

Oatlands School



Behaviour Policy

Date of last review: Autumn 2023

Date of next review: Autumn 2024

Subject Leader at last review: Tanya Mooney

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'Living our Values, Learning for Life'

1. Introduction

As a 'Values' based school, we follow our mission statement 'Living our values, learning for life'. We aim to provide children with the skills to understand their own and other's behaviour and to grow to be independent, reliable and courteous members of the school and wider community.

By modelling our school values, adults build positive relationships with **all** of our learners to understand their learning preferences, their character and the ways in which their behaviour can communicate unmet needs, challenges with their mental health or otherwise dysregulated emotions.

We are committed to supporting our children, helping them flourish with clear expectations (**Appendix A**) that are held tightly with kindness, empathy and compassion.

This policy sets out our whole school approach to positive behaviour management and is underpinned by the work of Paul Dix and the premise that 'When the adults change, everything changes'. The approach compliments our values ethos and is underpinned by three simple rules:

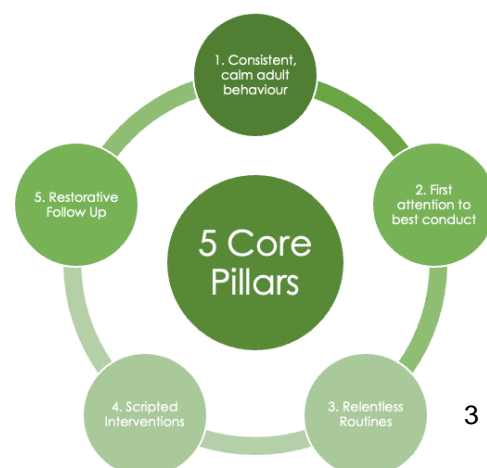
**Ready
Respectful
Safe**

We aim to:

- Develop relationships that promote a child's self-esteem and ensure they are well supported to learn.
- Provide a safe and nurturing environment where lessons challenge, develop and meet the needs of all children.
- Provide tools and resources, which enable children to understand and work with their emotions such as through use of 'Zones of regulation' (**Appendix B**) and in conjunction with the PSHE curriculum.
- Provide clear guidance for children, staff and parents/carers and the wider school community of expected levels of behaviour and our use of relational practice.
- Use a consistent and calm approach supported by routines and scripted interventions.
- Ensure **all** adults take responsibility for supporting and managing behaviour and follow-up incidents personally without the use of shame, isolation or embarrassment.
- Ensure **all** adults use consistent language for preventative teaching & learning, positive noticing and;
- Use restorative approaches and proportionate consequences.

We achieve this through five core pillars of practice:

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripted interventions
5. Restorative follow up



2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Surrey County Council Inclusion Service – Permanent exclusion of pupils. Guidance for Surrey schools September 2023](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to support and promote positive pupil behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Roles and Responsibilities

All staff must:

- Take time to welcome children at the start of the day and start of each session. These meet and greets should be used to positively notice and remind children about the expectations for learning. For example: "I'm so glad you are here, Jack - that was very respectful waiting." or "Good morning Alice, that's it - coat off so you are ready for learning."
- Positively notice the behaviour we expect throughout the day and give less attention to unwanted behaviours. For example: "Excellent walking through the corridor Ishan. I appreciate you keeping yourself and everyone safe."
- Explicitly teach behaviour and reinforce our rules and values in everyday language.
- Model the behaviour we expect by relying on routines and scripts.
- Create conditions for excellent behaviour with adult consistency and pupil input. For example: "Anesh, what can I do to help you get ready for learning?"

The Head Teacher and The Senior Leadership Team must:

- Be a visible presence around the school.

- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use staff feedback and records of provision to target and assess the impact of interventions.
- Support teachers in managing children with more complex or challenging behaviours.

