

HORTON PARK PRIMARY SCHOOL



Relational Approach to Behaviour Policy

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Relational Approach to Behaviour

OUR SCHOOL VISION

“We learn to succeed”

Our values are based on our whole school drivers: resilience, problem solving, mutual respect, vocabulary, communication and experiences. We believe that if our learners adopt these qualities, it will guarantee their success both academically and personally. At Horton Park Primary School, we are committed to preparing our children for the future by fostering a positive learning environment. We believe that all behaviour is learnt and that teaching children how to behave positively is essential. We adopt a Relational Approach to behaviour in order to strive for success for all pupils. Our approach is based on being role models, building key relationships, and understanding each child. We use logical consequences to help them learn, think, and understand what is needed to improve.

Our aim is to provide an outstanding education for all our pupils, regardless of background or ability. In tune with our educational philosophy, we place as much emphasis on developing our pupil's character strengths as well as providing a thoughtful curriculum. We want our young people to be ready for the next stage in their educational journey

RATIONALE:

At Horton Park Primary, we want our Relational Approach to reflect our insight and understanding of the needs of our children. We want this to support our children to be able to regulate their feelings and communicate their words in a positive manner, so they can be ready to engage with their learning. We believe that developing relationships, responding and calming and repairing and restoring as well as guidance on working on relationships in the classroom and through a relationship based response is what makes a difference to our pupils' behaviour. It is imperative we offer our children the security and relationships needed to meet their individual wellbeing and mental health needs and guide them along their journey in becoming independent and resilient, life-long learners. We incorporate a holistic, whole-person approach to ensure we are reflecting and planning for the needs of all our children, some with complex layer needs. We consider that behaviours, which challenge always happen for a reason and may, in that moment, be the only way a child can communicate. Children who display, or are at risk of displaying behaviours, which challenge may need support which involves both positive support and intervention and also some form of restorative practice.

At Horton Park:

Our children want to manage their feelings and communicate their words in a positive manner. Behaviour is a means of communication – we must ensure that all children are supported to communicate their needs safely and appropriately using their preferred communication systems. Children are happy when their needs are understood and met and when expectations are clear. This allows them to behave well and access the opportunities and learning that school provides in their most well-regulated state possible. We build relationships and are relational in the way in which we approach our efforts towards children at Horton Park.

Their effort to manage themselves and their behaviour should be recognised and acknowledged by adults and their peers. Children can learn to improve how they communicate their feelings and words. Learning new behaviours is a task, just like learning to read and write. Children need a personalised approach to support them to manage their

feelings and communicate their words respectfully. The more challenging pupils' behaviour becomes, the more personalised an approach the pupil requires. Mistakes are part of the learning process and we recognise that all of our children are at different stages of the developmental process. We don't make a judgement about it; instead we support and guide our children to get it right. This is one of the ways we use our relational approach when supporting our children. Adults can learn relational strategies to support all children to manage their feelings and communicate their words respectfully. All adults use personal and professional experiences and training as well as experiential learning as an opportunity to learn, understand and have insight into why our children demonstrate various behaviours. In order to work collaboratively with our children, their parents/caregivers and other professionals may need to develop strategies as part of our relational approach (see appendix) to support them to manage their feelings and communicate their words in a positive manner. It is imperative that a child's behaviours are not excused but are seen as a skill requiring improvement. Although there are some pupils with SEND needs who may need a more personalised approach (see appendix), these pupils are still expected to be able to learn to manage their own behaviours.

Routines:

Our consistent whole school routines support our children to understand expectations, manage anxieties and prepare themselves for their day. This allows them to engage better with learning, manage their feelings and communicate in a positive manner. Behaviour for learning routines are explicitly taught – we do not assume our pupils know them. We teach routines for all activities. The more consistency there is over routines, the easier it is for our children. Routines support children with their emotional development and behaviour for learning. For example, walking around school, our expectations are that children walk in a line order discussed with their class teacher. Children walk on the left to ensure safety when travelling around school. We continuously reflect on how we support children to adapt to changes to routines and how we prepare them for changes, as this is an important life skill. For example, some classes may have trips or a visitor coming to school which changes the routine for that day. Our children are told about this in advance so that they are aware of what is to come. All classes have a visual timetable to support our children with routines so that they are aware visually of what is to come. We cater to the needs of our learners and support with routines using now and next boards for certain children who we feel would benefit from knowing what is happening now and what's next to come.

