

# **Kesh Primary School and Kesh Community Nursery**



## **Positive Behaviour Policy**

**Reviewed in: April 2022**

**Ratified by the Board of Governors on: 5 April 2022**

**Next Review in: April 2025**

## **Positive Behaviour Policy**

**This Policy has been developed within the context of current legislation, policy and guidelines;**

- Health and Safety at Work (NI) Order (1978)
- Children (NI) Order (1995)
- The Education (NI) Order (1998)- Articles 3&4
- Human Rights Act (1998)- came into force in NI in 2000
- Education (NI) Order (2003)
- SEN Frameworks and draft Special Education Strategic Area Plan (2022-27)
- Northern Ireland Anti Bullying Forum [www.NIABF.org](http://www.NIABF.org)
- Golden Rules – Jenny Mosley
- The PATHS® Programme for Schools (UK & NI Version)

### **Rationale**

In Kesh Primary School and Community Nursery we believe that parents and guardians play the most important role in teaching and modelling good behaviour. The parent is the child's first educator. Therefore, parents continue to have a most important role to play in relation to their child's learning and the promotion of positive behaviour after their child begins Nursery and Primary education. A good partnership between home and school reinforces learning and positive behaviour choices. Thus, parents have complementary roles to play in the development of their child's education and positive behaviour choices. It is also important that they accept a more general responsibility to support school policies including the school's positive behaviour policy to ensure effective involvement in their children's education.

In our school we aim to reinforce the positive attitudes and discipline which begins at home. We acknowledge that everyone within our school community has a role to play in order to create a positive learning environment and promote good manners and discipline. Good relationships between staff and children, setting high expectations and having agreed strategies for encouraging good behaviour, all have a bearing on the way children behave. An organised, attractive and welcoming classroom environment gives clear messages to the children about the extent to which they and their efforts are valued.

This policy has been written for the benefit of all members of the Kesh Primary School community, to allow each one to understand the approach and attitudes of the school and to apply it consistently and fairly.

Furthermore, this policy is written recognising Jenny Mosley's 'Golden Time' Positive behaviour philosophy as well as the approach and ethos of The PATHS® Programme for Schools (UK & NI Version).

PATHS® is a highly recognised and evidence based social and emotional learning programme which, supports the areas of PDMU and Thinking Skills and Personal Capabilities within the NI Curriculum. This programme allows for a consistent approach to be used across the whole school; sharing a common language and strategies for supporting pupils with promoting positive self-esteem, emotional understanding, self-regulation, problem solving and peer relationships.

('Staff' implies **all** personnel working within the school environment and all have been involved in the consultation process to agree on these Positive Behaviour)

### **Aims of the Positive Behaviour Policy**

This Policy's purpose is to provide a clear and concise structure which will support the holistic aims and ethos of Kesh Primary School. It is understood that for it to be a successful and useful policy the

whole school community must be aware of its purpose, aims and strategies. When applied consistently by the whole school community this policy will:

- Encourage a calm, purposeful and happy atmosphere within school.
- Help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others.
- Encourage increased self-control, i.e., the ability to stop and think before acting when upset or confronted with a conflict situation.
- Help to increase understanding and use of the vocabulary of logical reasoning and problem-solving.
- Help to increase understanding and use of the vocabulary of emotions and emotional states; e.g., excited, disappointed, confused, guilty, etc. Increased use of verbal mediation.
- Encourage increased knowledge of, and skill in, the steps of social problem-solving: stopping and thinking; identifying problems and feelings; setting goals; generating alternative solutions; anticipating and evaluating consequences; planning, executing and evaluating a course of action; trying again if the first solution fails.
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.
- Promote a consistent approach to behaviour throughout the school with parental cooperation and involvement using the shared PATHS language and strategies.
- Help our pupils develop appropriate self-esteem.
- Encouraging our pupils to co-operate with one another and with the adults in school.
- Help to create a positive, stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- Help to work alongside parents to encourage our pupils to develop socially, academically, orally and spiritually in preparation for a positive role in society.
- Ensure that everyone is clear about their role when managing a pupil's behaviour.
- Make the children aware of unacceptable behaviour.
- Allow all children equal opportunities to learn.
- Allow all adults in school equal opportunities to fulfil their role.
- Reward and encourage positive behaviour.
- Use sanctions where appropriate in accordance with this policy.
- To develop social problem-solving skills necessary to prevent or resolve problems and conflict in social interactions with sensitivity.

