



## Dundry CE Primary School

### Our Behaviour (Relationships) Procedure

This procedure should be read in conjunction with the Midsomer Norton Schools Partnership BEHAVIOUR Policy – Primary Schools, ANTI-BULLYING POLICY and the SUSPENSION AND EXCLUSION POLICY (INCLUDING PERMANENT EXCLUSION)

Issued: October 2022

Reviewed: September 2023

#### **Rationale**

Our approach to behaviour management is based upon the principles of the Thrive approach. The Thrive approach supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs. This procedure is one that builds upon promoting and enabling children's self-regulation and resilience in order for them to be able to increase their own capacity for 'internally regulating' their own behaviours based upon the emotions they experience. This requires all adults in school to make time to get to know the children as individuals, teach empathy, and be clear and consistent in our expectations and boundaries. In the Thrive approach we use a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning, and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition, the model gives us a lens through which to look at and interpret children's behaviour, enabling us to identify the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs if appropriate.

At Dundry Primary School we have a commitment to continually deepen our understanding of how social and emotional learning develops and how this can be supported in school. We recognise that behaviours can be learnt and be held within our cognitive awareness, but also that they can be unconscious, patterned, defensive or discharge responses. Therefore at Dundry Primary School we are very aware that unless pupils feel safe, feel special and have their needs met, they will be unable to access learning. Our Behaviour ('Relationships') procedure reflects the deeper, important social and emotional learning that each child needs to develop, both personally and within our community.

As described in the Thrive approach, we use restorative approaches to help pupils understand the impact of their actions and how to put it right. By doing this, we give pupils the skills to independently make better and more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling. If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

Although the emphasis of this procedure will be based on this, we reserve the right to ensure there is a consequence for serious or persistent misbehaviour where appropriate. This is because we also believe that it is our responsibility as educators to teach children that in society there is a consequence for serious misbehaviour. The Thrive approach states that children need 'clear, consistent boundaries' (this is referred to as containment) and we therefore ensure that an individual's need and learning does not adversely impact on another's.

The Thrive approach centres heavily on the need for positive relationships and on the impact and importance of the role of the adult, and adult's interactions. For this reason, this procedure will also be known as our 'Relationships' procedure.

We are a community with a commitment to tolerance and inclusion, evidenced by pupil's firmly held views and our school motto:

'A small School Making a BIG Difference'

### **Procedure Aims**

Everyone at Dundry Primary School has the right to be able to work and play together in a supportive and happy community. We want all our children to develop and learn to the best of their ability. We believe that children learn best when their basic needs (physiological requirements and feeling safe) and their psychological needs (their sense of belonging and accomplishment) are met before we address their cognitive needs. This includes learning about their behaviour and emotions.

- We want children to be able to understand, regulate and manage emotions, to apply thinking between feeling (sensation and emotion) and action, and to increasingly show empathy and understanding towards others.
- We aim to enable pupils to foster a willingness to take risks, experience and overcome challenges, and be successful in their learning.
- We want children to become enthusiastic, independent and self-aware learners – socially, emotionally and academically.
- Pupils will be encouraged to build tolerance, make good choices and take responsibility for their actions.
- Children will gain a sense of pride and build self-awareness through planned and incidental social and emotional learning and positive experiences as part of the ethos of our school.

### **Reflecting our Core Christian Values**

Everything we do in school is informed by the Christian values that permeate all aspects of our school life. As a Church of England School, we identify Christian values that underpin the whole of our community. These values inform our school's vision, aims and ethos, the design of our curriculum, all policies, planning and the school's management and governance. We believe that a clear, shared understanding of the school's values is a prerequisite for the effectiveness of this Behaviour (Relationships) procedure and that disagreement and conflict should be dealt with based on Christian principles of forgiveness, reconciliation and restorative justice.

Our Core Values are:

- **Trust** - Building a culture of trust, safety and support among our school community  
*"For God is my strength in whom I trust." Psalm 18:2*
- **Hope** - Encouraging faith and love to sustain each other through difficult times  
*"Be very happy because you have hope. Be strong when you have trouble. Keep on talking with God." Romans 12:12*

- **Resilience** - Achieving good academic success and outcomes despite adversity; Keep on trying!  
"I can do all things through him who strengthens me." Philippians 4:13
- **Joy** - Our greatest joys in life are related to our learning; inspire the whole child: mind, heart and soul  
*"These things I have spoken to you, that my joy may be in you, and that your joy may be full." John 15:11*
- **Kindness** - A culture of kindness in the classroom encouraging children to become courageous advocates for positive change.  
*"Be kind to one another, tenderhearted, forgiving one another, as God in Christ forgave you." Ephesians 4:32*
- **Respect** - Valuing everyone and everything and celebrating our differences; knowing our rights and responsibilities  
*'Treat others as you would want them to treat you' Matthew 7:12*



### **Class Charters**

At the beginning of each academic year, Class Charters are created in each class in conjunction with our PSHE curriculum (Jigsaw) and the Thrive approach. The charters are produced communally by the members of each class and refer directly to our Core Values.

