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Change History

Version	Date	Description
	April 2026	Updated to reflect statutory guidance from: <ul style="list-style-type: none"> <li>• Suspension and permanent exclusion from maintained school, academies and pupil referral units in England, including pupil movement (2024)</li> <li>• Behaviour in Schools Advice for headteachers and school staff (2024)</li> </ul>

Linked Policies	Anti-bullying policy Equalities Statement Complaints Policy Grievance Policy Staff Code of Conduct Online Safety Policy Home-school Agreement SEND policy Restrictive Interventions Policy
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**Signatures:**

**Headteacher:**



FRANCES BUCK

**Chair of Governors:**



SUSAN R. SIM

# Therapeutic Behaviour and Discipline Policy



At Inkpen Primary School, we as Governors and Staff want children to grow and learn in a safe and secure environment and to become positive, responsible and increasingly independent members of the school community. We follow the Therapeutic Thinking Approach towards supporting and managing behaviour. Therapeutic Thinking is an approach to support children and young people's Social Emotional and Mental Health needs in schools. Being therapeutic means that the day to day practice in school is designed to provide experiences that create sustained pro-social feelings within all children, adults and in particular, our young people who have experienced trauma and/or adverse childhood experiences.

By following a therapeutic approach, we focus on the reinforcement of *pro-social behaviour*, as we believe that this will develop an ethos of kindness and co-operation. This policy is designed to promote *pro-social behaviour*, rather than merely deter *anti-social behaviour*. Every member of the school community should feel valued and respected.

## The aims of these policy are to:

- create an environment which encourages and reinforces pro-social behaviour (both on and off school site)
- define acceptable standards of behaviour
- encourage a consistent response to both pro-social and anti-social behaviour
- promote self-esteem, self-discipline and positive relationships
- ensure the school's expectations and strategies are widely known and understood
- encourage the involvement of both home and school in implementation of this policy
- promote the understanding that some children need additional support to self-regulate and to remain regulated throughout the day
- ensure that behaviour management is adaptive as required

## Roles and Responsibilities

### **The Role of School leaders:**

The school leadership team (Headteacher/Acting Headteacher/Senior teacher) are responsible for setting high expectations of behaviour within the school. It is the responsibility of the leadership team to ensure that school's culture and ethos is communicated effectively to all stakeholders (governors, pupils, families and staff) and is maintained at all times.

Leaders will ensure that all staff receive timely training on the implementation of our behaviour policy and that this is included in the induction of new staff. Staff will also be given sufficient knowledge and expertise in providing additional support for children, including those with SEND, where necessary.

Leaders will ensure that advice is sought from appropriate external agencies and that appropriate staff members, such as Special Educational Needs Coordinator and Mental Health Support Lead, are given additional training in order to fulfil their roles in relation to this policy.

### **The Role of Teachers and Support staff:**

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.

All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.

#### **Behaviour of staff:**

The behaviour of staff should always be of the highest standard; setting a good example by all that they do, always being mindful of the public face of the school and maintaining confidentiality at all times, particularly when using social networking sites.

When using social networking sites, staff should never accept as 'friends', or 'follow', pupils at the school and should be very mindful of being 'friends' with, or 'following' parents or ex-pupils where it may lead to a breach of confidentiality or bringing the school into disrepute.

#### **The Role of Pupils:**

At Inkpen Primary School, we believe that all pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support, and consequence processes. Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.

#### **The Role of Parents:**

We believe that strong partnerships between home and school are essential in maintaining a positive behaviour culture. The role of parents is crucial in developing this culture and maintaining good behaviour. To support the school, parents should be encouraged to get to know the school's behaviour policy and, where possible, take part in the life of the school and its culture. Parents have an important role in supporting the school's behaviour policy and should be encouraged to reinforce the policy at home as appropriate. Where a parent has a concern about management of behaviour, they should raise this directly with the school while continuing to work in partnership with them.

#### **Behaviour of parents:**

It is very important that the school should aim to maintain positive relationships with parents at all times so that children perceive a strong and supportive approach by both home and school. Where there are any concerns that this relationship is not working, a child's class teacher will seek ways of improving this in the first instance. Should this be unsuccessful, it will be raised with the parents by the Headteacher. This may also involve discussions about unhelpful or distressing comments made on social networking sites.

Parents should refrain from personal contact with children they are not related to.

