David Ross Education Trust

Broadening Horizons

Promoting Positive Behaviour for Learning and Life Policy

2025 – 2026

Broadening Horizons

Edward Heneage Primary Academy

Consistent Culture

"When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten, yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a shortcut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."

Paul Dix

Policy

Our policy is based on a relational approach. It draws on research in neuroscience, psychology and adverse childhood experiences from Dr Bruce Perry, Dr Karen Treisman, Dr Nadine Burke Harris, Paul Dix and many more. It is underpinned by an expectation that by modelling, celebrating and recognising the agreed positive behaviours, our children are enabled to be ready to learn effectively.

This is the EHPA way. We recognise children as much as possible through verbal and non-verbal praise as a way to encourage children and we understand the importance of positive body language.

Our children are taught to 'shine' and this is through the A, B, C of EHPA:

- A – Achieve
- B – Believe
- C – Curiosity

and our academy expectations:

- Be responsible
- Be respectful
- Be safe

This is reinforced by our mantra:

'We love you, we care about you, we will support you to shine.'

Behaviour for Learning and Life

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact
- Their relationship with the curriculum and learning, e.g. how best they learn

In order to foster a positive learning environment, these relationships must be developed and supported holistically.

Recognising children's efforts

When we recognise the good, we use our A, B, Cs and academy expectations as a framework for our language, e.g.

'It is so nice to see you being safe by walking down the corridor'

'It is brilliant that you are so polite and respectful, using such lovely manners'

'I love all the questions you asking about… you curiosity shines'

We recognise positive behaviour in the following ways:

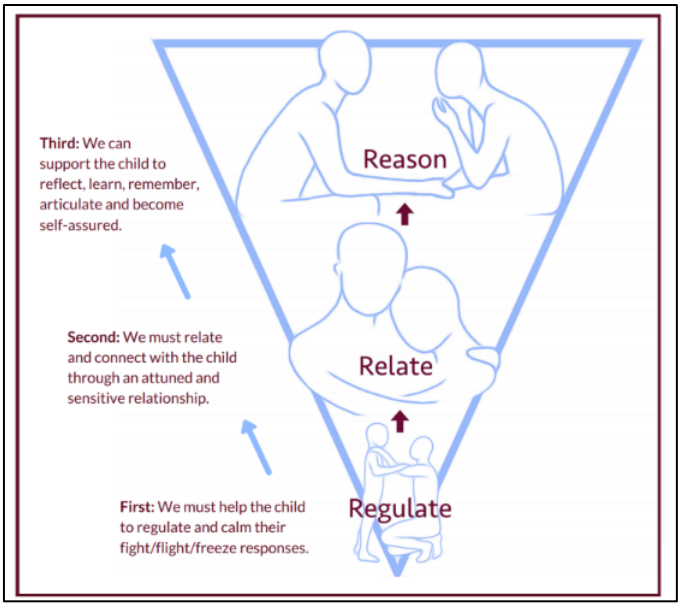
- Immediate and timely verbal and non-verbal recognition
- We recognise by awarding positive points. Any positive behaviour will be logged onto Bromcom providing staff, parent and pupil with an on-going update
- Sharing the positives with our parents and carers by making phone calls home, sending proud clouds home each week and post cards home for personalised achievements. Promoting more positive home/school interactions.
- Building into our school day "proud time." All children are to have an achievement recognised on the class proud cloud each week, as part of check out times
- Weekly "star of the week", where the pupil is celebrated in assembly.
- Whole class reward rainbows earned for "miracle moments" and when the jar has been filled there is a class reward chosen from the following menu: 10 minutes extra play, class board games, ice lollies, hot chocolate, class story time
- ROAR reward party (termly) where children who read consistently are invited and awarded a reading book of their own (3 reads per week for EYFS & KS1; 5 reads per week for KS2)
- Shine Time positive point reward (termly) where children who have consistently earned positive points are invited to a special celebration

Please see our EHPA Rewards Menu in Appendix 1 for a comprehensive list.

