

Willow Bank Infant School  
Behaviour Policy 2024-25



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## **Values and Vision Statement**

At Willow Bank Infant School, we strive for all of our children to become exceptional lifelong learners. We support all children to reach their full potential by inspiring curiosity, resilience and a love of learning.

Willow Bank Infant School aims to create a culture with high expectations of behaviour and establishing a calm, safe and supportive environment which is conducive to learning. Our behaviour policy is inspired by the principles of Therapeutic Thinking and Restorative Practice; this is reflected in our positive approaches to behaviour.

Our strong school ethos and value system underpins everything we do at Willow Bank where we encourage our pupils to be caring, supportive and demonstrate our values - kindness, respect, teamwork, honesty, positivity and pride - at all times. All staff support pupils through positive learning experiences: promoting self-esteem and self-worth through recognition of potential and effort, development of positive relationships with the pupils and use of positive behaviour management strategies. All staff understand and recognise that positive emotional well-being leads to higher levels of emotional engagement and attainment through self-regulated behaviour.

At Willow Bank, we encourage all children to be the best they can be. Our vision is to provide all pupils with the skills and learning that they need to reach their full potential. We aim to create a love of learning through emotional and social intelligence, and a responsibility of self-regulation and respect for all.

We firmly believe: "You can't teach children to behave better by making them feel worse. When children feel better, they behave better." (Pam Leo)

## **Aims**

By setting high standards of expected behaviour, Willow Bank aim[s] to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

## **What is Therapeutic Thinking?**

Therapeutic Thinking is an approach to behaviour that prioritises the pro-social experiences and feelings of everyone within the dynamic. It focuses on how all children and young people are to be supported, particularly in terms of their emotional wellbeing and mental health; it also helps to develop an understanding of how to respond to those who may be communicating their emotions through difficult or dangerous behaviours. The Therapeutic Thinking approach is characterised by an inclusive culture, based on training and information that is underpinned by best practice, policy and plans.

## **What is Restorative Practice?**

Restorative Practice is a strategy that encourages pupils to take responsibility for their actions, and repair any harm that they have caused. Rather than simply punishing an 'offender', it aims to make them take

responsibility for their actions, be aware of the consequences they have caused, and feel remorseful. This strategy encourages positive relationships within the school community, empowering pupils and building their emotional literacy.

## **Responsibilities**

The policy applies to all members of the Willow Bank community. Willow Bank uses CPOMs to track and monitor pupil behaviour.

### **Pupils are responsible for:**

- following our school values and expectations
- respecting one another, themselves and adults
- taking pride in their learning and appearance
- caring for the school environment and the property of others
- responding to conflict in calm manner, rather than retaliating
- keeping themselves and others safe

### **Parents are responsible for:**

- supporting the school's Behaviour Policy and working in partnership with staff should any challenges arise
- modelling respectful behaviour in front of children and staff at all times
- praising and celebrating pro-social behaviours to encourage children's positive feelings

### **All Willow Bank staff are responsible for:**

- recognising, promoting and celebrating pro-social behaviours to encourage positive feelings and experiences for all pupils
- helping children learn how to behave appropriately in social environments and how to deal with difficult and dangerous behaviours
- modelling respectful behaviour in front of children, between colleagues and parents
- having high expectations of all pupils
- ensuring that no pupil will be discriminated against race, religion, culture or other individual need and ensuring the safety of all and all incidents are recorded on CPOMS
- effectively supervising pupils at all times
- implementing all advised provision consistently
- consistently putting the Behaviour Policy into practice and not adding in own adaptations
- ensuring consequences are educational
- using non-judgemental, accurate language to describe, not moralise behaviour
- sharing responsibility for behaviour management for all pupils across the school
- recognising and valuing the needs of individual pupils according to social and academic ability, enabling them to achieve their full potential
- pro-actively seek ways to avoid difficult and dangerous behaviours by pre-empting accidents and dangerous behaviour before they occur – both in the classroom and playground
- recording all behaviour incidents on CPOMS on a daily basis, as near to the time as possible, using the categories, antisocial and dangerous behaviour.
- working in partnership with parents and carers to promote positive behaviour and communicating any difficult or dangerous behaviours to parents of both perpetrator and victim
- following and implementing Behaviour Support Plans

