



BPET Behaviour Policy

This policy applies to all children including those in the EYFS

Signed:	
Chair of Trust Board:	Claire Delaney
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Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

1 Introduction

- 1.1 BPET's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across its schools. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the academy gate.
- 1.2 This policy outlines the high behavioural standards BPET expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with BPET's exclusions policy, anti-bullying policy, SEND, searching, screening and confiscation policy, and safeguarding and child protection policy, all of which can be found on the school's websites.

2 Aims and Objectives

By setting high standards of expected behaviour, BPET and its schools aim[s] to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;

- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

3.1 This policy applies to all members of the BPET community. BPET uses CPOMs or Arbor to track and monitor pupil behaviour and how parents will be kept updated about pupil behaviour. Each school within BPET will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or

3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or BPET.

4 Roles and Responsibilities

All members of the BPET community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the BPET community are set out in detail below.

4.1 Board of Trustees

The Trustees will work with the Central Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Director of Education to account for its implementation.

4.2 The Chief Executive /Director of Education

The CEO/Director of Education will ensure that this Behaviour Policy is applied consistently across the schools within BPET and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Headteacher

Each schools Headteacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline. The Headteacher will monitor and evaluate behaviour information, including information about bullying to identify trends in behaviour. This information will be used to agree appropriate actions so that excellent behaviour is maintained.

4.4 Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that BPET's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by for example within assemblies, part of PSHE and discussed as part of pupil induction.
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;

- consider the welfare of the whole BPET community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - more frequent engagement with parents;
 - home visits;
 - mentoring and coaching;
 - report cards;
 - time in a pupil support unit;
 - engaging with local partners and agencies to address specific challenges;
 - consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan; and/or]
 - designing an Individual Behaviour Plan with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.5 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and

- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.6 Pupils

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards and Reinforcement

BPET believes that it is important to encourage good conduct throughout the schools by celebrating and rewarding good behaviour.

6 Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them, the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The school will impose sanctions (also known as 'disciplinary penalties') in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions could include:

- verbal reprimand;
- requiring a written apology;
- confiscation of a pupil's property;
- missing break time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom;
- internal exclusion;
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring;
- removal from a class or groups;
- education off-site for a designated period;

- suspension or permanent exclusion.
- 6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. BPET recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students' behaviour when necessary. When a sanction is imposed, parents will be informed in writing.
- 6.4 BPET encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.
- 6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow BPET's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.
- 6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:
- verbal abuse to staff and others;
 - verbal abuse to pupils;
 - physical abuse to/attack on staff;
 - physical abuse to/attack on pupils;
 - any form of bullying (to the extent not covered above);
 - indecent behaviour;
 - damage to property;
 - gambling on **school** property;
 - recording or taking images of pupils or staff without their express consent;
 - consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs";
 - carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
 - theft;
 - serious actual or threatened violence against another pupil or a member of staff;
 - sexual abuse or assault;
 - carrying an offensive weapon;
 - arson;
 - unacceptable behaviour which has previously been reported and for which the school sanctions and other interventions have not been successful in modifying the pupil's behaviour;

- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- to allow the pupil to regain calm in a safe space.

During the period of removal the pupil will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the BPET Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7 Pupils with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.
- An Individual Behaviour Plan will be developed by the school outlining strategies and interventions to ensure that a pupil with SEND understands the school's expectations in relation to behaviour, and reaches those expectations.

7.2 BPET is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective school will do all it can to ensure that the pupil receives appropriate support. BPET is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-

disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. BPET will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the respective school on the facts of the situation.

7.3 An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read BPET's special educational needs policy/ SEN Information Report for more information.

7.4 The respective school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 BPET uses Close Circuit Television (CCTV) within the majority of its premises. One reason why BPET uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see BPET's CCTV policy and privacy notices for more information.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

- 8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

9 Search, seizure and confiscation

- 9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Headteacher or staff authorised by them. Staff will follow the BPET Searching, Screening and Confiscation Policy when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

10 Use of reasonable force

- 10.1 BPET strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.
- 10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.
- 10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.
- 10.4 All incidents of physical intervention, not just those relation to helping a pupils calm down, must be reported to parents on the same day or as soon as is reasonably practicable.

