




Quality System

Policy Number

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Policy Title

Behaviour Policy – Pre 16 Learning

Written by: 	Checked by: 	Equality Impact Assessed by: 
Author: Gavin Batie	Manager: Judith Layfield	Assessor: Gavin Batie

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat students down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

(Paul Dix, Pivotal Education)

1.0 Introduction

Durham Gateway is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We are all expected to maintain the highest standards of personal conduct, to accept responsibility for our behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

2.0 Scope

Aim of the policy:

- To create a culture of exceptionally good behaviour: for learning, for the school community and for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To teach learners to take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, respect, good humour, good temper, and empathy for others. In doing so, we promote community cohesion through improved relationships.

The purpose of this policy is to provide simple, practical procedures for staff and learners that recognise behavioural norms and positively reinforce these norms. Our policy promotes self-esteem and self-discipline. It also teaches appropriate behaviour through positive interventions that are personalised to meet the needs of individual pupils.

3.0 Our core beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children’s self-esteem, enabling them to achieve even more.
- Understanding each child’s needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.

All adults at our school apply the following principles in their interactions with pupils:

- MODEL the expected behaviour

- IDENTIFY the expected behaviour
- Explicitly TEACH the expected behaviour
- PRACTISE that behaviour themselves
- NOTICE and PRAISE excellent behaviour
- CREATE conditions for excellent behaviour

4.0 Behaviour for Learning

BE READY, BE RESPECTFUL and BE SAFE

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour set out the expectations, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules: 'Be Ready, Be Respectful and Be Safe' which are reinforced by the Durham Gateway Values of Caring, Ambition, Respect, Equality, Excellence and Resilience. The 3 simple rules 'Be Ready, Be Respectful and Be Safe' can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children within our setting may have additional needs that should be met in order to help them achieve and succeed at school. In this case, these children will have bespoke positive behaviour plans to reinforce our behaviour expectations.

5.0 Language around behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Most conversations around behaviour would normally be conducted, in the first instance, by the class teacher. However, we strongly encourage all adults to 'pick up their own tab' and apply our 5 steps 'in the moment' rather than waiting to refer children on to their teacher.

6.0 Visible Consistency, Visible Kindness

These are the visible behaviours exhibited by staff and which are consistent and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils:

- Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. Members of the Senior Leadership Team and specialist teachers will also meet and greet children when they enter school or in other areas of the school.
- Staff will model positive behaviours – being calm, consistent and fair in their treatment of children, parents and colleagues. Adults in school will avoid raising their voice at children or becoming emotionally charged.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours.
- Teachers will use a visible recognition mechanism throughout their lessons (E.G. Recognition Boards).
- Staff will pre-empt poor conduct in order to prevent sanctions.
- Staff will refer to READY, RESPECTFUL and SAFE when addressing poor conduct
- Adults will retain ownership and engage in reflective dialogue with pupils.

- All adults will take responsibility for behaviour at our school – poor conduct and unacceptable behaviour will not be ignored

7.0 Relentless routines

These routines, consistently seen and heard around school, will ensure all pupils are clear about the behaviour expectations of all adults:

- Pupils and adults are expected to demonstrate pride in their appearance and smartness when moving around school. Pupils and adults will adhere to agreed dress codes and ensure that they are well presented before walking to class, for example.
- When adults in school require the full attention of a class or group of children, they will use key phrases such as ‘eyes on me’ and / or the silent hand to signal STOP. Pupils are taught to stop what they are doing, turn to face the adult and ‘Be Ready’ to listen. This ensures a quiet and calm classroom where the teacher can address pupils at the same time.
- Similarly, adults may use the term ‘facing forward’ indicating that children should turn themselves (and chairs as appropriate) to face a single direction. This may be combined with ‘eyes on me’ / the silent hand and ensures that children understand that they need to be actively engaged in what the adult is doing and saying.

8.0 Recognition boards (or other visible recognition mechanism)

Good behaviour is recognised sincerely through class Recognition Boards that aim to make good behaviour about relationships rather than a transactional act. The power of the group is at the core of this plan where adults notice and reward excellent behaviour that goes ‘above and beyond’. [Refer to Appendix C for further information on The Recognition Board]. The way in which this is applied will vary depending on the phase that children are in.

