

Leverhulme's Relationships and Behaviour Policy

Please see appendix 1 for one page summaries for parents/carers (appendix 1) and students (appendix 2)

Purpose

At Leverhulme Primary School, our Relationships and Behaviour Policy is designed to foster an inclusive, nurturing, and emotionally intelligent environment. We believe in building confidence in every child, empowering them to make positive choices and feel supported in their journey towards becoming happy, healthy and successful individuals. We believe in a partnership approach, working collaboratively with children, families and external agencies to address the root causes of any unwanted behaviour. For further details on our multi-tiered approach to inclusion, please see our Inclusion Framework (**appendix 6**).

We focus on raising aspirations and self-worth through emotional and social development, equipping pupils with the tools for self-regulation. We are committed to knowing each child deeply, hearing their voice and reflecting on any barriers they may face—whether at school, at home or elsewhere. By working collaboratively, we adopt a solution-focused approach that addresses these challenges in a constructive and supportive manner.

While our approach is trauma-informed, we also recognise the importance of appropriate consequences when pupils do not make the right choices and follow-ups as part of the learning process. We use these moments as opportunities for pupils to reflect, repair, and grow as a result of poor choices made, aiming to reduce repeated behaviour and to impact positive change. Our goal is to support pupils in understanding the impact of their actions while fostering a safe and supportive environment for everyone, which is conducive to learning.

Our approach is grounded in kindness, consistency and restorative practices, ensuring that all students and staff feel secure, respected and able to thrive. We work collaboratively with children, families and external agencies to uphold these values. Relationships are at the heart of all that we do.

Intent & Aims

We seek to:

- Provide a warm, welcoming, and safe environment that is conducive for learning.
- Instil a love of and passion for learning in our pupils and develop their perseverance, drive and confidence.
- Ensure every individual feels happy, safe and supported, to reach their full potential.
- Promote positive behaviour through relationships, consistent boundaries and supportive interventions; supporting pupils to develop internal self-regulation.
- Cultivate a compassionate culture with high expectations, enabling all students to thrive academically, socially and emotionally.
- Foster a strong sense of belonging, where all members of the school community feel connected and valued.
- Use a relational approach to promote positive behaviour, where mistakes are viewed as opportunities for learning and repairing relationships, with consequences and follow-ups aimed at supporting growth and reducing repeated behaviour.
- Ensure adults are attuned to the pupils' needs.
- Ensure the safety and wellbeing of both pupils and staff are central to all that we do.
- Put pupils at the heart of everything we do.
- Provide pupils with joyful moments and positive memories of their school life.

Philosophy

This policy has been drawn up to protect pupils, staff and others in line with recommendations from:

- Keeping children safe in education
- Trauma-informed practice
- Team Teach
- DfE guidance

Motto and Values

Our Motto: **Together we strive for success with confident, caring, lifelong learners who develop into responsible members of the world community.**

Our Values: Include – Achieve – Succeed – Together for Success

- **Include:** We build a supportive community based on trust, communication, and shared experiences like joy and laughter.
- **Achieve:** We provide everyone with the skills to succeed academically, morally, and pastorally. We encourage pupils to **try something new.**
- **Succeed:** Through respect, kindness, perseverance, and teamwork, we empower individuals to reach their full potential and succeed in all areas of life. We encourage our pupils to: **never give up and be the 'best me I can be'.**
- **Together for Success:** We believe in the importance of **team work, respect** and the importance of **understanding others.**

Our Expectations: Be Ready, Be Respectful, Be Safe:

At Leverhulme, we have three core behaviour expectations for both staff and students: **Be Ready, Be Respectful, Be Safe.** These clear and simple expectations create a positive and consistent environment in which all members of the school community can thrive.

Students are reminded of these expectations throughout the year - **termly**, at least. Staff are very explicit in their expectations (see Appendix 3) and rules are clearly on display.

Ready	Respectful	Safe
• Listen to others and expect to be listened to • Use kind and appropriate language. • Take care of the school environment. • Represent Leverhulme positively in and out of school. • Eat and drink food that supports our focus/concentration (no fizzy drinks/sweets/chewing gum) • Wear suitable uniform – black footwear, black/grey trousers or skirts (or summer dresses) and purple jumpers.	• Listen to others and expect to be listened to. • Use kind and appropriate language and use a respectful tone. • Be respectful towards other people's belongings • Take care of and look after the school environment and school resources. • Represent Leverhulme positively in and out of school. • Take turns – put hands up to contribute ideas and share equipment.	• Be in the right place at the right time. • Respect people's personal space and use kind hands and feet. • Stay safe online. • Report unsafe situations to an adult.

Key Stage 1 Playground Rules

Ready	Respectful	Safe
• Listen to the teachers and follow their instructions. • Be ready to have fun while following the rules. • Take turns and share toys and equipment with others. • Use the playground equipment properly. • Eat healthy snacks (no sweets)	• Use kind words • Be friendly. • Include others in games and activities. • Respect other people's personal space and belongings • Respect the equipment and living things e.g. trees	• Play safely on the playground. • Stay within the play area and avoid restricted areas. • Let an adult know if something is broken or unsafe. • Wash your hands before and after playing. • When eating dinner, finish food before coming outside, when eating snacks in the morning stand/sit still.

Key Stage 2 – Playground rules

Ready	Respectful	Safe
• Use equipment and play areas only when authorised by an adult. • Use play equipment and materials responsibly and return them to their designated places after use. • Be prepared to play fair, share, and take turns with others. • Listen carefully to instructions and ask for help if needed before starting any game or activity • Eat healthy snacks (no sweets)	• Treat all pupils and adults with kindness and respect. • Use appropriate language • Support and encourage your peers, promoting a friendly and supportive atmosphere. • Share and use equipment responsibly	• Follow all safety guidelines and rules provided by the school and adults. • Use equipment and play areas in a way that does not endanger yourself or others. • Report any hazards or unsafe situations to an adult immediately. • Avoid rough play or aggressive behaviour that may cause harm to yourself or others. • When eating dinner, finish food before coming outside. • When eating snacks in the morning stand/sit still.

Please see **appendix 9** for clear expectations for specific areas in the outdoor area.

Rights and responsibilities

All students, staff and parents have the right to:

- Be treated with respect
- To be safe
- To be listened to

All staff can and should reinforce school expectations for **all** pupils – no adult walks past poor behaviour. All staff can enforce consequences and follow up with parents/carers.

Responding to Behaviour: The ARCC Approach

Behaviour – like safeguarding – is everybody’s responsibility and all staff support students to make positive behaviour choices.

At Leverhulme, we use the **ARCC approach** (Aware, Remind, Choice, Consequence) as a stepped method for managing behaviour (see **appendix 4**). This approach ensures a consistent, fair response while encouraging pupils to take responsibility for their actions and understand the consequences of their behaviour. The goal is to create opportunities for learning and growth while maintaining clear boundaries.

ARCC Approach:

1. **Aware:** The child is made aware of their behaviour and the expected next step.
2. **Remind:** A reminder is given to follow the instruction. This step allows time for the child to reflect and make the right choice.
3. **Choice:** The child is discreetly given a choice between following the instruction or facing a consequence.
4. **Consequence:** If the behaviour continues, the consequence is implemented. This could involve time out, repairing relationships, or completing missed work.

Pupils are encouraged to voice any concerns they have about a consequence that feel may be unfounded or unfair, at an appropriate time and place, in an appropriate manner. It is imperative that respectful tone is used in any discussions of this nature.

