Speen Church of England School

Behaviour Policy

Issued: April 2026 (updated October 2026)

Next Review: April 2027

THEN CHRIST WILL MAKE HIS HOME IN YOUR HEARTS AS YOU TRUST IN HIM. YOUR ROOTS WILL GROW DOWN INTO GOD'S LOVE AND KEEP YOU STRONG.

– EPHESIANS 3:17 (NLT)

The governors and staff of Speen Church of England School wish to see all pupils achieve their full potential academically, emotionally, socially and spiritually. In 'understanding God's teaching for our lives' (explored through our times of collective worship), our Christian values of care, courage, respect, honesty and responsibility help us to grow as a family together. They also form and underpin the basis of how we behave towards others. By pursuing these values, we believe that not only will our individual lives bear fruit, but we will 'bring life to others'.

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in Schools (February 2024)
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education
- Restrictive interventions, including use of reasonable force, in schools (in force 1 April 2026)
- Supporting pupils with medical conditions at school
- The Early Years Foundation Stage statutory framework

It also draws on the Special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88–94 of the Education and Inspections Act 2006, which require schools to regulate pupils' behaviour and publish a behaviour for learning policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- Sections 93 and 93A of the Education and Inspections Act 2006 and the Schools (Recording and Reporting of Seclusion and Restraint) (No. 2) (England) Regulations 2025, which govern the use of force, restraint and seclusion and the duty to record and report it
- DfE guidance explaining that maintained schools must publish their behaviour for learning policy online

This policy should be read with our Restrictive Interventions and Use of Reasonable Force Policy, Child Protection and Safeguarding Policy, Staff Code of Conduct & Duty of Care, Anti-bullying Policy and SEND Policy.

School Rules

Our school rules have been developed by pupils and staff, reflecting our values.

Honesty – Everyone makes mistakes. When we do, we tell the truth about it.

Courage – When someone does the wrong thing, we tell them we don't like it. If it continues, we tell a grown-up.

Respect – We are good listeners and respect what other people have to say. We have excellent manners and are always polite.

Compassion – We look after each other if someone is sad or hurt and always use kind hands, words and feet.

Responsibility – We are proud of our school and look after the building and equipment. This includes taking responsibility for our own possessions.

Family – In our Speen family, everyone works as a team and is included in our games and conversations.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Showing a negative attitude to learning, adults, or peers
- Refusal to complete work set
- Speaking inappropriately to others
- Not following reasonable instructions at the first time of asking

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Verbal or physical assault towards children or adults
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - Fireworks
  - Pornographic images
  - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

We recognise that for our youngest children, behaviour such as hitting, biting or running away is often a developmental stage or a form of communication rather than misbehaviour. Staff take this into account (see "Rewards and Sanctions").

Bullying

Bullying can be defined as unwanted behaviour from a person or a group that makes someone feel uncomfortable, including feeling frightened (intimidated) or less respected (degraded) or upset (humiliated). Bullying may take many forms (e.g., obvious or subtle; a 'one-off' or sustained behaviour) and the perception of bullying can differ from person to person. However, some bullying may be better described as Harassment. Harassment is defined in the Equality Act 2010 as unwanted conduct related to a relevant protected characteristic (age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation) that has the purpose or effect of violating someone's dignity, or creating an intimidating, hostile, degrading, humiliating or offensive environment for them.

Bullying or harassment can include:

Type of Bullying or Harassment	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
• Prejudice-based and discriminatory, including: – Racial – Faith-based – Gendered (sexist) – Homophobic/biphobic – Transphobic – Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Specific details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Roles and responsibilities

Governing Body

- The Pastoral Committee is responsible for reviewing and approving the written statement of behaviour principles (see Appendix 1).
- The Pastoral Committee will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.
- The Pastoral Committee receives an anonymised termly report on the use of restrictive interventions, as set out in the Restrictive Interventions and Use of Reasonable Force Policy.