Parents and Carers must:

- Work with the school to ensure their children behave well and follow the rules to 'Be Ready, Be Respectful and Be Safe'.
- Ensure children have good attendance and are punctual at the start of the school day.
- Explicitly teach behaviour and reinforce the Oatlands School rules and values.
- Model the behaviour we expect and speak to a member of staff if there are any concerns or challenges that might impact your child's behaviour at school.
- Positively notice and encourage excellent behaviour.
- Engage with the restorative conversations led by school staff when behaviour is difficult.
- Support the school by attending meetings to discuss behaviour, respecting our focus on consequences rather than punishments.
- Show respect by refraining from contacting other parents directly about incidents that have happened in school.

4. Getting it right

Members of staff who manage behaviour will:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their classes well and develop positive, emotionally rich relationships with **all** children.
- Relentlessly work to build mutual respect.
- Demonstrate calm, consistent adult behaviour.
- Demonstrate unconditional care and compassion.
- Use the language of our values and rules consistently.

Children want staff to:

- Give them a 'fresh start' every lesson.
- Keep calm and consistent
- Help children learn and feel confident about themselves.

- Be fair and just with everyone.
- Have a sense of humour.

5. A whole school approach

At Otlands School we are committed to inclusive education. We have high expectations of all of our pupils with simple, clear rules and values to help children easily adjust to life at Otlands, achieve in their learning and excel as individuals.

We recognise that behaviour is a form of communication and can be influenced by individual preferences, cognitive differences and life experiences. We always seek to understand and support behaviour in a way that allows children to maximise their engagement with learning and develop their own emotional regulation, responsibility and sense of citizenship and belonging.

We base our approach to behaviour on relational practice; a whole school approach that puts the relationship between adults and learners at the heart of school ethos. These relationships exist to:

- share clear expectations.
- develop a child's self-esteem and self-worth.
- understand needs and preferences.
- build rich emotional currency that can be used as a lever for positive behaviour management.

For further information on relational practice, Paul Dix or the approach we follow, please visit www.WhenTheAdultsChange.com

6. Rules, recognition and rewards

We recognise that our own behaviour as adults is the only behaviour that we can truly control. We use **simple rules**, **consistent approaches** and **rewards** to encourage children to make good or best choices.

Rules

Ready, **Respectful** and **Safe** are the three rules which underpin our expectations for behaviour both in and out of school. They can be applied and linked to most situations.

Ready	Respectful	Safe
In full school uniform	Listen to others and expect to be listened to	Being in the right place at the right time
On time	Using a polite voice	Walking safely around the school
Listening	Using good manners	Being safe with our hands and feet
Looking	Looking after resources, displays and the environment	Being safe online both in and out of school

Sitting smartly	Representing Oatlands at its best both in and out of school	Being safe when outdoors both in and out of school
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Consistent routines and approaches

- Welcome children at the beginning of the day and start of each session.
- When children are doing the right thing, notice them and let them know.

When children go over and above:

- Write their name on the recognition board for showing you the expected behaviour.
- Give them a sticker/team point.

When children go over and above as a class:

- Work towards a whole class reward by collecting a specific number of stars/marbles.

Rewards for when children go consistently over and above or do something exceptional

- Values certificates
- Star of the week
- Head teacher awards
- Recognition notes
- Postcards home
- Phone call home

7. Language

At Oatlands we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries that help children learn how to behave.

Language should be **calm, considered** and **separate** the child from the behaviour that is unwanted. We should never use our language to shame children and shouldn't use our tone of language to agitate or otherwise escalate children's behaviour. We realise this isn't easy so ask all adults to use scripts - planned phrases and sentences that help us remain in control of our own emotions when we are attending to behaviour.

Difficult conversations will be had, and all Oatlands adults must be prepared, practiced and able to manage difficult behaviour and follow up conversations calmly. Having respectful conversations about unwanted behaviours is an important part of developing and modelling the values and the relationships we pride ourselves upon.

8. Behaviour Pathway and Scripts

We have a clear and consistent pathway and supporting scripts to promote desired behaviour and appropriately address undesired behaviour.

