

# RELATIONSHIPS AND BEHAVIOUR POLICY



**Tyntesfield**  
Primary School

## Our Mission Statement

We grow as learners, to be the best we can be, through care, collaboration and challenge.

## Our Values

We love learning  
We make the most of every opportunity  
We appreciate and care for each other  
We achieve our best

## Our Rights and Responsibilities

### Rights

To learn  
To achieve  
To belong  
To be safe  
To be cared for

### Responsibilities

We let everyone learn  
We always try our best  
We value and include everyone  
We do not hurt others  
We look after each other

This policy has been created using the United Nations Conventions on the Rights of the Child (see appendix 3) to keep the children at Tyntesfield Primary School safe and happy.

**‘Discipline’ is a Latin word which means ‘to teach’, it is one of the most loving and nurturing things we can do for our pupils. It comes from a place of love, respect and emotional connection.**

At Tyntesfield, we believe that every member of the community should feel valued and respected. Our behaviour policy aims to promote relationships built on mutual trust and respect, creating a climate that fosters **connection, inclusion, respect** and **value** for all members of the community.

**Policy approved: October 2026**  
**Policy Review: October 2027**

## **1. Rationale**

We recognise that behaviour is communicative and often reflects underlying feelings and emotions. Our relationships and behaviour policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Through integral relationship building, our goal is to teach pupils how to manage their emotions, develop self-control, to consider others' feelings, to consider consequences and to make thoughtful decisions to help them to grow up to become kind and responsible people who can enjoy successful relationships, better mental health and more meaningful lives. This begins from the moment our children begin at Tyntesfield through our EYFS curriculum and personal, social and emotional development.

**“Effective discipline means that we’re not only stopping bad behaviour or promoting a good one, but also teaching skills and nurturing the connections in our children’s brains that will help them make better decisions and handle themselves well in the future.” –**

Daniel Siegel, 2015

## **2. Staff Responsibility**

Developing positive and supportive relationships with pupils is the responsibility of all members of staff within the school community. Staff will be prepared to listen and hear everyone's perspective, striving to understand the feelings and emotions that might drive certain behaviour, whilst maintaining clear boundaries and expectations. Our staff have an understanding that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity) (See Appendix 1). Our staff promote positive behaviour, remind pupils of their responsibilities and exercise a kind and consistent approach to behaviour improvement.

## **3. The Role of the Class Teacher**

It is the responsibility of the class teacher to provide a safe and secure learning environment, which includes setting clear and consistent boundaries with routines and structure. Class teachers consistently maintain high expectations of pupils with regard to behaviour, and strive to ensure pupils work to their potential, living and breathing the value **'We achieve our best'**. The teacher is a social, emotional and learning role model for all pupils, demonstrating how to treat others with respect and understanding. When the class teacher is not responsible for their class, the adult in charge adheres to this policy in order to maintain a culture of certainty for the children.

## **4. The Role of Parents and Families at Tyntesfield**

Parents agree to a Working In Partnership Agreement when enrolling their child at our school. The expectations are that parents/ guardians will adhere to the Working In Partnership Agreement and support the actions of the school. Parents are able to address any concerns or queries regarding Emotion Coaching, Self-Regulation and Restorative Approaches firstly to the class teacher, then to a member of the Senior Leadership Team (Key Stage Leader/ Assistant Head Teachers) and finally to the Deputy Head Teacher and Headteacher. Our aim is to work with families to achieve a shared and consistent approach between home and school to support their child's emotional and behavioural development.

## 5. Class Expectations

- At the beginning of the academic year, all classes will generate their own expectations of behaviour that they would like to see in their classroom. All expectations are in line with our School Values, Rights and Responsibilities.
- Expectations will focus on and use positive vocabulary rather than negative.
- Expectations will be prominently displayed with our School Values in classrooms around our whole school team reward system.
- All classes use 'Round Up Time' sessions as a tool for promoting positive behaviour. Sessions are a combination of games and opportunities for all pupils to respond positively to each other in a safe, secure and friendly environment. 'Round Up Time' also provides classes with the opportunity to discuss and reflect upon situations that have been challenging to manage, to then problem solve as a group considering ways in which these situations can be managed more successfully in the future. 'Round Up Time' forms part of our whole school reward system, allowing pupils the time to complete pupil-led team activities to foster positive relationship building.

## Promoting Pupil Engagement and Self-Regulation

### 6. Seven Basic Principles Which Guide Us

Research taken from 'No Drama Discipline' – Daniel Siegel, 2015.

**Discipline should feel safe and promote respectful relationships.**

Discipline should never include threats, scare children or make them feel that the adult is the enemy.

**The goal of discipline is to teach.**

We use discipline moments to build skills. We encourage cooperation and set limits by having a conversation to help develop self-awareness.

**The first step is to pay attention to the emotions and feelings that could be driving the behaviour.**

When children misbehave, it is often the result of not being able to cope with big feelings or not yet having the strategies to make good, informed choices.

**When children are upset and display big outbursts of emotion, this is when they need us the most.**

We need to respond empathetically, showing them we are there for them even at their worst. This is how we build trusting relationships and a safe environment.

