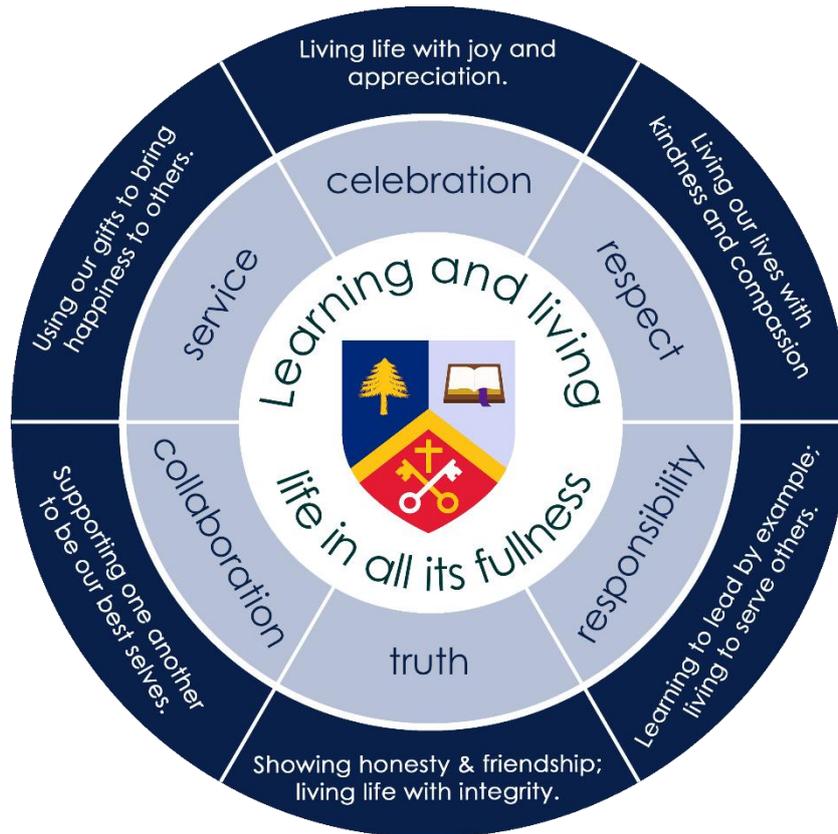




St Peter's CE Junior School

Learning and living life in all its fullness

Behaviour Policy Autumn 2025



This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Revised/Written by:	Reviewed HHF
Approved/Ratified by Governing Body	Oct 25
Date for Review	Annual – Autumn 26
Status	Statutory

St Peter's CE Junior School

Behaviour and Relationships Policy

Our Church School Ethos

St Peter's is a nurturing school, where every child is known as an individual and held in high regard. Underpinned by The Church of England Vision for Education, we believe in:

- Educating for wisdom, knowledge and skills
- Educating for hope and aspiration
- Educating for community and living well together
- Educating for dignity and respect

Our Church School Values - Aims for Behaviour and Relationships

Underpinned by our vision of '*life in all its fullness*', our Church School Values are Celebration, Collaboration, Respect, Responsibility, Service and Truth. We strive to embed our values in all areas of school life, promoting them as a guide for flourishing in life and learning.

This means that as staff, we will:

- Recognise and **CELEBRATE** children's unique efforts and achievements 'in all their fullness'.
- **COLLABORATE** with parents, staff and other services, creating an open and positive culture to enable the best possible outcomes for every child.
- Grow **RESPECT** by developing strong relationships with every child, valuing each child as an individual and encouraging a sense of belonging.
- Instil **RESPONSIBILITY**, motivating children to take care of their work outcomes, other people and our school community – developing every child to reach their full potential.
- Promote **SERVICE**, establishing opportunities for student leadership and inspiring acts of kindness in every area of their lives.
- Believe in every child, supporting them to recognise and model the **TRUTH** of their very best selves. We will constantly reflect on our behaviour management practice.

Our Behaviour Values

Our Behaviour Values underpin the learning and social behaviours that we expect all members of our school community to demonstrate. We are here together as part of this community - we are one school family. Every discussion about behaviour should be rooted in our values.