11 Bullying

- 11.1 BPET will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying, in line with the BPET Anti-Bulling Policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.
- 11.2 BPET wants to make sure that all pupils feel safe in the school and are accepted into the BPET community. BPET's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.
- 11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. BPET practices a preventative strategy to reduce the chances

of bullying. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

11.4 If an allegation of bullying does come up, the respective school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.
- Where necessary and appropriate, provide support to pupils through external agencies

11.5 BPET believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its schools. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the BPET community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

12 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. BPET will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

13 Trips and residentials

If a pupil is suspended or excluded during a time when a school trip or residential is due to take place, no refunds for these trips or residentials will be issued to the family of the pupil.

14 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with BPET's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

14.0 Approval by the Bellevue Place Education Trust Board

The Headteacher and BPET will review this policy statement annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

Annex A – Watling Park School Rules and Systems for Positive Behaviour

1.0 Watling Park School Values

We have high expectations for positive behaviour and this policy promotes social awareness, emotional literacy, caring attitudes and children who are committed to their learning. This allows children and adults respond confidently to the successes and setbacks of life in a balanced and constructive way, that maintains an atmosphere of respect and dignity.



Our school values are central to our Behaviour Policy – through these values we teach children what is meant by good behaviour, and we expect all staff and children to uphold these values when interacting with each other.

These values are explored in weekly assemblies, and there are half termly celebration assemblies.

All staff are responsible for setting and maintaining appropriate boundaries which teach children to::

- Understand what is right and wrong
- Be considerate, look after each other and think about the thoughts and feelings of others
- Commit to doing whatever it takes to succeed
- Accept and value mistakes as part of the learning process
- Take risks and challenge themselves
- Identify and talk about feelings and behaviour
- Believe in their ability to learn/change/self-regulate
- Develop skills to be able to resolve conflict and make reparations
- Be polite and well mannered

Rights and Responsibilities at Watling Park School

Everyone in the school community has rights and responsibilities to ensure that Watling Park School is a safe place to learn, work and play.

- Children have the right to learn and play in a friendly, safe and caring school.
- Teachers and staff have the right to teach in a friendly and safe school, which is supported by the community.
- All children, adults, parents, carers and families have the right to feel welcome, safe and secure

We foster these rights and responsibilities by providing the opportunities for pupils to:

- Express their opinions, and have others listen to them, seek to understand their point of view and treat them fairly
- Have positive role models from all staff, who demonstrate, encourage and uphold the behaviours and values we expect to see in our pupils, in a fair, effective and consistent manner
- Be taught a range of personal, social and emotional skills to enable them to make positive choices
- Resolve disagreements in a constructive way, either independently or with support from an adult or peer

Key Behaviour Expectations – Ready, Respectful, Safe

At Watling Park School, we have three core behaviour principles – being ready, respectful and safe. The children are taught these principles from reception to year 6 and all discussions about behaviour draw on these principles. These principles, alongside our school values, underpin how we explain to children what ‘good’ behaviour is.

Children’s Involvement in the School Behaviour Policy:

Each class draws up a ‘class charter’ at the start of the year which draws upon the principles of our behaviour principles of Ready, Respectful, Safe. We reinforce these concepts through our use of language and the materials that we use to help children to reflect on their behaviour. The class charters are signed by all pupils in the class and are displayed through the year.

Teaching Positive Behaviour

The school ethos is based on mutual respect, kindness, encouragement and empathy to bring out the best in all our pupils. Children need to be taught, learn and practise positive behaviours and there will be times when they made mistakes. Positive, trusting relationships between staff and pupils are key to supporting pupils to behave well and learn from their mistakes.

We use systems which are positive, easily understood, and to which all pupils, parents and staff can subscribe. By developing children’s understanding of right and wrong, and thinking through the consequences of their choices, we aim for pupils to learn the skills needed to manage their own behaviour effectively.

We teach children to develop positive behaviours in various contexts, including:

*Recognition, Praise and encouragement

*Use of positive language of choice

- *PSHCE teaching
- *Weekly values assemblies
- *Emotion coaching (see Appendices)
- *Social Stories and skill groups
- *Individual behaviour support plans
- *Anti-bullying Week and Assemblies
- *Teaching British Values

- *Circle times
- *School Parliament and MPs
- *Wave 2 and 3 intervention groups
- *Visual support resources
- *Indoor play provision
- *Restorative Conversations
- *Listening to pupil and parent views

Reinforcing Positive Behaviour:

At Watling Park, we understand that trusting relationships kindness and consistency are essential in sustaining positive behaviour. First and foremost, all staff seek to build relationships with the children they work with, greeting children with a positive attitude and smile, being calm and consistent in responses, and having an expectation for all children to succeed.