**Sometimes we need to wait until children are ready to learn.**

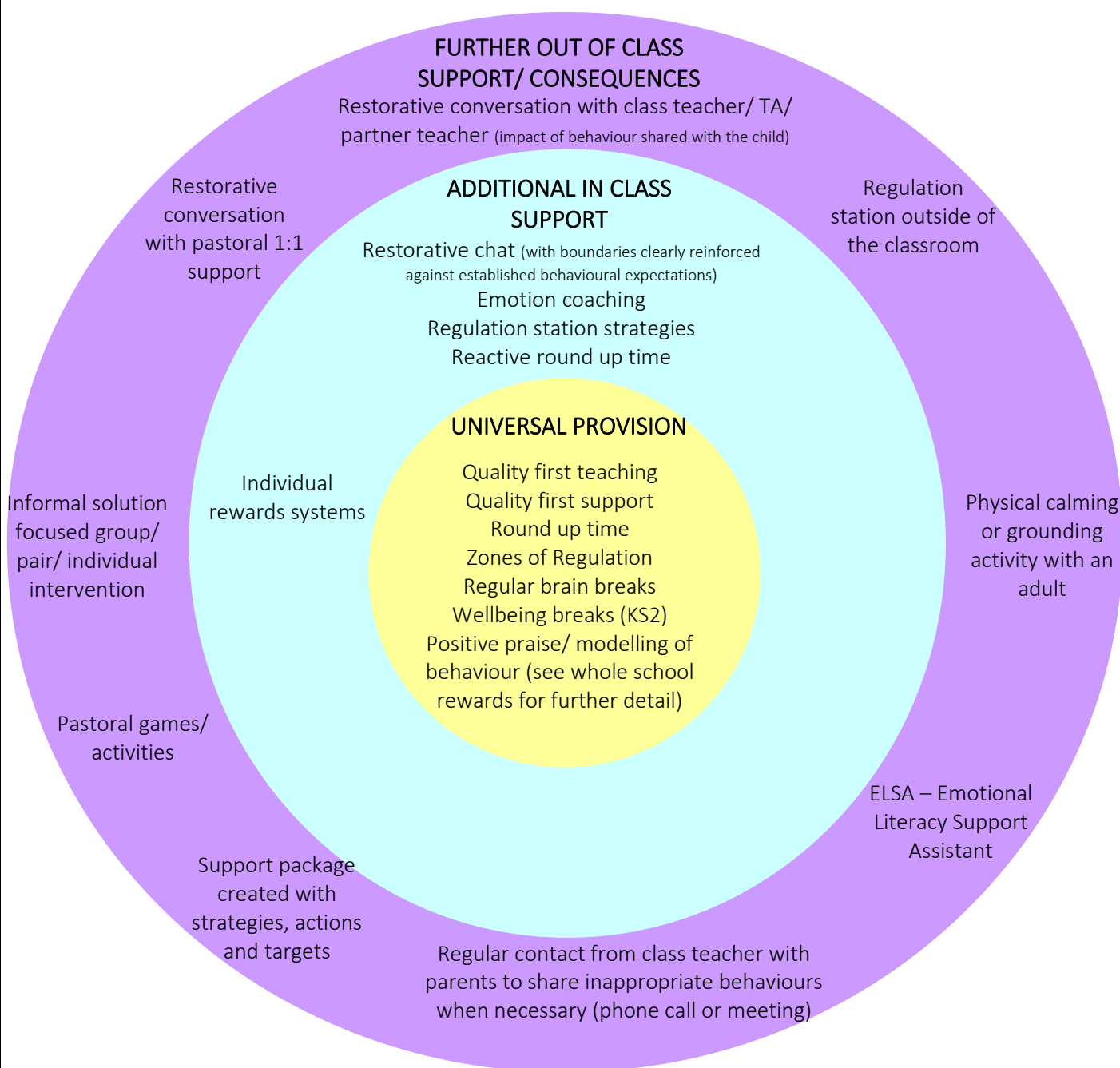
If children are out of control or upset, this is the worst time to teach them. We must provide the child with the space and time to calm down, so they can regain control.

**We connect with them.** Before we redirect behaviour, we connect and comfort. We do this by validating their feelings and giving an empathetic response.

**After connecting, we redirect.** We talk about their behaviour. We want them to be able to gain insight into themselves, develop empathy for others and the ability to make things right when they make mistakes.

## 7. Provision Map

The relationship staff form with pupils is central to the pupil's personal, social and emotional development. Staff working directly with children use a range of approaches set out in the provision map to support the development of pupil self-regulation.



**Restorative conversations:** Strategic discussions which aim to identify the feelings which drive the behaviour whilst making consequences of actions and boundaries clear. Discussion of consequences is shared with the pupil during these conversations.

## CONSEQUENCES – FURTHER ACTIONS REQUIRED:

All consequences take into account the individual needs of the child and work alongside the provision map.

Parental involvement increases throughout the consequences. This could be strategy meetings to create an action plan or regular check-ins. All communication aims to create a joined up approach.

Strategies taken from **Universal Provision**  
Loss of free time  
Loss of privileges



Strategies taken from **Additional in class support**



Strategies taken from **Further out of class support**  
Reflection time with SLT  
Regular behaviour monitoring from Key Stage Lead, AHT or DHT



