Holdbrook Primary School & Nursery

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Behaviour & Relationship Policy
A Therapeutic Approach

Signature: _____ Date: _____ Headteacher

Signature: _____ Date:_____ Chair of Governors

Reviewed; Autumn Term 2026

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"Every child deserves the best possible start in life and the support that enables them to fulfil their potential." EYFS September 2014.

Aims

- To improve educational outcomes for all pupils by promoting and supporting their engagement with education.
- To be proactive about promoting relationships and behaviours that enable all children to achieve their potential and develop socially, academically, and personally within a positive and safe environment.
- For children to develop positive and valued behaviours through positive relationships with staff, clear and high expectations, good role models and clear and consistent boundaries.
- To focus on a therapeutic approach to behaviour management underpinned by Hertfordshire's TAB (a Therapeutic Approach to Behaviour programme owned by Hertfordshire County Council Integrated Services for Learning).
- To provide an inclusive setting that promotes equality of opportunity so that all children are helped to learn how to engage in valued behaviours.
- To ensure that all staff know how positive, proactive relationships underpin a successful based on a need to understand what behaviour might be communicating will be most effective when promoting valued behaviour and managing difficult or challenging behaviour.
- To ensure that all staff understand how to focus on de-escalation and preventative strategies rather than focusing solely on reactive strategies. [All staff are given STEP ON training which is refreshed annually]. **All staff are expected to follow the therapeutic approach.**

At Holdbrook Primary School and Nursery, we believe that every person is equally important. This policy reflects the values, ethos and philosophy of our school in relation to behaviour support. It is a working document and as such it reflects both the practices that are carried out and those to which the school is striving. The policy is agreed upon by the whole staff and the Governing Body. The document is available for interested parties.

Our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm. An important aim of Hertfordshire TAB is to provide opportunities to support and debrief both children and staff after a crisis.

Promoting Positive Behaviour

All pupils, parents, staff and visitors who come into school have a responsibility for promoting positive behaviour by demonstrating clear values and principles through:

- Being proactive about building positive relationships with the children.
- Teaching right from wrong, honesty and respect for others.
- Encouraging internal discipline, self-management of behaviour and a sense of responsibility for positive behaviour.
- Praising positive behaviour - using positive phrasing and reminding.
- Providing pupils with positive experiences that will create positive feelings and therefore positive behaviour.

- Being good role models through patterning and copying.
- Using scripts, repetition and structure.
- Using consistent, clear and agreed boundaries.

- Providing comfort and forgiveness.
- Encouraging a 'Growth Mind-set' approach, where pupils learn to value their mistakes and move forward from them and resilience is promoted and celebrated within classes.
- Promoting the Holdbrook values (see below).

The 3 Rights

At Holdbrook Primary School and Nursery we have worked with the children to develop an understanding of pro-social behaviours underpinned by 'The 3 Rights':

1. **The Right to Learn**
2. **The Right to Respect**
3. **The Right to be Safe and Feel Included**

Holdbrook Values

All members of the community have the responsibility to demonstrate our core values. All children and adults are encouraged to be a Holdbrook Hero and model the core values below.

Our Holdbrook Values encourage children to be:

Hardworking *and dedicated to their learning. Our school is a place where all children and adults have the right to learn in a happy and safe environment.*
Organised *and prepared to learn. Our children learn to become independent and ready for their day at school, which in turn will prepare them for their futures.*
Listeners *and excellent communicators. Listening and communicating effectively is vital so that each person feels safe and comfortable; is able to contribute and make progress with their learning.*
Determined *to achieve their best, with a mind-set to never give up.*
Brave, *risk takers, trying their best and learning by their mistakes. Our children will try new things and have a range of new experiences.*
Resilient *and to persevere. We want our children to have a 'can do and will do' attitude. We want our children to problem solve and to find solutions to their own problems when they arise to encourage their independence and prepare them for their future.*
Optimistic *and positive about their futures, to have aspirations and goals.*
Open Hearted, *friendly and welcoming. We want our children to find fulfilment within their friendships and support each other across the school.*
Kind*, polite and helpful members of the community.*

Honest *and trustworthy and be positive role models in society having respect for themselves and others.*
Empathetic, *understanding how others feel so they can respond in a helpful and caring manner.*
Respectful, *having a mutual respectful of all children and adults. Our children will celebrate diversity and individuality within the community and demonstrate tolerance of those of different faiths and beliefs. Our children respect the environment around them and respect everyone's right to an education.* **O**urselves – *developing as individuals and recognising their uniqueness. Our children develop their confidence and self-esteem by valuing their successes and achievements.*

The Curriculum and Learning

We need to teach valued behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. Clear routines need to be in place in the classroom and around the school.