Positive Recognition and Celebration

We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. Adults in school recognise and reward positive behaviour. By verbally celebrating pupils' attitudes to learning, play and transition through school, we reinforce our expectations all of the time. Adults use specific praise, badges on 'Marvellous Me' and Dojo Points to instantly reward appropriate behaviour in all classes and shared spaces. A wide range of further rewards are also used to promote positive behaviours:

Non-verbal/verbal language we can use:

Smile

Handshake

High five

"Well done"

"You're great"

"Wow!"

"That makes me feel really happy"

"You are a valued member of this class"

NB: Be mindful of children with low self-esteem; use subtle praise.

A positive behaviour approach emphasises that most interactions are positive ones. Staff, at all times, focus on positive reinforcement and ensuring that pupils feel like valued members of our school community (see appendix 3).

Rewards in School

- Dojo Points rewarding positive choices and behaviour.
- We receive certificates in Celebration assembly. Two pupils per class are chosen for effectively following our key drivers.
- Stickers and comments in diaries and badges on 'Marvellous Me' are given to pupils in class when they display positive behaviour and learning attitudes.
- If pupils come to school on time every day they will receive a certificate and a treat every half term.
- Pupils with 100% attendance all year will receive a special reward, 97%+ also receive a certificate.
- The class with best attendance will be rewarded with an extra break time weekly.
- At the end of the year we have a celebration assembly where we celebrate achievements over the year.
- Personalised reward charts for key identified pupils with clear reward time.
- Pasta in Jar (Visual support) for children in the RP and weekly prizes.

Scripts

We use behaviour scripts across school so that there is a consistent approach when we are in each classroom. The level of language is different within each stage to support our children and help them understand what our expectations are. We use a non-verbal standard signal for being still and silent (the raised hand). We use it consistently and expect children to follow suit. However, if the response is not rapid, we do not continue with the

raised hand, instead we use verbal cues such as a countdown or we praise children who are ready so that others can follow in showcasing positive behaviour. An example is:

Behaviour Script UKS2

Non-verbal cue – teacher signal, praise other pupils making correct choices and model positive behaviour

Reminder 1:

- I have noticed that you are...
- I'm reminding you that we always follow our 5 ways to be brilliant.
- Thank you.

Reminder 2:

- I have noticed that you are now/still....
- This is your second reminder.
- Remember, we always follow the 5 ways to be brilliant.
- Show me.
- Let's get back on track.
- Thank you.

Reflect:

- I see that you are still... or are now doing... or you've now started...
- Because of this, you need some time to reflect.
- I need you to.....
- Reflect and think about how you can make brilliant choices.
- Be brilliant just like you were.....
- Thank you.

Logical Consequences:

- I have noticed that you are still/now making the wrong choices.
- You've had your reminders and a chance to reflect.
- Because of your choice, there will now be a logical consequence.
- The logical consequence is...
- Let's refocus and move on with a positive mind set.
- Thank you.

We have consistent classroom expectations. These are supported through half-term behaviour foci which links to our Investors in Pupils target.

We want children at Horton Park to be the best they can be and manage their feelings and communicate their words in a positive manner. Our aim is for them to make rapid progress and be ready for the next stage of their education. We want children at Horton Park to be respectful members of our school community and today's society.

How this looks around school:

- We talk about 'What kind things we say, do and think'
- We think and care about what is being said
- We think about how we might say something to someone
- We do kind things for others
- We thank people for their kindness

- We are polite and well-mannered and we communicate how we are feeling in a positive manner
- Teachers narrate the positives of those that demonstrate the above and help correct those that don't
- We are resilient when things don't go as expected
- We persevere when we are finding things hard
- We are brave
- We are motivated

How this looks in the classroom:

- We talk about 'What good listening looks like'
- We use verbal and non-verbal cues which are always tracking where the learning is taking place
- We are listening to what is being said and show this by nodding
- Our body position faces towards the learning
- We think and care about what is being said
- We communicate how we are feeling in a positive manner
- We are accepting of our own and others' mistakes
- We accept who we are and our differences
- We accept challenges
- We believe in equity, not equality – everyone should be provided with what they need to succeed
- If we fail, we try again, perhaps using a different process
- When we are tired, we keep striving for our goals, and develop our learning stamina
- We are honest and tell the truth
- We are polite to others
- We ask questions about what we are learning
- We respectfully question others' ideas
- We are open to learning something new
- We are willing to explore
- We are willing to try new things
- We are interested in new ideas, concepts and skills
- Teachers narrate the positives of those that demonstrate the above and help correct those that don't

Descriptive Praise:

We make every effort to tell children what it is exactly that we like about what they are doing; reinforcing the behaviours we want to promote, e.g.