The three simple rules and our Durham Gateway Values are continuously explored and explicitly taught in class, assemblies and other school experiences. This will support children’s understanding of the Recognition Board.

9.0 Above and Beyond Recognition

Children will be recognised for their good behaviour in the following ways:

- Children’s names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child’s name will not be removed from the board once it is on.
- Weekly certificates, good news postcards and positive messages sent home regularly by form teachers and members of SLT to inform parents of good behaviour. All the children will be chosen at least once in the year and they are chosen skillfully to reinforce positive behaviour and attitudes.
- Merits are awarded behaviour points for significant achievements. Their purpose is to celebrate and reward positive behaviour and efforts and build self-esteem. Points can be awarded for achievement in lessons and / or for contributions to extra-curricular activities etc. All points contribute to class points, which runs throughout the year
- Criteria for giving out points:

Merits: The norm should be one merit at a time. Those achieving / contributing significantly more can earn two (e.g. helping staff or peers), and, exceptionally, three (e.g. going over and above), etc.

Examples of things for which they can be awarded are:

- A good, consistent standard of work / involvement over several weeks
- A very good single piece of work / performance / contribution
- A significant improvement in standards
- Offered (two merits) / requested help extended around the school to staff and / or pupils

Points Progress - As the children progress through Durham Gateway, achieving points should become progressively more challenging.

The success of the system depends on the sensible and even-handed award of merits by all staff. The maximum number of merits awarded should be 3.

10.0 Stepped Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. Appendix D includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Sanctions should always:

- make it clear that poor conduct and unacceptable behaviour affect others and impacts the school community
- should not be applied to a whole group for the behaviours of individuals
- be consistently applied by all staff to help to ensure that children and staff always feel supported and secure.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Staff should always use a measured, gentle approach when addressing poor conduct and then leaving the conversation to give the child 'time to process.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Remember:

- Start by using the child's name
- Come down to the child's level
- Remember to make eye contact
- Calmly deliver your message
- Then walk away

11.0 Our Behaviour Pathway

1. Remind / Redirect – using a gentle encouragement, a ‘nudge’ in the right direction. This can be a simple visual placed on their desk if in the classroom. Repeat reminders if necessary, de-escalate where reasonable and take initiative to keep things at this stage. Give praise if pupil is able to model good behaviour as a result of the reminder.
2. Caution – A clear verbal warning, delivered privately wherever possible, making the pupil aware of their behaviour. Clearly outline the consequences if they continue.
3. Final chance – A second verbal warning, giving them the final opportunity to engage. A follow up on this may be needed (at the teacher’s discretion E.G. 5 minutes after class for restorative conversation / 10 minutes in reflection time)
4. Space to cool off / calming time – if poor behaviour continues after the final chance, the pupil is asked to physically move for a short time away from their learning space. This can be in their own classroom (Calm Corner), in another class, in another designated space. If sent to another class, this is not for a different adult to tell them off. Pupils should not be made to stand outside the classroom door. This is time given to the pupil to think / calm down / breathe / look at the situation from a different perspective and compose themselves
5. Follow up / restorative conversation – follow up on why it was unacceptable behaviour / what will be expected in future / how their behaviour will be better (this can be done in their own time for more impact e.g., break / lunch) Refer to questions in Appendix F for a script

Should an adult feel, using their professional judgement, that a senior member of staff needs to be part of the Follow up / Restorative Conversation then this can be requested. This would be the Pastoral Lead Coordinator followed by Head of Department (usually in that order). The adult who dealt with the behaviour originally is the person who leads the conversation. The senior staff member is there to reinforce the message, not ‘take over’ or appear to be the one ‘in-charge’.

12.0 Informing parents of their child’s behaviour

If a child’s behaviour has resulted in them needing to have time to cool off followed by a restorative conversation, more than three times in a day, parents will be contacted. This will be done by the form teacher either in person or by making a phone call home. If the parent cannot be reached by telephone, a letter will be sent by the form teacher. This should be a brief explanation of their child’s poor behaviour.

If a child’s behaviour is consistently poor, i.e. disruptive to their learning or that of others, or puts their safety or that of others at risk, parents will be asked to attend a formal meeting. At the discretion of the Head of Department, the necessary next step will be decided; which will be monitored and the progress will be evaluated over a given period of time. This may result in a temporary or permanent exclusion. At every point, there will be clear communication between the Form Teacher and the parent in order to help the pupil improve their behaviour.

