

**We follow in the footsteps of Jesus as we
live, love and learn together.**



Behaviour and Relationships Policy

This policy will be reviewed regularly and re-presented to The Governing Body as appropriate if significant changes are made.

Signature:	A Crist	Date:	12/11/2025
Chair of Governors Signature:	T McCaul	Date:	12/11/2025

St Luke's Catholic Primary School

Behaviour and Relationships Policy

Philosophy

St Luke's Catholic Primary School offers a positive, safe learning environment for our community, in which everyone has equal and individual recognition and respect. We celebrate success and are committed to the continuous improvement and fulfilment of the potential in every child. We encourage increasing independence and self-discipline amongst the pupils. Everyone within the school has an important role to play in sharing responsibility for the development of positive behaviour and attitudes.

Aims

In order to fulfil this policy, all staff involved will be guided by the following principles:

- To understand and value the whole child as an individual with individual needs.
- To expect high standards of behaviour at all times.
- To be firm, fair and consistent with an awareness of particular circumstances where appropriate and home background.
- To encourage positive self-esteem through praise to build confidence.
- To set a good example and be positive role models in a happy and secure environment.
- To give the children opportunities to take responsibility for themselves and for others.
- To encourage independence of thinking and learning.
- To encourage Growth Mind set.
- To be aware of emotional intelligences.
- To be emotionally intelligent.

We aim to support the relationship between children and key adults with the goal of improving children and young people's ability to manage difficult feelings and ultimately behaviour! It is an emotionally intelligent philosophy or style, a 'way of being' rather than a discrete programme.

Coaching includes:

- recognising and working with each child's unique emotional style, this might mean that different tactics are necessary with different children.
- adults recognising the emotions that children are feeling, acknowledge these to the children and teach them problem solving skills.
- Helping the child label their emotions, communicate empathy and understanding;
- Sets limits on behaviour – if necessary. **Connect before correct**
- Awareness of growth mind set compared to fixed mind set.

GROWTH MINDSET FIXED MINDSET



School Principles, Rewards and Strategies

The principles are displayed around the school as a reminder to our school community.

School Principles

At all times in all areas of school we will observe our school values:

- Be Respectful.
- Be Ready.
- Be Resilient.

Rewards and Praise

In St Luke's we aim to recognise, acknowledge and celebrate good behaviour, effort and achievement, regardless of ability.

All positive contributions to school life are praised; progress, improvement, team work, sustained effort, and helping others, are all rewarded along with academic achievement.

We also have some standard rewards across the school which are embedded in our school life;

- verbally praise the children who are displaying appropriate behaviour
- children are given individual 'Dojo Points' which also contribute to their house teams points;
- positive postcards are sent home to parents/carers:
- each week we nominate a child from each class to receive a 'Good Work' certificate. There is a different focus for this each week. There will be a group photo of all the children who have achieved this award and shared on Class Dojo.
- Staff weekly nominate a child from each class to receive 'The Mission Statement Award' with a focus on Christ, Education and Community. Certificates are sent home with the reason why the award has been achieved. There will be group photo of all the children who have achieved this award and shared on Class Dojo.

- Termly “Merit Prize Awards”. This will be a termly event to recognise children who have made and sustained a great contribution to their learning and school. Two children will be chosen from each class and their teacher will write a paragraph explaining what makes this pupil really shine as a learner.

Strategies:

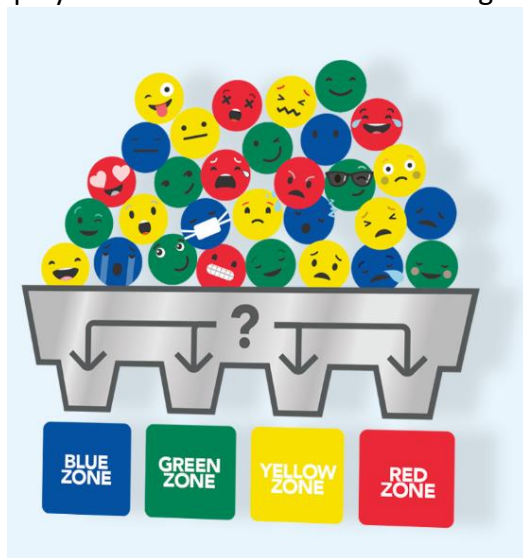
- It is important that we know our children, their family circumstances and any other specific needs. This does not mean that we excuse poor behaviour, but that we are better placed to support each child who needs help to improve their own.
- Our use of language is crucial. Specific positive praise and encouragement must always outweigh criticism and negative comment.
- Engagement in lessons is crucial: Curriculum, planning, lessons and classroom organisation need to be planned carefully so that we do not inadvertently set up negative behaviours.
- Zones of regulation is used across the school so that all children learn and can use the correct language/colours to recognise emotions and how to regulate in order to be ready for learning.
- Teach children to be confident communicators
- We all need to be positive role models in the way that we talk and behave with children and each other.
- Aim to catch children being good
- We must always respond to situations calmly and speak politely.
- We must always demonstrate fairness and consistency.
- On occasions, we will need to support pupils who need help learning good behaviours.
- Ensure children feel valued; their views, opinions and feelings matter.
- Use regular verbal and non-verbal praise and affirmation;
- Be aware of positive body language;
- Implement a daily system and use Class Dojo to recognise and promote positive behaviour. It is imperative that pupils are recognised for their good and improved behaviour choices and this is shared with parents regularly either verbally or through Dojo messages.

Zones of Regulation

As a school we use the Zones of Regulation. The Zones of Regulation is a framework designed to help individuals understand and manage their emotions, behaviours, and sensory needs, promoting self-regulation and emotional literacy.

Feelings are complicated. They come in different sizes, intensities and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organises our feelings, states of alertness, and energy levels into four coloured zones – Blue, Green, Yellow and Red.

The simple common language and visual structure of the Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being. Each classroom has the Zones of Regulations displayed and are used when discussing children's behaviours.



Behaviour Management Steps

Give a clear verbal reminder

Give a clear reminder with guidance of expected behaviour stated clearly, e.g. reminder of the class rules. In this instance, maximum emphasis needs to be placed upon the child improving the situation themselves by behaving appropriately using the Zones of Regulation to ensure they are regulated and ready for learning.

Sit the child away from the main group

Moving a child within the class, possibly to work alone, if appropriate. This may be a pre-emptive measure thinking about does the child need a sensory break, a calm space or cooler space etc.

It may also be necessary to sit the child away from others e.g. another classroom, breakout room in order to remove their 'audience' or to give them time to think about their behaviour. Once again, a focus for the child should be how they themselves can improve the situation. Before returning to the group, reflection and discussion about the behaviour with the teacher should take place.

Restorative/Fix it Conversations

Staff will give quality time for a conversation that sends a strong message of care to the student. It is vital that the child and adult are in agreement that they feel ready to talk in order to restore relationships. This process will give the student an opportunity to say what happened / give the student a voice and communicate to the student how it made them, the adult and others feel. They will reiterate the high expectations and they will create a plan together that sets the student up for success ([using Behaviour Reflections Sheet. This should be used for minor and infrequent behaviour issues](#)) ([see appendix 1](#)).

Report poor behaviour to parents

Restorative plan sheet is shared with parents preferably on the day or as near to it as possible and plans are shared on CPOMS with SLT. It is vital that parent's input is used positively at an early stage, as they hold a key role in the support process to encourage good behaviour. They may also be able to bring a new understanding of events to the situation. It is vital that parents are involved and informed when things are going well too, and that positive information goes home on a regular basis. Any meetings with parents should be shared on CPOMS.

Referral to Manager of Senior Management

The Manager can decide upon additional action to take. This should only happen after the above has been tried several times and has failed to make a significant positive impact on the child's behaviour. This will include the child verbally reporting on a daily basis to the allocated manager. If there is no improvement in that week, the manager will consider alongside the teacher recommending and supporting a [Stage 1 Behaviour Support Plan \(appendix 2\)](#), which can last for 6 to 8 weeks in order to change and embed behaviours and attitudes.