"I like how you responded positively when telling me how you are feeling."

"I like that you asked for a break when you needed it."

"I noticed you were being a good friend by helping..."

"Thank you for coming back to your work so quickly."

We give positive feedback and personal recognition. This raises their self-esteem and leads to management of feelings and communication in a positive manner. The use of descriptive praise is a feature of Horton Park. Descriptive praise supports emotional development and

behaviour for learning. We continuously identify the strengths of the child – we identify these with the child where possible and build on it.

Logical Consequences:

We use logical consequences to help educate the children about their behaviour. This is often best carried out immediately but when necessary, these conversations may happen sometime after an event, when the child is better regulated and able to reflect upon their behaviour/reaction allowing them to participate fully in the process. This may include children requiring additional time to catch up on work or requiring additional intervention to reflect on any inappropriate reactions displayed when aiming to manage and communicate their feelings.

The consequence needs to be a logical consequence, to support the learner's understanding of both positive and negative consequences. We take a consistent approach when supporting children to manage their feelings and communicate their words in a positive manner in school. We share ideas on logical consequences as a school and regularly review our work to enable we are teaching the children to a high standard. An example is:

| Action | Logical Consequence |
|---|--|
| Child pushes in front of the line | Adult tells the child to go to the back of the line |
| Two children talk to each other instead of doing their classwork | The teacher seats them at different tables |
| A child makes fun of another child's features. | The teacher then insists on an apology and to create a piece of work on how words can damage others |
| A child is not using school equipment correctly – waving scissors, breaking pencils etc. | Modelled by an adult to use the resources correctly and child is supported if needed. |
| Child playing unsafely outside with equipment | Play in a different area of the playground Or Modelled by an adult and supported if needed. |
| Child is rude to a member of staff | Child apologises and reflects on their behaviour. |
| A child doesn't use ipad/laptop correctly. | Child loses computer time for the rest of the lesson and completes a paper based version of the activity. |
| Child making the wrong choices in the bathroom. | Adult to take the child to the bathroom, ensure there are no other children in there and escort the child back to class. |
| Child wastes class time talking to a friend, looking out the window, trying to avoid the task, talking etc. | Child completes the work at another point during the day during their unstructured time. |

Logical consequences may also be applied where a pupil shows behaviour that is challenging off-site at any time, whether or not the conditions above apply, if the behaviour:

- could have repercussions for the orderly running of the school;
- pose a threat to another pupil or member of the public;
- travelling to and from school;
- when wearing school uniform;
- when taking part in any school- organised or school related activity;
- could adversely affect the reputation of the school.

Logical Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

Bullying

Bullying is deliberately hurtful behaviour. It is usually repeated, often over a period of time and when it is difficult for those being bullied to defend themselves. Bullying can be carried out by an individual or a group of people towards an individual or group. The STOP acronym can be applied to define bullying – **Several Times On Purpose**.

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|--|---|
| Emotional | Excluding from a group, tormenting, ridiculing, humiliating |
| Physical | Hitting, kicking, pushing, pinching, tripping, taking another's belongings, any use of violence |
| Verbal | Name-calling, insulting, indirect bullying, through spreading stories about someone, threats, homophobic or racist remarks, teasing making fun of someone |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| Sexual | Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching |
| Direct or indirect verbal | Name-calling, sarcasm, spreading rumours, teasing |
| Cyber-bullying | Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites |

| TYPE OF BULLYING | DEFINITION |
|-----------------------------|--|
| Child on child abuse | Child on child abuse is behaviour by an individual or group of individuals which can be a one-off incident or repeated over time. Child on child abuse is behaviour that intentionally hurts another individual or group either physically or emotionally. This includes offline and online. |

Please refer to the Anti Bullying and Safeguarding Policies.

The above applies to on site, off site and online when representing the school.

Suspensions and Exclusions

Where a child persistently behaves in a manner which is unsafe, a member of the SLT will be informed. Parents will also be informed of the behaviour. In some cases, if appropriate the SLT may choose to exclude the pupil, whilst a logical consequence is put in place. This may include internal exclusion, lunch time exclusion or exclusion at home. Parents will be informed of the decision. These behaviours that challenge might include (although not exhaustive):

- Verbal abuse to adults – comments, swearing or suggestions which could cause deep offence
- Physical abuse of children and adults
- Persistent racist or homophobic remarks or behaviour
- Persistent and deliberate hurting of other children
- Persistent defiance to adults, both verbally and non-verbally
- Persistent disregard for other people/school property

Each case will be treated individually according to the circumstances and the action taken in one case will not set a precedent for any other.

