

# ROBERT PIGGOTT CE SCHOOLS

Grace, Courage, Friendship

## Our School Vision

Our vision is rooted in the understanding that 'A tree is known by its fruits.' (Matthew 12:33)

We seek to live this through our values of grace, courage and friendship.

We are committed to nurturing our children to flourish in mind, body and spirit,  
enabling them to become confident, creative and resilient learners  
who contribute positively to our local and global community.

## THERAPEUTIC BEHAVIOUR POLICY



**Committee Responsible: Curriculum**

**Date of Review: January 2025    Next Review: January 2027**

**Signed: Sarah Pontet - Senior Leadership Team**

**Signed: Vanessa O'Byrne - Executive Headteacher**

**Signed: Owen Rees - Chair of Governors**

# ROBERT PIGGOTT CE SCHOOLS

## Grace, Courage, Friendship

### OUR AIMS AND OBJECTIVES

The schools are dynamic learning communities, united in a purpose to inspire learners who grow in Grace, Courage and Friendship. We believe that a therapeutic approach, encouraging prosocial behaviour is essential in order for our children to flourish in mind, body and spirit.

Planning and managing children's behaviour creates a link between children's mental health and behaviour. (See DfE White Paper: Mental Health and Behaviour in Schools November 2018).

The objectives for the School Therapeutic Behaviour Policy are:

1. To create a safe, well-ordered and happy environment to learn in.
2. To encourage self-respect and value others regardless of age, ability, gender, race, or faith.
3. To care for the whole school environment.

Our policy is underpinned by the principles of Therapeutic Thinking

This therapeutic behaviour policy is the plan for most children. Some children will require a Personalised Therapeutic Plan to formalise strategies that differentiate from policy, either on a short- or long-term basis.

### What is Therapeutic Thinking?

Therapeutic Thinking is an approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the school community.

At Robert Piggott Schools we firmly believe that:

Positive experiences create positive feelings.  
Positive feelings create positive behaviour.

### PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

We have the highest expectations of socially responsible behaviour across our schools to ensure every child flourishes in mind, body and spirit.

We believe that behaviour is a shared responsibility by all those involved in the school community - teaching and non-teaching staff, children, parents, carers and governors. All adults should provide positive role models through manner, attitude and language.

Having a calm and firm insistence on what is acceptable behaviour and a clear understanding of the schools' behaviour policy will lead to the development of positive attitudes and behaviour.

### Roles and Responsibilities

Everyone is responsible for:

- Being positive role models
- Ensuring that they are fully aware of the therapeutic behaviour approach that is expected in the Schools
- Creating a calm and well-ordered environment for teaching and learning and promoting a pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected

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Grace, Courage, Friendship

- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance
- Recognising bullying and unkindness when it occurs and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy)
- Consistently promoting prosocial behaviour: “treat others as we would like to be treated”
- Facilitating learning about relationships and behaviour
- Meeting the needs of individual children through a range of approaches within therapeutic behaviour principles

The Governors and Executive Headteacher are responsible for:

- Monitoring and Evaluating the impact of the Policy.

The SLT are responsible for:

- A positive school ethos by establishing a happy, safe, secure and well-maintained school environment
- Ensuring that no pupil will be discriminated against race, religion, culture or other individual needs and ensuring the safety of all
- Regular and clear communication with parents about the role they are expected to play in the development of their child’s behaviour at school
- Effective monitoring and review of therapeutic behaviours throughout the school
- Recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur
- Regular training on a whole school basis and for individuals both as part of the school’s induction process and as part of an individual’s training needs

The staff are responsible for:

- Using positive therapeutic behaviour techniques to encourage socially responsible behaviour
- RP Therapeutic Behaviour chart displayed in classrooms Appendix 1
- Pro-actively seeking ways to avoid difficult and dangerous behaviours
- Recognising and valuing the needs of individual pupils according to social and academic ability and aptitude to enable them to achieve their full potential
- Ensuring that children behave in a way that is safe for themselves and others by taking action to prevent accidents and difficult/dangerous behaviours before they occur (e.g. stopping a ‘silly’ game from continuing) both in the classroom and playground
- Enabling pupils to take an increasing responsibility for their own learning and conduct
- Implementing behaviour guidelines using the school systems for rewards and consequences -taking consistent and firm action to prevent one pupil from taking away another pupil’s right to learn or feel safe. Ensuring there is always effective supervision of all pupils (i.e. ‘walking’ the playground and ensuring pupils are not left anywhere without supervision)
- Providing opportunities for pupils to share their beliefs of what is acceptable and unacceptable behaviour and creating a class charter/code of conduct which will permeate to whole school practice in the shape of “Rights and Responsibilities” (this needs to be re-enforced each half term or whenever appropriate)
- Liaising with parents about matters which affect their child’s happiness, progress and behaviour by keeping the parents well informed and attending meetings when requested

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- Planning a programme of Religious Education and PSHE to promote prosocial behaviour
- Ensuring PSHE activities are used regularly and robustly to avoid difficult and dangerous behaviours, to help children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours
- Ensuring that new pupils understand the procedures and guidelines that are in place
- Recording serious incidents in CPOMS, where a child's behaviour is deemed to have a serious effect on themselves and/or others

Parents are responsible for:

- Accepting, contributing and supporting the school's Home School Agreement and therapeutic approach for staff and pupils
- Accepting responsibility for the conduct of their children and offering encouragement or consequences when appropriate
- Agreeing to and signing the Home School Agreement when their child joins the school
- Liaising about matters which affect their child's happiness, progress and behaviour by keeping the school well informed about situations at home that could affect their child's behaviour in school and attending meetings when requested

Pupils are responsible for:

- Following school rules, guidelines and RP Therapeutic Behaviour chart displayed in classrooms
- Becoming increasingly responsible for the school environment and for their own learning and behaviour
- Taking responsibility for their own actions and knowing the consequences they will have
- Showing respect for each other and for each other's property and resources as well as for school property
- Taking pride in their learning, actions and appearance
- Valuing each other's opinions

## **Types of Behaviour:**

### **Prosocial:**

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.

Each class at the beginning of each year creates a set of class rules through discussion and collaboration with their teacher and peers. The Class Rules are displayed in all classrooms and around the school and frequently referred to. All behaviour systems link back to the Class Rules and are re-visited at regular intervals and used in assemblies. In addition, we also refer to our work and displays on Growth Mindset. These are referred to regularly in assembly and whole class discussion.

In our Celebration Assemblies, we award certificates to children who have demonstrated prosocial behaviours or followed the school rules. The reasons for these awards are shared with the whole school community. We award certificates for children who have demonstrated these behaviours consistently but also those who have made significant improvements in their behaviours. Following the rules and the learning behaviours is an example of demonstrating prosocial behaviours.

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Pro-social behaviours rewarded with:

- House points / stickers
- Positive / encouraging words from adults
- Sending to another teacher / SLT to show good work
- Positive conversations with parents – in person or by email
- Consistent pro-social behaviour recognised in celebration assembly with a certificate
- Fortnightly, Explorers Club / Shining Stars to spend time with Exec Head/AHT with treat (hot chocolate etc.)
- Good role models to be play leaders for younger children

Prosocial, protective behaviours must be put in place for relevant children to enable them to succeed.

- Visual timetable
- Clear expectations - 'Now, Next, Then'
- Chunking instructions, adult checking back in regularly
- Scaffolding / differentiating tasks
- Fiddle toys, wobble cushions, ear defenders
- Designated quiet area to work in
- Movement breaks

### Unsocial Behaviour

Not making an effort to behave sociably in the company of others, but not to the detriment of others. Not doing as instructed, but not to the detriment of others.