**External advice sought**  
Internal Isolation  
Regular behaviour monitoring from Head Teacher

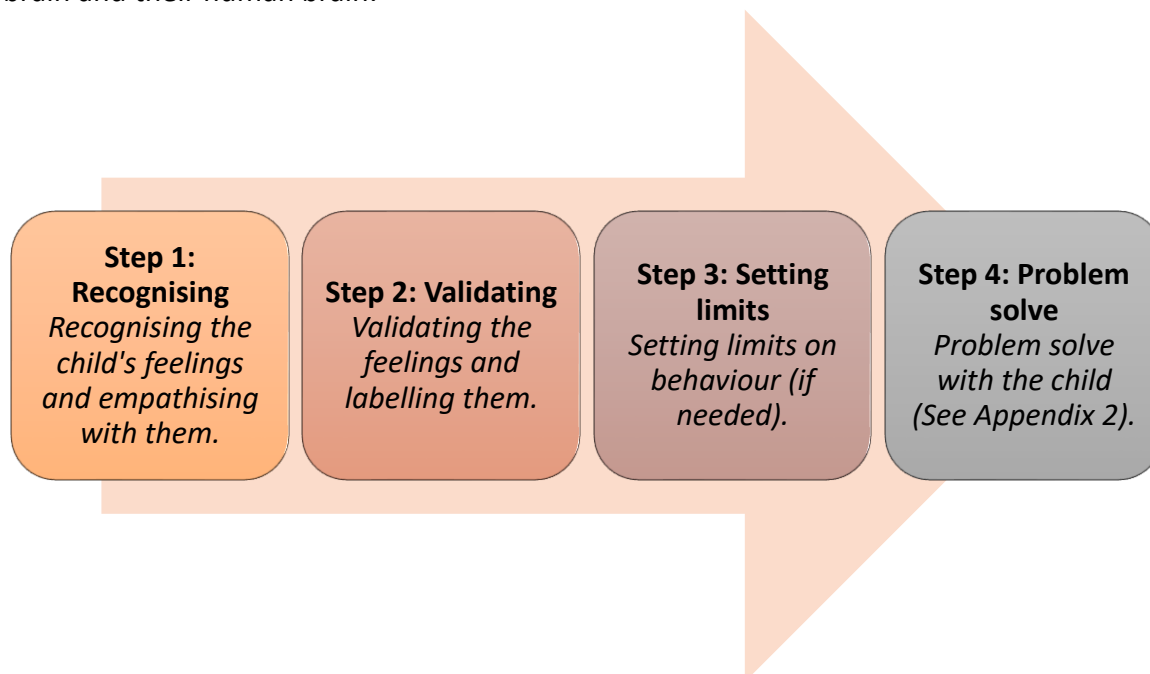


Exclusion with external advice and support

Senior Leadership involvement increases throughout the consequences. This begins with Key Stage Lead, it is then escalated to AHT (E.Stirling/ E.McDonald), DHT (L.Chester) and finally Head Teacher (K.Manion). Regular phone calls and meetings will take place with the relevant member of SLT working with the child and family.

## 8. Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. This strategy involves using relationship building to support pupils in feeling safe, develop their ability to calm down quickly and build connections between their survival brain and their human brain.



We now use the four Zones of regulation to communicate how we feel in the moment. It is important all our pupils recognise that no emotion is a bad emotion, just some are more appropriate for certain times than others. By using the zones of regulation, our pupils can feel in control, focused, ready to learn whilst developing tools to self-regulate. These Zones of Regulation are prominently displayed in each classroom and around school.



## Our Zones of Regulation



By using the zones of regulation, you can feel in control, focused, ready to learn and join in. How do you feel at this moment in time? What zone are you in? Do you need a tool to regulate? Which one?



All staff, including midday assistants, have access to a lanyard attachment that outlines the steps of Emotion Coaching to support conversations with children.

#### **9. The Restorative Meeting**

A restorative conversation is more than a process or a set of questions. ***The behaviour of the adult lies at the heart of it.***

Small things matter...

- Body Language
- Meeting Place
- Tone of Voice

Consider:

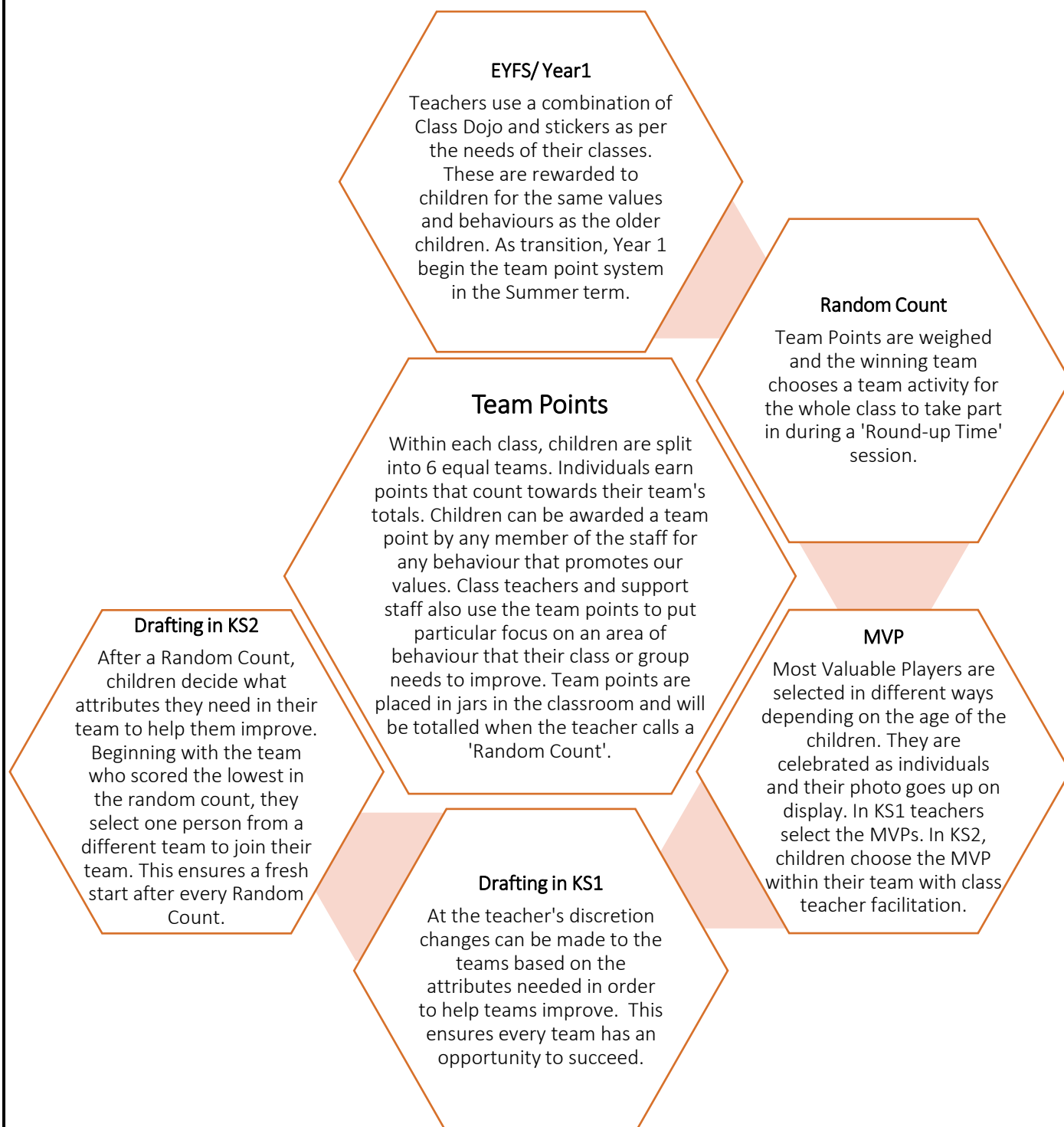
- Going outside
- Walking alongside the child and talking
- Engaging in a collaborative activity
- Sitting alongside in a neutral and familiar space.

