

**Positive Behaviour Policy**

**Hucklow Primary School**

**and**

**Hucklow Nursery**



## Philosophy and Aims

At Hucklow Primary School we believe in the importance of creating a positive learning environment where everyone feels safe and happy and promotes good relationships between everyone concerned with the school.

We aim to create an atmosphere of self-belief and encouragement, care and respect with sensitivity towards individuals – a school where everyone feels valued.

We strive to promote courtesy, respect, independence and responsibility for others and ourselves.

### Our School Core Values

- **Respect** – respect for ourselves, each other, our school and wider community environment and our learning.
- **Care** – caring for ourselves, each other and being mindful of the things around us
- **Teamwork** – valuing ourselves and others as part of a team, understanding that we all have something to contribute
- **Self-belief** – fostering an ‘I can / we can attitude’ in ourselves and others.
- **Independence** – Knowing that we can think for ourselves and make our own choices. Understanding that sometimes we work together and collaborate with each other.
- **Aim high** – challenging ourselves in all that we do.

Our Core values are regularly discussed in assembly and displayed in all classrooms and around school.

At Hucklow we strive to make our curriculum as exciting, fun and creative as possible. We are constantly looking for ways to enthuse children to learn, as we believe active participation in the curriculum helps to encourage positive learning and reduce the number of behaviour incidents. It is important that the whole community shares the same philosophy, hopes and aspirations and we all play an equal part in developing the structures for establishing a clear framework for behaviour.

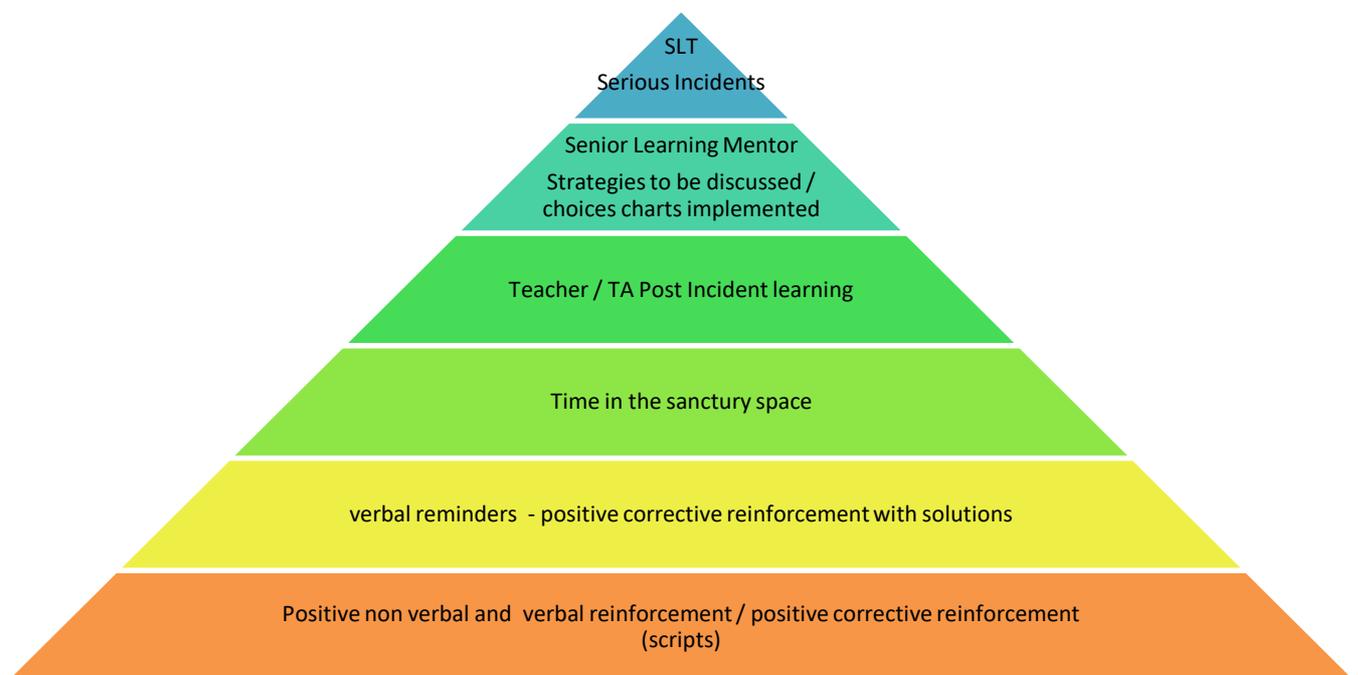
### Our Aims:

- To create a calm, caring, orderly and co-operative atmosphere where everyone is happy, safe and secure.
- To promote **positive** attitudes and foster good relationships.
- To ensure everyone has **positive** enthusiasm for school life and children take responsibility for their learning
- To reward good behaviour and respond appropriately to unacceptable behaviour.
- For all (children and adults) to show **respect** for each other’s feelings, rights and backgrounds
- To ensure everyone is treated **equally** and everyone feels **valued**.

## Preventative behaviour Management Strategies

- Have high expectations and ensuring the children know what they are
- Ensure learning is engaging, pitched at the right level, is appropriately differentiated and has appropriate scaffolding
- Establish good relationships with all children
- Daily meet and greet by all staff
- Promote respect, tolerance, positive choice making and problem solving skills
- Deal with incidents positively and remember to use calm tone and intonation
- Use proximity praise , re direction and distraction and allow take up time
- Use the words 'Thank you' instead of 'Please'
- Use Post Incident Learning (PIL) (teaching and learning aspect) to help children make better choices next time
- Use recognition boards and good news notes home

### Behaviour Structure



### Dealing with low and mid level behaviour

**If a pupil is becoming distracted and needs refocusing, we will:**

**We will use Positive nonverbal and verbal reinforcement positive corrective reinforcement in our everyday classroom teaching (scripts)**

**We will give pupils a quiet verbal reminder about their behaviour- we use clear firm direction or instruction phrased positively. We will offer a solution to support positive choice making. Repeat if necessary.**

**Use positive language or non-verbal cues to reinforce desired behaviours**

If the behaviour continues

**We will give them a quiet verbal reminder about their behaviour- we use clear firm direction or instruction phrased positively. We will offer a solution to support positive choice making and ask the pupil to spend a short period in the sanctuary space and do verbal Post Incident Learning.**

If the behaviour continues

**Staff will use Post Incident Learning with a logical consequence – the teacher will record this alongside consequences and actions on CPOMS**

**If a child is struggling to learn from their post incident learning or need additional support they will meet to discuss their behaviour with the Learning Mentors and parents will be informed.**

**If a child continues to be dysregulated or requires further support or their behaviour is a risk to health they will meet with a member of SLT to discuss their behaviour with their parent and a behaviour plan will be put in place**

### **Dealing with Serious Behaviour - SLT**

**Staff will call for assistance if behaviour is causing a severe disruption to the learning of others or is a risk to safety.**

- Support will do a dynamic risk assessment and take appropriate action
- Support – will use the Post Incident Script and record, making sure it is at an appropriate time
- Logical consequences will be discussed with the pupil alongside the consequences for serious incidents (internal exclusion, exclusion etc.)
- Parents will be informed of incident
- The incident will be recorded on CPOMS by all adults If physical intervention (restraint) was used The Bound and Numbered book will also be completed.
- As a last resort, for serious or persistent misbehaviour, exclusions may occur.

### **Incidents at break and lunchtime**

Every effort is made to keep children occupied during break and lunchtime, equipment is provided for games and activities. Lunchtime staff including, play Leaders and Midday Supervisors will use the positive rewards and consequences systems (as above) used by the rest of the school. They are also trained in positive behaviour management strategies and will use these strategies throughout the lunchtime. Serious incidents are reported to the Learning Mentor /Leadership Team and these will be followed up using the Dealing with Serious Behaviour strategies.

