Behaviour and Relationships Handbook

DILS processes and procedures

2025-2026

Scholars' Education Trust
Education for a changing world

Our vision is to create a school community that inspires every child to become a confident and successful lifelong learner.

Our Aims and Values

This handbook is underpinned by the **SET Behaviour and Anti-Bullying Policy** and reflects DILS's **therapeutic, emotionally safe** approach to positive behaviour management. Our goal is to create a safe, supportive environment where every learner can thrive.

We promote empathetic, proactive strategies to help all children reach their potential, guided by our core school rules: **Respectful, Responsible, and Ready**.

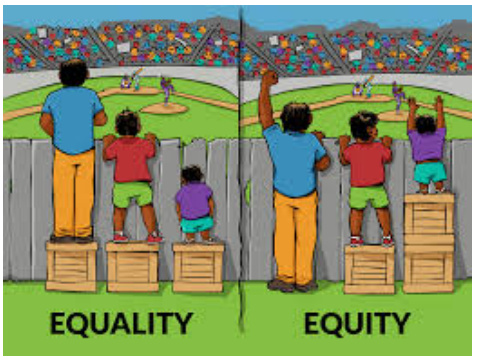
At DILS, we aim to nurture confident, kind, and responsible citizens by fostering a love of learning, inclusive practice, and a stimulating environment supported by high-quality teaching and a rich curriculum.

A consistent and effective behaviour approach relies on strong partnerships across the DILS community – staff, learners, parents, carers, and governors – working together to create a **calm, purposeful school**.

We all share responsibility in teaching children to **self-regulate, make good choices, restore relationships, and show respect** for others and the world around them. While challenging behaviour must be addressed, we are committed to **protecting each child's self-esteem**.

We refer to **'The Icknield Way'** and explicitly teach the positive behaviours we expect to see.

Equality vs Equity



At DILS, we distinguish between **equality** and **equity**: ⚖️

Equality in School 🧩

- **Definition:** Giving all students the same resources or opportunities, regardless of individual needs.
- **Focus: Sameness** 🟰
- **Goal:** Everyone gets the **same support**, no matter their situation.

Examples:

- 📚 Every child gets the same textbook, even if reading levels vary.
- ⏱️ All children get the same time on a test, even if some need accommodations.
- 🍽️ Everyone is served the same lunch, regardless of dietary or cultural needs.

Equity in School 🧩

- **Definition:** Providing resources based on each child's needs so everyone can succeed.
- **Focus: Fairness** ⚖️💡
- **Goal:** Everyone gets the **support they need** to reach the same outcomes.

Examples:

- 🎧 children with dyslexia get audiobooks or extra reading help.
- 📝 children with learning challenges receive extra test time or modified tasks.
- 🥗 children with dietary restrictions get meals that respect their needs or culture.

This principle of **equity** also shapes our **behaviour approach**.
We recognise that not all children respond to the same strategies or face the same challenges. While **external discipline** can manage behaviour in the short term, lasting change comes from developing **internal discipline** through understanding each child's unique experiences and needs.

Our emotionally safe approach ensures that behaviour is addressed in a way that is **fair, supportive, and tailored** — reflecting our commitment to equity.

A consistent and equitable behaviour approach is possible only through strong **partnerships** between everyone in the DILS community — staff, students, families, and governors — working together to create a **safe, calm, and purposeful learning environment** for all.

What is an 'emotionally safe approach'?

An emotionally safe, therapeutic approach to behaviour focuses on understanding the underlying emotional needs behind a child's actions rather than simply reacting to the behaviour itself. It prioritises building trusting relationships, emotional regulation, and creating a safe, predictable environment. This approach recognises that past experiences can shape behaviour and responds with empathy, consistency, and support to promote healing and resilience. This booklet outlines approaches which are aligned with this ethos.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our child protection and safeguarding policy for more information.

The root of positive behaviour management... Relationships, Relationships, Relationships!

At DILS, we understand that learners need to be taught, re-taught, and frequently reminded of our community expectations. We recognise the need for consistency in our approach and strive to balance that with the flexibility to differentiate approaches according to individual, group, or class needs.

Positive teacher-pupil relationships are key to promoting positive behaviour. Each teacher must focus heavily on forming these relationships to allow them to understand their learners and create a strong foundation from which behavioural change can take place. All adults at DILS must show:

- Patience
- Encouragement
- Kindness

At DILS, we teach pro-social behaviour through a consistent, therapeutic, and inclusive approach. We understand that positive experiences lead to positive feelings, which drive positive behaviour. Our strategies include:

- Adopting a therapeutic view of behaviour (through regular training)
- Maintaining an inclusive, supportive ethos
- Modelling positive relationships and interactions
- Using positive phrasing to guide behaviour (see below)
- Promoting our community expectations through assemblies, PSHE lessons, values and storytelling
- Ensuring all staff apply a consistent, therapeutic approach to behaviour management

The Teachers Role

👩‍🏫 The Teacher's Role in Supporting Behaviour

✋ Use Consistent Signals

- Use the agreed non-verbal signal (e.g., hand up for stop)
- Model **calm, quiet communication** at all times to help create a safe, emotionally regulated environment
- Use a **calm, steady voice** when addressing behaviour or giving instructions

🚪 Meet and Greet at the Door

- Welcome each child with a warm, calm greeting **(that may be the first smile they have seen today!)**
- Set a positive tone for the day and strengthen your connection with every learner
- Use this moment to scan for emotional readiness and offer quiet encouragement (which zone are they in?)