- Leaving their desk without permission
- Leaving the carpet during input/story without permission
- Refusing to complete the work set
- 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

Please be aware, all of these behaviours could be a sign of needing help, attention, that they are bored or impatient. No unsocial behaviour should need SLT support unless it is persistent and disruptive and therefore becomes Antisocial.

### Antisocial Behaviour

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.

It is important not to group unsocial behaviour with antisocial behaviour.

Antisocial Behaviours:

- Aggressive shouting/calling out disruptively
- Continued interruptions

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- Swearing
- Answering back, mimicking
- Name calling
- Refusal to carry out an adult's request
- Distracting and/or disrupting others' learning by shouting, banging, making noises
- Throwing small equipment
- Lying

One aspect that might be worth thinking about is lying. For children who are safe and secure, dealing with lying is straight forward. For children who have experienced trauma/abuse, lying can be more complex. It can be a protective factor for them, it can be a way of dealing with shame, it can be a way of trying to distance themselves from traumatic experiences. So overall, children are expected to be truthful. However, there may be occasions where lying takes place which is indicative of further trauma or difficulties. In such cases, children should be supported with an individual plan.

## **Dangerous Antisocial Behaviours:**

- 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
- Physical, verbal or on-line abuse

Bullying (see Bullying Policy)

Antisocial behaviour should not need SLT support unless it is persistent and disruptive.

Dangerous Anti-social behaviour is likely to need SLT support/intervention.

## **SLT assistance procedure for Antisocial behaviour**

Red triangle – Signifies dangerous anti-social behaviour (support from SLT needed).

Use this policy and staff pamphlet to support scripted language and strategies.

SLT will model therapeutic methods or take the class for the teacher to do this (to increase confidence with approach).

If a child leaves the classroom without permission, notify a member of SLT immediately.

If a child leaves the site, notify SLT immediately and parents and if required, the police.

Please see appendix – Actions/Language for Behaviours for specific strategies to support behaviours.

## **Reporting Behaviour Incidents**

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Incidents of serious or dangerous behaviour – to be reported on CPOMS and SLT informed the same day.  
Other incidents of behaviour – recorded on an incident form or record of discussion form and attached to CPOMS or timeline of child in CPOMS.  
Serious incidents, even if dealt with, should be reported to SLT the same day and parents informed.

### Logical consequences

For those few pupils who present with difficulties in meeting our expectations in lessons and in social times, we will always consider the age and stage of the pupil. Where expectations are not being met, this will result in an educational consequence. The school works to the ethos that some employment of initial tactical ignoring may be used if the behaviour is only impacting on the learning of the individual themselves. Targeted questioning may be used to re-engage the learner. We appreciate that all children are different, and the key behaviour management tool is rooted in the positive relationships between adults and children that have been formed therefore there may be some specific strategies that can be accommodated with this. In all cases of inappropriate response / behaviour, an adult will try to talk to the child to try to find out what has happened. Staff will use positive phrasing – say thank you – not please e.g. 'Thank you for sitting down with me to explain what has happened'. In most situations the following steps will be worked through.

