

Lawley Primary School  
and Nursery

Planting the seeds, growing the future

**Lawley Primary School and Nursery Vision - Planting the Seeds, Growing the Future - is based on the two key principles Our Vision - Planting the Seeds, Growing the Future** is based on the two key principles of: Encouraging better learners and developing life-long learners.

**Our Values** - We are clear about the values that we wish to emphasise in our school. These have been adopted as a result of a consultation, which involved a wide range of stakeholders, including pupils. The whole process produced lists of values that are not dependent on race, culture, class or religion. From the extensive lists produced, five core values were chosen these are: happiness, respect, courage, friendship, and responsibility.

**Our Mission statement** talks of providing an environment in which every child is cared for spiritually, morally, socially, culturally, intellectually, and physically, allowing everyone to be the best that they can be! We are committed to giving all our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied experiences and needs. We offer a broad and balanced curriculum and have high expectations of all our children.

# Lawley Primary School and Nursery

## Behaviour Policy

Reviewed: May 2026

Review: May 2027

## Introduction

This Policy is drawn up for all persons who have involvement in school – adults working in school, children learning here and their parents/carers and our school governors. It is to provide guidelines and procedures as to how our school supports and responds to behaviour. The policy applies to all aspects of pupil behaviour throughout school including: in the classroom, around school, to and from school, on external visits and towards the individual. It is recognised that all members of the school community have a responsibility for themselves, others and the school environment and for discouraging behaviour which is disruptive, challenging or disrespectful.

We understand that a pupil's behaviour can be adversely affected by a range of external influences and where possible we should look at strategies to support them with these. As a holder of the silver award for the Trauma Informed Attachment Aware School Programme, this policy is committed that the procedures and guidance in this document will support this ethos. Having a trauma informed approach does not mean having lower expectations, no routines or no structure. On the contrary, in order for children to feel safe, the environment needs to be high in both nurture and structure. Pupils need predictable, consistent routines, expectations and responses to behaviour.

All staff are expected to have high expectations, be proactive in developing strong relationships with pupils and apply consistent routines in line with the school ethos. However, managing these expectations may require some flexibility. Being 'fair' is not about each pupil getting the same (equality) but about everyone getting what they need (equity).

## Key Points

Lawley Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our policy is underpinned by our school values of Happiness, Courage, Respect, Friendship and Responsibility.

*At Lawley we aim to:*

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches and sanctions instead of punishments

*Purpose of the relationship policy*

To provide simple, practical procedures for staff and children that:

- Foster the belief that there are no 'bad' children, just 'bad choices'
- Encourage children to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

*All staff will endeavour to:*

- Take time to welcome children at the start of the day
- Take time to form strong, positive relationships with their pupils
- Always pick up on children who are failing to meet expectations
- Be consistent in their approaches to behaviour
- Complete CPOMs and ensure follow up actions.

*The Head Teacher and The Senior Leadership Team will endeavour to:*

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions - CPOMs, behaviour charts, surveys
- Support teachers in managing children with more complex or challenging behaviours

*Pupils will endeavour to:*

- Attend school regularly, on time and ready to learn
- Wear uniform with pride and be respectful of equipment and the school environment
- Always work hard and try their best
- Tell teachers if anything is worrying them and ask for help if needed
- Follow the 3 school rules
- Be kind, friendly, helpful and polite

*Parents/carers will endeavour to:*

- Ensure their child attends school regularly, on time and dressed and equipped appropriately
- Give support and encouragement with schoolwork and homework
- Inform the school of any concerns or problems which may affect the work, welfare or behaviour of the child
- Attend parent meetings and work with the school to help the child make progress
- Liaise in a professional manner with school when reporting any concerns

*We manage behaviour well by :*

- Deliberately and persistently catching children doing the right thing and praising them in front of others
- Knowing our classes well and developing positive relationships with all children
- Relentlessly working to build mutual respect
- Remaining calm and keeping our emotion for when it is most appreciated by children
- Demonstrating unconditional care and compassion

## Behaviour for Learning

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principles set out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private as an ideal.

*"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 children 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

We also understand that for some children following our behaviour expectations are beyond their emotional developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. Please see Appendix on how we can manage our most dysregulated pupils.