In relation to behaviour of parents towards any member of staff, governors or volunteers, the school will not tolerate any instances of:

- any behaviour verbal or physical that makes someone feel uncomfortable
- bad language
- bullying
- threatening behaviour
- verbal abuse
- physical abuse
- malicious gossip
- using social networking sites to single out individuals or to distribute untruthful or malicious information or comments

Any of the above could result in a legally approved warning letter by the school and, should they persist, would result in the offender having their licence to enter the school premises withdrawn. In the case of social networking sites, this would result in a request for comments to be withdrawn and could result in prosecution by the board of governors.

### **The role of Governors:**

Governors should always be mindful of the position of trust they hold and behave accordingly. They should maintain confidentiality for all families and should not be drawn into specific issues relating to the school but should pass on parental concerns about the day-to-day running of the school to the Headteacher or any policy concerns to the appropriate committee or full board of governors. They can also advise parents about how to access complaints procedures and/or policies.

When using social networking sites, governors should never accept as ‘friends’, or ‘follow’, pupils at the school and should be very mindful of any comments they post or discussions they enter into involving school issues. They should also be very careful that comments do not lead to a breach of confidentiality, criticism of members of staff or act against the agreed policies of the school.

### **Definitions:**

Throughout this policy, behaviour will be referred to as pro-social, anti-social or un-social.

#### **Pro-social behaviour**

Pro-social behaviour refers to behaviour which is positive, helpful and is intended to promote social acceptance. It is characterised by concern for the rights, feelings and welfare of other people and benefits other people in society.

#### **Un-social behaviour:**

Un-social behaviour is such that someone may be unwilling to behave sociably in the company of others but NOT to the detriment of self or others. This may relate to someone not doing as instructed but not aiming to harm self or others.

#### **Anti-social behaviour:**

Anti-social behaviour is behaviour that causes harm to an individual, a group, to the community or to the environment. It is likely to cause injury, harassment, alarm or distress and violates the rights of another person.

The following are examples of each type of behaviour:

Pro-social	Un-social	Anti-social
<ul style="list-style-type: none"> <li>• listening to and following instructions/direction from an adult</li> <li>• completing work</li> <li>• being kind to peers</li> <li>• being polite</li> <li>• showing respect to others</li> <li>• empathy towards others</li> <li>• walking/moving quietly and sensibly around school</li> <li>• displaying our 3Cs</li> </ul>	<ul style="list-style-type: none"> <li>• ignoring direction from an adult</li> <li>• refusing to complete work</li> <li>• ignoring their peers</li> <li>• poor manners</li> <li>• being disrespectful to peers or adults</li> <li>• being unkind or unfair to others</li> </ul>	<ul style="list-style-type: none"> <li>• destroying the property of others</li> <li>• disrupting others' learning</li> <li>• being verbally abusive towards adults or peers</li> <li>• throwing equipment in a dangerous and deliberate manner</li> <li>• being physically abusive towards adults or peers</li> <li>• being abusive online both in and out of school</li> </ul>

The following are feelings that may be associated with pro-social and anti-social behaviour:

Pro-social	Anti-social
confident	fear
calm	guilt
rested	disappointment
happy	hated
trusted	conflicted
respected	tired
accepted	bored
secure	worthless
loved	shame
liked	anger
included	blamed
inspired	invisible

### A positive Environment:

Perhaps most important of all is the overall climate and ethos of our school. Our ethos is centred around the 3Cs:

- Courage
- Curiosity
- Cooperation

This can be seen through:

- a positive climate that relies upon and promotes reward and praise rather than criticism and sanction
- the example set by members of staff in their relationships and communications with children
- the support and relationships that members of staff have with one another
- the sense of community within the school and that all children are ambassadors
- interesting and well-prepared lessons that cater for individual needs
- classrooms that are suited to the needs of the children within it

## Rights and Responsibilities

The rights and responsibilities of all are discussed at the beginning of each academic year when the children work with the class teachers to create class expectations. These expectations will be discussed regularly with the children. Children will also understand that there are expectations for other areas of the school, such as the playground and dining room and for different occasions e.g. when on a school trip, moving around the school and taking part in assemblies and they will know and understand these expectations too.