These routines should be regularly referred to so that all children understand the part that they need to play as a member of the school community. Children are taught about their feelings and emotions during everyday teaching opportunities, through Zones of Regulation activities and PSHE lessons that include participation in Friendship week (previously known as Anti- Bullying week) and Children's Mental Health and Wellbeing week. A calm, engaging, well ordered learning environment with opportunity to grow within a positive structure is conducive to valued behaviour as it is to good learning. Where children need additional support, the school has a number of intervention programmes where children can learn specific pro social skills.

A distinction has to be made between developmental behaviour and persistently difficult and dangerous behaviour. Some children, including those with SEND who have specific needs that impact on their behaviour, may find it continually difficult to demonstrate valued behaviours. Individual strategies will therefore need to be implemented to support them. This may include working closely with outside agencies and/or the completion of a therapeutic Plan with a 'script' for adults and clear targets for the child.

A Therapeutic Approach

At Holdbrook we recognise that negative experiences create negative feelings and that negative feelings create negative behaviour, whilst positive experiences create positive feelings and positive feelings create positive behaviour. It is the responsibility of every adult at our school to seek to understand the reason why a young person is presenting with detrimental behaviour.

Behaviour management and responses need to be personalised and designed to meet the specific needs of each individual child, their age and any special circumstances that affect that child. To enable change, we need to understand the child's behaviour not just suppress the behaviour.

The Hertfordshire TAB 'therapeutic true' exercise supports staff in identifying the underlying influences on behaviour. This exercise helps adults to list a child's positive and negative experiences in life that may have led to their negative feelings and behaviour.

When faced with a situation where a child is not demonstrating pro social learning behaviour, staff follow a sequence of responses explained below and shown in Appendix 1 (classroom) & Appendix 2 (playground).

How Valued Behaviour is Promoted and Recognised

Pupils should develop the understanding that their valued behaviour can be rewarding in itself and can also bring about positive experiences and feelings in others. When they are engaged and learning we need to 'catch the children getting it right' ('topping up their bank accounts') through specific praise. A reward should never be given as a result of a 'bribe'; instead it should be given as a surprise consequence.

This can be done by:

- Verbal praise or encouragement from adults and peers.
- Non-verbal praise e.g. thumbs up/ High 5
- Written remarks
- House points
- Stickers, smiles or stars.
- Earning marbles, class/team points within the class.
- Communication with parents verbally or via Schoolcomms Text Messages
- Showing achievements to other classes, teachers or Head Teacher.

- Achievement assembly certificates.
- Work being displayed around the school or shared on Twitter.

Protective and Educational Consequences

At Holdbrook adults have the responsibility to use consequences which are directly related to the behaviour and as a result help the young person to learn and develop positive coping strategies.

When a child is not demonstrating valued behaviour, staff will:

1. Praise valued behaviour from other pupils. Staff will give their attention and praise to those who are demonstrating the valued behaviours.
2. Give a non-verbal reminder.
3. Give a positive reminder of the right that needs to be adhered to and their responsibility towards this.
4. Give a verbal reminder that includes a reference to an educational or protective consequence that may follow.
5. If behaviour persists, child is removed within the classroom, to a different table/ space on the carpet to complete the task.
6. If the behaviour persists, child is sent to the phase leader class to complete a given task. The child is invited to re-join the class when they feel able to show positive learning behaviour.
7. If the behaviour persists when the child has returned to class then additional support may be needed from a member of SLT.
8. If the behaviour continues, the child will be sent the Headteacher or Deputy Headteacher in his absence. A discussion with the child will be held to try to identify any roots to the behaviour. A reminder of the positive behaviour will be shared allowing the child the opportunity to reflect and demonstrate the positive behaviour desired. An educational or protective consequence may be appropriate.
9. If negative behaviour persists, then the parents will be contacted and informed. The expectations will be shared with the parents and a plan will be put in place to support the child within the classroom to demonstrate the positive behaviours expected.