Underpinned by Luke 6:31, '*treat others as you would want to be treated yourself*', our Behaviour Values are:

- Kindness (*Be Kind*)
- Safety (*Be Safe*)
- Respect (*Be Respectful*)
- Responsibility (*Be Responsible*)

Behaviour Value	Lived out - as learners and within our class community	Lived out - on the playground and within our wider community
<p>Examples of 'Be Kind'</p> 	<p><i>We will:</i></p> <ul style="list-style-type: none"> • show people a warm welcome • use kind words and voices • encourage one another • see the best in one another • listen carefully • enable other people to learn • share our equipment and take care of it • help others 	<p><i>We will:</i></p> <ul style="list-style-type: none"> • smile at people • show kind words and actions • look out for other people • make sure that everyone is included • hold the door open • pick up rubbish • get involved in wider events • be courteous in our community
<p><i>'Be kind and compassionate to one another, forgiving each other' (Ephesians 4:32) – Be Kind</i></p>		
<p>Examples of 'Be Safe'</p> 	<p><i>We will:</i></p> <ul style="list-style-type: none"> • tuck our chairs in • follow instructions • show understanding towards others • stay with our class • let adults know where we are • use equipment safely and sensibly 	<p><i>We will:</i></p> <ul style="list-style-type: none"> • speak to adults • ask for help • take care of our Grade II listed building • give other people space, when needed • line up sensibly • walk calmly around our school • use safe hands and feet
<p><i>'In peace, I will lie down and sleep, for you alone, Lord, make me dwell in safety' (Psalm 4:8) – Be Safe</i></p>		
<p>Examples of 'Be Responsible'</p> 	<p><i>We will:</i></p> <ul style="list-style-type: none"> • take pride in our work • keep going and try our best • reflect on our mistakes • consider other people's feelings • focus so that all people can concentrate • be ready to learn • help with tidying up • demonstrate independence 	<p><i>We will:</i></p> <ul style="list-style-type: none"> • look after our environment • take pride in our personal presentation • recognise the impact of our actions • involve others • move round the school calmly • tidy our cloakroom • be role models for others
<p><i>'Whatever you do, work at it with all your heart' (Colossians 3:23) – Be Responsible</i></p>		

Behaviour Value	Lived out - as learners and within our class community	Lived out - on the playground and within our wider community
<p>Examples of 'Be Respectful'</p> 	<p><i>We will:</i></p> <ul style="list-style-type: none"> • show good manners • offer our help and service • care for our classroom • recognise that everyone is unique • listen to other people's opinions • contribute ideas in a safe environment 	<p><i>We will:</i></p> <ul style="list-style-type: none"> • choose our language wisely • listen to all adults in our school • treat others as you want to be treated • show our best selves wherever we are • try to understand the feelings of others
<p><i>'Be devoted to one another in love. Honour one another above yourselves' (Romans 12:10) – Be Respectful</i></p>		

Promoting Positive Behaviour

At St. Peter's, we believe that behaviour is **everyone's** responsibility. Our aim is for every child to succeed in all areas of their own development, including socially, emotionally and academically. Strategies to promote positive behaviour include:

- An engaging and well-pitched curriculum
- Positive relationships with children and parents
- A calm, organised and positive environment
- Praise and encouragement, including modelling of our values
- Behaviour for Learning targets for the whole class and individual children
- A supportive classroom culture, where children feel able to make and learn from mistakes
- Emotional well-being support and nurture, including Emotional Literacy Support (ELSA), Therapeutic Active Listening (TALA) and Emotional Regulation
- Relationships and Health Education (RHE), including a curriculum unit on healthy lifestyles and celebrating difference
- Opportunities to reflect on our values through collective worship
- Restorative conversations that enable children to reflect on their behaviour

We recognise and praise positive attitudes to behaviour for learning and personal development in a number of ways, including:

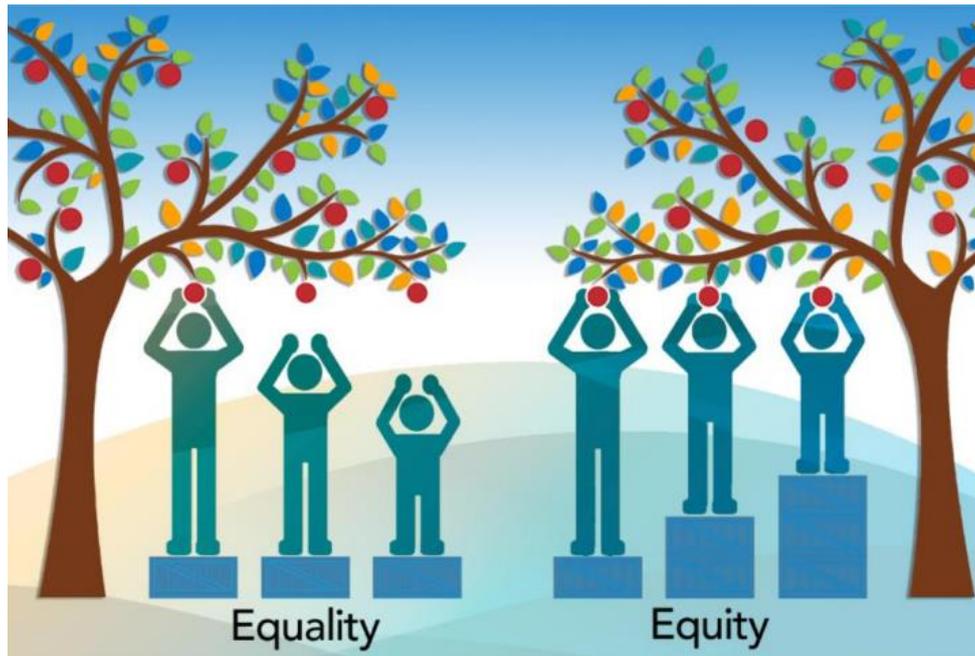
- Verbal comments and specific praise
- Written feedback in books
- The use of stickers
- Raffle Tickets, awarded at lunchtimes
- Team points, awarded to individuals via Class Dojo
- Class marbles
- Weekly awards in celebration assembly, across a range of subjects and our values
- Attendance Awards
- Celebrating with parents, including 'proud of you' slips and curriculum celebration events
- Opportunities for children to share their work and achievements with other people

Underpinned by our vision of *'life in all its fullness'*, we will always aim to notice and celebrate the positive behaviours in every child. This is also known as *'catching the good'*.

**Appendix 2 provides twelve helpful hints from Primary Behaviour Service for positive behaviour management (The Hive's Top Hints).*

Behaviour and Inclusion

As members of St. Peter's school, we are encouraged by the lessons we see in the life and learning of St. Peter, who challenges us to *'use whatever gift you have received to serve others'* (1 Peter 4:10). Inspired by this, we strive to know and respond to every child as an individual. Even in the most challenging of circumstances, we believe that every child is precious to God - and we pride ourselves in being an inclusive school.



As the image demonstrates, some children are in need of different provision from their peers in order for them to be successful. As an inclusive school, we recognise that some children will need different strategies and support that will enable them to flourish.

Waves of Intervention

Recognising that some children need different strategies and support, there are three waves of interventions in schools.

- Wave 1 - *For everyone*
- Wave 2 - *Additional to*
- Wave 3 - *Different from*

Wave 1: Every child receives inclusive quality first teaching. Behaviour expectations, underpinned by our values, are modelled and shared with everyone throughout the school day. This includes collective worship, during lessons, movement around the school and out on the playground. A visual timetable is on display for the whole class and 'behaviour for learning' targets are shared with everyone. Positive behaviours are recognised through a range of awards. Our Parent Support Advisor is available to every family.

Wave 2: At St. Peter's, we recognise that all children might need additional support in recognising and managing their behaviour and emotions at some point in their school life. We provide a wide range of pastoral support,

including Emotional Literacy Support (ELSA), Therapeutic Active Listening (TALA) and Emotional Regulation, in response to children's social and emotional behaviour. Sensory items, including wobble cushions, fiddle toys (issued by the SENCO) and teddies might be used by some children to support their concentration and wellbeing. Some children may require a slight alteration to our school uniform, in order to meet individual needs. The curriculum will be adapted to meet individual needs and other scaffolds, such as 'now and next' prompts, are used. Movement breaks and additional arrangements around times of transition will be planned for individual children, where appropriate. Some children might benefit from small group support and the option of working in a different learning space. Some children might have individual behaviour targets, aligned with a reward chart. Our Parent Support Advisor is able to provide a range of courses, including parenting strategies and supporting anxiety.