Gentle Approach, use child's name, child level, eye contact, provide space, deliver message	
<p>1. When expectations aren't being followed.</p>	<ul style="list-style-type: none"> ➤ I noticed you(noticed behaviour) ➤ Our rule is ➤ Now that's how we do it at Oatlands. Much better (If corrected) <p>e.g.</p> <ul style="list-style-type: none"> ➤ I've noticed you running down the corridor. ➤ Our rule is to be safe and walk ➤ Now that's how we do it at Oatlands. Much better.
<p>2. Managing refusal</p>	<ul style="list-style-type: none"> ➤ Pause, listen, reflect ➤ Remind them of previous good effort ➤ Repeat above Mantras ➤ Provide take up time ➤ Return to notice improvement <p>e.g.</p> <p>child refuses to sit on the carpet</p> <ul style="list-style-type: none"> ➤ You sat beautifully in in English this morning. I was so proud. ➤ I need you to cross your legs and face the front. ➤ Our rule is ➤ Give the child time to make a good choice. ➤ I am so impressed with how you are sitting now. Great job that is how we do it at Oatlands.
<p>3. Consequence</p>	<ul style="list-style-type: none"> ➤ I noticed you chose to (noticed behaviour) ➤ You now need to work at another table/miss some of your playtime/miss some of your busy time (name), ➤ Playground: You now need to stand by me whilst you calm down/ have some time to reflect so no one gets hurt. ➤ I will speak to you in two minutes <p>Example - 'I have noticed you chose to use rude words. Remember our rule about being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to another adult in front of the child*</p>
<p>4. Follow up – Repair and restore</p>	<ul style="list-style-type: none"> ➤ In a private and timely fashion: ➤ What happened? (Neutral, dispassionate language.) ➤ What were you feeling/ thinking at the time? ➤ What have you felt since? ➤ How did this make people feel? ➤ Who has XX been affected? What should we do to put things right? How can we do things differently?
<p>*Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is important.</p>	



9. When to escalate

Sometimes you may feel, using your professional judgement, a member of the Senior Leadership Team needs to be part of the follow up due to the serious nature of the behaviour. This could be when:

- Steps 1 – 4 have been applied consistently and the child's behaviour is not improving.
- Where a child's behaviour is impacting the safety and/or wellbeing of other children or staff members.

In this instance:

- Parents should be communicated with by the Class Teacher to share the behaviour that is causing concern.
- A meeting should be held to discuss the concerns raised and possible strategies to support/signpost interventions if appropriate.
- Share concerns and outcomes of parent meetings with your Year group leader/Deputy Head.
- If further support and intervention is required, the Head Teacher should be involved in future meetings with parents and in planning next steps.

All incidents of behaviour causing concern and any meetings with parents must be recorded on Arbor. (Appendix C)

10. Support for children exhibiting extreme behaviours and De-Escalation techniques

At Oatlands we are all treated fairly and recognise that this may not be equally. Some children require more support to regulate than others and may exhibit particular behaviours based on early childhood experiences, family circumstances or their Special Educational Needs or disability. We have experienced staff, resources and access to CPD to support children identified as requiring additional support including:

- Positive Touch training for staff working with children who exhibit dysregulated behaviour.
- Access to Surrey Specialist teachers for inclusive practice (STIP) for behaviour support.
- Access to FreeMantles outreach (CPD for staff and parents).
- Access to 'Drawing and Talking' and ELSA support.
- Play therapy
- Break out rooms – including the Voysey room (Sensory activities), sensory room, therapy room
- Regulation friendly classrooms (**Appendix D**)

If a child does become dysregulated, follow De-Escalation techniques (**Appendix E**)

In exceptional circumstances, where the school has put in additional support to meet a child's needs and they are still displaying behaviours which impact the safety of themselves and others, a reduced timetable will be considered. This may be for a period of up to six weeks with increases to the time spent in school every two weeks.

11. Restrictive Physical intervention

In line with Surrey County Council, Oatlands School does not advocate the routine use of physical intervention. The use of physical intervention should only ever be used as a last resort following the application of other appropriate strategies such as withdrawing the child from the situation, de-escalation and the instruction to stop.

Only the minimum force necessary to prevent injury or damage should be applied. As soon as it is safe, physical intervention should be relaxed to allow the child to regain self-control.

Staff should not normally attempt to use physical intervention if they are likely to put themselves at risk of injury. It is unacceptable for staff to experience violence or abuse in the course of their work.