#### **The Staff and Board of Governors of Kesh Primary School believe:**

- Positive behaviour skills and expectations are vital for an environment which delivers effective teaching and learning experiences
- Pupils and staff have the right to learn and teach in an environment which is safe, friendly, encouraging and fair to all
- Our school community has clear, non-negotiable standards of personal behaviour, which are based on respect for each individual in our community and their personal needs
- Our school community places self-discipline and a real sense of fairness at the core in our determination to provide opportunities where each individual can flourish and develop in safety
- Positive Behaviours must be carefully communicated, nurtured, developed and supported
- Appropriate high self-esteem promotes good behaviour, effective learning and positive relationships
- Promoting positive behaviour arises from emphasising children's potential, rewarding success and giving praise for effort as well as achievement
- We recognise it is important to strike a balance between recognising positive behaviour and having appropriate consequences and sanctions which are seen by all to be fair and just and applied consistently when standards are not maintained

- It is the responsibility of parents, carers and all adults who care for the children to work with the school in helping to foster positive attitudes and behaviour

### **Classroom Management and Curricular Provision**

The maintenance of positive behaviour within the school is the responsibility of all the staff. Individual staff have particular responsibilities e.g. within their own classroom or when on duty supervising cloakrooms, resource areas, extra-curricular sessions and play areas.

Staff endeavour to model desirable behaviour and attitudes and avoid negative cycles of behaviour. Every opportunity is taken to support self-discipline, whereby children are personally involved and accept responsibility for their own actions and behaviours.

Teaching methods, lesson content and other curriculum linked activities encourage active participation and support the school aims to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others.

Pupils have age appropriate responsibilities assigned to them to work with peers and staff to create a collaborative ethos and promote well-being and shared ownership of the school.

Praise is used to encourage good behaviour as well as good work and constructive criticism should be a private matter between staff member and child, where possible.

Classroom assistant/teachers may (under guidance) discretely relay specific guidance on the management of a particular pupil to other key personnel in school to support that pupil's needs.

All staff and pupils are familiar with underlying principles of our school aims and our Code of Conduct.

### **The School Code of Conduct**

This code is framed in such a way to encourage and reinforce courteous behaviour.

In Kesh Primary School

- We work hard and always try our best
- We respect the feelings, bodies and property of ourselves and others
- We make wise choices and are responsible for our actions
- We move safely around the school

Teaching staff, supported by all other staff and volunteers will develop this code within the school environment at a level appropriate to the age and needs of their pupils.

### **Encouraging and supporting Positive Behaviour**

We support positive behaviour and a positive environment through;

- A consistent approach by the whole school community.
- Monitoring pupil attendance and taking swift action where necessary.
- Constructive whole school planning for PATHS-PDMU.
- Developing the voice of the child, through channels including the School Council and the eco-team.

Appreciating and following the agreed Code of Conduct supported by the principles of the Golden Time and PATHS approaches. *Appendix 1*

- Encouraging our children to see themselves as part of a whole school community and recognising their responsibility within this.
- Developing the skills of co-operation and discussion.
- Encouraging everyone to take pride in the school environment.
- Having a positive and consistent approach to playtimes and lunchtimes
- Creating a stimulating classroom environment.
- Providing a clear and positive learning experience fairly and consistently.
- Offering a broad and balanced curriculum that is well planned, prepared and stimulating

- Ensuring that the curriculum, methods of teaching, content and differentiation are appropriate for all.

**In Kesh Primary School and Community Nursery we advocate a Positive Behaviour Programme with the expectations that:**

- We work hard
- We are honest
- We listen
- We are gentle
- We are kind
- We look after property

*These rules are taught explicitly and consistently and displayed throughout the school environment.*

Each class will create their own 'Class Contract' based on the above principles according to the age and stage of their year group and understanding of the individual child.