Supporting children who are struggling or making mistakes in their behaviour

When children begin to show behaviours that are not conducive to good learning, we use the following approaches:

- Gentle, quiet and under the radar approaches to support them to return to our expected behavioural norms
- If children continue to struggle, a timeout is offered within the classroom or in a sensory space and this could include a 'change of face/tap out' strategy
- If the techniques that are employed do not have the desired effect of getting the child to a calm and self-regulated state, then time away from the class may be necessary



We use a variety of de-escalation techniques, such as humour, distraction, calming tools, weighted blankets, play-based techniques, sensory circuits, sensory tools etc, to enable children to remain engaged in learning and making good choices.

The aim is always to get children back to good, rather than to punish.

Our staff can support in managing more difficult behaviour both proactively and reactively. This approach is bespoke to each child. Once a child is calm and regulated, a reparation or restorative conversation must take place. This may also need to include a logical/natural consequence, e.g. If a child has missed learning, then they will complete that learning during their time (break, lunch or after school) or if they have damaged something, they will attempt to fix it or tidy up.

Staff responsibilities

All staff will:

- Meet and greet at the door
- Refer to our A, B, C and academy expectations in their approach to behaviour and teach our behaviour curriculum, using opportunity as a learning opportunity
- Model positive behaviours and build relationships
- Have high expectations of all children regarding behaviours for learning and life
- Plan lessons that engage, challenge and meet the needs of all learners
- Use a concrete recognition mechanism throughout every lesson
- Be calm and give 'time out' when going through the steps of support
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are making negative behaviour choices or struggling with their behaviour
- Support each other to use 'change of face' as much as needed to enable staff and children to regulate

Senior leaders will:

- SLT are not expected to deal with behaviour referrals in isolation. They are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners
- Meet and greet learners outside at the beginning and end of the day

- Be a visible presence around the site and especially at changeover and transition times
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations with a staff "proud cloud" located in the atrium
- Regularly demonstrate and spotlight good practice
- Support all staff in managing learners with more complex behavioural difficulties
- Use behaviour data to target and assess academy wide behaviour trend to inform future policy and practice
- Regularly review provision for learners who's needs exceed the range of written policies (via weekly inclusion meeting)
- Hold weekly inclusion meetings to review and monitor children's behaviour

Reporting of behaviour

All behaviour incidents are recorded on Bromcom and the following types of behaviour are reported directly to SLT, to ensure appropriate challenge and support is in place:

- Bullying
- Violence
- Any derogatory use of language relating to protected characteristics (racism, homophobic language etc)
- Harmful Sexualised behaviour (including sexualised language)

Any of the above will also be shared with parents too.

