

Policy Name:	BEHAVIOUR POLICY including mobile phone statement
Date Adopted By Governing Body:	September 2017 Reviewed July 2019 Reviewed July 2022 Reviewed July 2024 Reviewed July 2025 Reviewed March 2026
Signature of Chair Governors	
Signature of the Head Teacher	Jo Goman
Review Cycle:	3 Years
Next Review Date:	July 2028
Notes	

*Mutual respect, unconditional positive regard and positive relationships are at the heart of our school community.*

*Connections are critical to our beliefs and practice.*

## **One Page Summary**

We believe that all behaviour is communication and we seek to understand what a child is trying to tell us so that we can support them.

We believe that connections are critical to good behaviour management and we will always connect with a child before correcting them, supported by the PACE approach to behaviour.

We will use the language of choice to encourage children to make good decisions.

We will explicitly recognise and praise good behaviour that reflects our school values.

We use Class Dojo as a rewarding and monitoring tool.

We will explicitly frame sanctions as consequences (logical, natural or protective). We believe that consequences are an act of care and commitment that are given because we care about the children and want them to build good habits of behaviour that will enable them to achieve and to be successful and safe.

We always speak calmly and respectfully to children and expect this from them in return. We do not shout at children. We will always proactively seek to repair relationships with children when they have been ruptured.

We will all reward and sanction children as appropriate. Children will always be told that they have received a sanction and should understand why.

We recognise that behaviour is strongly influenced by how engaged, confident and successful a child feels. We will always seek to be mindful of this when planning and delivering lessons, units of work, and our curriculum. We will seek to address gaps or weaknesses in learning as soon as they become apparent, so that children are able to keep up with their peers.

We will explicitly promote and enforce routines that promote a calm, orderly and quiet culture around the school, especially during transitions.

### **As part of our legal duties under the Equalities Act 2010 in respect of safeguarding and in respect of pupils with Special Educational Needs the aims of our policy are outlined below.**

Every individual has responsibility for promoting good behaviour and preventing all forms of bullying. The Single Equalities Act (2010) prohibits discrimination on the grounds of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.

### **Aims of this Policy**

- To clearly communicate Greatham Primary School's approach to managing both positive and negative learning and social behaviours.
- To ensure equality of opportunity and consistency in managing both positive and negative learning and social behaviours.
- To establish expectations of parents, children, staff and governors in managing both positive and negative learning and social behaviours.
- To deepen understanding about the definition of behaviour.

For information regarding the prevention of all forms of bullying please refer to the anti-bullying policy.

### **Aims for children's behaviour**

- To be kind, caring and respectful.
- To be resilient and hard-working.
- To understand their responsibility to their communities, and to enable them to make a positive contribution to these both now and in the future.
- To grow into and become successful adults who can embrace a life in modern Britain.
- To develop excellence in all aspects of their character: academically, socially and morally.

### **Our Beliefs**

We fully adhere to the Unicef Rights of the Child and combine this and our school values to create a set of Golden Rules.

<i>We are kind and helpful</i>	-	<i>We don't hurt people's feelings</i>
<i>We are gentle</i>	-	<i>We don't hurt anyone</i>
<i>We listen</i>	-	<i>We don't interrupt</i>
<i>We work hard</i>	-	<i>We don't waste our own or other people's time</i>
<i>We are honest</i>	-	<i>We don't cover up the truth</i>
<i>We look after property</i>	-	<i>We don't waste or damage things</i>

In addition, the following are cornerstones of our practice:

**Care-** relationships are at the heart of our community; our core value of CARE reflects this. We will always endeavour to connect with a child before correcting them

**Compassion-** we strive to act compassionately during our interactions with others through the genuine expression of concern and support

**Relationships-** we value and work towards secure and dependable relationships characterised by mutual respect and adult attunement

**Communication-** All behaviour is a form of communication and we must endeavour to understand what children or adults are trying to communicate so that we may support them.

We promote dependability and create trust by communicating in ways that are clear, inclusive and useful to others

**Diversity-** We celebrate the diversity in our school community and the uniqueness of every child. A fair approach to managing behaviour may mean different support strategies for each child. Every individual deserves to be treated fairly and with unconditional respect.

**Positivity-** Positive outcomes come from positive behaviour. Children have the right to a positive learning experience where a well-planned curriculum provides appropriate challenge and prepares them for their future.

### **Policy into Practice**

To support us to effectively manage and develop children's behaviours, we adopt the trauma informed approach: PACE.