### **Fighting on the yard**

A dynamic risk assessment will be under taken. If necessary children will be asked to sit in a yard sanctuary space, Post Incident Learning will be completed and recorded and logged on CPOMS - children may need alternative provision during breaks and undertake a safe play intervention for the agreed amount of time and be part of a restorative conference.

Lunchtime exclusions may occur if a child is persistently unable to regulate over the lunchtime period.

## **Positive Handling**

This behavior Management policy describes the early, positive, preventive interactions that we take in the management of behaviour. It is only as a final step that physical intervention is used.

At Hucklow staff are trained in the Team Teach approach. This training is refreshed and updated. Team Teach is a nationally accredited training course which:

- trains staff to use proactive strategies to de-escalate, defuse and divert in order to prevent crises and reduce or remove the need for positive handling
- promotes staff awareness of the needs of the person who is having behavioural difficulties
- empowers staff and helps them to teach individuals to maintain self-control
- teaches staff to be competent when responding to a behaviour crisis by using approved and safe interventions

‘Teamteach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen as necessarily as a failure of professional technique, but a regrettable and infrequent ‘side effect’ of ensuring that the service user remains safe’ – George Matthews Teamteach Founder

### Who Can Use Physical Interventions?

Section 93 of the Education and Inspections Act, 2006 allows all teachers at a school to use reasonable force to control or restrain pupils. It also allows other people to do so, in the same way as a teacher, provided they have been authorised by the Headteacher to have control or charge of pupils.

At Hucklow, staff who are not Team Teach trained can, when necessary, assist with positive handling but only under the guidance of someone who is trained.

What kinds of physical interventions can be used?

The Team Teach training teaches the use of the following kinds of physical interventions:

- Touch control
- Help hug
- One person/Two person escort – inside or outside elbows
- Bite release
- Hair release
- One and two arm release

- Blocks to punches

These are planned physical interventions. There will be some crisis or emergency situations, for example where children are in immediate danger of hurting themselves or others, where a member of staff may use any reasonable force necessary to maintain safety.

#### Key Factors

Physical intervention should always be:

- In the best interests of the pupil
- Absolutely necessary
- Reasonable and proportionate

All incidents requiring the use of physical intervention are recorded on CPOMS and parents/carers are informed of the use of physical intervention.

Parents and carers are consulted when developing positive handling plans.

### **Post Incident Learning (PIL) / Repair and Rebuild**

**Listen-** to the child's views "What happened?"

**Link-** feelings to the behaviours of all concerned "How did that make you feel?"

**Learn-** find better ways for next time "If this happened again what you could you try next time?"

Remember to TELL:

**Timing-** will depend on the child

**Environment-** comfortable and neutral area

**Listening-** active listening, looking at body language, non-judgemental

**Learning-** takes place without blame to help reduce the chance of repetition.

### **Recording of incidents and Informing Parents**

Serious Incident - Post Incident Learning must be recorded / logged onto CPOMS. Parents will be informed of consequences such as logical consequences, internal exclusions and will be informed about exclusions to home verbally and in writing  
Incidents requiring restraint should always be brought to the attention of the Inclusion Manager/SLT and the member of staff must log the incident on CPOMS the Inclusion Manager/SLT will discuss handling with parents.

## Rewards and celebrations of appropriate behaviour

- Verbal praise / time – compliment them and tell them what you like and why
- Positive notes home / termly SLT letter
- Celebration assembly - outstanding effort linked to Core Values/ Behaviours for Learning
- Hot chocolate with SLT
- Recognition boards – recognising those going over and above
- Celebration events
- New learning and good citizenship