#### **10 Ways to Make a Restorative Meeting Work**

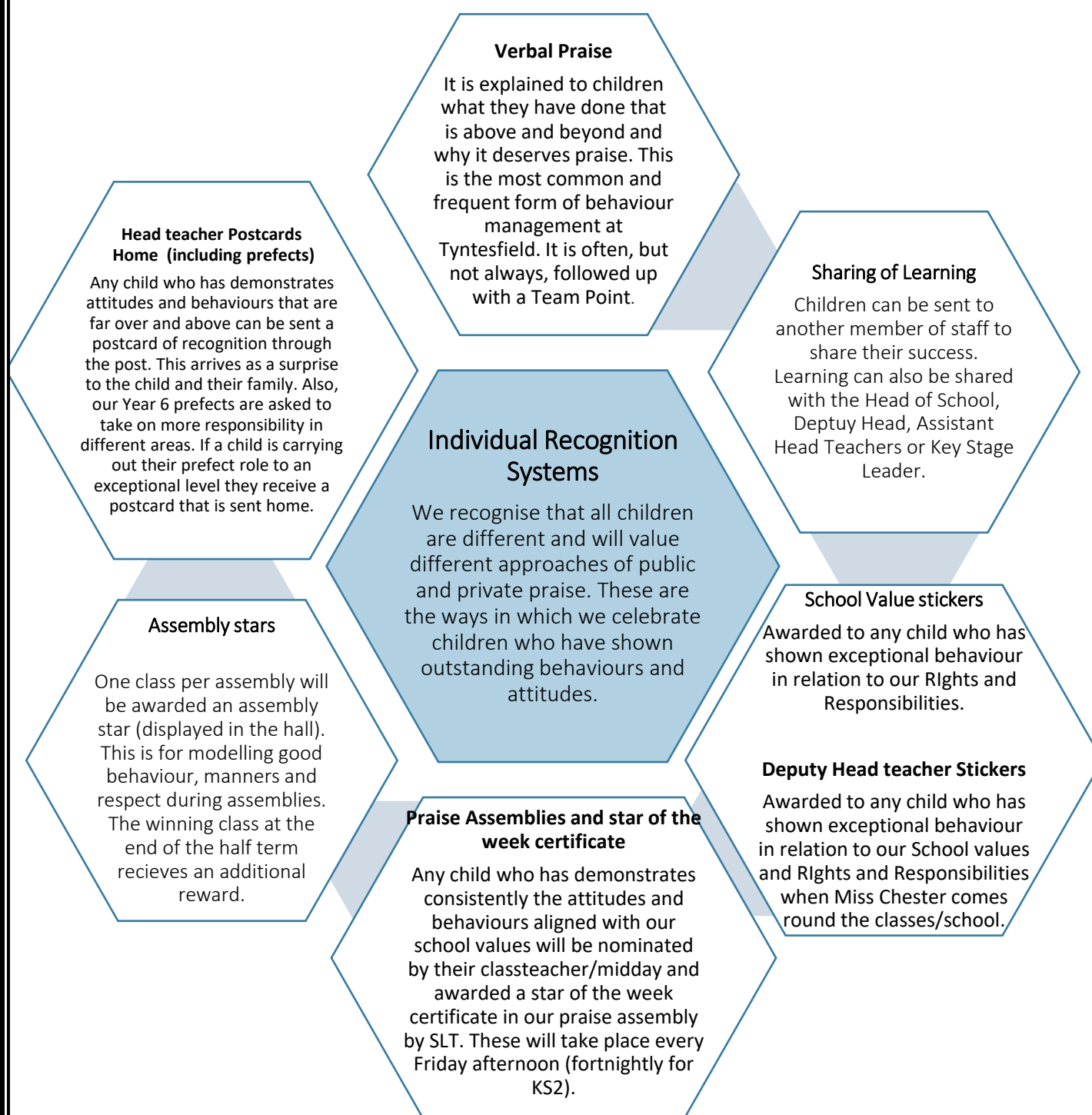
1. Don't sit behind or on a desk.
2. Focus on the outcome you want, not the behaviour that necessitated the meeting.
3. Reserve enough time.
4. Don't make copious notes.
5. Have a glass of water available for the pupil.
6. Leave the door open.
7. Try not to use judgemental language.
8. Resist any interruptions to the meeting, inform anyone who interrupts that this meeting is important.
9. Don't comment on negative secondary behaviours such as, appearance or tidiness of uniform – missing tie, untucked shirt etc.
10. End the meeting positively, plan the conclusion and don't open up any other business.