Every effort should be made to ensure the presence of another adult in any situation where physical intervention needs to be used.

The use of physical intervention must be clearly recorded in the 'physical intervention log' (Kept in Head Teacher office) and the parent/carer must be informed.

Examples of Physical Intervention

- Standing between pupils
- Blocking a pupil's path
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back

For further guidance refer to our Positive Touch Policy.

12. Suspensions and Permanent exclusion

Suspension Some children will demonstrate a pattern of persistent and sustained incidents and/or present significant and entirely unacceptable behaviour within the school community. Whilst we strive to avoid suspension, all pupils at Oatlands are entitled to an education where they are protected from disruption and can learn in a safe and nurturing environment.

Suspension will only be applied when a child's behaviour, significantly impacts the safety of other children, staff or themselves. A pupil may be suspended for one or more fixed periods (Up to a maximum of 45 school days in a single academic year). As an infant school, suspensions will usually be for 1 day and are at the discretion of the Head Teacher.

Circumstances that may warrant a suspension. (Please note this is not an exhaustive list):

- Physical assault against a pupil sustaining injury
- Physical assault against an adult sustaining injury
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use or threat of use of an offensive weapon.

- Leaving the classroom/school without permission and refusal to return.

If the Head Teacher makes the decision to suspend a child, the parents will be notified and asked to collect the child as soon as possible. They will be kept safe, and away from their peers during this time. Upon collection, parents will be notified of the reasons for the suspension, when the child can return to school and details of the appeal process. The Head Teacher will also be responsible for notifying the Local Authority.

Parents will be guided as to where to access work for their child to complete during the period of the suspension. At the end of the suspension parents will be invited to attend a return from suspension meeting to discuss the incident and positive next steps.

Permanent exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (Unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy: and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

When making the decision to suspend or permanently exclude a pupil, the following guidance will be followed and adhered to:

DFE Suspension and Permanent Exclusion from Maintained schools, academies and pupil referral units in England, including pupil movement. September 2023

Surrey County Council Inclusion Service Permanent exclusion of pupils – Guidance for Surrey schools September 2022

13. Bullying

Often there is confusion around poor behaviour choices and bullying. Sometimes young children can have numerous fallouts and it would not necessarily be seen as bullying, rather developmental, emotional or other factors.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unkind, excluding, tormenting

TYPE OF BULLYING	DEFINITION
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
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

At Oatlands we promote an anti-bullying ethos through:

- Providing a happy, safe and caring environment in which children will report incidents
- Teaching pupils how to treat one another through our Values based curriculum
- Teaching children about bullying and its effects within our PSHE curriculum
- Facilitating circle times to discuss any issues that arise
- Our playground 'Buddy' system

If any member of the school community feels that bullying may be taking place, it must be reported and followed up.

- Children are encouraged to tell a member of staff and/or a parent
- If a disclosure is made in school, the member of staff must listen to the child and make a record of the conversation.
- If a child has reported that they are being bullied at home, parents should call or email the school to raise their concerns.
- A member of the Senior Leadership Team should then be notified, and they should investigate further to create a clear picture of what has been happening. This will involve talking to the victim and the perpetrator.
- If it is felt that bullying has occurred, the parents of both the victim and perpetrator should be notified and invited into school to meet separately with the Head Teacher.

- The victim should be reassured that this is not acceptable behaviour and should be made to feel safe. If necessary, follow up support such as ELSA or Play Therapy will be put in place.
- The Head Teacher will make clear that this sort of behaviour is unacceptable at Oatlands and will also look at why the behaviour may have occurred. The perpetrator may also need support as outlined above to prevent the behaviour from reoccurring.
- All incidents of bullying will be recorded on Arbor.
- All incidents will also be considered in conjunction with our child protection and safeguarding policy.

14. Training

Oatlands has an expectation that all staff will follow the processes and guidance as outlined in this policy. Training and support both internal and external is available for any member of staff according to their needs and those of the children they are supporting. Behaviour management will also form part of continuing professional development.