We ensure Inkpen is a happy and safe place to learn by ensuring that:

- everyone has the right to learn and the responsibility to allow others to learn without intentionally disrupting the work of others
- everyone is accepted as individuals and their rights, values and beliefs are respected
- we foster and promote positive relationships and a sense of belonging to the school community
- children are provided with a well-ordered environment in which everyone is fully aware of behavioural expectations
- we offer equality of opportunity in all aspects of school life and recognise and celebrate our differences
- positive relationships, behaviour and work are encouraged, praised and positively reinforced
- bullying of any kind is not tolerated
- we care for, and take pride in, the physical environment of the school

## Classroom Management and Routines

It is essential that classrooms are organised and managed in a way that promotes positive behaviour and ethos.

This is ensured by:

- providing engaging teaching and a range of learning activities
- using positive language, giving limited choices (where appropriate) and ensuring a clear understanding of any possible consequences
- ensuring all children are treated fairly and considering the needs of individual children (***equality vs equity***)
- providing positive role models
- ensuring all children feel safe and valued
- providing timely feedback for classwork
- giving opportunities, and support where necessary, for regulation

We understand at Inkpen Primary School that clear routines and firm boundaries provide safety and security for children. The following routines and boundaries ensure children have clear expectations for their behaviour:

- children line up quietly and sensibly
- adults are ready to greet children in their lines and lead them into class
- children move around school quietly and purposefully
- children are always accompanied by adults when moving around school

At Inkpen Primary School, we **do not** use any form of public humiliation such as:

- writing names on the board
- shouting at, berating or belittling children
- putting sad/happy faces on the board
- publicly isolating children from others as a punishment
- using visible behaviour charts where pupils are asked to move their names up or down

### **Managing and supporting un-social and anti-social behaviour**

It is our expectation that, by ensuring a positive, nurturing environment and by setting high expectations, children will consistently demonstrate pro-social behaviour. It is important to recognise and celebrate these children. This can be done in a variety of ways including:

- verbal praise
- team points on Class Dojo
- celebration in assemblies
- coming to show the Headteacher, or another member of staff, a piece of work or sharing a positive experience
- recognition in the weekly newsletter
- positive comments and achievements shared with parents or carers including sending copies of work home
- certificates during celebration assembly
- additional responsibility given both in and out of class e.g. register monitor, sports leader, librarian, school council ...

However, there will be occasions when children become dysregulated and display either un-social or anti-social behaviour. All staff will receive relevant training to ensure they equipped with the knowledge and skills to be able to deescalate this behaviour calmly, consistently, fairly and safely.

Un-social behaviour	Strategies, language or sanctions to use
<ul style="list-style-type: none"> <li>• refusing to complete work</li> <li>• not following an instruction given by an adult</li> <li>• ignoring a fellow peer</li> <li>• becoming distracting in class</li> <li>• not coming in from playtime</li> <li>• refusing to join in with whole class teaching</li> </ul>	<ul style="list-style-type: none"> <li>• targeted ignoring</li> <li>• reinforce positive behaviour of others to encourage compliance</li> <li>• a quiet gentle prompt or reminder of pro-social expectations “I need you to do this now because ...”, “show me that you can ... safely and sensibly)</li> <li>• children will be given the option of completing work at playtime or lunchtime</li> <li>• offering a choice “would you like to do this now or at lunchtime?”, “would you like to do this on your own or would you like some help?”</li> <li>• offer a movement/sensory break</li> </ul>
Anti-social behaviour	
<ul style="list-style-type: none"> <li>• swearing at others</li> <li>• becoming verbally abusive towards others</li> <li>• damaging school property</li> <li>• throwing equipment</li> <li>• becoming physically aggressive towards others</li> <li>• disrupting the learning of others</li> </ul>	<ul style="list-style-type: none"> <li>• use of different dysregulation strategies such as Emotion Coaching, PACE etc (see appendices)</li> <li>• use of 3Rs to help regulate, relate and reason (see appendices)</li> <li>• removal from the area where possible/appropriate</li> <li>• removing other children into a safer space</li> <li>• support/intervention from the Headteacher</li> </ul>

### **Recording anti-social behaviour**

Any incidents of anti-social behaviour will be recorded on CPOMS along with any further actions to be taken. This will allow us to measure and monitor any potential patterns in behaviour.