13.0 Our Behaviour Blueprint

Our 3 Simple Rules	Visible Adult Consistencies	Above & Beyond Recognition	Relentless Routines
Be ready Be respectful Be safe	Daily meet & greet Calm, consistent and fair First attention to best conduct catching children 'doing the right thing'	Class recognition boards SotW Certificates / Messages sent home Points SLT praise	Appearance Eyes on me and / or the silent hand to signal STOP Smart sitting

APPENDIX A

Rights and responsibilities

Pupils' Rights:

- To be able to learn to the best of their ability
- To be treated with consideration and respect
- To be listened to by the adults in the school
- To know what is expected of them
- To feel safe
- To be treated fairly

Pupils' Responsibilities:

- To treat others with consideration and respect
- To do their best and let others learn
- To follow instructions from teachers and other staff
- To support and encourage each other
- To take responsibility for their own actions
- To care for and take pride in the environment of the school
- To sort out difficulties appropriately, seeking adult help if needed
- To be treated with respect by pupils, parents and colleagues
- To be able to teach without unnecessary interruption
- To work in a supportive and understanding environment
- To feel safe
- To create a safe and stimulating environment in which all children can learn
- To treat pupils with consistency and respect at all times
- To foster good relationships, leading by example
- To involve parents when children are consistently finding it difficult to meet expectations of behaviour
- To work as a team, supporting and encouraging each other

Parents' Rights

- To be treated with consideration and respect
- To be listened to by the adults in the school
- To know what is expected of them
- To feel safe
- To be treated fairly

Parents' Responsibilities

- To be sure their children are treated fairly and with respect
- To know their children are safe
- To raise concerns with staff and be told when their child is experiencing difficulties
- Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy
- Ensure children attend regularly and on time
- Be aware of the strategies of the school and reinforce these at home
- Promote good behaviour, politeness, courtesy and consideration for others
- Inform the school of any concerns that may affect the behaviour of their child.

APPENDIX B

A model of positivity - tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be
- Find out what makes a learner feel important, valued, like they belong
- Reward learners for going 'above and beyond' expectations, not simply meeting them
- Let children lead learning, share responsibility, delegate jobs
- Mark moments with sincere, private verbal praise
- Make positive phone calls home at least one every week
- Send positive notes - at least one per week
- Write down your praise and reinforcement; mark the moment and 'anchor' the behaviour
- Show learners their ideas and experiences have real value
- Ensure your mechanism for positive referrals is individualised
- Catch learners doing the right thing, don't let sleeping dogs lie
- Use subtle, private praise and reinforcement
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important
- Class displays and classroom environments that scream high expectations
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet
- They persistently catch individuals doing the right thing
- They teach the behaviours that they want to see
- They teach learners how they would like to be treated
- They reinforce conduct/attitudes that are appropriate to context
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up
- They keep their emotion for when it is most appreciated by the learners

Non-verbal skills/attitudes that work with more challenging behaviours

- Showing humility
- Changing anger to shades of disappointment
- Being cold rather than confrontational
- Give clear cues when switching from the formal to the informal, from relaxed to business like
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up
- Patiently giving without ever expecting to receive
- Showing empathy balanced with a determination to help the learner succeed
- Earning respect not expecting it
- Never laying your relationship on the line on a behaviour issue
- Keeping your promises
- At times ignoring defensive behaviours in the moment but not forgetting
- Commitment to building an appropriate relationship

- Refusing to listen to the doubters and moaners; refusing to give up on any learner

Assertiveness

Many teachers [and other adults working in schools] recognise that their pattern of behaviour is to be nice or compliant for far longer than they really want, until they reach the point of no longer being able to hold it in; then they explode nastily and inappropriately all over whoever happens to be around. This can leave learners with the impression that there are only two states or behaviours their teacher can do: 'Nice' or 'Nasty'. The shades in between, which are where assertiveness lies, are unused and eventually lost from the repertoire of Behaviour Management strategies.