Head Teacher

- The Headteacher will implement the school behaviour policy consistently throughout the school, and report to Governors, when requested, on the effectiveness of the policy.
- Promote good behaviour, self-discipline and respect.
- Support staff in the implementation of the policy.
- The Headteacher will ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.
- The Headteacher will ensure that this behaviour policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.
- The Headteacher will ensure that staff are trained, and that every significant incident involving a restrictive intervention is recorded and reported to parents as required by the Restrictive Interventions and Use of Reasonable Force Policy.

Staff

- Ensure that the school rules and values are observed in their class, throughout the school, and on the playground.
- Have high expectations of each child in terms of behaviour within the classroom, around the school, during collective worship and assemblies, and strive to ensure all pupils learn to the best of their ability.
- Treat each child fairly and enforce the school rules consistently.
- Ensure that pupils complete assigned work.
- Build a supportive dialogue between the home and the school and inform parents if we have concerns about their child's welfare, attitudes to learning or conduct.
- Record any physical measure used to keep a child safe on the same day, and make sure parents are told, as set out in the Restrictive Interventions and Use of Reasonable Force Policy.

Pupils

The school will ensure that all children are aware of the behaviour expectations of the school and understand the reward and sanction system. Children will be invited to reflect on these behaviour expectations through school council and the pupil survey.

Parental involvement

The school will endeavour to work with parents to support the behaviour of the children in school. Parents can help by:

- Getting to know the school's behaviour policy and reinforcing it at home where appropriate
- Supporting their child in adhering to the school's behaviour policy
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher promptly
- Taking part in any pastoral work following misbehaviour
- Raising any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Taking part in the life of the school and its culture

Rewards and Sanctions

At Speen School, we believe that all pupils thrive in an environment where positive behaviour is recognised and encouraged. Our approach prioritises praise, encouragement, and the celebration of effort and achievement. While there are consequences for behaviours that disrupt learning or go against our school values, we are committed to ensuring that all behaviour management strategies are fair, inclusive, and appropriate to each child's individual needs.

For pupils with Special Educational Needs and/or Disabilities (SEND), we recognise that their behaviour may be a form of communication, and that difficulties in understanding, emotional regulation, or sensory processing can affect how they respond to rules and routines. The same is true of our youngest children. Before any sanction is considered, staff will carefully evaluate:

- Whether the pupil understood the instruction or rule,
- Whether their behaviour was a result of their SEND or their stage of development,
- Whether reasonable adjustments could be made to support a different outcome.

Only once these considerations have been made will staff determine whether a sanction is appropriate and, if so, how it can be applied in a way that is supportive and constructive.

Rewards: Personalised and Class-Based Approaches

We use a variety of rewards to celebrate effort, kindness, achievement, and positive behaviour. These may be adapted to meet individual needs and preferences:

- Positive comments and verbal praise
- Class Dojo points (Bramley Class)
- Rainbow pieces (Pippins Class)
- Headteacher's Award – two stickers and a newsletter mention for consistent effort or achievement
- Star of the Week – one child chosen from each class
- Manners Trophy – awarded weekly to a child who has shown respect and kindness to others

Sanctions: Age-Appropriate and Considerate of Individual Needs

We aim to promote self-reflection and personal responsibility through supportive responses to behaviour. Sanctions are used carefully, proportionately, and with a focus on restoring relationships and supporting behaviour change. Examples include:

- Verbal reminder or gentle redirection by the attending staff member
- Conversation with the Headteacher
- Calm reflection time, with or without adult support
- Completion of a reflection sheet (Bramley Class, as appropriate)
- Short loss of playtime or lunchtime (used with care and consideration)
- Contact with parents or carers to work together on solutions
- Agreeing a simple, supportive behaviour plan
- Time away from the classroom, in a quiet space or with a trusted adult. The child is supervised and is not prevented from leaving (see the Restrictive Interventions and Use of Reasonable Force Policy on seclusion).
- Suspension or permanent exclusion – used only in the most serious circumstances and in line with statutory guidance.

A physical measure used to keep a child safe is never a sanction, and no sanction is added because a physical measure was used. Where a child is very young, or their behaviour is linked to their SEND or a communication need, our response is support under their behaviour plan.