- **Playfulness**
- **Acceptance**
- **Curiosity**
- **Empathy**

### **Rationale**

PACE is a way of thinking, feeling, communicating and behaving that aims to make children and young people feel safe. Developed by clinical psychologist, Dan Hughes, the approach focuses on building trusting relationships, emotional connections, containment and a sense of security.

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

PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with adults and reflect upon themselves, their thoughts, feelings and behaviour, building the skills that are necessary for maintaining a successful and satisfying life. By using PACE, the child discovers that they are doing the best that they can and avoids labelling themselves negatively.

When children experience adults doing the best they can to understand them, make sense of and manage their emotions, thoughts and behaviour they start to believe that adults really will keep on trying until things get better for all of them.

Using PACE can enable adults to reduce the level of conflict, defensiveness and withdrawal that tends to be ever present in the lives of some children, particularly those with experiences of trauma. Using PACE enables the adult to see the strengths and positive features that lie underneath more negative and challenging behaviour.



## Rewarding Process

We believe that positive behaviour should be rewarded to reinforce our high expectations and enable all members of our school community to be successful learners. Children receive both individual and class rewards in order to develop the skills of co-operation and perseverance and to build self-esteem. By valuing and appreciating children's learning activities and the positive behaviour they display, we are raising self-esteem. Children and adults with high self-esteem show greater confidence to try new skills and experiences and therefore make better progress.

### **Individual Rewards for children who do not have an individual behaviour plan**

Individuals must be recognised for their achievements. Rewards will be issued in accordance with a child's stage in learning. Rewards can be verbal (praise), visual (thumbs up or smile), a note home, a Dojo point, a Kindness card, the Respect Badge, the half termly Star Award or a PE / Music badge. Dojos are given through a computer software package called Class Dojo and are either for demonstrating care, aspiration or achievement.

How do children earn a reward?

In line with our school values of care, aspire, achieve and underpinned by the golden rules, children can be awarded a 'Dojo' point or a Kindness Card when they demonstrate our core values above their age expectation. At the start of a new school year, children will work as a team with their teacher to decide upon a class specific class charter. This is the expected level of behaviour. Dojo points and Kindness Cards will be awarded in line with this charter for children who demonstrate qualities above the expected level.

Who can issue a reward?

Rewards can be issued by any adult working in the school community.

What do the rewards mean?

Children will be recognised in assembly with a certificate when they achieve 50 Dojo points (and onwards in increments of 50) or when they get a Kindness Card. We anticipate that children will earn Dojo certificates at least once in an academic term. Children may also choose a reward to celebrate their Dojo certificate. They may either:

Wear home clothes for a day OR

Bring a teddy to school

Children will receive 3 Dojo points when they get a Kindness Card.

From time to time, children who have behaved well or achieved something new may also be selected by any member of staff to receive a golden post card. This will be sent as a surprise to their home via external post.

Recognition in whole school

Every Friday there will be an Achievement Celebration assembly. During this time;

- children who have reached a Dojo 50-point milestone will be awarded a certificate
- children who have earned a Kindness Card will be recognised
- children's significant achievements outside of school will be recognised
- one child will be chosen to win the PE Badge for showing care, aspiration or achievement in PE
- one child will be chosen to win the music badge for showing care, aspiration or achievement in music
- one member of each class will be selected by the class teacher to receive a Respect Badge, which signifies their respect of our core values: care, aspire and achievement. Parents will be informed about this via Class Dojo messages

- one member of each class will be selected to earn the star award. This signifies progress against our core values: care, aspiration and achievement

### **Class Rewards**

In order to build a positive ethos within classes, class time together is essential. Each half term, the class will take part in an activity their choosing (e.g. a trip to the park, a picnic, a class disco). All children will be able to take part in this in order to build a sense of working together.

## Supporting Inappropriate Behaviour

Please also see mobile phone statement in appendix 7

**When behaviour is dysregulated, a learning process will be put in place to help the child's needs to be met and for them to learn to manage the difficulty. A PACEful process will be adopted for both low-level incidents and crisis behaviours. We will always endeavour to CONNECT with a child before CORRECTING them. All children are different and have different starting points/ different unmet needs. Therefore, within a very consistent approach, supporting behaviour may look very different from one child to another. It may be appropriate to instigate a behaviour plan for a child displaying frequent inappropriate or dysregulated behaviours.**

All adults should use positive language that focusses on what they want to see. Staff should also take care to talk to children in a positive and mutually respectful manner. *Unless the circumstances are exceptional, staff will not raise their voices to children.*

Along with parents, school will teach children:

- to manage their emotions and feelings through the curriculum
- to develop self-discipline through their contributions and perseverance
- that inappropriate behaviour will be dealt with swiftly, firmly and fairly
- how to articulate their feelings

It is our aim to prevent potential behavioural incidences (both low-level and significant) before they occur. We will do this by:

- Knowing a child's triggers and preparing for these where possible
- Building strong connections with children so that they feel safe and secure
- Establishing consistent and predictable class routines
- Ensuring that expectations of behaviour and responses to behaviour are consistent

When a child displays inappropriate behaviour we will:

1. Respond PACEfully; giving the child with a non-verbal warning e.g. a look or a gentle touch to help them to regulate their behaviour.
2. Calmly give the child a verbal warning that provides clear expectations of the right choice of behaviour and how the child can achieve this e.g. It looks like you are finding this task tricky today. Sometimes it's hard to concentrate when you're sitting with your friends, I get that. I wonder if you need me to sit with you? Remember, if you don't XXXX then XXXXX'. A consequence\*\* is likely to be discussed.
3. If the behaviour persists, the natural consequence is likely to occur. A further consequence\*\*, including a Nojo, may also be issued and should support the child to reflect and to repair any damage or hurt that has been caused. "I wonder what made this task so tricky for you today? Maybe ... (give them some options if you can but don't expect a reply necessarily.)" Then you can refer to the class charter/ golden rules and issue the nojo. "Remember our class charter says ..... I know it's been a difficult session, I understand that. I have to give a nojo because we all agreed and signed our contract." In Years 5 and 6, a Nojo will automatically lead to ten minutes off the following lunch or break time for reflection time. In years 4 and below, a nojo will automatically lead to 5 minutes off of the following lunch or break time. Children will never be abandoned in this time and will be asked to complete a reflection chart (see appendix 6)
4. Nojos will be related to lack of care (e.g. unkind hands, feet, words, ruining work, not working), lack of aspiration (e.g. not working, talking) or lack of achievement (e.g. work not up to standard)

**Consequences may be protective- limiting opportunity for repeated negative behaviour; logical- linked to the behaviour displayed; OR natural- immediate result of the behaviour.**

**Examples of consequences are:**

- **Talking things through with other involved parties**
- **Reflection time**
- **Loss of privilege**  
This may take the form of missing a club, losing school responsibilities (such as taking the register, Young Governor role or working with younger children), absence from a school trip (refer to the Outsider Activities Policy), withdrawal from the activity or any other appropriate withdrawal sanction.
- **Working in a different classroom-** away from the cause of the dysregulation.
- **Working away from other children-** but not in isolation.
- **Community service-** repairing damage caused.

When a child's behaviour is more significant or it is repeated and not improving (for example calling out in class) then a behaviour plan or meeting with parents will be instigated.

Certain negative behaviours will be recorded on the computer based management system 'CPOMS'. These include:

Incidents involving another child

Incidents that are repeated by the child

Incidents of a physical or verbal nature

Incidences can then be seen and monitored by all affected staff. Should inappropriate behavioural incidents occur from the same child on a regular basis a formal discussion will be held with parents and the child involved. This may involve external agencies and may result in a behaviour plan and / or report card being set up to support and monitor behaviour.

**\*\***

**Natural consequences** are those which happen automatically without anyone taking an action. Natural consequences enable children to learn from their mistakes, learn for themselves and promote choice and self-control. EG, if you break something you can no longer use it; if you refuse to wear a coat, you will probably be cold.

**Logical consequences** may be used where adult intervention is necessary. Logical consequences link to the incident. Logical consequences are issued in private and only when a child is calm.

**Protective consequences** are those that limit the opportunity for the negative behaviour to reoccur. Protective consequences may include withdrawal from an activity.

## **The use of reasonable force**

**All members of our school may reward or sanction children as appropriate** (this includes Administrative Staff, Governors, Higher Level Teaching Assistants, Learning Support Assistants, Lunchtime Support Staff, Site Manager and Teachers). All members of our school therefore have the legal power to use reasonable force to maintain their own safety and that of others, to remove disruptive pupils from a classroom or to prevent pupils from leaving. Members of staff are restraint trained when applicable for identified pupils.

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Please refer to 'Use of reasonable force - Advice for headteachers, staff and governing bodies (July 2013)' for further guidance.

## **Screening and searching pupils**

In the unlikely event that a child is believed to have illegal items or objects which may cause harm to others, the school may search the pupil and/ or their belongings without permission. This will be with two members of staff present and is to ensure the safety and wellbeing of the entire school community. Parents will be notified of this action.

