

Ramsgate Holy Trinity C.E. Primary School



Relationships and Behaviour Policy

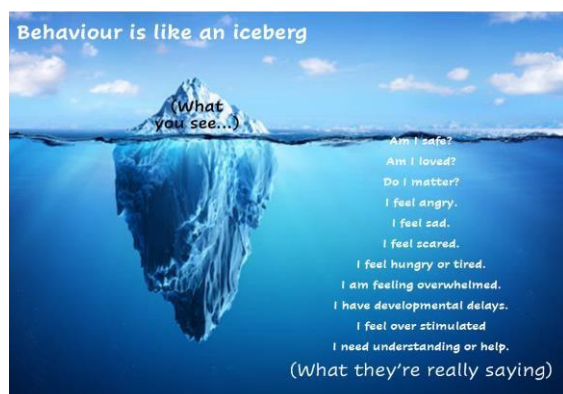
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Our Christian Vision

Every day we gather as a community of learners and leaders, recognising and nurturing each individual and their gifts. Following Jesus' example, we aspire to be inclusive, compassionate and caring, valuing curiosity and embracing challenge to prepare our children for an ever-changing world. We are guided by our values of Love, Faith and Hope. From the first day. All and one are nourished: spiritually, emotionally, academically and physically.

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"I've learned that people
will forget what you said,
people will forget what you did,
but people will never forget
how you made them feel."

Maya Angelou
1928 - 2014



PART 1: AIMS, RATIONALE, RESEARCH AND PRINCIPLES

INTRODUCTION

At Ramsgate Holy Trinity, it is our aim for every pupil to have the opportunity to enjoy their learning, experience belonging, success, and realise their full potential. We recognise that wellbeing and behaviour are inextricably linked. Research into child development, neuroscience and attachment theory all provide us with the understanding of the direct correlation between positive mental health and optimum educational outcomes. When children experience safety in their relationships, they can challenge themselves and are open to new learning. We know that a strong focus on a pupil wellbeing increases the likelihood of children achieving their full potential so it is vital that wellbeing is placed at the very heart of our school offer.

We recognise that behaviour is a form of communication, we therefore take responsibility for listening to the needs a child is expressing through their behaviour, whilst setting clear boundaries and expectations. We encourage all stakeholders to recognise both their rights and responsibilities.

We strive to understand and meet the needs of our pupils and monitor how this contributes to their ability to self-regulate. We manage their behaviour in a positive manner so they can be ready to engage with their learning. It is imperative we understand how as care givers, we can offer the pupils the security and positive relationships needed to meet their individual wellbeing and mental health needs, guiding them along their journey in becoming independent and resilient, life-long learners.

Guided by the **Thrive Approach**, we focus on relational connection and regulation first. We will do this by putting relationships at the heart of our approach by truly listening and responding to our children's voices, to create and foster a safe and happy environment where all feel safe, secure and respected. The Thrive approach aligns with our school vision that underpins everything we do. We understand that every interaction has an impact and that our support to remove barriers makes a positive difference.

Our Relationships and Behaviour Policy is based on the knowledge that behaviour is a communication of unmet need.

This policy links to other school policies and documents including:

- Safeguarding and Child Protection
- Special Educational Needs and Disability
- Exclusions and Suspensions
- IT Acceptable Use
- Anti-bullying
- Education for children with health needs who cannot attend school

This policy refers to DfE statutory guidance and documents that should be read alongside this policy. These include:

- [The Equality Act 2010 and schools](#)
- [Keeping children safe in education](#)
- [Suspension and permanent exclusion](#)
- [Searching, screening and confiscation in schools](#)
- [Use of reasonable force and restrictive practices in schools](#)
- [Mobile phones in schools](#)

There may be children who require individual plans to support behaviour. In these cases, the children's individual plans take precedent over this Relationships and Behaviour Policy.

POLICY AIMS

- To provide a framework for our understanding and insight into human behaviour and how this relates
- to pupils' educational attainment.
- To build a community which values kindness and empathy for others.
- To give an overview of our approaches and procedures to manage behaviour
- To provide guidance to staff, parents and carers, governors and other stakeholders on how to support pupils to self-regulate, manage their behaviour and feel safe so they are ready to learn.
- To provide a holistic and inclusive approach towards self-regulation and behavioral needs.
- To underpin our beliefs with evidence-based practice and current research.

To achieve these aims we will:

- Create and maintain a positive and safe school culture where effective learning can take place and all pupils can grow socially, emotionally and academically, with mutual respect between all members of the school community.
- Create a culture of high expectations for good behaviour.
- Provide a safe and nurturing environment that is built on taking responsibility.
- Consistently use PACE (Playfulness, Acceptance, Curiosity and Empathy) and Emotion Coaching.
- Maintain a consistent, safe and caring school community.

MANAGING BEHAVIOUR RELATIONALLY

At Ramsgate Holy Trinity CE School, we have a relational approach to supporting social and emotional development and behaviour based on the following principles and non-negotiables:

- Behaviour is often communicating unmet needs.
- Shame prevents healthy emotional development. Guilt is the feeling that you did something bad, while shame is the feeling that you are bad.
- Empathy and reparative work promote a positive self-image that allows the admission of making mistakes and ability to learn from them
- Pupils are at different stages of development and each developmental stage has a range of typical behaviours. Adults need to role-model and explicitly teach appropriate behaviours according to the needs of the child.
- Making mistakes is part of the learning process. We support and guide our pupils to make appropriate choices.
- Boundaries, rules, predictability and routine build a sense of safety in the emotional and physical environment.
- We teach children that they are accountable for their actions and what the impact of their actions are on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We seek to restore relationships and change behaviours rather than punish the actions a child may have taken. This does not exclude the use of sanctions as a logical consequence. (see Appendix 9)
- Supporting pupils to effectively communicate is an important way to promote them to self-regulate, build resilience and behave in a positive manner.
- In recognition of the rupture and repair cycle, all incidents will conclude with a restorative conversation with the member of staff with whom the rupture occurred. This is an important step, as it ensures that the relationships between staff and pupils are maintained and grow stronger

BEHAVIOUR AND SEND

Supporting pupils with SEND and maintaining behaviour standards are not mutually exclusive – they must work together.

Our goal is not to lower expectations for pupils with SEND, but to provide the right support so they can meet appropriate expectations. This means:

- Clear, consistent boundaries for all pupils
- Differentiated support to help pupils with SEND understand and meet those expectations
- Recognition that some behaviours may be communication of unmet needs
- Appropriate consequences when needed, alongside support to address underlying causes

Understanding Individual Needs

Children with SEND can face additional safeguarding challenges, including assumptions that indicators of possible behaviour relate to the child's condition without further exploration, being more prone to peer group isolation or bullying, and communication barriers.

