</b> – injuries that are unexplained	<ul style="list-style-type: none"> <li>• Bruises, cuts, burns, scars</li> <li>• Tendency to hurt self</li> </ul>
<b>S</b> – Sudden changes in appearance, interests, habits	<ul style="list-style-type: none"> <li>• Neglecting personal hygiene/wellbeing</li> <li>• Unkempt appearance</li> <li>• Poor hygiene</li> <li>• Sleeping or eating too much or too little</li> <li>• Sudden loss in interest of previously pleasurable experiences</li> <li>• Sudden loss of interest in studies</li> </ul>
<b>T</b> – Temperamental changes	<ul style="list-style-type: none"> <li>• Becoming more irritable, agitated, moody, stressed or anxious</li> <li>• Expressions of worry, fear or anxiety</li> </ul>
<b>R</b> – Rebellious/aggressive behaviours	<ul style="list-style-type: none"> <li>• Display of defiant behaviour</li> <li>• Unaccountable rage, anger or aggression</li> <li>• Overly hostile or irritable</li> </ul>
<b>E</b> – Extended absence/social withdrawal	<ul style="list-style-type: none"> <li>• Unexplained and repeated absence or truancy</li> <li>• Declining to join in social activities</li> <li>• Becoming withdrawn and avoiding others</li> <li>• Having a lack of social contact</li> </ul>
<b>S</b> – struggling to pay attention/increased lethargy	<ul style="list-style-type: none"> <li>• Inattentiveness</li> <li>• Difficulty in concentrating and/or making decisions</li> </ul>
<b>S</b> – Sending/posting moody or morbid messages (including	<ul style="list-style-type: none"> <li>• Expressing frequent negative and/or illogical thoughts</li> <li>• Expressing feelings of hopelessness, helplessness and worthlessness and/or perceived lack of control</li> </ul>

expressions of death)	• Threatening or expressing plans to take their own life.
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If a child is consistently displaying behaviours described in the table, then staff should discuss with SLT the use of the PPRUDB BASP paperwork to support the pupil.

Staff need to use their knowledge of the pupil and their relationship with them to use de-escalation strategies that are appropriate. This could help to prevent behaviours reaching crisis point. Staff need to model appropriate behaviours including body language and tone of voice.

*See a list of de-escalation strategies in appendix 2*

## **ASN**

A child displaying a pattern of behaviours requiring additional support may have to have an ASP, written in partnership with external agencies such as the educational psychologist. The child will be on stage 3 or 4 of the Staged Intervention process, depending on need. The child may also require a BASP with appropriate risk assessment.

## **Managing aggressive behaviour**

This situation is one where having a positive relationship with the pupil is essential. It is vital to remain calm in these situations as the child will not feel in a 'safe space' to be able to listen or even to be rational. Strategies to consider can include:

- Talking in a calm and reassuring manner
- Keep a safe distance
- Avoiding prolonged eye-contact
- Be understanding (never dismissive) of the pupil's feelings
- Actively listen to the child
- Respect their personal space
- Be aware of own body language
- Avoid shouting
- Be clear about what is acceptable behaviour and be consistent with this
- Impose realistic sanctions
- Keep calm, professional and objective if challenged
- Follow the principle of minimum intervention, try a range of de-escalation strategies
- Plan ahead where possible

Staff have a duty of care in respect of the health, safety, wellbeing and welfare of children in our care. SLC's position is that it is only acceptable to physically intervene or to restrain a child where the member of staff believes that not doing so would mean that the pupil's actions are likely to cause physical harm or damage to themselves or another person. The intervention must be reasonable, appropriate and necessary in all the circumstances and should only be used as a last resort. All instances of physical intervention need to be recorded in line with PPRDUB policy.

SLC do not accept damage to property alone as being a reason for physical intervention or restraint. However, if the view is that damage to property will lead to the injury of the pupil or others, then minimum restraint may be justified.

In line with PPRUDB guidance:

- A violence at work form MUST be completed using People Connect if a member of staff is assaulted
- Staff have the option of a debrief meeting with SLT. It must always be offered following a distressing incident
- All incidents should be discussed with SLT and entered into pastoral notes on SEEMIS
- If a child consistently displays behaviours indicated in the table above, staff should discuss the use of a BASP with SLT. This will allow for tracking and monitoring incident and allowing a closer look into finding patterns or triggers, which may allow for prevention strategies to be put into place

### **Partnership Working**

Getting it Right for every child (GIRFEC) is a partnership approach to delivering children's services. GIRFEC provides a framework and methodology for achieving a multi-agency and joint-working approach. GIRFEC aims to have a network of support in place to ensure that children get the right help at the right time. At Biggar Primary School we use the GIRFEC approach in supporting children who have any additional need, including behaviour. More information about GIRFEC is available at <http://www.southlanarkshire.gov.uk/girfec>