All responses are guided by our commitment to understanding the child, working in partnership with families, and supporting every pupil to feel safe, valued, and ready to learn.

Preventative Strategies

At Speen School, all staff are responsible for using preventative strategies to de-escalate and manage behaviour. The Headteacher will provide support when requested. We avoid prolonged discussions about behaviour and instead focus our energy on helping pupils return to learning quickly and positively.

To support children in making good choices, staff use a range of preventative approaches to reduce the likelihood of behaviour escalating to the point where a consequence is required. These include:

- **Non-verbal cues** – agreed signals with children so they see they are making the right choice and to remind them of the school rules.
- **Verbal strategies** – positive praise given to 'catch them being good', being specific so the child can repeat the positive behaviour.
- **Physical resources** – visual timetables to be up on whiteboards, in all classes, and any reward charts to be used to support positive attitudes to learning.

- **Environmental controls** – teachers will ensure the children are seated so they can focus on their learning and provide a safe place where suitable.
- **Directed choice** – giving the child a choice to encourage them to make a positive decision (e.g. 'you can either put the toy away in your bag or leave it on my desk').
- **Distraction** – distracting a child by using topics that they enjoy.
- **Calm communication** – a calm voice, a side-on stance, and "now and next" or other visual support, particularly for our youngest children and those with communication needs.
- Child given the opportunity to work in another class. This can be used for good behaviour to reinforce positive relationships.

Additional Support

Children with SEND or additional behavioural needs may require individualised approaches to support their understanding of expectations, emotional regulation and relationships with others. Staff will consider each child's developmental stage, communication needs, sensory profile and individual circumstances when responding to behaviour.

Where behaviour is linked to a child's additional needs, staff will prioritise appropriate support, preventative strategies and reasonable adjustments. Sanctions will be carefully considered on an individual basis to ensure that responses are fair, proportionate and do not disadvantage children because of their disability or additional needs.

Some children may need more specific support in order to understand the need for self-discipline. In such cases, support may include:

- An Individual Behaviour Plan with achievable targets and regular reviews (read and signed by parents and the class teacher)
- Use of ABC (Antecedent, Behaviour, Consequence) charts to track and analyse behaviour patterns
- Individualised reward charts tailored to the child's needs, focusing on achievable steps and celebrating progress
- All staff working with the child will follow the Behaviour Plan and be updated with review outcomes
- Where a child may need physical measures to keep them safe, the plan is extended into a Positive Handling Plan and risk assessment, co-produced with parents (see the Restrictive Interventions and Use of Reasonable Force Policy)
- In consultation with parents, the Headteacher may enlist the support of outside agencies where this will support the child in meeting school expectations

PSHE

At Speen we ensure that there is constructive whole school planning for PSHE. We teach the social skills of sharing, turn-taking, listening, giving and receiving compliments, giving and receiving criticism. We use social problem-solving structures such as circle time and agreed class rules to give a framework for good behaviour and resolving difficulties constructively. We teach emotional vocabulary so that children develop the language skills to help them recognise and understand their own and others' feelings.

Lunchtimes

All children are expected to treat the Midday Supervisors with the same respect as the teaching staff. The Midday Supervisors will reward children for good playground behaviour such as tidying up, being kind and helpful and playing harmoniously, by verbal praise. They will also use sanctions for inappropriate behaviour.

All behaviours which warrant a reflection time will be discussed with the class teacher at the end of lunch time. It is important that the class teacher is informed in order to identify any patterns in behaviours. Any physical measure used at lunchtime is reported to the class teacher and Headteacher the same day, so that the record can be completed and parents told.