Practical steps:

- We keep and update records for each pupil's specific needs, shared and communicated with all staff involved and parents/carers
- The SENCO works closely with the class teacher and other key adults to identify triggers and underlying causes of behaviour
- We do not assume behaviour is "just their SEND" – we always explore further and expect safe and regulated behaviour from all children as the norm.

Providing Appropriate Support AND Clear Expectations

When managing behaviour, taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

How to do this:

- Ensure pupils with SEND understand behaviour expectations through accessible communication (visual timetables, social stories, zones of regulation)
- Differentiate approach while maintaining consistent standards
- Consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place

Creating an Inclusive School Culture

All our pupils with SEND have the opportunities to form social connections with their peers by switching up groups during in-class group work, running cross-year group projects (e.g. buddy learning), and setting up inclusion hubs during lunchtime where pupils can seek support, play and make friends.

Making Behaviour Interventions Accessible

Especially when a child with SEND needs routine and being able to predict what is going to happen next, we will work to improve their understanding, such as adapting interventions like the zones of regulation to talk about topics or sharing social stories.

Proportionate and Individualised Responses

Support and sanctions should be considered on a case-by-case basis. The pupil may potentially have unmet needs (in some cases these may be considerable). When making decisions about logical consequences, we consider the age and developmental stage, the nature of the behaviour and frequency.

In practice:

- Develop individual behaviour plans that account for SEND needs
- Ensure consequences are understood and appropriate

- Focus on teaching replacement behaviours, not just punishing unwanted ones

Staff Training

We ensure staff understand:

- How to differentiate behaviour management for pupils with SEND
- The difference between behaviour that is a manifestation of need versus behaviour that requires consequences
- How to use positive behaviour strategies alongside clear boundaries

Close Liaison Between Key Staff

Any reports of abuse or significant behaviour involving children with SEND will require close liaison with the designated safeguarding lead (or a deputy) and the special educational needs coordinator (SENCO).

Processes:

- Regular meetings between class teachers, SENCO, and SLT
- Shared planning and review of individual support plans
- Clear communication channels for escalating concerns (e.g. requesting an earlier annual review with the LA for a pupil with an EHCP if behaviour is escalating)

Procedural Separation (The "Before Sanction" Check)

If suspension or permanent exclusion is being considered for a child with SEND, the Personalised Plan or EHCP will be reviewed first to ensure the behaviour was not a direct result of their disability and that all provisions are in place.

Any behaviour that results in themselves or others being hurt either physically or mentally, or causes others to feel physically threatened, is not tolerated and will be addressed.

PART 2: PROCEDURE AND PRACTICE

ROLES AND RESPONSIBILITIES

Consistency is achieved by all adults applying the same procedure, protocols and language. A consistent approach depends on the whole school community having an agreed understanding of these in order to enable all children to access their education.

How all members of staff behave:

- Professionally
- Calmly
- Consistently
- Fairly

All staff every day will:

- Promote a positive culture
- Promote intrinsic motivation by rewarding the process of learning (behaviours for learning).
- Support each other and model expectations at all times
- Use VRFs (aka Emotion Coaching) (Appendix 4)
- Apply the Rupture Repair cycle (Appendix 6)
- Use PACE (Appendix 5)
- Use our listening rules (Appendix 7)
- Praise in Public (PiP) and Remind in Private (RiP), e.g. sensitively and without shaming
- Seek both resolution and learning when dealing with incidents. Follow up every time, retain ownership and engage in restorative dialogue with children to repair the rupture.
- Use language that links behaviour to learning, e.g. 'well done for sitting quietly – that shows me you are ready to learn'
- Record behaviour incidents using the Behaviour Log – it is the person who dealt with the incident who needs to report.
- Consider the dignity of children (and adults) when discussing children and incidents (e.g. do not discuss children or incidents within earshot of other children or parents, in particular at the end of the day)

Senior Leaders will:

- Meet and greet on the gates each morning
- Be visible and positive
- Provide support and model expectations at all times
- Support restorative conversations to take place
- Ensure adequate resources are allocated and maintained
- Speak with any children sitting outside the classroom, asking why they are there, and using PACE/ VRF if appropriate.
- Regular check-ins with identified children.
- Ensure that the Relationship and Behaviour Policy is consistently followed
- Regularly review policy and procedures and their impact on a positive learning culture
- Lead when individual behaviour plans and risk managements have to be drawn up and support liaising with parents/carers
- Monitor the behaviour logs and decide when further action or support is needed

Teachers every day will:

- Greet every child in the classroom at the start of the day and at the start of the lesson following play and lunchtime
- Ensure the learning environment can foster required behaviour.
- Be responsible for the consistent awarding of rewards in their classroom
- Plan lessons that engage, excite, challenge and meet the needs of all children.

- Ensure every child has the chance to be celebrated through Star of the Week and End of Term Awards.
- Practice VRF's, PACE and Rupture Repair Cycle
- Ask for support if needed

We recognise positive behaviour through:

- Praise
- Stickers
- Star of the Week
- End of Term Awards
- Headteacher visit and sticker
- Deputy Head teacher visit and sticker
- Class Dojo's/House points (which cannot be removed once awarded)
- House point and Dojo certificates
- Termly House point competition

Support Beyond the Classroom: (To be used for change of face or to support the restorative conversation.)

- Headteacher
- Deputy Head Teacher
- SENCO
- Thrive Practitioner

The Headteacher will:

- Ensure that the school environment encourages positive behaviour.
- Ensure that staff have the knowledge and skills to build positive relationships and deal effectively with behaviour.
- Monitor how staff implement this policy to ensure rewards and consequences are applied consistently and fairly to all groups of pupils.
- Ensure that all staff understand the school's behaviour expectations and the importance of maintaining them.
- Provide new staff with an induction programme which includes understanding the school culture, ethos and values, and the rules and routines within the Relationships and Behaviour Policy.
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

Parents/Carers will:

- Model respect towards of all members of the school community
- Support the school's values and expectations
- Inform the school of any changes in their child's welfare or circumstances which may affect their behaviour
- Support their child to wear the correct uniform and to have the equipment they need, ready to learn
- Encourage their child to achieve their full potential, and to abide by the school's rules
- Listen to both their child's, and the school's, perspectives in resolving behaviour concerns
- Work in partnership with the school to support their child to meet the school's behaviour expectations and to make a positive contribution to school life
- Engage positively in restorative practice, supporting their child to resolve differences of opinion and conflict in a non-violent way
- Support the school's vision and ethos of celebrating diversity and difference, and work in partnership with the school to eradicate prejudice and discrimination

REWARD AND PRAISE



Praise is a powerful tool in managing and maintaining good behaviour. When used effectively, it can motivate pupils, reinforce positive actions, and build their confidence. However, consistency is crucial. Inconsistent praise confuses pupils about what is valued and can undermine our behaviour strategy. It is essential to ensure praise is specific and meaningful. Lavish and imprecise praise – such as simply saying "well done" or "good work" without explaining what was good – loses its impact and becomes meaningless to pupils. Instead, be clear about exactly what behaviour or achievement you are praising.

