

BEHAVIOUR SUPPORT

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'

Paul Dix

At Archbishop Benson, we encourage exemplary behaviour and build positive relationships. Supporting pupils by using behaviour strategies will always be our default choice. However, if the support from teachers, support staff, the inclusion team and the leadership team result in a child not responding, then there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident.

'Heavy & disproportionate punishment has many after-effects. And they are rarely long-lasting. Burying children in punishment builds a deep resentment. For the child it often creates a permanent breach of trust. It divides adults and children into "them" and us". What works is the immediacy of response, not the weight of the sanction.' *Paul Dix*

BEHAVIOUR SUPPORT STRATEGIES

The idea of a "relationship" with children can be off-putting for some staff. The language can be daunting as it seems to suggest too much from a busy member of staff.

In reality children don't want dramatic displays of affection or one-off events designed to build relationships. They don't want the personal life of staff poured out in the classroom or treats & gifts. It is the small stuff, the daily acts of care, the perpetual generosity of spirit, the interest you show in their lives that matters most – **what can be called "botheredness"**.

Humans have a deep desire to be appreciated. Using positive recognition (or being bothered) means that you know how to make a child feel appreciated and important. It is not what you give that is important, but the way that you give it that counts.

The Drip Effect: Botheredness needs to be a deliberate daily act that is built into the teaching routine. It is relationship-building done properly – gentle, kind & caring. The expectation of immediacy is wrong. It is the daily drip, drip, drip that is highly effective.

Restorative Approach

'Punishment doesn't teach better behaviour, restorative conversations do.' *Paul Dix*

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place in the playground, this will normally be responded to by support staff who all use the same strategies as teaching staff. This allows an intervention to take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or senior leadership team unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the leadership team may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting with a child.

Restorative Meetings/Conversations (see Reference 3)

At Archbishop Benson, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

Restorative Questions

These restorative questions will be used to support restorative meetings and/or conversations. For lower and upper KS2 pupils, up to 5 questions will be used. For Reception and KS1 pupil, the teacher may decide if it would be more appropriate to start with two and build on these as the child develops in maturity.

Restorative Questions:

- **What happened?**
- **What were you thinking?**
- **How were you feeling?**
- **Who has been affected?**
- **What is needed to make things better?**
- **How can we move forward? How can we make it right?**

Class-based strategies		Non-class-based strategies
Relentless routines		
Whole class	<p>Consistent use of Meet and Greet</p> <p>Routine affirmation of school rules & values</p> <p>Consistent use of pupil pebbles (or equivalent)</p> <p>Consistent use of Class Worry Box/Monster</p> <p>Consistent use of Recognition Board</p>	<p>Active adult patrolling</p> <p>Positive adult engagement</p> <p>Use of change of face, change of place with children</p> <p>Use of peer partners, House Captains & Sports Leaders to support other children</p> <p>Walk & Talk time (with an adult)</p>

Class-based support from Inclusion manager and/or Inclusion HLTA		
All children	<p>Scripted Response A 30-Second Script should be used to reinforce expectations when behaviour shown is not reflective of our school values. The purpose of this script is to provide a quick, consistent and non-judgmental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child 'owes 2 minutes'. They then must stay behind at break time or lunch to have a quick discussion with the class teacher. – Reference 1</p> <p>Sample phrases</p> <ul style="list-style-type: none"> - I have noticed you are ...(having trouble getting started/struggling to get going/wandering around the classroom). - Do you remember the rule about..... (lining up/staying on task) that you broke. - You have chosen to...(move to the back/catch up with your work at break time). - Do you remember last week when you....(arrived on time every day/got that positive note).That is who I need to see today. - Thank you for listening. (Then give the child “take-up” time) 	
	Class-based strategies	Non-class-based strategies
	Use of RAG pebbles by individual pupils to help moderate behaviour	Use samples phrases from 30-Second Script
	Pastoral intervention e.g. social story work	

	Use of Home-School Communication Book with individual pupils to help moderate behaviour – speak to the Inclusion Lead for support with this.	Support from House Captains & Sports Leaders
	Time-In (in the parallel class or the phase leader classroom)	Support from Pupil Premium Lead
	Drop-ins with trusted adults	Pastoral support Access to lunchtime club Access to social story work
Class teacher supported by Inclusion Team & SENCO		Give the children rituals to fall back on.
Children with SEN/SEMH	PRAG timetable- see Reference 2 PRAG timetables are used when universal strategies have been unsuccessful. The child’s behaviour will be closely monitored by all adults working with the child and the Inclusion Team. The traffic light ragging will enable staff to identify trigger points for the individual child in order to develop specific strategies to support the child. It is an individualised plan, which offers specific strategies for the child. These have been agreed by the child’s parents, the Inclusion Team and the class teacher.	Simple physical routines of hand-clapping and clenching/releasing to push out tension can save the inevitable punching of wall and smashing of others. Teach them to distract themselves by <ul style="list-style-type: none"> - Finding their happy place, - Tapping on their wrists to divert negative thoughts - Use 7/11 breathing (breathe in for 7 seconds and out for 11)
	Use of Fellowship Plan - see Appendix 5 These plans are in place for children with behaviour as an additional need. The Behaviour Plan is a sequence of steps which are focused on small but certain consequences and a restorative, not punitive, ending. The plan will be used by every member of staff to ensure consistent language and steps are being used throughout the school, and expectations and consequences for the children are clear. Relevant teachers will create these personalised plans, with support from the Inclusion Team, for all adults working with the child to follow. They will be created with input from the child and shared with parents.	Pastoral support Chunked, supervised lunchtimes