A child may also be taken for time out with senior members of staff. Parents must be informed of this action (either by phone call or a conversation at the end of the school day).

The Headteacher and other staff will monitor the child's response and subsequent behaviour and inform parents.

In extreme cases children may be **suspended** for a fixed term from school or excluded permanently (refer to the Government guidelines on exclusion entitled 'Exclusion from maintained schools, academies and pupil referral units in England' Ref DFE-57501-2012)

## **Managing violent incidents: Any deliberate acts of violence are both serious and unacceptable.**

Following any incident involving violence towards another member of our school community the following will be investigated:

- the age of the child
- the circumstances in which the incident occurred
- the severity of the incident

Following a thorough investigation consequences will be decided upon, appropriate actions will be taken and parents will always be informed. Severe incidents may result in exclusion (see above) or suspension.

Where there has been an incident involving physical aggression towards staff or damage to property a Violent Incident Report will be completed [VIR]. These forms are held online by Hampshire County Council.

**Managing allegations against members of staff. Action for pupils in respect of unfounded or malicious allegations:** Please refer to the Hampshire Manual of Personnel Practice for procedures regarding dealing with allegations against members of staff. If an allegation is determined to be unfounded or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the Headteacher should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil. (In September 2010 the Crown Prosecution Service published guidance for the police on harassment under the Protection from Harassment Act 1997).

### **When do sanctions apply?**

Staff may apply sanctions in line with this policy when the pupil is off-site in any of the following circumstances:

- taking part in any school-organised or school-related activity;
- travelling to or from school;
- wearing school uniform;
- in some other way identifiable as a pupil at the school;
- where behaviour could have repercussions for the orderly running of the school;
- where behaviour poses a threat to another pupil or member of the public; or
- where behaviour could adversely affect the reputation of the school.

### **Children Managing their Own Behaviour - Pupil Support Systems and Restorative Justice**

At Greatham Primary School, we believe that it is essential for children to learn to manage their own behaviour so that they develop control of their emotions and understand their accountability as a member of our society. Throughout the curriculum, and as incidents occur, children will be taught to articulate their feelings. When they experience another child behaving in a way that makes them feel uncomfortable children will be taught to politely but firmly ask the other child to stop. All children will be taught to respect another child's wishes.

Restorative justice techniques will be used to deal with issues arising between children. These will be private. All children involved in an incident will be asked to share their feelings with each other and will be listened to equally. They will then be asked to apologise as appropriate. Please see appendix for script.

Restorative approaches are based on the following:

RESPECT- everyone listening to each other's opinions

RESPONSIBILITY- taking responsibility for own actions

REPAIR- identifying solutions that repair harm and ensure behaviours are not repeated

RE-INTEGRATION- working through a structured process that aims to solve the problem

### **Communication between Staff and Staff Development and Support**

All incidents of a physical or verbal nature will be recorded on CPOMs. Patterns in children's behaviour will be monitored and addresses as necessary. Staff training needs will be addressed through the Performance Management process.

### **Communication with Parents**

Parents will be kept informed about the behaviour of their children and enabled to support school policy. Parents are encouraged to download the Dojo app in order to access the Dojo data for their child.

All incidents requiring adult intervention (for both victims and perpetrators) will be shared with parents. In order to respect the confidentiality of those involved, other children's names will not be shared and we will be unable to discuss the consequences put into place for other children.

### **Communication with other agencies**

Where it is felt that the needs of the child cannot be met through this policy, outside agency support will be sought. This may be through the Hampshire Educational Psychology Team, the Behaviour Support Team, the Children and Mental Health team or any other suitable agency.

### **Monitoring and Evaluation**

This is a statutory policy. Regular monitoring of both the impact and the procedures outlined in this policy will be evaluated to improve practice and to ensure the school's procedures are effective in ensuring equality for all. We take full account of parent's views, both informally and through questionnaires. Pupils are consulted through class circle times, Peer Mentoring and via the Young Governors about the success of what we are doing.

## APPENDIX 1: Learning Behaviour

When children's social and emotional behaviour is robust, they are able to progress in their learning behaviour. Children need to develop both resilience and reflection so that they may learn from mistakes and persevere to achieve goals.

At Greatham Primary School our vision for learning behaviour is communicated through three key actions; to care, to aspire and to achieve.