Our behaviour systems encourage and acknowledge children who follow the school's expectations for behaviour and those that have made personal good effort. All staff should continuously look for and acknowledge positive behaviour, this can be through a smile, thumbs up, verbal praise. It is used sincerely and meaningfully, thereby encouraging and reinforcing positive behaviours. We reward children through positive specific verbal feedback, so they know exactly what they are being rewarded for. For example, 'well done, I noticed how quickly you followed that instruction'. Additionally we have whole school systems to recognise positive behaviour including class recognition boards where children have made a particular effort.

We aim for children to make good behaviour choices because they understand right and wrong, and are intrinsically motivated to do the right thing, rather than because they want to earn a reward or don't want a sanction. At Watling Park, we use some external motivators (e.g. dojo points), however, all staff should ensure their language helps children understand why certain behaviours are helpful or hindering. E.g. 'When you call out the answer, it stops other people from learning', instead of 'If you call out the answer, you will not get a dojo point'.

We provide an environment that enables children to do their best and implement proactive strategies, e.g. children who find it hard not to talk when working, are first offered a quiet working space away from others as an aid to learning, not a sanction.

Sanctions and Responding to unwanted behaviour

Staff should respond to unwanted behaviour with deliberate calm, avoiding displaying strong emotion or shouting. Staff should keep their passion, enthusiasm and excitement for when behaviour is excellent and something we want the child to repeat. Staff aim to administer all sanctions without humiliating or scaring pupils, and correct behaviour in private where ever possible. Children are not be subjected to sanctions that may adversely affect their well-being. The school never uses any form of corporal punishment, including the threat of corporal punishment. We emphasise the choice pupils have to follow or not follow the rules of 'ready, respectful and safe'. When children are being corrected, staff should be specific and clear about which aspect of behaviour is unacceptable, and then explain the correct behaviour. We emphasise what we want children to do, not what we want them to stop doing e.g. asking children to 'sit still and quietly' not 'stop talking and do not fidget'. We do not expect pupils to guess what behaviour is required of them. When giving an instruction or reminder, we end with 'thank you' rather than starting with 'please' to ensure it is an expectation rather than a request (e.g. 'put your pen down, thank you' instead of 'please put your pen down'). When giving a correction or warning, staff should state clearly to

the pupil what they are expected to do and what the consequence will be if they do or do not make a good choice. We avoid using negative phrasing or judgemental language.

The first approach in promoting positive behaviour is to give a clear instruction followed by public recognition children showing desirable behaviours e.g. proximal praise for those lining up quietly, responding to the team stop etc. This can be reinforced by adding ticks to the recognition board. However; if a pupil does not choose the acceptable behaviour then the following steps can be followed. These are focused on small but certain consequences and a restorative, not punitive, ending: reminder, warning, last chance (two minutes), thinking time and repair.

	Steps	Actions
1	Reminder	Give a reminder of the three simple rules – ready, respectful, safe – delivered privately where possible. Repeat reminders if reasonable adjustments are necessary.
2	Warning	A clear verbal caution delivered privately, where ever possible, making the student aware of their behaviour and clearly outlining the consequences if they continue. If appropriate, give a limited choice. Use the phrase ‘think carefully about your next step’.
3	Last chance	Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Attach a ‘stay two minutes behind at XXX’. This two minutes is not part of a future negotiation on behaviour. It cannot be removed, reduced or swapped.
4	Thinking Time	Thinking time might be a short time in a quiet area of the classroom, or at the side of the playground. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	This might be a quick chat at the start of playtime, after the whole class lesson, in the playground or a more formal meeting

Failure to improve behaviour, will result in a further consequence – this may be:

- A discussion with the teacher/TA/Staff member and the pupil makes steps to repair the behaviour
- The pupil completing an incident form (written account of what happened, why and how they could repair it)
- Delay or failure to earn a reward
- A conversation with parents/carers
- More serious or repeated behaviour incidents may result in thinking time in a different classroom or with a member of SLT (see below).
- Incident Form Link: To support the investigation of an incident, and to support a child to reflect, children who can read and write should complete an incident form.

