

Behaviour Policy

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Reigate
Parish Church
Primary School

Our behaviour policy is a critical policy that is our philosophy for preparing children to get the most from their learning.

The School's Vision, Values and Aims

Who we are

Reigate Parish Church Primary School: A trusting, respectful and caring place for children to reach their full potential, with the Christian faith and Christian values at our heart.

Our Aims

- We aim to recognise, nurture and harness the strengths and talents of all children.
- To provide a broad, balanced and creative learning environment through excellence in teaching.
- To promote social, cultural, moral and spiritual development, supporting pupils and staff to become confident and responsible members of society.
- To establish an atmosphere in which each child has a positive self-image and where individual achievements are valued by all.
- To build self-confidence, self-esteem and independence in order to achieve success.
- To value curiosity, encourage a questioning attitude and promote a love of life-long learning.
- To grow from being an outstanding infant school into an outstanding primary school whilst maintaining our caring ethos, culture and atmosphere.
- And, working in partnership with parents, to support their child's learning and development.

Values

Our guiding principles, which stem from our Christian faith, are: '**Faith, Hope & Love**'

These are underpinned by 10 core values:

1. **Respect:** Valuing myself and other people, and treating them as I would like to be treated.
2. **Friendship:** Being thoughtful and kind, looking after each other through good times and hard times.
3. **Honesty:** Speaking the truth and acting truthfully.
4. **Caring:** Being concerned for and looking after myself, other people and God's world.
5. **Perseverance:** Always doing my best and not giving up.
6. **Confidence:** Knowing that I am special and loved and that I have something to offer to other people.
7. **Responsibility:** Being able to take charge of myself, other people or things. Being able to be trusted to do the right thing.
8. **Forgiveness:** Loving people even when they make mistakes. Always looking for the best in each other.
9. **Trust:** Being relied on to do the right thing and relying on each other to do the right thing.
10. **Being Creative:** Using our imagination, ideas and skills to make the world a better and more beautiful place.

The school's five rules are

1. Kind words and kind actions
2. Listen to everyone
3. Do your best
4. Respect people, property and ideas
5. Be safe, happy and successful

Behaviour Policy – Expectations and Repercussions

Rationale

All staff at Reigate Parish Church Primary School need to have the same highest of expectations of behaviour from all children so that each child reaches their academic potential and understands what it is to be a considerate citizen.

It will be necessary at times to impose sanctions if a child repeatedly fails to follow the school's rules. The school works in partnership with parents/carers at all times and expects them to support the school in creating a calm, orderly environment where staff can teach and pupils can learn.

The aims are:

1. To provide a happy, safe and pleasant learning environment where children are successful in their learning, learning barriers are overcome and children are supported to achieve their potential.
2. Be fair and consistent; helping children to manage their own behaviour by giving them the tools to be able to manage their own behaviour.
3. Reward and celebrate children's achievements in behaviour.
4. Work in partnership with parents.
5. Have good adult and peer role models in order to promote and encourage good behaviour.
6. Agreed repercussions when the school rules are broken.
7. Help children to develop fair, respectful and sensitive attitudes to each other and to adults.
8. Prevent all forms of bullying.

Promoting Good Behaviour

It is important that we try to remain as positive as possible at all times. We are a supportive school with a very caring Christian ethos. To reflect this there are a number of methods that we use within the school to reward and celebrate achievement and good behaviour. These include:

In class

1. Adults in class publically saying the names of children who have worked hard and tried hard with their effort.
2. Every class has their "Good to be Green" card display showing the children who have been recognised as consistently demonstrating good behaviour by following the school's five rules. The Gold Standard is to be Green! It is GOOD to be green.
3. Teachers, supply teachers and staff to ensure that good behaviour is rewarded: Golden Time, Discovery Afternoons and the pride of being green.
4. Congratulate children when they have turned their behaviour round. It is GOOD to be GREEN.
5. Children who uphold the school's high expectations for behaviour are rewarded, by:
 - Catching children being good
 - Verbal encourage/praise from adults in their classrooms
 - Showing work to their class, to another class, to another teacher
 - Visiting the headteacher for praise and/or a special Headteacher Sticker / Award
 - The teacher making a point of telling the family
 - Being awarded daily star learner (in year 2, 3 and 4 only) in recognition of their effort with their work the day before

Friday Celebration Assembly

1. Children to show good pieces of school work and to hear why they have been nominated for their Celebration Certificate.
2. Opportunity to bring in external certificates of achievement.