Dojos and House Points

When awarding Dojos or House Points, consider:

- Do children know what they can achieve Dojos/House Points for?
- These rewards can be used to focus on specific behaviours aligned with Thrive assessments or particular behaviours you know pupils need to develop.
- The focus can change as frequently as you want it to, allowing you to target current priorities

Do children know what they shouldn't expect a Dojo/House Point for?

- As a rule, these should not be used for 'expected' behaviour (unless it is a specific focus area you are working on). This helps maintain the value and meaning of the reward

Clear boundaries for use:

- Dojos and House Points should be linked with classroom behaviour.
- They should not be used at lunchtime or after-school club (OPAL has its own award system).
- Generally, one Dojo/House Point should be awarded at a time unless in exceptional circumstances.

Examples of Specific Praise

For learning behaviours:

- "I really liked how you kept trying with that tricky word problem, even when it felt difficult."
- "You showed excellent listening by looking at me, sitting still, and waiting for your turn to speak."
- "Well done for checking your work carefully and correcting your own mistakes."

For social behaviours:

- "Thank you for holding the door open for Mrs Smith – that was very thoughtful."
- "I noticed you included Sam in your game at playtime. That was kind and shows respect for others."
- "You used brilliant problem-solving when you and Jake disagreed – you talked it through calmly."

For effort and perseverance:

- "You've really improved your handwriting by practising your letter formation every day."
- "I can see you've worked hard on this story – your descriptive words really bring it to life."
- "You didn't give up when the maths was challenging, and now look at what you've achieved!"

For following school values:

- "You demonstrated our school value of 'respect' by waiting patiently for your turn."
- "That's excellent teamwork – you shared the resources fairly and listened to everyone's ideas."
- "You showed real courage by asking for help when you didn't understand."

This specific feedback helps pupils understand exactly what they did well and encourages them to repeat that behaviour. Make praise timely, genuine, and proportionate to the achievement, and remember that consistent, precise praise applied fairly by all staff is far more effective than excessive, vague compliments.

Refer also to our Marking and Feedback Policy

MANAGING BEHAVIOUR WHICH DOES NOT MEET THE SCHOOL'S EXPECTATIONS

Best practice is always to promote positive behaviour by stating the positive behaviour you want to see in positive terms. Our standards for behaviour form the foundations on which we build our respectful school community. We believe pupils should always try to adopt behaviour that supports their own learning and that of others. Disruptive behaviour negatively impacts the learning of others and may be unsafe.

Behaviour Steps

It is vital that knowledge of the child's stage of social and emotional development is considered. Steps should always be used with care and consideration, taking individual needs into account where necessary. All children must be given time in between steps to make good choices.

Step 1 - Relate/Redirection

What it is: This is your first, gentle intervention when you notice a pupil beginning to go off-task or showing early signs of poor behaviour. The focus is on maintaining the flow of the lesson whilst subtly redirecting the pupil back to learning

How to do it:

- Walk around the room while pupils are working, rather than staying at the front. This means you can catch any distractions or poor behaviour when it starts, rather than letting it spread, and make pupils aware of your presence.
- Use non-verbal signals: a look, proximity (standing near the pupil), a gentle tap on the desk, or pointing to their work.
- Use non-verbal signals to minimise disruption. This will help you to communicate with pupils without disrupting the lesson, creating a quieter classroom environment, and send signals to pupils who need repeat reminders about the task.

- Redirect positively: "I can see you're finding this tricky, let's look at question 1 together."
- Use tactical ignoring for very minor issues that will self-correct.
- Restate the task clearly: "Remember, we're working independently on the first three questions."
- Use calm but firm and precise instructions as to what you expect. Consider possible cognitive overload.

Why it works: Most low-level disruption can be addressed without stopping the lesson or drawing attention to the behaviour. This maintains relationships and keeps the focus on learning.

Step 2 - Reminder

What it is: If redirection hasn't worked, you now give a clear, calm reminder of your expectations. This is still a low-key intervention but more explicit.

How to do it:

- Reference your expectations directly, or ask pupils 'what do we do when...?'
- State the expected behaviour clearly: "Jordan, I need you to be working silently on your own".
- Reference your classroom charter or school rules: "Remember our rule about respecting others' learning time"
- Keep it brief and non-confrontational
- Use the pupil's name and make eye contact
- Assume compliance and move away: "Thank you, Jordan"
- Give pupils clear reminders about what the consequences of their actions will be if they don't meet behaviour expectations.

What to avoid:

- Don't engage in lengthy discussions or negotiations during the lesson
- Do not use sarcasm or humiliation
- Don't make empty threats
- Avoid saying 'please' after stating a request; it is more effective to say 'thank you'

Step 3 - Final Reminder/Last Chance

What it is: If the behaviour persists, a second or final reminder is given, often outlining the specific consequence that will follow if the behaviour continues. This conversation is typically more explicit about which rule has been broken and the negative impact on others. It is their opportunity to make a better choice.

How to do it:

- Be explicit and calm: "Andy, this is your final reminder. If you continue to disrupt others, you will need to move to the reflection area". This may be followed by how and when the missed learning will be completed.
- State exactly what will happen next if the behaviour continues
- Give the pupil a moment to comply
- Use a calm, matter-of-fact tone – this isn't personal
- Make sure the consequence is one you can follow through on
- Use PACE/ VRF.
- Ensure you are at the child's level
- 'Andy, I notice you are having trouble with [state the behaviour you see – always separate the behaviour from the child]
- 'I am wondering if you are feeling [...]'