### **The Senior Leadership Team are responsible for:**

- providing appropriate training and support and develop the culture of the school
- establishing a happy, safe and secure school environment for all pupils
- monitoring and evaluating therapeutic practice and policy throughout the school
- providing regular training, on a whole school basis and for individuals, as part of the school's induction process and as part of an individual's training needs
- ensuring that the school's Behaviour Policy is implemented fairly and consistently by all staff throughout the school
- guiding and supporting staff in behaviour management

- supporting teachers to work alongside parents to secure and promote positive behaviour
- acting as a point of escalation where the Behaviour Policy deems necessary
- providing additional targeted support for children with social, emotional, behavioural and mental health concerns
- communicating clearly with parents about the role they are expected to play in the development of their child's behaviour at school
- recording and monitoring incidents of a serious nature, taking steps to ensure that they do not re-occur

### **The Governors are responsible for:**

- monitoring and evaluating Willow Bank Infant School's Behaviour Policy and its impact, ensuring it is regularly reviewed

### **Supporting All Learners**

**At Willow Bank Infant School**, we support all of our learners to develop and display positive behaviours for learning and encourage pro-social behaviours at all times.

To help all learners we:

- do not moralise or judge
- learn and appreciate children's Adverse Childhood Experiences and how they may impact children's behaviour
- form strong relationships with all pupils so that pupils feel valued, listened to and appreciated • nurture pupils' self-esteem and self-belief
- set suitable learning challenges for all
- class teachers are expected to put in place reasonable adjustments to their normal classroom practice to help support pupils where needed
- work with pupils to understand any barriers to their learning and develop a plan for support strategies with them that considers their needs
- where reasonable adjustments have been made and further support is needed, class teachers will, in collaboration with the SENCO and Leadership Team, agree further differentiation to help support learners with their behaviour
- where pupils have additional (SEND) needs, the class teacher will, in collaboration with the SENCO, develop a set of support strategies in line with the plan – do – review cycle set out in the SEND code of Practice (2001). These strategies will be communicated to parents, and reviewed by the SENCO and class teacher termly, (or more often if needed) to ensure that strategies are effective

**At Willow Bank we recognise four types of behaviours, pro-social, unsocial, anti-social and dangerous behaviours. Anti-Social and dangerous behaviours are recorded on CPOMS under these specific categories. If Unsocial behaviours are seen on a daily basis, this should then be referred to as Anti-Social behaviour. Below are the individual ways we support children showing these behaviours.**

## **PRO-SOCIAL BEHAVIOURS**

Pro-social behaviour is behaviour which is positive, helpful and intended to promote social acceptance. It is characterised by a concern for the rights, feelings and welfare of other people; it is behaviour which benefits other people or society. For example:

- positive relationships and interaction with peers and adults (tone of voice; body language)
- acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong')
- identify, understand and accept mistakes as learning opportunities, and using a positive mindset to persevere and challenge themselves to complete the task
- identify, reflect and repair anti-social behaviour choices
- respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this

Staff will praise and celebrate children showing our values and other pro-social behaviours. We believe that acknowledging and responding to pro-social behaviour is essential to motivate further acts of pro-social behaviour. Some examples of pro-social behaviour include: sharing, listening, helping others, using polite manners, kindness, making an excellent effort with their learning.

Each class will have behaviours expectations created at the start of the academic year. These will be taught and reinforced through half termly discrete lessons and will be displayed with examples of art work in KS1 and pupil voice quotes and photographs in EYFS. The focus of these displays will be reviewed each half term.