### **Providing sanctions**

According to “Behaviour in Schools Advice for Headteachers and School Staff 2024”, *“Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them.”*

Following on from anti-social behaviour, alternative provision or sanctions will be offered such as:

- spending time with the Headteacher in order to help regulate their emotions
- completing work away from others e.g. in the wellbeing room or Headteacher’s office
- a written or verbal apology
- completing work for a short time at playtime or lunchtime
- spending lunchtime in the wellbeing room or Headteacher’s office

It is important that any sanction or provision is closely linked to the anti-social behaviour e.g. if the behaviour occurred at lunchtime, alternative lunchtime provision will be offered but if the behaviour occurred within the classroom, alternative provision will be offered during lesson time. We do not put in place meaningless consequences such as writing lines or sitting in the class doing nothing.

Where a child is persistently displaying anti-social behaviour, more extreme responses may be needed, such as being placed on a Behaviour Support Plan with agreed targets built in (with parental involvement) and the support of the Therapeutic Thinking Support Team. In extreme cases temporary or permanent exclusion may be deemed necessary. This is outlined below in more detail.

### **Sexual violence and sexual harassment**

At Inkpen Primary School, we take behaviour of this nature very seriously. We never normalise sexually abusive language or behaviour by treating it as “banter”. We advocate strongly for high standards of conduct and behaviour between pupils and staff. Any allegations of child on child sexual violence or sexual harassment will be dealt with swiftly by the Designated Safeguarding Lead (at Inkpen Primary School this is the Headteacher or Acting Headteacher) according to our Safeguarding policy. Appropriate sanctions, support and interventions as outlined in this policy will also be applied, including seeking support and advice from external agencies.

### **Behaviour outside of school premises**

According to “Behaviour in Schools Advice for Headteachers and School Staff (2024)” *“Schools have the power to sanction pupils for misbehaviour outside of the school premises to such an extent is reasonable.* At Inkpen Primary School, we ensure that all of our children leave school ready for the next stage in their life which includes their ability to be law abiding citizens and display our high expectations of behaviour outside of our school premises. The sanctions above will be applied if any anti-social behaviour occurs when:

- taking part in any school related trip or activity
- travelling to or from school
- wearing school uniform
- pupils can be identifiable as attending Inkpen Primary School
- their behaviour poses a threat to another pupil

- their behaviour could adversely affect the reputation of the school
- interacting and playing online with peers

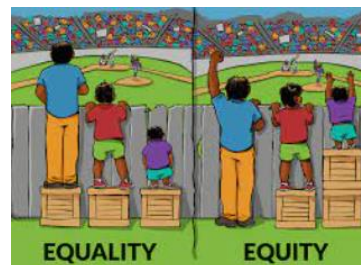
## **Behaviour Expectations and pupils with Special Educational Needs and/or Disabilities (SEND)**

Inkpen Primary School is a fully inclusive school and we welcome children with a wide range of additional needs. Our school culture ensures that all children, including those with SEND, are aware of our high expectations of behaviour and are supported effectively in order to meet these expectations. We are aware however, that some children, including those with SEND, will require additional support and resources to help them succeed in meeting these expectations.

### **Equity vs equality**

At Inkpen Primary School, we believe that children’s individual needs must be considered when managing behaviour.

**Equality** is treating everybody the same. Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.



**Equity** is giving everyone what they need to achieve success. At Inkpen Primary School, we advocate for each child to receive the resources, adaptations, experiences, appropriate interventions and support in their learning to achieve their full potential. These adaptations include:

- providing personalised workstations for children in class
- adjusting seating plans
- providing personalised visual timetables
- regular movement and sensory breaks
- concentration tools
- sensory equipment such as tension bands and posture cushions
- adjusting uniform requirements for children with sensory difficulties

Children with SEND **will** still however be given provided with consequences and sanctions as listed above for anti-social behaviour or un-social behaviour.

Regular reviews of children’s SAPs (Support and Achievement plans) and EHCPs (Education, Health and Care plans) will ensure that children’s needs are being met and that they can meet the high expectations of behaviour within school.

### **Preventing recurrence of misbehaviour**

The 2024 guidance “Behaviour in Schools Advice for Headteachers and School Staff” states that *“Schools should adopt a range of initial intervention strategies to help pupils manage their behaviour and to reduce the likelihood of suspension and permanent exclusion.”*

At Inkpen Primary School, we achieve this by helping pupils understand our behavioural expectations and by providing additional support for any pupil who may struggle to meet these expectations.