### **Staged Intervention**

- **Stage 1:** Needs are met and managed within the class through differentiation, peer support, use of positive behaviour strategies, learning assistant support
- **Stage 2:** Needs are met and managed within establishment eg support from learning assistants using identified interventions
- **Stage 3:** Needs are met and managed within Education Resources with the support of Partner Services and Agencies e.g. Visiting specialist from Extended Community Team, Educational Psychologist, Additional Support for Learning Co-ordinators.
- **Stage 4:** Needs are met and managed through partner/multi agency working.

### **Support**

Differentiated support makes an important contribution to positive relationships and behaviour. Examples include:

- Key staff – named person for specific pupils

- Staff being available at critical times e.g. transitions, break times, staff changeovers
- Special arrangements in place for specific pupils e.g. not lining up, lunch in class room rather than canteen, pupil met at front door by learning assistant.

### **Daily / Weekly Behaviour Chart**

A behaviour diary may be put in place in exceptional cases where core consequences have not helped to modify a pupil's behaviour. This would be instigated by class teacher and in discussion with SLT. The behaviour sheet is customised for the individual (specifically targeting the behaviour) and would be devised in collaboration with the parents.

### **Withdrawal from Activities**

Pupils are only withdrawn from activities if the safety or quality of education of other pupils is likely to be compromised by their presence. It is entirely appropriate for a pupil to be removed to another class or supervised situation if his/her behaviour is compromising the education of everyone else in the class. If a pupil's behaviour is serious enough to warrant removal from class then the DHT/HT is informed and parents if required.

### **Exclusion**

The school follows South Lanarkshire Council Guidelines on Exclusion, Operating procedure A8, but would always seek to find alternatives to exclusion wherever possible. Exclusion is always a last resort.

## **6 REPORTING AND RECORDING OF INCIDENTS**

All 'Time to Reflect' sheets will be filed once returned in class folder. For the more serious or persistent incidents, records in the form of incident reports are recorded on Seemis and in line with PPRDUB We also record all bullying and racist incidents on Seemis.

## **7 EQUALITIES**

The school is committed to promoting equalities, inclusion and diversity and ensuring there is no discrimination in the application of our procedures. Due regard is also given to the implication of a pupil's disability in the design and implementation of this policy and procedures regarding behaviour management. (*Anti-Bullying Policy for more detail*)

## **APPENDICES**

1. Ideas for promoting positive behaviour in the classroom
2. De-escalation techniques
3. Time to Reflect Sheet
4. Expectations in different locations

## APPENDIX 1

### **Ideas for promoting positive behaviour in the classroom**

In order to keep the pupils motivated we use a variety of systems at different points over the year. Not all systems are used all of the time. Such systems include class, individual and whole school approaches e.g. star of the week awarded at assembly, house points etc.

Below is a list of ideas which have been provided and used by class teachers. This list is not exhaustive and serves as a bank of ideas for staff. Different strategies will be used as required i.e. those most suited to the teacher, class, child involved.

- Verbal praise / discussion
- Stickers, stamps and certificates
- Star of the day / special person
- Special cushion or toy giving them responsibility for the object for 1 day
- Individual behaviour charts/star charts
- House points
- Strategies appropriate to individual class – class and individual awards
- Class bead jar – children contribute to whole class jar – when full a reward is given
- Written praise
- Word of the week e.g. ‘WOW’, ‘OOH’, etc in jotters
- Positive comments and feedback in jotters
- Children reading out work to peers – own class or other classes
- Peer support children helping others with tasks
- Specific stickers/stampers for good behaviour, good work etc...
- Behavioural challenges – targets set to a specific group of children may help specific discipline problems or reinforce good behaviour e.g. not interrupting
- Send good work to other teachers / DHT / HT for praise
- Sharing child’s work with rest of class
- ‘Superstar of the Week’ – improved work /behaviour – star hanging over their table
- Group points / tally points
- Table Treasure/table trophy
- ‘Special Person’ (Circle Time) – positive comments from the rest of the class and cuddly toy allowed home with that person for the week
- Certificates home – for learning multiplication tables, spelling etc.
- Letting children know we appreciate them
- ‘Brain Break’ – movement in room
- ‘Drum Rolls’ – whole class do this to show appreciation for someone’s achievement
- Highlight good behaviour
- Special errands etc. For those who complete work or are well behaved
- ‘Ladder to Success’ or Wonder Wall’ – star charts for whole class / group use
- Assembly – certificates