🧠 Embed Quality First Teaching

- Plan and deliver **engaging, inclusive lessons** that reduce the likelihood of dysregulation or disengagement
- Adapt strategies to meet diverse needs and maintain attention and focus

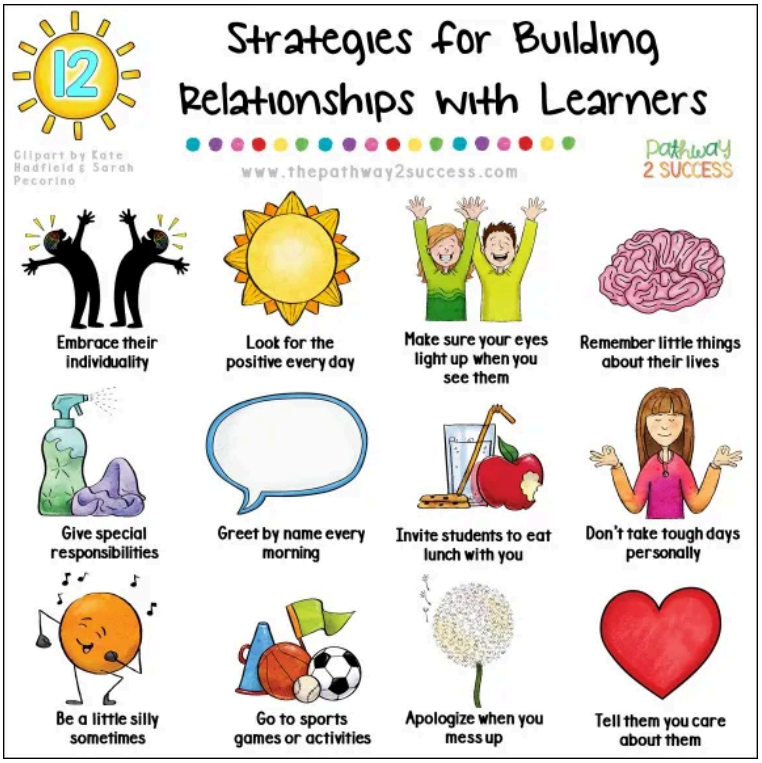
🤝 Prioritise Relationships

- Take time to understand each child as an individual
- Build **trusting, positive relationships**, which form the foundation for emotional safety and behaviour support
- Notice and affirm positive behaviours regularly, reinforcing connection and belonging

💬How to build a relationship with a child

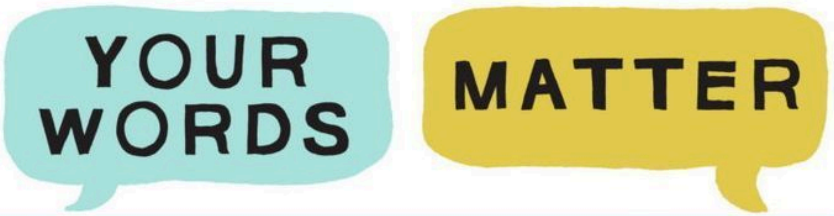
Building relationships doesn't need to be time-consuming—it's about small, consistent actions that show care and respect. Here are some practical ideas:

- 👋 Greet every child by name at the door each morning.
- 🗣️ Take an interest in their hobbies, weekend news, or favourite things—make space for small talk.
- 📚 Share part of yourself (e.g., favourite book, football team, pets) to model trust and connection.
- 🌟 Celebrate effort and progress, not just outcomes—use specific praise (discussed later)
- 🧩 Offer choice where possible to give a sense of control and respect.
- 🔄 Be consistent, fair, and predictable—children feel safest when they know what to expect.
- 💌 Use small check-ins, 'jobs', or lunchtime chats to build 1:1 connection.



The Teachers Role- Your Words Matter!

Positive phrasing is important because it encourages cooperation, reinforces expectations clearly, and helps children feel respected and understood, which supports emotional safety and self-regulation.



	INSTEAD OF...	TRY
	Be quiet.	Can you use a softer voice?
	What a mess!	It looks like you had fun! How can we clean up?
	Do you need help?	I'm here to help if you need me.
	I explained how to do this yesterday.	Maybe I can show you another way.
	Do I need to separate you?	Could you use a break?
	Stop crying.	It's okay to cry.
	Do you have any questions?	What questions do you have?
	You're OK.	How are you feeling?
	It's not that hard.	You can do hard things.
	We don't talk like that.	Please use kind words. WE ARE TEACHERS

Using respectful, non-judgemental language is key in a **therapeutic approach** to behaviour management. The correct language fosters empathy, safety and trust. Teachers at DILS must use the following alternatives.

✅ Therapeutic Alternatives to Commonly Used Terms

❌ Avoid Saying	✅ Say Instead	💬 Why It's Better
"Naughty"	"That behaviour was not okay" or "Let's talk about what happened"	Focuses on the **behaviour**, not the child's identity, and invites reflection rather than shame.
"Kicking off"	"They're feeling overwhelmed" or "They're struggling to regulate right now"	Recognises **emotional distress** instead of labelling the child's response as aggressive or dramatic.
"Bad"	"That wasn't a helpful/safe choice" or "Let's work on a better way next time"	Avoids moral judgement and helps the child see their ability to **make different choices**.
"Punishment"	"Consequence" or "Opportunity to repair/make it right"	Emphasises **learning and restoration**, not retribution.
"Manipulative"	"Trying to meet a need" or "Using a strategy they've learned to cope"	Recognises that children often use behaviours to get their **needs met**, especially if they've experienced trauma.
"Attention-seeking"	"Connection-seeking" or "Signalling a need"	Reframes the behaviour as a **request for support**, not a disruption. All children need attention to feel safe and valued.