### **Behaviour Expectations**

At Dundry Primary School we have an agreed set of behaviour expectations to ensure the happiness and safety of everyone in our community. These expectations directly correlate to our Core Values.

1. We will treat ourselves, others, our environment and property with respect.
2. We will show a positive attitude towards learning and allow others to learn.
3. We will be kind to each other in person and when using technology.
4. We manage our behaviour and feelings appropriately.

### **Playground Rules**

- Everyone can choose for themselves what they want to play.
- We are kind and respectful to each other.
- We take care of our equipment and put it away at the end of break time.
- Play safely and make good choices.
- We include others in play.
- We listen to one another.
- We can always go to a grown up for help.

### **Learning Behaviours**

At Dundry Primary School, we teach learning behaviours and skills (Dundry Learning Powers) to enable our pupils to be successful throughout their school lives and ensure they become successful adults.

These learning behaviours include:



Independence (Independent Enquirers): managing time, managing personal possessions, taking responsibility, making good choices, aiming for excellence, setting high standards.



Collaboration (Team Workers): working together, listening, being a good team player, respecting the views of others, minimising conflict, adapting and negotiating.



Resilience (Self-Managers): persevering, being determined, recognising that making a mistake is part of learning, identifying achievable goals, being able to give things another go following a setback.



Risk Taking (creative Thinkers): thinking creatively, taking risks, trying lots of different ideas, being curious and original, making connections, questioning, pushing self to try new things, knowing that learning sometimes involves being outside our 'comfort zone'.

Thinking: asking questions like - 'what if?' or 'how?', considering different options, thinking imaginatively to solve a problem, challenging ideas and thoughts in a constructive way.



Reflection: identifying what is good or not so good about work or ideas, supporting peers with improving, taking pride in their own and others work and achievements, seeking feedback, always looking for ways to improve.

### **Staff Responsibilities to Develop Positive Relationships**

The success of our Behaviour (Relationships) procedure lies in the positive relationships staff form with children.

At Dundry Primary School, staff will ensure:

- They are good role models for children.
- Their personal emotions do not impact their behaviour and that they always respond in a 'calm' manner.
- They place importance on getting to know every pupil in their class and making every pupil feel special.
- Children feel recognised for their positive behaviours.
- Our behaviour expectations and core values are adhered to and applied consistently.
- They use positive language to reinforce behaviour expectations.
- The Vital Relational Functions (VRFs) and P.A.C.E. (playfulness, acceptance, curiosity, empathy) are regularly and consistently used with pupils.

- Misbehaviour is dealt with in a consistent manner and in private where possible.
- A high quality, differentiated education involves all pupils that builds on success and ensures progression.
- Social, emotional and academic learning is recognised and planned for.
- Thrive profiles are used to enable a strategic response to individual, group and class development.
- To encourage children to recognise sensations, and therefore emotions, to manage their feelings by separating them from actions and allowing opportunities for thinking to take place between the two.
- They support children to see themselves, their relationships and the world positively.
- They actively support parental involvement in school and remind parents that they have a valuable role to play.
- To understand that fixed term internal and external exclusions may be part of a positive relationship approach once all other avenues have been explored.
- That expectations around behaviour, rewards and consequences are understood and reviewed regularly.

### **Positive Recognition**

At Dundry Primary School we will always look to recognise and reward positive behaviour against our behaviour expectations. This not only reinforces the behaviours but it also helps to build pride and self-esteem in our children.