## Logical Consequences

Behaviour	Positive action to make a difference	Logical Consequence
<b>LOW LEVEL BEHAVIOUR – DEALT WITH BY THE CLASS TEACHER / TA</b>		
Shouting out	White board to show ideas	Use positive non-verbal and verbal reinforcement / positive correction scrips
Walking around class / out of seat	Seating plan Distraction and diversion – ‘come and sit down let’s look at your work together – praise/recognition next steps	Use positive non-verbal and verbal reinforcement / positive correction scrips
Answering back	Model positive communication Tactical ignoring	Use positive non-verbal and verbal reinforcement / positive correction scrips Post Incident learning / logical consequences
Refusal to work to the best of their ability	Distraction and diversion – ‘come and sit down let’s look at your work together – praise/recognition next steps. Recap learning offer peer support Task boards	Use positive non-verbal and verbal reinforcement / positive correction scrips Post Incident Learning and logical consequence Catching up work /re doing work
<b>MEDIUM LEVEL - DEALT WITH BY THE CLASS TEACHER</b>		
Refusal to work	Distraction and diversion – ‘come and sit down let’s look at your work together – praise/recognition next steps recap learning offer peer support Sanctuary space – calming time/ sensory box	Post Incident Learning and logical consequence - Catch up work <b>Record on CPOMS</b>
Throwing equipment	Distraction and diversion Remove equipment, short positive logical consequence about use of equipment. Sanctuary space – calming time/ sensory box	Post Incident Learning and logical consequence Tidy up mess This will also be consequence for throwing litter, toilet paper <b>Record on CPOMS</b>
Inappropriate language	Distraction/ diversion Sanctuary space – calming time sensory box	Post Incident Learning and logical consequence Apology to adult and class <b>Parent informed Record on CPOMS</b>
Arguing with adults	Model positive communication Sanctuary space – calming time/ sensory box	Post Incident Learning /logical consequences Apology to adult and class <b>Parent informed record on CPOMS</b>
<b>HIGH LEVEL – SUPPORT FROM SLT</b>		
Severe Arguing with adults	Model positive communication Seek support	discuss behaviour /logical consequences Repair and rebuild Time out of class

		<b>Parents informed record on CPOMS</b>
Damage to property / equipment	Distraction and diversion Remove equipment, short positive logical consequence about use of equipment.	Post Incident Learning -Tidy up mess Mend / replace broken item Time out of class SLT investigation <b>Parents informed record on CPOMS</b>
Fighting	Risk assessment Distraction and diversion Remove from area	Post Incident behaviour /logical consequences - restorative conference / safe play intervention SLT investigation <b>Parents informed record on CPOMS</b>
Leaving the classroom without permission	Distraction and diversion Model positive communication Seek support	Post Incident learning /logical consequences – catch up work missed / adult escort when moving round school <b>Parents informed record on CPOMS</b>
Racist, homophobic language	Distraction and diversion Model positive communication Seek support	Post Incident Learning /logical consequences – logical consequence around use of language / restorative conference Investigation by SLT <b>Parents informed record on CPOMS</b>

This is not a definitive list and professional judgement should be used into relation to behaviour management responses and actions.

### **Whole School and Individual Strategies to Support and Promote the Teaching and Learning of Behaviour Management**

**Meet and greet – daily in the morning and after lunch –** at time to welcome children into class

**Social Time – class based learning** A time to **model, promote** and build **positive** relationships within the school community, aid speaking and listening and encourage debate, philosophy and team building skills. (1 x 20-30minute session per week)

**Personalised / enrichment timetables – responding to individual needs** Where a child requires a more specialist approach for social and emotional learning a personalised/visual timetable will be used to provide appropriate enrichment activities rather than these being seen as a reward.

**Choices Charts – responding to individual needs** Where a child's behaviour is causing a concern or following a serious incident, we may implement a Choices Chart. Speaking with the parent and child is essential and this should inform the child's targets. A consistent approach is key.

Each chart will have 2 - 3 targets for the pupil to work towards each session. The class teacher, with support from the TA, will mark the chart at the end of each session. Choices Charts are shared with a member of the senior leadership team and parents at the end of the week

Choices Charts should be used positively and every opportunity should be offered to ensure a positive outcome.