Our Rules	Visible Consistencies	Over and Above Recognition
<ol style="list-style-type: none"> <li>1. Be Ready</li> <li>2. Be Respectful</li> <li>3. Be safe</li> </ol>	<ol style="list-style-type: none"> <li>4. Daily meet and greet</li> <li>5. Persistently catching children doing the right thing</li> <li>6. Picking up on children who are failing to meet expectations</li> <li>7. Where possible, praising in public, reminding in private</li> <li>8. Consistent language</li> </ol>	<ol style="list-style-type: none"> <li>1. Certificates (TTRS/star of the week/Behaviour champion certificates /)</li> <li>2. House points</li> <li>3. Stickers</li> <li>4. Verbal praise</li> <li>5. SLT praise</li> <li>9. Class Rewards</li> <li>10. Show work to other adults</li> </ol>

### **Adult Strategies to Develop Excellent Behaviour**

IDENTIFY the behaviour we expect  
 Explicitly TEACH behaviour  
 MODEL the behaviour we expect  
 PRACTISE behaviour  
 NOTICE excellent behaviour  
 CREATE conditions for excellent behaviour

### **Language around Behaviour**

At Lawley, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Adults should follow the stepped boundaries approach and behaviours should be discussed as the behaviours they are and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

See the behaviour flowchart in Appendix E on the procedure to follow once behaviour becomes more frequent and persistent.

### Stepped Boundaries

This script is a guide for staff to follow when dealing with undesirable behaviour:

**Staff are expected to:** Gentle Approach, use child's name, child level, eye contact, deliver message

1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)          This is a REMINDER that we need to be (Ready, Respectful, Safe)          You now have the chance to make a better choice          Thank you for listening</p> <p style="color: red;">Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)          This is the second time I have spoken to you.</p> <p>If you choose to break the rules again, you will need to (work at another table/work in another classroom / go to the quiet area etc ..... ) (learner's name),          Do you remember when ..... (model of previous good behaviour)?</p> <p>That is the behaviour I expect from you. Think carefully. I know that you can make good choices          Thank you for listening / I'm glad we had this conversation</p> <p style="color: red;">Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. If you continue to not be ready, you will have 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.'</p>
3. Implementation/sanction	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)          Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)</p> <p style="color: red;">Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<p>What happened? (Neutral, dispassionate language.)          What were you feeling at the time?          What have you felt since?          How did this make people feel?          Who has been affected? What should we do to put things right? How can we do things differently?</p>

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

**Extreme behaviours - If a member of staff is alone in the class and need more support with a child, get another child to get adult support from another class or a member of SLT.**

### **Sanctions:**

#### ***Sanctions should***

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

#### ***Sanctions need to be in proportion to the action***

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

Children who consistently fail to meet agreed expectations may be subject to any of the following sanctions: this is not a hierarchy of response nor is it an exhaustive list:

- Time out in another class / outside the classroom or in the SLT office
- Missed work may be sent home to complete with parents – parents will be need to notified of this
- Indoor Supervision during playtime/lunchtime
- Loss of privileges, such as not being able to participate in enrichment opportunities such as school trips, sports events or school productions

When a child's behaviour is becoming a significant concern, the behaviour flow chart in the appendix E will need to be followed, which will lead to involvement from the Senior Leadership Team or Head Teacher.

#### **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Head Teacher will notify the parents and if necessary, the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

### **Educational Visits.**

Children partaking in school organised educational visits or residential activities are expected to show good behaviour inline with the policy. However, the following procedure to manage inappropriate behaviour must be adhered to.

Step 1 – Verbal warning

Step 2 – Verbal reminder of warning and child moved to be with the teacher leading the visit

Step 3 – Child removed from immediate area for 1:1 time out and discussion with teacher leading the visit.

Step 4 – Where appropriate and necessary (in cases where the child's behaviour poses a risk to themselves or others) the teacher in charge of visit should telephone school to arrange for a parent to collect their child.

### **Searching and Confiscation.**

School staff can search pupils **with their consent** for any item, which is prohibited by the school rules. A teacher should ask the pupil to empty their pockets or show the contents of their bag. If a pupil refuses to comply with this request a teacher can apply disciplinary procedures that may apply to the breaking of a school rule. The Headteacher or a member of staff authorised by the Headteacher can search a pupil **without consent** if they have reasonable grounds to believe that the pupil may have a prohibited item. Prohibited items are: knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, vapes, fireworks, pornographic images and any article that the member of staff 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).

Headteachers and authorised staff can also search for any item banned by the school rules that has been identified in the rules as an item, which may be searched for.

#### *Confiscation*

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found which they consider harmful or detrimental to school discipline.

In both incidents of a search and/or confiscation, a written log on the appropriate form should be completed and then uploaded to CPOMs for that child's records.