3. The team with the most points each week have their rosette on the cup.

Golden Time at the end of the week

1. Children with consistently good behaviour throughout the week will receive their 30 minutes golden time on Friday afternoon.
2. At golden time, any child who has been on an Amber Warning Card that week will **lose 5 minutes** from their golden time. Children who have been on a Red Consequence Card at any point during the week will **lose 10 minutes** from their golden time. This is supervised by the teacher.
3. If during the week a child received two or more red or double red cards then when golden time starts, those children will sit out and **lose 15 minutes** of Golden Time.
4. Children missing their golden time are sometimes sent to Mrs Davis' office.
5. The behaviour of children is recorded, monitored and tracked weekly to ensure there is not a pattern but that they are improving their behaviour. Referral to senior teachers / SENDCO for advice on behaviour may be necessary and should be done at the earliest convenience. It will be important to celebrate what a good lesson, half day, whole day, week these children have had.

Team Points

1. At lunchtime, playtime and anytime during the day the children have the opportunity to be awarded a team point by any member of staff for good effort, good work, good attitude, good behaviour. Staff must make sure they have enough team point stickers (get them from the office) and it is the child's responsibility to put their team point up on the chart in their classroom.
2. Each week the winning team will have their rosette displayed on the cup in the hall.
3. The reward for the team at the end of the half term with the most points, is extra play.

End of the half term

1. All children will take part in the "Discovery Afternoon" (one afternoon in the last week of the half term) which is a cross-curricular, practical, child-led afternoon of different activities.
2. However, if during a week a child who has got two or more red cards / double red cards then, similar to losing time during golden time, the child will lose up to 15 minutes of their Discovery Afternoon.
3. The winning team will have 15 minutes extra playtime during the last week of the half term.

Sanctions

Children need to be made aware when they have not behaved to the school's high expectations of pupil behaviour and that there will be a consequence as a result of their action:

In class

This system is part of the Good to be Green card display. Teachers, supply teachers, TAs and LSAs will encourage all children to behave appropriately prior to any warning being given. It is essential that before an Amber Card is given that a warning by the member of staff is given. This can often have the desired effect of changing a child's behaviour.

Whenever a warning or card is given it is also imperative that the adult explains the behaviour that the child has displayed that warranted the warning / card. In this way, the specific unacceptable behaviour is explained to the child so that the child does not repeat the behaviour. In order to ensure the child has understood, the adult will need to ask the children to say back why they have been given a warning / card. **All** staff must make sure they "get to the bottom" of an event before ANY card is given, this includes staff on duty at play and lunchtime.

When issuing a warning card (for all staff)

- Before issuing a warning card children will need a verbal reminder and the “teacher” look. This supports the children to get their behaviour back on track.
- Warning 1 - first issue a verbal reminder. Child removed to edge of group or sit close by class teacher and issued with the amber “Warning Card”.
- Warning 2 – if a child is not changing their behaviour then this will lead to them receiving the red “Consequence Card”.

All parents are informed on the day if their child receives a red warning card.

A child getting a red card means they have to walk the “Thinking Line” in the playground for five minutes. This will be supervised by the teacher out on playground duty. It is the responsibility of the class teacher to inform the teacher on duty of pupils required to walk the “Thinking Line”. Until Reception join the rest of the school at morning play they will have their “Thinking Line” in their outdoor area.

A child will walk the “Thinking Line” at the next possible playtime when they have been given a red (or double red) even if in the intervening period the child has turned their behaviour around and gone back to green.

If it is wet play the next day the children are to be sent to a senior teacher who will supervise this loss of time.

- Warning 3 – if after receiving the red “Consequence Card” the child has still not changed then they will receive a double red for their behaviour and then they will be sent to a senior teacher who will remove them from class. The child will also miss eight minutes of their playtime walking the thinking line and will have to catch up on the work they have missed (supervised).
- All warnings will be recorded on the behaviour log, which is sent to the office to be entered online. Phase leaders weekly monitor the behaviour and will liaise with teachers, children and parents as needed. The SENDCO will be involved as needed.
- Meetings will have to be called with parents if their child is not responding to the school's behaviour policy and different strategies will be considered and implemented as detailed in the resulting individual's Behaviour Management Plan.
- When a child gets a card they then have to work back to being good. When the child shows on three separate occasions good behaviour then the red “Consequence Card” is reduced to the amber “Warning Card”. Three more different occasions of showing good behaviour will then restore them to the “Good to be Green” card behind their name. This should happen within the same day.
- At the end of the day all red and amber cards return to being green and this is emphasised to the class. In addition teachers and supply teachers can celebrate at the end of the day “28 children have been good”, rather than 2 children have got a card. Any child who does constantly remark on others who have been given a card can be reminded of the school rules: say kind words and respect people.
- On occasions of a serious incident, a child could expect to receive a red card immediately.