1. A verbal/physical indication is given so the child is aware that expectation is not being met.
  2. A second indication is given. For most children initially a short discussion with a member of staff is sufficient for the child to reflect on their behaviour choices.
  3. If a child continues with the behaviour, two simple choices which are acceptable will be given e.g. "You can talk to me here or talk to me in my office." "We can talk here or outside the classroom." "We can complete the work now or when you are ready but it does need to be completed." We will move to de-escalate the situation. Providing the child is not causing any harm to themselves or others (e.g. stopping the learning), the behaviour will be ignored and the child will give an indication to the member of staff when they are ready to listen.
  4. If there is non-compliance, a reflection form is issued. (See appendix 2) This is to be completed by the child at a suitable break/lunchtime and sent home for the parent/carer to sign and discuss with their child. The teacher will collect this the following day. A reflection form will be issued immediately for dangerous antisocial behaviour.
  5. If there is a regular occurrence of antisocial behaviour (a pattern has formed), the carer/parents will be contacted and invited into school to discuss the antisocial behaviour with the class teacher (in the first instance) and their child. If persistent occurrences occur, the parent/carer will be invited to meet with a member of SLT.
  7. If there is persistent anti-social behaviour (a pattern has formed and some pastoral work has already been undertaken with little impact), a Therapeutic Behaviour Plan (TBP) will be drawn up with by class teacher and other adults who work with the child. This is shared with pupil/parent/carer and all staff. TBP will include a de-escalation script, educational and protective consequences and pro social activities. Restorative activities will follow a crisis to enable the pupil to reflect on their behaviour, repair any damage and restore relationships. This approach allows reflection on the harm that has been done and how it can be repaired and to explore through discussion how conflict is less likely to happen again.
- If TBP does not result in improved behaviour, then a referral may be made for advice or support for pupil in school. At this point, or in the process of the above, an Educational Health Care Plan may be considered for the pupil. TBPs are reviewed at least half termly by the class teacher, supporting staff and other key adults.
8. Fixed term internal suspension – carer/parent involved.
  9. Carer/Parent telephoned – child to be taken home (fixed term suspension).

# ROBERT PIGGOTT CE SCHOOLS

## Grace, Courage, Friendship

10. Permanent suspension. In all cases of temporary or permanent suspension Wokingham guidelines will be adhered to. Any consequences will always be discussed with the pupil so the logic is clear.

For further clarification see appendix 3 - Behaviour Procedures,

### Restorative Conversations

We aim to use restorative conversations to develop children's ability to reflect and explore:

- What happened?
- What were you thinking at the time?
- What have your thoughts been since?
- How do you feel about what has happened?
- Who has been affected by what has happened? In what way?
- What needs to happen to put things right?
- Is there anything else you would like to say at this time?

### Protective and/or Educational Consequences

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring.

If there is no natural consequence, then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term.

### Adaptations for pupils with Special Educational Needs

The behaviour policy will be implemented alongside the SEN policy for children with SEN and reasonable adjustments will be made. This would include, but is not limited to, additional modelling, coaching, movement breaks, sensory adaptations etc.

### Suspensions

The Executive Head Teacher and SLT should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of suspension. When establishing the facts in relation to an exclusion decision the Executive Head Teacher must apply the civil standard of proof. The Head should accept something happened if it is more likely to have happened than it did not happen.

#### Internal Suspension:

Will be considered where behaviour systems are not helping to change the pattern of behaviour. This will follow a conversation with parents.

#### External Suspensions:

Will be considered for incidents of serious violence or continued disruption/all of the above have failed to change the behaviour. In these cases, the national guidelines will be followed.

#### Permanent Exclusions:

Refer to the D of E Suspension and permanent exclusion guidance.

([https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf))

### Bullying:

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Please refer to the Anti-Bullying policy.

### **Use of reasonable force**

In almost all situations, even of dangerously anti-social behaviours, reasonable force (according to the 'Guidelines of Reasonable Force') will be a last resort. However, it may be necessary to enforce restraining techniques if a child/adult is in immediate danger or if there is significant damage to property. If reasonable force has had to be used, this will be documented factually - in the Bound Book and on CPOMS - and SLT notified. Post Incident Support to take place (first aid if required and emotional support). Post Incident Review (focus on actions and behaviours). Parents to be fully informed of events.

### **Partnership with Parents**

We work closely with our parents to ensure the consistent approach of the Therapeutic Behaviour Policy. All individual plans and approaches are shared with parents and where appropriate parents are involved in the planning process of therapeutic strategies for individual pupils. Parents will be informed, where appropriate, and invited to meetings with outside professionals. Parents will be informed of all incidents of Dangerous anti-social behaviour and their protective consequences.

### **Monitoring, Assessment and Evaluation**

- Therapeutic behaviour plans will be evaluated by each teacher
- Therapeutic assessments may be used as a form of measuring progress for pupils with difficult or dangerous behaviour.
- Pastoral care notes, plans and evaluations will help measure progress of the therapeutic approach.
- The SLT will report to governors the impact of the approach.