Restrictive Interventions, including Reasonable Force

Our full arrangements are set out in our **Restrictive Interventions and Use of Reasonable Force Policy**, which should be read with this policy. In summary:

- All school staff have the legal power to use reasonable force to prevent a pupil from causing injury to themselves or others, committing a criminal offence, damaging property, or causing disorder among pupils at the school, whether during a teaching session or otherwise.
- Any use of restrictive intervention (including reasonable force, restraint and seclusion) will be lawful, proportionate, and used only as a last resort, in line with the DfE guidance 'Restrictive interventions, including use of reasonable force, in schools' (in force from 1 April 2026). Restrictive interventions must never be used as a punishment or to enforce compliance. Staff must use the least restrictive intervention necessary for the shortest time required to reduce the risk.
- Only staff trained in Step Up use physical measures, and only the techniques taught on that training. Untrained staff act only in an emergency.
- From 1 April 2026, there is a statutory duty to record every significant incident involving the use of force, restraint (including non-force restraint) or seclusion in writing, as soon as practicable and no later than the same day, by the staff member involved. We use the **Daily Incident Record** (Appendix 3) for this.
- A written report must also be provided to parents/carers as soon as practicable, and we aim to do this on the same day. It includes the time, date, location and approximate duration; why the intervention was necessary; the type and degree of force applied; and details of any injuries.
- The record includes the names of the child and staff involved, the child's relevant needs including SEND and SEN status code, what led up to the incident and any triggers, the de-escalation strategies used, and any post-incident support.
- The Governing Body (through the Pastoral Committee) has oversight of all incidents, reviewing data to identify any disproportionate impact by frequency, gender, race or SEND status, and to support a prevention-first culture.
- Where a pupil has SEND, staff will seek to understand the underlying triggers for behaviour, work collaboratively with the pupil, parents and professionals, and put in place a co-produced behaviour support plan with risk assessments where relevant.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. All staff receive training to recognise when behaviour changes may indicate safeguarding concerns, and will follow the school's reporting procedures without delay, recording concerns on CPOMS. Where necessary, we will follow our child protection and safeguarding policy, and consider whether pastoral support, early help intervention, or referral to children's social care is appropriate.

The Designated Safeguarding Lead considers any pattern of physical measures used with a child for safeguarding implications. If an allegation is made that a restrictive intervention was used inappropriately by a member of staff, the procedures in Keeping Children Safe in Education (Part Four) and our child protection and safeguarding policy are followed.

Behaviour Outside of School Premises

In line with the DfE's Behaviour in Schools guidance (February 2024), the school's behaviour expectations and the headteacher's power to sanction apply beyond the school gates in certain circumstances. Staff may apply the behaviour policy and issue sanctions whenever pupils are in the charge of a member of staff, including on school trips, educational visits, and during travel to and from school where pupils are in school uniform or otherwise clearly identifiable as members of Speen School.

The headteacher may also apply sanctions for misbehaviour that occurs off school premises where it could have repercussions for the orderly running of the school, poses a threat to another pupil or member of staff, or could adversely affect the reputation of the school. This includes online behaviour outside of school hours: incidents of cyberbullying, harassment or other harmful online conduct directed at pupils or staff will be taken seriously and dealt with in accordance with this policy and the school's anti-bullying strategy, regardless of where or when they occur. Where off-site behaviour gives rise to a safeguarding concern, the school's child protection and safeguarding policy will be followed without delay.

Searching, Screening and Confiscation

The school follows the DfE's Searching, Screening and Confiscation: Advice for Schools (July 2022). The headteacher and any member of staff authorised by the headteacher have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect the pupil has a prohibited item (see the Definitions section of this policy for the list of prohibited items) or any item that the school rules identify as banned. Searches will only be carried out by a member of staff of the same sex as the pupil, with a same-sex witness present wherever possible.

Staff will always take into account the age, needs and any SEND of the pupil when deciding whether and how to conduct a search, and will approach searches in a manner that minimises distress or embarrassment. The headteacher has overall responsibility for overseeing the school's searching practices and for ensuring that sufficient numbers of staff are appropriately trained. The Designated Safeguarding Lead must be informed as soon as practicable where a search raises safeguarding concerns.

Parents will always be informed of any search for a prohibited item and its outcome as soon as practicable, including details of anything confiscated and any resulting action taken. Any prohibited items found will be confiscated and will not be returned to the pupil. Other items harmful or detrimental to school discipline may be confiscated and returned to parents at the headteacher's discretion.