Wave 3: Children who find it difficult to manage their emotions and behaviour may have an individual behaviour plan and different strategies to support them to be successful in school. This might include Primary Behaviour Service (PBS) and the Educational Psychology Service (EPS). Some children may receive 1:1 support during the school day, based on their individual needs. Safe spaces will be identified for individual children, in response to their dysregulated behaviour. The school will maintain strong communication with parents, enabling a close partnership between home and school - with the needs of the child at the heart.

Dysregulated Behaviour

All staff understand that behaviour is a form of communication. As a result, we apply the behavioural approach of '*connect before correct*'.

At St. Peter's, we recognise that every child is the responsibility of every adult within the school. Therefore, relationships and restoration are at the heart of our behaviour management and culture. Underpinned by our vision of '*life in all its fullness*', we know that relational approaches contribute to a safe and happy school. In our mission to best understand and support individual children, staff are able to recognise if a child is unable to regulate their own behaviour. Dysregulated behaviour can be recognised, in its simplest form, as children who are in fight, flight or freeze mode.

If children are dysregulated, school staff will prioritise supporting them to regulate their emotions before talking to them about their behaviour and conduct. The following strategies are used in school, as recommended by Primary Behaviour Service and Educational Psychologists.

Emotional Coaching Model: Recommended by Primary Behaviour Service, the emotional coaching model uses the following tools to address a child's emotional state during a crisis.

- Attune to the situation
- Validate and show you understand
- Contain and support
- Regulate by using the tools

When we attune to the situation, we show that we are alert to how the child is feeling. When we validate and show that we understand, we are acknowledging the child's feelings. When we contain the feeling and support, we are demonstrating that we understand the pitch, intensity and quality of their feeling or mood. When we regulate a child by using the tools, we are soothing and calming their distress.

**Appendix 3 includes strategies, including sentence stems, to support the Emotional Coaching Model.*

PACE: Developed by a clinical psychologist specialising in childhood trauma, PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe.

- Playfulness
- Acceptance
- Curiosity
- Empathy

Playful moments reassure children and young people that their conflicts and separations with adults are temporary and will never harm the strength of their relationship. Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement, and without seeking to reassure their feelings away. Curiosity is wondering about the meaning behind the behaviour for the child. It is important to be curious about the child's thoughts, feelings, wishes and intentions. Being empathic means the adult actively showing the child that their inner life is important to the adult and that they want to support the child during their hard times.

**Appendix 4 includes specific strategies, including sentence stems, to support the PACE approach.*

When a child is presenting with dysregulated behaviour, further support may be required from additional adults, including senior leaders and SENCO. In any scenario, the adults working closely with the child should aim to trial these relational strategies first, before asking another member of staff to manage a child's behaviour.

Regulated Behaviour

Children who are regulated can sometimes make decisions that are not aligned to our Behaviour Values of Kindness, Safety, Respect and Responsibility. This includes low-level disruption.

In this case, a stepped approach is used.

- Step 1: Reminder - general
- Step 2: Reminder - outline specific expectations for behaviour and learning
- Step 3: Final Warning – scripted conversation (quick intervention – see below) **Recorded on CPOMS.**
- Step 4: Thinking Time – 'time out' and missed break to complete work **Recorded on CPOMS.**
 - *Note: If behaviours continue, or if Step 4 is deemed not appropriate, child may be asked to work in a parallel class to complete work, for an age-appropriate amount of time.*
- Step 5: Restore - Restorative Conversation. **Recorded as part of recording of Step 4.**
 - *Note: If, when child returns to class after previous steps, behaviour remains below expectations or if initial behaviours are deemed serious, they may be sent to a member of the Senior Leadership Team. There may then be a phone call home or a meeting arranged in school to discuss next steps, depending on the severity of the incident.*

This stepped approach aims to support a child to make a positive change to their behaviour. The same approach is used outside on the playground. In any situation, if a child is dysregulated - they will be supported to regulate their emotions, before talking to them about their behaviour.