Key Principles:

- **Praise in public; reprimand in private:** Positive behaviour is celebrated openly, while reprimands are handled discreetly to preserve the child’s dignity. Even when moving a pupil’s name down it is done discreetly, and the opportunity to have their name moved back up is then noted in a more public way.
- **Certainty over severity:** We believe in applying consistent consequences rather than focusing on the severity of punishment – so the pupil is certain that the behaviour will be followed up, even if this at a later date and with even a simple conversation.
- **Clear routines and transitions:** Predictability helps children feel secure and understand expectations.
- **Restorative conversations:** If behaviour escalates or relationships are ruptured, we guide students through **restorative conversations** to repair harm and restore trust. (see appendix 7 for a prompts for these with widget symbols)

Scripts to Support the ARCC Approach

We use specific **scripts** to help staff manage behaviour in a calm, structured way, ensuring consistency across the school. These scripts support students in reflecting on their behaviour and understanding the impact of their actions:

1. “I noticed that you are... (describe the behaviour). This is not in line with our expectation of being [Ready, Respectful, Safe].”
2. “You need to... (describe what needs to happen). If you choose not to, there will be a consequence.”
3. “You’ve made the choice to... (describe the consequence). Let’s talk about how we can put this right.”

These scripts give students the chance to reflect and choose the correct course of action, promoting responsibility and emotional regulation. For more detailed scripts see **Appendix 4**.

Supporting Staff and Creating a Unified Approach

"When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos." — L.R. Knost

At Leverhulme Primary School, we recognise the importance of a cohesive staff team in managing student behaviour and fostering a positive environment.

Staff:

- **Collaborate and Offer Mutual Support:** Team members actively support one another, including providing a "change of face" when needed—not only during crises but as a practice to sustain positive relationships and outcomes. See **appendix 5** for how to call for wider support.
- **Pause and Reflect Thoughtfully:** Staff are encouraged to take a moment to pause, breathe, and consider their response in emotionally charged situations.
- **Communicate Openly and Respectfully:** Staff communicate succinctly with one another to pass on key information and are clear around next steps needed when handing over a situation. Staff engage in clear, direct communication, assuming positive intentions while addressing any misunderstandings at an appropriate time, creating a culture where everyone feels heard and supported.
- **Prioritise Smooth Reintegration for pupils:** Staff work together to help each other reintroduce students calmly and effectively, ensuring students are settled and ready to engage in the classroom - when bringing a pupil back to class, checking in discreetly with staff team if the returning staff member is needed to stay for longer, or leave.
- **Debrief as a Team:** When needed, staff come together to debrief and share insights, to strengthen team resilience, review and reflect where needed and prepare for the next day.

"A dysregulated adult can't regulate a dysregulated child" – Dr. Bruce Perry

Emotionally Available Adults Staff are encouraged to be mindful of their own "window of tolerance," recognising their emotional capacity throughout the day and communicating when they need support. This self-awareness helps create a team that is readily available and emotionally prepared to respond to students in the most helpful, compassionate way possible.

Trauma-Informed and Relational Approaches to Behaviour

"Behaviour is often the language of children in distress." — Louise Bomber

We understand that children's behaviour is shaped by emotional and social needs. Our **trauma-informed and relational approach** emphasises strong relationships and restorative practices, prioritising:

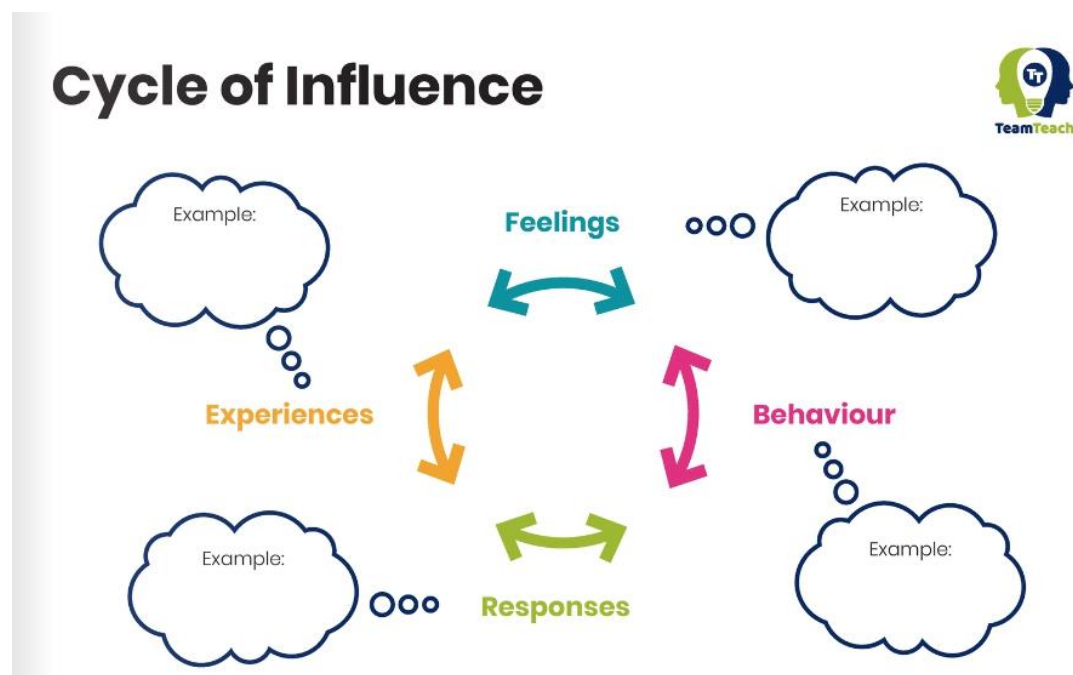
- Understanding the root causes of challenging behaviour, including ACEs (Adverse Childhood Experiences)
- Viewing behaviour as an opportunity to support emotional development and teach better ways to express feelings.
- Balancing restorative practices with appropriate consequences that allow for reflection and repair, reducing repeated behaviour.

Principles of Trauma-Informed Care Our trauma-informed approach is based on six key principles:

1. **Safety** – Ensuring both physical and emotional safety for all.
2. **Trust** – Building trust through consistent, shared experiences.
3. **Choice** – Maximizing opportunities for students to make positive choices.
4. **Collaboration** – Involving students in decisions about their behaviour and its consequences.

5. **Empowerment** – Giving students a sense of control over their actions and outcomes.
6. **Cultural Consideration** – Embracing diversity and being aware of the trauma associated with racism, xenophobia, transphobia, and homophobia. Children facing challenges such as poverty, racial injustice, and unmet emotional needs require a better understanding of what they are experiencing at home and in their communities.

Staff follow the principles of **Dr. Bruce Perry’s “3 Rs”** (Regulate, Relate, Reason) to address distress in students, focusing on emotional regulation first and take into consideration the cycle of influence between the child’s experiences, feelings, responses and behaviour.



Leverhulme believes in providing children with an **emotionally available adult** to support children, where possible as well as ensuring classrooms are trauma-informed with considerations made about the environment and language used.

Relentless routines and consistency

“Routine and structure provide the safety and predictability that children with attachment difficulties need to feel secure and able to engage in learning.” - Louise Michelle Bomber