Assertiveness is not simply standing your ground, just saying 'no' and repeating your demand (the 'broken record' technique). Just as learners have choices, so you have the opportunity to choose your behaviour. You have many options as to how you respond to inappropriate behaviour all of which can be assertive actions. You might choose to record it and address it at a more appropriate time, ignore it, confront it or walk away and consider your response. Assertiveness is knowing that you can control your own behaviour and making considered appropriate choices in your response to learners. Don't be afraid of saying 'no' and saying it with impact when it is appropriate. Be careful not to overuse it as it will soon lose its power and negatively impact on the atmosphere in the classroom. You risk being ignored if your repertoire of verbal responses is too predictable.

('Taking Care of Behaviour' by Paul Dix, Pearson/Longman)

APPENDIX C

The Recognition Board

- The simplest way to shift the culture in your classroom.
- It doesn't prevent you from dealing robustly with poor behaviour; it just means that you will be dealing with less of it.
- The behaviour of one child is not everyone else's business. It is between you and the individual.
- The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does.
- Simply write at the top of the board the behaviour on which you want to focus. Try 'One voice' for classes who constantly talk over each other, 'Speak politely' to emphasise manners or 'Hands and feet to yourself' for those who give them to others too freely.
- Perhaps your focus is less about social behaviours and more about learning behaviours. In this case the focus might be 'Accurate peer feedback', 'Persuasive language' or 'Show working'.
- When you see children demonstrating the behaviour well, write their name on the board.
- The recognition board is not intended to shower praise on the individual. It is a collaborative strategy: we are one team, focused on one learning behaviour and moving in one direction.
- Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically.
- The recognition board fosters a positive interdependence in the classroom.
- At the end of the lesson/session/day (depending on context) the aim is for everyone to have their name on the board.

Even pupils who have received private sanctions can be caught demonstrating positive behaviours. One doesn't cancel out the other. It is perfectly natural to behave badly and have to deal with the consequences, and the next minute to do something brilliant and receive the positive consequences. Behaviour is not a game, but a responsibility. Untangle the behaviour in classrooms by keeping the positive and negative consequences separate.

APPENDIX D

Stepped Sanctions

1 - Remind / Redirect

I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.

I noticed that you were using rude words. You are breaking our school rule of being respectful. Please use respectful language. Thank you for listening.

I notice that you are talking instead of working. You are breaking our school rule of being ready. Please remember to focus on your work. Thank you for listening.

2 – Caution

In class, come down to the child's level, use their name. Calmly warn that despite the visual reminder given, they have continued – do they understand what they have been doing? Explain, state your expectation and walk away.

I notice that you're still running/running again. You are breaking our school rule of being safe. This is another reminder to please walk. Thank you for listening.

I noticed that you've chosen to use rude words again. You are breaking our school rule of being respectful. This is another reminder to use kind, respectful language. You now have the chance to make a better choice. Thank you for listening.

3 – Final chance

Direct child to come with you to a quiet corner/outside the classroom. Again, remind them of the warnings they have already received, how this links to Ready, Respectful, Safe and what you need them to do to rectify the issue. Both return to class with clear expectation set and an understanding of the consequence if it continues.

I noticed you chose to ... (state the noticed behaviour once again).

This is the FINAL TIME I'm speaking to you. You'll need to see me for two minutes after the lesson.

(Insert child's name) ... if you choose to break our school rules again, you leave me no choice but to ask you to move to ... / go to the quiet area / outside the room, etc.

Do you remember when ... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.

Thank you for listening. (Give child 'take up time' and DO NOT respond.)

I have noticed you are not ready to do your work. You are breaking the school rule of being ready.

You have now chosen to catch up with your work at playtime.

Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today.

Thank you for listening.

4 – Space to cool off / calming time

A calm corner with tools, breathing exercises and visual prompts would be helpful for this.

Example – *I noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in Miss Trainor's classroom. I will come and speak to you at the end of this lesson. Thank you for listening.*

- Child escorted to designated colleague / follow up to check child has arrived.
- Remainder of lesson working alone without causing further disturbance.

- Possible removal of privilege / playtime.
- Teacher must provide work / activity for the child to complete and communicate this to colleague.
- If behaviour improves, return to class. If not or if child refuses, seek SLT support.
- Record on E Tracker

For regular occurrences:

- Discussion with PBM or HoD to consider Behaviour Intervention and / or additional support.
- Begin monitoring to identify areas of concern / possible causes/ appropriate targets.