It is an expectation at DILS that every member of staff will follow this behaviour for learning knowledge organiser (see here for full document)

Behaviour for Learning

A guide to supporting children when they are learning

Communication

Positive relationships are key - if children believe you like them they will respond more appropriately.

Clear, quiet voices when talking to the children.

Reinforce learning objectives and success criteria to help focus children.

Learning objectives (WALT) and success criteria (WILT) will be displayed/accessible and shared with all.

Expectations

Every child is looking/listening and engaged with the adult when on the carpet.

Every child is looking and listening when adult raises hand.

Children sit quietly at a table or on the floor.

All chair legs will be on the floor at all times.

Classrooms and learning spaces are left TIDY when activity is over.

Children will walk in the corridor quietly and with hands behind their backs

Behaviour Policy

It is crucial that all adults in school communicate positively with children and deal with behaviour consistently. Make the connection with the child before you make the correction. This is the reason why we have a behaviour policy. If you can step in before a child 'flips their lid' it is always much easier to manage the incident. Look out for little signs personal to that child. ALWAYS discuss the zones of regulation with them when they are in a space to listen. Work together to come up with strategies for how to get back to the green zone. Remember consequences are only one small part of behaviour and should always be linked to the action. Use the word 'so' to make sure it fits e.g. you have drawn on the table so you now need to clean it during playtime.

Sticky Learning

Remember to ask yourself the following questions:

Is my body language unthreatening and approachable?

Am I being clear in my communication?

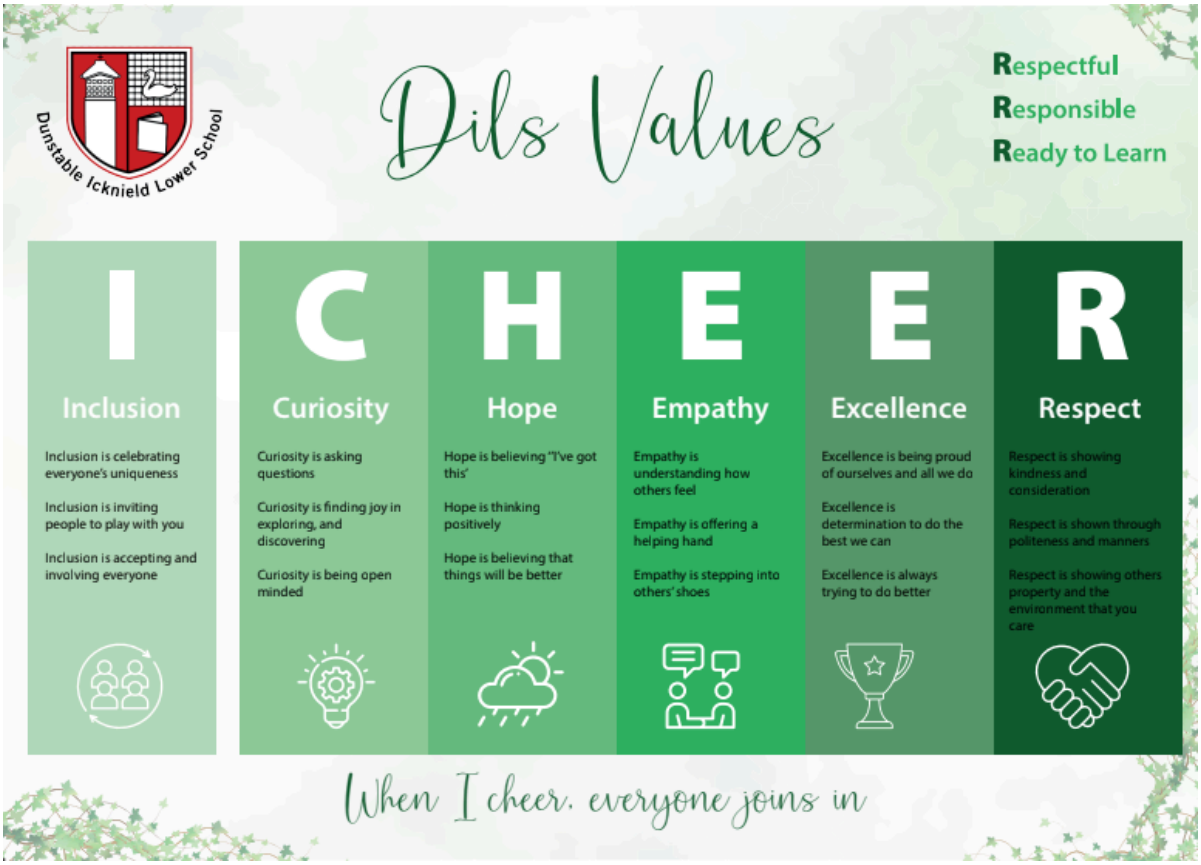
Ensure you are following our 3 consistencies:

Hand for silence-pupils will be called back together using one hand in the air. This will signify silence.

Meet and Greet- pupils will be greeted as they walk in the door with a smile and a good morning. They will be collected from the playground at the end of break and lunch.

Calm voices at all times- teaching staff will use calm voices at all times and in all places.