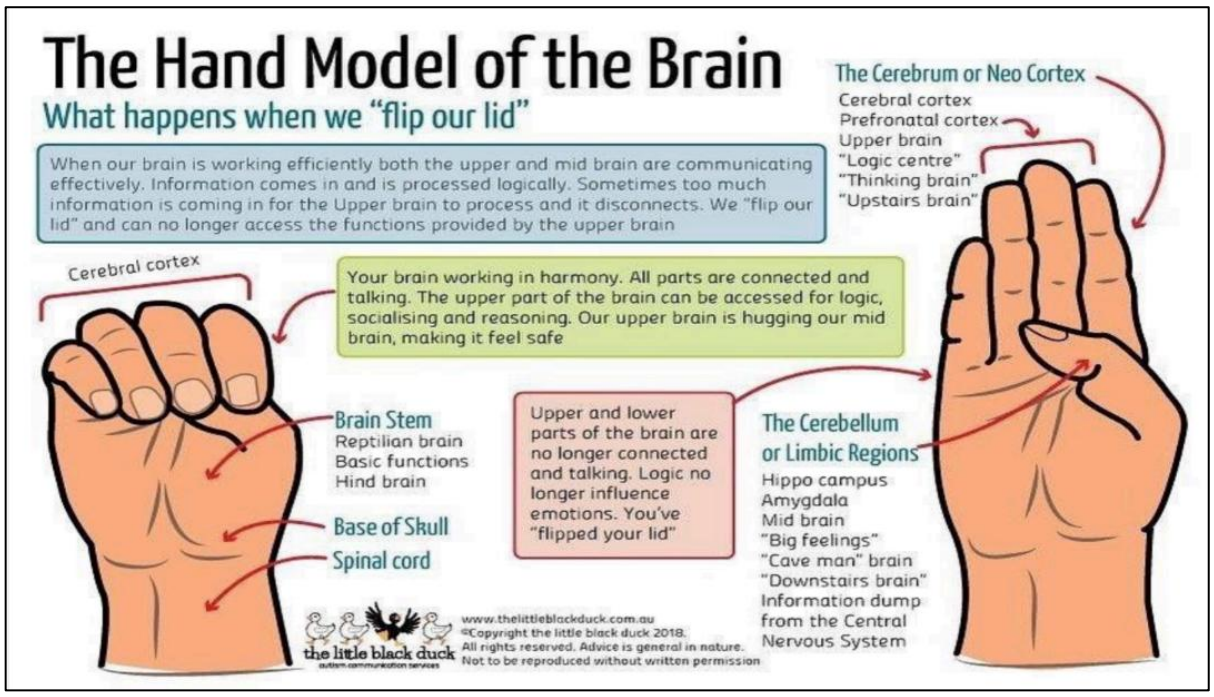
How EHPA prevents repeat behaviours

Behaviour incidents are analysed on a weekly basis by the Behaviour Leader to ensure proactive approaches are implemented supporting the development of positive behaviour at the academy. EHPA SLT meet weekly to discuss behaviour data, in conjunction with SEND and safeguarding leaders, and plan appropriate interventions and provisions to meet the pupils' emerging needs and ensure these behaviours are not repeated.

We implement support from several outside agencies, depending on what incidences have occurred, and which agency is best placed to offer the required support. Initially, for example, we may implement a THRIVE profile assessment and implement a programme of support in school with one of our THRIVE practitioners. We also implement support from a wide range of other agencies such as: Compass Go, Specialist Advisory Teachers, Educational Psychology, Navigo, Young Carers, Cudox and the Police.

In addition, we also adopt a range of initial intervention strategies and/or provisions to support pupils to manage their behaviour, with a view to avoid behaviour escalations and reduce the likelihood of fixed term or permanent suspensions. This is achieved by helping pupils understand behavioural expectations and by providing support for pupils

who struggle to meet those expectations. We implement a range of behaviour visuals and use scripted language to ensure understanding and consistency across our school.



We also may implement in class strategies such as regulation breaks or behaviour targets, which identify key behaviours we wish to address quickly.
Furthermore, we also provide a wide range of areas for our pupils to access during unstructured times, such as The Quiet Room and THRIVE lunch, to promote regulation and enable them to access an environment which will support further development of positive behaviours.

THRIVE Approach

EHPA is a THRIVE school. For us, this means that we have THRIVE embedded within our culture and THRIVE approaches are followed across our whole academy. The THRIVE approach supports and encourages the development of confident, curious, creative and capable children and young people, who are open to learning and better equipped to deal with life's ups and downs.
We have a commitment to continually deepen our understanding of how social and emotional learning develops, and how this can be supported in school. We recognise that behaviours can be learned and be held within our cognitive awareness, but also that they can be unconscious, patterned, non-problem-solving defence or discharge responses.
Attentive, observant adults working with children are required to recognise behaviours, identify underlying needs and respond in appropriate ways. Our staff regularly have CPD to deepen knowledge and our academy environment, resources,

learning approaches, timetable and planning are all informed by our understanding of how importantly each impact on both SEMH and academic development and learning. We also offer a family Thrive programme, where parents/carers can attend a weekly session and develop their knowledge and skills alongside one of our practitioners.

Supporting children with Social, Emotional and Mental Health (SEMH) difficulties

Naturally, some pupils will need more support than others and this is provided as proactively as possible, usually as a result of staff or parents/carers raising concerns and/or SLT identifying developing needs within the behaviour data scrutiny.

It will sometimes be necessary to deliver this support outside of the classroom, in small groups, or in one-to-one activities and this may lead to the pupils being added to the SEND register, as they are requiring 'additional to and different from' provisions.