Routine	Expectations	Consistent staff action
In the morning	- Respond to adults morning greetings. - Bags and coats to be hung up on pegs. - Reading books to be put away in trays or boxes. - Lunch boxes to be quietly and tidily put on trolley. - Children sit in places and begin their morning activity - Choose lunch option on I-pad if on school dinners.	- Ensure all pupils’ tables are fully equipped (pencils, pens, rubbers etc) - Visual timetable up-to-date with key updates/changes made clear - Any new/supply staff updated on key information about pupils and up and coming lessons - Staff to greet at classroom door giving morning welcome – check ins offered if required - Clear instructions on entering the room e.g. sit on carpet/chair - Class teacher to have prepared in advance a ‘Do It Now’ activity the

		children can begin as soon as they sit at their desks to ensure no lost learning time. • Ensure children on school dinners choose a lunch option and are happy with this.
Morning registration	• Calmly and quietly carry out task assigned during registration • Complete registration, answering name politely.	• Activities are ready for children to complete. • Registers are completed and saved on time.
In lessons	• Sit up- when sitting on a chair you sit up and all 4 legs need to be on the floor • Show active listening –nod your head, track the speaker • Ask and answer questions - hands up and wait quietly. • Remain on task and ask for help if needed.	• Be clear about expectations during the lesson (working independently / in pairs / in a group) • Ensure children's attention is on you when speaking. • To manage noise levels / use proximity praise to gain attention / count down from 5. • TAs to be used effectively for supporting learning/pastorally. • Offer challenge and support as required - ensuring there is an appropriate balance and sufficient tasks to complete • Ensure all resources are out and ready in advance – ensuring there is no 'dead time' - and tidied up at the end of the lesson • Ensuring personalised resources are available and ready for any individuals as stated in their 'All about Me' documents/EHCP.
End of morning playtime	• At the end of playtime, adult on duty blows the whistle and the children line quickly and quietly in their allocated areas on the playground • Children enter the building/classroom immediately quietly and calmly in a straight line. <i>Children may be asked to practise this in their break/dinner times if consistently not doing this.</i> <i>*Note: year 1 have two whistles: first whistle to tidy up, second to line up.</i>	• Adults on duty arrive on the playground 1 minute before breaktime is due to start • Other adults must be outside on time to help collect their class to ensure calm movement back to class and a prompt start of the lesson. • Adult instructs the children to line up in their line up order and wait to be collected by their class adults. • Adult collecting from playtime gives instruction on playground e.g. sit on carpet/chair, before entering school • All staff to ensure consistency of routines at all playtimes. • Staff remind children of expectations on corridors coming into school.
Lining up for dinner/in the dining hall	• Line up quietly in the correct order in the classroom • Walk calmly and quietly to the hall and lined up in the hall - some quiet	• Staff to take their children calmly to the hall in line up order. • Staff to raise their voices to get the children's attention.

	chat is allowed. • When collecting their dinner, children should be heard using please and thank you towards dinner staff . • Put their hands up if they want to ask a member of staff for something. • Any child moving out of line should be reminded to stay in line. • Children to stop talking and be quiet when staff on duty raise their voices to get their attention.	• Staff on duty managing pupils into dining hall should ensure consistency of expectations including encouragement to use please and thank you • Staff should only challenge children in a quiet professional manner (no shouting). Follow ARCC as needed. • Ensure children who need any additional resources in the dining room have them as per their 'All About Me/EHCP'.
On the playground at break and dinner	• Children should play and use the equipment following the school rules of ready, respectful and safe • Children should play in designated areas as instructed by adults • Children should be consistently reminded of the school rules: ready, respectful, safe • Children to play football – if they choose to – on their assigned days according to the rota.	• Adults should ensure they have sight of all children at all times • Adults should pre-empt any behavioural problems by intervening early in any play that may escalate to breaking a school rule e.g. children pushing each other • Staff to support children resolve any issues assertively where necessary. • Staff to model play with children. • Adults MUST follow steps as shown on ARCC including moving names down if required. Serious incidents must be reported to SLT. • Pre-warn pupils if needed before break ends (use of timer if required) • Ensure incidents are logged on CPOMs or reported to class teacher
End of dinner time	• When the whistle blows line up quickly and quietly. • Children to assist putting equipment away. • Enter the building quietly	• Adult to supervise equipment stored away in order in the correct places. • Adults to ensure no equipment left outside or over the fence
During assemblies	• Children should be escorted to the hall by their class teacher/TA (in line up order). • Children should walk in silence. • Enter hall and sit down in silence by the class adult. • Children should sit in assembly in silence, clapping winners respectfully and supporting classmates who win awards	• Adults to calmly escort children to the hall in a line up order. • Adults to remain in hall for duration of assembly – add praise for good assembly behaviour and follow ARCC for managing behaviours. • Adults to ensure children are sitting in the appropriate order to ensure success for all in the assembly.
Toilets	• Children should avoid going to the toilets during lesson time where possible. • If the toilet is needed during lesson time children should not be allowed to go in pairs. • When going to the toilet at dinnertime, children must go through Games Club • When going to the toilet children need to: use the toilet properly, flush the	• Staff to remind children to use the toilet at playtimes • Staff to monitor how many children are in the toilets at playtimes. • Games Club staff to monitor children coming in to use the toilers. • Staff to remind children to: use the toilet properly, flush the toilet, wash hands, put paper towels in bin/use hand dryer

	toilet, wash hands, put paper towels in bin/use hand dryer and return to the playground/class.	and return to the playground/class.
Cloakrooms/coat areas	• Coats are hung up at the start of the day and after every break time. • Bags are hung up on pegs • Pick up other children's coats/bags and hang up if things fall off.	• Remind children about behaviour in cloakrooms. • Use additional adults effectively to ensure standards of behaviour are met in these areas. TA to be allocated duty to check cloakrooms at start of day/break. • Staff should remind children that there should be nothing on the floor. Children to be challenged and returned to hang up any coats/belongings that have not been hung up • Lunchboxes to be put onto the trolley in an orderly way • Adult to check trolley/cloakroom.
End of day routine	• Children to ensure tables are tidy and organised for the next day • Children collect coats and bags quietly and come back to chairs / places. • When dismissed by class teachers' children should tuck their chairs under/ put them on tables as instructed. • Say goodbye to staff – notify an adult when grownup has arrived to collect.	• Class Novel / book to be read at the end of the day / 10 minute retrieval activity. • Send children for coats and book bags a group at a time. • Warm, positive dismissal • Hold positive conversations with parents/carers and share any concerns as needed • CPOMS updated as required. • Staff debrief (if required) – update All About Me or PHPs if needed

Promoting Self-Regulation and Emotional Resilience

At Leverhulme, we emphasise **self-regulation** through a robust PSHE curriculum and trauma-informed practices. Key practices include:

- **Emotional Coaching:** Staff help children identify and express their emotions constructively.
- **Restorative Conversations:** Conflict is addressed through reflection, with a focus on repairing harm and understanding impact of behaviour.
- **Zones of Regulation (see Appendix 10):** A framework to help students recognise their emotional state and use strategies to return to a regulated state. EYFS use colour monsters (linked to Zones of Regulation) to support younger pupils to recognise and name their emotions.

We also teach students to express their needs assertively, using phrases like:

- "Stop, I don't like that."
- "When you _____, it makes me feel _____ can you stop?"
- "I don't find that funny."
- "Please can I have a go?"
- "I don't want to play that game."

Supporting Wellbeing Across the School

Leverhulme has a whole-school approach to supporting wellbeing across the school, following the PACE principles outlined by Dr Dan Hughes. PACE stands for Playfulness, Acceptance, Curiosity and Empathy. Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment, but to also promote wellbeing across the school.

We integrate behaviour and wellbeing support through:

- **Assemblies:** Focusing on themes like respect, kindness, and emotional literacy.
- **Whole-Class Interventions:** Integrated into PSHE to build emotional literacy and self-regulation skills.
- **Small Group and Individual Interventions:** Targeted support for students showing recurring behaviour patterns, involving pastoral care and external agency involvement as needed.
- **The Five Ways to Wellbeing Programme:** Encouraging students to focus on connecting, being active, taking notice, learning, and giving back to build resilience and maintain emotional balance.
- **Play time** – During break and dinner times, staff join in with children promoting play, curiosity and coaching through conflict modelling empathy and acceptance of others.

Consequences

To encourage positive behaviour, school uses both **positive** and **negative** consequences – rewards and also opportunities to make things right. Our job is to reinforce boundaries until students are able to consistently hold them for themselves.

Behaviour Management and Consequences

Dr Karen Treisman – ‘Every interaction is an intervention.’