Referral to the Deputy or Headteacher [Stage 2 Behaviour Support Plan \(appendix 3\)](#)

The Head or Deputy will deal with serious behaviour. Once again, this referral may be due to the above actions repeatedly being used with no apparent improvement to the child's behaviour. There may be circumstances that are extremely serious (such as bullying, racist remarks, or violence towards an adult in the school) which would require the immediate attention from the Headteacher or Deputy Headteacher and would usually result in the parents being contacted.

The Use of Exclusion

There are various forms of exclusion which include:

- Exclusion from a lesson
- Exclusion from a break or lunch time
- Exclusion from their own classroom
- Fixed term exclusion from school

A decision to exclude a child for a fixed period or permanently will be a last resort and if there is evidence that all other strategies have been employed and have not resulted in the required improvements. Following DfE guidance an external exclusion will only be made by the Headteacher or Deputy Headteacher in their absence. Before the decision is made the Headteacher takes the following steps:

- Consider all relevant facts
- Allows the child to give his/her version of the facts
- Consults the child's Parent/Carer

The Headteacher will in turn inform the Chair of Governors of the decision to exclude. The Headteacher will inform the parents by phone of the decision to exclude, and confirm the exclusion in writing.

Parents do have the right to appeal to the Governors against the decision to exclude the child if the child is excluded for more than five days. If parents wish to appeal against a decision to exclude, they will be assisted in the appeal process.

The above is for consideration and does not indicate that a restrictive, defined, stepped, approach will always be used. Judgement will always be used to ensure the approach used, suits the needs of the situation. Sanction will be given in line with the degree of the misdemeanours.

See also: **Knowsley Behaviour Intervention Framework – [Appendix 4](#)**

Understanding the root causes of negative behaviours:

A key to appropriate support for children lies in an understanding of the reasons why negative behaviours may occur. Each child comes to school with individual experiences and needs. We are aware that a wide range of factors will affect individuals. Some of these factors will affect the child for life, whereas other difficulties will be temporary. Our school has control over a fraction of these factors, and so it is vital that the school's input is **effective, appropriate, positive and consistent**.

Strategies to prevent / reduce difficult situations occurring:

The school will pursue strategies that encourage children to take responsibility for developing good behaviour. The following are examples of these strategies:

- Collective Worship (spiritual and moral development)
- Circle time
- Peer Mediators
- School Council's input to resolve issues
- Stimulating lessons / tasks to meet the needs of individual children
- Parental involvement
- Good work award
- Certificates
- Positive postcards/ letters sent home
- Mindfulness
- Class Dojo points
- Individual targets / reward system
- Zones of Regulation
- Restorative Practice

Dealing with Conflict Resolution (see appendix 5 – Conflict resolution in 3 steps)

All children from time to time have conflicts over a range of issues. It is vital that these are dealt with in the proper way (use appendix 5). This method should be used when dealing with all nature of conflicts, serious and minor.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying and Peer on Peer abuse can include: (Please refer to Anti Bullying Policy)

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

If there is an incident that the school deem to be bullying:

Members of staff will:

- Decide upon a good time to deal with the issue.
- Listen to all parties concerned individually and record in brief or report important details. Use open questions and deal with the primary behaviour.
- Assure the children that the situation will be dealt with until it is resolved.
- Make the children aware of the consequences of their actions and the rules they have disregarded.
- Involve and work with parents to resolve the situation.

Dealing with Racism in School:

We work hard to establish positive relationships and a happy and secure learning environment, and therefore racial harassment of any kind will not be tolerated. Sanction will be given in line with the degree of the misdemeanours. Our programme for personal and social education will also confront racist attitudes; any racism will be reported on CPOMS to the SENCO & Headteacher. Parents will also be informed and support given.

Child on Child Abuse

At our school, we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm by adults and other children or young people. We continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the child or young person.

There are many forms of abuse, which may occur between children including:

- all forms of bullying,
- being coerced into sending sexual images (sexting),

- physical or sexual assaults,
- child sexual exploitation
- sexual harassment or sexual violence

These behaviours should never be tolerated. If a pupil reports an incident of abuse, we will let the pupils know that we will:

- Take their safety and wellbeing seriously
- Listen to them
- Act on their concerns
- Not tolerate or accept abuse

Action will be taken to ensure that any form of abuse/harmful behaviour is dealt with immediately, consistently, and sensitively to reduce the extent of harm with full consideration taken to the impact on the child's emotional, mental health and well-being.