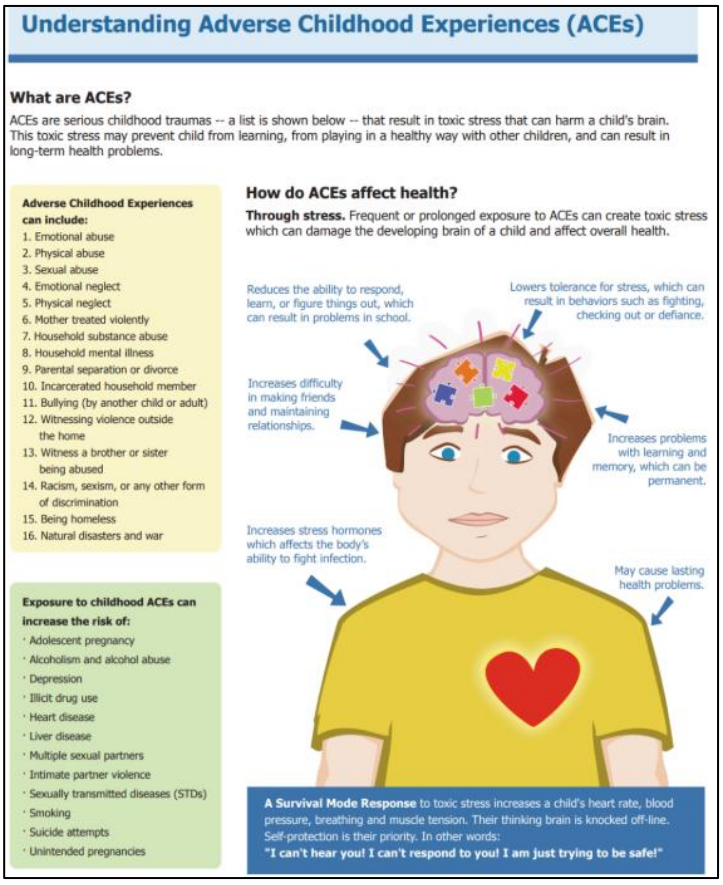
SLT and pastoral staff meet weekly to scrutinise incident data and record from Record Manager and Bromcom. This enables staff awareness of any pupil persistently not meeting our behaviour expectations, whose behaviour is not improving following low-level sanctions, or whose behaviour reflects a sudden change from previous patterns of behaviour.

Neuroscience and Neurophysiology

As an academy, we recognise that pupils with Social Emotional and Mental Health (SEMH) difficulties experience a range of different physiological and psychological challenges within their daily life.

Some of our children have experienced significant adverse childhood trauma resulting in underdeveloped brain systems, with less sophisticated neuro pathways, negatively affecting their capacity for attention, learning, concentration and kindness and self-regulation, leading to dysregulated brain and body systems.

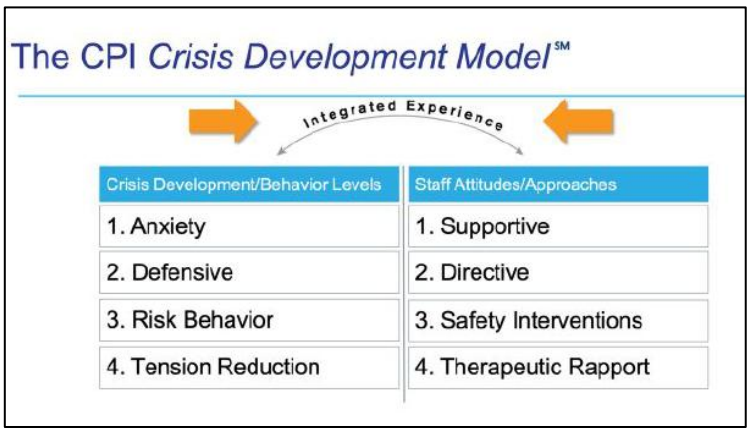
For this reason, we have used the latest evidence-based scientific research to develop positive and relational behaviour guidance through which staff can support pupils to regulate their brains and their



bodies, so they can make progress both academically and personally.
We believe:

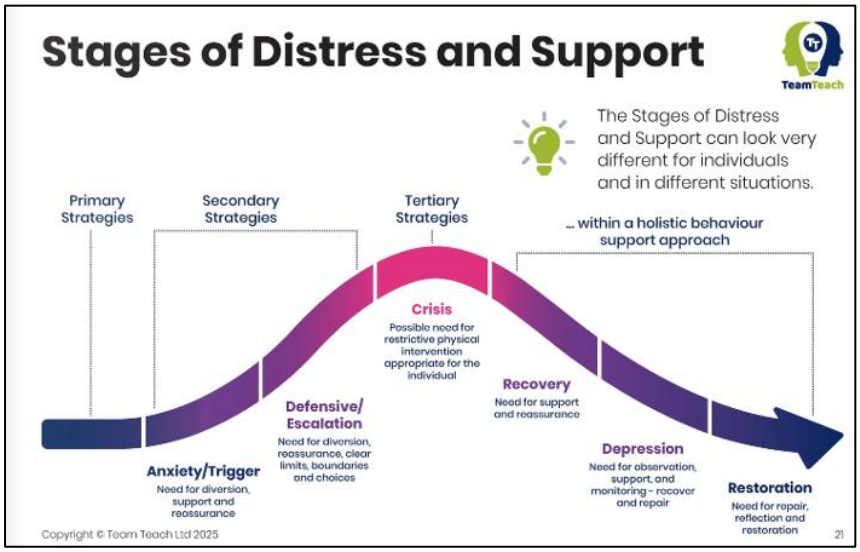
- Behaviour is communication
- Behaviour can change, every incident is a learning opportunity
- Behaviour is about everyone, children, staff and parents alike
- Behaviour is about British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs

Positive Handling and Restrictive Physical Interventions (RPIs)



Due to the complex needs of some of our pupils, we recognise that there may be a need, reflected in common law, for staff to physically intervene when there is an obvious risk to the safety of pupils, staff and property. EHPA calls this 'Positive Handling.' This follows approaches taken from organisations named Team-Teach and The Crisis Prevention Institute, whose objectives our school has adopted. And any restrictive physical interventions are recorded on an RPI form, uploaded to Record Manager and shared with parents. Further information about this approach can be found in the school's Positive Handling Policy.

Times of crisis

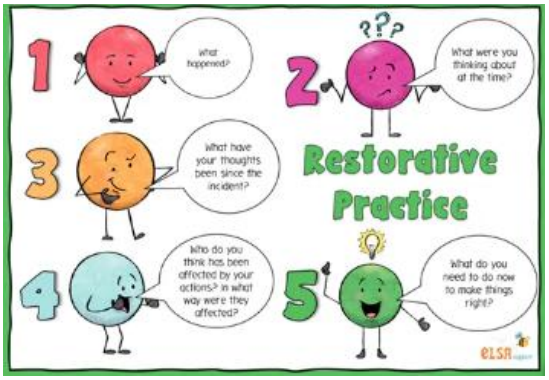


Crisis behaviour: when there are physically aggressive behaviours, a danger to self/staff/children, or vandalism. In all instances of severe violence, self-harm or vandalism, parents are contacted, and the incident is recorded on Record Manager. SLT will become involved to support the child and the class team. A Safety Plan will be made to include provisions which will enable the child to self-regulate. Restorative conversations must always take place after crisis in line with the research regarding the six stages of crisis (see following diagram).

The restorative approach

As adults we aim to understand and support children in solving problems, managing conflict and finding ways to learn from their mistakes. Restorative scripts are very useful in supporting these interactions:

- Can you help me to understand 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?
- What could we do differently in the future?



Children may also use the 'Reflect and Shine Card' displayed around the academy to facilitate their own restorative conversations (included in appendix 2).

What Edward Heneage Primary Academy does when we have specific/serious concerns regarding behaviour

Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment, such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children). If we consider this to be necessary, a parent meeting is held and all the necessary information is provided, so that parents can then make an informed choice.

Initial intervention to address underlying factors leading to challenging behaviour includes an assessment of whether appropriate provision is in place to support any SEND that a pupil may have. The "graduated response" is used to assess, plan, deliver and then review the needs of the pupil and the impact of the support being provided. If limited progress is being made, then a graduation of support will be undertaken and outside agency support will be sought, to provide a more specialist approach. If the pupil has an Education, Health and Care (EHC) plan, early contact with the local authority about the behavioural issues would be appropriate and an emergency review of the plan may be required.

Inclusion and Exclusion at EHPA

Exclusion is discouraged at EHPA and we aim to use internal suspensions and social suspensions, if deemed absolutely necessary.

If, after a graduated response approach, a child continues to struggle in our setting due to a behavioural or SEND need, the NE Lincs Inclusion and/or LA SEND Team is contacted to support children to succeed.