- Remind them of the classroom/listening rules and be specific about what rule they are struggling with
- ‘When I come back in * minutes, I want to see [...], thank you. (Giving a visual aid like sand timer will support the child calming down and being aware of how much time is left.)
- Walk away but remember to return at the given time.
- If at this point it becomes apparent that the child is close to dysregulation, the child will be given the opportunity for ‘time out’ to calm down before a conversation about logical consequences can happen. Give the child a time limit by when you will talk to them about what has just happened, supported by a sand timer. If after the time given the child is not ready to engage calmly and responsibly, repeat giving time out.

Interim step – dysregulation

At this point, and before Step 4, it is appropriate to consider whether the child is beginning to dysregulate and whether the situation has potential to escalate to the detriment of the learning of the other children. If this is the case, consider the following ‘in class/ time in’ strategies: children will have a ‘time in’ for regulation in a space within the classroom.

- Accessing a calm box containing items to support the child’s regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.
- Child may need a movement break (a walk with an adult, fitboost, etc.)
- Calming activity, e.g. drawing
- Reduce demand, e.g. breaking task down into smaller steps
- Visuals to support

Usually, after no more than 10 minutes, the child is given the opportunity to re-engage with the learning and/or follow instructions.

For there to be a positive outcome from ‘Time In’, the focus should be on the level of connection and support. This step is about giving pupils the opportunities and the tools to be successful. This does not come from isolation or shame; it comes from practice, supported learning and building positive relationships.

If, despite the strategies put in place to give the child the opportunity and tools to regulate, the dysregulation escalates, the child should, if possible, be guided out of the classroom and to a safe space where they can be supported to regulate whilst learning can continue in the classroom. If this cannot be done without additional support, the SENCO or a member of SLT may be alerted to assist. It is essential the adult involved is regulated themselves and if they are not, feels secure to ask for a member of SLT or a Thrive practitioner to step in*. Where another member of staff has been called, it should always conclude in repair with the adult where the rupture occurred.

In this instance, step 4 (consequences) still must be implemented, but at the right time. The same day is best, but if it is necessary for it to be the following day, just ensure the child understands when the conversation and consequence will take place before they go home.

Any member of staff seeing another member of staff dealing with a child close to dysregulation or in a dysregulated state will ask, “Can I help with anything?” In this instance, the original adult retains oversight and control – the adult assisting will not take over, but will help as instructed.

If you are dealing with a dysregulated child and a member of staff says “I am stepping in”, it means that they are going to take over even if they have not been asked to do so - at which point you will step

away. This is to protect the wellbeing of staff as well as the safety of the child.

*There is a 2-way radio at all times in the office. If dysregulation is frequent, the child will have an individual behaviour plan, which is likely to include having a radio in their room throughout the day, so that assistance can be requested at short notice.

Step 4 - Consequence

What it is: The pupil continues not to meet expectations despite clear warnings. Now you implement the consequence calmly and consistently.

How to do it:

- Ensure that the consequence is logical, and that this is explained. For example, if the child has been refusing to do their writing, they may have to stay in at breaktime to complete it. "Andy, you have to miss part of your breaktime to complete the writing because you did not follow the instructions and didn't use your time properly."
- Follow through immediately and calmly: "Andy, you are continuing to..... Please move to the reflection area now."
- Be clear, prompt and consistent in the use of sanctions and the enforcement of the behaviour policy.
- Keep your tone neutral and professional
- Don't engage in arguments or discussions at this point
- Implement the consequence.

Important considerations:

Consider the context before resorting to a sanction. Changes in behaviour may be an indicator that a pupil is in need of help or protection. Consider whether a pupil's behaviour may be linked to them suffering, or being likely to suffer, significant harm, or having an undiagnosed SEN or mental health need.

For pupils with SEND, ensure consequences are appropriate and that reasonable adjustments have been made.

Step 5 - Repair/Restorative Conversation

What it is: This is the crucial follow-up conversation that happens after the incident has been dealt with. The goal is to repair relationships, help the pupil understand the impact of their behaviour, and prevent future incidents.

When to do it:

- After the lesson or at an appropriate calm moment but ideally without too much time lapse, especially when very young children were involved and/or affected
- Not in the heat of the moment
- When both you and the pupil are calm

How to structure the restorative conversation (also see Appendix 8):

Restorative approaches focus on resolving conflict and repairing harm by talking to everyone involved and getting pupils to explain their feelings and reasons for behaving the way they are. By asking questions, the goal is to reach a clear understanding of everyone's feelings, and to find a resolution that everyone can agree to, with less of a focus on punishment and sanctions.

Possible strategies:

Focus on repairing the relationship

- "I value having you in my class, and I want us to work well together."

Promote mutual respect

- "I respect you, and I need you to show respect for others' learning time."

Help them take ownership

- Ask: "What happened?" "What were you thinking at the time?"
- "How did your behaviour affect others?"
- "Who has been affected by what happened?"

Agree on actions to make amends

- "What do you think you need to do to put things right?"
- "How can we make sure this doesn't happen again?"
- Agree on specific actions together

Welcome them back positively

- "I'm looking forward to seeing you make better choices tomorrow."
- Start the next lesson with a fresh slate

Practical considerations:

- Start by working with pupils to help them recognise their own triggers, and what causes them to behave in a challenging way. Ask questions like: How do you feel when you behave like that? What causes you to behave like that? What would help you stop behaving like that?
- Listen actively and show empathy
- Avoid lecturing – ask questions instead
- Focus on the behaviour, not the child
- End on a positive note with clear expectations going forward

STAFF SUPPORT AND DEBRIEFING FOLLOWING SERIOUS INCIDENTS

We recognise that dealing with serious behaviour incidents can be challenging and potentially distressing for staff members. Following any serious behaviour incident, the school will provide appropriate support and debriefing for all staff involved.

Debriefing Process:

- All staff directly involved in managing a serious behaviour incident will be offered a debrief as soon as practicable after the incident
- The debrief will be conducted by a senior leader or the Designated Safeguarding Lead (DSL), as appropriate
- Where physical intervention has been used, a debrief will take place on the same day where possible

Purpose of Debriefing:

The debrief provides an opportunity to:

- Ensure staff wellbeing and offer emotional support
- Review what happened and the actions taken
- Identify any learning points or improvements to practice
- Discuss any concerns about the incident or the child involved
- Ensure accurate recording of the incident
- Consider whether any follow-up actions are needed, including support for the child, other pupils, or staff
- Identify any patterns of behaviour that may require additional intervention or support

Recording:

Key points from the debrief will be recorded, including:

- Who was involved in the debrief
- Any immediate support needs identified
- Actions agreed
- Any safeguarding concerns raised

Ongoing Support:

Staff who require additional support following a serious incident will be signposted to appropriate resources, which may include:

- Line management support
- Occupational health services
- Additional training where needed

RECORD KEEPING OF BEHAVIOUR INCIDENTS

It is necessary to record when a child is causing disruption to learning (self or others). This helps to track the frequency and intensity of misbehaviour and leads to analysis of triggers, patterns and contexts. It is also extremely useful when talking to families about their children's behaviour.