15. Monitoring arrangements

This behaviour policy will be reviewed by the Head Teacher and Curriculum Committee annually.

16. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- SEND policy
- Positive touch policy

17. Behaviour Policy Summary:

As a 'Values' based school, we follow our mission statement 'Living our values, learning for life'. We use a positive approach to behaviour management; modelling our values and focusing our practice on relational and restorative approaches.

In approaching behaviour we recognise pupils as individuals and use skilled practitioners to support neurodiversity, social, emotional mental health needs and learning difficulties. When it is required, we give pupils time and space to regulate their emotions, but our focus is always on giving every pupil inclusive learning opportunity and helping them behave in ways that facilitate that.

Our behaviour policy is based on five core pillars of practice.

1. Consistent, calm adult behaviour
2. First attention to best conduct
3. Relentless routines
4. Scripted interventions

5. Restorative follow up

We follow 3 simple rules:

- To be ready
- To be respectful
- To be safe

We use scripted, predictable and rehearsed language to blend these rules into preventative teaching & learning at Oatlands. We model, teach and notice these behaviours at all times.

At Oatlands we are committed to developing children's self-esteem. We notice, praise and reward positive behaviour and extraordinary effort.

We will not damage a child's self-esteem or self-worth with the use of shame.

We use scripted interventions, restorative conversations and proportionate consequences. Unless children cause safeguarding concerns or pose a threat to the wellbeing of themselves or others, they will always be given the opportunity to regulate their emotions, reset their behaviour and return to class.

Appendix A – Expectations

Behaviour expectations

Introduction

The aim of this document is to provide clear guidelines of the expectations that we all need to introduce, embed and apply consistently at Oatlands.

Expectations should be introduced and then revisited regularly through class discussions, assemblies and at opportune times throughout the day so that they become routine and everyone has an understanding that:

'This is how we do it at Oatlands'

As with safeguarding, we need to ensure that we develop a culture whereby

'Behaviour is everybody's responsibility'

The Expectations

Expectations beyond the classroom

The beginning of the day

Expectation
Dismount from wheeled vehicles when entering school grounds.
Wait calmly with adult until the bell goes.
Arrive punctually at 8:50am.
Wear the correct school uniform,
Walk calmly around the school.
Show respect by following STEPS: S ay good morning T hank you E xcuse me P lease S mile
Stop and listen when someone is talking to you.

Playtime

Expectation
Adults encourage children to join in and play games.
Buddies are used as role models to support children in their play.
Children stand still when the bell goes.
When the second bell sounds, children walk to their lines and line up in line order.
An adult from each class is ready to greet the children.
Children walk calmly back into class.

Lunchtime

Expectation
Sitting 1
Year 2 Children are sent a group at a time to wash their hands in classrooms/Reception to go to the toilet and wash hands in the washrooms.

Children line up in line order and are taken into the hall and settled by the Class teacher or Teaching Assistant.
Children need to be seated and ready by 12:10pm.
Sitting 2
Children are dismissed from the carpet, one group at a time to collect coats and line up in the classroom in line order.
The bell rings at 12:35. Children stand still.
On the second bell, year 1 children to walk to classroom doors.
Staff on duty to support children to wash hands in the classroom and then walk children to the hall.
All children
Children wait quietly and say the thank you together.
Show respect by following STEPS: S ay good morning T hank you E xcuse me P lease S mile
Lunch leaders are trained so they know what they need to do and when.
Adults encourage children to join in and play games.
Buddies are used as role models to support children in their play.
Children stand still when the bell goes.
When the second bell sounds, children walk to their lines and line up in line order.
An adult from each class is ready to greet the children.
Children walk calmly back into class.

Assembly

Expectation
Children line up in line order.
A member of staff leads children into the hall.
Children sit in two rows facing the front.
Everyone is quiet. Any necessary adult interventions should be whispered and discrete.
A member of staff must stay in assembly with every class.