All anti-social behaviour is recorded on CPOMS, ensuring that senior leaders are aware of any pupil persistently displaying anti-social behaviour and/or whose behaviour is not improving following additional provision or sanctions. For these children, the following interventions may be put in place:

- frequent and open communication with parents
- providing mentoring and coaching from staff
- providing additional emotional support (including ELSA)
- additional support and advice being sought from external agencies (including Therapeutic Thinking Support Team and icollege)
- drawing up behaviour plans with input from the pupil and parent(s)

## Exclusions

Where a pupil's behaviour continues to breach our behaviour policy, and all interventions and sanctions have been exhausted, the Headteacher (or Acting Headteacher) may consider exclusion. These are at the discretion of the Head teacher (or Acting Headteacher) and are only ever considered as a last resort. Each serious misdemeanour will be considered and exclusion will depend on the severity and frequency of the child's actions. Aggressive and violent behaviour, putting others and themselves at risk, will lead to exclusion. Half day and full day exclusions may apply, depending on the severity of the situation.

Fixed term exclusions are imposed in response to serious cases of (or persistent) anti-social behaviour. The following list provides some examples of anti-social behaviour that may warrant a fixed term exclusion:

- bullying
- racist abuse
- abuse relating to disability, sexual orientation or gender reassignment
- damage to property belonging to the school or another pupil or staff member
- physical assault against another pupil or an adult
- verbal abuse or threatening behaviour against another pupil or adult
- persistent breaches of this behaviour policy

The guidance "Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" states that *"A pupil's behaviour outside school can be considered grounds for suspension or permanent exclusion."*

On the rare occasion that the Headteacher excludes or suspends a child, the parents will be informed verbally and followed up in writing with the following information:

- the reason for the suspension or exclusion
- the period of the suspension (or in the event of a permanent exclusion, the fact that it is permanent)
- the parents' right to appeal against the decision to the governing body
- the legal requirement that children remain at home during school hours throughout the time of the suspension or permanent exclusion

When a fixed term exclusion is implemented, pupils must still receive their education. Work will be provided for children to complete during this period.

## **Lunchtime exclusions**

Some pupil's behaviour may be particularly difficult at lunchtime. Where this is the case, it may be necessary, through discussion and agreement with the parent, to arrange for the child to go home for lunch. This measure is seen as a short-term solution only and if anti-social behaviour continues, additional discussions will be had with parents and advice may be sought from the Therapeutic Thinking Support Team.

## **Reintegration Following a Fixed Term Exclusion**

Following DfE guidance, a reintegration interview with parents is arranged between the Head Teacher and parents, following a fixed period exclusion. The purpose of this interview is to discuss how best the child's return to school can be managed and what additional support is required.

## **Permanent Exclusions**

This list is not intended to be exhaustive or prescriptive but rather to provide examples of the type of behaviour that might lead to permanent exclusion. For persistent breaches of the behaviour policy (i.e.: as a final step in a process for dealing with unacceptable behaviour and following a wide range of strategies that have been tried without success) it is acknowledged that the school has exhausted all available strategies. A permanent exclusion may be for repeated fixed term offences. For a serious breach of the behaviour policy, there may be circumstances in which it is appropriate to permanently exclude a pupil for a first or 'one-off' serious offence, such as:

- Involvement with an offensive weapon
- Supply or intent to supply an illegal substance
- Serious actual or threatened violence against another pupil or a member of staff
- Sexual misconduct

More information on fixed term and permanent exclusions can be found in this guidance [https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf)

## **Use of Force**

Although it is recognised that the vast majority of pupils in our school respond positively to our behaviour and conduct expectations, the well-being, welfare and safety of all pupils and staff at Inkpen Primary is of the paramount importance. Therefore, on very rare occasions it may be deemed necessary to use physical restrictive intervention. This will only be implemented if a child is putting themselves or others in danger or they are damaging property and after all other de-escalation strategies have been exhausted.

Any staff using physical intervention will be trained to do so and will use minimal force. A number of our staff are "Team Teach" trained and where ever possible these staff will be called for to support in these circumstances. However, on rare occasions, when a child puts themselves or others at risk the school staff member can legally use reasonable force to ensure the safety of the child and others.

All staff at Inkpen understand that school cannot use force as a punishment; however, positive handling, following the DfE guidelines, uses the minimum degree of force necessary for the shortest period of time to prevent a pupil harming themselves, others or property. The scale and nature of any physical intervention must be proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause. Every effort will be made to ensure that all staff in this school clearly understand this policy and their responsibilities in the context of their duty of care in taking appropriate measures where reasonable force is necessary.

