



St Margaret's Academy Single Page Behaviour Policy

*It's all about relationships...
We are all here for the children...*

Consistency with flexibility – calm adults will problem solve together...



School Values

There are four values that underpin all our work: *kindness, respect, responsibility and aspiration*. These are displayed prominently in every classroom. They guide all our work and are promoted at all times.

Inclusion v Exclusion

We are going to stand by our most vulnerable children. We are not going to look at them 'as someone else's problem'. We recognise **they are often in distress** rather than choosing to be disruptive. They may have an **underdeveloped prefrontal cortex** which means they are unable to meet adults' expectations, rather than wilfully choosing not to. Therefore, they need our support, our connection and inclusion. We will only contemplate exclusion in very rare circumstances. Instead, we will look at more restorative approaches such as helping the site manager after school. We will talk to them about wanting to help them return to learn.

Transition is Key

Staff will always be in place ready for transition with a welcoming smile, recognising good behaviour. Pre-planning some activities for some children will help them better transition into class.

Angry Children

Teach them self-talk in calm moments. Remind them of these when angry and that adults are here to help:

- I can choose to walk away
- I can stop myself
- I can be ok
- I can be in control of myself

The Intervention Script *(always to be followed step by step)*

1. Give a reminder of the school value (with take up time) – *take the initiative to keep it at this stage if possible*
2. Give a warning (with take up time) privately if possible and outline the consequence
3. Last chance (with take up time- *lots*) done in private:
 - a. "I have noticed that you..." – *describe the behaviour*
 - b. "I wonder if you are feeling..." – *name the emotion to tame the emotion (Dan Siegel)*
 - c. "You have chosen not to follow the school value..." – *explain the value*
 - d. "Do you remember when you..." – *describe good behaviour previously seen in this child*
 - e. "This is how I want you to now behave..."
 - f. "Thank you for listening." – *walk away, don't look back and don't respond to any secondary behaviours*
4. Triage the appropriate level of R&R e.g. with SLT or 2 minutes alongside another adult in the playground – and what the restoration should be.

Reflect and Restore (R&R)

This takes place in the child's time. Drawing the incident on paper alongside the child can be very useful.

Questions to guide the reflection:

1. What happened? **Actively listen to them, acknowledge their perspective and empathise.**
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. What should we do to put things right?
6. How can we do things differently in the future? **Lend them your brain and help them problem solve.**

Finish by making restoration and moving on.