Amber cards are given for any type of bad choice; not just major things.

It is not appropriate:

- to issue severe consequences in a disproportionate way,
- to apply consequences to whole groups / class,
- to apply consequences without investigating the matter fully,
- to approach children in a provocative manner, humiliate or degrade a child.

All adults must ensure that they investigate the behaviour incident fully (and this includes talking to everyone / anyone who was involved) before any sanction is considered.

Equally pupils need to report to the nearest adult when they are being treated unkindly so those incidents can be resolved quickly.

All staff must take a child seriously if they are being told that something has happened and the member of staff must resolve the situation or escalate it to their senior team leader for resolution.

Extreme Behaviour

Following Government and LEA guidance, Education and Inspections Act 2006, school discipline and behaviour policies, staff will execute emergency restraint as a last resort on pupils who are:

1. at risk of injuring themselves
2. at risk of injuring other pupils
3. at risk of injuring adults,
4. at risk of damaging school property

Members of staff must, in such cases, ensure that –

1. Other preventative approaches have been attempted or are impractical.
2. Support is called for from a colleague, usually from a member of the school leadership group.
3. Minimum force / physical intervention is used.
4. Incidents are reported to the headteacher immediately and recorded.
5. Parents are informed that same day.

Please note that it is the policy of this school, that no adult working in the school will run after or follow an angry child. Children should be left to calm down unless they are at risk of injuring themselves or others. Restraint may be used as a last resort.

Restorative Approach (RA): a link to the school's anti-bullying policy

Reigate Parish is determined that all pupils should feel safe against all forms of bullying. This Behaviour Policy should be read alongside the school's Anti-Bullying Policy.

Restorative Approach: the aim is to change lives and promote the ability to make good choices based on empathy and addressing human need. The process practices key skills; empathy, listening, turn taking – all of which are required for successful “behaviour for learning” and of course for later life. The RA is about repairing harm and transforming conflict into a positive learning experience, leading to a reduction in the repetition of such incidents occurring again. We address conflict through everyday language; challenging thinking; asking the right questions to promote the “perpetrator” to think more deeply; and find resolutions that satisfy all parties involved. It is a long term solution to common relationship difficulties in school.

Sanctions at Lunchtime – this follows the same structure as in the class

It is the responsibility of the lunchtime staff to find out exactly what happened and then to report concisely and precisely back to the teacher.