## **Recreational Times**

### *Playtimes/Lunchtimes*

We want children to enjoy safe and happy playtimes and to this end any games involving play fighting or fighting is not allowed. Lunchtime adults are to reward good behaviour with house points (stickers for EYFS pupils). Any incidents should be dealt with by the adults on duty and reported to appropriate teacher as soon as possible. More serious incidents can be sent to the SLT or head teacher. A member of SLT will be available each lunchtime, contacted via the walkie talkie. When the first bell rings at lunchtime at 13.25, this will indicate it is time to tidy up, and adults on duty should direct children to areas to help tidy. On the second bell at 13.30, all KS1 children should go to line up in their class and line up quietly and sensibly. Class teachers should be collecting their class from the playground and be there promptly to bring their class in for registration. KS2 children will walk sensibly into class on the second bell.

### *Morning break*

#### *KS1 playground*

A whistle will be blown and children will be expected to stand still until the adult calls in line up. Children should then join their lines and stand sensibly and quietly until sent in by the adults on duty.

#### *KS2 playground*

A whistle will be blown and children will walk sensibly into class.

### *Wet Playtimes.*

During wet playtimes two members of staff will remain in each wing to supervise the children. Activities during this time are the responsibility of the class teacher to organise. Teachers to ensure the children are clear what equipment is for acceptable use. Use of ICT equipment must be monitored.

### *Movement.*

Safe movement is essential inside and outside school. Walking is required at all times inside the building. All adults in school should monitor this and ensure that any child seen running within school is spoken to using positive language 'Can you show me fantastic walking please?'

### *School Sporting activities.*

Children will be encouraged to behave in a positive way when representing the school in sporting activities, encouraging team work and respect for each other, opposing teams and the referee/umpire.

## **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

When dealing with an episode of extreme behaviour, a child may need to be handled if they or another person is unsafe.

Where restraint of a child is used a form will be completed, countersigned by the Headteacher and parents will be informed as soon as reasonably possible. The form will need to also be uploaded onto CPOMs to be added to that child's records. The actions that we take are in line with government guidelines on the restraint of children.

The head teacher will monitor any behaviour plans and make decisions regarding exclusions. This will only be used as a last resort. Serious behaviour incidents will be logged on CPOMs. Our staff have the right to come to work and be respected by all and not verbally or physically abused.

The school will record all serious violent behaviour incidents towards an adult using the form found in the school office. These behaviours may result on permanent exclusion.

It may be that, as well as, or instead of, disciplining a child, one of the following courses of action will be taken:

Consultation between staff, including the Headteacher and SENCO to look at interventions, including CAF/TAC, Behaviour Support, Adult support, referral to Fair Access Panel, Modified timetable, managed move, referral to Pupil Referral Unit, consideration of putting forward for a statutory assessment.

See Appendix E flowchart to follow the procedure.

### **Assessment and reporting**

Where a child's behaviour is observed as unacceptable on a daily basis or a parent has expressed a concern to staff, it is school policy that All Bullying MUST be logged on the management information system. (CPOMs)

Violent incidents and use of Physical Intervention must be recorded on CPOMs and logged under correct category, tagging in the headteacher and SLT.

Racist and Homophobic incidents must be logged in the office on the appropriate reporting form and logged on the management information system. (CPOMs)

## Appendix A

### How can we provide a safe and secure learning environment for our pupils?

Having a trauma informed approach does not mean having lower expectations, no routines or no structure. On the contrary, in order for children to feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable, consistent routines, expectations and responses to behaviour.

What can the adults do to support this:

#### Planning:

Get to know your pupils, make relationships and connections with them and know their specific needs.

Devise a well thought out seating plan that suits the individual needs of your pupils.

Plan engaging, high quality lessons that are tailored to the children's needs.

Give feedback in accordance to the marking policy so that you know how your pupil's are doing and how to support them to improve

Ensure you have a tidy, well organised classroom

#### Doing:

Meet and greet your children as they enter school / into the classroom

Smile when you speak to them

Maintain clear boundaries and expectations around behaviour

Use visual reminders for younger pupils and those who may need them

Build in, teach and embed routines

Provide help and support where required.

Notice pupils and their 'states' (e.g. when a pupil isn't 'there' emotionally, or seems out of character)

Show pupils you care about them and show them respect

Use praise and reward as our main tool

Engage with parents/carers

#### Responding:

Know *how* to respond

Know *when* to respond

Understand the intensity of response needed

Know key other adults that can be called upon (who has the right relationship or response to the situation?)

Use appropriate body language, posture, facial expressions

Encourage reflective dialogue and self-reflection

Seek help as needed

## Appendix B

### Our Behaviour Expectations

These are our expected behaviours which are inline with our school rules – Be Ready, Be Respectful and Be Safe. Weekly awards will be given to ‘Behaviour Champions’ who are exhibiting these behaviours.