**Social skills groups/ pastoral intervention – small group provision** An opportunity for children to understand and explore feelings in themselves and others, friendship skills, communication skills, problem solving skills and develop resilience to learning and tolerance of others

**Positive Handling Plans** Positive handling plans identify and support the needs of children who need help to regulate their behaviour. This may include children who may have specific special needs and they may find managing certain situations more difficult. Handling plans are working documents, jointly collated with the adults involved with the child, parents and the child themselves. They identify trigger behaviours in each of the stages of crisis and appropriate response.

**Sanctuary Space** A safe space in the classroom where children can regulate, reflect and change their behaviour. In the space, there should be various resources and equipment, such as fiddle toys and sand timers, feelings books and solution cards.

**Meta Moments** Problems solving and strategizing approach to managing uncomfortable situations

**SMILE** A mindfulness tool to help children become sociable, move and be more active, interested in others and the world around them, learn and engage with others and the world around them

## **Behaviour management is everybody's responsibility**

### **Teacher's / TA's / Midday Supervisor Responsibility**

- To be familiar with and follow the school behaviour policy
- To be smiley and positive - use calm tone and positive language
- To ensure they use post incident learning to support and change behaviour
- To ensure they have high expectations, consistent approach, clear boundaries and expectations.
- To be positive and recognise children's strengths and achievements
- To forge good relationships with pupils and parents
- To be solution focused and support behaviour recovery
- To seek advice if they are concerned about a pupil's behaviour
- To communicate with parents and carers if they have a concern about a child's behaviour

### **Pupil's Responsibility**

- To follow our Core Values
- To try hard to make positive choices
- To use their post incident learning to help them learn from mistakes
- To accept consequences for their behaviour
- To talk about worries such as bullying

### **Parents Responsibility**

- To be familiar with the school's behaviour policy
- To be familiar with our core values
- To support school in their efforts to create a calm, caring, orderly and co-operative atmosphere where everyone is happy, safe and secure
- To work with the TA, Teacher Inclusion Manager / SLT to improve their child's behaviour

### **Role of the Learning Mentor**

- To reinforce the behaviour policy throughout school
- To implement and facilitate positive behaviour management interventions
- To provide pastoral support for individuals and groups of pupils
- To support staff in developing strategies that promote positive behaviour
- To link with parents
- To ensure lunchtime provision is fun and occupies children
- To use behaviour data and information to inform provision and actions

Serious Incidents should be reported to SLT as soon as possible these include fighting, verbal and physical intimidation, extremism, racism, homophobic or transgender abuse, bullying and severe disruption. These incidents are recorded /logged on CPOMs and parents will be informed. As a last resort, for serious or persistent misbehaviour, exclusions may occur.

HUCKLOW BEHAVIOUR POLICY  
COVID -19 Behaviour Policy Appendix

The majority of our existing Behaviour Policy will remain in operation. Amendments have been made to support reopening of school in line with government guidance for schools.

Adjustments to daily routines

All pupils and their families must follow the changes made to the start and finish of each day, by adhering to:

Start and finish times

Only using the designated entry and exit points

Following one-way systems where necessary

Follow the social distancing guidelines of standing 2 metres apart, where possible, when waiting to come into school – Markings and cones will help families to do this.

Pupils must follow the changes to the movement around school, which will be clearly signposted. Areas that are out of bounds for pupils will be clearly marked with signs.

Pupils will be taught in designated bubbles. Pupils will remain in their bubble during lesson time, playtime and lunchtime.

During breaks outside children will stay within their bubble and have a designated play space on the yard. They must remain in this space using only the equipment provided.

Children will sit with their bubble to eat lunch in the identified area – children should not to share food.

Throughout the school day, pupils must only use the toilet designated for use by their group and wash their hands thoroughly with soap and water after use. .

At regular intervals throughout the day, pupils will be expected to clean their hands using soap and water or hand sanitizer. School staff will model how to do this and posters will be visible to show how to wash hands effectively.

All pupils, where possible, will be required to use tissues to cover their face when coughing and sneezing. Safe disposal of tissues after use will be encouraged as well as hand washing after sneezing and coughing. Catch it, bin it, kill it!

Pupils should immediately tell a member of school staff if they are feeling unwell – see COVID 19 symptom checklist. Staff will carry out verbal welfare checks with pupils throughout the day.