## 10. Whole School Reward System & Individual Recognition Initiatives

Positive awards are rewarded to pupils throughout the day. These aim to promote confidence, competency, self-motivation and to support our pupil's development of growth mindsets. Central to this is our whole school Team Points system:



In addition to our whole school reward system, we recognise individuals in a variety of ways:



## **11. Monitoring & Reporting Behaviour Patterns**

Every adult is able to report behaviour using our online monitoring system. This system is monitored by the Senior Leadership Team. The Head Teacher produces a record of any behaviour patterns emerging to the Senior Leadership Team (Key Stage Leaders) where strategies are implemented and adapted to suit the children's needs.

Patterns, trends, actions and impact are reported to the Governing Body termly. No individual pupils are identified.

## **12. Support for Adults to Ensure Consistency:**

All new staff attend induction training which includes an introduction to our School Values and the behaviours which are associated with each value. This policy is outlined and explained along with Emotion Coaching. All existing staff have received training in Emotion Coaching, restorative approaches and the theories outlined in this policy and this is reviewed regularly both in formal training and informal conversations about behaviour. All staff have been signposted towards further documents to support delivering restorative conversations which can be found in TEAMS. At TPS we welcome and encourage conversations between staff to enable us to reflect and to constructively identify ways in which we can all improve our practice.