Behaviour records for individual children are kept on SharePoint/Behaviour. The record should not include any emotive comments about the child's behaviour and they should be kept factual.

The DHT is automatically notified when a record is amended and will therefore be able to monitor behaviour reports. Together with the class teacher, the SENCO and HT, decisions will be made to share the logs as well as when to initiate an individual behaviour plans as well as individual behaviour risk assessments.

It is vital that behaviour logs are kept up-to-date because they will support referrals to outside agencies and implementing additional support. The records are also important to ensure the safeguarding of all children and staff.

The person who dealt with the behaviour will complete the behaviour record. If another member of staff followed it up, they will add to the original note.

COMMUNICATING WITH PARENTS

Communication with parents is key in building home-school co-operation and every effort will be made to ensure positive parental participation. Teachers need to carefully consider, on a case-to-case basis, whether and how to inform parents.

The following questions may help as a guide:

About the Incident

What is the severity and nature of the behaviour?

- Is this a minor, one-off incident or part of a pattern of behaviour?
- Does the behaviour pose a risk to the child themselves, other pupils, or staff?
- Could the behaviour indicate an underlying safeguarding concern or unmet need?

What was the impact of the incident?

- Did it disrupt learning for the child or others?
- Was anyone hurt (physically or emotionally)?
- Did it affect the school environment or other pupils' sense of safety?

What consequence has been applied?

- Is this a consequence that parents would reasonably expect to know about (e.g. detention, removal from class, loss of privilege)?

- Does the consequence require parental support or follow-up at home?
- Is the consequence significant enough that the child is likely to mention it to their parents anyway and may need to be put in context that the child may not fully communicate?

About Partnership and Transparency

- Would informing parents help prevent future incidents?
- Could parents provide insight into potential triggers or circumstances affecting the child's behaviour?
- Would parental involvement support the child in understanding why the behaviour was inappropriate?
- Is there an opportunity for home-school partnership to reinforce expectations?
- Do we need to set up more frequent communication with parents/carers?
- Would this be the first time parents are hearing about behavioral concerns?

About Proportionality and Context

The aim of informing parents is to have positive and proactive relationships in the best interest of the child.

- Is this approach consistent with our agreed procedures and policies around communication?

What is the child's typical behaviour pattern?

- Is this out of character for this child, or part of an ongoing concern?
- Have we already informed parents about similar incidents recently?
- Could this be a sign that previous strategies aren't working?

Are there any special circumstances to consider?

- Does the child have SEND, and might the behaviour relate to their additional needs?
- Are there known family circumstances that might be affecting the child's behaviour?
- Is the child experiencing any transitions or changes that might explain the behaviour?

About Safeguarding

Are there any safeguarding implications?

- Could the behaviour indicate that the child is at risk or experiencing harm?
- Does the incident involve child-on-child abuse or harmful sexual behaviour?
- Should the Designated Safeguarding Lead be informed before contacting parents?

Consideration will be given about information sharing and safeguarding implications.

Practical Considerations

What is the best method and timing for communication?

- Would a phone call be more appropriate than a written note or email?
- Should we wait to see if the behaviour improves, or act immediately?
- Would it be better to discuss this at an already-scheduled meeting (e.g., parents' evening)?

What do we want to achieve by informing parents?

- Are we seeking their support, simply keeping them informed, or both?
- What specific actions or responses would be helpful from parents?
- How can we frame the conversation to maintain a positive partnership while being honest about concerns?

When in doubt, consider: Would I want to know about this if it were my child? This question, combined with your professional judgment, will help you strike the right balance between transparency and avoiding unnecessary concern over relatively minor/ common (for the age/stage) incidents.

Parental Concerns About Behaviour

We value working in partnership with parents and carers to address behavioural concerns. If parents/carers have concerns about their child's behaviour, or about another pupil's behaviour that is affecting their child, we ask that they contact the school as soon as possible.

How to raise a concern:

Parents and carers should contact us to discuss a behavioural issue early. We ask parents to work with us as part of a team through collaborative meetings.

First point of contact: Your child's class teacher

If the concern is not resolved: The Headteacher or Deputy Headteacher

Contact methods:

- In person at the school office
- By telephone: 01843860744
- By email: office@ramsgateholytrinity.co.uk

What happens next:

When a parent or carer contact us, we will hold meetings to work through the following stages:

- Identify the cause of the problem behaviour – it could be related to home or school life.
- Analyse the problem – look at behaviour logs to identify triggers and use the insight from parents/carers to paint a fuller picture.
- Develop a plan – the plan should include interventions to be run at home (if a parent is concerned about their own child's behaviour and at school; the plan may also advise to seek help from Family Support or other agencies.
- Implement and evaluate the plan – involve parents/carers in deciding whether the intervention was a success

Our commitment to parents/carers:

- We will take all concerns seriously and respond promptly.
- We will listen to the parents'/carers' perspective and work collaboratively.
- We will keep open channels of communication about actions taken.
- We will maintain confidentiality and handle all matters sensitively.
- We will contact parents/carers when we have concerns about their child's behaviour

Important notes:

- We work with parents, local authorities and other agencies to communicate expectations about behaviour and how improve it when necessary.
- If a child receives support from third-party professionals, we may contact them to inform them of behavioural issues and seek their insight.
- All discussions will be handled confidentially and in accordance with our safeguarding procedures.

BULLYING

We do not tolerate bullying of any kind. Please refer to our Anti-Bullying Policy for further details.

We do not tolerate sexual harassment or sexual violence of any kind. (See Appendix 2)

BEHAVIOUR OUTSIDE OF SCHOOL

Our behaviour expectations apply to a child's behaviour offsite when taking part in any school-organised or school-related activity, e.g. an inter-school sports competition, a school trip or visit.

We recognise that there may be instances where behaviour outside of school is brought to the attention of school and where the school is requested to address it. Although these incidents would lie outside of the

scope of this policy as the child would have been under the responsibility of the parent or carer, we will consider appropriate school response and support on a case-to-case basis, especially when the incident outside school causes disruption to learning at school.

SUSPENSIONS AND PERMANENT EXCLUSIONS

The Headteacher may decide to suspend or permanently exclude a pupil for a serious breach or persistent breaches of the school's Relationships and Behaviour Policy, where allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others. Further details are available in the Exclusion Policy.