Our **behaviour system** is based on the **ARCC model**, which emphasises positive reinforcement, clear boundaries, and consistent consequences. This approach includes:

- **Behaviour charts** – All children (from Reception to Year 6*) start the day in the middle of the behaviour chart with 3 steps up and 3 steps down. **Little Stars and Nursery do not use behaviour charts; but focus on developing emotional regulation and support positive behaviour through dojos.*
- **Positive Consequences:** Celebrating achievements through Dojos, attendance competitions, public and specific praise, stickers and praise postcards, and sharing success with the wider school community. Classes will also promote positive whole class behaviour through golden time and personal class incentives.
- **Restorative Practices:** Encouraging reflection through restorative conversations and emotional coaching to help students repair relationships and understand the impact of their actions.
- **Clear Boundaries:** When behaviour requires redirection, staff follow the ARCC steps and if behaviour is not rectified, pupils are moved down on the behaviour chart, or given a consequence depend on the behaviour shown (see following tables for a breakdown of this). Repeated poor behaviour may lead to a "Good Choices" chart monitored by senior leadership.

*Note: some children have personalised behaviour charts.

Consequences for Poor Behaviour

While we take a restorative approach, we acknowledge that consequences are necessary for maintaining boundaries. Consequences are used to:

- Help students understand the link between actions and outcomes.
- Provide a learning moment, encouraging students to do things differently next time.
- Ensure that harmful behaviour, particularly intentional or targeted actions, is addressed seriously, with a focus on repair.
- Restorative conversations are supported through use of restorative questions (see appendix 4 and 10 for examples of these)
- Parents/carers communicated with to ensure all informed and clear

Responses to Poor Behaviour

Behaviour	Consequence/response	Next step (if required)
Work not completed	Catch-up work during break or lunchtime – always allow a couple of mins outside as a movement break.	• Evaluate provision. • Ensure work is scaffolded/adapted if required. • Provide supportive resources (e.g., Now, Next, After visual). • Good Choices chart if recurring • Complete initial concern form if underlying needs identified
Damage to equipment	Repair damage or complete an equivalent task.	• Record on CPOMs. • Evaluate if support (e.g., fiddle toy) is needed. • Restorative conversation with class teacher about responsibility and care for property. • Good Choices chart if recurring
Ruptured relationships (staff or students) – disrespected language or tone	Restorative conversation to repair relationship.	• If recurring, offer pastoral interventions if peer-peer related conflict • If reoccurring student-staff related conflict offer more formalised mediation/restorative meeting and/or dedicated time between student-staff (during the student's break/lunch) • Good Choices chart
Reoccurring unkind behaviour towards another child e.g. name calling, spreading rumours, intentionally leaving out	Restorative conversations offered	• Mentoring sessions if required • Change positions in classroom • Implement playground rotas • Parent meeting to discuss plan
Online safety breach (in school)	<i>Depending on the content/behaviour.</i> Initially a 'lesson learnt' conversation and information feedback to parents/carers	• Online safety interventions • Parent meeting to review online habits. • Consider safeguarding measures if necessary.
Online safety breach (out of school)	Signpost parents/carers to relevant resources on how to ensure Online Safety on devices at home. If parents bring in evidence of harmful online behaviour (e.g. screenshots) these can be used to support conversations in school about the online harms outside of school	• Use of PSHE and computing curriculum to support • Restorative conversations if required. • Dependent on online safety breach, following safeguarding procedures if required e.g. seeking further advice from external agencies or partners
Disruptive behaviour – tapping, humming,	Follow ARCC If name is at the bottom of the	• Restorative conversation with class teacher • Evaluate if support (e.g., fiddle toy) is needed.

intentionally provoking peers, out of seat	chart/other children's learning being disruptive work out of class (if possible to complete out of class). If not, students to complete a pack of work and catch up on missed learning at a later date. Time to reflect on how behaviour was disruptive When regulated, bring back into class (once calm)	• Class learning session e.g. if a child is dysregulated they might need time out to reset • Ensure there's an emotionally available adult. • Complete initial concern form if underlying needs identified – create an 'All About Me' if needs identified with strategies included to support.
Not following instructions	Following ARCC Restorative conversations if needed	• Evaluate provision. • Complete initial concern form if underlying needs identified

Supporting neurodivergent pupils and/or pupils with SEND

Our trauma-informed practices ensure that every child feels safe, valued, and supported. We also then provide additional resources and approaches for specific students who need them e.g. due to additional needs. This includes ensuring the environment is engaging, inviting and calming: tidy and organised (e.g. stationary ready for pupils) and purposeful (use of visual timetables and up to date display boards). Resources are also provided as needed e.g. sensory tools, visual aids (e.g., Now, Next, After boards), and other interventions offered to help pupils navigate their emotional needs. Flexibility is key when managing behaviour, particularly for students with special educational needs (SEND) or those from disadvantaged backgrounds. We know that students from these groups are nationally disproportionately affected by exclusions and suspensions, which can negatively impact on their learning and future outcomes. Therefore, where necessary and appropriate, reasonable adjustments are made to offer early intervention, tailoring responses to individual circumstances where appropriate. For pupils who need more bespoke work, **All About Me** forms are completed to ensure all staff who work with that pupil know how best to support them (see SEND policy for more information).

Steps for Managing Harmful/Risky Behaviour

Even with the appropriate support in place, some pupils can still at times display harmful and/or risky behaviour towards themselves and/or others. In these cases, staff focus on:

1. Immediate de-escalation and CALM communication (see below).
2. Restorative conversations to address harm caused.
3. Consequences, including internal or external suspension for severe or repeated behaviour.
4. Offering mentoring where appropriate
5. In cases where pupils are a risk to others or themselves, physical support may be used. When this occurs, parents/carers are notified, and a **Positive Handling Plan** is co-created.

CALM Communication Approach

Staff use the CALM communication model to de-escalate situations and manage behaviour effectively:

- **C** – Communication: Maintain a neutral stance, use appropriate gestures, facial expressions, and scripts.
- **A** – Awareness and Assessment: Read student behaviour, be aware of individual plans, and anticipate possible challenges.
- **L** – Listening and Learning: Give time and space, allow for pauses, and provide a way out when necessary.

- **M – Making Safe:** Ensure the physical space and objects are safe, manage “hotspots,” and have safety responses prepared

We take a **child and family-focused approach**, working in partnership with parents and external agencies to address any root causes of behaviour. We are committed to unpicking the barriers that may prevent a child from reaching their potential, whether they are emotional, social, or related to external pressures.

Our aim is to help students raise their aspirations, build emotional resilience, and develop the tools they need for self-regulation. By focusing on both **boundaries and support**, we strive to ensure that every child has the opportunity to succeed academically, socially, and emotionally.

Consequences for Harmful/risky Behaviour

Behaviour	Consequence/response	Next Steps
Offensive, derogative, or discriminatory language (including but not limited to racist, homophobic, sexist language) Language used to describe or name somebody that is unkind and/ or offensive or derogatory. This extends to any words that an individual would not feel comfortable or happy being used against them.	Language challenged immediately and any pupils who have heard this language checked in with (see Appendix 8 for useful scripts to challenge and offer support). A ‘lessons learnt’ intervention – unpicking the impact and intent (and providing further education as required) Depending on the content and context, working out of class. Restorative conversation when appropriate with anyone harmed by this language.	• Record on CPOMs. • Track if there’s been any patterns of this behaviour before – if there have more serious consequences may be needed e.g. meetings with parents/carers or suspension Evaluate pupil’s understanding (i.e. what is their blank level understanding) • Multiagency partnership work if required • Good Choices chart • Create/update All About Me document • In some cases, suspension, permanent exclusion (i.e. repeated incidents; little change)
Self-harming behaviours e.g. head banging, using an implement to hurt themselves	Team Teach strategies used if immediate risk to self Self-harm pathway followed – other strategies offered (A&E if serious risk to self in that moment) Conversation with home Risk assess environment – both in school and at home If pupils attempt to abscond and strategies used are not successful (so successfully do so), then follow the absconding plan if pupil leaves the school site.	• Referral to other services if concerns continue • Unpick any wider context for the student with the student and family where necessary – are there any other factors that could be influencing them. • Create/update ‘All About Me’ document and/or Positive Handling Plan.