	<b>What this includes</b>
<b>Be Ready</b>	<p>To come to school regularly and on time as this is vital to my learning</p> <p>To wear the correct school uniform or PE kit and take pride in my appearance</p> <p>To try my best in class and tell my teacher if I’m having any difficulties with the work</p> <p>To use the classroom resources to help me with my learning</p>
<b>Be Respectful</b>	<p>To always follow the instructions given to me by adults</p> <p>To be respectful to <b>everyone</b> at school – staff and pupils, by being kind, considerate and polite.</p> <p>To behave and act responsibly in school.</p> <p>To know that every child at Lawley is here to learn and has the right to learn without distraction from others.</p>
<b>Be Safe</b>	<p>To move around school safely, demonstrating fantastic walking.</p> <p>To remain safe in class and school by always being in the correct place.</p> <p>To tell an adult of any problems you may have so they can support you</p> <p>To respect my own and others personal space, keeping my hands to myself.</p> <p>To know that aggressive or violent behaviour is unacceptable.</p> <p>To inform your adults at home of any school events or activities I am involved in</p>

## Appendix C

### Classroom strategies to manage dysregulated pupils

Good behaviour from pupils is often rooted in them having positive relationships with staff and lessons that are engaging and well-planned. We must aim to keep pupils within lessons and engaged with their learning, but on occasions you may require support to do this.

Here are the steps to take to prevent misbehaviour and effectively manage behaviour if it does occur.

#### Before the lesson – planning for positive relationships

Make sure the lesson is engaging and interesting  
Consider any contextual information regarding the children and be prepared for this  
Ensure there is genuine challenge  
Provide suitable scaffolding  
Have a suitable, well thought of seating plan and adjust as required  
Use your marking to inform your planning and offer pupils personalised feedback

#### The lesson – developing positive relationships

Meet and greet all children as they come into class  
Give clear instructions and use visuals when and as required  
Be a presence – ensure children know you are checking their work and give verbal feedback positive praise.  
Check pupil's understanding and correct misconceptions  
Have clear, taught routines for pupils during transitions (from carpet to table, entering/leaving the classroom, disseminating resources, etc.)

If children are beginning to become dysregulated (off task) use strategies to re-engage. These can include:

Non-verbal signs (eye contact, encouraging smile, thumbs up/thumbs down)  
A quiet word by sitting beside the child, talking to the quietly and giving clear instructions of what you expect them to do – check for understanding  
Use language of choice (refer to the stepped boundaries) e.g. if you choose not to do the work then... but followed by a positive (e.g. I know you'll make the right choice).  
Use a range of teaching, questioning, explaining, positive behaviour strategies  
Say what you see / what you need to see happening e.g. I have noticed.... I need you to, Thank you to....  
Repeat instructions and allow pupils to respond  
Stop and redirect – check the pupil understands and get clarity that they actually do and not just simply saying they do to appease you  
Move to a new seat

If these strategies to re-engage are unsuccessful, then stage 3 of the stepped boundaries are to be followed (a sanction given, or time out in another class, with SLT, etc.)

#### Reflection and Restorative Outcome:

When a pupil is sent out of class the teacher is expected to:  
Ensure the child completes the work from the lesson, either during their time out or as home learning  
The pupil's parents/carers are informed and discuss the situation – can they shed light on why the pupil may have become dysregulated

Reflect on own practise – could something have been done to prevent the pupil becoming dysregulated (was the work too easy / hard, is there something going on at home you weren't aware of, etc.)

Be proactive in seeking out a restorative conversation to repair the relationship.

### **Effective Restorative Meetings – some guidance:**

A restorative meeting is not just a meeting or a set of questions, it is a way of working with people.

#### **The aim of such a meeting is to:**

Understand the reasons for the person's behaviour

Put your views across

Help the child understand the impact of their behaviour on others

Restore the relationships

Identify ways to prevent this from happening in the future

#### **Prior to speaking to the child you should:**

Spend some time reflecting on the incident and see if there was a way it could have been prevented

Plan what you want to say, so you can put across your thoughts calmly and articulately.

Ensure you are in a clam state and receptive to hearing what the child has to say.

Ensure you have enough time to meet the pupil.

Plan where the meeting will be held – a quiet and discreet area where the child feels safe

#### **When speaking to a pupil, ask the following:**

What happened?

What were you thinking at that time?

What have you thought since?

Who suffered as a result of the behaviour?

What do we need to put things right?

It is important that as the adult, you accept the child's apology and their willingness to restore the relationship. They need to know the next lesson will be a fresh start.