### **Appendices**

Appendix 1 - Equity and Equality

Appendix 2 – Six steps to problem solving

Appendix 3 – UN convention rights of a child

Appendix 4 – The Restorative 5

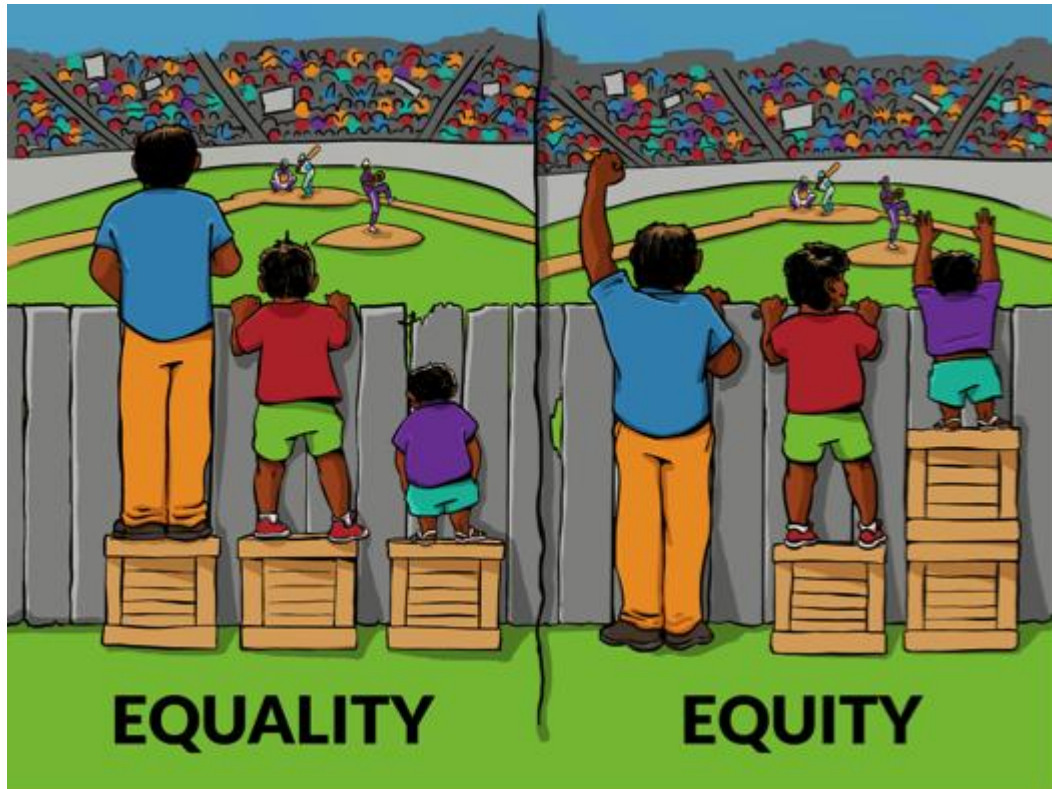
Appendix 5 – Top Tips

Appendix 6 – Conversation extenders

Appendix 7 – Toolbox of support

## Appendix 1

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

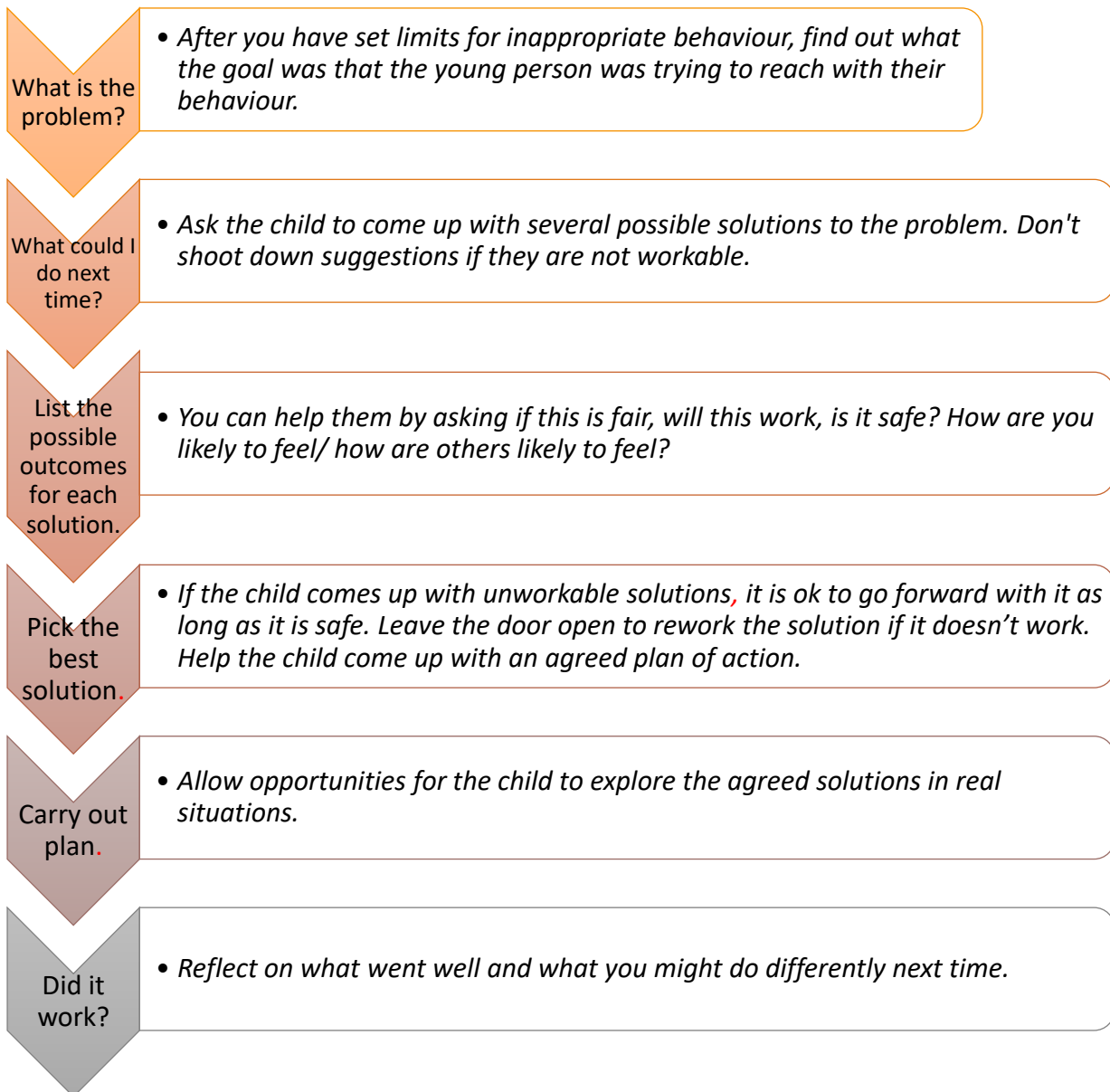


In the first image, it is assumed everyone will benefit from the same support. They are being treated **equally**.

In the second image, individuals are given different supports to make it possible for them to have equal access to the game. They are being treated **equitably**.

## Appendix 2:

Six Steps to problem solving:



## Appendix 3

# A SUMMARY OF THE UN CONVENTION ON THE RIGHTS OF THE CHILD



### ARTICLE 1 (definition of the child)

Everyone under the age of 18 has all the rights in the Convention.

### ARTICLE 2 (non-discrimination)

The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

### ARTICLE 3 (best interests of the child)

The best interests of the child must be a top priority in all decisions and actions that affect children.

### ARTICLE 4 (implementation of the Convention)

Governments must do all they can to make sure every child can enjoy their rights by creating systems and passing laws that promote and protect children's rights.

### ARTICLE 5 (parental guidance and a child's evolving capacities)

Governments must respect the rights and responsibilities of parents and carers to provide guidance and direction to their child as they grow up, so that they fully enjoy their rights. This must be done in a way that recognises the child's increasing capacity to make their own choices.

### ARTICLE 6 (life, survival and development)

Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

### ARTICLE 7 (birth registration, name, nationality, care)

Every child has the right to be registered at birth, to have a name and nationality, and, as far as possible, to know and be cared for by their parents.

### ARTICLE 8 (protection and preservation of identity)

Every child has the right to an identity. Governments must respect and protect that right, and prevent the child's name, nationality or family relationships from being changed unlawfully.

### ARTICLE 9 (separation from parents)

Children must not be separated from their parents against their will unless it is in their best interests (for example, if a parent is hurting or neglecting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this could cause them harm.

### ARTICLE 10 (family reunification)

Governments must respond quickly and sympathetically if a child or their parents apply to live together in the same country. If a child's parents live apart in different countries, the child has the right to visit and keep in contact with both of them.

### ARTICLE 11 (abduction and non-return of children)

Governments must do everything they can to stop children being taken out of their own country illegally by their parents or other relatives, or being prevented from returning home.

### ARTICLE 12 (respect for the views of the child)

Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

### ARTICLE 13 (freedom of expression)

Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

### ARTICLE 14 (freedom of thought, belief and religion)

Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

### ARTICLE 15 (freedom of association)

Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

### ARTICLE 16 (right to privacy)

Every child has the right to privacy. The law should protect the child's private, family and home life, including protecting children from unlawful attacks that harm their reputation.

### ARTICLE 17 (access to information from the media)

Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

### ARTICLE 18 (parental responsibilities and state assistance)

Both parents share responsibility for bringing up their child and should always consider what is best for the child. Governments must support parents by creating support services for children and giving parents the help they need to raise their children.

### ARTICLE 19 (protection from violence, abuse and neglect)

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

### ARTICLE 20 (children unable to live with their family)

If a child cannot be looked after by their immediate family, the government must give them special protection and assistance. This includes making sure the child is provided with alternative care that is continuous and respects the child's culture, language and religion.