Behaviour	Consequence/response	Next Steps
Physical aggression - hitting, punching, pushing, biting kicking, pulling or anything that someone doesn't like. Threatening to physically hurt someone	Name to the bottom of the chart Loss of playtime/dinner time. Depending on severity and context -time out of class (internal suspension) Phone call home/conversation with parents/carers (at the end of the day) Team Teach may be used if a child is a risk to someone else.	- Restorative conversation. - Playground rota - Repeated behaviour may lead to a suspension - Multiagency partnership work if required - Good Choices chart - Create/update All About Me document and/or Positive Handling Plan - In some cases, permanent exclusion (i.e. repeated incidents; little change)
Exclusion or spreading rumours	Restorative conversation during playtime.	- Class reflection on inclusion. - Record on CPOMS. - Good Choices chart
Leaving classroom or building without permission/not being in the right place at the right time	5 minutes missed play time Recorded on CPOMS, and parents informed. Reconsider students position in the classroom – do they feel 'trapped'; would they feel more emotionally safe sat in another spot?	- Ensure work is scaffolded/adapted if required. - Conversation to unpick any in-class barriers and support offered e.g. noise cancelling headphones - Review classroom environment including seating plan - Carry out a language audit in class - Good Choices chart - Unpick any wider context for the student with the student and family where necessary – are there any other factors that could be influencing them. - Create/update All About Me document and/or Positive Handling Plan - Suspension In some cases, permanent exclusion (i.e. repeated incidents; little change)
Damaging equipment (higher	Missed break/dinner time	Incorporate a sensory element

Behaviour	Consequence/response	Next Steps
levels) – (risk of) criminal damage or significant disruption (including setting off fire alarm)	Internal suspension Focus on regulation and reflection - unpick any wider context for the student with the student and family where necessary – are there any other factors that could be influencing them. Team Teach may be used if there is a risk of criminal damage.	into the child's day - Unpick if there are patterns to this behaviour e.g. it's just before break - Review the environment – is it overstimulating? - Review classroom environment including seating plan - Carry out a language audit in class - Create/update All About Me document and/or Positive Handling Plan - Suspension - In some cases, permanent exclusion (i.e. repeated incidents; little change)
Risk taking behaviour (climbing)	Missed break/dinner time Internal suspension Focus on regulation and reflection - unpick any wider context for the student with the student and family where necessary – are there any other factors that could be influencing them. Team Teach may be used if a student is a risk to themselves while absconding.	- Unpick any wider context for the student with the student and family where necessary – are there any other factors that could be influencing them. - Incorporate a sensory element into the child's day - Unpick if there are patterns to this behaviour e.g. it's just before break - Create/update All About Me document and/or Positive Handling Plan - Review classroom environment including seating plan - Carry out a language audit in class - Suspension In some cases, permanent exclusion (i.e. repeated incidents; little change)

Parents/carers would be notified of behaviour, consequence(s) and next steps for the above behaviours

Challenging Behaviour and Physical Support

We follow the Team Teach approach, which focuses on structured de-escalation techniques, using physical support only when absolutely necessary to ensure the safety of everyone involved. Our policy is to apply responses that are "reasonable, proportionate, and necessary," always prioritising the child's best interests. In cases where physical support is necessary, parents or carers are promptly informed. If such support becomes a recurring need, we collaborate with families to develop a Positive Handling Plan. Restrictive practices are always a last resort, used only when a child poses a significant risk to their own safety, to others, or risks causing serious criminal damage. This also applies when a child is at risk of absconding in a situation where they could encounter serious harm, such as near a road or body of water. Staff are also trained to make dynamic risk assessments and to be mindful of **circles of awareness and danger**, ensuring that they respond, rather than react, to situations. Personal space is respected to help reduce the risk of escalation and staff work on the principle of focusing first on de-escalating strategies before any physical intervention is needed.



Risk assessment matrix

		Severity of Impact →				
		negligible	mild	moderate	significant	extreme
↑ Probability of Frequency & Occurrence of Behaviour	very likely	LOW RISK	MEDIUM RISK	MEDIUM / HIGH RISK	HIGH RISK	HIGH RISK
	likely	LOW RISK	LOW / MEDIUM RISK	MEDIUM RISK	MEDIUM / HIGH RISK	HIGH RISK
	possible	LOW RISK	LOW / MEDIUM RISK	MEDIUM RISK	MEDIUM / HIGH RISK	MEDIUM / HIGH RISK
	unlikely	LOW RISK	LOW / MEDIUM RISK	LOW / MEDIUM RISK	MEDIUM RISK	MEDIUM / HIGH RISK
	very unlikely	LOW RISK	LOW RISK	LOW / MEDIUM RISK	MEDIUM RISK	MEDIUM RISK

Staff will also call for further support using our radio system (see **appendix 5**) and carefully use (limited) language (see **appendix 4 for help and crisis scripts**) Following any physical support being used, staff will log this in detail on our school system and debrief as a team to assess the situation in order to reduce risk moving forwards. The pupil will also be given an opportunity to repair and reflect. Any physical support used it is with minimum force for the shortest time necessary prioritising minimising harm and maintaining dignity. However, if any injuries do accidentally occur during this process, staff will be open and honest about this. For pupils who already have All About Me documents, these will be updated alongside a **Positive Handling Plan** (see **Appendix 7** for an example) – these plans are seen as fluid documents, reviewed and revised following any further changes in behaviour.

Responding to Harmful Behaviour

Harmful behaviour, especially when it is deliberate or targeted, is addressed seriously. This includes actions that cause emotional or physical harm, such as the use of offensive language, exclusion of peers, physical aggression, or online bullying. De-escalation strategies are employed to manage the situation, focusing on calming and supporting both the child displaying the behaviour and those affected by it. Once the child is calm and regulated, the focus will be on responding to the initial behaviour and taking thoughtful steps to unpick what led to this behaviour and reduce the chances of repeated behaviour moving forwards.

Staff teams are encouraged to work collaboratively, not making decisions alone and debriefing together in response to any harmful behaviour, reflecting and reviewing any necessary changes needed to be made.

Sometimes a class debrief may be required with the whole class if they have witnessed any harmful and/or distressed behaviour.

Within teams, with the pupil and – at times, where appropriate – the wider class, reflection time is given in order to unpick the experiences and feelings behind the harmful behaviour displayed and possible intentions. This is not to justify any harmful behaviour, but to reflect and evaluate with the aim of reducing the chances of repeated behaviour in the future.

Next Steps for Repeated or Severe Behaviour

When behaviour patterns persist, the following steps are taken:

1. Evaluate current support and adjust if necessary – how can the behaviour be replaced with something that meets their needs? Consider which behaviours we want to promote and therefore need to explicitly teach.
2. Involve the SENDCo for additional strategies and interventions.
3. Engage parents/carers in supporting positive behaviour – looking at any patterns of repeated poor behaviour, explored in context, with creative and individualised solutions.
4. Collaborate with external agencies (e.g., Bolton Behaviour Support Service, Woodbridge Outreach).
5. Use **restorative conversations** to help students understand the consequences of their actions.
6. Implement sanctions where necessary, including loss of privileges or suspension.

Personalised Consequences and Timeliness

Consequences are often personalised or individualised to meet the needs of the student and the situation. Whenever possible, consequences are implemented immediately to reinforce the connection between the action and the outcome. However, if an incident occurs later in the day and requires more time for reflection, consequences may be carried over to the following day. These consequences serve as learning opportunities, helping students understand the impact of their behaviour and encouraging them to make better choices in the future.

Understanding the Impact of Choices

We emphasise that all actions have consequences. When addressing poor behaviour, pupils are given the chance to reflect and make amends. By viewing each day as a fresh opportunity for growth students are treated with UPR – Unconditional Positive Regard, meaning even if a consequence does require being 'rolled over' from the previous day, the pupil is still greeted warmly and eased into the day. Any consequences given are to ensure that children are supported to work towards better decision-making. Repairing any ruptures in the relationships is paramount and the adults lead on this.