Examples of Consequences (see Appendix 1A)

Educational Consequences	Protective Consequences
Completing Tasks	Isolation/ Removal from an area Increased
Rehearsing	Staff Ratio
Assisting with repairs	Limited access to the outside space
Educational Opportunities	Escorted in social situations
Research	Differentiated Teaching Space Removal
Restorative Meetings	from the classroom Exclusion
Letter/ communication with the parent explaining the expectations for the future	5

Challenging Behaviour

Some behaviours exhibited can be more challenging. We use the Hertfordshire TAB response to harmful behaviour: cool down, repair, reflect and restore. Adults' responses to these behaviours will aim to de-escalate the behaviour through one of or a combination of the following as appropriate:

We will use Positive Phrasing..	…rather than Negative Phrasing
- "*Stand next to me"*	- "*Stop being silly"*
- *"Put the toy on the table"*	- *"Be good"*
- *"Walk beside me"*	- *"Don't throw the pen!"*
- *"Switch off the computer"*	- *"Stop running!"*
- *"Walk beside me to the library"*	- *"Don't talk to me like that!"*
- "*Stay seated in your chair"*	- *"Calm down!"*

We will provide children with a limited choice…

…rather than demanding language and providing the children with no choice

- *"Put the pen on the table or in the box"*
- *"Where should we talk – here or in the library?*
- *"I'm making a drink? Lemon or Orange"*
- *"Are you going to sit on your own or with the group?"*
- *"When we are inside, Lego or drawing"*
- *"Are you starting with the picture or the writing?"*

- "Get in here now!"
- *"Get out!"*
- *"Do as you're told!"*
- *"Give it to me now!"*
- *Open choice – "What do you want to do? Would you like to go inside?*

We will disempower the behaviour…

…rather than empowering the behaviour

- *"You can listen from there"*
- *"Come and find me when you come back"*
- *"Come down in your own time"*
- *"Come out from under the table in your own time"*

- "Come back here now!"
- *"You are not allowed in there"*
- *"Get down from there!"*
- *"Don't you dare swear at me!"*
- *"I will let you use the computer if…"*

We will use positive scripts…

…rather than negative scripts

- "Take Turns"
- *"Walking feet"*
- *"Listening Ears"*
- *"Kind Words"*
- *"Kind hands and feet"*

- "Do you think you're clever?"
- *"Do I look stupid?"*
- *"What did you say?"*
- *"Here we go again!"*
- *"How many times…"*

Example of use in class.

Positive Phrasing
"Come and sit next to me for the story"– (Repeat, Remind, Take-up Time)

Limited Choice
"Would you like to sit on the chair or the beanbag?"

Disempowering the behaviour
"You can listen to the story from there."

Consequence
"We will check you understand the story before you go out to playtime."

De-Escalation Script

Use the person's name – "David"
Acknowledge their right to their feelings – "I can see something is wrong" Tell them why you are there – "I am here to help"
Offer help – "Talk to me and I will listen"
Offer a "get-out" (positive phrasing) *– "Come with me and…"*

*See Appendix 3 for more examples of strategies to use when responding.

The procedure for behaviours that are becoming difficult or dangerous uses pro forma (available in school) as follows:

1 **Therapeutic True** analysis to understand how feelings are affecting behaviours.
2. **Anxiety Analysis** to predict and prevent escalation.
3. **De-escalation script** used by all staff (on back of staff lanyards as a prompt).
4. I**ndividualised scripts** to be used by all staff in specified situations to ensure a consistent approach as specified in the **Risk Reduction Plan**.
5. **Educational consequence** must be appropriate to the incident and individual - this must be logical, purposeful and meaningful.
6. **Protective consequence** may be necessary i.e. the removal of a freedom to manage harm. This could include an increased staff ratio, limited access to outdoor space, escorted in social situations, differentiated teaching space or exclusion from an area of the school.

Physical Intervention – also see separate Physical Intervention Policy

There are situations when physical intervention may be necessary. Staff are trained by Hertfordshire Steps trainers in how to safely use physical intervention.
Situations may include:

- To comfort a student in distress, appropriate to their age and understanding.
- To support a child with their physical care (toileting, self-care, changing clothes).

- To gently direct a person.
- For activity reasons (drama, physical games).
- To avert danger to the child, other children, adults or significant damage to property.

Therapeutic Plan

Children whose behaviour may place themselves and others at a risk of harm must have individual Therapeutic Plans. These are overseen by the Headteacher or Deputy Headteacher, who will ensure that they are reviewed and updated in order to reflect changes and progress.

Children who may need a Therapeutic Plan are those whose needs are exceptional and the usual 7 everyday strategies are insufficient. This will include children who may require some specific intervention to maintain their own and others' safety and to ensure learning takes place for all.