This can be through, but is not limited to:

- **Positive Praise** - this can be in the form of verbal recognition or a comment written on a piece of work. This is our easiest and most effective tool in maintaining a positive ethos, encouraging good behaviour and building secure relationships. Staff are encouraged to comment on good behaviour in relation to our Core Values in order for children to understand what the value looks like in practice. We also encourage staff to ensure that praise is specific and personal so the pupil knows staff have paid full attention to them and that they know exactly what they have done well. Through the use of the Thrive Approach, we regularly use the language of 'noticing' i.e. "I noticed how calmly you walked through the door just then."
- **Visit Another Member of Staff** - a pupil may be asked to celebrate their achievements with another member of staff.
- **Celebration with Class** - a teacher may choose to praise and positively recognise a child in front of a group or class of children (always taking into consideration whether this is a suitable form of praise for the individual child).
- **Stickers** - a reward sticker (or stamp) may be given for particularly good work and/or behaviour by a class, group or individual child. The Head Teacher may also award a 'Head Teacher's Award' sticker for good behaviour or work. The sticker is always given in conjunction with positive praise (either recorded in the child's book or verbally).
- **House Points** - these are given out readily in conjunction with praise for effort and achievement and recorded on Class Dojo. All children belong to a House (vertical grouping across the whole school) to earn House Points. House Captains collect the number of House Points earned each week and at the end of term the house with the highest number of house points earns a house treat (usually an additional playtime).
- **Celebration Assemblies** - pupils from each class receive an individualised certificate at a special weekly assembly recognising children for using and applying a Core Value (value certificate), achieving academically (HT Award and badge) and going above and beyond with their learning, attitude and/or effort (achievement certificate).
- **Public Display of Work** - where children work hard and produce a piece of work that is to the best of their ability, teachers may choose to display this work within their classroom as a form of positive recognition.

- **Positive Feedback to Parents** - this could be communicated verbally at the end of the day, a written note home, a message on Class Dojo or a phone call home.

### **Specific Behaviour Needs**

In some circumstances, where the school has identified a child to have additional needs, our approach to managing behaviour may need to be adapted and personalised for the child. This will be with the full support of the adults in school, and where necessary, on advice from external professionals working with the school, who have detailed working knowledge of the child.

‘Individual Behaviour Support Plans’ are written for pupils by the SENCO with significant behaviour needs. They are specifically tailored to meet the needs of the individual pupil and are reviewed regularly. The purpose of these plans is to increase the pupil’s self-control skills and enable their social integration into school. A Behaviour Support Plan is maintained to record and monitor challenging behaviour. Often reward charts or positive behaviour trackers are used to track, motivate and record good behaviour. The behaviour of the pupils is the shared responsibility of parents/carers and teachers. Parents/carers are informed of any Individual Behaviour Plans written for their child and their support is actively sought through frequent consultations. These may be informal or more formal multi-agency meetings. If continued poor behaviour places the pupil at risk of exclusion a Pastoral Support Plan may be deemed more appropriate to meet the pupil’s needs.

### **Positive Touch**

All staff at Dundry Primary School receive in-house Thrive training. We also have a qualified Thrive Practitioner (Mrs Perrett) which all staff can seek professional guidance from. The Thrive approach adopts the use of ‘Positive Touch’. This refers to physical and safe touch as a developmentally appropriate intervention that will aid healthy emotional growth and learning. Research within the Thrive approach shows clearly that healthy prosocial brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult. If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channelled and communicated safely. In recognition of this and under specific conditions, staff will consider using safe touch as one of the means available to them, for example to calm a distressed child or encourage an anxious child. (See our safe Touch MAT procedure)

### **Misbehaviour**

Within the Thrive Approach, recent research in Neuro-Science, Child Development and Attachment Theories tell us that all behaviour is a form of communication. Misbehaviour can be driven by hidden factors and may be a sign of wider dysregulation. It is our responsibility to work towards understanding these unique factors within every child. Our natural default seems to be an investment in addressing the visible behaviours, when if we addressed the cause, we would indefinitely see a greater impact, potentially avoiding misbehaviour all together. Staff at Dundry Primary School are therefore encouraged to make reasonable adjustments to meet individual underlying emotional needs.

Disruptive behaviour, behaviour which infringes the rights of others’ and behaviour that does not represent our Core Values, will not be ignored, but will be dealt with using a kind, but firm stance using

the Thrive approach. Staff will invest time with individual pupils, remaining calm, whilst using the VRFs to attune to their feelings and validate the emotions they are experiencing. They will then support the pupil to feel safe and be able to self-regulate. Once pupils are in an emotionally stable place to do so, staff will then work with pupils to problem solve and if needs be make amends.

Pupils will know what the consequences of misbehaving will be as these are consistently shared by all staff. The age of the child will be taken into account when considering the expected behaviours and consequences of actions and in some scenarios there will need to be an element of professional judgement made by the teacher. Allowances should be made for those pupils with specific needs or certain conditions and it will be appropriate for some pupils to have their own Behaviour Support Plan with their own rewards and consequences. Whole classes and groups of pupils should not suffer the consequences of other pupils' inappropriate choices. Behaviour management strategies used by staff will therefore target the individuals responsible.