In order to celebrate success and promote pro-social behaviours, the staff are responsible for providing opportunities for

- Green Tokens which build towards class and whole school rewards. These will be awarded for good achievement in work and pro social behaviours which are above and beyond for the individual. Each class will aim for a maximum of 30 each week (All staff)
- Certificates for showing our school values (All staff)
- Celebration assemblies (All staff)
- Class stars of the day, recognising pro social behaviours and achievement or effort in work (all staff)
- Class star of the week, recognising consistent promotion of attitudes, values or work well accomplished throughout the week (All staff)
- Verbal praise (all staff)
- Role modelling the school values with peers and pupils throughout the school
- Encourage pupils to take on responsibilities and duties
- Communication with parents/carers to highlight pro-social behaviours

Rewards are to be given as a result of pro-social behaviour, not as a bribe for pro-social behaviour.

## **UNSOCIAL BEHAVIOUR**

Unsocial behaviour is defined as being unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. It is characterised by a quiet non-compliance that does not negatively impact on the learning of others.

Examples, not exhaustive:

- Interrupting learning (e.g. calling out; not listening; not following instructions; quiet refusal to complete work; not getting on with/completing learning to the expected standard; lying to a member of staff)

## ACTIONS TAKEN

1. Reminder given of values, with an explanation of how behaviour is negatively impacting on themselves or others
2. Modelling of pro-social behaviours such as modelling sharing, encouraging to make the right choice, distraction, sitting next to a child and supporting etc.
3. If continues, a second reminder is given with limited choice consequence which will be put in place (i.e. Are you are going to complete the task in a different area of the classroom or in [another agreed] classroom?)
4. If behaviour continues, another reminder will be given using disempowering language eg 'You can choose to do this later if you would like to when everyone else is....'
5. Where this process has been followed and a child continues with low-level un social choices, the child will have a restorative conversation with class teacher during lunch / break to reflect on their choices, providing an educational consequence to ensure completion of any incomplete task and thereby correct unsocial behaviour during their own time. This may also include supervised play at lunchtimes

All staff are responsible for addressing unsocial behaviour. No unsocial behaviour should need SLT support unless it is persistent and disruptive, therefore becoming antisocial behaviour.

Example	Positive phrasing	Limited choice	Disempowering
Refusal to complete work	Calm adult voice for a check in- do they understand the work? 'I'm here to help you when you are ready'	'Would you like..or...?' 'Are you going to start with the writing or the picture?'	'If you continue...then you are choosing to do it at breaktime'
Leaving carpet / desk without permission	'I can see you might be uncomfortable, but stay seated until we are finished' 'Who else can I see seated nicely at your table?'	'Are you going to sit on your own or with the group?'	'You can listen from there'
Choosing to do another activity	'I can see you are choosing to .... Rather than join in. First ....then.....'	'You can choose to do this now or later'	'You can choose to do this now or later when everyone else is ....'
Not listening	'Fantastic listening from.... I like the way you are staying still and listening so that you can follow my instructions'	'You can choose to listen now or later'	'You can choose to have another go later'
Rocking on the chair	'Put the 4 legs of the chair on the floor, thank you'	'Do you want to sit on the chair or the carpet?'	'We may need to practise how to sit on a chair safely before break time'

*If positive changes are seen after any reminder, this positive choice will be acknowledged with praise and no further consequence is required. (i.e. Thank you for listening, it's great to see you're ready to learn).*

## ANTISOCIAL BEHAVIOUR

Antisocial behaviour is defined as behaviour that may cause harm to another individual, group or environment; this could be emotional, mental, or intent to cause harm. It is negative behaviour that falls outside the expected norms and values of the school.

Examples include, but not exhaustive:

Repeatedly making anti-social choices (ignoring adult instruction; swearing; prejudicial language; deliberately provoking other children to create a response, spitting)

Antisocial behaviour may be a conscious or subconscious behaviour choice.

- Conscious- unwilling to self-regulate
- Subconscious- unable to self-regulate

If antisocial behaviour is persistently causing harm to the same individual, staff should refer to the Anti Bullying policy.

All staff are responsible for addressing antisocial behaviour. Only very frequent and persistent antisocial behaviours will require SLT intervention.