Parents contacted by teacher to inform them that behaviour is a cause for concern.

5 _____ – Follow up / restorative conversation

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time [Appendix F]

Specific Playground Sanctions

Adults MUST follow the stepped sanctions above, adapting steps 3-5 accordingly:

Example – You need to: 3. Stand by other staff member 4. Sit on the bench 5. Go inside to ... I will come and speak to you in two minutes. (ENSURE YOU DO)

APPENDIX E

Intervention Scripts - Effective 30 second interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower
2. State the behaviour that was observed and which rule/expectation/routine it contravenes
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour
- Challenge their negative internal monologue 'You can do this, you are intelligent and able'
- Thank the child for listening
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact
- Use a soft, disappointed tone
- Remind yourself that the sanction is a consequence not personal retribution
- Walk away as soon you have finished speaking

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:

- Calmly and gently repeat the line you have been interrupted in: This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce
- Use an appropriate refocusing line to bring the conversation back to the script: This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs:

<i>Learner</i>	<i>Adult</i>
'It wasn't me.'	'I hear what you are saying...'
'But they were doing the same thing.'	'I understand...'
'I was only...'	'Maybe you were ... and yet ...'
'You are not being fair.'	'Yes sometimes I may appear unfair...'
'It's boring.'	'Be that as it may...'
'You are a ... (name calling).'	'I am sorry that you are having a bad day.'

- Get out line: If the conversation is becoming unproductive, what line will you leave on? Try: "I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back, we can have a polite, productive conversation."

APPENDIX F

Restorative Practice Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Saying sorry?

A restorative approach leads each party to a point where they can take responsibility for their own behaviour and its consequences. It must not be, however, a prelude to a forced apology.

We take responsibility for our behaviour in different ways and at different speeds. Some can see the reflection of their own behaviour in an instant. For others the reflection is clouded and takes longer to come into focus. The problem is that we seek assurance from the student that they are taking responsibility and an apology seems to satisfy immediately. Perhaps a truly restorative process does not finish at the meeting or conference.

With the spectre of the apology lurking the conversation is tainted, trust reserved. In conversations where mutual trust can develop the shadow of control is cast. Don't demand an apology. Show them your humility and give them yours. Ask for nothing in return.

Reparation meeting - FOLLOW UP, REPAIR AND RESTORE

A reparation meeting with the pupil should take no longer than 5 minutes and cannot be delegated to a colleague. It isn't a prelude to the learner apologising. It should be a genuine conversation that re-chalks the lines of acceptable behaviour and repairs damage.

The meeting is to discuss the poor behaviour or incident: not the child's character. The discussion is structured to address what happened, reinforce expectations and reset behaviours for the next lesson. Reparation will not give you, the adult, the instant satisfaction that comes from pure punishment. It will give you a platform to build relationships that change and improve behaviour for the long term.

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time:

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?



The number of questions to be used MUST depend on the child.

*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow-up will take place.

APPENDIX G

To further support children who are exhibiting more extreme behaviours, we use the following principles to support the creation of individual plans:

The Relationship Principle – The extent to which a child sees an adult as a 'secure base' will influence the trust they give, the connection they seek and the compliance they show.

The Stress Principle – Children's state of 'stress' constantly fluctuates; as stress rises, children will use (helpful or unhelpful) behaviours that aim to make them feel safe'.

The Positive Reinforcement Principle – When a child experiences a positive consequence for a behaviour they are more likely to repeat it.

The Attention Principle – Children repeat behaviours for which they get attention. Children will use positive or negative behaviours if it gets our attention. Our attention can change behaviour.

The Consequence Principle – A consistent consequence will begin to reduce or weaken a behaviour.

The Learning Principle – If discipline is focused on learning from mistakes, children experience your hope for them. If discipline is focused on punishment, the action will 'shame or fame' a child, undermining the other principles.

The 'Children misbehave for a wide variety of reasons' Principle – When dealing with an episode of extreme behaviour adults should consider:

- the safety of the child;
- the safety of others.




Only when a person / people are unsafe will we act to restrain or remove children.



APPENDIX H

Symbols

These are the symbols that are used by all staff in their lessons:

READY	
RESPECTFUL	
SAFE	

For further information contact:

Gavin Batie
Director of Alternative Provision / Head of Durham Gateway