### **Vital Relational Functions (VRFs)**

When managing all levels of misbehaviour and dysregulation, staff will use the VRFs to support and guide children with independently managing their emotions and well-being. (See Appendix 1 for more information on how to use these effectively to support dysregulation and address misbehaviour.)

- **Attune** - Be alert to how the child is feeling: demonstrate attuning to their emotional state showing you can catch how they feel through facial expression, body language, gesture, noises: ah, oo, oh, mm, eek etc. Demonstrate that you understand the intensity, pitch, pace, volume, expansiveness or spatial experience of the child's emotional state.
- **Validate** - Be alert to the child's experience: validate their perspective/experience/feeling. This needs to happen before you move to help them regulate it. This is the beginning of being able to think about feelings. Avoid reassuring, persuading otherwise, contradicting.
- **Containment** - Be alert to how they are feeling: demonstrate containment. Show that you catch and understand the pitch/intensity/quality of their feeling or mood and that you can bear it. Make their deep distress, raging anger or sorrow, a survivable experience. Catch it, match it and digest it by thinking about it and offering it back, named, in small digestible pieces. This will make bearable the strongest emotional state. This shared experience builds trust for the child: in you, in adults and in the world.
- **Regulate** - Be alert to how they are feeling: demonstrate emotional regulation by soothing and calming their distress. Catch the emotion, match it and help the child to regulate the feeling up or down. They need to experience being calmed before they can do it for themselves. You will be communicating the capacity to regulate emotional states by modelling how to do it.

### **Sanctions and Support for Incidents of Unwanted Behaviour**

There are different types of unwanted behaviour and it is important that we consider the sanctions available to us to ensure that a sanction is suited to the behaviour and the individual. All sanctions, reminders and corrections will be shame-avoidant. The following table is to be used as a guide only and gives a feel for the types of sanction used by school staff. It is important to remember that every child is an individual, therefore an individual approach will be taken and adaptations will be made to meet the needs of the child. It is also important that sanctions should be short term and are to be used to help children make better behaviour choices. Wherever possible, we believe that each day should be a new opportunity so sanctions are rarely carried over to another day.

	Types of behaviour	Actions to be taken	How this is recorded
Low <i>isolated</i>	Low level disruption in the class - this refers to behaviours that interrupt the 'flow' of a lesson, inappropriate verbal response, work avoidance or disruption the learning of themselves or others	A verbal reminder of expectations given and clear explanation of consequence if behaviour continues. Children will be listened to and given the opportunity to explain. Suitable consequences would include: a cooling off space, moving tables, moving rooms, offer of support to help regulate the child (this could include fidget toys, visuals and adult support).	Much of this is verbal feedback to the children. Class teachers may record discreetly using their own system eg a small whiteboard on the adult's desk.
Medium <i>isolated</i>	Isolated incidents of unkindness, rudeness to others, disrespectful	Pay attention to the children involved and the situation, attune and validate their feelings, contain and regulate - explaining what will happen next. Conflict resolution strategies used to problem solve, find a solution and make amends. Adults will try to catch the child doing the right thing and praise will be given.	Much of this is verbal feedback to the children. Class teachers may choose to inform the child's parents/carers and may choose to record the incident on My Concern.
High <i>persistent</i>	Swearing, persistent unkind behaviour, persistent rudeness to others, refusal to cooperate, persistent low level disruption, incidents of aggressive/physical behaviour	<i>Child is sent to SLT</i> <b>SLT:</b> Pay attention to the children involved and the situation, attune and validate their feelings, contain and regulate - explaining what will happen next. Conflict resolution strategies used to problem solve, find a solution and make amends. Adults will try to catch the child doing the right thing and praise will be given. Suitable consequences would include: time out of the classroom with a member of SLT, writing an apology, or missing part of break time (with another suitable arrangement made).	If appropriate, SLT will speak with the child's parent/carer and record the incident on My Concern. SLT will always speak with the class teacher.
	Racism, homophobia, acts of serious violence/aggression towards another person, serious destruction of property, stealing, running away	<i>Child is sent to SLT</i> <b>SLT:</b> Pay attention to the children involved and the situation, attune and validate their feelings, contain and regulate - explaining what will happen next. Conflict resolution strategies used to problem solve, find a solution and make amends. Suitable consequences would include: time out of the classroom with a member of SLT, writing an	SLT will always speak with the child's parent/carer and record the incident on My Concern. SLT will always speak with the class teacher.