## ACTIONS TAKEN

1. Reminder given of values, with an explanation of how behaviour is negatively impacting on themselves or others
2. Modelling of pro-social behaviours such as modelling sharing, encouraging to make the right choice, distraction, sitting next to a child and supporting etc.
3. If continues, a second reminder is given with limited choice consequence which will be put in place (i.e. Are you are going to complete the task in a different area of the classroom or in [another agreed] classroom?)
4. If behaviour continues, another reminder will be given using disempowering language eg 'You can choose to do this later if you would like to when everyone else is....'
5. Where this process has been followed and a child continues with anti- social choices, the child will receive an educational or protective consequence with class teacher during lunch / break to reflect on their choices. For educational and protective consequences see below.
6. Teacher informs parents and SLT and records this on CPOMS including the actions followed.

All staff should respond to antisocial behaviour using scripted language to positively rephrase, provide limited choice or disempower the behaviour to enable the pupil to change the behaviour. Educational consequences will be followed and recorded.

Example	Positive phrasing	Limited choice	Disempowering with Educational & protective consequences
Continued interruptions	'I can see that you are choosing not to listen at the moment, would you like me to explain again during break time?'	'When you are ready we can talk about how we need everyone to be able to learn'	Ignore and speak later  Educational consequence: if interruptions are valid help child to see the rules of turn taking. If it is to disrupt then use the phrasing and limited choice
Aggressive shouting out/ calling out disrespectfully			
Answering back			
Swearing, name calling, lying	'I can see that you are not happy at the moment'  'I can see that you are upset'  'We can talk when you are ready'	'When you are ready we can talk here or in the classroom?'  'We will carry on when you are ready'	'I can see that you are not happy at the moment. When you are ready to speak to me properly, I will listen' (ignore until ready)  Conversation and exploration  'Thank you for showing me how you are feeling, if you tell me more I can listen / help'
Refusal to carry out an adult's request	'I can see that you are not ready to do this right now'  'I can see something is wrong. When you are ready I will listen, I am here to help'	'Walk with me, to the book corner' (repeat)	Educational consequence: complete task at a later time

*\* Note: other behaviour may result in the necessity to contact parents or carers, particularly where the pattern of behaviour continues. For example, where provocation or swearing is persistent*



## **DANGEROUS BEHAVIOUR**

Dangerous behaviour is defined as behaviour that violates the rights of another person. It is likely to cause injury, harassment, alarm or distress to an individual, the school community or property.

Examples include but not exhaustive:

Using hands, feet or teeth to deliberately harm others, throwing items at others,

All staff are responsible for addressing antisocial behaviour and SLT can be called upon for support.

Responses to dangerous behaviours are outlined below, using scripted language to positively rephrase, limit choice or disempower the behaviour. Educational and protective consequences are followed and recorded.

### **ACTIONS TAKEN**

1. De-escalation script followed by any adults involved
2. Child to be encouraged to a safe and calm space when ready to.
3. Incident to be investigated and all involved to be listened to by an identified member of staff
4. Discussion about the anti-social behaviour with the child and the subsequent protective and/or educational consequences.
5. Discussion with any child affected by the behaviour about their own behaviour and how the situation could be avoided, if appropriate.
6. Contact made with parents/carers (face-to-face, phone call)
7. Discussion/follow up with child before returning to normal routine to remind them about appropriate behaviour (protective educational consequences).

<b>Example</b>	<b>Positive</b>	<b>Limited choice</b>	<b>Disempowering with Educational &amp; protective consequences</b>
Leaving the school building SLT support	'I am not chasing you. I'll be standing here to make sure you are safe. When you go inside we can solve the problem'	'I can see there is something wrong. Do you want to come inside and talk to...'	Possible limit to outside space accessible  Escorted during break time
Leaving the premise SLT support	'Name, you have left the school premises, I am calling the police'	'When you come in would you like to go to.. or...?'	Restricted off site activities
Racist remark	Educational consequence: research about other cultures Protective consequence: removal from other child		
Spitting, hair pulling, pushing aggressively, pinching, hitting, biting, scratching, Damaging property SLT support	Your actions have hurt me/child's name. Use your words and I will listen'	'I can see there is something wrong. Do you want to come outside to talk?'	Protective consequence: limit outside social time 20-20-20, lunch club  Educational consequence: litter picking, assist with or plan repairs

### **Leaving teaching areas**

If a child leaves a teaching area, staff should follow at a distance and inform a member of SLT. Staff should not block exits or place themselves where will be at risk eg in a doorway, in the way of the child.