Classroom

Expectation
The class teacher is at the door in the morning to 'meet and greet' the children.
Children hang their coats up, waiting if there is no space.
The class Teaching Assistant greets children and supports them in putting things in trays until approximately half the class are in, then starts 'Wake and shake' (Reception) or 'Morning work' (Year 1 and 2).
Resources – are to be treated with respect. Lids are to be put on pens and tables are to be tidied at the end of each session.
Children are clear about what they should do and where they should be at the beginning and ends of lessons.

Carpet sessions – children have set places in which to sit and show respect by having legs crossed, hands on laps and eyes looking.
Clear routines are in place to support children to transition from the carpet to their activities.
Clear routines are in place to support children to give out white boards.
Children line up in line order.
Children know when they can go to the toilet.
Children know when it is appropriate to have a drink.
Clear systems are used to indicate to the children that they need to stop and listen.
Clear routines are in place to support children to get ready for the end of the day.
Clear routines are in place for dismissing the children.

Appendix B – Zones of Regulation


Key Stage 1 (Year 1 and 2)

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Reception

ZONES OF REGULATION!

			
Blue Sick Sad Tired Bored Moving Slowly	Green Happy Calm Good to Go Focused Ready to Learn	Yellow Frustrated Worried Silly/Wiggly Anxious Excited	Red Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

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Appendix C – Recording Incidents on Arbor

Log New Behavioural Incident

Date of incident*

Event*

Time of incident*

Students involved*

Behaviour*

Assign to staff member*

Incident summary

Staff involved

Location

Create as separate incidents

Cancel **Next**

Event

Leave empty

Students involved

Only add the name/s here of the child/ren who's behaviour you are recording (other child/ren names must be added to incident summary)

Assign to staff members

remove your name and **ADD** Tanya Mooney only

Staff involved

Person reporting the incident and any other staff member who witnessed or participated. Please also add their involvement in the incident summary.

Also add the class teacher/s

Location

Leave blank – enter location info in incident summary

Appendix D – Regulation Friendly classrooms

In a regulation friendly classroom, you will find:

A whole class visual timetable that is used throughout the day

Zones of regulation display (Appendix B)

Regulation toolkits displayed by the names and displayed by the regulation space

At least 1 regulation space for children where they can also access regulation tools

Our regulation friendly classrooms are inclusive.

You might see doodling or fiddling but this may be a child coping, regulating or focusing. The children you see may be neurodiverse. Between 30% and 40% of the UK population are thought to be neurodiverse.

Appendix E- De-escalation Strategies & Techniques

Act calm even if you're not	Say "Let's talk about this later"
Use humor to lighten the mood	Lower your voice
Give a choice	Walk away
Ask "What would help you right now?"	Change the subject to a positive one
Give personal space	Say "I see where you are coming from"
Distract with a photo of something they like	Show that you are listening
Remove the audience	Say "I want to help you"
Talk about something they like	Make a joke
Encourage the person	Remind them of something amazing they did
Say "You can do this"	Call another adult for help
Say "Let's call....I think they can help"	Be willing to find a solution
Offer to change the way you are doing something	Re-state what the person is saying
Validate their thoughts	Avoid over-reacting
Acknowledge their feelings	Offer a solution
Use active listening	Say "I see your point"
Let the person talk without interrupting	Clarify expectations
Offer to take a walk with the person	Apologise for something you did wrong or the way it was taken
Remind them of something they love	Ask if they can explain more about how they're feeling
Invite them to do a preferred activity	Slow yourself down to avoid getting worked up
Try to understand the person's perspective	Don't say "calm down"
Say "So you're upset because.... right?"	Encourage the person to use a coping strategy
Show empathy	Encourage the person to take a walk or get a drink
Don't take items or personal property from them	Ask "Would it help if...?"
Give the person an "out" i.e. letting them go to another room or walk away	Coach the person with positive remarks
Keep escape routes open to the door	Remind the person "You're not in trouble"
Acknowledge where you agree with the person	Say "Talk to me" then listen
Tell the person "I'm here for you"	Ignore the behaviour
Tell the person to take a minute to themselves	

Distract by saying "Hey, Let's go..."
Spend time de-briefing after the
incident to identify ways to improve
Avoid needing to get the last word

Be respectful in your tone
Ask them to draw a picture of what
happened