		apology, missing break time, internal exclusion and then the consideration of external inclusion (refer to MAT SUSPENSION AND EXCLUSION POLICY (INCLUDING PERMANENT EXCLUSION)). <a href="#">MAT External Policies drive</a>	
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Before using this system ensure the child is regulated enough to be able to engage meaningfully, see Appendix 1 for more information. Where possible consequences relating to misbehaviour will relate naturally. However, we recognise that this is not always possible or appropriate. The VRFs, restorative conversations or joint problem solving will need to be used in conjunction with this system, see directly below and Appendix 1 for more information.

This consequence system will be consistently followed by all staff when managing misbehaviour:

1. The child is given a clear, verbal reminder of the behaviour expectations. This will be done privately where possible. If appropriate, a discussion will be held to uncover any triggers underlying the behaviour choices.
2. The child is given a second clear, verbal reminder of the behaviour expectations. A discussion will be held to uncover any triggers underlying the behaviour choices. Depending on the individual child and where age/developmentally appropriate, the staff member will clearly explain why their behaviour is unacceptable. The staff member will help them identify what they can do so that it does not escalate.
3. If the misbehaviour persists or is of a level that is deemed immediately unacceptable, the child will receive a consequence at the adult's discretion. This could include, but is not limited to, moving seats, having time away from the classroom, having a time scale or adapting the task. The adult will continue to explain clearly the behaviour expectations.
4. If the misbehaviour persists, the child will be removed from the classroom and given time to regulate and reflect on their behaviour. They will be given the opportunity to complete their work in a designated place, decided by and arranged by the class teacher and appropriate to the child's age and need (e.g. a quiet space, another classroom, with another member of staff). The length of time away from their base class will be decided by the class teacher and discussed with a member of the SLT, as appropriate. A restorative conversation will take place to ensure a positive relationship is maintained and that the misbehaviour is fully addressed. The child may miss some playtime on that day (as deemed appropriate by the teacher). On their return to class, the child will be given a 'clean slate' and no further consequences will be endured. Parents/carers will always be informed when this has occurred.

### **Restorative Conversations/Reflections**

To address the emotions and feelings behind a misbehaviour and teach empathy and responsibility a Restorative Conversation or Reflection is vital. This can occur both formally and informally depending on the nature of the misbehaviour. Also, depending on the situation and the child's age/developmental stage, this reflection may be completed with an adult or independently. Within the Thrive approach this conversation or reflection is part of Captain Thinking or 'lending your thinking brain'.

Restorative conversations or reflections will address the following:

1. What were you thinking or feeling at the time?
2. What happened?
3. Who was affected?
4. How did this make people feel?

5. How have you felt since?
6. What could you do to put things right?
7. How can we do things differently in the future?

### **Serious Incidents**

Staff must recognise that young people can abuse other young people. This is generally referred to as child-on-child abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying, prejudice based and discriminatory bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; abuse in intimate personal relationships between peers; causing someone to engage in sexual activity without consent; consensual and non-consensual sharing of nudes and semi nudes images and or videos; upskirting and initiating/hazard type violence and rituals (Keeping Children Safe in Education, 2021).

There is no place in our school community for these behaviours. These incidents are always reported to a member of the SLT who deals with the incident, with advice and guidance from other advisers and partners where necessary. The duty to keep all children safe and to have the best interests of the child/children involved at the heart of any decision making will be central to any actions taken. The school may choose to apply the most appropriate sanction, up to and including permanent exclusion (refer to the MAT SUSPENSION AND EXCLUSION POLICY (INCLUDING PERMANENT EXCLUSION)) .

If any child puts themselves or others at immediate risk, staff will send/escort the child to the Senior Leadership Team (SLT). If the child refuses, a member of SLT will be sent for and the remaining children taken to another location.

### **Home/Parent Link**

The behaviour of pupils is seen as the shared responsibility of parents/carers and teachers. Parents/carers will be made aware of the schools' expectations through the sharing of this Behaviour (Relationships) procedure, the school website and our Behaviour Expectations and Core Values which are displayed around the school environment. Rewards, achievements and serious/persistent misbehaviour incidents will be shared with parents/carers on Class Dojo or through a phone call home.