Plans will be developed by all adults who work with the child and, as plans are working documents, they will be updated as the need arrives and at least once each half term.

A plan will:

- Take into consideration the times/ places/ lessons that give the child greater anxiety and triggers that could lead to difficult behaviours.
- Put in place risk reduction measures and differentiated measures that will lower the child's anxiety and enable them to show positive behaviours at school.
- Give clear de-escalation strategies and scripts that all adults can follow when speaking to the child to lessen difficult and dangerous behaviours.

Reflect, Repair and Restore (after a crisis)

Once the child is calm, relaxed and reflective, the experience can be re-visited with an adult. The adult will re-visit the experience by re-telling and exploring the incident with a changed set of feelings. The adult may ask the child questions to:

- Explore what happened? (tell the story)
- Explore what people were thinking and feeling at the time?
- Explore who has been affected and how?
- Explore how we can repair relationships?
- Summarise what we have learnt so they are able to respond differently next time?

Exclusion

Serious incidents may result in a fixed term or permanent exclusion. These decisions are not taken lightly and are informed by Local Authority guidance. Parents are informed of the decision and reasons for the exclusion. A reintegration meeting is held with the parents and child on their return to school.

APPENDIX 1
EXAMPLES OF THE SEQUENCE OF THERAPEUTIC BEHAVIOUR RESPONSES

Respond in an 'authoritative' manner.

If a child refuses to respond to choices given, say e.g. 'Yes, you can …..' instead of 'That's fine' when considering an alternative. *Try to 'disempower' the behaviour wherever possible by ignoring and giving exaggerated attention to those children making the correct choices.*

Scenario: Disturbing the learning environment, 'silly' behaviour, refusing to get on with the task that has been set leading to disrupting the other pupils

1	2	3		8
Positive Phrasing & Verbal Reminder	**Limited Choice**	**Directive from the Adult**	**Persistent disruption** **Buddy Class / Pupil Support Worker**	**Educational Consequence** *What does the child need to learn from the situation and what do we need to teach?* **Further Consequence (Being Sent to SLT)**

Praise children who are demonstrating the prosocial behaviour.
Thank you… I can see you are sitting quietly.

Give a non-verbal reminder, by pointing to the school right or value you desire or give a signal. E.g. fingers on lips

Or a verbal reminder: **This is a polite reminder to…..**
'You now have a choice: Carry on with your work during lesson time when I am here to help you or during breaktime/lunchtime when you will need to get on by yourself'.

If on the carpet:
'You now have a choice: you can stay in your carpet place and show me you are listening or come and sit next to me/TA/on chair/at workstation'.

‘I now need you to move away from distractions to give you the best chance of learning’

Decide on a place in the classroom where the child may have a better chance of staying focused.

Aim to have a follow-up conversation what may have happened to the result in the negative learning behaviours today.
I can see that you are struggling today. I am going to give you the
opportunity to go to the Buddy Class/spend some time with Miss Bull until
you are ready to learn with your own class. You are welcome to come back when you are ready to learn.

Needing to catch up on the learning and or practise expected learning behaviours.

If persistently disturbing the learning environment you will need to go and speak to… about your choices.

APPENDIX 1A Class Behaviour Chart : Consequences of not following The 3 Rights/Class Routines

In the classroom

Behaviour Educational or Protective Consequence	Notes
Constantly fiddling with things on table e.g. ruler, pencil when you should be focused on the teacher. Removal of all items from the table during whole class teaching.	Always refer to the class routine/expectations asking whether what you are seeing is part of that particular routine/expectation. Say, 'No thank you' in response to unwelcome behaviours, For repeated behaviour, send to Buddy Class. Children must be sent to the Buddy Class with work to complete. They are welcome to rejoin the class when they are ready to follow the class routines and expectations. Yr1 to Rec Yr2 to Yr1 Yr3 to Yr4 Yr 4 to Yr 5 Yr 5 to Yr 6 Yr 6
Repeatedly getting out of seat when told to remain seated. Find out what the reason is for needing/wanting to get out of seat. Then decide what the action needs to be. E.g. if getting out of seat to retrieve the pencil sharpener, then needs to be told to cross out or given own pencil sharpener.	
Commenting on something that is happening in the classroom that has nothing to do with you. Reminder of 'Let it go' strategy	
Calling out instead of putting your hand up. Reminder of class expectation	
Talking when lining up Child/Children will need to practise lining up during break or lunchtime.	
Taking too long to organise yourself when coming in from breaktime or lunchtime Class teacher will need to collect the class early from the playground to allow for more 'settling' time.	
Talking to another child when you should be listening/working. Moved to a separate table where possible. 20 seconds taken off playtime for the class to make up for the lost learning time that has resulted from this behaviour.	