At Hucklow our expectations are based on **RESPECT**

**R**egular hand washing with soap and water

**E**ngage in your learning - encourage others to do the same

**S**ocial distancing whenever possible

**P**rotect yourself and others by behaving in a safe and hygienic way

**E**mpathy - look after each other, help each other, be kind

**C**atch it, bin it, kill it - sneeze and cough into a tissue

**T**olerance - manage distractions, manage feelings

**As a school we will endeavour to develop a preventative and pre-emptive approach to support children in Trauma**

**Help pupils feel psychologically safe with you through:**

Eye contact / smiling

Gentle voice even when correcting

Use playful intonation – light tone of voice

Be accepting of their thoughts and feeling - acknowledge the emotion behind the behaviour and support with new ways they can deal with these.

**Recognise when pupils are feeling psychologically unsafe with you** – look out for social defence systems:

No eye contact No smiling

May turn away or become hostile with challenging behaviour cannot engage with you or with their learning

**Use protective factors.**

**Be:**

Steady, regulated, calm Familiar and consistent socially engaging

Calming, soothing and regulating

Curious – ‘I was wondering if you did that because you were ...’

**Use:**

Facial cues, prosody, body language, Positive reframing but do not be dismissive

**Empathise by:**

Teaching new routines, reminding of previous ones, holding them gently Validating experiences of the child

Recognising and validating their thoughts and feelings

Helping them to use different ways of responding / reacting to a situation

## **Zones of Regulation**

Re teach the feelings linked to the coloured Zones, help children to become feelings detectives (detecting feeling in themselves and others) and become good problem solvers so that they can manage problems effectively.

## **Sensory Breaks**

Plan opportunities in the day to take a break, be at peace and be mindful, to do large movement, small movement. Recognise when individuals may need a sensory break and let them have one

## **Using Sanctuary Spaces**

This can be done in two ways as a graduated response:

A. Sanctuary space at the pupils table:

'I can see you need a break – stay where you are, stop what you are doing, close your eyes or put your head down – take a few minutes – when you are ready.'

Younger children may need a small fiddle or comfort toy (this will need to be cleaned before another child can use it.)

The teacher will spend some time doing Post incident learning with the child – reflect and repair and remind

B. Designated Sanctuary space within the classroom.

The child will be supported through carefully chosen scripts to spend time in the Sanctuary space.

The sanctuary space will have small fiddle / comfort toys that can be washed between uses Encourage the child to think about what has happened, how did they feel, how could the move on. After 5 minutes, an adult will do post incident learning focusing on moving on and following expectations. If necessary, record the incident on CPOMs

## **Remember:**

Just listening improves stress regulation and psychological safety:

Accept and validate – you really feel that, I can understand why that might feel.

Reflect back – I can really hear that.... I can see how, so what I heard you say was.

Clarify meaning – help me understand how that is for you?

Offer support – how can I help you right now?

Offer an empathic response – I am so sorry, this feels like it is so hard/difficult/overwhelming

## **Dysregulation**

If a child becomes dysregulated and is not able to remain safe in the classroom, the second adult will inform a member of SLT who will:

Undertake a dynamic risk assessment and if necessary direct the child to leave the classroom to go to a designated space. Post Incident learning will be undertaken alongside a risk assessment to determine whether the child can return to the class or parents need to be contacted. The incident, intervention and actions will be recorded on CPOMs. A handling plan may need to be completed to support the child in school.

SLT will meet to assess the risk to the child and others if they remain in school – parents will be informed of decisions made by SLT

**This procedure is to be only used in the most serious of incidents where the behaviour deemed to be a risk**

### **Reasonable Force & Team Teach Strategies/Use of Restraint**

We are committed to avoiding the use of any form of restraint unless a child is a danger to themselves, other children or members of staff. Staff are discouraged from physical intervention and de-escalation techniques should always be used to try to calm situations. If the situation escalates, then staff must wear PPE if restraint is required (gloves and masks). Restraint will only be undertaken as a last resort and if deemed proportionate, necessary and in the best interests of the pupil.