Incidents

We ensure that adults and children begin each lesson afresh with optimism and encouragement for success. There will be times when children may display signs/symptoms or react differently to a situation which is deemed as their 'norm'. For some children it may be a 'one off' bad time/day however, for others it may be a sign they are struggling to manage their feelings and communicate in a positive manner. We believe communication with parents/carers is vital, with support from SLT. Contact home to discuss displayed behaviours/reactions and ways to move forward is used if and when needed.

There may be times when it is in the best interests of a child that they have supported time away from their class. This will be explained to the child and their parents/carers by class teacher/member of SLT.

Government statutory guidance places an expectation on any school that has concerns about a pupil's behaviour, to identify whether there are any causal factors and intervene early to reduce the need for a subsequent exclusion. Therefore, behaviour plans should be

drafted and shared with parents in order that there is a co-ordinated intervention to help individual pupils to develop their ability to manage how they respond when faced with situations that elicit an emotional reaction. Plans will include strategies that will be used in the classroom and can be reinforced at home. Possible additional interventions will be identified and implemented. A review of support available for child and family will be held during a meeting.

At HPPS, we monitor incident records on CPOMS. This helps us to highlight areas of concern. If a concern is alarming, we follow the school's safeguarding procedures. We will consider whether continuing disruptive reactions might be the result of unmet educational or other needs. At this point, we will consider whether support systems are needed to be put in place and whether liaising with external agencies is necessary or appropriate, whilst referring to the Safeguarding and Child Protection Policy.

Serious Incidents

In cases of absconding, assault, bullying including cyberbullying, damage to property, racism, sexism and homophobia, we believe it is imperative to ascertain a reason and level of understanding of the child. The incident will be recorded on CPOMS and SLT will inform parents/ carers. We ensure that reflection occurs. The incidents and next steps will be discussed with a member of SLT, and parents/carers updated. Formal procedures may need to be undertaken in accordance with the guidance set out by the Local Authority.

Appendix 1

Behaviours, strategies and aims

- Low level behaviours occur due to an unmet need.
- A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.
- Defensive behaviours occur due to a breakdown in communication.
- A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support
- Defensive behaviours can tip into crisis very quickly.
- Crisis behaviours occur when a child has 'flipped their lid' their main priority here is survival
- If the child perceives a threat, they are likely to respond with fight, flight or freeze.

| 1 Anxiety | 2 Defensive | 3 Crisis |
|---|--|---|
| Behaviour (Not an exhaustive list) | | |
| Rocking/ Tapping Swinging on chair Head on desk Sullen Calling out Finding it hard to cooperate Inappropriate comments Failure to complete work | Teasing Pushing Arguing Destroying work Running indoors Disrupting Use of inappropriate language Disrespecting school equipment Not following instructions Leaving the classroom | Vandalism Physical assault Fighting Disrespectful to adults Racial abuse Bullying Leaving the classroom or school grounds without permission. |
| Strategies | | |
| <ul style="list-style-type: none"> • Acknowledge all low level behaviours • Read the body language of the child • Consider you own body language • Invite the child into your calm don't join them in their chaos • Use child's name to engage | <ul style="list-style-type: none"> • Continue to use low level strategies if appropriate • "What should you be doing now?" • "Name, command, thank you" • Ask "what?" not "why?" • Give the child 2 choices (don't make these punitive, make them choices you are happy with) • Maintain high expectations and boundaries • Affect language... "when you...I feel... I need you to" | <ul style="list-style-type: none"> • Change environment • The child will be taken back to class when safe enough to engage • Continue to use anxiety and |

| | | |
|--|--|--|
| <ul style="list-style-type: none"> • Use reflective language... “I can see that... I notice... I am wondering... I imagine.” • Use empathy “I understand this is hard for you.... That must be really difficult.” • Match affect – use a low tone of voice • Consider sensory regulation (deep pressure) • Remind children of the natural consequence to their behaviour. | <ul style="list-style-type: none"> • Remind children of school expectations • Ensure strong routines are in place • Use a sensory break for the whole class • Staff should use positive recognition to encourage and create a positive culture • Give time and space • Class reset • Restorative conversation • Think reflection not reprimand • Be curious • If the behaviour becomes unsafe respond as if it is a crisis behaviour | <ul style="list-style-type: none"> defensive strategies • Support and closely supervise • Offer a safe space • Change face • All crises should be followed up with a restorative conversation with class staff/SLT • Support for classroom staff to recover • Logical consequence |
| Aim | | |
| <ul style="list-style-type: none"> • The purpose of these strategies is to ensure the child feels listened to heard and understood • We need to make the child feel safe enough to use their words | <ul style="list-style-type: none"> • Remember that children don't behave for systems; they communicate with people who connect, people who care. • Find a balance of challenge and support to prevent further escalation into crisis. | <ul style="list-style-type: none"> • The priority in a crisis is to maintain safety and calm the situation. • Crisis situations may involve the removal of stressors. |

Appendix 2

The Language of Choice – 3 steps to success.