Well-being of Staff

The Governors recognise their duty of care towards staff, acknowledging that negative pupil behaviour can impact staff wellbeing and professional enjoyment. Staff will be supported through access to SLT debriefs, peer support, and open communication, ensuring consistent approaches are in place to reduce stress and support staff wellbeing. After any restrictive intervention, staff are offered a follow-up conversation and wellbeing check, as set out in the Restrictive Interventions and Use of Reasonable Force Policy.

Appendix 1 – Speen School Behaviour Principles

- At Speen School, our aim is to build a nurturing school family where every child feels safe, secure, respected, happy, and valued, regardless of background or individual need.
- We believe high standards of behaviour help all children to flourish – enabling meaningful learning and the development of positive, respectful relationships.
- We recognise that all children make mistakes. At Speen, we foster a culture of reflection, forgiveness, and reconciliation. When a child's behaviour impacts others, we support them in taking responsibility, being honest, and making amends in a safe and supportive way.
- Speen Church of England School is an inclusive community. We are committed to ensuring that all members of our school are free from discrimination of any kind, in line with the Equality Act (2010). We recognise and respond to the additional needs of pupils with SEND, ensuring fair and appropriate support. Please see our Anti-Bullying Policy for further details.
- Our approach to behaviour is based on positive reinforcement and clear boundaries. Rewards for positive or improving behaviour, and supportive responses when behaviour falls below expectations, are used with consistency and understanding. We are mindful that sanctions may need to be adjusted for children with additional needs, particularly when behaviour is a result of their SEND.
- We believe children should have a voice in shaping the behaviour expectations of their school. Our school rules are co-created with the School Council and regularly reviewed in consultation with pupils and staff to ensure they remain meaningful, inclusive, and relevant for all.
- We use physical intervention only as a last resort to keep children safe, never as a punishment, and we always tell parents

Appendix 2 – Daily Incident Record

USE OF PHYSICAL RESTRAINT / RESTRICTION WITH A PUPIL (statutory duty from 1 April 2026)

Staff use the **Daily Incident Record** to record every significant incident in which a physical measure, restraint or seclusion is used with a child. It replaces the single-incident form that was previously in this appendix. The form is available from the school office. Where a child needs repeated, brief physical measures in one day, each incident is recorded as its own row and the parent signs once at the end of the day. For a single serious incident, one row is completed.

The record has these parts:

Part	What it covers
Part A	Pupil details, SEN status code, staff involved, whether a Positive Handling Plan and risk assessment is in place, relevant needs, and an overview of the behaviour that led to the measures.
Part B	The incident log, with one row per incident: time and duration, location, staff, what led up to it and why it was necessary, risk, de-escalation tried, the physical measure and degree of force, outcome, and any injury.
Part C	Summary of the day, effectiveness of the methods, any injury, and the safeguarding checks.
Part D	Support for the child and staff, review of the plan, and any welfare or safeguarding concern (recorded on CPOMS).
Part E	External agencies and others informed, including the DSL and Headteacher.
Part F	The report to the parent, the parent's signature, and countersignature by the Headteacher (or the Deputy DSL if the Headteacher was directly involved).

The record is a record of what happened and of the support given. It is not a record of a sanction, and does not carry one. Any other response to the child's behaviour is decided under this policy and recorded in the behaviour log.