Team Teach strategies will only be used in school to ensure the health and safety of all children, staff and property

If a child does need to be restrained then parents will be contacted at the earliest opportunity and a discussion around behaviour and risk will take place.

Incidents must be recorded on CPOMS

### **Risk Assessments / Handling Plans**

For those children who demonstrate frequent dysregulated behaviours, a risk assessment/ Handling Plan will be completed by the Inclusion Manager, SENCO and appropriate members of staff. The Handling Plan will be shared with parent/carer and child with the expectation that all parties adhere to the plan and are part of the reviewing process.

If the health and safety of an individual pupil and others is compromised by that individual's behaviour SLT will make a decision to send a child home, following guidance for exclusions. Home learning activities will be provided for the duration of the exclusion period.

### **Inclusion Team**

The role of the Learning Mentors and Inclusion Team will be to support children who are finding settling back into school difficult. The Learning Mentors will work with individuals and small groups who may have experienced difficulties at the current time including loss or bereavement whilst liaising closely with class teachers and wider pastoral team.

The Inclusion Manager and SENCO have a range of resources accessible for staff and families to use to support emotional well being and regulation. We shall continue to share these resources with families if needed.

<b>SCRIPTS AND SCENARIOS</b>	
<b>Positive Non – verbal reinforcement</b>	
Smile	Easy to give, eagerly received
Thumbs up / nod / wink	When they are on task, answers / asks a question, catches your eye (SMILE)
Tactical ignoring / distraction	Spot the child – watch but do not use language

<b>Corrective Non – verbal reinforcement</b>	
Gentle tap of book	Redirection to task
Thumbs up followed by hand over hand/ hand to ear / hand to eye	Re direct – good sitting / good listening / good looking (SMILE)
Proximity	Standing close to re direct (SMILE)
Contingent touch	Gentle hand on arm / shoulder (SMILE)
Time cue with fingers	1 finger to indicate – give me one minute I am not ignoring (SMILE)

<b>Positive Verbal Reinforcement</b>	
When / Then	Redirection to task ' <b>When</b> you have done... <b>then</b> you can...' (SMILE)
Redirect statement	Re direct 'Good sitting / good listening / good looking – thank you!' (SMILE) 'Let's look at what you have achieved so far.' 'Can I help you or are you good to go?' 'Have a quick break then back to it.' (SMILE)
Prompts to remind	'This needs to be finished by break – that is all of us! (SMILE)
Take the blame statement	It's your fault they do not get something (protect their self-esteem) 'I am sorry I didn't explain that very well. Let's go through it again to help make it clearer – ready to listen.' (SMILE)
Casual questions / explore the reason	Re focus on the task – not focus on the behavior 'Are you struggling/ are you finding it challenging/ is there a problem with the work? Can I give you a hand / can I help?' (SMILE)
Positive reinforcement	Encourage to motivate 'I can see you have thought hard about .... I can see you are concentrating to do .... That is starting to look very interesting ....' (SMILE)
Positive reframing	Helping them to see things positively. 'You have worked hard to complete most of the questions just a few more to go!' You have written some interesting sentences think of two more to add and I will be

	wowed!' I really like how you have ... What you would change to wow me or Mrs....?' (SMILE)
Use humor	Have a joke smile and laugh. 'What two sentences you must think I am a push over – 2 more cheeky.' 'I am not daft I know you are trying to trick me – come on wakey shakey!' (SMILE)
Tactical ignoring with Proximity praise	Use others to help others understand what you want. 'Fab sitting this table.' Super walking Shoab.'
Distraction	Distract from the problem with something completely different 'Can you do me this job?' 'Can you help me with ....' 'Take this note to.....' 'What have I got here?' I hear you like – shall we have 2 minutes chatting?' 'On my way to work today I saw ....' (SMILE)