Consistency and Inclusivity

At Leverhulme, we maintain a consistent and inclusive approach to behaviour management. We recognise that students with unmet emotional needs may exhibit dysregulated behaviour. It is our responsibility to respond with empathy and curiosity rather than frustration. Our guiding principle is to be “curious, not furious,” exploring the underlying causes of behaviour to provide appropriate support. This may involve adjusting learning tasks, modifying the classroom environment, or seeking additional support from the SENDCo.

Supportive Responses to Behaviour

For students who need additional support, we offer a range of interventions, including:

- **Early Help Assessments:** We initiate these to provide targeted assistance for both the child and their family, addressing any underlying issues.
- **Collaboration with External Specialists:** We work closely with services like Bolton Behaviour Support Service (BBSS) to implement tailored strategies for individual students.
- **SEND Support:** For students with special educational needs, our SEND Policy guides the necessary adaptations and interventions to ensure appropriate behaviour support.

Conclusion

At Leverhulme Primary School, we are dedicated to nurturing a culture rooted in kindness, connection, and restoration, where every child is empowered to grow emotionally, socially, and academically. Our Relationships and Behaviour Policy reflects our belief that positive relationships and emotional well-being are essential to each child's success. Through a compassionate, relational approach, we foster a safe, inclusive environment where all students can flourish in their learning, friendships, and self-understanding.

By embedding the ARCC approach and restorative practices, we strive to make our behaviour management consistent, fair, and relationship-centred. Our goal is to equip every child with the emotional resilience and self-awareness, needed to learn from their actions and move forward with confidence and responsibility.

We recognise that behaviour often signals unmet needs. This policy commits us to supporting students in developing self-regulation, accountability, and the skills to repair and sustain healthy relationships. At Leverhulme, we aim to build a school culture where every child feels valued, empowered, and ready to succeed, knowing they are part of a community that meets their needs with understanding and respect.

This policy will be reviewed annually to ensure it continues to meet the needs of our school community and reflects the latest educational practices.

Please refer to SEND policy, Teaching and Learning policy, Safeguarding and Child Protection policy, Complaints policy and Attendance Policy.

Appendix 1: One page policy summary (parents/carers)

Leverhulme Primary School Relationships and Behaviour Policy: Parent/Carer Summary

Purpose of the Policy: Leverhulme's Relationships and Behaviour Policy is focused on creating a nurturing, inclusive, and supportive environment. It is designed to help each child feel confident, valued, and safe, empowering them to make positive choices and grow as responsible individuals. Collaboration between the school, parents/carers, and external agencies is crucial to understanding and supporting each child's unique needs.

We follow the Team Teach approach, which focuses on structured de-escalation techniques, using physical support only when absolutely necessary to ensure the safety of everyone involved. Our policy is to apply responses that are "reasonable, proportionate, and necessary," always prioritising the child's best interests.

Key Principles:

- **Positive Relationships:** The foundation of our approach is building strong, respectful relationships. We believe this helps students feel secure and supported in their development.
- **Self-Regulation and Emotional Growth:** We emphasize emotional and social skills, equipping students to manage their behaviour and emotions. Teachers use restorative practices to address issues calmly and constructively, promoting reflection and growth.
- **Safe and Welcoming Environment:** The school environment is kept positive and predictable through clear routines, which help children feel safe and ready to learn.

Our Core Values:

1. **Include:** We foster a sense of belonging through trust, communication, and shared joy.
2. **Achieve:** We encourage academic and personal growth.
3. **Succeed:** We inspire perseverance and teamwork, motivating children to do their best.
4. **Together for Success:** We believe in collaboration and respect to help every child thrive.

Behaviour Expectations: The school promotes three core expectations for students and staff:

- **Be Ready:** Be prepared and willing to learn.
- **Be Respectful:** Treat others kindly and listen to one another.
- **Be Safe:** Act in a way that ensures personal and community safety.

Behaviour Support Approach (ARCC): The ARCC approach guides how staff respond to behaviour in steps:

1. **Aware:** Notifying the child of their behaviour.
2. **Remind:** Gently reminding them of the expected behaviour.
3. **Choice:** Giving the child a choice to correct their behaviour.
4. **Consequence:** Applying appropriate consequences if needed.

Restorative Practices and Emotional Support: When students make mistakes, we use these as learning opportunities. Restorative conversations help them understand the impact of their actions and support them in making amends. We also teach emotional resilience and self-awareness through the "Zones of Regulation" and PSHE lessons.

Working Together with Parents/Carers: Parents and carers are essential partners in this approach. We involve families in discussions about behaviour and encourage open communication to support each child's growth. We also tailor support for children with additional needs or those requiring extra guidance.

Consequences for Behaviour: While restorative practices are prioritized, consequences may be applied to reinforce boundaries and help children learn from their choices. Examples include time to reflect, repairing relationships, or completing missed work. For recurring issues, we may involve senior leadership or external support services.

In Summary: Leverhulme's policy aims to create a school where every child feels valued, empowered, and prepared for a successful future. By focusing on positive relationships, emotional growth, and consistent support, we provide a safe and encouraging space for learning and personal development.

Contact Us: Please reach out with any questions or for further support as we work together to help your child succeed at Leverhulme.

Appendix 2: One page policy summary – for pupils

Our Goals for You:

At Leverhulme, we want you to feel safe, happy, and ready to learn every day. Our school believes in kindness, respect, and teamwork. We're here to help you do your best and to support each other!

Our Three Simple Rules:

To make our school a great place for everyone, we have three easy rules:

1. Be Ready – Come prepared to learn and try your best.
2. Be Respectful – Be kind to others, listen, and take care of our school.
3. Be Safe – Keep yourself and others safe by following school rules.

Making Good Choices:

When you make good choices, we celebrate with Dojos, praise, and rewards. If you don't make the right choice, we'll help you get back on track by:

- Noticing: We let you know if something isn't following our rules.
- Reminding: We give a gentle reminder of what you can do instead.
- Choosing: You have a chance to make a better choice.
- Consequences: If needed, you may spend time thinking about your choice or finding ways to make it right. You also might need to make up for any lost learning time and fix things if they need fixing.

Learning from Our Choices:

Everyone has times when they need help with choices. That's okay! We use "restorative conversations" to talk about what happened and find ways to make better choices in the future. This helps us all learn and grow together.

Helping You Feel Your Best:

We use tools like the "Zones of Regulation" to help you understand your feelings so you can calm down or stay focused. We're here to listen and support you whenever you need it.

Safety:

If pupils ever act in a way in which they are a serious danger to themselves, others or the environment, staff are trained to be able physically intervene to keep you (and everyone else) safe – this is very rare, but if this does ever happen you will have a chance to talk about this afterwards.

In Short:

Leverhulme is a place where everyone belongs and feels supported. By following our three rules—*Be Ready, Be Respectful, and Be Safe*—we can make our school a place where everyone learns and grows together!

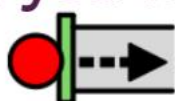
Appendix 3: Expectations (Ready, Respectful, Safe)

ARCC - aware, remind, choice, consequence



We expect you to be:

Ready



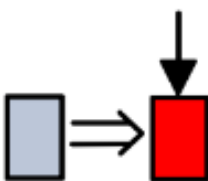
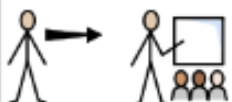
Respectful



Safe



Ready	Respectful	Safe
• Listen to others and expect to be listened to • Use kind and appropriate language. • Take care of the school environment. • Represent Leverhulme positively in and out of school. • Eat and drink food that supports our focus/concentration (no fizzy drinks/sweets/chewing gum) • Wear suitable uniform – black footwear, black/grey trousers or skirts (or summer dresses) and purple jumpers.	• Listen to others and expect to be listened to. • Use kind and appropriate language and use a respectful tone. • Be respectful towards other people's belongings • Take care of and look after the school environment and school resources. • Represent Leverhulme positively in and out of school. • Take turns – put hands up to contribute ideas and share equipment.	• Be in the right place at the right time. • Respect people's personal space and use kind hands and feet. • Stay safe online. • Report unsafe situations to an adult.