Additional Useful Information

1. Responses to Challenging Behaviour

Behaviour	Responses	Staff involvement
<p>Minor incidents, e.g</p> <ul style="list-style-type: none"> • Non compliance to a reasonable and understood request • Inconsiderate behaviour towards others • Minor disruption • Distracting others • Inappropriate language • Minor verbal aggression • Minor physical aggression • Inappropriate touching <p>Amber "Warning Card"</p>	<p>Responses must include one or more of the following, which will feed the needs of individual children:</p> <ul style="list-style-type: none"> • Praise the appropriate behaviours of others as an example and role models, e.g. proximity praise • Ignore inappropriate behaviour and praise/reward praising/rewarding behaviours. 'Catch them being good' • Diffusion: diversion to an appropriate and difference task • Move within a group • Move to another area of a room • Verbal/visual reinforcement of expected behaviour • Withhold reward, until behaviour changes • Verbal response - expression of disapproval with reasons, use the language of 'choice' 	<p>Teachers Supply teachers Teaching Assistants LSAs Midday Supervisors Other Support Staff</p>
<p>Repeated or major incidents, e.g</p> <ul style="list-style-type: none"> • Repeated/continued refusal to comply to a reasonable request or routine • Disruption to the lesson/work of others • Verbal aggression (i.e. offensive language shouting or screaming) • Physical aggression • Threatening behaviour/intimidation • Inappropriate physical approaches (sexual) i.e. touching, poking etc. • Minor damage to property • Hiding (absconding) <p>Red "Consequence Card"</p>	<p>Responses may be as above, but may also include one or more of the following:</p> <ul style="list-style-type: none"> • Allow an individual time /space to calm down • Loss of privilege • Forfeit playtime or favourite activity • Inform parents verbally • Begin individual behaviour monitoring sheet • Sent to another member of staff • Inform and involve Head teacher or Deputy • Activity/ies to make amends for the wrong behaviour displayed • Parents/other agencies may be required to attend school to agree a 'Behaviour Management Plan' which may be part of an IEP which should include positive responses and strategies. 	<p>Teachers Supply teachers</p> <p>Teaching Assistants LSAs Midday Supervisors Other Support Staff Member of SLT Parents SENCO Head teacher LA Behaviour Support Team Educational Psychologist Social Services</p>
<p>Serious/potentially serious behaviour incidents, i.e.</p> <ul style="list-style-type: none"> • Persistent threatening or intimidating behaviour • Physical assault on peers • Physical assault on staff • Serious damage to Property • Self injury <p>Red "Consequence Card" / senior staff sent for</p>	<p>Responses may include those above but may also include :</p> <ul style="list-style-type: none"> • Non confrontational approach allowing individual space and time to calm down • Physical intervention (MAPA): following LA guidelines • Use of time out • Phone parents • Parents required to collect child from school • Short term exclusion/cooling off period to be considered by Head or Deputy • Fixed term exclusion to be considered by Head • Permanent exclusion to be considered by Head as last resort in case of very serious incidents or persistent incidents • Parents/Agencies to attend school to formulate and agree a Behaviour Management Plan 	<p>Teachers Supply teachers</p> <p>Teaching Assistants LSAs Midday Supervisors Other Support Staff Member of SLT Parents SENCO Head teacher LA Behaviour Support Team Educational Psychologist Social Services</p>

2. Confiscation and Disposal

The head teacher also has the power to search pupils if they suspect a child is carrying something that may cause an offence, and the power to confiscate any items which are banned from school or are illegal. At Reigate Parish this will normally be done after the head teacher contacts the parents and with another member of staff. In an emergency the head teacher will do this with another adult present. Where a child brings unacceptable items to school, parents will be contacted.

All incidents of restraint and search must be recorded, logged and placed in the child's confidential file.

3. Exclusions

Where the behaviour of a child consistently puts the safety and education opportunities of others at risk and where every effort has been made to work with the child and his/her parents to improve the inappropriate behaviour, the head teacher may implement a fixed term or permanent exclusion.

County and DfE guidelines will be followed for exclusions and for parents' right to appeal. If a child is excluded for a period less than 5 days the school will provide work. In the event of a permanent exclusion the Local Authority will contact parents with details of the Day 6 provision. Reintegration interviews are considered to be a vital part of the reintegration process and provide parents, the pupil and key school staff with an opportunity to reflect on what has happened and to plan any additional support which may be needed to ensure a pupil's successful readmission. If parents do not attend a scheduled reintegration interview, additional measures may be taken to facilitate their full participation in the process.

4. A Positive Environment

Perhaps most important of all is the overall climate and ethos of our school. Our ethos of care, love, forgiveness and recognition of individual need and worth should be maintained. This can be seen through:

1. A positive climate that relies upon and promotes reward and praise rather than criticism and sanction.
2. The example set by members of staff in their relationships and communications with children.
3. The support and relationships that members of staff have with one another.
4. The sense of community within the school and that all children are ambassadors for us
5. Interesting and well-prepared lessons that cater for individual need.
6. A creative, engaging and challenging curriculum with a strong pupil voice contributing to the medium term curriculum plans.
7. Teachers use PSHE lessons and circle times to teach, support and encourage children to be more emotionally aware of their behaviour and its effect on them and others.
8. A colourful and stimulating environment in and around the school building, visual timetables, a thoughtful seating plan and well organised access to resources.
9. Varied opportunities for children with different gifts and talents to see these celebrated.
10. A recognition that we are all different and that there is no 'best fit' model for a human being.
11. A playleader at lunchtimes who engages the children in playing different games.
12. The school's emotional learning support assistant, as directed by the SENDCO, will work with specific children on specific interventions connected to their self-confidence, their self-belief, their emotional situation, all of which is impacting on their behaviour.