## Appendix D

### Managing our most dysregulated pupils

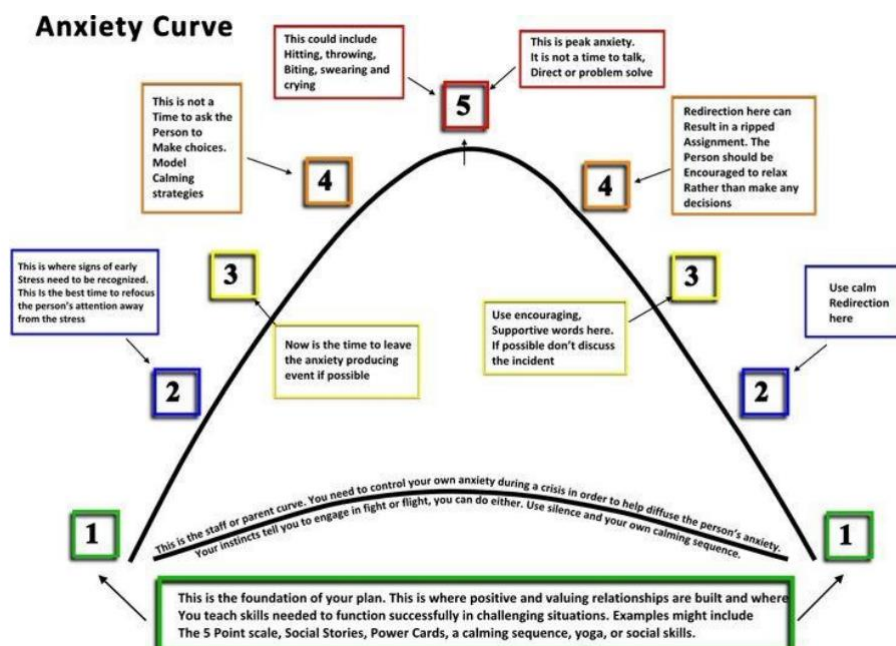
We recognise that pupils in a heightened state of stress and / or anxiety are unable to learn as effectively as those who are in a state of regulation. Often those who have experienced trauma in the past will have specific triggers that will make them behave in a way that is dysregulated; when they are in this state they may not be able to make a rational choice. It is important that when this happens we provide the pupil with the appropriate support to calm down and become regulated. This will be different from pupil to pupil.

#### *Prevention is better than cure*

Staff need to be aware of any possible triggers and plan around these when possible. For instance, if you are teaching an RHE lessons around family, but you have a pupil in care, you need to have a discussion with the carers beforehand, so that the pupil can be prepared, and any relevant information, such as language, is shared between you both. This will then help the pupil to manage any anxiety whilst in the lesson, and allows you to be supportive and deliver in a sensitive way.

#### *Supporting a student who is significantly dysregulated*

The diagram below shows the process a pupil can quickly go through if they are anxious:



Trying to negotiate with a pupil who is in the top tier of the anxiety curve will usually prove unsuccessful. Therefore, on such occasions it best to gain support from either a member of SLT, Katie Robinson (the parent and family liaison officer) or the head teacher.

To support these pupils we encourage staff to follow the steps below:

<b>Step 1</b>	<b>Notice what is happening:</b> Do I need to step in? What immediate steps do I need to do to ensure everyone's safety?
<b>Step 2</b>	<b>Am I regulated?</b> Ask yourself this – if you aren't, ask someone else to step in.
<b>Step 3</b>	<b>Is the pupil regulated?</b> Again, if they are not, leave this for a while – it will not be a productive conversation until both parties are regulated. Do I need help to regulate the child? They cannot do this themselves at first. Think about different techniques to manage their breathing, taking a walk (over time pupils may learn to regulate themselves but this will need support and practice).
<b>Step 4</b>	<b>Curiosity and understanding: Don't judge the person</b> <i>Get curious not furious.</i> Use the emotion coaching training we have had to do some 'wondering' aloud in relation to what you see. This is the CONNECTION step.
<b>Step 5</b>	<b>Acceptance &amp; Empathy:</b> Show them 'you get it'. Saying something like 'That sounds very difficult', 'I am here with you'
<b>Step 6</b>	<b>The correction:</b> once the pupil is in a calmer place consider the following: Do I need to do anything further? Do I need to provide a consequence? Do we need to do some problem-solving? You must explain the action was unacceptable and try to link the consequence to the behaviour – e.g. if the child made a mess, tidy it up.
<b>Step 7</b>	<b>Repair the relationship:</b> This is to stop the feeling of shame for the child. Can be as brief as 'We're OK now, see you tomorrow.'

## Appendix E

Flow chart for procedure following persistent low level or extreme behaviours that are not in line with our school rules