Step 1 – Statement of reality (tell them what you see)

“Ricky, you’re climbing over the fence.”

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

Step 2 – Describe the behaviour you want to see

“Ricky, you need to collect the ball by using the gate – thank you.”

Rather than starting or ending your statement with PLEASE, use a THANK YOU instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

Step 3 – Statement of Choice

If they still do not do as you have requested, you need to use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences, or the child will learn that you do not follow threats through).

“Ricky, if you choose to climb over the fence then you are putting yourself at risk of harm and I will need to keep you safe. It’s your choice.”

You should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it’s good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

Appendix 3

| How to create supportive relationships | | |
|--|--|--|
| <p>Teach the child not the curriculum Believe in them Know their names Know something about them Show you're interested in them as people not just as children Smile frequently Be warm Unconditional positive regard Respect & support interests Do show and tell with adults and children Be real for your learners Be interested in them as people Consistently kind Say good morning Take a genuine interest in them Let them know a little about you Engage with them during break time Greet children as they arrive at the gate and classroom door End the day on a good note (no grudges) Care about them Have lunch with them Kick a football around the playground with them Skip with them Seek to understand rather than to blame Listen with the intent to understand rather than the intent to reply (S Covey) Aim to learn something new about them each and every day</p> | <p>Each day is a new day Earn respect rather than expect it Be authentic Don't take yourself seriously Care about their welfare Share your favourite film or band Make time or you'll make excuses Brag about them outrageously to others Every child needs a champion Never use sarcasm There is always more than one perspective Intention and attention is key Tone of voice is important Tell them your first name Talk about your own kids Share a pen or pencil Say goodbye at the end of the day Always preserve rewards Show interest in their interests Have a sense of humour Mutual respect Open communication Be approachable Be reflective Smile from your heart Pinch the occasional crisp (not the whole bag!) Catch them at their best Positive phone calls home Have high expectations Show empathy (not sympathy) Look out for their sports teams results Actively listen and then listen some more</p> | <p>Don't take yourself too seriously Create a safe environment Develop and cultivate compassion Say the "hard things" The small things are the big stuff Ask questions Set boundaries Step in without being asked Know when to dial it back Give consistently, receive occasionally You create the weather in your classroom Mutual Respect Welcome diversity Be supportive Initiate conversations Honesty is key Follow through and do what you say you'll do Compliment Say thanks Laugh Be present Be their biggest cheerleader Let go of the past Check in regularly Be willing to learn from each other Remember important dates Don't judge Separate the behaviour from the person Treat them fairly Laugh with them Remember their birthday Learn to apologise</p> |

Appendix 4

Body language - Theirs & Yours!

- Are you able to recognise subtle signs of anxiety and stress in your children?
- Do you encourage children to try and recognise these in themselves and have you specifically taught what steps to take before a crisis is reached?
- Are you giving off signs of aggression and stress?
- Can the pupils see that you are angry?
- Be confident and assertive not angry and out of control
- Don't be afraid to walk away and allow a colleague to take over - this is not losing face.