ARCC - aware, remind, choice, consequence			
At all times	At school we are:	Key principles:	
	Ready 	• Praise in public; reprimand in private • Certainty over severity • Clear transitions and routines • Stop & silent signals • Specific praise • Proximal praise • Clear, concise instructions • Use of 'change of face' where necessary	
	Respectful 		
	Safe 		
Aware		Made aware of the next step. Instruction given.	
Remind		Reminder given to follow instruction. Mark it; park it.	
Choice		Short, discreet conversation: Choice given Consequence made clear Set time given, walk away. Praise if taken up.	
Take up time			
Consequence		Name moved down (at bottom, time out to work) In own time: • Complete missed learning • Put it right - relationships • Put it right - classroom environment Unsafe/harmful behaviour > SLT	
Reset		Regulate - are we in the 'green zone'? Restore - restorative conversation* Ready - re-join class and reengage with learning with a fresh start *may need to roll over if more time needed	



Scripts to support ARCC

Aware



Child's name , (give instructions), thank you
Now.....Next
Do you mean...? (when rephrasing/correcting)
student's name, I've noticed you're not (refer to expectations) and (give instruction).
Offer help with task/check in with zones of regulation and offer strategies

Remind



Student's name, reminder (repeat instruction/expectation)
Remember yesterday/last week when you____. that is the person I know, that is the student's name I want to see today.
(repeat instruction), thank you

Choice



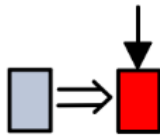
Now, or (X minutes at break/dinner etc).
(repeat instruction) or your name will move down/you'll need to work out of class/you'll have to put it right at break/dinner/after school etc

Take up time



I'll leave you to make your decision.
Repeat instruction/choice, thank you.
Walk away/offer take up time.

Consequence



It was the rule of _____ you've broken. You've been reminded and given a choice. Now the consequence is _____(as referenced in earlier choice conversation)

Help and crisis

Help script: when student(s) in crisis **Regulate ourselves first**

Let's go...(redirect)
Stop
That's not ok. I know you're angry - when you're ready to have this conversation, let me know.
(Name) *pause* I can see that (e.g. something has happened/you're not very happy...)
I'm here to help
I want to help...
When you're ready, I'm here
When ready:
You talk, and I'll listen
Repair/reflect later, when regulated - focus on what is happening next (you can uncover what happened later)

Crisis script (pre-hold):

"Are you able to keep yourself safe or do you need my help?"
"I care enough about you not to let you be out of control."
"You're not safe and I am going to need to hold you."

Repair and restore

Restorative language

What happened?
What were you thinking? How were you feeling?
What do you think/how do you feel now?
Who has been affected by this? How?
What needs to be put right? How?
What can be done differently next time?

General check-in language

What poor choices do you think caught my attention?
What do you think you could do to avoid this happening next lesson/tomorrow?

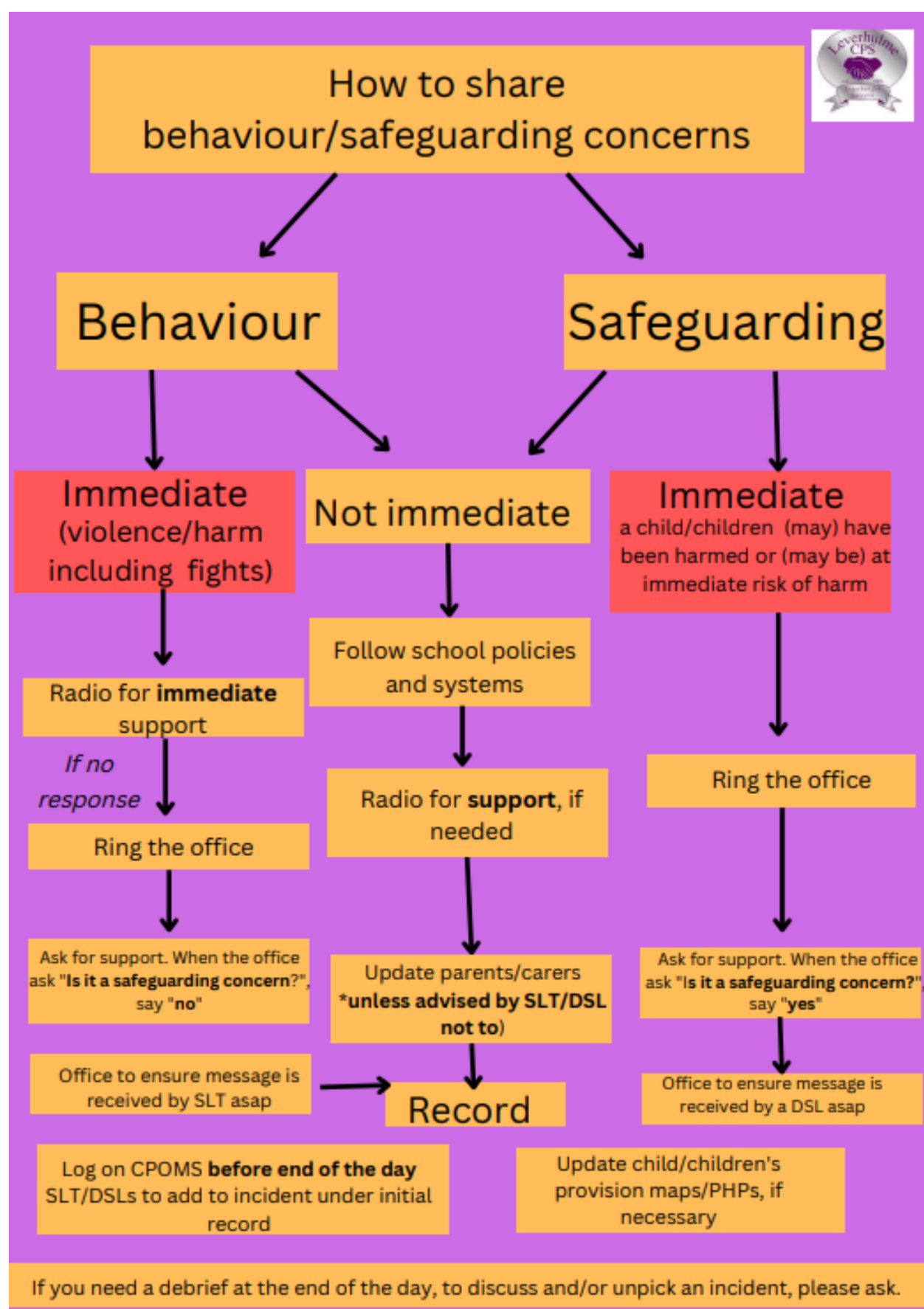
Post-hold:

Can we talk about what happened....?
I'm wondering whether you were feeling....
Perhaps when x you felt y?
I wonder whether there's something differently we could do next time?