## Appendix 1

### **What to do when dealing with misbehaviour/dysregulation:**

Ensure you follow the Consequence System alongside this guide as boundaries must remain firm and clear. Ensure you explain why the behaviour is undesirable and what consequence may occur if the behaviour is not corrected. *This is simply a guide and may not suit all situations.*

#### **1. Pay Attention**

Stop what you're doing and focus-in on the child, showing them full attention so that they know that you care. Look at what you know so you have all the information on the situation and explain your viewpoint in regards to the Consequence System if necessary. You can empathise with the feelings of the child even if the behaviour is disagreeable.

#### **2. Attune**

The member of staff gets down to the child's level & 'catches and matches' their feeling. It is important to mirror the behaviour to show you understand how they feel. Speaking calmly and slowly, using positive touch if necessary e.g. hold their hand or put a hand on their shoulder. Try and keep eye contact.

#### **3. Validate - the feelings, not the behaviour**

Let the child speak, using the phrase 'I wonder' to try and encourage the pupil to explore the incident for themselves. For example, 'I wonder if you are upset because they did not let you join in.' Use adult speak to repeat what they've said to you to make it clear. Validate their feelings. Let them know that it's ok to feel like that and that everybody feels like that sometimes.

#### **4. Contain & Regulate**

Depending on the child, ensure the child is contained e.g. letting them know what is going to happen and when, moving them to a 'safe space' (area of containment) inside or outside the classroom, or giving them some form of sensory stimulation e.g. fidget toy, calming music, a book etc. Support the child to regulate their emotions so they are within their window of tolerance.

#### **5. Problem Solving/Lending the Thinking Brain**

Don't give children the solution but support them in finding it. Again, use the language of 'I wonder' to explore incidents as this won't put pressure on a pupil who is already dysregulated or is not ready to share their experiences. For example, 'I'm wondering if this might have happened because...'. If they offer a solution, take it. It is then agreed. If another pupil was involved, try and build in how that person might have been feeling, or how they were affected. Again, this could be through the language of 'I wonder'. For example, 'I'm wondering how that might have made xxxx feel?'

*A restorative conversation or problem solving may need to take place at a later point, depending on the level of dysregulation in the child. Regulation is the immediate priority, problem solving can come later.*

#### **6. Making Amends**

Once the child has solved the problem, talk to them about making amends. This could be tidying up if they have made a mess or damaged something, writing an apology letter, making a card, or simply giving someone a hug.

7. **Notice afterwards...** Once the child is completely regulated again and returned to learning or playing, begin to give specific praise again using the language of 'I notice'. For example, 'I noticed that you were very kind to xxxx because you shared the ball with them.'

## **Appendix 2**

Within our unique setting we believe in the 'Dundry Way'.  
We empower all individuals to achieve their full potential

### 'The Dundry Way'

To feel Safe, Happy, Special and have Needs Met  
By being Caring, Consistent and Calm at all times!

Ready

Respect

Safe

#### VRF's

- Attune** - catch and match the feeling
- Validate** - Stop behaviour validate the feeling
- Contain** - Make the unbearable survivable
- Regulate** - Meet the intensity, then calm and soothe

#### Relentless Routines

- Meet and Greet
- Uniform
- Legendary Line Up
- Fantastic walking
- Marvellous Manners

**We believe that** – All behaviour is communication so every effort must be made to understand it. All consequences must be viewed as a conversation to improve future behaviour.

All responses to unwanted behaviour should be immediate and consistent

#### **Reconnect & Repair**

#### **Recognition**

- Certificates in assembly
- Positive notes/phone calls home
- Stickers
- Recognition boards in class
- Golden Time

#### **Consequences**

- Conversations PIP & RIP  
*(Praise in Public, Reprimand in Private)*
- Pay back learning time in golden time
- Repair any damage caused in own time
- SLT Intervention

## Incident Investigation / Report Form

<b>Date:</b>	<b>Time:</b>	<b>Person reporting incident:</b>	<b>Location of incident:</b>
<b>Statement 1. Name &amp; Year:</b>		<b>Were they involved? yes / no</b>	
<b>Statement 2. Name &amp; Year:</b>		<b>Were they involved? yes / no</b>	
<b>Statement 3. Name &amp; Year:</b>		<b>Were they involved? yes / no</b>	
<b>Statement 4. Name &amp; Year:</b>		<b>Were they involved? yes / no</b>	
<b>Did anyone require first aid? yes / no details:</b>	<b>Has an accident form been completed? yes / no If yes give reference no:</b>		
<b>What happened next? (include adults and other children involved in the resolution)</b>			
<b>Action taken (include consequences &amp; parent notification)</b>			