Assertive language classroom strategies

- Try and avoid negotiation unless it is on your terms, this draws you into a situation where the student is once again in control.
- Establish a firm routine that is repeated and built upon. If routines and rewards are consistently reinforced then a firm climate for learning eventually develops alongside a habit of socially acceptable behaviours - this will be protracted and take many repetitions. Unless children encounter a firm boundary they will continue to push that boundary until they find a limit.
- Congratulate children for socially acceptable behaviour - catch them being good
- Congratulate others for socially acceptable behaviour in the earshot of children not modelling it
- Instructions must be direct and precise - this can be very wearing but unless precise instructions are given it may give opportunities to challenge and gain control, they need to know that adults are in control and it is safe to let them be in control
- Use 'rule reminder' for minor behaviours e.g. The rule is.....This could be used if the school rule is that coats are not worn in the class.
- Use "I need you to"Thank you' rather than 'please'
- Use quiet thumbs up to recognise effort, try not to overdo verbal praise - still use it but this should be your next level up' for extensive effort and when a good relationship is established.
- Praise specific behaviours, eg. Instead of saying "Well done" make it more specific by saying for example, "I like how you have..."
- Always give a 'destination' and expected action eg. "I need you to sit on the blue chair at your desk, you have everything there so you can complete your work"
- Some may need their own visual prompts to remind them
- It may help if a list is provided so that the pupil is able to tick off items that have to be done to complete a set task: if this information is displayed on the white board it will still be of benefit to some if they have their own printed list.
- High level positive recognition - this will need to be subtle and discreet
- Appropriate social interaction that is demonstrated by adult modelling, drama activities and paired or small group adult supervised activities.
- Offer maximum consistency of approach with clear predictable routines.
- Specifically, teach self-calming strategies. Understand we need to co-regulate first
- Being able and willing to reflect, analyse, consider when an incident started and how this might be avoided in future is one of the most supportive attributes you can develop
- Build on a sense of worth and belonging
- Legitimise the need for power - give responsibility
- Be assertive not angry

- Do not negotiate unless this is on your own terms eg. We have to complete this or this you choose the order in which you will do them.
- Refuse to engage in a power struggle - sometimes the goal of this behaviour is the argument, not any other gain
- Provide opportunities for responsibility
- Praise specific actions - "I like how you..." A job well done should be praised
- "We' can discuss this later"
- Avoid retaliation
- De-personalise verbal attacks
- Teach specific calming strategies to whole group
- Don't expect immediate results
- Give recognition at unexpected times
- Catch them being good
- "When... then" statements
- Ask "What" rather than "why".... "What should you be doing now?"

Appendix 5

Script Example

▶ Reminder

I am reminding you that at HPPS we follow our 5 ways to be brilliant at all times. I have noticed you are... Be brilliant just like... Thank you.

▶ Reminder 2

I have reminded you once but I have noticed again that you are.....At HPPS we follow the 5 ways to be brilliant at all times. ... Be brilliant just like... Thank you.

▶ Time in/Cool off

I have noticed that you are still...or you are now doing....

At HPPS we follow the 5 ways to be brilliant.

Because of that, you need to cool off/have time in your area to think about how you can get back to being brilliant. Be brilliant just like Thank you.

▶ Logical Consequences

I have noticed that you are still/are now making the wrong choices. You have had your 2 reminders and a moment of reflection to think about being brilliant. Because of this choice, there will be a logical consequence for this action. This is...

Let's make the right choices and continue to be brilliant just like...

Appendix 6

Logical Consequences

Step 1 – **Non – Verbal cues**. Showing the children you have noticed the behaviour by using gestures so they are aware. Continue to praise positive behaviour – Look for positives!

Step 2 - **Reminder** – remind children about our school rules (5 ways to be brilliant). This should be done privately if possible.

Step 3 – **Reminder 2** – again remind children the school rules.

Step 4- **Time in/Cool off** – children to have a cooling off period, in the classroom, reading area, safe space.

Step 5 – Logical Consequence

Step 6 – Inform SLT – discussion with SLT before returning to the class

Step 7 – Repair – restorative conversation with child to build relationship and help avoid repeated behaviour

Step 8 – Parental Involvement

Appendix 7

LOGICAL CONSEQUENCES

Children can be counted on to forget the rules. At times, they might even choose not to follow them when impulse and immediate gratification hold sway -- to take another run around the playground; to pass a note; to make a rude gesture; or to use feet, not words, to settle a dispute. When a reminder fails to redirect behaviour, teachers using a Responsive Classroom approach and implement logical consequences.

Logical consequences, are ways in which adults' structure learning opportunities for children when natural consequences pose too much harm. The goal is to help children recover their self-controls and, with guidance, make constructive choices -- choices that help preserve the integrity of the individual and of the community.

A logical consequence generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours.

'Logical consequences' is a strategy that seeks to help children learn from their mistakes. Children are more apt to learn from mistakes when adults implement consequences with respect and firmness. How we approach children when they mess-up matters. In the Responsive Classroom approach, we advocate using criteria we title, "the three R's."

THE THREE R'S OF LOGICAL CONSEQUENCES

Logical consequences are respectful, relevant, and realistic.

Respectful

Respect is conveyed through words and nonverbal gestures.

- Use a normal tone of voice. Avoid sarcasm.
- Speak directly and quietly to the student. Whenever possible, avoid calling across a room or raising your voice.
- Focus on the deed and not on the doer. Convey the message that it is the behaviour you object to, not the student.
- Be clear and firm and don't negotiate.