Our Values



At DILS, our ethos and approach to managing behaviour is underpinned by our set of six 'I CHEER' values. These are taught through assemblies, lessons, songs and weekly awards.

These values guide our expectations, interactions, and responses to behaviour across the school. These values are explicitly taught across the school through lessons, assemblies and weekly rewards. Staff must help children to understand that there is a shared expectation that all members of the school community should be:

- Respectful
- Responsible
- Ready

'The Icknield Way' and Behaviour Curriculum

At DILS, we recognise that all behaviour is a form of communication.
When children experience emotions such as anxiety, they may not always have the skills to express themselves appropriately. Our role is to empathise, enquire, and support them in developing more positive and effective ways to communicate.

We understand that children need guidance and support to learn and meet school expectations. To support this, we have developed *The Icknield Way* alongside a comprehensive behaviour curriculum, designed to explicitly teach and reinforce the behaviours we value.

Every day, every session, and every behavioural incident presents a fresh start — a new opportunity to recognise, teach, and celebrate positive behaviour.

Behaviour curriculum (found here)

These are the expectations that every child at DILS will be taught - Our 'Icknield Way'

	Our 3 overarching rules	Our full success criteria
How do we walk in line at Icknield? ***Respectful Responsible Ready***	1. Walk in silence with hands behind backs 2. Face direction of travel 3. Give enough space	• Keep your hands behind your back • Give enough space to the people in front of you • Walk at all times, i.e. no rushing, pushing, jumping • Face the direction of travel • Single file • Keep up with the pace of the line • Do not have tripping hazards, i.e. no dragging jumpers • Walk the entire way • Walk in silence
How do we communicate at Icknield? ***Respectful Responsible Ready***	1. Use respectful manners 2. Use indoor voice 3. Address adults as 'Miss, Mr, Ms and their surname'	• Use respectful manners i.e. excuse me, please and thank you • Introduce yourself politely 'My name is _____ and I am in ____class' • Speak in full sentences • Use quiet indoor voice • Look at the person you are communicating • Address adults as 'Miss/ Mr/ Mrs and then their surname'
How do we dress at Icknield? ***Respectful Responsible Ready***	1. Wear school uniform correctly 2. No boots or shoes above the ankle indoors 3. No jumpers around waist	• Wear your correct uniform • Wear your correct PE kit • Tuck in your shirt • Tie your tie neatly • No boots or shoes above the ankle inside • No jumpers around waists • No hoods or hats inside • Single stud earrings only • No jewellery (other than for religious reasons) • School uniform colour hair accessories in appropriate sizes (grey, white, red)
How do we eat at Icknield? ***Respectful Responsible Ready***	1. Sitting at a table with legs tucked under 2. Use cutlery 3. Eat with mouths closed and talk when	• Sitting at a table with your legs tucked under • Use cutlery • Eat with your mouth closed • Only talk when your mouth is empty

	it is empty	• Use manners i.e. please can you help me? Please may I have …? • No coats or hats on at the table • Tidy up after yourself
How do we attend assemblies at Icknield? ***Respectful Responsible Ready***	1. Walk in silently, hands behind backs 2. Sit still -showing SLANT 3. Respond to the instruction of our teachers	• Walk in silently, hands behind backs • Sit still -showing SLANT • Face the front • Join in when expected • Listen carefully • Respond to the instruction of our teachers • Take pride in your friend's achievements • Marshmallow claps and silent cheers • Walk out in silence • During virtual assemblies, all children will be showing SLANT • All teachers will be logged on by 3PM • All children will be looking at the screen
How do we play at Icknield? ***Respectful Responsible Ready***	1. Use kind hands, words and feet 2. Use the space safely 3. Follow the OPAL play charter	• Use kind hands • Listen to each other • Use the space safely • Respect the school equipment • Take turns with the equipment • Use appropriate language • Tell an adult if you do not like the play • Follow the OPAL play charter at lunchtime • Remember to speak to your 5 safe adults
How do we complete our written work at Icknield? ***Respectful Responsible Ready***	1. Use the writer's tool kit 2. Use a sharp pencil 3. Use the correct letter formation for year group	• Underline date and WALT (Y1 and above) • Use a sharp pencil • Stick any sheets in correctly, with no paper sticking out • Use a ruler to cross out your mistakes, no rubbers! • Start writing at the margin • Use the correct letter formation for year group • Keep writing books flat on tables • Stay sat in seats (no wandering around!)
How do we behave in PE at Icknield?	1. Listen to the adult and show the 3 Rs	• Walk into the hall/ outside with hands behind backs and in a line

Respectful Responsible Ready	2. stop when the adult blows the whistle 3. Use an appropriate level of voice (no screaming and shouting)	• wear the appropriate clothing for PE (PE kit) • Listen to the adult and show the 3 Rs • Stop when the adult blows the whistle • Use an appropriate level of voice (no screaming and shouting) • Use the equipment as shown by adult • Sit in the 'carpet area' for teaching input of the lesson • Stay away from the stage (if in the hall)
How do we show readiness, attendance and punctuality at Icknield? ***Respectful Responsible Ready***	1. Arrive at school promptly between 8:45am and 9am 2. Attend school everyday 3. Follow the classroom expectations and routines	• Arrive at school promptly between 8:45 am and 9am • Enter and move around the school building silently • Attend school everyday you are able to • Come to school in correct labelled uniform and with correct equipment • Follow the classroom expectations and routines • Greet the adults when entering the school/classroom and respond when spoken to. • take responsibility for own belongings and make sure coats are on pegs • Start the morning task promptly
Respectful, Responsible Ready How do we come in from the playground?	1.When the bell rings, you stop and stand still 2. Walk and line up silently when instructed 3.Walk into school silently and in a line	• As soon as the bell is rung/ a whistle is blown you stop • If on the adventure (during break and lunch) you climb down safely • On the second ring, you walk to your lining up spot and line up silently and wait for your teacher • If it is the morning, you walk into school silently

The Zones of Regulation

The **Zones of Regulation** is a research-based framework that helps children recognise, understand, and manage their emotions. This approach is woven throughout our behaviour curriculum and supports emotional development alongside behaviour skills.

Together, these approaches support pupils to build the emotional and behavioural foundations they need to thrive in school and beyond.

🟦🟩🟨🟥 Understanding the Zones of Regulation

🟦 Blue Zone – Sad, tired, bored, unwell

👟 Strategy: Movement Break or Gentle Engagement

- **What to do:** Offer a light physical activity like a classroom job, walk to the office, or a short stretching routine.
- **Why it works:** Movement increases alertness and lifts energy in a calm, non-overstimulating way.
- *Example:* "Let's take a quick walk to drop this off at the library together."

🟩 Green Zone – Calm, focused, happy, ready to learn

🌟 Strategy: Positive Reinforcement & Leadership Opportunities

- **What to do:** Acknowledge their regulation and offer small responsibilities or praise.
- **Why it works:** Builds confidence and maintains the regulated state.
- *Example:* "You're showing great focus, put a jewel in the jar"

🟨 Yellow Zone – Frustrated, silly, nervous, excited

🧘 **Strategy: Calming Tools or Regulation Corner**

- **What to do:** Prompt the child to use calming strategies like deep breathing, sensory tools, movement breaks
- **Why it works:** Reduces overstimulation and brings awareness to the body's signals.
- *Example:* "It looks like your body's getting a bit wriggly—would a few balloon breaths help, or a movement break"

🟥 **Red Zone – Angry, out of control, panicked**

🤝 **Strategy: Co-regulation & Safe Space**

- **What to do:** Stay close, use a calm tone, offer reassurance and minimal words. Remove audience if possible.
- **Why it works:** In this state, the child is dysregulated and needs an adult's calm presence to feel safe before talking.
- *Example:* "I'm here. You're safe. Let's take some time in our quiet space and we'll talk when you're ready."

No Zone is a bad zone. As part of the behaviour curriculum we teach children how to regulate their emotions. The teacher must recognise when a child is in these zones and provide strategies to support.

The Classroom, Praise, Rewards

🌟 Creating Well-Managed Classrooms

A calm, organised classroom is key to promoting positive behaviour and preventing disruption. Every classroom at our school must include:

✅ Classroom Foundations

- **School rules and routines** that are taught, understood, and agreed upon by all pupils

- **Interactive Zones of Regulation display**, referred to daily to support emotional literacy
- **Respectful and positive relationships**, consistently modelled by all staff
- **Well-planned lessons** with varied, engaging activities to maintain pupil interest
- **Clutter-free and calming rooms**, allowing students to focus without distraction
- **Jewel jar** for whole-class praise and teamwork
- **House points** to reward individual efforts
- **Classroom layout, designed to support supervision:** staff position themselves to maintain full visibility of all pupils

🪑 Strategic Seating Supports Behaviour

- Pupils who need close monitoring are seated **near and facing the teacher**
- Pupils who may trigger one another are **seated apart**
- Pupils are positioned so they can see **the board and the teacher**
- The layout allows the teacher to **move freely** and **monitor all areas of the room**

🎉 Praise & Rewards: Recognising Pro-Social Behaviour

We promote a culture where **positive behaviour is noticed and encouraged**. Praise helps children feel valued and reinforces the behaviours we want to see. Effective praise includes:

- 🎯 **Specific feedback**: Clear explanation of the behaviour being praised (e.g. 'well done for sitting with your legs crossed'
- ⏱️ **Timeliness**: Praise given immediately after the behaviour
- 🎨 **Variety**: Praise is delivered in different ways (verbal, written, peer recognition, etc.)
- 💪 **Effort-focused**: Recognises determination, independence, and perseverance
- 💡 **Genuine and meaningful**: Reserved for when behaviour, learning, or effort truly deserves recognition (don't overdo it!)
- 🌈 **Promotes 'above and beyond'**: Everyday good behaviour is expected and acknowledged, while exceptional effort is rewarded

🌈 Celebrating Positive Behaviour!

When a child makes great choices or shows kindness, we love to celebrate it!
Here's how we might say "Well done!" 👏

We do not give food treats unless for a whole class jewel in the jar reward.

💫 Ways We Celebrate Individual Achievements:

- 💌 **VIP emails** sent home to share success (there is a template on Arbor, this must be used)
- 📚 **Sharing learning** with another teacher or adult
- 📞 **Positive phone calls** to parents
- 💎 **Jewels in the jar** for the whole class
- 🏅 **Housepoints** to support house team
- **Brilliance Bibs-** a child who is chosen each lunchtime to wear a bib and has exclusive access to the astroturf
- **Star of the Day** - everyday you choose a child who has displayed the school expectations or worked especially hard. You celebrate this child and display their photo on the wall.

🎉 Whole Class Reward – When the Jewel Jar is Full!

Once the class fills their jewel jar, pupils get to **vote for a fun reward**. Some previous choices are listed below (always check with your key stage lead before offering a new choice to your class).

- 🛝 **A Visit to Bennetts Rec Park**
- 👕 **A Non-Uniform Day**
- 🧸 **Bring a Teddy to School for the Day**
- ⏰ **Additional/Extended Playtime**
- 🎨 **Arts and Crafts Afternoon**

🗓️ **Parents will be informed by email at least one week in advance** of the chosen reward.

Definitions- They help us to understand consequences

Understanding the definitions and distinctions between **difficult and dangerous behaviour** is essential for ensuring appropriate, consistent, and proportionate responses. This clarity supports staff in managing situations safely and effectively, while meeting the individual needs of each child. It is vital that we use the correct definitions when discussing behaviours.

Prosocial Relating to behaviour which is positive, helpful, and intended to promote social acceptance.

Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which **benefits** other people or society. **Prosocial behaviour can be defined as the 'absence' of antisocial behaviour.**

Antisocial Behaviour (some are referred to as '**dangerous**') Behaviour that causes harm to an individual, a group, to the community or to the environment. **Behaviour that is likely to cause injury, harassment, alarm or distress**. Behaviour that violates the rights of another person.

Below are examples of unacceptable behaviours; this list is not exhaustive

Unsocial Behaviour (referred to as 'difficult')	Antisocial Behaviours	Dangerous Antisocial Behaviours
-Not making an effort to behave sociably in the company of others, but not to the detriment of others. - Leaving their table without permission - Leaving the carpet during input/ story without permission - Refusing to complete the work set - Refusing to take part in activities (PE, Forest School, etc.) - Choosing to do another activity than the one the class are doing (reading/ drawing on whiteboard etc.) -Rocking on their chair. - Calling out/ talking to a friend - Not listening to instructions -Playing/ fiddling with equipment - Not doing as instructed, but not to the detriment of others.	-Aggressive shouting/calling out disruptively -Continued interruptions -Swearing -Answering back, mimicking -Name calling -Lying -Refusal to carry out an adult's request -Distracting and/or disrupting others' learning by shouting, banging, making noises -Throwing small equipment -Leaving the classroom without permission - Damage to property/pushing over furniture -Stealing	-Leaving the school building -Leaving the premises -Spitting (directly at another) -Pushing aggressively -Scratching -Pinching -Hair pulling -Hitting -Kicking -Fighting -Biting -Punching -Throwing furniture -Physical or verbal bullying

All behaviours should be managed in line with the SET behaviour policy and 'Step Consequences' (see below for more information- Appendix A)

Natural and Stepped Consequences

Unsocial or disruptive behaviours must be given a natural/ logical consequence.

Consequences help children and young people understand that their actions have an impact on the world around them, and they support the development of secure boundaries. To be effective, consequences should be **natural or logical**, clearly linked to the behaviour to teach cause and effect.

Many children who have experienced early adversity may internalise the belief that *they* are bad, rather than recognising that their **behaviour** is the issue. Traditional strategies like detentions, or punishments can reinforce feelings of shame and disconnection, especially when they feel unfair or unrelated to the behaviour.

Children who have faced adversity are particularly sensitive to perceived injustice. They need **relational, healing-focused approaches** that address underlying emotional needs rather than simply trying to stop the behaviour. All behaviour is a form of communication—our job is to look beneath the surface and understand what the child is trying to express.

Examples of Logical Consequences in School ✏️🏫

1. 🚶 **Behaviour:** A child runs in the corridor after being reminded to walk.
   ➡️ **Consequence:** The child returns to the start and walks the corridor safely with an adult.

2. 🔧 **Behaviour:** A child misuses or breaks classroom equipment.
   ➡️ **Consequence:** The child helps fix, tidy, or loses the chance to use the item until they're ready to use it responsibly.

3. 🤫 **Behaviour:** A child repeatedly distracts others during quiet work time.
   ➡️ **Consequence:** The child finishes their work in a quieter space or during a later time (e.g., part of break).

4. 🧹 **Behaviour:** A child leaves a mess after a group activity.
   ➡️ **Consequence:** The child is supported to return and help clean up before moving on.

5. 🗣️ **Behaviour:** A child speaks unkindly to a peer.
   ➡️ **Consequence:** The child is guided to reflect on their words and supported to repair the relationship (e.g., through an apology or restorative chat).

See Appendix C for further examples.

🚦 Step Consequences (see appendix A)

When praise, positivity and adjustments are in place and behaviour still needs addressing, we follow a **clear, stepped consequence system** that guides behaviour **without shame or punishment.**

🔄 Restorative Approach

Every step aims to support reflection, repair, and a return to learning—encouraging children to understand the impact of their actions and make positive choices.

⏸️ Opportunity to Reset

As part of the stepped approach, children are always given a clear, calm opportunity to pause, reflect, and reset before consequences are applied. We value fresh starts and positive redirection.

De-escalation

When a child is dysregulated (or in crisis) we may see a range of different behaviours (e.g. kicking, throwing, screaming, refusing to talk or move).

Staff will use de-escalation strategies based on P.A.C.E. (Playfulness, Acceptance, Curiosity, Empathy) to support children in moments of crisis, promoting emotional regulation and preventing escalation (appendix D)

At DILS, we use **de-escalation scripts** to provide consistent, calm responses during moments of crisis. These scripts help staff stay regulated and predictable, which reassures pupils and reduces the likelihood of escalation. By using familiar, supportive language, we create a safe space for pupils to regain control and engage positively.

🧠 De-Escalation and Behaviour Support Framework

🗣️ De-escalation Language

Use calm, supportive statements to reduce tension and encourage cooperation:

- **"I can see something has happened..."**
- **"I am here to help..."**
- **"Talk and I will listen..."**
- **"Come with me and..."**
- **"Where shall we talk, here or in...?"**
- **"I am doing X, do you want to help me with it?"**

✅ Positive Phrasing

Direct pupils calmly and clearly using positive language:

- **"Stand next to me, thank you."**
- **"Let's walk in the corridor, thank you."**
- **"Stay seated in your chair until... thankyou"**
- **"Walk with me to..."**

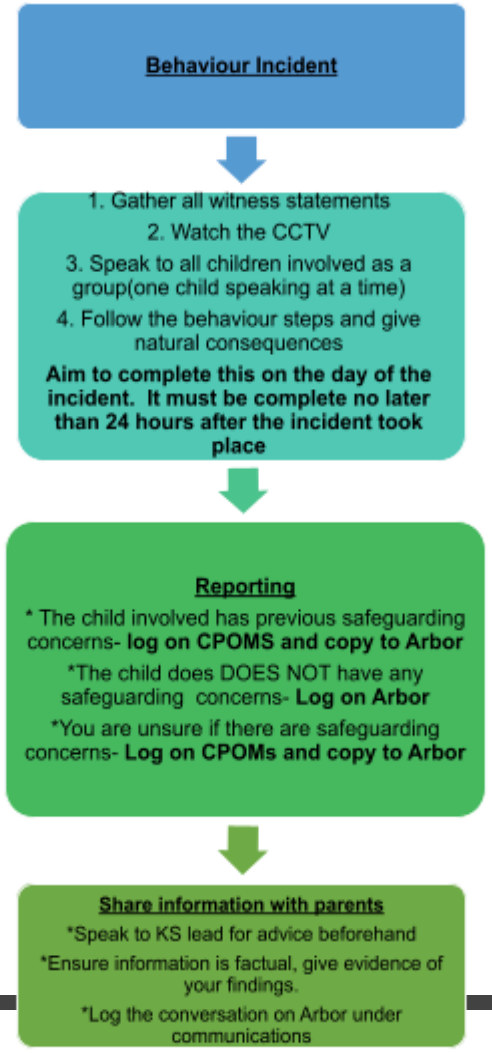
Reporting

Investigating and reporting behaviour in the correct manner is vital. It is important to investigate behaviour promptly by reviewing CCTV footage and speaking to witnesses to ensure accurate understanding and appropriate response. Parents must be informed via a phone call rather than informal playground conversations and all communications must be recorded on Arbor for accountability and record-keeping. See the below flowchart.

Timings

📞 **A conversation with parents must be had on the same day via phone call.** This avoids children being the first to relay information.

🕒 **If all investigations have not yet taken place,** explain to the parent that an incident has occurred and you are currently investigating. Let them know you will call back before a specified time with further information.



Appendix A

Primary Consequences

	Before considering a S1 consequence: -are reasonable adjustments in place? -have the expectations been made clear? -have at least 2 reminders been given?		
	Consequences shown as steps	**Examples of Behaviour**	**Parental Involvement**
	**S1** **Response** **-Formal first verbal warning** **- refer to expectations** **-use of natural consequences** ***SCRIPT*** *- Our school rules are respectful, responsible and ready. Show me you are [identify the rule] by [describe what you want to see].*	-Disrupting the learning of others in any part of the school -Dishonesty -Disrespect -Incorrect uniform -Not sharing -Irresponsible in corridors and toilets -Not following the community expectations	Same day informal conversation with parent led by class teacher, followed by recorded communication on Arbor about behaviour and expectations. *[The informal conversation should be held in private away from the playground.]*
	**S2** **Response** **-Formal second verbal warning** **-refer to expectations and how to improve** **- Move the child to a different spot if necessary** **-Verbal or written apologies sought** **-use of natural consequences** ***SCRIPT-*** *You know our school rules are respectful, responsible and ready. You are continuing to be… disrespectful / not responsible by…. (detail the action). You are going to move to….. (change seat in class/ move to different table/ next to an adult).* .	Repetition of Step 1 offence	Meeting with parent and led by class teacher, to discuss behaviours and strategies to use at home/school. Conversation and incident record on Arbor

	**S3** **Response** **-Time out in another class (child to be taken by a member of staff and with a 5 minute timer)** **-restoration meeting at lunch / break time with class teacher and KS lead** **-use of natural consequences** ***SCRIPT*** *- You know our school rules are respectful, responsible and ready. You are not being (respectful, responsible, ready by….)* *Now you are going to have reflection time in another classroom for 5 minutes. with [name staff member] and prepare an apology for [identify individual]*	-Repetition of any Step 2 offence -Deliberate refusal to follow instructions -Answering back -Shouting inappropriately more than once -Walking out of the class without permission	Same day phone call home escalated to KS lead and recorded on Arbor.
	**S4** **Response** **-Walk and talk with senior lead** **-Lunchtime restoration meeting with teacher and senior lead** **-use of natural consequence** ***SCRIPT*** *You know our school rules are respectful, responsible and ready. You are not being (respectful, responsible, ready by….). You are continuing to……. So the consequence is that I will have a conversation with myself and (senior leader's name at lunchtime).*	Continuous repetition of step 3 behaviour	Phone call home from senior leader
	S5 **Response** **Internal exclusion**	-Continuous repetition of step 4 behaviour (more than twice) -Harming other student or adults intentionally	Phone call home from Head Teacher

	Fixed term exclusion **Permanent exclusion** ***SCRIPT*** *You know our school rules are respectful, responsible and ready. You are not being (respectful, responsible, ready by….). You are continuing to……. So the consequence is that I will have a conversation with (heads name)*	-Fighting -Discriminatory language -Disrespect for the school environment *-refer to SET policy*	
	The above list is not exhaustive. It indicates examples of behaviour with the minimum consequences associated with them.		

Appendix B positive phrasing

Pupil behaviour	**Unhelpful responses**	**More helpful responses**
Pupils calling out "Miss, Miss, Miss"	"Stop calling out!!"	"I can see you have a brilliant idea, I will come to you soon'
Pupils talking over teacher.	**Teacher talks louder and louder.**	"A number of students are talking, it is distracting, this is class teaching time and I'm ready to start. Thank you."
One or more groups of pupils chatting during lesson.	"Can you stop talking please?" **High pitch voice** "You shouldn't be talking!!!!!"	A **firm** "It's time to stop talking now." **Low pitch voice.**
Individuals continuing to chat.	"WHO is still talking?!!"	"Looking at me and listening- thank you, Jack, Sarah, Sam." **Wait for silence –**
"But Mr Jones lets us sit here"	"Move there now!!!"	"I can check that with Mr Jones later now in **our** class there are two chairs per table. I would like you to……." **Give take up time- don't loom over.**
Pupil reluctant to move places when asked	"Sit here, NOW!!"	"You can either sit next to ……. or you can sit……., it's your choice." **Give take up time- don't loom over.**

Pupil involved in some activity not related to the lesson	"Why are you doing that?"	" I would like you to ….and then you can…."
As above	"Oh for goodness sake!!"	"What should you be doing, John?"
As above	" If you don't ….., you won't be allowed to …".	"If you ……., then you can……."
As above	"Why on earth do you think we bother with rules?!"	"we have a rule in school and if you continue you will force me to …" Depersonalise sanctions.
As above	"I might have known YOU would be messing around as usual!!"	Think about what you're doing and make the right choice…. **Wait Thank you**
Pupil speaks to you in a rude or aggressive manner.	" Don't you dare talk to me like that"	"I'm not addressing you in that manner and I don't expect you to talk to me in that tone."
"I can't do it".	"Of course you can, try harder."	"You can do it. What help do you need?"
"I can't do that work it's boring."	"Of course you can. Keep trying, put a bit more effort in."	"OK, it's a bit tricky at the moment. Which bit can't you do?"
"I don't want to do this, it's boring"	"You can't….. until you've finished."	"When you finish … you can……."
"I don't want to do this, it's boring"	"You can't….. until you've finished."	"OK, you might not have mastered this yet, which bits can I help you with."
Pupil making slow progress addressing task.	"Get on with it", **standing over the pupil.**	"I'll come back and see how you're getting on in 5 minutes."
Pupil rude because they are finding task tricky.	"Why are you using that tone with me?"	"I'm not using that tone and you shouldn't be either."
"..but I am working, Miss"	"Just get on with it", **looming over pupil.**	Sign and time, return in 5 mins then " you can either… or ……."

Appendix C- Natural consequences

Incident	Natural consequence	What can you say?
A child runs in the classroom	So obviously, the teacher makes them go back to their chair and walk slowly to the door.	'You have run into the classroom which is dangerous, show me how you are supposed to enter a classroom'
A child throws a ball in the classroom	So obviously, the teacher places the ball on a shelf.	'Balls are for outside, we obviously need to keep this safe on a shelf'
A child refuses to put their toys away before going outside for playtime	So obviously the teacher makes the child stay in the room with the teacher's assistant until they clean-up as instructed.	'Obviously we can't go outside until the classroom is tidy'
Two children are fighting over a toy on the playground	So obviously, the toy is taken away until they decide to share the toy	'Obviously we need to put this toy away until you can remember how we share at school'
One child is talking in line after teacher has said 'show me how you line up quietly'	So obviously, they move to the front of the line	'I can see you are struggling to line up silently, so obviously we need to move to the front'
A child is talking in lesson time and doesn't finish their work	So obviously they don't go out until they have finished the expected amount	'You were talking in lesson time so Obviously, you will need to stay at lunch and finish off your work'
A child is talking during reading practise and continues after a reminder of 'show me how you read silently in reading practise'	Child goes over rules with an adult at the start of lunch 1-1 OR Child is obviously moved to a spot where they have no one to talk to	'I can see you have forgot the rules for reading practise, so obviously we will have to go over these rules together at the start of lunch'
A child is disruptive during lesson (consider brain breaks etc)	Obviously they need to be reminded of the rules 1-1 OR Obviously they need to move to a different table (near you/ an adult)	'I can see you are finding it tricky to remember the classroom expectations, so obviously we will need to spend 5 minutes talking these through at lunch/ practising these'

A child runs into the hall and slides on their knees	Ask the child to go out the hall and walk in appropriately	"You seem to have forgotten how we walk into the hall and sit down on the bench, so go back out and show me how you do this safely'
A child is talking over you to the person next to them	Move the child to another seat (step 3 in the stepped sanctions)	'You are finding it tricky to show me SLANT as you are talking to the person next to you, so obviously I would like you to move next to...X'

Appendix D