13. An active school council that impacts on school life and school improvement.

5. STATEMENT OF PRINCIPLES ON PUPIL DISCIPLINE AND BEHAVIOUR from SOUTHWARK DIOCESAN BOARD OF EDUCATION

The Governing Body:

- (a) believes that everyone is created in the image of God and is of infinite worth. The school's behaviour policy is based on Christian values. In our Christian community relationships are based on these core values: loving, caring attitudes; concern for the whole person; justice and respect for others. Reconciliation and forgiveness are central to the Christian gospel and the notion of a fresh start and reintegration programme for excluded pupils is a key part of the school's behaviour policy;
- (b) believes that dialogue with pupils, parents, carers and staff is important in developing the principles on which the behaviour policy is based and therefore this school will consult those involved with the school community, as appropriate, when the policy is reviewed and ensure that any impact on the home/school agreement is assessed;
- (c) aims to provide an environment in which all pupils and staff feel safe and secure *and in which pupils are affirmed, develop resilience and a sense of belonging so that they can talk openly with adults at the school about any problems;*
- (d) believes that pupils learn by example and it is expected, therefore, that all adults in the school will model good behaviour;
- (e) does not tolerate violence, threatening behaviour, abuse or any form of bullying; everyone in the school community has a right to respect and an atmosphere which is conducive to learning;
- (f) has a zero tolerance of offensive weapons, alcohol and drugs in school and sanctions the confiscation, retention or disposal of pupils' property in accordance with DFE guidelines which enables staff to search for prohibited items without consent;
- (g) *does not tolerate* the misuse of the internet, social media, messaging apps and mobile phones;
- (h) takes firm action against pupils, parents, or others who harass members of staff on, or off, school premises and ensures that pastoral care is available to staff accused of misconduct;
- (i) will not discriminate against any pupil on the grounds of: religion, belief, or lack of religion, or belief; race; gender; disability; sexual orientation; gender reassignment; marriage or civil partnership; or pregnancy or maternity;
- (j) promotes positive behaviour through active development of pupils' spiritual, social, cultural, emotional and moral sense;
- (k) sets clear expectations of behaviour through clear codes of conduct including behaviour beyond the school gate;
- (l) praises, supports and rewards good behaviour and improvements in behaviour, as appropriate, and provides a range of opportunities in which pupils can excel and be rewarded;
- (m) applies a wide range of sanctions fairly, consistently and appropriately, taking account of pupils' special educational needs, disability and the needs of vulnerable children;
- (n) ensures that all staff are given access to appropriate training, opportunities to share and to develop their skills, are equipped to manage behaviour and are aware of any system of referral for particular types of behaviour;
- (o) ensures that senior staff are highly visible at particular times of day to support staff and maintain a sense of calm and order;
- (p) ensures that all new staff are made aware of the behaviour policy *and these principles;*
- (q) ensures commonly agreed teaching, classroom management, *intervention* and behaviour strategies are used;
- (r) *ensures that there is an effective pastoral system in place which can address root causes of disruptive behaviour and enables early signs of mental health problems to be referred or addressed appropriately;*
- (s) ensures that multi-agency assessments are considered for pupils displaying continuous disruptive behaviour;

- (t) ensures that parents are kept informed of their child's behaviour (good and bad) and that common ways of working together are explored to assist pupils in making improvements in their behaviour.

In addition to the above, the Governing Body expects the headteacher to:

- (i) draw on the following DFE guidance when drawing up or reviewing the behaviour policy
- screening, searching and confiscation; use of reasonable force; dealing with allegations of abuse against teachers and other staff; behaviour and discipline in schools advice for headteachers and school staff; *preventing bullying; and mental health and behaviour in schools.*
- (ii) comply with the legal requirements in drawing up the behaviour policy, ie, to include measures which: promote good behaviour, self discipline and respect; prevent bullying;
- ensure pupils complete assigned work; and regulate the conduct of pupils.

6. Children with Social, Emotional & Behaviour difficulties who exhibit extreme behaviour (BESD)

In most cases, difficulties with behaviour will be dealt with by the sanctions and processes already described. However, in some cases the normal procedures used may have little effect upon the child. This might be because of other circumstances at home or because of medical conditions. In some cases children have a very low self-esteem and find it difficult to find a place for themselves within the normal school routines and reward/sanction process.