The following sentence stems will be used for the scripted conversation at Step 3:

- I have noticed that you are...
- You are not showing our value of ...
- You need to...
- Do you remember when... (remind of a previous positive behaviour)
- This is what I want to see now/today
- Thank you for listening

If a child continues to present with low-level disruptive behaviour, their parents will be informed by the class teacher(s). A summary of the behaviour will also be recorded on CPOMS, including the recorded action of speaking to the child's parents.

**Appendix 1 provides a one-page summary of our Behaviour Policy and approach.*

Restorative Conversation

To support children to reflect on their behaviour and to restore relationships, staff will lead a restorative conversation. This scripted conversation ensures that everyone's voice is heard. They also provide the opportunity to unpick what is going on behind the behaviour. The restorative conversation supports children to reflect on the impact of their actions and take steps to put things right.

- Can you tell me what happened?
The child begins to reflect.
- Who was affected by what happened?
The child begins to empathise
- What can we do to put things right?
The child takes full responsibility but knows you are there to support the process.

The restorative conversation, led by any adult, has the power to support children to understand themselves and each other better. The questions and conversation help children to see another person's point of view, while learning how to move through conflict.

**If a child is dysregulated, they will be supported to regulate their emotions - before talking to them about their behaviour.*

**Appendix 5 includes some further questions, which may be discussed during the restorative conversation, in order to develop more connections.*

Monitoring Behaviour

Behaviour is logged and monitored on our central system, CPOMS (Child Protection Online Monitoring System). These records cover emotional, physical and verbal behaviour, including the use of prejudicial language. Behaviour can be logged on CPOMS by any staff member. Incidents are monitored by the class teacher, SENCO, Inclusion Leader and Headteacher. Based on records and observations, Wave 2 and 3 behaviour provision will be implemented as appropriate.

All adults must act on any concerns they may have about a child's behaviour and welfare, which gives reason to suspect the child is suffering from neglect or is at risk of significant harm. In this instance, the procedures set out in the Child Protection and Safeguarding Policy will be followed.

Governors are kept informed of behaviour and welfare in school.

**Appendix 6 includes the Governors' Statement of Behaviour Principles*

Parent Communication

Underpinned by our Church school vision of 'life in all its fullness', we believe in a positive, effective and respectful relationship between home and school. In relation to the three waves of intervention, outlined in our policy, parents can expect the following communication.

Wave 1 - For everyone

Parents will be informed if their child:

- continues to present with low-level disruptive behaviour

- has been hurt by another child
- has hurt someone else
- has used prejudicial/unacceptable language
- has been the victim of prejudicial language

Wave 2 – Additional to

- Some parents might receive a regular update from the class teacher, in response to their child’s behaviour and learning. This might include a phone call or meeting with the class teacher.

Wave 3 - Different from

- Some parents might receive a regular update from a member of the Senior Leadership Team and/or SENCO, in response to their child’s behaviour. This might include a regular phone call or meeting with the headteacher.

Reporting ‘Behaviour for Learning’ to Parents

As part of the annual report, the following statements are used to demonstrate children’s behaviour for learning in every subject.

1. Demonstrates a positive attitude towards their work and learning at all times. Works hard to succeed and acts as a role model. Consistently demonstrates our school values.
2. Often tries hard with their learning and makes a valuable contribution, occasionally with support. Understands and exemplifies our school values most of the time, and is able to encourage others.
3. With support and a positive mindset, is able to show interest and apply themselves to their work and learning. Models our school values successfully at times.

Prejudicial Language and Behaviour

‘A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person’. The following categories are used to record Prejudicial Language and Behaviour on CPOMS.

- Racist Language and Behaviour
- Religion and Belief
- LGBTQ+ Prejudicial Language and Behaviour
- Sexist Language and Behaviour
- Ableist Language and Behaviour

An annual audit of Prejudicial Language and Behaviour is submitted to Hampshire County Council. It is important to record prejudice related incidents in order to: identify patterns and training needs; to monitor the success of strategies; to ensure accountability; and to provide a safe environment for staff and pupils.

In the case that prejudicial language and behaviour is reported, staff will follow this restorative framework, provided by the Rights and Diversity Education (RADE) Centre for Hampshire County Council.

- Acknowledge what has taken place
- Ensure that the victim is supported and safe
- Help the perpetrator to understand the victim’s experience and how it has impacted them
- Inform parents and carers
- Share the learning with the class or other staff members

In any scenario, both the victim and perpetrator will be supported.