### **Leaving the school site**

If a child leaves the playground, staff should contact the police and parents immediately and inform a member of SLT. Staff should not stop the child from climbing a fence or place themselves anywhere they will be at risk eg under the child climbing

# **Glossary and further information**

## **Educational Consequences:**

Educational Consequences are in line with the Therapeutic Approach and children must receive consequences for their acts on the same day or the day following the incident. This is to ensure that they understand the consequences for their actions and any reparation is completed quickly. All staff and leaders need to take responsibility for the actions of the children and carrying out the educational consequences. The School Leadership Team should ensure that the process is followed and steps are not missed so that parents are informed in the correct manner.

These may include:

- third person role play to understand peer/adult feelings
- social stories
- writing an apology card or letter
- completing or redoing tasks to the expected standard for the child, to be completed at another point in the school day or sent home
- adult or peer modelling of pro-social behaviours to younger peers
- behaviour related research to understand how and why actions have impacted others.
- restorative meetings with child and parent/carers

## **Protective Consequences:**

These are actions taken by staff to ensure all pupils and adults feel safe in the school environment. These may include:

- an increased staff ratio and specific staff support given at break and lunchtimes
- work requiring completion to be completed at break times or sent home, and supported by parents/carers
- adaptation of access to outside space, day or residential trips, or extra-curricular activity
- access to a calm room/space/sensory room
- whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary. *Please see the exclusion policy for more details.*

Protective consequences are further supported through the 3R's (Revisit, Reflect, Repair) which provide an opportunity for the pupils to learn from the experience. This time may also be used to further understand the triggers behind anti-social behaviour choices.

## **Calming / guided time**

Where pupils choose not to make pro-social choices despite adult guidance, they will be given time to calm, being supported by a trusted adult. Once a child becomes regulated, time will be given to hold a restorative conversation with a member of staff to support them to reflect upon their behaviour choices. This process will ensure that the child embeds the understanding of the consequences of anti-social behaviour choices and how they can learn from this experience to help them make pro-social choices in the future.

Where pupils do not respond positively to the protective and/or educational consequences, further measures may be implemented through a differentiated response e.g. spending more time reflecting, going home for lunch, working in a calm / quiet space for a limited period of time.

## **Differentiated Response**

We recognise that there are times when a differentiated response is needed. If pupils find it hard to adhere to the pro-social behaviour model, we have a flexible approach depending on individual circumstances. We recognise that difficult or dangerous behaviour patterns may arise because of poor self-image, possibly because the child is not succeeding socially or academically. This may include the involvement of outside agencies or the use of a reduced timetable or RRP (Risk Reduction Plan) –

- Wokingham SEN Department or Wellbeing Hub
- an Educational Psychologist
- a member of the Child and Adult Mental Health Team (CAMHS)
- Foundry College (Pupil Referral Unit) – outreach programme
- Counselling

To predict and prevent escalation of difficult or dangerous behaviour we undertake a range of therapeutic behaviour strategies to help support the individual child to display pro-social behaviours.

Where a child is at risk of exclusion, a Risk Reduction Plan outlining behaviours (prosocial, difficult and dangerous) and specific responses will be put in place. This may include responses in addition to or differentiated from this policy in order to support the specific needs of the child. Behaviour analysis tools will be used to inform the risk reduction plan.

## **School Suspensions and Permanent Exclusions**

**Suspension** – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

**Permanent exclusion** – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an ‘exclusion’.

Suspensions and permanent exclusions may be required for the safety of children and adults and, where appropriate, to allow time for school staff to develop the support in place for the child based on the incident and plan for their return. This may be required in situations where a pupil remaining in the school would seriously harm the education or welfare of the pupil or others in the school. See the school suspension and permanent exclusion policy for more details.