"You need to leave the circle now, Thank you" gives a precise direction. "You were talking and jabbing your pencil, etc." gives too much information, and opens the teacher up to argument: "I was not! He was, too!"

Relevant

A consequence needs to be logically related to the students' actions.

- It helps children see a cause and effect. (For example, when you talk, your work doesn't get done.)
- It references the rules. ("What do our rules say about name-calling?")
- It focuses on the specific problems created when rules are broken. ("When you tell me you're going to the bathroom and instead you stand around talking to your friend, what happens to our trust?")

- It focuses on individual responsibility and accountability for helping preserve a safe learning community. (A student ignores the signal for quiet and keeps on talking with a neighbour. The teacher points out that the signal is a way to make sure everyone can receive directions quickly. It keeps everyone safe. Thus this student needs to see that his or her behaviour is not responsible. The teacher implements a short time-out period for the student to recover controls and observe the limits. Later, the teacher perhaps will arrange a practice time so the student can return to the group and show by his or her actions the "signal" procedures.)

Realistic

A consequence should be something the teacher and student can follow through on.

- There is a reasonable follow-through action expected by the student. (A student who is not looking where he or she is going spills paint all over the floor. The student will help clean it up, but is not expected to mop the entire class, the hall, and the lunchroom as well.)
- There is a clear time frame that is appropriate to the developmental age of the student and the behaviours of the student. (A two-minute time out might or might not give a student time to recover controls. If the student returns to the group before he or she has truly regulated the behaviour or while he or she is still pouting and angry, it is likely the misbehaviours will quickly resume.)
- Time frame makes sense -- it is not too long and thus harsh, or too short and thus ineffective. (A student sent on an errand gets caught playing with the water fountain in the hall. The student loses the privileges of running errands for a few days or the rest of the week -- depending on the behaviour, prior experience, and so on -- but not for a month or forever!) Remember, children need on-going opportunities to learn from their mistakes, develop their self-controls, and regain trust.
- The teacher is prepared to follow-through and implement.

In sum, logical consequences applied with respect, relevancy, and realistic guidelines help children understand the consequences of their own choices and, hopefully, help them learn from their mistakes.

Example

Danny is the first one to get irate when a classmate denies that he was tagged during their break time game. But then, when Danny gets tagged, he refuses to freeze, ignoring the rules. Sore feelings result unless Danny gets his way. The next time the teacher notices this happen, she calls Danny over. "Take a break," she tells him.

"What did I do?" he cries.

"I want you to watch the game and tell me what you see happen when people are tagged. And tell me the rule."

Danny goes over to the fence and sinks to the ground, covering his face with his hands, refusing to watch. The teacher ignores him and continues to observe the game. After a while Danny picks up his head and starts to watch.

"Teacher, can I go back now," he calls.

"Not yet," she replies. "You need to do your research first."

"If you get tagged, you freeze," he reports quickly. "But I didn't"

"More research," the teacher says. "I don't see anyone else arguing. So, what are they doing?"

Eventually, Danny finds the words and shows he knows the correct behaviour for the game.

"Tomorrow," the teacher tells him, "I want you to model for us the 'taggers' choice rule,' okay?"
Then she adds, "When everyone follows the rules, what happens to the game?"

"It's more fair," Danny admits.

"Yes. It's more fair." The teacher nods. In this way, Danny was held to the rules, was not allowed to intimidate others, and also remained engaged in the process. Logical consequences were implemented.

Appendix 8

| Level of disruption | Individual response | Whole class response |
|--|---|---|
| <p>Single incidents of low-level disruption</p> | <p>SEA – Safety, Empathy, Agreements. Be mindful of face, voice and body language.</p> <p>Get alongside – avoid power battles, ultimatums, give take up time and connect. Focus on primary behaviour – avoid getting caught up with secondary behaviour</p> | <p>Revisit the class agreements with the whole class – briefly discuss the purpose of the agreements and the implications of not sticking to them.</p> <p>Provide feedback as to what is going well and remind the class as to what is needed from them. Give clear guidance and instruction, teach and model the behaviours you want to see.</p> |
| <p>Increased levels of disruption</p> | <p>Discuss impact of behaviour, refer back to agreements. Provide guidance, instruction and teaching.</p> <p>Take action – consider managing the environment and relationships, supporting learning, providing focused attention, supporting transitions. Consider if targeted interventions are needed? Check in and connect regularly, give feedback, encourage reflection and self-monitoring. Consider introducing a report/target card. Take some time out of class to have a longer discussion using restorative approaches. Ask for advice and share good practice. Discuss the child and log concerns with SLT and SENDCo via CPOMS. Communicate and discuss concerns with parents.</p> | <p>Hold a class meeting and facilitate discussion as to what is going well and what needs to change.</p> <p>Re-establish agreements. Consider whether there are adaptations to teaching that are needed, for example a change in seating, tasks broken down into small chunks, managed transitions? Discuss the class with SLT and SENDCo to gain advice and support.</p> |