### ARTICLE 21 (adoption)

Governments must oversee the process of adoption to make sure it is safe, lawful and that it prioritises children's best interests. Children should only be adopted outside of their country if they cannot be placed with a family in their own country.

### ARTICLE 22 (refugee children)

If a child is seeking refuge or has refugee status, governments must provide them with appropriate protection and assistance to help them enjoy all the rights in the Convention. Governments must help refugee children who are separated from their parents to be reunited with them.

### ARTICLE 23 (children with a disability)

A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.

### ARTICLE 24 (health and health services)

Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

### ARTICLE 25 (review of treatment in care)

If a child has been placed away from home for the purpose of care or protection (for example, with a foster family or in hospital), they have the right to a regular review of their treatment, the way they are cared for and their wider circumstances.

### ARTICLE 26 (social security)

Every child has the right to benefit from social security. Governments must provide social security, including financial support and other benefits, to families in need of assistance.

### ARTICLE 27 (adequate standard of living)

Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.

### ARTICLE 28 (right to education)

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

### ARTICLE 29 (goals of education)

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

### ARTICLE 30 (children from minority or indigenous groups)

Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live.

### ARTICLE 31 (leisure, play and culture)

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

### ARTICLE 32 (child labour)

Governments must protect children from economic exploitation and work that is dangerous or might harm their health, development or education. Governments must set a minimum age for children to work and ensure that work conditions are safe and appropriate.

### ARTICLE 33 (drug abuse)

Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

### ARTICLE 34 (sexual exploitation)

Governments must protect children from all forms of sexual abuse and exploitation.

### ARTICLE 35 (abduction, sale and trafficking)

Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

### ARTICLE 36 (other forms of exploitation)

Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

### ARTICLE 37 (inhumane treatment and detention)

Children must not be tortured, sentenced to the death penalty or suffer other cruel or degrading treatment or punishment. Children should be arrested, detained or imprisoned only as a last resort and for the shortest time possible. They must be treated with respect and care, and be able to keep in contact with their family. Children must not be put in prison with adults.

### ARTICLE 38 (war and armed conflicts)

Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts.

### ARTICLE 39 (recovery from trauma and reintegration)

Children who have experienced neglect, abuse, exploitation, torture or who are victims of war must receive special support to help them recover their health, dignity, self-respect and social life.

### ARTICLE 40 (juvenile justice)

A child accused or guilty of breaking the law must be treated with dignity and respect. They have the right to legal assistance and a fair trial that takes account of their age. Governments must set a minimum age for children to be tried in a criminal court and manage a justice system that enables children who have been in conflict with the law to reintegrate into society.

### ARTICLE 41 (respect for higher national standards)

If a country has laws and standards that go further than the present Convention, then the country must keep these laws.

### ARTICLE 42 (knowledge of rights)

Governments must actively work to make sure children and adults know about the Convention.

The Convention has 54 articles in total. Articles 43–54 are about how adults and governments must work together to make sure all children can enjoy all their rights, including:

**ARTICLE 45**  
Unicef can provide expert advice and assistance on children's rights.

### OPTIONAL PROTOCOLS

There are three agreements, called Optional Protocols, that strengthen the Convention and add further unique rights for children. They are optional because governments that ratify the Convention can decide whether or not to sign up to these Optional Protocols. They are: the Optional Protocol on the sale of children, child prostitution and child pornography, the Optional Protocol on the involvement of children in armed conflict and the Optional Protocol on a complaints mechanism for children (called Communications Procedure).

For more information go to [unicef.org.uk/crc/op](http://unicef.org.uk/crc/op)



### The Restorative 5 – Choose 5 from 8

1. **What happened?** Listen carefully and without interruption to the child's account of the incident. Give your account of the incident from your perspective, without judgment.
2. **What were you thinking at the time?** This reflection helps the pupil reconsider their actions and replay their thought processes. What may have seemed irrational at the time to you may not be obvious to the child that it was those initial thoughts that started the behaviour that sent them down the wrong path.
3. **What have you thought since?** Many doors are opened through this question that might allow the pupil a change in attitude or a shift in explanation. Some of their thoughts will have been negative, some will lead the conversation off on a tangent and others will cut to the root cause of the problem.
4. **How did this make people feel?** The child is often unaware of how other people reacted during the episode of extreme or inappropriate behaviour. We want to make sure that the child has the opportunity to consider others and to think about the impact their behaviour has on others who witness it.
5. **Who has been affected?** The first response is usually 'me, me, me and then me!' but after some gentle encouragement children tend to see the bigger picture. The more this question is asked, the easier it becomes for the pupil to answer it. In time that reflective routine might affect how they act before or during incidents. This is teaching them to use their conscience.
6. **How have they been affected?** Considering how others felt during an incident and deliberately encouraging the child to have empathy with other people is important. Understanding how their behaviour affects others is key to being a good citizen.
7. **What should we do to put things right?** Don't demand an apology, even if these seems like the logical next step. Forced apologies are worthless. If an apology is forthcoming though, don't criticise its delivery or sincerity.
8. **How can we do things differently in the future?** Forward thinking and visualisation is positive. It is likely that the child will meet similar situations or frustrations in the future. Some prior planning will help them recognise when their behaviour pattern begins. This does not mean that they will immediately be able to change direction but they will be ware of their poor choices.

### Restorative Questions for Younger Children

Asking 5 questions to some younger children may be too much. Instead choose 2 or 3 that are pertinent to the incident or that you want to focus on with a particular child. Often the focus should be 5 & 7.