Appendix 3 – Example Positive Behaviour Management Plan

Name: _____ DOB: _____ Date: _____ Version of plan: _____ Review Date: _____

Brief description of presenting difficult/dangerous behaviours	• Joe becomes frustrated when other children have the toys he wants to play with – he often grabs/snatches these or will sometimes bite or scratch. • Joe sometimes displays defiant behaviours and runs away from adults when they are giving him an instruction. • These behaviours are more frequent if Joe arrives tired or anxious.
Positive behaviour(s) we wish to see / have	• Joe able to share toys with other children • Joe responding calmly if other children try to take his toys or share with him • Joe able to listen calmly to adults, particularly when an instruction is being given • Joe able to self-regulate when he feels tired / anxious
Differentiated measures to promote / support positive behaviours	• Joe will be sat near the door so he can exit or be supported to exit to his safe space. • Joe will have 1:1 support (Mrs Smith) but all adults must also be active in supporting him to help develop his independence and lessen dependency on one adult. • If Joe arrives tired or anxious offer a favourite teddy or toy. • Joe will have a box of 'special toys' which he has chosen himself (agreed limited number). He especially likes cars, which help to calm him when he plays with them. • Joe will have a visual timetable and a 'Now and Next' board. • Joe will have a safe space to go to. This is to be called 'Joe's Pit Stop'. • Joe has a 'Social Story' called 'When My Engine Revs Too Fast' about how to calm when he is angry, likened to a car whose engine is racing too fast, which needs to slow down and have a Pit Stop.
POSITIVE behaviours you will see	• Joe playing safely alongside/with other children. • Joe sharing toys. • Joe following adult instructions. **What you will say and do:** *SCRIPT: 'Nice playing with… Joe'.* *SCRIPT: 'Good sharing with … Joe'.* *SCRIPT: 'Good listening Joe'.*
DIFFICULT behaviours you will see	• Joe will constantly ask 'but why' whilst frowning. • Joe will start to moan and will pace the floor. • Joe will drop to the floor and start to cry. **What you will say and do:** *SCRIPT: 'First we will…. And then we will…..' Use 'Now and Next' picture board.* *SCRIPT: 'Oh, dear, what's happened'. 'I can help'. 'Let's….'* *SCRIPT: 'Use your words'. 'I can help'.*
DANGEROUS behaviours you will see	• Joe will hit, hair pull, scratch children and adults. • Joe will bite himself and others. • Joe will run away. **What you will say and do:** *SCRIPT: 'Kind hands'. 'Use your words'.* *SCRIPT: 'Bite your chewy'. 'Here's your chewy'. 'I can help'.*

	SCRIPT: 'We can run together'. 'You can run, it is safe to run'. Use open hands to guide and escort Joe to his Pit Stop or outside.
Physical measures agreed with Joe's parent (only where the risk assessment shows they may be needed)	• Blocking Joe's path, or a shoulder guide, to keep him from running towards the car park or the road. • Only staff trained in Step Up. Least force, shortest time, never on the floor. • Every use is recorded on the Daily Incident Record the same day and Joe's parent is told in writing. This applies even though the measures are agreed in this plan. • Risk assessment in place: Yes / No. Date reviewed: _____ • This plan is reviewed with Joe's parent after any significant incident.
Post incident recovery and debrief measures	Joe has a 'Social Story' that can be read to him once he has calmed. This reminds him how he can calm himself. Joe will be talked through the class 'Thinking Book' to remind him of the impact of his behaviour on others and to support him to develop pro-social behaviours.

Signature of class teacher …… Date …….

Signature of parent / carer …… Date …….

Signature of young person (if appropriate) …… Date …….

Appendix 4 – Positive de-escalation script

What to say	What it does
Oh dear (name)… What happened?	Ensure you are on the child's level, give eye contact and space, don't pre-judge.
Try and use your words.	
Let's go over here and chat about it…	Create calm, showing you are here to help.
What can you do to make things right? What could you do differently next time?	

Positive phrases in class

Type of phrase	Example
I can see that you are feeling… (say how they're feeling)	
Positive suggestion of support	Would you like me to help you with the writing?
Limited choice (of two)	Would you like to start with the picture or the writing? You can either stay there or sit here with …
Encouragement to right choice (use please or thank you)	Thank you for sitting on the chair nicely.
Gentle but firm reminder	You need to finish your writing by playtime.
Consequence of wrong choice	If it is not finished by breaktime, you will need to stay in to finish it.

For our youngest children, and for any child whose behaviour is linked to their SEND or communication needs, use the first four lines of this script and the supportive phrases. Use consequences only as set out in "Rewards and Sanctions".