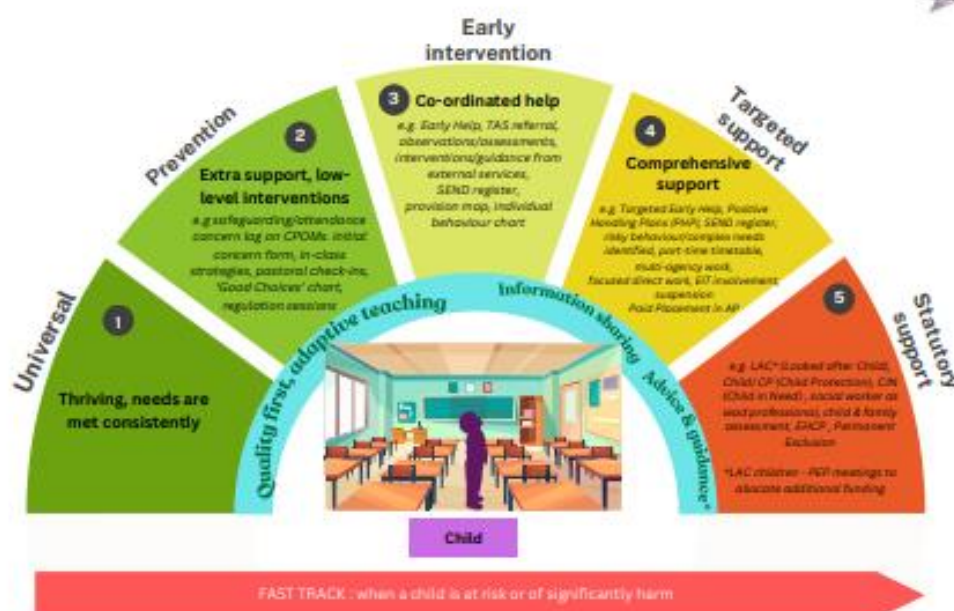


See appendix 10 for Restorative Language with widget symbols

Appendix 5: How to Share Concerns Flowchart



Inclusion framework



Key principles At Leverhulme, we believe:	Key routines & systems	*Advice & guidance
- All relationships are integral to all aspects of school life and a child's lived experiences - All children have learning, well-being and safeguarding needs - In the importance of having an asset based approach (focusing on what is strong, not wrong) - In using a collaborative approach (with and not to or for a child or family). - All members of our school community should have a sense of belonging at Leverhulme	- All new members of staff working with child get and have the relevant information about the children they are working with - Documents are working documents - Children's and families voice and views are captured regularly - CPOMs logs are timely and precise and regularly reviewed - Proactive home school community cohesion - Comprehensive transition meetings - Resources needed are on hand and regularly reviewed	- EIT team (Early Intervention Team) - attendance - Police - encompass logs - SICT (Bolton's ICT team) - IFD (Integrated Front Door) - Team Around the School (Fort Alice, Bolton Lads and Girls Club, CAMHs) - Bolton Single Point of Access (SPOA) - BBSS (Bolton Behaviour Support Service) - Ladywood Outreach - SENDAS team (EHCPs) - SALT - Educational Psychologist - Virtual School (LAC children/children with a social worker) - ACIS (International New Arrivals) 0-19 Health & Wellbeing: school nurse/health visitor - Paid Placements in AP e.g. Forwards Centre, Nurture Group etc



Name:
Class:

Positive Handling Plan (PHP):

Triggers	Early signs of escalation	De-escalation techniques (to prevent crisis)
e.g. • Pen to paper • Crowds/loud noises • Negative conversations with mum at end of day • Being hot • Being hungry • Feeling anxious • Lots of different adults/new faces • Unexpected change	e.g. • Wandering around the classroom • Blocking the door • Raised voice • Refusal (especially work refusal)	e.g. (remove/add where necessary) • Behaviour chart reminders • Throw and catch a bean bag • Time to calm down in a quiet place • Having time to chat to a grown up to explain why I am upset • Notify SLT in advance if crisis pre-empted • Clear, firm instructions • Limited choice "come with me, or come with X" or "go X or go Y" • Reassure anxiety/worries re control • Use of timers (offer take up time and remind how much time left)
Crisis behaviour(s)	Crisis plan (including holds)	Debrief/aftercare
e.g. • Hitting, punching, pulling hair/clothes (adults) • Blocking the door/phone • Throwing (chairs)	• Call for SLT immediately • Remove any objects away that may cause injury (move tables/chairs) • Take to an isolated space (remove audience/risk to other chn) • 2 staff, another additional if possible (to monitor/switch out) • Release hold when calm/safe – reintroduce First/Next board and offer distraction <i>Ask self, is it necessary, appropriate and in the best interest of the child?</i> <i>Add names of holds from Team Teach manual which are the most appropriate to use</i>	• First aid offered for adults/children • Record any injuries • Water offered for staff/child – cool off after crisis • Time out offered for staff • When calm, debrief with child. • End of day debrief with staff if needed – update Provision Map and PHP • Log on CPOMs <i>Notify parents/carers about incident/hold</i>

Appendix 8: Scripts to challenge and support: use of derogatory language

Useful scripts to challenge derogatory language

Interrupt – “I just heard you use an offensive term to describe someone’s race/gender etc.”

“I just heard you use that word to insult someone – if you use that word as a derogatory term, it implies that there’s something wrong with people who are X.”

Question – “What did you mean when you said.....?” “Tell me more?” “Do you know the history of that word?” “Do you know why that word is hurtful/harmful?”

Contemplate – Give them time to respond/reflect. Unpick if need be.

Communicate – At this school we understand that speaking about or to people using offensive or derogatory language is unacceptable.

Pass it on – I will need to pass this on so we can make time to discuss why this is unacceptable and to make sure that whoever has heard this is ok.

In EYFS/KS1 simply saying “that word is not ok” can address this. Remove the audience if need be. Suggesting alternative words/phrases is also a useful approach if derogatory language is being used to express frustration/annoyance i.e. echo back what the child has said but replace the offensive term with an appropriate word instead.

Useful scripts to offer support (to pupils who have heard derogatory or discriminatory language)

That word/term etc is not ok. That behaviour is not acceptable at Leverhulme.

I’m sorry that you heard that/that you experienced that – how are you feeling?

This is what is going to happen next (explain next steps). Is there anything else you need in the meantime?

If you want to talk later about this, please let an adult know. This is something you can bring up later if you need to.

Appendix 9: Playground zones – expectations

Area	Expectations	Consistent staff behaviour
Games club – there is a KS2 and KS1 games club	Play kindly with peers Share games and resources Tidy games up after use	Ensure staff who are responsible for opening club are present Monitor pupils closely, join in with activities
Ball area	Throwing the ball within the KS2 playground area. Notify staff if ball goes over the fence or is lost Throw the ball (don't kick it)	Support ensuring all equipment is accounted for/collected in Remind children of expectations Keep eyes on children Join in and monitor.
Climbing frame area	Jump off certain areas safely, but not off the end (where it's high)	Keep eyes on children Join in and monitor.
Willow tree den	Explore the den respectfully (not damaging the willow)	Keep eyes on children Join in and monitor.
Dance/performance area	Shoes on No other balls/equipment in this area Notify staff if the speaker goes off (but don't touch the speaker)	Keep eyes on children Join in and monitor.
Mud kitchen	Keep equipment in this area Share equipment and encourage others to join in	Keep eyes on children Join in and monitor.
Trees	Hiding in trees is ok as long as the trees aren't being damaged	Keep eyes on children Join in and monitor.
KS1 area	Keep voices low near the classrooms – don't swing off the arches/huts as this is unsafe.	Keep eyes on children Join in and monitor.
Football	Follow the football rota Yellow card – 'fouls' e.g. pushing/kicking/unkind words Red card – if yellow card already issued (out of game for remainder of game)	Structure: at start of game arrange teams into bibs vs non bibs and remind pupils of expectations. Watch game closely with eye on the ball (to be able to ref if needed) and ensure pupils playing fairly, respectfully and safely. At the end of game teams choose player of the match for opposing team (who wins a dojo and 3 cheers). Year 5/6 pupils to put nets/equipment away at the end.

Appendix 10: Restorative scripts (with widget symbols)

 
What happened?

     
What were you thinking? How were you feeling?

   
Who has been impacted? How?

     
What do you think about it now? How do you feel?

      
What needs to be done to put it right and fix it?

   
What can be done differently next time?

   
What have you learnt?