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**Appendix 1 – RP Therapeutic behaviour chart**

**Appendix 2 – Reflection forms – Infants and Juniors**

**Appendix 3 – RP Behaviour Procedures**

**Appendix 4 – Equity and Equality**

**Appendix 5 – Therapeutic Behaviour plan document**

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Appendix 1 – RP Therapeutic behaviour chart

**RP Therapeutic Behaviour Chart**

**PROSOCIAL:** Being kind and helpful, acting with grace, courage and friendship.

Examples:

- Listening in class and completing class work
- Being kind and caring towards others

Consequences:

- Enjoy school
- Praise, house points
- Show work to staff members

**UNSOCIAL:** Not behaving in a prosocial way

Examples:

- Not following class rules
- Refusing to complete work
- Talking instead of listening

Consequences:

- Reminders
- Restorative or Educational consequences (writing an apology, completing work at break)

**ANTISOCIAL:** Behaviour that causes alarm or distress to others (CPOMS)

Examples:

- Repeatedly distracting others in class
- Damaging equipment
- Name calling or swearing

Consequences:

- As for unsocial behaviour plus a reflection sheet
- At breaktime - practise being prosocial
- Protective consequence - at breaks shadowing staff
- Parents informed and Senior Leadership informed

**DANGEROUS ANTISOCIAL:** Behaviour that causes harm, injury, harassment or distress to others. (CPOMS)

Examples:

- Leaving without permission
- Fighting or highly offensive verbal abuse
- Bullying - repeated and targeted

Consequences:

- As for antisocial behaviour
- Protective measure - internal or external exclusions

Appendix 2 – Reflection forms – Infants and Juniors

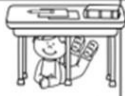






# Behaviour Reflection

Date	Time	Place	Incident



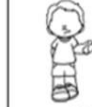




**How did you feel?**

					
stressed	upset	nervous	angry	worried	other

**What I chose to do: circle what happened**

						
not be safe	push	yell	kick	run	hurt others	be un-kind

**Next time I will:**

						
breathe	take a break	use a fidget	count	go to the calm down area	be kind	talk calmly about my feelings

Child signature \_\_\_\_\_

Parent signature \_\_\_\_\_

# Behaviour Reflection



Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

WHY?- In as much detail please explain why you are here?

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What effects could your behaviour have on your learning and the learning of others?

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What will you do to change your behaviour and avoid reflection time in the future?

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Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

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## Appendix 3 RP Behaviour Procedures

### **Behaviour procedures**

Pro-social behaviours rewarded with:

- House points / stickers
- Positive / encouraging words from adults
- Send to another teacher / SLT to show good work
- Positive conversations with parents – in person or by email
- Consistent pro-social behaviour recognised in celebration assembly with a certificate
- Fortnightly, Explorers Club / Shining Stars to spend time with Exec Head/AHT with treat (hot choc etc.) - 2 children per class
- Good role models to be play leaders for younger children (Juniors to Infants?)

Prosocial, protective behaviours must be put in place for relevant children to enable them to succeed.

- Visual timetable
- Clear expectations - 'Now, Next, Then'
- Chunking instructions, adult checking back in regularly
- Scaffolding tasks
- Fiddle toys, wobble cushions, ear defenders
- Designated quiet area to work in
- Movement breaks

### **Behaviour actions for staff:**

1. Verbal reminder to be pro-social
2. Verbal warning to amend behaviour
3. Consequence of reflection form at lunchtime
4. Reflection form sent home for parents to sign
5. Next day, reflection form collected and put in Phase folder – if form not returned, staff member to phone home

### **Repeated demonstration of unsocial/antisocial behaviours:**

3 reflection forms in half a term = parents asked into school for meeting with teacher (record on CPOMS)

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6 reflection forms in a half term = parents asked into school to meet with SLT (record on CPOMS)

Individual behaviour plan written and protective measures put in place

N.B. After 6 forms in half a term, the tally goes back to zero.