When reasonable force has been used, the child's parents will be informed and details of this will be recorded on CPOMS.

More information on the use of reasonable force can be found in our Restrictive Interventions Policy. Please also follow this link to guidance from The Department For Education relating to the use of reasonable force:

[https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive\\_interventions\\_including\\_use\\_of\\_reasonable\\_force\\_in\\_schools.pdf](https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf)

### **Monitoring and Training:**

This policy is shared with all staff and reviewed on an annual basis. It is available to view on the school website and held in the school office. Staff receive regular "in-house" training to support the implementation of this policy. Training is also provided by external agencies including Therapeutic Thinking Support Team, Autism Team and the Educational Psychology team. Staff are given anonymous surveys on their perceptions and experiences of the behaviour culture at Inkpen Primary School. These are considered when reviewing the behaviour policy.

The Head Teacher monitors the effectiveness of this policy on a regular basis. She reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. Any complaints received in relation to this policy will be considered during these reviews.

Any concerns about a child's behaviour, either inside or outside of the classroom is recorded on CPOMS. These incidents may be recorded by teachers, teaching assistants, lunchtime assistants, non-teaching support staff or the headteacher and are communicated to parents as appropriate.

The Headteacher keeps a record of any pupil who is excluded for a fixed term or permanent exclusion. It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

### **Appendices:**

Appendix 1: Emotion Coaching

Appendix 2: PACE

Appendix 3: 3 Rs - Regulate - Relate - Reason

Appendix 4: Scripted language

Appendix 1: Emotion  
Coaching

## How to Emotion Coach



- Step 1

**Recognising the child's feelings and empathise with them**

- Step 2

**Labelling the feelings and validating them**

- Step 3

**Setting limits on behaviour (if needed)**

- Step 4

**Problem-solve with the young person**

(It is likely to be at a different time when they are regulated)



What that could mean:

## How to Emotion Coach



- Step 1

**Recognising the child's feelings and empathise with them**

Recognising the child's feeling and try to connect with it yourself – the feeling rather than the behaviour e.g. being annoyed/embarrassed/sad/excited/happy etc.

- Step 2

**Labelling the feelings and validating them**

I think you might be feeling determined. You love playing with the animals and it can be hard to stop doing what you enjoy especially, when you think it's going to be difficult – but I'm here and we can do it together if you like.

I think you are feeling tired. You look sleepy and are laying on the carpet.

You look sad/cross, you want to do this without X joining in. It can be hard to share things you like.

- Step 3

**Setting limits on behaviour (if needed)**

Don't forget we are here to learn and I'm here to help you

Remember the rule Harry, first it's the Maths then it'll be time for....

Remember that we share the toys in school Harry

Remember we can't behave like that even though you're feeling X...  
Because it's not safe....come and see what X is doing over here.

- Step 4

**Problem-solve with the young person (it is likely to be at a different time when they are regulated)**

Next time you feel like that what could you do?

What can I do to help you when you're feeling like that?

Why don't we do it like this and then see if that helps.



Appendix 2: PACE (different strategies to be used at different times when appropriate)