**Responsibilities of Staff, Pupils and Parents**

<b>All Staff will</b>	<b>Pupils will</b>	<b>Parents will</b>
<p>Ensure all children are safe.</p> <p>Have high expectations of all our pupils.</p> <p>Enhance pupils' self-esteem and levels of motivation.</p> <p>Model, explain and monitor standards of acceptable behaviour exhibiting consistency in routines and procedures and the manner in which conversations are conducted.</p> <p>Use consistent methods to get class attention, maintain acceptable noise levels, line up at the end of class etc.</p> <p>Be consistent and fair when dealing with pupils who make inappropriate choices.</p> <p>Endeavour to correct and guide pupils who have made appropriate choices in a firm but low toned voice.</p> <p>Endeavour to meet the educational, social and behavioural needs of the</p>	<p>Follow instructions of all members of staff (teaching and non-teaching).</p> <p>Say 'please' and 'thank you'</p> <p>Say 'excuse me' when asking for something/needing to pass</p> <p>Walk in the school classrooms and corridors.</p> <p>Not leave the classroom unless permission has been granted.</p> <p>(If on a message) Enter classrooms only after knocking first.</p> <p>Not interrupt adult conversations</p> <p>Support and care for each other.</p> <p>Respect each other's property and work.</p> <p>Listen to others and respect their opinions.</p>	<p>Value their child's education and reinforce the importance of good behaviour</p> <p>Be aware of and support the school's vision, aims and expectations.</p> <p>Ensure their children attend daily and if absence cannot be avoided explain all absences through a written note/phone call.</p> <p>Ensure that children arrive on time each day and are collected at the correct time.</p> <p>Maintain links with school through Introductory meetings, interviews, notes/phone calls, absence notes, homework diary etc.</p> <p>Ensure their children respect differences and do not abuse or discriminate against people different from themselves</p>

<p>children with the support of parents.</p> <p>Maintain regular links with parents through notes, letters, diaries, meetings. Communicate regularly about what is expected.</p> <p>Be aware of the recommended appropriate sanctions and levels of acceptable behaviour</p> <p>Assume responsibility for the behaviour of all pupils in all areas of the school.</p>	<p>Observe the Code of Conduct, Class and Playground rules at all times.</p> <p>Behave within the School Code of Conduct and meet expectations of polite and appropriate behaviour whilst out of the school e.g. on trips/ at sporting competitions etc.</p>	<p>Praise their children for their efforts and achievements</p>
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### **Examples of current 'Good Practice' to support this policy:**

Some are age specific/only used by some year groups and are open to variations

- Circle Time/PATHs time (developing the language of Feelings / Emotional Intelligence, Talking and Listening and Cooperation)
- Golden Time- (Years 1-7) each Friday earned by adhering to School Code/ Class Rules)
- Star Pupil
- Roots of Empathy programme
- Reward Charts
- Treasure/treat box/table prizes
- Reward Certificates/Stickers/ICT tokens/Homework Passes
- Lunchtime Buddy system
- Playground Pals
- High level of supervisory staff present before school/at break/ lunch in playgrounds
- School Council
- Eco Council
- Staff professional development/training opportunities linked to Pastoral Care/SEBD/SEN/Health and Well Being etc. are planned for as part of the School Development Plan/ Staff development Plan
- There is consultation with staff, pupils, parents and Governors to review practices and ensure coherence and consistency in practice across the school.
- PDMU (incorporating personal safety, developing self-esteem, values education, positive strategies for cooperation, community awareness etc.) is an integral Area of Study within the curriculum and is planned and systematically delivered to all pupils. The PATHs curriculum is consistently adhered to in accordance with their guidelines and recommendations (Years 1 – 7)
- Special assemblies/visits by speakers, charities and community groups promoting well-being, safety and resilience.
- Anti- Bullying Week activities across all Key Stages
- Health Promotion Initiatives
- PSNI workshops e.g. Cyberbullying, accident prevention, and anti-bullying strategies.
- Shared Education projects
- Respecting Differences programme
- Rise – Early intervention for Social Skills

- Counselling sessions facilitated
- Play Therapy
- Close working relationships with LSC and regular review of PLPs, SEBD issues addressed via this route and in direct liaison with LSC
- Women's Aid – Helping Hands Programme
- Involvement with external support agencies where deemed necessary through the appropriate channels. (LSC /Principal)

### **Support: Reasonable Adjustments**

At certain stages in a child's or young person's school life may struggle to access, or manage within, the typical provision offered by the school as a result of:

- Social, Behavioural, Emotional and Well-Being Needs (SBEW) and/or;
- Special Educational; Needs and Disabilities (SEND)

School staff will be supported by the Learning Support Coordinator (LSC) to implement the school's Special Educational Needs Policy and be guided by existing/new Personal Learning Plans/Education, Health and Care Plans.