## **Definition of Bullying**

We define bullying as “deliberately hurtful behaviour by an individual or group, repeated over a period of time, and directed against an individual or group, where the relationship involves an imbalance of power.” This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

## **Preventing bullying**

Willow Bank will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. Pupils are encouraged to seek help and advice of adults to support them with any concerns around bullying. Pupils are encouraged to care for the well-being of themselves and their peers. Pupils are encouraged to report any concerns as soon as they happen, to allow situations to be addressed; allowing the revisit, reflect and repair process to occur through positive discussion before the situation escalates.

We deliver anti-bullying learning through internalisation of the schools aims and objectives, values and ethos via:

- Modelling prosocial behaviour

- Supporting and promoting our school values of kindness, respect, teamwork, honesty, positivity and pride.
- PSHE Lessons – discussion on topics of equal rights, relationships, reflection of own behaviour, impact of our actions on others (*this is not an exhaustive list*)
- Protective behaviours where deemed necessary
- The broader taught curriculum

Any case of bullying will be addressed on an individual basis and support will be given to all involved as deemed necessary. It may be deemed necessary for the school to liaise closely with parents/carers to help support the pupil.

### **Positive Physical Intervention**

Staff will use positive physical intervention to support pupils in the following ways:

- To give recognition, praise and re-focus to pupils such as: a high five, a tap on the shoulder.
- To reassure a child if they are upset e.g. sitting next to the child, a supportive hug to the side.
- Hand over hand activities, which allows staff to model and support a pupil using a range of resources and equipment e.g. scissors, rulers, PE equipment

**This list is not exhaustive and will depend on what is appropriate for the child.**

### **Restrictive Physical Intervention**

Members of staff take steps in advance to avoid the need for restrictive physical intervention. De-escalation strategies are used by all staff where appropriate. The use of restrictive physical interventions is only appropriate in the following circumstances, in order to keep pupils safe:

- to prevent a child from injuring self or others
- to prevent or stop a child from causing serious damage to property
- to prevent a child from committing a criminal offence

Team Teach strategies will only be employed by those members of staff who have up to date training.

## APPENDIX 3: Strategies for responding to a child who, on occasions, WON'T

A child who, on occasions, WON'T:

**Redirecting:** when a child refuses to follow an adult's request there is a clear danger that the interaction will escalate to a major confrontation. This in itself could result in the stimulation that the child is seeking. Redirecting is about trying to avoid being drawn into a power struggle. Instead the adult has a number of activities that he/she can use to redirect the child towards some behaviours that are positive. E.g. if a child has refused to go back to their seat... 'Well, while you are out of your seat could you go to the book cupboard and bring me another 3 exercise books' or have some activities that are ready e.g. a collage that needs attention, a specific errand such as a message to the office, areas that need reorganising, ripping up paper to make something....

**Accepting:** when a child refuses for whatever reason, give immediate partial agreement to his comment, that is begin your sentence partially agreeing with him. By partially accepting a child's negative comment the adult sidesteps confrontation and can then redirect the child's behaviour.

E.g. Pupil: I hate school

Adult: Yes, there are times when you might hate school but I can help you with your learning so that you can enjoy it more and you can tell me about some things that you would like to do at school.

Pupil: I don't like doing P.E.

Adult: Yes, I can tell that you don't like P.E. Is it getting changed that you don't like? Is it the exercise that you find tricky?

Pupil: There is too much work to do

Teacher: Yes, it can seem like that there is too much work to do, but let's get this part done and then we might be able to find time for some other things you enjoy – perhaps you could tell me what they are.

### **Solution-focused**

Focusing on getting the behaviour right:

Example – Working with talking partner.

1. When working with your partner, we need to remember to listen to each other, take turns and think carefully about what has been said before responding
2. It is OK to build on or challenge someone's ideas, provided we are polite.
3. For the rest of the day, I will be looking especially hard for great examples of children working with their talking partner to share with the class.