Expectation of Teachers	Expectation of Pupils	Expectations of Parents
<p><b>Care:</b> preparation of lesson-subject knowledge, pupils' current understanding, deployment of others, quality resources, supportive relationships, honest and accurate feedback.</p>	<p><b>Care:</b> engagement and attitude towards learning, presentation of work, respectful relationships with others, respecting others' rights to learn, recognising own and others achievements, care for resources and environment</p>	<p><b>Care:</b> Reinforce the importance of attention to detail. Support your child to look after their things. Teach your child to look after all property. Expect your child to put things away properly. Reinforce the importance of always being kind.</p>
<p><b>Aspiration:</b> sound knowledge of curriculum expectations, appropriately high expectations for all children, belief all can achieve age-related expectations, modelling and encouraging growth mindset, clear and helpful feedback to move learning forward oral and written) that is followed up.</p>	<p><b>Aspiration:</b> positive and determined attitude toward achievement, focus on achieving clear goals/targets, enjoys and choses challenge, resourcefulness-tries for themselves,</p>	<p><b>Aspiration:</b> Celebrate your child's efforts. Expect your child to work hard and make sure that your child knows this. Avoid the term 'clever'. Discuss your child's aims in life. Reinforce the importance of learning through mistakes.</p>
<p><b>Achievement:</b> making learning/success clear, quality first teaching, recognising and removing individual barriers, recognising effort and encouraging trial and error, recognising and celebrating success, use of individualised learning targets, celebratory displays of achieved objectives.</p>	<p><b>Achievement:</b> Recognising and valuing own achievement through effort, attitude towards overcoming barriers, resilience and determination, receiving and acting on feedback as steps to progress, recognising own progress, intrinsic motivation.</p>	<p><b>Achievement:</b> Celebrate achievement focussing on practise and determination. Put up posters and paintings that your child has done. Ask to see your child's work.</p>

We teach the children about these behaviours through our assemblies and daily class work. The behaviours are translated into child speak and displayed in every classroom.

## **APPENDIX 2: Our School Golden Rules (a code of conduct for children, staff and parents)**

We expect all members of our school community to act according to these rules at all times. Children who excel in an area at an age appropriate level will be awarded a Dojo point and children who break a golden rule will receive a Nojo point.

- We are kind and helpful* - *We don't hurt people's feelings*
- We are gentle* - *We don't hurt anyone*
- We listen* - *We don't interrupt*
- We work hard* - *We don't waste our own or other people's time*
- We are honest* - *We don't cover up the truth*
- We look after property* - *We don't waste or damage things*

# APPENDIX 3: UNICEF Rights of the Child- Articles

We subscribe to these rights for all children.

- All children have a right to be able to give their opinion.  
*(Article 12) UNCRC*
- All children have a right to find out things, and say what they think through speaking, writing, drawing etc.  
*(Article 13) UNCRC*
- All children have the right to meet and make friends.  
*(Article 15) UNCRC*
- All children have the right to information from TV, radio, newspapers and the internet.  
*(Article 17) UNCRC*
- All children have the right to an education.  
*(Article 28) UNCRC*
- The purpose of education is to develop every child's personality, talents and mental and physical abilities.  
*(Article 29) UNCRC*
- Education should teach others to respect their own and others cultures.  
*(Article 29) UNCRC*
- Education should teach children to respect the natural environment.  
*(Article 29) UNCRC*
- All children have the right to relax and play, and to join in a wide range of activities.  
*(Article 31) UNCRC*
- All children should have clean water, nutritious food and a clean environment so they can stay healthy.  
*(Article 24) UNCRC*

## **APPENDIX 4: PACE**

Children are very sensitive to the reactions and moods of the adults around them. As well as experiencing their own anxieties, children will be picking up on the stresses of the adults around them too. Although our children's anxieties can seem 'small' (e.g. missing their friends, changes to routine, not getting to play football), we must be careful not to minimise or dismiss these, but acknowledge them and give the child space to express their fears and sadness.

As with anything, being PACEful in your responses to a child takes practice. It is a different, sometimes counterintuitive way of responding to tricky situations. Whilst many situations will require spontaneous responses, it might be possible to think ahead and plan around particular 'pinch points'. Consider what tasks/activities might be tricky for a young person, how they are likely to react and how you can respond with PACE. When things don't go to plan take time to reflect on what happened, what was said and what could be done differently next time. In some situations, it might be appropriate to do this with the child present— acknowledging mistakes together can be a powerful tool. Managing situations that require us to be PACEful can be stressful and challenging and we will need to rely on the support of our colleagues at times. Adults will need to think about support networks, be mindful of own emotions and be kind to themselves and one another.

### **Playfulness**

This is about creating a fun, light and playful atmosphere when communicating with the child. It means using a light tone of voice, like you might do when story-telling, rather than an irritated or lecturing tone. It is about having fun and expressing a sense of joy.