If a child has been harmed, is in immediate danger, or is at risk of harm, basic safeguarding principles apply, and advice should be sought from either Merseyside Police and/or Knowsley Council MASH Team.

Where there is no risk of significant harm, parents of all the children concerned will be contacted and informed of the nature of the incident. If proven, appropriate sanctions, as outlined in this policy, will be applied. The school considers a balance between the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s).

Control and Restraint:

In exceptional circumstances it may be necessary to use reasonable force to restrain a child or to remove them from an area of the school where there is immediate / high risk of injury. The law requires that force should only be used when other approaches have been tried and that all practical methods to de-escalate the situation have been employed. All the staff within the school are trusted to use their professional judgement and the degree of force must be in proportion to the circumstances of the incident. Holds that may be used are a friendly hug, small child hold to chairs, small child hold to bean bag. Small child hold standing. A child may also be escorted using a friendly hug.

A senior member of staff must be informed immediately and the incident must be recorded, a positive holding plan (see appendix 6) completed and logged on CPOMS. Parents must be informed. All staff are Team Teach trained.

When should control/ restraint be used?

There is a variety of situations in which reasonable force might be appropriate or necessary to control or restrain pupils.

Teachers are generally permitted the use of reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The DfE guidance on the 'Use of Reasonable Force' provides that teachers can use reasonable force:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.

- to prevent a pupil leaving the classroom were allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- to restrain a pupil at risk of harming themselves through physical outbursts.

The statutory provisions can apply when a teacher or other authorised person is:

- on the premises of the school or
- elsewhere at a time when, as a member of school staff, he or she has lawful control or charge of the pupil concerned, for example, on an out-of-school activity

What should a member of staff do to control a child?

All staff should take the following steps:

- Stay calm/ attempt to keep their voice quiet / speak slowly/ stay in control of themselves and respond appropriately.
- Give time where appropriate for the situation to de-escalate.
- Give the child clear instructions.
- Call for assistance from another colleague. (SLT/ Or a colleague who knows the child well).
- If possible-remove child from situation/their peers/ failing that remove the remainder of the class to a safe location.
- A clear verbal instruction to stop dangerous or threatening behaviour should always precede any physical Intervention.

Physical intervention may include:

- Blocking a child's path
- Holding a child's hand
- Moving two children apart
- Leading a pupil away from a situation
- Shepherding a child out of a situation
- All intervention will be carried out in a skilled and controlled manner.
- A written record must be made of all incidents involving use of physical restraints and a positive holding plan (**appendix 6**) completed and recorded on CPOMS.

Any physical intervention will be an absolute last resort.

[\(Related Policy\)](#) – Please refer to Care and Control Policy.

Action in Self Defence

Staff have a right to defend themselves against an attack, providing they do not use disproportionate force to do so.

Children with Behaviour or Mental Health Difficulties

It is recognised that some children do suffer from behaviour and / or mental health difficulties and need very specific guidance and management of their behaviour. Set out below is guidance for teachers to follow on how to deal with the behaviour these children display.

Key Points:

- A working relationship is established with the child.

- The teacher does not take the child's behaviour personally.
- The teacher clearly communicates in a direct discreet way, using straight forward language.
- The teacher will make polite suggestions rather than demands.
- The teacher will remain calm and try not to get into a critical or cross mode.
- The teacher will try to ensure the work is broken down into small achievable steps that allow frequent opportunity for reviewing progress/giving encouragement and rewarding success along the way.
- The teacher will avoid allowing the child to become over dependent on him/her and will expect the child in time to cope alone without him/her using a teaching assistant where necessary.
- The teachers will be positive in their approach. They will look for good things that are happening or about to happen. The child's self-esteem will be built up by celebrating their strengths.
- If a child displays angry outbursts, the child will be given time to restore his/her dignity.
- Clear boundaries will be established for the children. The teachers will check that the children understand those boundaries, the rewards and the time-scale of the work expected.
- All staff should be role models and demonstrate the standards of courtesy expected from the children (3 R's)
- Staff should be consistent with the use of positive reinforcement –'I am pleased to see Joe is working quietly'.
- Staff should make sparing use of consequences. (These should be phrased in positive terms) Private rather than public whenever possible.
- Continually observe and scan the behaviour of the class.
- Good attendance and punctuality will be promoted and praised during Assembly.