**Appendix 7 includes some sentence stems when challenging and responding to Prejudicial Language and Behaviour.*

Just like safeguarding, behaviour is everyone’s responsibility.

Links with other Policies

- Safeguarding and Child Protection Policy
- Exclusions Policy
- Anti-Bullying Policy (including sentence stems to resolve conflict)
- Restrictive Physical Intervention Policy

Behaviour Policy Appendix:

1. Behaviour Policy - one page summary
2. Helpful hints for positive behaviour management (Primary Behaviour Service)
3. Emotional Coaching strategies
4. PACE strategies
5. Restorative Conversation – enhanced script
6. Governors’ Statement of Behaviour Principles

Appendix 1 - Behaviour Policy (One Page Summary)

<p style="text-align: center;">Our Behaviour Values</p> <p style="text-align: center;">Be Kind Be Safe Be Respectful Be Responsible</p>	<p style="text-align: center;">Sharing and Promoting Expectations</p> <p>Behaviour for Learning Targets will be shared with the whole class.</p> <p>Team points, awarded on Class Dojo, will be linked to our Behaviour Values.</p>
<p style="text-align: center;">In response to dysregulated behaviour, we apply the behavioural approach of 'Connect before Correct'</p>	
<p style="text-align: center;">Emotional Coaching <i>Attune – Validate – Contain - Regulate</i></p>	<p style="text-align: center;">PACE <i>Playfulness – Acceptance – Curiosity - Empathy</i></p>
<p>Scripted Conversation – Quick Intervention</p> <ul style="list-style-type: none"> • I have noticed that you are... • You are not showing our value of ... • You need to... • Do you remember when... • This is what I want to see now/today • Thank you for listening 	<p style="text-align: center;">Restorative Conversation</p> <ol style="list-style-type: none"> 1. Can you tell me what happened? 2. Who was affected by what happened? 3. What can we do to put things right?
<p>Parents will be informed if their child:</p> <ul style="list-style-type: none"> ➤ continues to present with low-level disruptive behaviour ➤ has been hurt by another child ➤ has hurt someone else ➤ has used prejudicial/unacceptable language ➤ has been the victim of prejudicial language 	<p style="text-align: center;">Behaviour Provision</p> <p>Wave 1 - <i>For everyone</i> Wave 2 - <i>Additional to</i> Wave 3 - <i>Different from</i></p> <p>Based on CPOMS records and observations, Wave 2 and 3 provision will be implemented.</p>
<div style="display: flex; align-items: center;">  <div style="margin-left: 20px;"> <p>Children may miss time from their break/lunch for:</p> <ul style="list-style-type: none"> low-level disruption verbal behaviour physical behaviour <p>If a child is dysregulated, they will be supported to regulate their emotions - before talking to them about their behaviour.</p> </div> </div>	

Appendix 2 - Helpful hints for Positive Behaviour Management

Twelve helpful hints, provided by The Hive - Primary Behaviour Service.	
<p>Thank You, Not Please The 'thank you' implies you expect the child to comply. <i>"Childs Name... Instruction... Thank You"</i></p>	<p>Nice and Nice Giving the child a 'win – win' choice. <i>"Shall we start with question one or question two?"</i></p>
<p>Nice and Nasty <i>"Either it's finished now or it will have to be finished during lunchtime".</i></p>	<p>Take Up Time Give a clear instruction then walk away. It gives the child time to comply.</p>
<p>Ear-shotting This technique can be used in a variety of ways. The adult speaks out loud to another adult in the room within the child's ear shot.</p>	<p>The Never Say No <i>"Yes, as soon as..."</i></p>
<p>Don't say Don't Frame instruction positively (Children calling out) <i>"In our class, we put our hands up and wait".</i></p>	<p>Use Conditioner When...Then <i>"When I can see everybody sat down, then we can go out to play".</i></p>
<p>Proximity Praise Find someone nearby who is complying.</p>	<p>Tactical Ignoring Tactical ignoring is choosing not to attend to an unwanted behaviour.</p>
<p>Don't Lose Face The "Ask Permission Before Doing" When the child asks permission, the adult says, <i>"Yes, thanks for asking".</i></p>	<p>The Bogus Note The Ultimate Distraction Technique <i>"Can you take this note to... please?"</i></p>

A full script can be found in the SEND folder (under behaviour) and on display in the staffroom.