### **Lunchtimes**

Follow the same warnings as above but the consequence of repeated unsocial behaviour is time out during lunchtime.

Infants: Hand hold with lunchtime member of staff

Juniors: Time out bench or supervised indoors

Refusal to complete the time out will result in SLT involvement, a reflection form and teacher informed.

### **Reflection forms**

To be completed at lunchtime in named classroom. Each teacher to be on rota for 15 minutes at the beginning of lunchtime to supervise.

Forms sent home in a child's bag and expected to be returned the following day. They are put in reflection folder so these can be monitored. If not returned, a phone call or email to parents.

### **Suspensions**

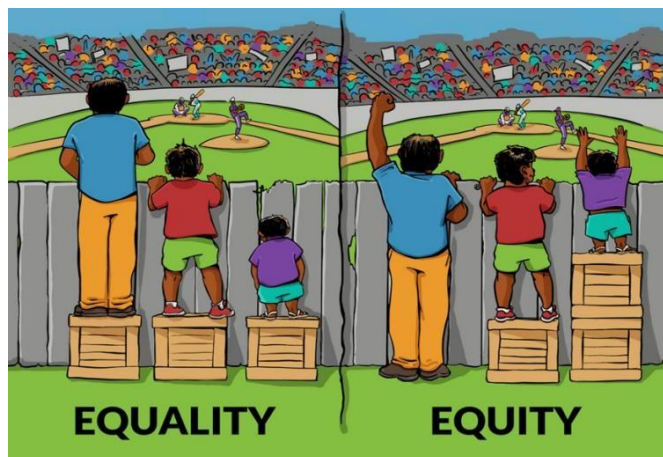
1. Half a day in opposite phase class in same school (e.g. phase 2 child to phase 1)
2. Whole day in opposite phase class
3. Half a day in the partner school
4. Whole day in partner school
5. Child to remain at home for half a day or day and Wokingham LA informed
6. Permanent Exclusion – Refer to the Department of Education guidance August 2024 ([https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions\\_and\\_permanent\\_exclusions\\_guidance.pdf](https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf))

**All of the above must be recorded on CPOMs.**

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## Appendix 4



**Equity = Equality**

**Equality is treating everybody the same.**

Equality aims to promote fairness, but it can only work if everyone starts from the same place and needs the same help.

**Equity is giving everyone what they need to achieve success.** We advocate for each child to receive the resources, experiences, appropriate interventions and support in their learning achieve their full potential.

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## Appendix 5



### Robert Piggott Therapeutic Behaviour plan:

<b>Name:</b> <b>Date:</b> <b>Class:</b> <b>Year group:</b>	<b>Environments:</b> Classroom Playtime Other
<b>Likes</b>	<b>Dislikes</b>
•	•
	<b>Triggers and associated factors</b>
	•
<b>Prosocial Behaviours</b>	<b>Strategies</b>
•	•
<b>Unsocial Behaviours</b>	<b>Strategies</b>
•	•
<b>Associated Feelings</b>	
Annoyed, compromised, confused, upset, lack of control, need for control, angry	
<b>Anti-social behaviours</b>	<b>Strategies</b>
•	•
<b>Associated Feelings</b>	

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Scripted Language
<b>Post Incident recovery and Debrief Measures:</b>
<b>Reminder: ask restorative questions such as:</b>
“Tell me what happened when...” “How were you feeling when you...?” “Did anyone get hurt, was anyone sad?” “How can you help to put this right?” “How can we make things better for you when you feel like this?” “So let’s practise what we have learnt so that we can do things better next time”

**RELATED SCHOOL POLICIES**

The Behaviour Policy is one of the essential Safeguarding Policies of the Federation.

The following school policies are related to the Behaviour Policy:

- Home School Agreement
- Anti-Bullying Policy
- Child Protection Policy
- Health and Safety Policy
- Special Educational Needs Policy
- E-Safety Policy
- Medicines Policy