Serious incidents need to be treated on an individual basis and the circumstances investigated. Any Exclusion would follow Government guidance, it could be considered for a first or 'one off' offence including for example:

- Sexual abuse or assault
- Serious actual or threatened violence against another pupil or a member of staff
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property
- Any pupil found to have made a malicious accusation against a member of staff

Ramsgate Holy Trinity CE School has the right to search pupils for prohibited items including any that have been or are likely to be used to commit an offence or cause personal injury or damage to property and any item not compliant with school rules. Where there is reasonable evidence to search pupil's bags, outer clothing or other possessions, two members of staff will be present. (Appendix 3)

SAFEGUARDING

Our School recognises that changes in a child's behaviour may be an indicator that they are in need of help or protection. All our school staff are trained to consider whether a student's behaviour may be linked to them suffering, or being at risk of suffering, significant harm. Where this may be the case, we follow our Safeguarding and Child Protection Policy, and consider whether pastoral support, an early help intervention and/or a referral to children's social care is appropriate. Please refer to our Safeguarding and Child Protection Policy for more information.

MALICIOUS ALLEGATIONS

Where a child makes a false allegation against another child or member of staff, and that allegation is shown to be deliberately invented or malicious, Ramsgate Holy Trinity CE School will consider whether to use an appropriate sanction within this Policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the Local Authority Designated Officer) will consider whether the child who made the allegation requires support and will make appropriate referral to other agencies e.g., social care if this is the case.

EXTERNAL SUPPORT

In occurrences where a child's behaviour has not improved following targeted support, we will engage external agencies to assist us.

Agencies involved could include:

- CAMHS (Child and Adolescent Mental Health Services) - An NHS service dedicated to the Mental Health needs of an individual child, where appropriate.
- EWO (Education Welfare Officer) – a service dedicated to supporting pupils' attendance

- Referrals – e.g. paediatrician, educational psychologist.
- SCIP (Supporting change in partnership) - A preventative, time limited approach that sets out to improve outcomes for children and their families
- Early Help Hub – A Local Authority Service which provides support for the whole family in managing the needs of a child or by providing support to a family in crisis.

This list is not exhaustive, the needs of the child will dictate which support is required. Parents will be informed, and their views and consent sought should the school refer to one of the above agencies.

APPENDIX 1: RAMSGATE HOLY TRINITY CE PRIMARY SCHOOL THRIVE AGREEMENT

We all take great pride in the positive relationships we forge. In our use of Thrive, we will;

- Do what we can to ensure that all physiological and psychological needs are met.
- Be consistent, reliable and provide clear boundaries following the school's Relationships and Behaviour Policy.
- Be a role model when talking to other adults.
- Make eye contact with adults and children, using their name and smiling at them.
- Make facial cues explicit and clear.
- Teach explicit calming, breathing and relaxing techniques and model how to regulate emotions.
- Acknowledge and validate experiences and feelings of children.
- Regularly name sensations in our bodies and match these to a range of feelings
- Form positive relationships with our children; notice small details, show interest in their lives and be curious about any changes.
- Provide an inspirational learning environment, catering for a range of needs and abilities and include quiet spaces.
- Celebrate the gifts and talents of all children, celebrate what make us all unique and special.
- Have fun with children and model playfulness.
- Ensure that we do not discuss children within earshot of either the child being discussed or any other children

For a great many reasons there are times when children will need additional support. What could this include?

- Early Bird club
- Support through access to the wellbeing room.
- Thrive 1-1 or small group support with a qualified practitioner
- Unrelenting support to ensure that all children are able to access and/or re-engage with learning and life.
- Transitional objects.
- Additional notice about change and early warning of activities finishing, use of visual timetables and social stories.
- More structured indoor and outdoor activities based on play and friendship.
- The provision of sensory equipment such as stress balls and stretchy toys for anxious moments and additional support to meet the needs of children by using for example:
- Visual reminders including 'now and next' boards.
- Sensory breaks
- An acknowledgment that on big occasions, or at times of change, children may become overwhelmed so additional resources and/or support will be needed

APPENDIX 2: ZERO-TOLERANCE OF SEXUAL HARASSMENT AND SEXUAL VIOLENCE

Ramsgate Holy Trinity CE School will ensure that all incidents of sexual harassment or violence are responded to, and never ignored. Children are supported and encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will always be:

- Proportionate
- Considered
- Supportive
- Decided on an individual case-by-case basis.

The school will also take into account a child's special educational needs or disabilities.

Where a child's safety is at risk, the school will follow the appropriate Safeguarding procedures, as detailed in our Safeguarding Policy and including appropriate referrals to external agencies including social care.

APPENDIX 3: SEARCH AND CONFISCATION

Ramsgate Holy Trinity CE School has the right to search pupils for prohibited items including any that have been or are likely to be used to commit an offence or cause personal injury or damage to property and any item not compliant with school rules. Where there is reasonable evidence to search pupil's bags, outer clothing or other possessions, two members of staff will be present.

Where possession of an item by a child is illegal the school will always work in partnership with the police.

If during a search an electronic device is found and it is suspected that it has been or will be used to commit an offence or cause injury, damage to property, disrupt teaching or break the school rules, then the school may examine any data or files on the device where there is good reason to do so. The school may also delete files or data if it is thought there is a good reason to do so, unless the device is to be given to the police.

A School's general power to discipline, as set out in Section 91 of the Education and Inspections Act 2006, enables a member of staff to confiscate, retain or dispose of a pupil's property as a disciplinary penalty, where reasonable to do so.

Banned items:

This list of items which must not be brought into school is not exhaustive and is intended as a guide only. This is in the interests of the health, safety and welfare of members of the whole school community.

- Energy drinks containing caffeine such as 'Red Bull'
- Lighters or matches
- Laser pens
- Tobacco, cigarettes, e-cigarettes, vaping fluid or equipment or any other nicotine replacement product or equipment associated with smoking or vaping
- Knives (including penknives)
- Any other item that poses a risk to the safety of the school community

Consequences within our Relationships and Behaviour Policy, including suspension and permanent exclusion, will be applied as appropriate to any pupil found in possession of a banned item or any item that is deemed to be inappropriate and/or dangerous.

The DfE Guidance on Searching, screening and confiscation will always be adhered to.

APPENDIX 4: VITAL RELATIONAL FUNCTIONS (VRFS)

The VRF's are drawn from the teachings and findings of leading commentators on emotional, psychological and child development (Sunderland, Kohut, Stern). These skills provide a relational basis for a child's emotional, social and neurological development.