### **Corrective Verbal Reinforcement**

Challenge – Redirect and presume compliance	Refusal to do something Work – 'I know you think it's a bit boring now, but I am sure when you have finished you will feel better / will find the next piece more exciting'. Conflict – 'I can see that you feel ....I am here to help when you are ready I will listen.' 'I understand how you fell – we will be safe when we move away. Then we can help you out.' 'Let's go find somewhere away from this!' (SMILE)
Take up time expecting compliance	Give a direction, followed by a direction and then use tactical ignoring. 'Good sitting thank you!' ..... Repeat 'Move to this other chair thank you!' ..... Repeat (SMILE)
Limited choice	This can follow on from take up time. 'You can put the car on my table or in your draw.' You can sit here or you can sit there. ' Allow take up time
When you are ready	Allow child space to think and make a choice 'Come and sit down when you are ready.' 'Come into the class when you are ready.'

### **Repair and Rebuild**

This is not a punishment – it is just what we do at Hucklow to help children become better managers!

What's happened?	Non judgmental, active listening, evaluating choice
How did you Feel?	Learning that feelings and experiences drive behavior
What can you do next time you feel ....?	Understanding they have a choice and different solutions leading to different outcomes. Making the problem bigger or smaller Learning to evaluate – Is it fair, is it safe, will it lead to comfortable feelings
What should happen now?	Logical consequences given without prejudice, smugness, satisfaction or sarcasm. Let the child say what should happen ... let them manage this themselves.

<b>Scenarios</b>	
<b>Behaviour</b>	<b>Positive Strategies</b>
Tapping, flicking, throwing Whistling / talking	Gentle reminder – polite instruction Proximity praise Proximity stand/ sit Contingent touch Eye contact / gesture Distraction Passive removal of pen / equipment
Refusal	Gentle reminder – polite instruction Proximity praise Proximity stand/ sit Contingent touch Eye contact / gesture Distraction Solution finding Task limit – can you do me two ..... When you are ready
Hood up / cap on / sweets / things from home	Greet positively Gentle reminder – polite instruction Humour - 'Can I wear it?' 'Can I have taste?' Compliment the cap / top / sweets / toy Mimic taking the hood cap off / putting sweets/ toy away – smile Offer too look after cap/ sweets / toy Limited choice – On my desk or in your draw
Calling out	Gentle reminder – polite instruction Proximity praise Proximity stand/ sit Contingent touch Eye contact / gesture Distraction Stop and wait Get them to record responses
Running around school	Clear reminder – polite instruction Proximity praise Hand gesture – stop Proximity stand/ sit Contingent touch Distraction Passive body language Post Incident Learning
Swearing	Gentle reminder – polite instruction Proximity praise Proximity stand/ sit Contingent touch Eye contact / gesture Distraction Post Incident Learning
Fighting	Dynamic risk assessment Distraction and Diversion

	<p>Calm voice  Assertive but open body language  Outer circles of danger  Remove others  Guide  Script - Challenge – Redirect and presume compliance  Post Incident Learning  Restorative Conference</p>
<p>Throwing furniture</p>	<p>Dynamic risk assessment  Distraction and Diversion  Calm voice  Assertive but open body language  Outer circles of danger  Remove others  Guide  Script - Challenge – Redirect and presume compliance  Post Incident Learning</p>



## Post Incident Learning

Care respect teamwork self-belief independence aim high

Name:

Class:

Date:

Area:

Time:

### Listen

What happened?

Was this **safe, fair** did it lead to **comfortable feelings**?

### Link

How did you feel?(Write or draw)

Angry Lonely  
Excited Frustrated  
Cross Tired  
Sad Bored  
Upset Distracted  
Shy Worried  
Other

### Learn

What could you do next time you feel Fed up?

Is it **safe, fair**, leading to **good feelings**?  
What should happen now?(consequence)

### Examples to help

Walk away, tell an adult,  
say stop, ignore,  
Take deep breaths, think  
happy thoughts

### Examples to help

Catch up work, say sorry,  
restorative conference,  
apology note, tidy up  
mess,

Signed..... (Teacher/TA/Inclusion)