In these cases different approaches will be necessary and 'personalised' according to the needs of the child. Options for supporting children who fall into this category include:

- **Support from a TA.** A highly experienced group of TAs are on standby to provide support and encouragement (social skills group) for individuals who may lack the concentration to stay in class for the full school day. In some cases they will work with children in class to give the support and encouragement they need. In others, they may remove the child from class to provide an alternative personalised curriculum. Once more the emphasis will be upon raising self-esteem of the child, basing the work upon their individual needs and interests and finding ways of motivating them within class.
- **Adapting the curriculum** – in some cases children will not be able to cope all day with the set curriculum. It may be that in the afternoon alternative arrangements are made and more practical, 'fun' type activities arranged to keep them on track. This might take form of a rewarding activity for the child and a friend after a successful day. It might also include class rewards as peers have helped the child to remain included.
- **Individually adapted reward cards and stickers** – some children will respond to individual rewards tailored to their interests and level of concentration. These should be negotiated between the child, class teacher and TAs. In some cases parents might also be involved in further supporting at home and the school Parent Partner may be involved.
- **Mentoring** – some children will find it difficult to work with a number of people but may benefit from establishing particular links with one individual in the school who can act as a mentor, normally the Parent Partner. The mentor might meet the child on a weekly basis to discuss progress and/ or support in or out of class. Where behaviour is likely to erupt, the mentor's support might be requested to help talk to the child and pre-empt any further difficulties. The mentor should not be expected to apply any sanctions as this would alienate the child from them.
- **Providing responsibilities** – some children in this category will benefit from being placed in a position of responsibility either in relation to a task or a peer. Helping younger children with a task, an adult or being given set routines at 'trigger' times can increase their self-esteem and bring out the best in them. These should be considered as options.
- **Temporary part-time timetables** as part of reintegration following an exclusion. These would be negotiated between parent, child and class teacher and are always seen as a

temporary measure enabling children to find a positive base from which to increase their time in school.

- **Parents accompanying children into school** – in some cases children may benefit from parents being involved with them on school site. Once more this would require negotiation and support from all parties concerned.

It is worth remembering that for some of these children:

- **friendships and relationships** are crucial. They may develop a particular rapport with any member of the school community – this should be built into the support for the child.
- **a chaotic home life is experienced.** Their behaviour in school might be directly linked to events at home and awareness of these issues (whilst acknowledging confidentiality) can help those supporting them to understand where their actions might originate from.
- **find it difficult to be praised.** For some children praise is not part of their normal expectation and as such they can find it almost a threat. This might be seen where a child is close to obtaining a major reward only to 'fail' at the last moment. Quickly administered incentives very closely linked to desired behaviour should be considered. It might also be appropriate to 'freeze' rather than remove rewards. This can help remove the 'self-fulfilling prophecy' of constant failure.
- **actions are not easily linked with consequence** – their pattern behaviour may be so entrenched that they continue to repeat it even though they dislike the resulting consequence.
- **feeling 'cornered' will result in extreme reactions**

There are no quick fixes and time and patience are needed. This can be draining on the staff most directly in contact with children with BESD (Behavioural, Emotional and Social Difficulties). They should also be given counselling as appropriate and provided with the opportunity to vent their frustrations. Dealing with children with BESD is always a balance between:

- the needs and inclusion of the individual child concerned
- the entitlement of the class
- the capacity of the teacher to remain calm in what can be extremely testing circumstances.

Where a child is 'acting out' a no-blame approach should be taken. Adults involved with the child can take extremes of behaviour as a personal attack. This is rarely the case. Often the child will retain little of the actual events leading up to the behaviour or the behaviour itself. They may not be able to explain themselves why they behaved as they did and can just as suddenly revert to the normal behaviour expected of them.

In cases such as this, opportunity for the child to 'fit back in' should be provided whilst also acknowledging that follow-up action may need to be taken but when circumstances are more settled and the child can be encouraged to reflect on their behaviour. Every attempt should be made to avoid escalation of problems through direct confrontation or 'backing children into a corner'.

Children should be encouraged to consider and discuss their own feelings and the feelings of others, and come up with their own solutions, where possible. Involving the child in a particular activity which invites discussion can be one way of calming down a situation and providing the opportunity for reflection and discussion.

BESD children can make great demands on individual members of staff. It is crucial that we maintain our climate of support and understanding both for the child and the members of staff

involved with them. Staff may find it helpful to talk confidentially to another member of staff or SLT – remember the school is there to support worried or concerned staff as well as its children.