Reasonable adjustments may include, but are not limited to:

- Preparing pupils for new routines, this could include a visit to the school/video/visuals/leaflet etc.
- Identification of a key member of staff to act as point of contact who will provide support when needed
- Additional support at break and lunch time
- Liaising with EA Support Services, e.g. Autism Advisory and Intervention Service, Psychology Service, Primary/Post-Primary Behaviour Support & Provisions
- Liaising with external agencies as appropriate e.g. Child and Adolescent Mental Health Service, Social Services, Health and Social Care Trust, Family Support Hub.

Responding to ongoing concerns together with the pupil:

- Review, amend and implement support strategies and, through consultation with school staff and parent/guardian, agree a plan which is in line with Special Needs Code of Practice and the school's Special Educational Needs Policy
- If appropriate, complete a Risk Assessment and develop a Risk Reduction Action Plan (RRAP). This should be drafted in consultation with staff, pupil, parent/guardian and supporting agencies to identify and target support to address the presenting SBEW
- Address serious health-related issues of non-adherence to COVID-19 measures, such as coughing and spitting at others through the implementation of a RRAP

## **Levels of Unacceptable Behaviour and Relevant Sanctions**

It is important that teachers keep a record (diary) of incidents, *Appendix 2* particularly at Levels 2 and 3. Notable incidents should be recorded on SIMs and in the class file on the behaviour record sheet.

<p><b><u>Level One Behaviours</u></b>  <b>Misbehaviour that can be effectively managed within a classroom environment by the class teacher/ classroom assistant/supervisor – (the class teacher should be informed- Principal may be informed)</b></p> <ul style="list-style-type: none"> <li>• Infringement of playground and class rules/Code of Conduct.</li> <li>• Disregarding instructions</li> <li>• Speaking out of turn</li> <li>• Minor bad language- spontaneous swearing, sectarian, racial, insulting or rude remarks</li> <li>• Disrupting/distracting another child</li> <li>• Unsafe movement around the classroom/school e.g. running in corridor.</li> <li>• Entering out of bounds areas such as classroom at specified times, without permission</li> <li>• Use of property/resources without asking</li> <li>• Unsafe use of property/resources causing damage.</li> <li>• Insensitivity to others</li> <li>• Not taking instructions</li> <li>• Telling lies/getting others into trouble</li> <li>• Rough play</li> </ul>	<p><b><u>Level One</u></b>  <b>Behaviour Modification Strategies/sanctions</b></p> <ul style="list-style-type: none"> <li>• Verbal warning to individual/whole class</li> <li>• Private discussion with child</li> <li>• Use of ‘Scripting’ to remind pupils of what is acceptable and maintain positive tone.  <i>Appendix 3</i></li> <li>• Reminder of class/school rules/Code of Conduct</li> <li>• Time for self-reflection</li> <li>• Use of PATHs strategies to regain composure</li> <li>• Oral apology if appropriate</li> <li>• Repositioning of pupil</li> <li>• Withdrawal of pupil from situation (temporarily)</li> <li>• Use of a quiet area/sensory room (age and situation dependant)</li> <li>• Reduction in play privileges / Golden Time etc. in line with class routines.</li> </ul>
<p><b><u>Level Two</u></b>  <b>More serious behaviour that is not so easily managed within a classroom environment.</b>  <b>(Class Teacher/Assistant/Supervisor will notify other staff and involve Principal. Parents may be notified in writing or by phone call)</b></p> <p>Persistence of Level One behaviours e.g.</p> <ul style="list-style-type: none"> <li>• Deliberate use of bad language to hurt others (includes sectarian/racial/ abuse written or verbal)  Deliberate destruction of another child’s piece of work/ Persistent infringement of school rules. Persistently not taking instructions. Persistently telling</li> </ul>	<p><b><u>Level Two</u></b>  <b>Behaviour Modification Strategies/sanctions</b></p> <ul style="list-style-type: none"> <li>• Inform parent through diary and /or phone call-</li> <li>• Meeting with parent/s if necessary.</li> <li>• Principal discusses sanctions with pupil if age appropriate.</li> <li>• Ensure work is completed at another time.</li> <li>• Pupil sent in from playground to a supervised area</li> </ul>