Relating with a playful attitude keeps the interaction light and upbeat. It can help diffuse a difficult or tense situation. Children are less likely to respond with anger and defensiveness when the adult has a touch of playfulness in their communication. Being playful could mean having fun with shared games or a shared activity that involves you both.

Having a playful stance isn't about being funny all the time or making jokes when a child is sad. It's about helping children be more open to and experience positive connection. While such a response may not be appropriate at the time of risky or distressed behaviours, when applied to low level behaviours, playfulness can help keep it all in perspective.

### **Acceptance**

This is about accepting that whatever the child (or you) are feeling right now is ok. You are accepting their thoughts, feelings and perceptions without judgement. You may not agree with their interpretation, but you accept their feelings about it. It is their experience and this is important. Don't minimise or invalidate it. Show them it's ok to feel the way they do – actively communicate to the child that you accept their feelings and thoughts underneath the observable behaviour.

For example, a child may tell you "I know you hate me". It is tempting to respond with "that's not true" or "don't say that" but this may leave the child feeling that you really don't understand what it's like for them. Instead, through using PACE we could respond with "I'm sorry you think I hate you, that must feel awful, no wonder you're angry with me" or "I didn't realise that you feel like that, I'm sorry it feels that way to you".

Acceptance does not mean you have to accept the behaviour if this is harmful to themselves or to another person. You can limit the behaviour while at the same time understanding and accepting the motives for the behaviour. Convey your acceptance through your tone of voice - try using a 'story-telling' or gentle tone, showing your interest, showing your understanding and maintaining a non-judgemental stance. Acceptance is most clearly conveyed through non-verbal communication.

### **Curiosity**

This is about approaching children with an air of curiosity. Seek to understand what it is that drives them. What is important in their life? How can you get to the core of who they are and bring out the best in them? Curiosity means you don't judge them so quickly. You can ask more questions of them, as you are curious to know more about them.

Curiosity involves a quiet, accepting tone: "What do you think that was about?" or "I wonder what...?" You say this without anticipating an answer or response from a child. This is different from asking the child, "Why did you do that?" with the expectation of a reply. Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why. If an adult can stay curious about why their child is behaving as they are, the child and adult are less likely to feel cross or frustrated. With curiosity we are trying to show we simply wish to understand why. We hope to convey that our intentions are to truly understand and help the child, not to lecture.

### Empathy

Empathy is about putting yourself in someone else's shoes and allowing yourself to feel what they must be feeling. It gives us a sense of compassion for the child and their feelings. This is essential in helping a child feel understood. When someone really understands you, it can make a big difference to how you cope. Being empathic is not about reassuring the child (which tries to make the problem go away) but about being with them in the moment, carrying and containing their big emotions. This lays the foundation for connection.

With empathy, when a child is sad or in distress we are feeling the sadness and distress with them and letting them know that. We demonstrate that we know how difficult an experience is for them. We are telling them that they will not have to deal with the distress alone. Together we will get through this. The adult will stay with the child emotionally, providing comfort and support, and will not abandon them when they need the adult the most.

### Using PACE in Practice – 2 examples

Alex is refusing to engage in his tasks. He is crawling under tables, scribbling all over his worksheet and poking holes through it. He says that there is no point in doing it because he can't do it, he hates you, the work and the school. He says he doesn't care what you say or if he gets in trouble.

Typical responses might look like:

- "Alex. Come here. Stop that now. That's no way to treat your work. You'll just have to start again and that will waste your time. If you don't get it finished before break you'll have to stay in and do it."
- "That's not true Alex. You're not rubbish. Your work is great."
- "I don't think that's a very nice way to talk about yourself, me or the school Alex"
- "I know you're feeling angry. You know what you need to do to feel better."

A PACEful response may be more appropriate and lead to better outcomes for you and the child. The examples below show how you can convey PACE in your response. Which response you use will depend on the context and the child. In many situations, you may wish you to use a combination of Playfulness, Acceptance, Curiosity and Empathy. When using PACE it is important to try and match the affect of the child. If they are angry, screaming and shouting, use a big voice and gesture (feel their feelings). Try to avoid using judgmental tones or statements and instead 'wonder aloud' with the child. Using a rhythmic, 'story-telling' voice will help keep your communication open and light and also allows you to diffuse some of the heightened emotion and bring the energy of the situation down.