Staff should use their professional judgement to decide which is the most appropriate consequence for the behaviour and which will best support the pupil to make a better behaviour choice next time.

If a child refuses to engage with the sanction/instruction, the staff should make a judgement of the most appropriate course of action. The child should be told clearly what they need to do and what the consequences will be if they do/do not follow this instruction. For example, ‘You need to move to this table for XXX minutes. If you go soon you will be able to move back before the end of the activity, if you do not, you will not be able to sit in this space by your friends today.’ The member of staff should give the

instruction, then move away to give take up time and avoid direct confrontation. Consequences for not following the instruction could be, a consequence at the start of the next session (e.g. being moved to a different space that will help them focus better, a requirement that missed work is caught up on at a different point in the day, loss of reward, or simply that the boundary is still enforced and the child learns that refusing did not enable them to avoid the consequence). It is essential that once a boundary has been set, it is upheld and children are not allowed to successfully refuse or avoid following adult directions. Staff can call for support from SLT as needed, including if a child's behaviour is putting themselves or others at risk, is disrupting learning, is damaging equipment or items, if a child is being particularly defiant or disrespectful to staff, or any other circumstance where they feel they need further support – see below.

Removal of Pupils from Classroom (in addition to BPET procedures in Section 6.7)

Removing pupils from the classroom for more than a short period is only ever used as a last resort, and only in response to serious misbehaviour. It is only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Whenever pupils are removed from the classroom, their education should continue in a supervised and appropriate environment. The class teacher must provide activities to ensure they cover the learning that would have happened in the classroom. Removal from preferred subjects or national curriculum areas must not be used as a sanction (e.g. missing PE lessons).

If you feel a child's behaviour has been serious enough to need to speak to a member of SLT, please speak to a member of SLT without the child present **before** bringing the child down.

No child should be sent out of class alone. Children must not be sent to stand in the corridor or sent to the office of an SLT member. Children can sit in their own classroom or a neighbouring class until the staff member has had an opportunity to speak to the member of SLT to agree the next steps.

Parents should be informed on the same day if their child has been removed from the classroom. This discussion should be face to face where possible, or over the phone. A reintegration strategy should be discussed that facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply. This discussion should be completed by the teacher (or other member of staff) who was leading the class when they child was removed. This teacher is also responsible for making a record of the content of the discussion on CPOMS.

Supporting Pupils who Display Challenging Behaviour:

Disruptive or challenging behaviour can be an indication of unmet needs. Staff must always consider whether further assessment of underlying factors of the behaviour is needed, including pupil welfare, safeguarding and SEND. Therefore, all significant behaviour incidents, including persistent challenging behaviours, behaviour resulting in a child being removed from the classroom, behaviour resulting in the staff member requesting support from Phase Leaders or SLT, bullying or other serious behaviour incidents, must always be recorded on CPOMS with a clear record of the actions taken and communication with parent/guardians. Behaviour reports should be shared with the SLT, Phase leader and class teacher using the 'staff to be notified' option on CPOMS.

When we have concerns about a pupil's behaviour, the school's inclusion team (including designated safeguarding lead) seek to identify any causal factors and intervene early, for example welfare, emotional

well being, mental health, SEND. The inclusion team gives consideration to a multi-agency assessment that goes beyond the pupil’s educational needs. The inclusion team may decide to implement a personalised behaviour support plan including adaptations to be made to suit the pupil’s individual needs. Additionally the school may or seek support (with parental consent) from other specialist agencies such as the Inclusion Advisory Team, CAMHS or BICS.

Behaviour incidents or those involving children who may be vulnerable need to be reported to the DSL to ensure they are dealt with in accordance with requirements (e.g. how parents are informed may differ slightly for these children depending on circumstances).

Serious incidents including bullying, significant physical, verbal or emotional incidents, harmful sexual behaviour or those of a racist, homo/bi/transphobic nature, or any prejudice base or discriminatory based bullying, must be reported to the HT/DH for Inclusion who has overall responsibility for behaviour and monitoring of behaviour across the school. These must be recorded on CPOMS by the member of staff reporting the incident. See the Anti-bullying Policy.

Liaising with Parents

Parents should be informed on the same day if their child has been involved in a serious behaviour incident or bullying (victim or perpetrator), or has been removed from the classroom, or where support from phase leaders or SLT has been requested. This discussion should be face to face where ever possible, or if this is not possible, over the phone. A dojo message can be used to arrange a suitable time to meet.