<p>lies/getting others into trouble/name calling</p> <p>also</p> <ul style="list-style-type: none"> <li>• Bullying behaviours</li> <li>• Answering back/ shouting/</li> <li>• Refusal to work or cooperate</li> <li>• Stealing/intent to steal</li> <li>• Isolated acts of violence – kicking, hitting, thumping, biting etc.</li> <li>• Threatening behaviour</li> <li>• Working or playing in an unsafe manner</li> <li>• Outburst of anger but pupil regains composure</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil restricted to being outside alongside an adult</li> <li>• Stay in at break/lunch-time in a supervised area, as directed by principal</li> <li>• Loss of privileges – Free choice time/golden time/class reward system/playtime etc. (not curriculum areas)</li> <li>• Written apology or self-reflection using questioning<sup>1</sup> e.g. oral or written</li> <li>• “Time out” in the classroom or in another classroom/resource area</li> </ul>
<p><b><u>Level Three</u></b>  <b>Very serious misbehaviour or persistent Level Two behaviours.</b>  <b>Formal involvement by the Principal and parents.</b>  <b>(Additionally other outside agencies may also become involved).</b></p> <p><b>Persistence of Level Two e.g.</b></p> <ul style="list-style-type: none"> <li>• Persistent bad language (includes racial/verbal abuse) /defiance/ Persistent stealing/intent to steal/</li> <li>• Vandalism of school building or property/ Dangerous refusal to obey instruction.</li> <li>• Violent playtime incident</li> <li>• Repeated and deliberate incidents of bullying</li> <li>• Major disruption of class activity also</li> <li>• Leaving school premises without consent</li> <li>• Violent hitting/kicking/fighting – aggressive violent behaviour, causing deliberate injury</li> <li>• Aggressively threatening behaviour towards staff/parents/ pupils</li> <li>• One or more of the above behaviours which cause the pupil to go into ‘Crisis’ Phase of The Breakwell Cycle<sup>2</sup></li> </ul>	<p><b><u>Level 3</u></b>  <b>Behaviour Modification Strategies/sanctions</b></p> <ul style="list-style-type: none"> <li>• Principal informed immediately if crisis occurs-pupil removed from situation and supervised in designated area e.g. office/Resource room. Appropriate protection for staff in place</li> <li>• Risk assessment of location/situation</li> <li>• Principal/LSC involved in monitoring situation from level 2</li> <li>• Crisis/ anger management and de-escalation intervention</li> <li>• Parents contacted to meet principal along with class teacher (DTCP/LSC may attend if appropriate)</li> <li>• Note of Concern regarding placement on SEN Code of Practice / Placement on SEN register (EBD) for Social Emotional and Behavioural reasons</li> <li>• Other interventions – targets, daily record card, counselling, RISE social intervention programme</li> </ul>

	<ul style="list-style-type: none"> <li>• Anger de-escalation strategies recognising the stages of 'The Breakwell Cycle' <i>Appendix 4</i></li> </ul>
<p><b><u>Level 4</u></b></p> <p><b>Where there is persistence of Level Three behaviours and the above interventions are not supporting the pupil adequately, further agency involvement may be deemed necessary.</b></p>	<p><b><u>Level 4</u></b> <b>Behaviour Modification Strategies/sanctions</b></p> <p>Continued placement on SEN Register in line with Code of Practice (EBD) SEBD referral Other agencies e.g. CAMHs, EWO, Psychology, Social and Emotional Behaviour Team involvement. Suspension or exclusion following appropriate procedures</p>

### **Suspension and Expulsion**

When appropriate support has been implemented, monitored and reviewed but a pupil's SBEW continues to cause significant risk to self or others in the school community, a short period of suspension may be considered to allow time for a Risk Assessment and the development of an appropriate RRAP. As part of a planned return to school following a suspension, parents/guardians will be requested to attend a meeting with the Principal (or their representation) to agree the implementation of the RRAP. If, when all appropriate supports and guidance have been implemented and reviewed, a pupil continues to be unable to follow the safety rules, the Principal may, consider alternative arrangements to formally suspend a pupil for a fixed period or, as a last resort, move towards expulsion proceedings.

### **Relevant and associated school policies include-**

- Safeguarding and Child Protection (including the overview pamphlet distributed to all families)
- Anti-Bullying Policy
- Health and Safety
- Critical Incident
- PDMU
- Special Educational Needs
- Guidance for Staff on the use of Reasonable Force/Safe Handling of Children

### **Publications used in preparation of this policy**

- Accelerated Learning - A. Smith
- Golden Rules – J Mosley
- Northern Ireland Anti-Bullying Forum (NIABF) file '*Effective Responses to Bullying Behaviour*'
- SEBD training programme EA SEBD Service
- Staff Survey/Pupil Survey
- Pastoral Care in Schools; Promoting Positive Behaviour – DENI 2001
- "Restorative Questioning"- "Northern Ireland Anti-Bullying Forum (NIABF) file '*Effective Responses to Bullying*'
- Coping with Aggressive Behaviour" Glynnis Breakwell (1997)

All staff will be kept up to date with developments to best provide for pupils with SEBD and support the Positive Behaviour of all in school.