Appendix 3 – Emotional Coaching

Starter phrases for helping conversations and attuning to a child’s emotional state - provided by Primary Behaviour Service (PBS).

<p style="text-align: center;">WIN <i>I Wonder - I Imagine - I Notice</i></p>	
Wondering	Imagining
<ul style="list-style-type: none"> • I was wondering about... • I think what you are trying to say is... • I wonder if... • I wonder what might help? • I’m wondering how you feel about that • I wonder how it felt when... 	<ul style="list-style-type: none"> • I can imagine that you felt... is that right? • Tell me about... • We’ll have a think about what we can do • That sounds tricky/difficult... maybe, we need a moment to think about this
Noticing	Other
<ul style="list-style-type: none"> • I can see/hear you are feeling... is that right? • I can see it’s really hurting... • I understand... • I noticed... you said (or did) when... • That’s not a nice feeling, is it? • I am sorry to hear that... • I can see you’re finding it hard • I can see you’re upset 	<p>You wanted... so you... try saying</p> <p>Thank you for sharing that...</p> <p>It’s really nice to see you...</p>
<p><i>‘Connect before Correct’ - ‘Curious not Furious’</i></p>	



Appendix 4 – PACE

Developed by a clinical psychologist specialising in childhood trauma, PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is done by communicating the four elements of PACE together flexibly, not as a step-by-step process. The four elements are: **Playfulness**, **Acceptance**, **Curiosity** and **Empathy**.

**Further information about PACE, including examples, can be found in the SEND folder, under Behaviour.*

Playfulness	
<p style="text-align: center;">What is Playfulness?</p> <p>Playful moments reassure children and young people that their conflicts and separations with adults are temporary and will never harm the strength of their relationship.</p> <p>A playful stance adds elements of fun and enjoyment to day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their discipline.</p>	<p style="text-align: center;">Ideas for how to incorporate Playfulness</p> <ul style="list-style-type: none"> • Use a light tone of voice, like you might use when story-telling, rather than an irritated or lecturing tone. • Show with your eyes, eyebrows, smile that you are interested in what the child is doing and saying. Try and soften your facial expressions, and lower your body to their level, so not to tower over them. • Make a game of getting organised; practise socialising using fun role-play; give the child a job during a busy transition.
Acceptance	
<p>Acceptance</p> <p>Acceptance communicates that the child’s inner life is safe with you; that you are interested in it and will not judge or evaluate it. The child’s inner life is not right or wrong, it simply is. Acceptance is at the core of the child’s sense of safety</p> <p>Accepting the child’s intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. You can limit the behaviour while at the same time understanding and accepting the motives underlying the behaviour.</p>	<p>Examples for how to express Acceptance:</p> <ul style="list-style-type: none"> • “I can see how you feel this is unfair. You wanted to play longer” • “You probably think that I don’t care about what you want” • “You were letting me know that you were really scared when you ran away from me” • “I can hear you saying that you hate me and you’re feeling really cross. I’ll still be here for you after you calm down”. • “I’m disappointed by what you did, but I know you were really upset. It doesn’t change how much I care about you”.

Curiosity	
<p style="text-align: center;">What is Curiosity?</p> <p>Curiosity, without judgment, is how we help children become aware of their inner life and reflect upon the reasons for their behaviour.</p> <p>Curiosity is wondering about the meaning behind the behaviour for the child. With curiosity, the adults are conveying their intention to simply understand why and to help the child with understanding. The adult's intentions are to truly understand and help the child, not to lecture or convey that the child's inner life is wrong in some way.</p>	<p style="text-align: center;">Sentence Starters for Curiosity</p> <ul style="list-style-type: none"> • I wonder if.... • Could it be...? • I am trying to imagine... • Can you help me understand...? • Tell me if I'm getting this wrong... • It sounds like you might really be struggling with... • Is there a part of you that...? • As you were talking, I was starting to think that maybe... • Does this make any sense...?
Empathy	
<p style="text-align: center;">What is Empathy?</p> <p>Being empathic means the adult actively showing the child that their inner life is important to the adult and that they want to support the child during their hard times. The adult is demonstrating that they know how difficult that experience is for the child. The adult is telling the child that they will not have to deal with the distress alone.</p> <p>It is about having compassion for the child and recognising that they are struggling to handle something difficult. It is about looking at the needs, motives and feeling underlying their behaviours, and recognising that they may be feeling distressed, hurt, annoyed, upset or so on.</p>	<p style="text-align: center;">Sentence starters for Empathy</p> <ul style="list-style-type: none"> • It sounds like it's been really tough... • I am so sorry it's been so hard for you... • I can't even imagine how that was for you... • I really want to hear how it's been for you... • That must have been so painful... • I think you are saying.... • That makes real sense for me... • I think I am starting to understand now... • I think you might be letting me know that.... • If you had words for those feelings, I wonder what they would be...