This discussion should be completed by the teacher (or other member of staff) who was leading the class when the incident occurred. The parent should be informed of the incident, what actions have been taken, what further actions will be taken to support the pupil. It can be helpful to make clear to parents what steps are being requested they take e.g. whether no further action is needed and the discussion is to keep them informed, or to ask them to speak to their child to reiterate a key message, or whether you would like them to find out from their child whether there are other factors to consider.

The staff member who has the discussion is responsible for recording on CPOMS the content of the discussion and the parent’s response and views.

Incidents related to protected characteristics, including incidents related to racism, sexism, homo/bi/transphobic bullying:

The school recognises that people who have a protected characteristic may experience an additional vulnerability to being bullied. Discriminatory behaviour and any bullying on the basis of a protected characteristic is taken very seriously. The steps below outline the procedure to be followed in response to any incident of harm of bullying based on the protected characteristics (age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage or civil partnership).

Report incident to a member of SLT	All incidents related to protected characteristics must be immediately reported to a member of SLT
Support and reassure victim	A member of staff familiar to the child will offer support and reassurance. They will let them, and any witnesses know, that this type of behaviour is not accepted and will be addressed.
Investigation	The member of SLT will investigate the events to understand what happened and the incidents leading up to this – this will usually involve

	speaking to the children involved and any children and staff who may have seen or heard.
Consequence	<p>Once the facts have been established, the member of SLT will decide on a consequence. The nature of the consequence will reflect the child's age and understanding, whether this is a first time or repeated incident, and how best to ensure the behaviour is not repeated.</p> <p>This will involve thinking time of class in the office of an SLT member for a discussion about the seriousness and impact of their actions and a warning that there must be no further incidents. The child may have further thinking time of class or playtime as an educational consequence, and an opportunity to undertake an educational activity about British Values and the School Values of mutual respect.</p> <p>Taking disciplinary action and providing support are not mutually exclusive actions, and should be conducted simultaneously to encourage more positive behaviour in future.</p>
Restoration	The member of SLT will facilitate a restorative conversation where appropriate.
Liaising with parents	<p>We are aware that discrimination exists in society and that to educate our pupils to be respectful and anti-discrimination, we need parental support and involvement. Whenever there is a prejudice related incident, the parents of all children will be informed</p> <p><u>On the day of the incident or as soon as possible after:</u></p> <p>The class teacher will inform the parents of the victim of the incident and what action is being taken. A record of the conversation and parental response should be made on CPOMS on the day of the incident.</p> <p>The class teacher will inform the parents of the perpetrator of the incident, what action was taken, and what action the parents are advised to take. A record of the conversation and parental response should be made on CPOMS on the day of the incident.</p> <p><u>Within three days of the incident:</u></p> <p>A member of SLT will offer the parent of the victim a meeting, to check how the pupil is and to check that the parent is satisfied with the actions taken. In this meeting, the member of SLT should share the actions taken by the school and include any response from the perpetrator and their parent.</p>
Recording and Reporting	All incidents of this nature are recorded on the pupils file via CPOMS. CPOMS records are analysed termly for patterns and reported to the local advisory board. They are also made available during Ofsted inspections.

Consistency is Key

All staff should continually support our pupils to demonstrate ready, respectful and safe behaviours. These three rules are simple and memorable, and can be used as a guide to all positive behaviours, and when correcting undesired behaviours.

However, there are some key expectations that all staff are expected to address consistently, every time needed, unless it is a child where a reasonable adjustment is required. Adults are also expected to consistently model these behaviours.

- Staff use the **Team Stop signal** to gain attention from groups of children. Children stop, stand still, and raise their hand on the team stop signal.
- Children **do not call out answers to questions** – this hinders other children’s learning as it takes away the opportunity for them to think of a response themselves. All staff must address calling out when it occurs (e.g. through recognition board, question response cycle, or the reminder, warning, last chance, thinking time, repair cycle).
- Children **walk when moving around the school building**. It is expected that all staff remind children by asking ‘What do you need to do to be safe?’ and ensure that children are walking.
- When moving as a class, children **walk quietly and in single file**, including to and from playtime and assembly. Staff are expected to supervise the whole line, if there is one member of staff, this will mean that staff ask the line to stop at a certain point so they always have sight of the full line.
- Children (and adults) **enter assembly silently**.
- Staff and pupils are **polite and well mannered**. We say please and thank you, and hold the door for others.