Signed \_\_\_\_\_ Chairman of Board of Governors

\_\_\_\_\_ Principal

Date: 5<sup>th</sup> April 2022

Involved in the consultation of the policy - All members of the teaching staff

Shared with staff – April 2022

Review Date – April 2025

## Key language and Strategies of the PATHS® Programme for within Kesh Primary School Positive Classroom Environment

Establishing a positive classroom environment is paramount for learning to take place.

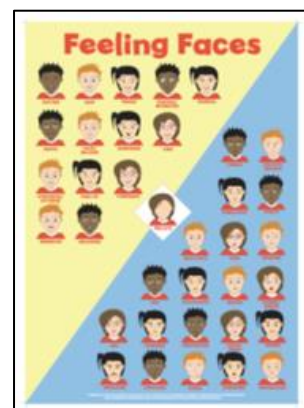
- The first step is for the members of the class to agree classroom rules/ class contract and the second is to set up the daily routine of Pupil of the Day.
- Pupil of the Day is to celebrate and value everyone in the class and the strengths they bring.
- It is chosen fairly and at random using 2 tubs labelled 'Have had a turn and Not had a turn.' Each member of the class records their name on a lollipop stick.
- The lollipop sticks are placed in the have not had a turn tub and daily one person is chosen and is asked if they would like to be POTD (Please note the person can pass and choose which tub for the lollipop stick to be placed into.)
- The POTD wears an identifier so that they can be recognised by others when moving around the school. *(Following Covid guidelines may mean this is adapted.)*
- The POTD receives a compliment list which will record the compliment from the class teacher/classroom assistant, 2 from their peers and when in P3-P7 the POTD will give themselves a compliment.
- The compliment sheet is sent home and someone from home gives a compliment.



### Feelings Language

Feelings are separated from Behaviours

- All feelings are OK to have.
- Feelings are identified as **Comfortable** or **Uncomfortable**.
- Feelings can change.
- You can feel more than one feeling.



### Behaviours are either OK or Not OK

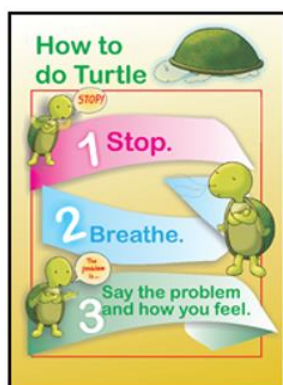
For Example: Pupil A It is ok to feel angry but it is Not Ok to hit/kick/shout at Pupil B.

### Self-Regulation

When a pupil is exhibiting **uncomfortable feelings** or following a **Not Ok Behaviour incident** it is important to support the child in being able to regulate these feelings before beginning to problem solve.

#### **Foundation stage**

##### **Do Turtle**



#### **Key Stage 1 and 2**

##### **3 Steps for Calming Down**



Remember: To be able to support children in regulating their uncomfortable feelings the adult must model this and be a calming influence, so not to escalate the incident.

## Problem Solving

In the foundation stage, the pupils simply discuss what is Ok or Not Ok to do when problem solving.

### Years 3-5

#### Control Signals



### Years 6-7

#### 11 Steps for Problem Solving



#### 3 Questions to ask when Making a Plan.

- Is it safe?
- Does it break any rules?
- Does it treat others the way I would like to be treated?

## Friendship Rules in PATHS®

#### Foundation Stage What do Friends do?



#### Key Stage 1 and 2 Fair Play Rules



All of these posters should be displayed across the school.  
B's Buddies will also have these as mini posters to use when outside in the playground.

## Appendix 2

### ***Behaviour Record***

Teacher ..... Class..... Year.....

Date	Child(ren) involved	Details of incident	Actions taken



**Script to promote consistent approach to dealing with actions/behaviours which are not OK.**

**1 Tell me what happened?**



**2 What were you thinking that led you to behave in that way?**

**3 Who/what has been affected by what you have done?**

(If behaviour is directed towards pupils/adults ask)

**4 Can you tell me how ----- has been affected by your behaviour?**

**5 Which rule/part of our School Code have you broken?**

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

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

## The Typical Arousal Cycle

(After Breakwell, 1997)