The VRFs are:

Attune	Demonstrating an understanding of how they are feeling by “catching and matching” their emotional state.
Validate	Demonstrating that their feelings are real and justified.
Contain	Offering their feelings back to them, named and in small pieces.
Regulate	Communicating the capacity to regulate emotional states by modelling how to do it.

The provision of emotional containment by the adult who is working closely and regularly with the child is a significant contributing factor to the child's developing capacity to contain and regulate his/her own emotions. The relationship between a child and a significant adult can be an under-recognised and under-used resource that has a significant positive impact on a child's ability to regulate and build positive relationships.

APPENDIX 5: DAN HUGHES' PACE APPROACH

PACE refers to Playfulness, Acceptance, Curiosity and Empathy

Playfulness involves spontaneity, openness and exploration; have fun and share enjoyment with the pupil. Using playfulness can defuse tense situations and is useful to manage minor behaviours, as the pupil is less likely to respond with anger or defensiveness.	Acceptance involves unconditional positive regard for the pupil. Accept the pupil's inner experience without judgement and make sense of why the pupil is behaving in a certain way. Acceptance does not mean accepting negative behaviours but accepting the reasons behind behaviour. When necessary, criticise the behaviour, but not the pupil.
Curiosity involves wondering about the reasons behind the behaviours, rather than being angry. This shows the pupil that you care and helps them make sense of their behaviour, feelings and experiences. Use phrases like "I wonder if you are feeling like this because..." to open discussions with the pupil.	Empathy involves showing them that you understand how difficult they are finding things and reassuring them that you want to help them to manage this. Validate the pupil's emotional experience with phrases such as "I know how difficult that must have been for you" and work together to find ways to support them.

For more information about the PACE approach please refer to literature by Dan Hughes.

Real examples of PACE in action:

Pupil in heightened state of anxiety, attempting to climb fence and not following instructions to come down.

Application of PACE:

Playfulness – Use playful language to de-escalate the situation.

- "Goodness me I really would rather you came down. Problem is that if you fall, I'll have to fill out a lot of forms and I'm a bit like you - I don't really like writing"

Acceptance - the pupil is experiencing extreme anxiety because of a fall out with a friend and that this is a real experience. Communicate that you accept how they feel.

- "I can see that this has made you feel really upset." Avoiding saying things like, "Oh it doesn't matter, don't be upset about a silly fall out."

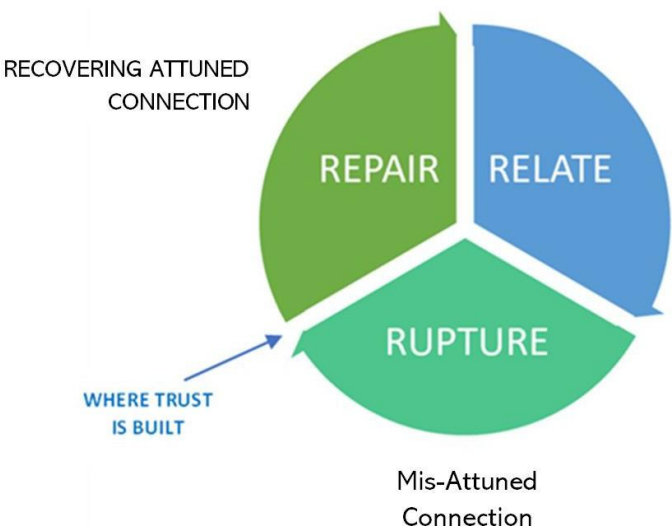
Curiosity- Enquire and check what the young person's emotional experience is.

- "I wonder if you're feeling angry because of what X just said?"

Empathy - Show that you understand that how difficult they are finding things.

- "I understand that this must be really difficult for you. I know that when I'm feeling upset, I just want to run away from everything."

APPENDIX 6: THE RUPTURE REPAIR CYCLE



The Rupture-Repair Cycle serves as an essential opportunity to create safety and model what it means to be human.

It means experiencing emotional misconnections which feel unsettling and even shaming, and then ‘repairing’ the relationship to a deeper level of trust.

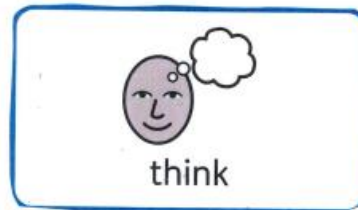
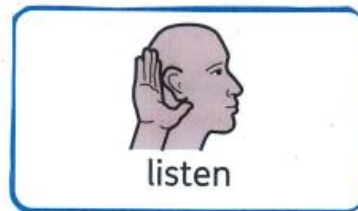
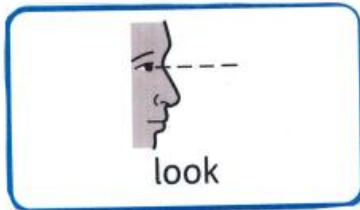
RELATE	RUPTURE	REPAIR
The ‘relate’ refers to the times in a relationship when we feel connected and attuned with one another, things are going well, and we are making efforts to maintain this positive and mutually beneficial relationship. In this phase, we are effectively building a bridge of connection between ourselves and the other person. In the relate phase of the cycle, the adult can monitor their own emotional state and can regulate themselves physiologically, relationally and cognitively to be optimally present and accessible for the child. The adult can connect with the child and focus on their needs being met. The adult is present and can contain the child’s emotional experience for them. The connection between the two is reciprocal.	The ‘rupture’ refers to misunderstanding or misattunement in relationships. In other words, when we don’t get it right for the other person and the relationship experiences a setback. Ruptures are an inevitable part of any relationship. They become a crucial component in the relationship when the rupture is subsequently repaired because this helps to develop the child’s resilience. When a rupture happens, the child no longer feels safe and their nervous system quickly reacts with survival responses of fight, flight or freeze. These are associated with distressed behaviours. If an adult can stay regulated, they can repair the rupture effectively with compassion.	The ‘repair’ involves correcting the misunderstanding of the rupture by sharing understanding of intentions, feelings, thoughts and actions to come back into relationship. The repair part of the cycle is an essential component of healthy growth, boosting our resilience and helping us to cope with challenges by giving us greater trust that difficulties can be resolved. Awareness of the rupture is key, along with regulation prior to repair. The repair can only happen once the incident has been processed and all parties are calm. The repair takes place by acknowledging the mistake and using VRFs and PACE to reaffirm the attunement. The repair needs to be modelled by an adult. By repairing the relationship, the child’s arousal state can settle, and the attuned relationship can re-establish.