Lining up/Movement to/from classes

- We expect movement around the school to be calm and safe with children walking quietly.
- Teachers escort the pupils to and from the playground at the beginning and end of break and lunchtime.
- When moving to and from classrooms, adults must: be strategically placed throughout the line ensuring all pupils are supervised continuously, this may require the teacher to direct the class to walk up part of the stairs and wait so that the adult can stand where they can continue to see the whole line.
- Children should have a lining up order. Lining up orders should be on display in the classroom and used for every line. Any children with specific lining up difficulties or individual behaviour plans)- should have a clear plan in place.
- Lining up can be difficult for some children and where there are persistent difficulties, teachers should consider whether other approaches may be more appropriate e.g. that individual goes straight to class with a TA, or is given a different job to do, rather than being asked to line up/wait in line.
- All teachers must be on the playground just before the end of playtime to ensure lining up and transfer back to class is done calmly and efficiently.
- Consider class/individual reward systems for positive lining up

Playground and MUGA Behaviour Systems

- All playground staff need to be on the playground at the start of their duty time.
- Staff should spread out and place themselves around the playground/MUGA so that all areas are supervised. Staff on duty need to be scanning and supervising throughout so that any issues are noticed and addressed early.
- All staff to be supporting and interacting with children in their focus area, not congregating

- or speaking to other staff unless necessary
- Children should go to the toilet through the studio door or by the doors by Gate C. Children need to ask for permission and be given a card. One member of staff to be in charge of toilet cards-only children with these cards are allowed into the building during play. Children use the toilets on the ground floor at play and lunchtime.
- 5 minutes before the end of play, children should be given a warning. This will be the final time for children to go to the toilet and have drinks.
- When playtime ends, children should put equipment away and then walk to their line.
- For any minor incidents during play, the area by the classroom windows can be used (no more than 5 minutes) for a calming down space.
- A member of staff will be on duty in the studio. This area will be timetabled to allow specific children who find unstructured break times difficult to manage, a space to play in a structured and supervised environment. Activities will be provided to ensure the child has an enjoyable playtime and does not feel they are being punished. A calm, co-operative environment is created, that includes collaborative games and art-based activities. This will be constantly reviewed to give pupils the opportunity to work towards more outside time. If staff would like a child to make use of this space, they will discuss this with the SENDCo so that the child can be added to the timetable. Parents will be informed by the class teacher if a child is regularly required to use the studio.
- There is a separate reflection area (within the studio) for children who have had to miss playtime as a consequence. Here they can fill out incident forms (if still needed), or reflect on what has happened.
- Any children who have received consequences during play, the adult who has dealt with the incident will follow it through (including any restorative conversations and parental discussions), as well as informing the class teacher and recording on CPOMS.
- The MUGA gates should be kept clear of water bottles and lunch boxes. Year 3 should place water bottles and lunch boxes in a box at the side of the playground. Children should place their water bottles away from the MUGA gate.

Response to Unwanted Behaviours at Playtime

Staff should be vigilant at playtimes and aim to intervene early. Any rough play, play fighting, running down the mound, inappropriate use of equipment should be addressed as early as possible using the steps below.

These steps can be used for a range of behaviours, including rough play and play fighting, however see next section if children are fighting or deliberately hurting someone.

	Steps	Action
1	Reminder	Give a reminder of the three simple rules – ready, respectful, safe – delivered privately where possible. Repeat reminders if reasonable adjustments are necessary. Give a limited choice – e.g. you can do XX or XX
2	Warning	Give a clear verbal warning delivered privately where possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. If appropriate, give a limited choice. Use the phrase ‘think carefully about your next step’. E.g. I can see that you are still playing roughly after I asked you. You need to play safely or you will not be able to keep playing. Think carefully about your next step’

3	Last chance	Bring the child away from the group or game and speak to them privately. Remind them what is needed, and this is their last chance. Offer a positive choice to do so and refer to previous examples of good behaviour. E.g. I can see that you are still playing roughly after I asked you. This is your last chance. You need to play safely or you will not be able to keep playing. I know you can do it, I saw you playing so well yesterday with XXX.
4	Thinking time	Thinking time at the side of the playground for up to 10 minutes (KS2) 5 minutes (KS1) depending on the age and behaviour. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.
5	Repair	Following the thinking time, speak to the child to check that they will adjust their behaviour. Ask them what they can do to repair this. If needed this may be a longer discussion after play.