Playfulness	Acceptance
<ul style="list-style-type: none"> <li>• warm, personalised greetings - high five; fist bump; waving ...</li> <li>• find moments of silliness to share together</li> <li>• play games which build to a finish (hide and seek; pop-up-pirate; jenga ...</li> <li>• incorporate rhythmic actions into teaching e.g. clapping; jumping; dancing; passing a balloon ...</li> <li>• defuse stressful demands and make a game out of getting organised; use humour to divert from conflict; give the child a job during difficult times of the day</li> </ul>	<ul style="list-style-type: none"> <li>• affirmation - affirm the pupil's sense of self, the intrinsic value of their life and their capacity to make a positive contribution to their world</li> <li>• welcome the pupil in regardless of difference and let them know explicitly that they belong, no matter what</li> <li>• believe that whatever the pupil communicates in the here and now is valid and worth taking note of</li> <li>• believe that there is some kind of meaning in the pupil's needs to be understood</li> <li>• acknowledge a pupil's situation both past and present</li> <li>• be aware of the impact of relational trauma and loss upon a pupil</li> </ul> <p>“Let me see if I’ve got this right ...”            “It sounds as if ...”            You are letting me know ...”            I get it ...”</p>
Curiosity	Empathy
<ul style="list-style-type: none"> <li>• modelling thinking: tap your head and say you are thinking “Um ... I’m having a think about this ...”</li> <li>• wondering out loud: “I’m wondering if you’re feeling ...”</li> <li>• using commentaries: “tom you are cold right now. I can tell, look at your arms - you have goose bumps and you are shivering.”</li> <li>• noticing out loud “Did you notice when ...? “I noticed that you ...”</li> <li>• hand of options: a way of speculating and discussing possible alternative explanations for other people's actions and motives using your thumb and fingers as you go through alternatives.</li> </ul> <p>“I am wondering if ...”            What if ...”            I’m thinking whether ...”</p>	<ul style="list-style-type: none"> <li>• name the feeling</li> <li>• emotion coach</li> <li>• empathise with the feeling</li> <li>• validate the feeling with personal experience</li> <li>• make sense of what is happening</li> </ul> <p>“I can see that was really upsetting for you ...”            “I understand why you got cross - I would feel cross too if that happened to me.”            “What do you think made that so upsetting?”            “I can see that you’re angry at the moment.”            “I think this was a bit embarrassing/scary/etc for you”            “It probably hurt so much when she didn’t ask you to play”            “I can imagine ...”            “No wonder you are ...”            “I am here to help”            “Come with me and ...”</p>

Appendix 3: 3 Rs - Regulate - Relate - Reason



### 3Rs Examples

<b><i>Walking/running around school having left a Maths class</i></b>	
<b>Regulate</b>	'Billy, follow me. Let's run this energy off on the field.' Engage in running/ walking on field – can he count his heart beat?
<b>Relate</b>	'I think you were feeling a bit stressed by that Maths task. Fractions used to make me feel like that.'
<b>Reason</b>	'I wonder what we could do next time you start to feel stressed in a lesson? Do you think we need to think of something to help you feel calmer...I wonder whether we could do some calming activities out in the corridor next time?'

<b><i>Fidgeting and making noises during the input</i></b>	
<b>Regulate</b>	'Sam, looks like you have a lot of energy today! Let's go and do some exercises together. Complete wall presses.'
<b>Relate</b>	'Were you getting bored listening? I think you were trying to wake yourself up!'
<b>Reason</b>	'It's ok to need a stretch and a move about, but we can't disturb the other children's learning. Next time, do you want to show me this [movement] card so I know to take you for a quick move about?'

<b><i>Kicking children on the playground</i></b>	
<b>Regulate</b>	'Evie, stop now. Children are getting hurt. You're angry. Let's get this anger out in another way.' Lead her to a different part of the playground where she can hit a punch bag/jump on a trampete
<b>Relate</b>	'You got so angry back there, I could tell from your face how angry you were. It's horrible to feel that angry.'
<b>Reason</b>	'Can you tell me what made you so angry towards the girls?' 'Did you get angry because of something they said or did?'
	'I can see why you got so angry, but it's not ok to hit others – I know you know that. Have you got some ideas about what you could do if that happens again?'

## Appendix 4: Scripted language

A child is refusing to come into the classroom	
Positive phrasing	Come into the classroom thank you (repeat if appropriate)
Limited Choice	Would you like to come in on your own or would you like some to help you?
Disempowering the behaviour	I can see you need a little more time to get ready. Come in when you are ready.
Consequence	We'll practise coming into the classroom at playtime

A child is refusing to come in from playtime	
Positive phrasing	Come inside now thank you (repeat if appropriate)
Limited Choice	Would you like to come inside on your own or would you like some help?
Disempowering the behaviour	You can come in when you are ready
Consequence	You can stay inside at playtime tomorrow

A child won't leave the activity/tidy up	
Positive phrasing	We need to tidy up now thank you. Tidy up now.
Limited Choice	Would you like to tidy on your own or would you like a friend to help you?
Disempowering the behaviour	You can tidy up when you're ready.
Consequence	We can practise tidying up at playtime tomorrow

A child is refusing to come off equipment	
Positive phrasing	Come off the trim trail now thank you. (repeat if appropriate)
Limited Choice	Can you do it on your own or would you like me to help you?
Disempowering the behaviour	OK - you can come in when you're ready
Consequence	If you can't show me that you can be safe, you won't be able to go on it tomorrow.