#### **Playful response:**

*"Oh my goodness, look at that worksheet Alex, it looks like a little mouse has nibbled right through it. I hope he's not going to eat my secret sweetie stash too. Are you ok Alex? You look really sad and upset. Why don't you come over to the comfy corner and we'll see what we can do - we're a pretty good team when we work together."*

**Accepting response:**

*"Oh Alex, you're right, work can sometimes be really difficult and it's so rubbish when we feel like we can't do something. It's horrible when you feel rubbish at something. Sometimes I feel rubbish at things too and when I can't do something I get angry with everything and I just want to scream. It's a really awful feeling." Improving life chances for all [www.fife.gov.uk/educationalpsychology](http://www.fife.gov.uk/educationalpsychology)*

**Curious response:**

*"You usually really enjoy your Maths work. I wonder what's different about today? I wonder what might be making things so tricky today? I know that your grandpa hasn't been well. Are you feeling upset or worried about other things as well as the Maths?"*

**Empathic response:**

*"Oh Alex, look how really upset you are. You look really sad. Is that right? That must not feel very nice. I think we need to work together to have a think about how to make things better for you. I know things can feel really awful and tricky sometimes but if we work together we can find another way for you to let me know when you feel rubbish. What do you think?"*

Mr Oliver has spent ages preparing an activity for Rachel. He has used her favourite book as a stimulus and has printed off pictures to help her. He puts it on the table, she takes one look at it and says "I'm not doing that, it looks crap!"

**Typical responses:**

- "Don't be so rude Rachel, I have spent ages making you that"
- "Why did you say that"
- "That's a really horrible thing to say"
- "But this is your favourite book"

**PACEful response**

• "Can you try to help me understand, you usually really enjoy this kind of activity...what's different today? I'm wondering if you're finding it hard to sit down and do your work...maybe you have something on your mind...is that right? I sometimes find it difficult to switch off from things too...it can be hard to focus on anything else when you're worried or upset or unsure about something."

Jenny asks Mrs Alison if she can play on the trim-trail. Mrs Alison says she can't because it is still closed. Jenny gets very upset and angry she starts yelling "that's so unfair, I hate you, you're horrible!!!!"

**Typical response**

- "Jenny, don't be so rude. That is not a nice way to talk to me."
- "I am not horrible and you don't hate me."

**PACEful response:**

• "OH WOW YOU'RE FEELING REALLY ANGRY....you think I'm being mean by not letting you go on the trim trail when you really want to go...I'm saying no and you really want to go and that feels rubbish...it's so frustrating when someone says we can't do something that we want to do"

• "I'm really sorry you feel that I hate you Jenny, that must feel awful...no wonder you're so angry and upset if you think I hate you...I'd want to scream and shout too...but sometimes that makes things worse"

• "It's rubbish that we can't do the things we enjoy right now...I'm missing the trim trail too...I wonder if other people in the class are missing the trim trail...maybe we could all have a think about what other games we could play safely...you could help us to make a list"

## APPENDIX 5: Restorative justice conversations- a script

Format for these conversations is as follows:

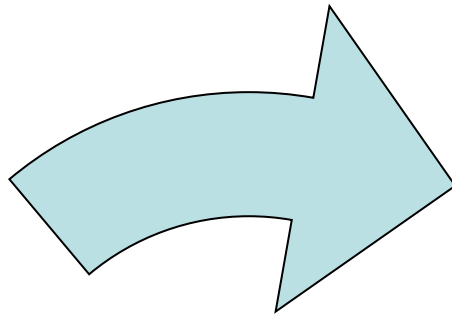
- ***what happened?*** (I tripped Sam up in the playground)
- ***what were you thinking and feeling at the time?*** (I was angry because he laughed when I fell over playing football)
- ***what have you thought about since?*** (I am still cross that he laughed but I feel bad that he got hurt)
- ***who has been affected and in what way?*** (Sam grazed his knees and cried, he had to stop playing football)
- ***how could things have been done differently?*** (I could have told Sam that I was angry that he laughed and I could have asked him not to. I could have walked away)
- ***what do you think needs to happen to make things right?*** (I need to say sorry to Sam and try not to lose my temper next time)

# APPENDIX 6: Reflection Sheets

1. What happened to start with?

What did this lead to?

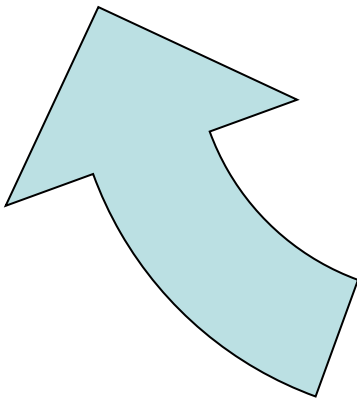
2. What would have been a better start?