There are some behaviours which need immediate intervention and to be stopped. Fighting, aggression, deliberately hurting others and refusal to follow staff instructions need to be addressed immediately. In these circumstances, children should be separated and asked to wait by the side of the playground to calm down. The member of staff should speak to each child individually to establish what happened, why it happened, what led to the events and who was involved. The member of staff can then decide on the most appropriate consequence and next steps.

If a child refused to follow a member of staff's instructions – for example runs away from the member of staff, refuses to listen, continues being unsafe, the member of staff should request support from another member of the team – this could be from another staff member on duty, or requesting support from a Phase Leader or member of SLT.

Behaviour	Examples of appropriate consequence	
	KS1	KS2
Low level anti-social behaviours e.g. - Rough Play - Inappropriate use of equipment - Leaving out peers - Using unkind words to peers - Swearing low level (1 st instance)	Follow Reminder, Warning, Last Chance, Thinking Time, Repair steps above	
Continuation of low level behaviours after above consequences	If following thinking time, the behaviour is repeated, consider which is most appropriate: Reminder, Warning, Last Chance, Thinking Time, Repair steps cycle repeated or Alternative arrangement made for the rest of the play time – could be that they need to play with a different group of friends, go to the studio for the rest of the playtime or stay with a member of staff for the rest of the playtime,	

<p>Continued Play fighting/Rough Play (following attempts to redirect/discussion)</p> <p>Deliberately hurting someone (emotional or physical)</p> <p>Verbal or physical retaliation including name calling or swearing at a peer</p> <p>Deliberately unsafe behaviour (e.g. throwing equipment purposefully)</p> <p>Deliberately damaging property or equipment</p> <p>Threatening language (including use of violence)</p>	<p>Removed from the remaining break time</p> <p>Alternative playtime arrangements for next 1 – 3 playtimes (e.g. indoor play)</p> <p>Pupil discussion including teacher, Phase Leader or SLT</p> <p>Discussion with parents</p> <p>Recorded on CPOMS</p> <p>Consider whether any children may have been hurt and require first aid If a child has been hurt by a peer, this must be discussed with both parents – playground staff to discuss with class teacher to agree who feeds back to parents/carers</p>
<p>Swearing (not with the intention to hurt another)</p>	<p>(Always check that you definitely know what was said)</p> <p>1st Instance – discussion with child to remind them of respectful language and this is not acceptable. Explain to the child this is a reminder. If they swear again there will be a consequence.</p> <p>Further incidences – discussion with parent to ask them to support child in understanding not to swear</p> <p>Further incidences – Thinking time and discussion with parent for each incident.</p>
<p>Bullying (or any other form of harassment)- including cyber/online bullying</p>	<p>See Anti-bullying policy</p> <p>Separate the victim/s from the child/ren carrying out the bullying</p> <p>Offer support to the victim – check if they need first aid</p> <p>All bullying must be recorded on CPOMS and reported to SLT who will decide consequences and next steps</p>
<p>Racist/sexist/homophobic incident or language</p>	<p>See section above</p> <p>Separate the victim/s from the child/ren carrying out the bullying</p> <p>Offer support to the victim – ask them how they are, assure them we do not tolerate this type of behaviour and it will be addressed</p> <p>Report incident immediately to SLT and class teacher who will decide consequences and next steps</p> <p>Make a record on CPOMS</p> <p>Class teacher to inform parent</p>
<p>Harmful Sexualised Behaviour</p> <ul style="list-style-type: none"> - Making sexual remarks, or calling someone sexualised names. - Sexual “jokes” or taunting. - Deliberately brushing against someone. 	<p>See Anti-bullying policy</p> <p>Take all instances of child-on-child abuse equally seriously regardless of the characteristics of the perpetrators or victims.</p> <p>Never tolerate abuse as “banter” or “part of growing up”, never justify sexual harassment, e.g. as “boys being boys”</p> <p>Separate the victim/s from the child/ren carrying out the behaviour</p>