As a restorative practice academy, we endeavour to avoid exclusion at all costs. If a breach of this policy is deemed so severe as to warrant exclusion, an exclusion between a half day and up to 5 days will be issued.
The LA Inclusion Team will be notified and parents/carers will be invited into the academy for a reintegration meeting on the day of return.
During the first five days of any exclusion, parents/carers must ensure their child is not found in a public place during normal school hours without good reason and that all work set is completed.
If a child has been excluded, advice can be sought from the North East Lincolnshire Council Exclusions Officer – 01472 324105 or from their website School exclusions | NELC

What off site direction/alternative provision we use at EHPA

To help us support our children and aim to prevent both fixed term and permanent suspensions, we may use the following settings as alternative provisions: My Space, Phoenix Park Academy, Bounce Back AP, Centre 4, The Trin.
These provisions come recommended by our Local Authority, as the best places to support children's behaviour as well as any special educational needs and disabilities (SEND) or health needs. Our SENDCo or Pastoral Lead completes both an initial visit and on-going progress visits, whilst the child is in attendance, to make sure the alternative provision offers a broad and balanced curriculum and meets our safeguarding expectations. The nature of the intervention is always discussed in collaboration with school, the LA, the child when appropriate and parents/carers and a placement is then selected to best meet the needs of the child. The placement will be reviewed by all parties at agreed on-going timescales and there is always an agreed date for reintegration back into our academy, which is kept under review.

Unacceptable behaviour outside the academy

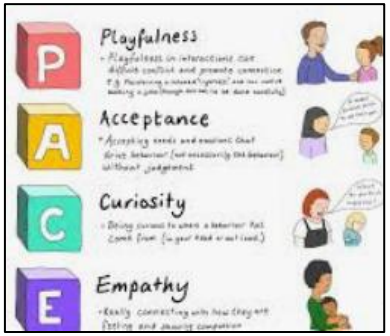
Community cohesion and positive partnerships are extremely important at EHPA. We expect pupils to take responsibility for their actions outside of the academy too, in line with our ethos of learning for behaviour and for life.
All unacceptable behaviour and instances of bullying occurring anywhere outside the academy, which have been witnessed by a staff member or reported to the academy, will be dealt with using the academy behaviour policy.
This will include any unacceptable behaviour when a student is:

- Taking part in any activity organised by EHPA
- Travelling to or from the academy
- Wearing academy uniform
- In some other way identifiable as a pupil at the academy poses a threat to another student or member of the public could adversely affect the reputation of the academy

Appendix 1: EHPA Rewards Menu	
1	Immediate and timely verbal and non-verbal praise for positive behaviours linked to A, B, C and academy expectations
2	Exemplary work – 1 positive point
3	Public commendation in assembly – 1 positive point
4	Reading at home – 1 positive point for bringing book and bag, 1 positive point per read
5	Wearing full uniform – 1 positive point
6	PE Kit – 1 positive point
7	Social etiquette – good manners, using cutlery, tidying up after themselves – 1 positive point
8	A, B, C Day – automatic positive point and positive message of encouragement to parent/carer on MCAS
9	Scholar Award - slip to enter scholar raffle for book vending machine and 2 positive points
10	Brilliance Blog/3 Positives a day/Good enough behaviour chart – as part of extended support package
11	Rainbows – whole class reward jar for "miracle moments"
12	Class Proud Cloud – special personalised achievements, sent home each week
13	1000 Positive points – Bronze certificate, parent invited to celebration assembly
14	2000 Positive points – Silver certificate, parent invited to celebration assembly
15	3000 Positive points – Gold certificate, parent invited to celebration assembly
16	4000 Positive points - Platinum certificate, parent invited to celebration assembly
17	Roar Party – half termly reading achievement celebration and book reward
18	Shine Time – half termly reward party for positive behaviour