Refusal to attempt any work. Choice given: work to be completed now or at breaktime.	
Lack of respect for property. Depending on the action, some kind of tidying up duty given.	
Use of unacceptable language (swearing) Do not react. Do not take it personally if it is aimed at you. Remind child that these are words that **must not** be used at Holdbrook. Action taken will depend on age of child and the context.	Parents need to be informed so that they are aware.
If any of the above behaviours happen 2+ times Immediate consequence: **Child to be sent to the 'buddy' class.**	**Reflection sheet to be completed – copy given to Headteacher / DHT .**
Persistent refusal to follow an instruction from any adult in the classroom **Immediate consequence:** **Child to be sent to 'buddy' classroom to complete their work or to Pupil Support Worker. There will need to be a follow-up conversation involving the teacher and a member of SLT. The teacher should take the lead and SLT member remains silent where possible – their presence aims to show that the teacher is fully supported. Further action may be taken by the SLT as required.**	**Parents informed the same day – in person or by phone.** **Record incident on CPOMS**
Persistent use of unacceptable language Immediate consequence: removal from the situation to protect other children from hearing unacceptable language. Other adults to be involved if the child is dysregulated and/or the teacher needs to return to his/her class.	

In assembly

Behaviour	Educational or Protective Consequence	Notes

Talking to another child while in the assembly hall when you should be listening to music or to the adult who is speaking.	Move the child close to an adult. Children who have been talking need to stay behind and practise sitting quietly.	

Breaktime / Lunchtime

Behaviour	**Educational or Protective Consequence**	**Notes**
Not lining up behind another child facing forwards, not talking to children in front or behind.		
Being unkind to another child	**Immediate consequence: sent to a member of the SLT. SLT member to talk to the victim and decide on appropriate course of action to address the situation.**	**Reflection sheet to be completed – copy given to Headteacher / DHT .** **Parents informed the same day – in person or by phone.** **Record incident on SIMS**
Any violent behaviour	**Immediate consequence: sent to a member of the SLT. A protective consequence will then be put in place – breaktime/lunchtime used to teach child what appropriate behaviour looks like in the playground and the consequences of violent behaviour. Child to be taught how to 'disagree agreeably' when faced with a challenging situation.**	
Use of unacceptable language	**Immediate consequence: sent to a member of the SLT. Protective consequence: child not allowed in the playground for a period of time so that other children are protected from unacceptable language.**	
Not following instruction from an adult on duty e.g. standing quietly when the first bell rings, being asked to line up	**Children's names noted.** **Consequence will depend on incident. E.g.** **During next break time, children to go to the hall for lining up practise with a member of the SLT.**	

APPENDIX 2
THERAPEUTIC BEHAVIOUR RESPONSES IN THE PLAYGROUND

Respond in an 'authoritative' manner.

Scenario: Not playing safely.

1, 2 & 3	4	5 6 & 7			
Positive Phrasing	**Verbal Reminder with Educational Consequence shared**	**Directive from the Adult with Educational Consequence**	**Reflection** *Opportunity to think and come back when they are ready*	**Reflection with support from Pupil Support Worker** *Opportunity to think and come back when they are ready*	**Educational Consequence** *What does the child need to learn from the situation and what do we need to teach?*

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Further Consequence (Being Sent to SLT)

This is a polite reminder followed but the
expectation that is not being met.
You have a choice: Play safely or stand with me.

Educational Consequence 1 Point out other children, talk about games that the child could play. Suggest a couple of playground games the children could play.
Stay with me and let's look at what playing safely looks like.

Educational Consequence 1 Point out other children, talk about games that the child could play. Suggest a couple of playground games the children could play.
Child has an opportunity to reflect on their behaviour and the positive behaviour expected.

You are welcome to join in when you are ready to play safely.
If Negative behaviour persists, the child should be sent to the pupil
support worker.

Child has an opportunity to reflect on their
behaviour and the positive behaviour expected
alongside the pupil
support worker.
Educational Consequence

Think of some safe games that you could play.
Draw pictures. Ask child to come back next
playtime/lunchtime to remind you of the safe games they can play.