### TOP TIPS

- Mentioning the meeting in front of other pupils in certain situations can destroy the trust. If you need to remind the child of the undertakings they agreed then do so privately.
- Don't expect every meeting to go well just because you are calm, kind and well planned. Restorative conversations take time to have an impact on some children. Some will deliberately sabotage the meetings at first to see if you can be bothered to continue with them. They might find it hard to look in the mirror that is being held up in front of them. Reflective thought processes take time.
- Ensure children have trust in staff that situations will be resolved appropriately and sometimes they won't necessarily be witness to this.
- Ensure restorative conversations are a dialogue and not an interview (see conversation extenders).
- Restorative meetings must only not be preludes to apologies. If they are then there can be tension in the room and some expectation that the child gives certain answers that they think the adult wants to hear. If the restorative meeting is going to be productive then everyone should be free to speak. A

### Picking Up Your Own Tab

Children don't learn how to behave once. They learn and relearn behaviours with everyone they meet.

They learn who passes on responsibility too quickly, they learn who relies too heavily on process and procedure, they learn who gives sanctions too readily and they learn who does not always follow up on behaviour.

Children learn if they escalate their behaviour quickly enough then they get dealt with by senior staff, they get closer to the centre of the power and are not accountable to teaching staff any longer.

If behaviour issues are systematically passed up the line, teachers are denied the opportunity to follow up effectively. This routinely undermines the authority of the class teacher by pretending that further up the chain of command there is a magic bullet.

- Poor behaviour needs to be managed in teams: at source.

In the management and improvement of behaviour, follow up is key. Establishing true consistency and ensuring all pupils, regardless of their reputation, are dealt with personally.

- My classroom – My responsibility – My consistency.

### **3 Things to Do When Pupils Won't Talk**

1. **Make it less personal:** 'OK, imagine if there were - people affected / a way of putting it right / things you could do differently - What would they be?'
2. **1:10 Scales:** 'On a scale of 1 to 10, how angry were you?'
3. **Offer a postponement if the child is not ready:** 'I can see that you are not quite ready to talk, do you need more time? Would you like to do it tomorrow?'

### **Adults Who Say Sorry**

An adult sincerely apologising for a mistake in front of a group or a class of children has a truly transformative effect. The humility is obvious, trust is repaired and becomes even stronger than before.

### **7 Reasons to Stop Short of Your Full Range**

1. Children see adults who shout as adults who lack control. They are either frightened or find it funny.
2. You would never shout at a child in front of their parents.
3. If you model poor behaviour it will affect the way the children choose to deal with each other.
4. Over emotional responses to inappropriate behaviour will frighten many children, it will also encourage others to push your buttons.
5. Colleagues hear your voice and begin to question your ability to manage behaviour.
6. Managing behaviour through fear is unsophisticated and unsustainable.
7. Disproportionate responses to inappropriate behaviour encourage unfair punishment.

### **7 Assertive Sentences**

1. **You need to ...** speak to me at the side of the room.
2. **I need to see you...** following the agreed rule.
3. **I expect...** to see your table tidy in the agreed time.
4. **I know you will...** put everything back when you are finished.
5. **Thank you for...** stopping hitting yourself in the head with the ruler, let's walk and talk.
6. **I have heard what you have said, now you must...** collect your things calmly and move to the side of the room.
7. **We will...** have a better day tomorrow.

### **7 Script Swatches**

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen...if you choose not to do the work, then this will happen... I'll leave you to make your decision.
2. Do you remember yesterday when you helped me tidy up? That is who I need to see today, that's who you can be all the time.
3. I don't like your behaviour. Your behaviour is disruptive/damaging/dangerous. I don't like your behaviour but I believe that you can change it and be successful.
4. I'm not leaving this because I care about what happens and I care about you. You are going to be brilliant.
5. What do you think were the poor choices that caught my attention?
6. What do you think you could do to stop this happening in the next lesson/this afternoon/next time/again?
7. It's not like you to shout out/not focus/kick chairs/break the equipment.

### Conversation Extenders

- In certain situations where the adult is trying to build a relationship with a child who struggles to articulate their feelings it is common for the adult to try to provide the answers for the child and to suggest solutions that the child is not ready or able to buy into. Instead of overly leading the child into a solution they are not yet equipped for try instead, in certain circumstances, extending the conversation using prompts that encourage the young person to reflect more fully on their situation and how **they** are experiencing it.
- I was wondering about...
- I was wondering about how you might feel about / what you might do / what you think might help...
- I think what you're saying / telling me is...
- It sounds like you are feeling...
- I noticed you said / did when...
- I'm not sure whether I've got this right but...
- I have the impression that you might be thinking / feeling... I this right?
- Perhaps you'd like to talk some more about that...
- That sounds quite tricky, maybe we need more time to think about that...
- I'm wondering what might help...
- Is there a time when it doesn't feel so bad? I'm wondering what might be different then, how would you describe yourself then...
- We can think together about things that might help, if you like?

## Appendix 7 – Toolbox of support

### Toolbox of Support

**Strategies which can be used with pupils as part of their Universal provision and Quality First Teaching to support with behaviour.**

- Sand timers
- Weather and wings cards for regulation
- Kindness nomination box
- Proud book
- Home school diary
- Class vs. teacher tally chart
- Wobble cushion
- Fidget toys
- Ear defenders
- Supportive learning partners
- Golden cushion
- Concentration stations
- Worry jars/ monsters
- Visual prompts
- Personalised visual timetables
- Personal note books/ doodle books
- Celebration displays
- Peer support and positive role models from other year groups
- Use of story time to reinforce messages
- Social story
- Classroom jobs or roles
- Weekly check-ins with a trusted adult
- Classroom positioning
- Varied timetable
- Settling time at transition points
- Classroom checklists
- Instructions broken into small steps/ visually presented
- Daily reminders of success