| Level of disruption | Individual response | Whole class response |
|--|--|--|
| <p>Persistent incidents of disruption</p> | <p>Plan coordinated support and intervention with SLT/SENDCo as part of a graduated response.</p> <p>Use a restorative enquiry or an individual restorative exploration as appropriate to support understanding and change.</p> <p>Establish individualised agreements with the child. Use report cards/coaching/self-monitoring and provide effective feedback to support change. Take supportive action such as individualised start to lessons, adaptations to the curriculum, and opportunities for breaks within the lesson, an exit card, an arrangement whereby a child can work with another member of staff for a limited period, a trusted adult to be able to be called to class to support the teacher to regulate the child. Implemented support and regulation plans as well as targeted interventions following further assessments to establish additional needs, such as SEND / social inclusion. Involve parents/ carers to establish further joined up support.</p> | <p>Plan coordinated action and support with SLT/SENDCo.</p> <p>Hold a class meeting to re-view and re-establish agreements. Make agreements as to how all members of the class will behave with specific and clear areas of focus identified. Use a restorative framework to enable the sharing of thoughts and feelings and to discuss action needed to support change Develop a relational support plan for the class.</p> |

Appendix 9

| State of regulation | Potential displayed behaviours | Responsive co-regulation |
|--|---|--|
| <p>Calm – safe/socially engaged</p> | <p>Steady heart/breathing rate. Calm state of arousal. Open to social engagement. Expressive facial expression and voice prosody. Able to listen, process language and engage in thinking to learn.</p> | <p>Maximise expressive social engagement. Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses. Engage thinking skills to reflect and make connections. Introduce gentle challenge through play/activity.</p> |
| <p>Mild stress – alert/agitated/withdrawn</p> | <p>Slightly raised heart/breathing rate. Signs of agitation, frustration, anxiety. Raised hypervigilance. Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness.</p> | <p>Connect through eye contact, movement and facial expression. Express calmness through storytelling prosody and open facial expression. Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically and validate feelings. Use calming, soothing and regulatory activities.</p> |
| <p>Dysregulated – mobilised</p> | <p>High levels of arousal/distress. Hyper vigilant. Difficulty listening and focusing. Mobilised – fidgeting, jumping, running, climbing etc. Raised voice with lack of prosody. Decreased expressivity. Threatening behaviour. Oppositional behaviour.</p> | <p>Reduce social demands whilst remaining present. Provide individual attention. Convey adult containment. Let them know you are able to ‘hold’ their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained. Use quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routine. Reduce sensory input, lights, noise. Use sensory soothing.</p> |

| State of regulation | Potential displayed behaviours | Responsive co-regulation |
|-----------------------------------|--|---|
| Dysregulated – immobilised | <p>Lowered heart/breathing rate. Reduced energy. Shuts off from surroundings/dissociates. Depressed state. Immobile/frozen. May feel faint.</p> | <p>Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice. Use invited touch to soothe. Singing, humming, music. Use sensory soothing. Calm and gentle reassurance.</p> |
| Crisis | <p>The child's behaviour means that they or other people are not safe. An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies.</p> | <p>An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training. Adults need to provide high levels of containment through their way of being – having a plan can help.</p> |

Appendix 10

Report/Target Card



Horton Park Primary
We Learn to Succeed

Horton Park Primary School
2025

Name:

Date:

My Targets:

T1: XXX

T2: XXX

T3: XXX

| DAY | Lesson 1 | | | Playtime | | | Lesson 2 | | | Lunchtime | | | Lesson 3 | | | Lesson 4 | | | Total |
|-----------|----------|----|----|----------|----|----|----------|----|----|-----------|----|----|----------|----|----|----------|----|----|-------|
| | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | T1 | T2 | T3 | |
| Monday | | | | | | | | | | | | | | | | | | | |
| Tuesday | | | | | | | | | | | | | | | | | | | |
| Wednesday | | | | | | | | | | | | | | | | | | | |
| Thursday | | | | | | | | | | | | | | | | | | | |
| Friday | | | | | | | | | | | | | | | | | | | |