APPENDIX 7: THE RHT LISTENING RULES

The Ramsgate Holy Trinity Listening Rules

When I am asked for my attention I:

- 1 **STOP** what I am doing
- 2 **EMPTY** my hands
- 3 **LOOK** at the teacher
- 4 **LISTEN** to the instructions
- 5 **THINK** and respond



APPENDIX 8: RESTORATIVE CONVERSATIONS

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their pre-frontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place.

Offer a postponement and some support if the child is not ready to speak: *'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?'*

It is important that the repair takes place with the member of staff involved in the incident, to complete the rupture – repair cycle.

To meet their individual needs, strategies that help a child to regulate vary according to the child.

Once the child is regulated, the child needs an adult to lend them their thinking brain. The following questions will allow learning to take place:

- "Can you show me what happened" (using an alternative to speaking may allow the child to express the incident, e.g. acting it out with puppets or using a sand tray.)
- "I'm wondering if you felt a bit angry / frightened / scared" etc.
- "I can imagine it's difficult to have those big feelings but it's not ok to [...], I think I could help you with that".
- "How do you think [...] is feeling"?
- "How can we repair it?"
- "I wonder whether there is a way that we could make this right?"

The adult lends the child their thinking brain to problem solve and find an appropriate solution.

Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents or events that are not relevant) and plan the conclusion. Use WING (I'm wondering, imagining, noticing, guessing...)

All staff will take responsibility for leading restorative conversations, Senior Leaders can provide support to ensure a positive outcome.

APPENDIX 9: LOGICAL CONSEQUENCES

Punishment or logical consequences in the classroom

Logical consequences are directly related to children's behaviours and help them to reflect and find a way to make things better.

The use of logical consequences is a way of responding to situations in the classroom that not only stops a negative behaviour but is also respectful of children and helps them to take responsibility for their actions.

How are logical consequences any different from punishment?

The two approaches are best compared by thinking about a common classroom scenario -

Six-year-old Jacob is zooming around the classroom when suddenly he trips and falls into Michelle's block building. Michelle lets out a scream and the teacher comes over.

Using punishment

The adult, feeling irritated, looks at Jacob and says loudly in front of the other children, "I have told you over and over again not to run in this classroom. Now see what you've done with your carelessness. Go sit in that chair and don't move until it's time for lunch."

What might be going on for Jacob? He might be thinking, "I wasn't even running. The teacher doesn't know what she's talking about. She's always picking on me. Now everybody's looking at me. I hate this school. It was a stupid building anyway."

Using logical consequences.

The adult, although also feeling irritated, takes a deep breath and makes herself begin by describing what she sees:

"Michelle is very upset right now because Jacob knocked over her building. I need to talk with Jacob first and then we'll figure out how to help Michelle."

The teacher takes Jacob aside and begins by asking him a question. - "What happened?"

"I just tripped and fell into it accidentally. I didn't mean to knock it over."

"Hmmm. So, it was an accident. I did notice that you were running before it happened. Could that have been why you fell?"

"Maybe."

"When children run in the classroom, accidents often happen. That's why our rule says to be safe. What do you think you could do to help Michelle?"

"I don't know."

"Maybe she would like some help putting the building back up."

Jacob nods and the teacher walks back with him to the construction area. Michelle accepts Jacob's offer to help and together they build for the rest of the lesson.

Now, what might be going on for Jacob? He might be learning, "When I knock things down I have to help build them back up. I can fix things when I mess up. My teacher helps me solve problems. I have to remember to walk in the construction area"

Some of the fundamental differences in the two approaches:

The goal of punishment is to enforce compliance with the rules by using external controls or authoritarian discipline. While effective in stopping the 'misbehaviour' of the moment, punishment does little to increase a young person's sense and understanding of responsibility.

- Punishment often leads to feelings of anger, discouragement and resentment, and an increase in evasion and deception.
- The goal of logical consequences is to help children develop internal understanding, self-control, and a desire to follow the rules.
- Logical consequences help children look more closely at their behaviours and consider the results of their choices.
- Unlike punishment, where the intention is to make a child feel shamed, the intention of logical consequences is to help children develop internal controls and to learn from their mistakes in a supportive atmosphere.
- Logical consequences are respectful of the child's dignity while punishment often calls upon an

element of shame.

- Logical consequences respond to the behaviour in ways that preserve the dignity of the child. The message is that a behaviour is a problem, not that the child is a problem.
- The teacher's tone of voice is critical in distinguishing logical consequences from punishment. There are many ways to say to a child that they've spilled their juice and should clean it up. If the tone is angry or punitive, then it's no longer a logical consequence.
- The same consequence can be respectful in one situation and demeaning in another. Mopping the floor is a respectful consequence for the child who chooses to have a water fight at the drinking fountain, but not for the child who fails to complete his work.
- Logical consequences are related to the child's behaviour; punishment usually is not.
- Leaving the group is related to being disruptive in a group; missing playtime is not. Cleaning drawing from the wall is related to drawing on the wall; being excluded from school is not.
- Logical consequences require that the adult gathers more information before reacting. The adult takes time to assess the situation and determine, sometimes with input from the child, what will help fix the problem.

Questions adults might ask themselves when trying to assess a situation:

- What are the developmental issues?
- Is it clear to the child what is expected?
- What rule is being broken?
- What problem is the behaviour creating?
- What will help to solve the problem?

The belief underlying the use of logical consequences is that with reflection and practice children will want to do better, whereas the belief behind punishment is that children will do better only because they fear punishment and will seek to avoid it.

Using logical consequences begins with belief in the basic goodness of children and the knowledge that every child is a learner, struggling to establish meaningful relationships with us, each other, and the school community.

It is to be expected that all children will from time to time lose their control and make mistakes. The use of logical consequences helps children fix their mistakes and know what to do next time.

Teachers frequently ask, "Is it ever okay for a child to feel bad about their behaviour?" Of course, it is. When children make a poor behaviour choice, they will probably already feel bad. Our job is not to make them feel worse but to help them choose a better course of action the next time.

"Our goal, when children break rules, is never to make them feel 'bad' or defeated, although they may, in fact, feel bad. Our goal is first to help them recover self-control and self-respect. When I observe a child acting the part of the bully, or sneaking out of a job, or putting down a classmate or teacher, it is not a picture of self-control and self-respect. It is a sign of distress and a signal for help. Something needs to stop. The use of logical consequences urges respect for the rules and the people they are designed to guide."

Ruth Sidney Charney – 'Teaching Children to Care'