Using PACE helps adults to slow down their reactions, stay calm and tune into what the child is experiencing in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours. In turn, PACE helps children and young people to feel more connected to and understood by important adults in their life and ultimately, to slow down their own response.

Appendix 5 - Restorative Conversation

To support children to reflect on their behaviour and to restore relationships, staff will lead a restorative conversation. This scripted conversation ensures that everyone's voice is heard. They also provide the opportunity to unpick what is going on behind the behaviour. The restorative conversation supports children to reflect on the impact of their actions and take steps to put things right.

- Can you tell me what happened?
The child begins to reflect.
- Who was affected by what happened?
The child begins to empathise
- What can we do to put things right?
The child takes full responsibility but knows you are there to support the process.

The restorative conversation, led by any adult, has the power to support children to understand themselves and each other better. The questions and conversation help children to see another person's point of view, while learning how to move through conflict.

Further Questions:

These further questions may be discussed during the restorative conversation, in order to develop more connections.

- Can you tell me what happened?
- What were you thinking at the time?
- What are you thinking about now?
- How did it make you feel?
- Who else has been affected by what happened?
- What has been the hardest thing for you?
- What do we need to do to put things right?

**If a child is dysregulated, they will be supported to regulate their emotions - before talking to them about their behaviour.*



Appendix 6 – Governors’ Statement of Behaviour Principles



- We expect all members of the school community to uphold our vision and values.
- All members of the school community, including visitors, have the right to feel safe and welcome at all times whilst in school.
- Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach without disruption.
- We aspire to deliver the highest standards of education, to be sensitive to the needs of every child so that the curriculum is accessible to every child in a supportive environment.
- All pupils, staff and visitors must be free from any form of discrimination. Bullying or harassment of any description, including online, is unacceptable.
- We positively challenge every member of the school community to help, serve and support each other.
- We will help each individual to recognise their own self-worth, to listen to others, to see the value of making a positive contribution themselves as well as valuing contributions of others.
- We want every child to be able to do ordinary things in extraordinary ways – living life in all its fullness.

Appendix 7 - Challenging and responding to Prejudicial Language and Behaviour

The following categories are used to record Prejudicial Language and Behaviour:

- Racist Language and Behaviour
- Religion and Belief
- LGBTQ+ Prejudicial Language and Behaviour
- Sexist Language and Behaviour
- Ableist Language and Behaviour

Challenging and responding to prejudicial language and behaviour is part of a whole school behaviour approach. The below information/guidance has been provided by the Rights and Diversity Education (RADE) Centre for Hampshire County Council.

'A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or any other person'.

This definition was first recommended as a working definition for racist incidents by The Stephen Lawrence Inquiry and has since been extended to cover all incidents related to the protected characteristics set out in The Equality Act 2010.

Responding to Prejudicial Language:

- challenge the behaviour or attitude, rather than the pupil themselves
- emphasise that the impact of what was said is more important than the intent behind it
- ask pupils to rephrase or rethink comments
- challenge stereotypes with accurate information in the moment, whenever possible.

Sentence Stems

- I hoped you would recognise that it is important to treat everyone with respect
- Let's talk about why people think like that...
- I'm really surprised and disappointed to hear you say that.
- What do you think that word means?
- Do you realise that what you said is homophobic/racist/ ableist/sexist?
- Would you be happy if someone talked like that about a member of your family?
- Can you explain what you mean by calling that 'gay'?
- You might not think that remark's offensive, but many would.