The above is for consideration and does not indicate that a restrictive, defined, stepped, approach will always be used. Judgement will always be used to ensure the approach used, suits the needs of the situation.

Monitoring Children with Emotional and Behavioural Difficulties

It may be necessary to monitor a child with EBD. A Behaviour Support Plan should be in place if individual input is required to amend a child's behaviour and recorded on INSIGHT. This must be done on a daily basis if support is to be sought. Evidence can then be presented to the SENCO/Senior Management team if support from outside agencies is to be sought. Parental input is critical. Rewards and Consequences will be given at home as well as in school.

Transfer of Discipline Records to Secondary Schools

Records for all children will be discussed at transition meetings and appropriate documentation transferred.

Review and Monitoring of Policy

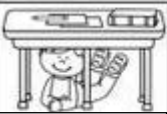
This policy will be reviewed using a consultative process that identifies teacher and pupil feedback once per year and any amendments will be agreed by the governing body.

This policy should not be considered in isolation and should be read in line with the other policies of the school.

Appendix 1 – Behaviour Reflections Sheet

Name:	Date:	Year Group:
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What I chose to do: circle what happened

						
Not be safe	push	shout	kick	poor learning behaviours	hurt others	be un-kind

Think about how these behaviours made people feel.

You	Other children	Adults
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Think about why you have made those behaviour choices and how you feel about them now.

Why? _____

Next time I will:

						
breathe	take a break	use a fidget	count	think	be kind	talk calmly/ get adult help

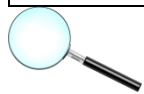
Plan for improvement:

I will _____

Signed Child:	Signed Adult:
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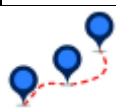
Appendix 2 – Stage 1 Behaviour Support Plan

Child Name:	Plan Number:
List those involved in support plan:	Date:



Assess

What are the behaviours that are causing concern? List a maximum of 3. <i>Be specific and indicate how often they occur (eg. once a week, twice a day).</i>	What do you think might be causing those behaviours?



Plan

Write up to two targets for the student to work towards. <i>Use the format when... instead of... I will... Be as specific as possible.</i>	What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.</i>

Review date: No longer than 6-8 weeks from today	
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Review

Date:

What impact did the plan have on the behaviours specified above? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?
	Plan was effective – student no longer requires support (<i>plan discontinued</i>)
	Plan was effective – continue support at current level (<i>renew plan or write new plan at this level</i>)
	Student requires additional support (<i>write plan at Stage 2</i>)

Appendix 3 – Stage 2 Behaviour Support Plan

Child Name:	Plan Number:
List those involved in support plan:	Date:



Assess

What are the behaviours that are causing concern? List a maximum of 3. <i>Be specific and indicate how often they occur (eg. once a week, twice a day).</i>	What do you think might be causing those behaviours?



Plan

Write up to three targets for the student to work towards. <i>Use the format when... instead of... I will... Be as specific as possible.</i>		What whole class strategies will be implemented to support the student? (Maximum of 2) <i>Strategies must be practicably implemented by in the context of a 1:30 adult:student ratio.</i>
1		
2		
3		

Home Strategy

What strategy will be implemented at home to support the student?	
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Group Work (Adult led intervention)

What will be the purpose of the intervention (<i>e.g. improve interpersonal skills, emotional self-regulation</i>)	
How will the success of the intervention be measured?	
Which adult will run the intervention? Where will it be run? When (day and time)? How long will the intervention run for?	

Environmental Changes

What environmental changes will be made to support the student?

Other Support

If necessary, write any further support to be offered below.

Support	Purpose

Impact measurement

How will you measure the impact of the intervention? Incorporate an objective, numeric measure.

Review date: No longer than 6-8 weeks from today	
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Review

Indicate progress achieved towards each objective.

	Not achieved	Some progress	Achieved
1			
2			
3			

Date:

Parental Views

What impact did the plan have on the behaviours specified above? <i>Think about the frequency and severity of the behaviours.</i>	What should happen next?
	Plan was effective – student now requires less intensive support (<i>write plan at Stage 1</i>)
	Plan was effective – continue support at current level (<i>renew plan or write new plan at this level</i>)
	<u>Student requires additional support</u> <u>Referral to behaviour team –</u> <u>behaviour passport</u>

Appendix 4

Knowsley Behaviour Intervention Framework

School Action prior to referral

Graduated Response

- Pupil will have received significant 'in school' interventions eg; SENDCo assessment, mentoring, TA support, Behaviour Support Plans etc.
- At risk of or already received fixed term exclusions
- Early Help Assessment and/or external agency support in place

Referral Route

Stage 1

- Lead Behaviour Professional requests a meeting with Inclusion & Behaviour Officer (using Part 1 of Pupil Passport)
- IBO will contact school within 3 days, to discuss pupil needs
- Advice/support provided by IBO in relation to school interventions, where appropriate
- IBO may engage the 'Advice and Guidance Team' if this would benefit pupil & family
- IBO may refer to LEVEL 2 Outreach Support, to assist the school
- School may commission a place on Meadow Park Turnaround provision

Stage 2

- Once a graduated response has been exhausted & despite extensive support offered, the pupil is still at risk of exclusion, the school will be advised to complete Part 2 of the Pupil Passport
- IBO will present Pupil Passport to 'Inclusion Triage Panel' for consideration
- Recommendations will be made for next steps

Central Provision Panel

Stage 3

- If the agreed 'next steps' is CPP, the IBO will notify school of a time & date for next meeting
- School will ensure all relevant external agencies are invited to panel meeting
- IBO will invite Headteacher representatives, Educational Psychologist, SEND lead and CLA team, where appropriate
- School IBO will present the Pupil Passport to members of the panel
- Discussion, recommendations and decisions on an appropriate pathway will then take place leading to:
 - Assessment route for EHCP
 - or
 - Fair Access Panel to consider a managed move/transfer

Glossary of Terms

External Agency Support

- Local Authority Special Educational Needs Link Officer
- Special Educational Needs Outreach Manager
- Educational Psychologist
- School Nurse
- Family First
- Child and Adolescent Mental Health Service
- Counselling Services (Butterflies/Listening Ear, KOOTH)
- Youth Offending Service



Advice and Guidance Team (Level 1 Intervention)

- Will engage parents/carers and the pupil, where relationships have become strained or disengaged
- Will complete short term interventions with the pupil and their parents/carers where appropriate
- Will assist in accessing external agency support through Early Help Assessment or Single agency referrals

Outreach Work (Stage 1 Intervention)

- Provided by a Behaviour Specialist
- Observation & Assessment of the pupil
- Advice & strategies
- Team Teaching where appropriate around the implementation of strategies
-

Meadow Park Turnaround Provision (Stage 1 Intervention)

- Pupil observed in mainstream setting as part of referral & assessment
- Pupil attends Meadow Park full time for 10 wks following Literacy/Numeracy curriculum with strong focus on developing social, emotional & behavioural skills
- Progress & re-integration with school participating in a mid-point review
- Final report detailing how the pupil can best respond to structure and routines
-

Inclusion Triage Panel (Stage 2 Intervention)

- Education Improvement Officer for Inclusion
- Education Improvement Officer for Admissions
- Education Improvement Officer for SEND
- Principal Educational Psychologist

Central Provision Panel (CPP) (Stage 3 Intervention)

- Headteacher representatives
- Educational Psychologist
- SEN/D lead
- CLA (Children Looked After) Team (where appropriate)
-

Alternative Education Provision (Stage 3 Intervention)

- Meadow Park Behaviour Modification
- Designated Specialist Provision
- Special Education & Mental Health Provision
- Alternative Provider

Conflict Resolution in 3 steps

1

Self-Check

Ask yourself, "Are you ready and willing to solve this problem?"
Give yourself time to calm down if you are too angry or upset to deal with the conflict. You'll know you are ready if you can follow these rules:

No fighting/arguing.