Could they learn a new game and teach it to some other children on the playground?
If continuing to play in an unsafe manner, you will need to speak to [member of SLT] about your choices.

Protective Consequence Persistent negative
behaviours may result in a protective consequence. E.g. Reduce access to outside area/ alternative playtime/ different playground.

When a child who is not on a Therapeutic Plan <u>exhibits behaviour that results in another child being harmed,</u> the adult could use the de-escalation script if appropriate. The child needs to be guided to a SLT member to follow up.

Those children who feel excluded from play and/or do not have the confidence to join in with other children equally need help to ensure that they are not internalising their feelings of e.g. low self-esteem and must be supported to engage in play situations. Where this becomes an ongoing problem, the class teacher must be informed so that some support can be given through e.g. Circle times, PSHE sessions.

APPENDIX 3

Redirecting: when a child refuses to follow an adult's request there is a clear danger that the interaction will escalate to a major confrontation. This in itself could result in the stimulation that the child is seeking. Redirecting is about trying to avoid being drawn into a power struggle. Instead the adult has a number of activities that he/she can use to redirect the child towards some behaviours that are positive. E.g. if a child has refused to go back to their seat…'Well, while you are out of your seat could you go to the book cupboard and bring me another 3 exercise books' or have some activities that are ready e.g. a collage that needs attention, a specific errand such as a message to the office, areas that need reorganising, ripping up paper to make something….

Accepting: when a child refuses for whatever reason, give immediate partial agreement to his comment, that is begin your sentence partially agreeing with him. By partially accepting a child's negative comment the adult sidesteps confrontation and can then redirect the child's behaviour. E.g.

Pupil: I hate school Adult: Yes, there are times when you might hate school but I can help you with your learning so that you can enjoy it more and you can tell me about some things that you would like to do at school.
Pupil: I don't like doing P.E. Adult: Yes, I can tell that you don't like P.E. Is it getting changed that you don't like? Is it the exercise that you find tricky?
Pupil: There is too much work to do Teacher: Yes, it can seem like that there is too much work to do, but let's get this part done and then we might be able to find time for some other things you enjoy – perhaps you could tell me what they are.

Solution-focused

Focusing on getting the behaviour right. 'For the rest of this week I am going to be watching you for all those times when you get it right, when your behaviour is helping you to learn. These will be times when you are sitting on the carpet, when you listen to instructions, when you don't distract people. I am going to write those times down and if you want me to I will give you a note to take home explaining how well-behaved you've been. If I'm doing this I will need your help as well. I want you to notice those times in the classroom when you are working well and I want you to think about what you are doing that helps you to be successful'.

Scaling

If the child is able to understand this technique it is very positive. Help the child to rate his problem on a scale of 1-5. Number 1 reflects the problem at its worst and 5 is where there is no problem.

ADULT: Tim, on a scale of 1 to 5 where do you think you are with respect to staying in your seat and not disturbing others in the class?

TIM: About 2

ADULT: Okay, what is it that you think you are doing right to put your mark at 2? TIM: Well sometimes when we are doing drawing I don't leave my seat at all.

ADULT: If you moved your score from 2 to either a 3 or a 4, what do you think you would be doing more of? What would you and I see more of?

TIM: Well, I would be putting my hand up when I got stuck and needed help. ADULT: Ok. Let's work together to see if we can achieve that.

Notice the problem is not analysed and the conversation between the adult and the pupil is more positive. It did not go down the road of, 'Why did you behave like that?' For most of the time children do not know why they behave the way that they do. Solution-focused approaches are positive and brief. The adult does not get drawn into analysing the problem, but instead used his energy to find and understand those times when the problem was less severe.

APPENDIX 4

Reflection

Name: _____ Date_____

At Holdbrook Primary and Nursery School we believe in the 3 Rights:

1. **The Right to Learn**
2. **The Right to Respect**
3. **The Right to be Safe and Feel Included**

Today I chose an action that does not follow the 3 Rights*. Explain/show what happened:

Who do you think has been affected by your actions?

What do you need to do now? How could you put things right? Explain/show how you are going to demonstrate the 3 Rights:

Signed (Child)_____ Staff member: _____

*For example:	
Moving out of my seat	*Repeatedly calling out Ignoring/Refusing to follow instructions Disturbing the learning of others*
Speaking inappropriately to an adult or child	*Repeatedly interrupting/ talking at an appropriate time Not completing work Making poor decisions out of the classroom*

Need to photocopy for attention of SLT.