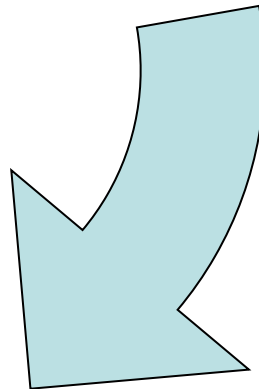
1. What happened next?

What did this lead to?

2. What could have happened next that would have been safer and kinder?

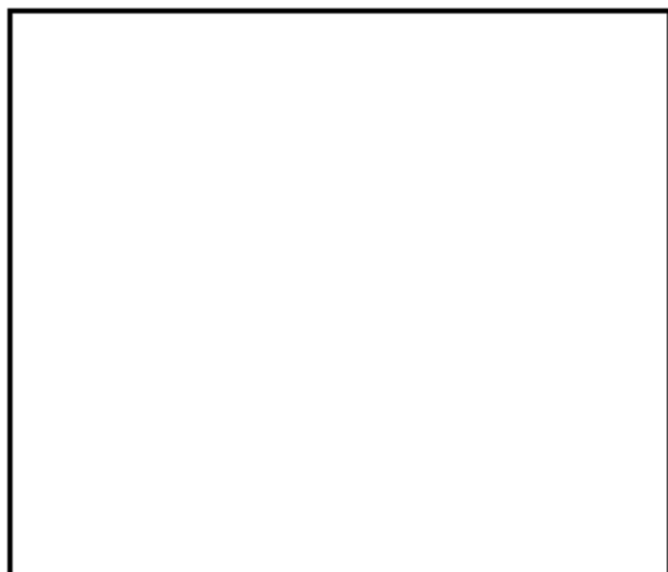


1. How did it end?  
2. How would the ending have been different?



## Behaviour reflection sheet

Draw a picture about what happened and use the rest of the ideas to help you reflect.



ADULT PROMPTS · What happened?

What were you thinking and feeling at the time?

What have you thought since?

Who has been affected by what you have done? In what way have they been affected?

What would you do differently if this happened again? How can we help you to prevent this from happening again?

What do you think you need to do to make things right?

This behaviour is not ok because:

It is not safe	
It is unkind	
It hurt someone	
It damage property	
It disrupted learning	
It is against our school values	

How were you feeling when this happened?



What strategies could you use if this happens again?

Take deep breaths	Walk away	Talk to an adult	Count to 10 slowly			
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## **Appendix 7 Mobile Phone Statement**

### **Children, staff and parents**

Children are not allowed to bring internet enabled smart phones, smart watches or any other internet enabled device onto the school site.

Staff will confiscate any internet enabled devices found on site and parents will be required to collect the device at a time suggested by the school (schools are allowed to confiscate such devices for the length of time they deem proportionate, according to the DfEs guidance on mobile phone use).

Children may bring a 'brick' phone to school if they independently walk and this device must be placed in a marked school phone box. The box will be closed after registration and will be stored in the school office throughout the day. It will be returned to class at the end of the day.

Staff will confiscate any mobile device found and/ or used during the school day and parents will be required to collect the device at a time suggested by the school (schools are allowed to confiscate such devices for the length of time they deem proportionate, according to the DfEs guidance on mobile phone use).

Parents/carers must use the school office if they need to get in touch with their child during the school day. They must not try to contact their child on their personal mobile during the school day.

### **Loss/ Theft/ Damage**

The school does not accept any responsibility for loss or theft or damage to personal technology items brought into school from home.

### **Exceptions**

Children with diabetes or medical conditions that require them to monitor their blood sugar will be allowed to bring an internet enabled device to school.

Children who require assistive technology to access learning will be allowed to bring an internet enabled device to school.

Other exceptions may be needed but all must be agreed with a member of the Senior Leadership Team prior to commencing.

### **Parents/ carer, visitors and volunteers (including governors and contractors)**

Parents/ carer, visitors and volunteers (including governors and contractors) must:

- not take pictures or recordings of pupils, unless it's at a public event (such as a school fair), or of their own child
- ensure any photographs or recordings are for personal use only and are never posted on social media if they contain images of children other than their own
- not use phones in lessons, or when working with pupils.

When supervising school trips or residential visits they must not:

- Use their phone to make contact with other parents/carers
- Take photos or recordings of pupils, their work, or anything else
- Parents/carers or volunteers supervising trips are also responsible for enforcing the school's statement for pupils using their phones, as set above, but must refer any sanctions to a member of staff, as they do not have the power to search or confiscate devices.