<ul style="list-style-type: none"> - Displaying images or video of a sexual nature. - Exposing self - Attempting to view another intimately – e.g. looking under/over toilet door 	<p>Offer support to the victim – ask them how they are, assure them we do not tolerate this type of behaviour and it will be addressed</p> <p>Report incident immediately to SLT and class teacher who will decide consequences and next steps</p> <p>Make a record on CPOMS</p> <p>Class teacher to inform parent or liaise with SLT to agree who does</p>
<p>Graffiti /Breaking school (or others)</p> <p>Property on purpose</p>	<p>If possible, follow Reminder, Warning, Last Chance, Thinking Time, Repair steps above</p> <p>In the repair, where possible, the child should help restore the damaged item, e.g. cleaning off graffiti, making efforts to fix what is broken</p> <p>Consider most appropriate consequence e.g. whether child should not be allowed to use that equipment for a fixed period of time.</p>

Emotion Coaching

Longitudinal research conducted by Gottman and the Gottman Relationship and Research Institute showed the use of emotion coaching supports children to regulate their emotional state, develop methods to self-soothe when upset, have a greater understanding and control over the body's physiology, reduced illness, increased attention and a better performance in school and with relationships.

The Key Principles for Emotion Coaching:

- Be aware of your child's emotion
- Recognize your child's expression of emotion as a perfect moment for intimacy and teaching
- Listen with empathy and validate your child's feelings
- Help your child learn to recognise and label their emotions with words
- Set limits when you are helping your child to solve problems or deal with upsetting situations appropriately

Steps of Emotion Coaching

Step 1 - Identify feelings and empathise	Step 2 - Label feeling and validate	Step 3 - Set Limits on behaviour	Step 4 - Problem Solve
<ul style="list-style-type: none">• Look at the child and think how you would feel in a similar situation• Observe for what their expression, body language, actions and words are telling you about how they feel• Don't dismiss, distract, disapprove of or avoid the emotion• Children need to feel understood to accept correction• Show you are interested through facial expression, contingent touch, caring tone of voice	<ul style="list-style-type: none">• Children can't always recognise the emotion they are feeling• Use words to reflect back the child's emotion (e.g. it looks like you are worried)• Simply observe - say what you are seeing rather than asking probing questions that the child might not be able to answer• Be specific drawing on a range of words - jealous, frustrated, excited• Show you understand their emotion is real and valid - e.g. I understand why you feel frustrated by that.• Don't tell them how they should be feeling, dismiss or minimise the emotion (see below)	<ul style="list-style-type: none">• All emotions are accepted and natural. certain behaviours are not acceptable.• VALIDATE the emotion, not the behaviour• E.g. It's ok to be angry, but you are not allowed to hurt people• Set a limit on behaviour as needed e.g. The rules are that we need to be safe. It's not ok to hurt someone.	<ul style="list-style-type: none">• Only move to problem solving when all feelings have been acknowledged and everyone is calm.• Work together using non-judgmental approach. Try to find out what their child's goal was with their behaviour.• Help the child think about more effective solutions/plans for resolving the situation.• Clarify strategies they could use in future (e.g. use your words, and I will help you)

Reflecting Feelings Statements:

- It looks like you're very happy.
- You seem a bit sad.
- I can see you are very frustrated.
- Are you feeling annoyed?
- I wonder if you're a bit embarrassed.
- It sounds like you were really scared.
- How did you feel when your toy was taken?
- Did you feel a bit jealous when I helped the other child?
- I bet that made you pretty grumpy.

Watch out for being dismissive or disapproving - these can be well intentioned habits, but are not helpful long term.

Dismissive Style – tries to stop negative emotions by minimising or making light of emotions (e.g. it's no big deal, don't worry) or with logic and distraction (e.g. I'll get you a new one, have this other toy, making a joke to cheer them up). Often comes from a need to rescue or make things better to get rid of the emotion, rather than understanding the feeling (e.g. by jumping straight into problem solving or offering advice).

Disapproving Style is similar to the dismissing parent but more negative, judgmental and critical. Disapproves of negative emotions, and they are viewed as a sign of weakness (e.g. be brave, big children don't cry) or as a form of manipulation (don't pander to him or he'll keep doing it). Tries to get rid of negative emotions via discipline and reprimand (e.g. you need to stop crying when mummy leaves or you can't have a sticker). Often motivated by a need to toughen up the child.