- Reward for finishing work quickly should not be more work – give ‘Free Time’/challenge activity
- Knowing the children and treating them as individuals
- Raffle tickets – teacher give tickets for various agreed targets which pupil puts into jar. Draw on Friday when child will win a small prize
- Exhibit work
- Modelling good work / efforts in front of others
- Choice of activity e.g. computer etc.
- Gestures / body language / signals / personal interchange
- Reading each other’s work – make comments on work

## APPENDIX 2

### DE-ESCALATION TECHNIQUES

#### Physical

- Think about your position in the room – make sure you are closest to the door. But do not stand across the doorway to block someone’s exit.
- Respect personal space by keeping your distance (up to 4x more than normal) and turn your body so that you are presenting at an angle to the other person.
- Be aware of your body language – try to present with a relaxed and non-threatening stance with your hands open and visible.
- Stand on the same side as their dominant hand (reducing the likelihood that they will try to grab or hit out)
- Make only intermittent eye contact – more than this is threatening
- Adopt a ‘slow motion’ mode to offset the natural tendency to match the other person’s behaviour – i.e. talk slowly, walk slowly, move your hands slowly.
- Lower your voice and try to retain a warm and empathic tone
- Make sure your facial expression is congruent with what you say
- Remain calm
- Where possible separate them from the others / or remove the audience
- Get everyone to sit down – sitting helps you to calm down

#### Communication

- Listen
- Use the young person’s name
- Give them a way out / offer ‘time out’ – “Would you like to take a break..?”
- Respond empathically – recognise the emotions that the young person has by naming them.
- Tell them that it’s ok to have these feelings.
- Let them know specifically what behaviour is unacceptable.
- Tell them that you want to hear what they have to say – “Help me to understand what you’re saying to me”
- Reflect back to them – “Can I just check? I think what you’re saying to me is that you are unhappy about.... Have I got that right?”



- Use problem-solving skills with the young person – “What would help right now?” (This might only be possible once they have started to calm down)
- Offer praise where you can – “Well Done! You’re doing really well to control yourself. Keep on taking deep breaths.”
- Set limits – offer choices and make them aware of consequences.
- Ask yourself, “What is this young person trying to communicate?”

### **Personal attributes that will help**

- Always show **warmth** and **positive regard** for children and young people
- Try to be **consistent** and **predictable**
- Be firm but **fair**
- Know your limits – don’t make promises you can’t keep and get help if you need it.

### **Feelings**

#### **Issues affecting the child / young person**

- All behaviour is a form of communication. The young person has something to communicate to you. Let them know that you want to listen to what they have to say and that it is the way they are communicating that is problematic. Make it clear that you are disapproving of their behaviour and not them as a person.
- ‘Challenging behaviour’ often meets a need for the young person. For them it is a solution – a means to an end – and not a problem.
- Under stress, the young person’s survival response will dominate their actions. They are not likely to be able to reason (i.e. engage with the ‘thinking’ part of their brain). Attempts to appeal to their more ‘sensible’ self will probably be futile.

#### **Issues affecting you:**

- In response to a potential threat your defence / survival system may also have been activated – your brain will be sending signals to you to fight, flight or freeze.
- The use of de-escalation techniques is therefore counter-intuitive. It goes against our natural instinct in a threatening situation.
- You must try to appear to be calm and in control of yourself and try to engage the ‘thinking’ part of your brain.

## **What's not helpful?**

### **Physical Avoid**

- Adopting a threatening stance or standing across the doorway to block someone's exit
- Invading the young person's space (unless you are moving towards them to restrain them)
- Compromising your own safety

### **Communication Avoid**

- Shouting, threatening, preaching, arguing etc.
- Pointing or shaking your finger
- Continuing to discuss the 'issue' or to ask 'why did you do that'?
- Trying to 'win' or have the last word
- Interrupting e.g. "No, you listen to what I'm saying for a change..."
- Saying anything that might connect the young person to strong feelings of guilt or shame. This is not the time.

### **Feelings Avoid**

- Telling them you know how they feel
- Dismissing their feelings
- Taking it personally. Even when comments or insults are directed at you, they are not really about you. Try not to respond to them and concentrate on calming the situation down.

APPENDIX 3 Time to Reflect sheet

**Time to Reflect**



Be Ready



Be Respectful



Be Safe

1. What happened?
2. What were you doing/thinking at this time?
3. Who has been affected by these actions?
4. How have they been affected?
5. What do you think needs to be done now to make things right?
6. What can you do differently in the future?

Staff signature:  
Pupil Signature:  
Parent Signature:

Date:  
Date:  
Date:

