



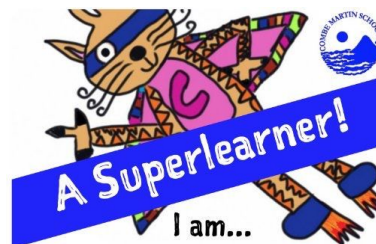
Behaviour Policy



This is a working draft policy. The Local School Committee agreed that the policy can be shared on the School Website while the staff finalise the detail. This policy draws heavily from the book 'When the Adults Change, Everything Changes' by Paul Dix. Reading his work is highly recommended when interpreting this policy.



#wearecmpsch



- I am...
- Resilient:** When I come to something challenging I keep going.
 - Resourceful:** I can find a different way to explain or try to solve a challenge.
 - Reflective:** I can describe what I have learned and why I was successful.
 - Reciprocal:** I can talk about the ideas we have shared in our learning.



Am I helping make this a safe place to learn? Am I ready to listen? **READY?**

SAFE? Are others around me safe? **Am I READY to learn?**

I am thinking carefully about my actions to make me safe? **Have I told someone if I don't feel safe?** **Am I READY to help?** **Am I ready to struggle?**

Am I safe? Do I feel safe to make mistakes? **SAFE * READY * RESPECTFUL *** **Am I being RESPECTFUL?**

Do others **RESPECT me?** **Am I being RESPECTFUL?**

Do I treat everything with **RESPECT?** **Do I RESPECT my resources?**

RESPECTFUL?

Am I putting the right amount of effort into my learning? **Do I RESPECT myself?**



Our Behaviour Policy at Combe Martin School has three simple rules that everyone in our school community is expected to uphold.

We are always... SAFE, we are always READY & we are always RESPECTFUL.

Rules of course always have an underlying narrative. This narrative is the cornerstone to the achieving a positive, effective and purposeful education in school and our community.



Be safe...

Our school is a safe place to learn - if we choose to be safe! To be safe we will think carefully about actions that will affect our safety or the safety of others. We will always make sure adults know if we do not feel safe and we know they will listen to us. We know that to learn well we must feel safe to make mistakes. We know that someone will help us make sense of those mistakes so we can learn well.

Be ready...

School is a place where we learn. We need to choose to be ready to learn, be ready to make mistakes and arrive with a 'can do' attitude - knowing if we can't do 'it'... we can't do 'it' YET and we will soon if we work hard. We are ready to listen, to think, to reason and to challenge. We are ready to help and be helped. We are ready to struggle and ready to grow as learners and citizens in our community.

Be respectful... (being considerate of others and thinking about how you affect a situation)

Respect is earned but we understand that we can give it for free. At CMPS we show respect because we aspire to be good citizens who lead the way. We understand that to be respected we must respect others. We understand that we can all learn something from everyone. We respect the effort put into learning and know that we all face challenges that are different to our friends and colleagues. We must respect the value of our environment, our locality and our community, as well as the physical resources that make up our school and classroom. We treat everything and all with respect.



BELIEVE BELONG BECOME

Our ethos embeds the mantra BELIEVE, BELONG, BECOME. It is what we believe equally as a vision and as a common practice.

We believe that every child deserves a champion... an adult who will never give up on them. Rita Pierson (<https://youtu.be/SFnMTHhKdkw>). The children who demonstrate the most negative of behaviours often are the most in need of our empathy. We equally acknowledge that everyone has the right to work in safety without threat or fear. We therefore have a policy that emphasizes responsibility and 'botheredness' while clearly giving a structure for supporting unwanted behaviour.

The school is a hub of developing behaviours. A place where everyone enters with a set of pre learned strategies to cope with situations or environments. As adults, in the ever changing school environment, we must build a consistent routine that children can build their learning behaviours on.

Everyone should believe that they belong to our school and that they can become great learners. To create this belief we foster a visible kindness through the application of consistency.

We believe that we can teach great learning behaviour to all children.

As a school we believe that great behaviour is an essential in realising the learning potential of any individual. Everyone behaves differently as we have all had different individual experiences. The key to great behaviour is meeting the individual need of the child - separating poor behaviour from the child and deliberately teaching new routines. To succeed in this challenge is our responsibility as educators.

This policy seeks to empower a kind and positive behaviour approach rather than an unnecessarily aggressive, no excuses and no negotiables approach. Tolerance cannot fade with children who have substantial barriers to learning. We must enforce with our children that we have the capacity to demonstrate emotional patience and intelligence to show them that they are wanted and that they have a voice.

With the right culture the strategies that are used become less important. The culture is set by the way that the adults behave. Embedding great learning behaviours with love. Through consistent adult modelling of our approach to learning behaviour in our school we will maintain a culture that is rooted in kindness, not a call for zero tolerance. Through acts of daily care, generosity of spirit and the interest shown in individuals, we will show how much we care or as Hywel Roberts calls it... 'botheredness', adults at this school will have high levels of 'botheredness'.

We recognise the only absolute in managing behaviour is the behaviour of the adults. Children bring their behaviour experiences into school with them; learned at home, rehearsed in their



community and delivered to the school learning environment. By carefully shifting responses, adults in school can affect positive change to learning barriers. As a school we strive to develop a certainty around the expectation that good behaviour is expected, respected and unquestioned. That said we do not look to blame adults for poor behaviour but to support everyone in their learning journey. We will challenge and grow, not watch and be complicit.

Responding to unwanted behaviour

Behaviour is a highly emotive subject. We take value from our interactions with others and strive to have impact. However, when dealing with children's unwanted behaviour we must train ourselves to respond without emotion. No facial cues, no raised voices and no physical authority. Responses need to be matter of fact and show that we are shocked by nothing. Resisting the urge to respond emotionally removes the child from the behaviour and allows you to remain objective towards the need of the child not become entangled.

Shaping a visible public consistency...

Visible kindness will generate an understanding of... "This is how we do it here!"

There might be other ways which work in other places, but this is how we get great learning behaviour at CMPS. Everyone understands that we need consistency in behaviour and expectation to be successful in life and we, as adults, need to teach this to the children.

Changing the way we react to emotive situations is difficult. Everyone needs support when they find they have strayed from the agreed policy. Everyone in school has the permission to challenge anyone, if they see behaviour that does not mirror our agreement.

There is one proviso... any challenge should follow our culture of kindness - not seek to degrade or embarrass.

"Don't answer back?!?"

Why not? If the demands of an adult are questionable and do not fall in line with our policy then why should a child or a peer not challenge? Are we not teaching the children to think and reason? Challenge is to be in the form of a discussion or question and follow the culture of kindness rule. No raised voices or emotive responses - just the seeking of an explanation. If the adult has 'got it wrong' they should immediately take appropriate action to rectify the situation - and apologise. We can all walk the walk and talk the talk.

Our commitment to developing and understanding behaviour

1 We will publicise great behaviour which leads to great choices. We will not have behaviour tallies on the board - disruption is dealt with privately - never across the classroom or playground.

2 We make sure that behaviour publication raises expectations and doesn't humiliate individuals. We separate the individual from the behaviour.



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3 We discuss the immediacy of consequence rather than the weight of punishment.

4 We will not undermine our own authority by passing on responsibility. We will seek support where necessary to show the child we are a team by standing together. The support will be a unified front in promoting high expectations - not disempowering adults by showing the children there are individuals in school with more "power".

5 We will identify the primary barrier to great behaviour and not chase secondary behaviours. Our approach should be therapeutic in nature, identifying and addressing the primary barrier and giving opportunities for understanding and development.

Consequences of action have two parts. The immediate and the long term or hidden. COVEY's work has been used as a model for addressing choices that children have control over - and those they do not. See appendix. Children can control their choices but not the consequences of their actions. Our school consequences have to be consistent and appropriate. They are maintained through our three simple rules golden rules, which strike a balance between rules and values in the culture of learning at CMPS.

These three rules are delivered to our children at the beginning of the year in the classroom and collectively. Class charters are not developed until the class are consistently able to demonstrate great examples of following the three rules and teacher / children relationships are established. Class teachers should not damage to the consistency of the school expectations in their classroom rules. Instead, they chose to refine behaviours until they are truly excellent.

Responding to unhelpful behaviour or "how not to challenge poor behaviours"...

Don't respond to behaviour that you don't want with charged emotion. Save your emotion to praise great behaviour. Humiliation and heavy punishment do not work in the long term. Respond in a cool, calm and emotionless manner. The most important person to behave well in the school setting is the adult. All children notice when the adult doesn't behave as agreed.

In school we teach behaviours as they need to be consistent. A child should not have to guess an individual adult's expectations. It is vital that all adults expectations are the same and do not deviate from agreed procedures. In school all adults are responsible for upholding the behaviour agreements and children need to understand that no one will ignore rule breakers.

Entering the classroom...

When entering the learning environment we need to ensure we make our expectations welcoming and consistent.

Each session will start with clear instructions for the children so they know what to do as they come onto the room. If this session is after a break the books or equipment should be already out on the table - this will, possibly, have been done by the children at the end of the previous session. The teaching will be initiated by the teacher asking for listening and welcoming the children to the learning they will be undertaking in terms of learning behaviours to tune into.



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Kindness, commitment, patience and resilience... the adult who is a support and never takes their hand away. We recognise that the most challenging barriers to productive behaviour are complex. Children are constantly testing adults to see if they can be trusted. Rules, sanctions and anger will not reduce the anxiety behind the barriers - nor will behaviour charts. Children invest in attachment. Lack of attachment creates barriers.

The importance of good planning of engaging and relevant lessons is a very important factor in a great classroom. The importance of relevance and engagement is that it is the children's, not the teacher's, that is essential. Deep consideration of the delivery method is fundamental. A teacher should not be the hardest worker in the room at the point of delivery.

Core routines initiate productive responses in children. Installing core routines into the daily life of the classroom takes time and should be positively modelled, reminded and reinforced on a daily basis.

The morning task contributes to the learning the children will be doing that day. It ensures that we are ready to learn at the start of each lesson. It should also be relevant to the children, in that they understand it's place and value.

"Get ready to listen, eyes on me".

Good teachers have a routine for ensuring everyone is listening. It has a warning built in to give a child a moment to prepare to transition from one activity to another. Hints from the teacher on which learning attribute to engage next is useful.

Good teachers have a distinct methodology for setting the class to work they consider (TROGS) Time and task; resources; outcomes; grouping and a stop signal. They deploy Super Learner or reflective questioning when the teacher decides the time is right. Children know how to succeed as teachers elicit success criteria... know what the work should look like or what expectations should deliver is vital.

Three routines is the maximum anyone will remember, children with additional barriers will remember far less. A good teacher always asks the children to recall the routine before it is started. All adults in the classroom should be made aware of the routines used when they are working with your class. Consistency from all is vital.

If we are responsible and respectful of the setting and the time available for learning we will ensure we have deployed routines to prepare for the next session. Carefully planned transitions are vital, unstructured time as few rules for a child to rely on and this is where confusion lies. Deep thought is needed to manage how the children end work and leave the classroom.

Making our expectations public...

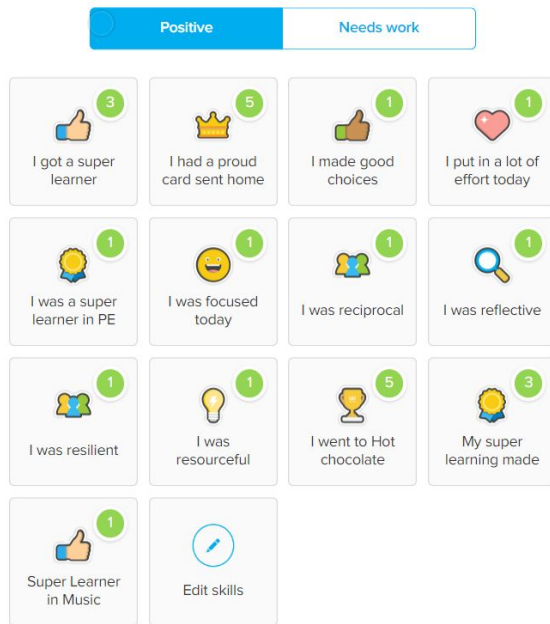
All adults in school should routinely publicise the behaviours they want to see. The school recognition board highlights that we are a team and we are moving forward together. The class recognition board shows how we will be coming together to contribute to the overall



school aims. BELONG. The adult being relentlessly bothered about the children is the key to sustaining and maintaining positivity in school. It is a requirement to have a recognition board in the classroom which is used daily.

Share success and build positive recognition.

The aim of the 'SCHOOL ONLINE RECOGNITION BOARD' is to share the success of the child with the wider audience / stakeholder. To achieve recognition the child is awarded a point on their account:



Firstly, the 'point' will initiate a conversation with the parents or carers about the child's effort that day: BECOME. Secondly, each dojo point contributes to a class total, school total and house total - this gives a reason bigger than the individual for their contribution - to BELONG.

Using Dojo Points

The points must not be used to create a divide between the "good" and "bad" children. They must be used uniformly to recognise the effort the class have put into their learning behaviours. They should be recalled with a reinforcement of the effort a child has put into their work. The whole school needs to have exactly the same dojo point categories. These will be:

- I put in a lot of effort today
- I was focussed today
- I was resourceful
- I was reciprocal
- I was resilient



I was reflective
I made good choices
My Super Learning made my teacher proud today 3
I went to Hot Chocolate Friday this week 5
I had a #proud card sent home this week 5

There may be instances where a negative message is needed for parents. This should be framed as;

My effort today could have been greater
I was not prepared for my learning today
I made a few poor choices

Passing on the power to recognise to parents... and helping them use it productively

We would like the parental conversation to follow a script and focus on the effort the child has put into their learning. It is hoped that parents will have a conversation on a daily basis, to achieve maximum impact. This form of recognition gives a parent the information to have an informed conversation with the child after school. In time, with consistent practice the depth of conversation around learning will improve.

The child is encouraged to say how the day went... How did your learning go today? Did you try hard? **The child's remarks are validated...** Your teacher agreed / disagreed with you [depending on the allocated Dojo points for the day]. There can be a deep discussion around all the learning that day. **The parent sets expectations for the next day...** Learning should be a challenge - make sure you always give your best effort.

It is always a good idea for parents to feed back any information that might be needed to support the child. This can be done through email or Dojo messaging.

Addressing unwanted behaviours

For the times when an adult (not specifically a teacher) wants to talk to a child about behaviour which is unwanted:

1. Give a **reminder** of the three rules (ready, respectful, safe) - 30 second intervention.
2. Give a **clear verbal caution** delivered **privately**, where possible, outline the consequences if they continue. "Think carefully about your next step".
3. Ensure the child knows that this is their **last chance**. **A private conversation offering a positive choice, referring to previous examples of good behaviour. If the child reaches this step it is known that they will have to stay back to discuss the choices made. It cannot be reduced, removed or substituted.**
4. **Time out**. This is a **short** amount of time in a partnered class or a safe place. It is the opportunity to think, regulate and compose themselves.
5. **Repair**. A meeting to discuss the choices made and how they can be made better next



time.

There should be a *safe space* in every classroom where the children know they can have a short amount of thinking time. It should be clear that work expectations remain once they have calmed and gathered themselves.

Disrupting behaviour patterns

The 30 second intervention should be used in the first instance to ensure you don't spend too much time dealing with behaviour issues in the classroom.

Privately... "You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today. Remember when..." firmly and dispassionately leave the child anchored in a previous positive moment. DO NOT deliver a sanction. This will result in conflict. This is where the adult uses the fruits of their professional 'botheredness' and uses the relationship knowledge they have.

The school adult investigative conversation should take the child back to the original behaviour choice. The suggested interaction is 'tell me what you did'. The sentence starter for the child should be, 'I...' the adult should insist on the child owning their own behaviour by gently repeating, 'I...' and assuring the child that you will be asking all involved the same question. The child owning their choices is essential in instigating a restorative approach and ensuring the child is not controlling the situation. Interventions in this manner interventions are scripted.

Understanding rewards:

Hot Chocolate Friday

Hot Chocolate Friday is for the children who have behaved impeccably but are too easily forgotten. On Friday after lunch and before assembly the children nominated for HCF come to the Heads room for their reward.

Certificates

Children who the *class* recognise as meeting the weekly learning behaviour challenge the best are given a '**Head Teacher's Award**' to remind them of their effort. Their teacher will tell the school of their achievement in assembly.

Children who have done something in the week that they can be proud of can be awarded the '**Proud' certificate**.

The mention - recognition

Teachers post good effort / work messages on Dojo. They caught the class learning / behaving well. These are real examples which you can be emotionally involved in!

The card home

Children who deserve a postcard home because they have gone above and beyond. This is not



for children who have managed to 'hold it together' for a day. They can have a card home when they deserve one like the other children.

Behaviour Scripts

When we see unwanted behaviour it must be challenged, not ignored. The 30 second script is a powerful intervention.

The scripted intervention - the 30 second script... allows the behaviour to be addressed within a set timeframe and not detract from the learning. Microscripts can to be developed by the teacher to suit circumstance but adhere to these basic examples;

1. You Need to...
2. I need to see you...
3. I expect...
4. I know you will...
5. Thank You for...
6. I have heard what you said, now you must...
7. We will...

Deeper script examples

1. You need to understand that every choice has a consequence. If you choose to do the work, then that will be fantastic and this will happen... if you choose not to do the work, then this will happen... I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That's the Stephan I need to see today, that is the stephan you can be all of the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe you can be a success.
4. I am not leaving. I care about what happens. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. Darrel it's not like you to...

Scripts for asking for assistance... we never discuss a child's behaviours, as adults, in front of the child - no matter how emotionally involved we have become.

1. Mr Smith, could you work with John he needs to think about his choices.
2. Mr Smith, John has been asked to go to the thinking spot. He's choosing not to.
3. Mr Smith, could you walk with John. He needs to think deeply about his choices.

If a child turns from you while you are delivering a script, then continue. If a child needs to regulate, say "I will come back when you have calmed down." Choose you moment to deliver the script. Children will see you are not serious about a script if you are not consistent. Scripts depend on the build up of emotional currency as described earlier and are not a magic bullet. Be deliberately bothered.



Choosing the right 'punishment'

Impositions

For the children who consistently struggle with behaviour management, punishment places pain on top of problems. It is therefore unfair to inflict punishment on children who are facing challenging circumstances in their lives. We must consider what children are coping with in their daily lives. We must search for what they need to succeed not what we believe they deserve for their wrong doing.

When a bad choice has been made, there must be time to think about the action and a discussion around how it is to be corrected. The 'severity' of the punishment needs to be in line with the choice and the effect on others. Punishments should not be over severe and they should be agreed by the adult and the child as the appropriate way to address the consequence. To help adults think about responding to poor behaviour, they can either imagine the parent on their shoulder (Simon Gosden) or think 'what would the best response in the world be?' These will help adults regulate their responses to any poor behaviour.

Simple impositions will be used to the greatest effect. All children are expected to complete the task given. If the task is incomplete through poor behaviour choices, the teacher can:

Ask the child to complete the work during break or lunch time, or set work to be completed at home. A pre-printed note is given that must be countersigned by the parent and returned with the work the next day. Clear expectations of the time needed to complete the task, and the amount of work needed. If work is not returned complete the teacher must meet with the parent.

The RESTORATIVE PROCESS:

In all learning, we need to practice and develop helpful behaviours: RECOGNISE, REPAIR AND RESTORE

The positive relationship developed with the child (botheredness) is best used in a restorative conversation when teaching better behaviour or making better choices. Punishments do not teach better behaviour.

The discussion during the restorative meeting is not a prelude to an apology. An apology is nice, but only as recognition of the choice that has been made and the impact on themselves, others or learning:

Focus on the outcome and work backwards through the choices that were made. Five questions is enough to ask a child and you could choose from the following...

- What happened?



The final question can lead to the discussion of an appropriate 'punishment' to restore the situation.

In any given situation, the responses from the adult will be different. The points below can guide you to a satisfactory conclusion or ultimately to a plan which would be detailed on the Class Profile 'barriers to learning' or included on a Behaviour Care Plan, if one is necessary.

- Redraw the route with different choices that achieve the preferred outcome.
- Ask questions and give your reflections.
- Make sure the child is comfortable and feels safe.
- Stay on course. Identify the primary concern. Don't deviate to secondary issues.
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?
- Do not use judgemental language. This is a meeting not a private shaming.
- End the meeting well with a plan to support the child's future choices. I can choose to...

Seeking support

We all need support and advice and should never feel we cannot ask a colleague for support. We should all also feel duty bound to assist colleagues' interaction with our children. They may not have the developed relationship we have and will require your intervention / presence or guidance.

The Head Teacher

The best way to disempower an individual is to passover responsibility to a 'higher power'. The Head Teacher or SLT member will support you but do not deliver a child to the Head Teacher's office for punishment. This will not usually happen. The Head or SLT will work with you to solve the challenge but will not remove your responsibility. However, the Head Teacher may decide that a they can lead a restorative meeting with the child.

The walk

In a restorative meeting with the Head Teacher children will, where possible, be a walk and talk. The walk around school is to remove the fear of the enclosed office and allow opportunities to discuss real life behaviours in action as they present themselves. There will then need to be an action which brings back the colleague who made the referral to consider further actions.

CPOMS and the Cause for Concern

At CMPS we use CPOMS to record our concerns and actions. This system is not for the transfer of responsibility. It is to make a record and undertake analysis over time. The report of



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behaviour must be dealt with by the adult involved, who then includes others for an action. This includes MTA, TA and cover staff. The class teacher should be involved to support the script... not deliver it. We all take responsibility for changing behaviour.

Exclusion

Alumnis Multi Academy Trust have a separate policy for exclusion. This can be viewed separately on the School Website.



Passive Intervention and Prevention Strategies



At times there may be a need to safely handle a child. This will only be done as a last resort if the child is not safe or there is a risk to the safety of others or of significant damage to the environment. As far as possible staff undertake the Passive Intervention and Prevention Strategy Training training to ensure the needs of children are met in the behaviour management support process and that in the vast majority of incidents the situation is de-escalated. Before safe handling is used there should be significant evidence that the behaviour policy has been unsuccessful. Any safe handling intervention will result in the creation or amendment of a Behaviour Care Plan - it is the Class Teacher's responsibility to complete this action.

The Emergency Plan:

All class teachers should have a plan that can be put into operation should a child have a problem in the classroom. It should include safe removal of the class from the room they are in and appropriate actions thereafter. For example, contacting another teacher or senior leader for assistance. The children, like a fire drill, should be knowledgeable about this routine and have enough practice to put the plan into operation if required.

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| 1 | Children in class working well. | Needs of the children are being met. The teacher is using positive verbal and nonverbal behaviour management strategies as a part of their normal classroom environment. |
| 2 | Child is not working in accordance with the behaviour expectations in class. | The teacher gives the child time and techniques to manage their distractions with the aim of de-escalating the behaviour issues. The teacher or TA ensures that the learning needs are being met and notes triggers in the class profile barriers to learning. |
| 3 | The child is still experiencing behaviour barriers and is not fulfilling expectations of the | The teacher or TA must consider the possible reasons for the challenging behaviour. Attempts must be made to address any triggers using additional |



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teacher or TA.

strategies identified for the child. If the child has an individual plan ensure that it is being followed.

Any time out of the classroom must be minimal and not conflict with the aim of increasing the attachment to the class environment. In accordance with the behaviour policy time out of the classroom must be 'Thinking time' and follow the required procedure in the policy.

The teacher or TA ensures that the learning needs are being met and notes triggers in the class profile barriers to learning.

- 4 The child has not responded to the above and is causing a distraction to learning that cannot be ignored or is not safe to ignore.

The class teacher or TA cannot modify the behaviour of the child and are concerned that the behaviour may become violent or aggressive. Possibly the child is noncompliant and the Thrive practitioner or behaviour teaching assistant have been unable to influence the escalation in behaviour. This situation continues to fall under the behaviour policy guidelines. The adults must take care not to trigger a situation which escalates into the use of Safe Handling.

As within the behaviour policy the teacher should remain in control of the situation and be supported by another member of staff. In this instance a senior teacher or a member of staff not in the classroom could be utilised.

The teacher or TA ensures that the learning needs are being met and notes triggers in the class profile barriers to learning.

- 5 There is an incident that cannot be contained through following the Behaviour Care Plan.

The teacher or TA should seek the assistance of another member of staff and the Head Teacher should be informed. The safety of all children should be considered. Safe Handling could be used at the discretion of the adults involved if there is an immediate concern for the safety of any individual.



The teacher or TA ensures that the learning needs are being met and notes triggers in the class profile barriers to learning.

All behaviour concerns should be shared with parents and the teacher should seek triggers or possible reasons for the changes in behaviour leading to de-escalation strategies. These should be noted in CPOMS and in the Class Profile.

If a child has reached points 4 or 5, an individual behaviour care plan should be written by the class teacher with the support of the Behaviour or Thrive TA. If the child has an individual plan then it should be reviewed and adapted in light of the escalation of behaviour. This is the responsibility of those who are applying the plan. It may be prudent to seek the views of a senior leader. All staff should read and sign the care plan.

Supporting behaviour conversations

Choices Workbook - Adapted from Stephen Covey (The Seven Habits of Highly effective People) - Sheets are available as a pdf. This discussion is the preferred method of examining a child's decision path and making an intervention to support the choices they are making in their lives and learning.

| | |
|--|--|
| <p>What do you think of YOUR BEHAVIOUR?</p> <p>You determine yourself...</p> <p>CHOICE</p> <p>Can you begin with the end in mind?</p> <p>What are your values?</p> <p>RESPONSE - ABILITY</p> | <p>As already discussed in this document, the success of any behaviour intervention is dependent on the relationship the child has with the adult and the institution. In this series of interactions it is important to develop the relationship with the child. The ultimate aim is to show the child that they have control over their choices and can positively affect their behaviour.</p> |
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| | |
|--|---|
| <p style="text-align: center;">Circle of Concern</p> | <p>The circle of concern is a place to record everything that is concerning the child. It should be part of a conversation geared towards getting the child to open up about the concerns they have. It cannot be forced and should be completed over a series of sessions.</p> |
| <p><i>Concerns I can control</i></p> <p><i>Concerns I can't control</i></p> | <p>Separating the concerns into categories is important. The child needs to know that there are aspects of their lives they can control and aspects they cannot. Knowing that they have no control over a concern is an important step towards accepting a situation.</p> |
| <p><i>Your behaviour</i></p> <p>Direct</p> <p><i>Other's behaviour</i></p> <p>Indirect</p> <p>CONTROL</p> <p><i>None</i></p> <p><i>Your situation / Past / Family / etc</i></p> | <p>This area examines how a child can control a situation or how the control changes depending on the behaviour of others. It is important for a child to know how their actions affect others and what they can do to positively affect the outcome of a situation.</p> |



| | |
|---|---|
| <div style="border: 1px solid black; padding: 5px;"> <p>I can be...</p> <div style="border: 1px solid black; height: 80px; width: 100%;"></div> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>I will be happy when I have</p> </div> | <p>Ultimately, the child needs to know what they want. Do they know what will make them happy and how will we help them achieve this goal?</p> |
| <div style="border: 1px solid black; padding: 10px;"> <p>If I want to improve I can work on the one thing I can control... MYSELF</p> <div style="text-align: center;"> </div> <p>I will work on....</p> </div> | <p>Changing is a process. The process is dependent on the child understanding that their choices have consequences and that they cannot control these. They are set by others or by the result of an action. For example, smashing a vase. The immediate consequence is a mess on the floor that needs cleaning. Additionally, there will be a sanction attached for the person who broke the vase.</p> |
| <div style="border: 1px solid black; padding: 10px;"> <p>MISTAKES</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>ACKNOWLEDGE</p> </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>CORRECT</p> </div> <div style="border: 1px solid black; padding: 5px;"> <p>LEARN</p> </div> </div> | <p>Mistakes are steps towards better understanding. Children will make mistakes. They need to be identified and discussed. There still needs to be consequences but a child who understands consequences will accept the process of a restorative approach.</p> |



Prompt Sheet

Initiating a dialogue...

- You need to...
- I need to see you...
- I expect...
- I know you will...
- Thank you for...
- I have heard what you said, now you must...
- We will...

The restorative meeting...

The discussion during the restorative meeting is not a prelude to an apology!

Focus on the outcome and work backwards through the choices that were made. Five questions is enough and you could choose from the following...

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

While undertaking the restorative discussion think about:

- **Safeguarding - does any of the conversation constitute a disclosure? Refer to the Child Protection Policy**
- Redrawing the route with different choices that achieve a desired outcome.
- Ask questions and give your reflections.
- Make the child comfortable and feel safe... get a drink; leave the door open.
- Stay on course. Don't deviate to secondary issues.
- Do not use judgemental language. This is a meeting not a private shaming.
- End the meeting well with a plan to support the child's future choices. I can choose to...
- Use the choices material
- Record on CPOMS <https://combemartin.cpoms.net/dash>