Listen and
don't interrupt.

Be honest.

2

Honest Communication

Use sentences beginning with 'I...' to tell your side of the story and make sure you listen to everything that the other person has to say. Remember, everyone's point of view is different and it is OK to disagree!

Remember: Don't start arguing about who is right or wrong. Conflict resolution is about listening and understanding to try and come up with a solution to the problem.

3

Find a Solution

What can each person do to solve the conflict? Discuss as many solutions as possible before coming to an agreement or compromise on one. Then write a plan of action and make it very clear for each person.

Remember: If you are struggling to solve the conflict on your own, you can ask a peer mediator or adult to help!



Positive Handling Plan

Pupil Name	XXXXX
Class	Hazel
Date of review	December 2024
ADDITIONAL INFORMATION:	
Which is the most predominant hand?	
Left	Right
Medical conditions (highlight if any are relevant)	Tube fed Epileptic Asthmatic Nose bleeds Any other
Limited movement of a limb (highlight if any are relevant)	Right arm Left arm Right Leg Left leg Any other
TRIGGER BEHAVIOURS: (Describe situations/behaviours which are known to have led to Positive Handling being required) • Transitions to and from different parts of school • Sudden loud vocal noises from peers • Nappy change time • Waiting for his turn XXXXX will engage in self-injurious behaviours such as attempting to head bang the floor, window or wall and hitting/punching himself in the legs and head. When dysregulated he will scream, shout and can throw himself to the floor. XXXXX will also engage in climbing behaviours with limited understanding of danger.	PREFERRED SUPPORTIVE STRATEGIES: (strategies, which, when and where possible, should be attempted before positive handling techniques, are used). Please highlight Verbal advice/Support – Needs clear visuals to support this such as 'Now' and 'Next boards.' Planned positive distractions e.g. spoons, playdough Reassurance Positive touch Tactical ignoring Description of reality Partial agreement/Negotiation. Choices/Limits. – Limit choice to two things if given a choice and stick to them.

		Time Out Other eg classroom organisation etc. Showing XXXXXhis lunch/snack box	
Preferred Handling Strategies: (Described the preferred staff responses/holds)			
Technique Two-person single elbow.	Standing/Sitting Standing	Number of staff 2	Breakaway Techniques Staff to communicate with each other and use countdown from 3. Staff to cover any potential areas that XXXXXcould hit out at when leaving the hold and step away gently.
Repair and rebuild after the incident (What care is to be provided?). What learning opportunities exist for the child? XXXXXwill have time with an adult in the quiet room of Hazel class to regulate fully before integration with the other children occurs. There will be occasions when XXXXXwill prefer to not integrate with the rest of the children.		Evaluation to be completed at review	
Equipment to support staff			

Pupil Name	
Class	
Date of review	
ADDITIONAL INFORMATION:	
Which is the most predominant hand?	
Left	Right
Medical conditions (highlight if any are relevant)	Tube fed Epileptic Asthmatic Nose bleeds Any other
Limited movement of a limb (highlight if any are relevant)	Right arm Left arm Right Leg Left leg Any other
TRIGGER BEHAVIOURS: (Describe	PREFERRED SUPPORTIVE STRATEGIES: (strategies, which, when and where possible, should be attempted before positive handling techniques, are used). Please highlight Verbal advice/Support – Needs clear visuals to support this such as 'Now' and 'Next boards'. Planned positive distractions e.g. spoons, playdough Reassurance Positive touch Tactical ignoring Description of reality Partial agreement/Negotiation. Choices/Limits. – Limit choice to two things if given a choice and stick to them. Time Out

		Other eg classroom organisation etc. Showing XXXXXhis lunch/snack box	
Preferred Handling Strategies: (Described the preferred staff responses/holds)			
Technique	Standing/Sitting	Number of staff	Breakaway Techniques
Repair and rebuild after the incident (What care is to be provided?). What learning opportunities exist for the child?		Evaluation to be completed at review	
Equipment to support staff			