Appendix 2: EHPA Behaviour Support Menu

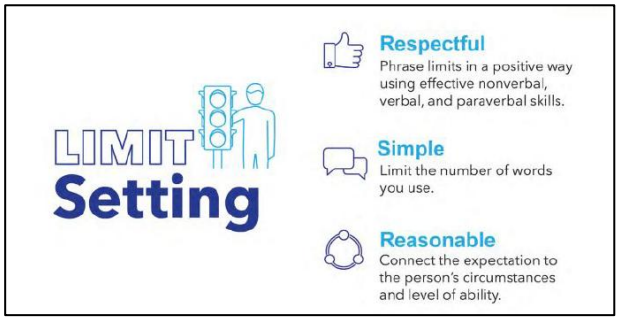
Anxiety behaviours Low-level and disruptive behaviours which may include: • not listening • fidgeting • calling out • not following rules • interrupting • not engaging in work • disengagement • withdrawn • sullen • emotional • stimming • tapping • biting nails • silly/giddy	Low level behaviours occur due to an unmet need A child may be trying to communicate: • boredom • work frustration/not understanding • negative thinking • low self-esteem • self-preservation • stress • feeling unsafe • sensory needs • basic needs not met	Staff observe behaviour and body language **Supportive approaches implemented** • Gentle, quiet and under the radar approaches to support them to return to our expected behavioural norms. • Check in • Describe the behaviours seen • Re-model task to ensure understanding and promote engagement • Connect before Correct. PACE: Playful, Accepting, Curious, Empathy • Use of scripted language, front loading • Pupils receive a reminder about the expectation they are not following, using our scripted language and directed how they can get back to good • Reminder of strategy • Reminder of logical/natural consequence Aim: to ensure children can self-regulate, re-engage in learning and incident is not repeated

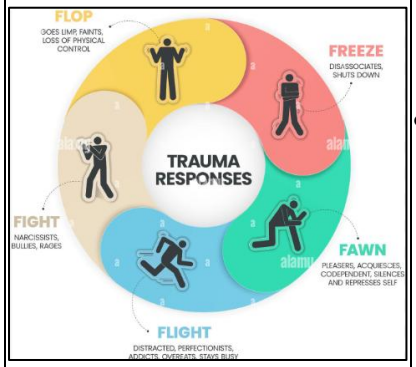
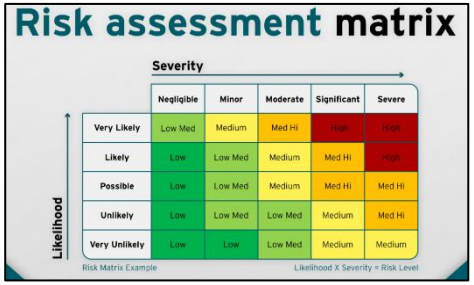


The 4 R's of Trauma-Informed Care

1. **Realising** the widespread impact of trauma and pathways to recovery.
2. **Recognising** the signs and symptoms of trauma.
3. **Responding** by integrating knowledge about trauma into all facets of the system.
4. **Resisting** re-traumatisation of trauma-impacted individuals by decreasing the occurrence of unnecessary triggers (i.e., trauma and loss reminders) and by implementing trauma-informed policies, procedures, and practices.

Defensive Behaviours Stage 3 Bromcom Continued low-level disruptive behaviour which is escalating • disrespect • answering back • mimicking • swearing • disruption • argumentative • defiance • refusal • wandering in class	Defensive behaviours occur due to a breakdown in communication/child not seeing a positive resolution, need not met from stage 1 behaviour Child maybe trying to communicate further frustrations: • not being understood • too much challenge • not enough challenge • not enough support • not enough resources • not in a zone of 'readiness' Defensive behaviours can quickly lead to crisis when not supported effectively	Staff observe an escalation to behaviour and body language **Directive approaches implemented** • Behaviour visuals • De-escalation strategies encouraged. Such as humour, distraction, calm tone/stance, team teach/CPI de-escalation strategies - tension reduction, etc • Regulation strategies encouraged. Such as calming resources, play-based techniques, sensory circuits, sensory tools, weighted blankets, etc • Flexible seating may be implemented in class, and this will be framed in a positive way as a strategy to help and support them to regulate • If child continues to struggle, timeout is offered within the classroom or in a sensory space. Time limit set and then complete learning • If deemed necessary, radio support will be sought to ensure learning is not disrupted for the class, and an out of class reset will be implemented. Again, a time limit is set and then return to class to complete learning. Staff implement open engagement with parents; meetings are recorded on a parent meeting form and uploaded to Record Manager. The form will include what incidence has occurred, agreed strategies of support and if appropriate the natural/logical consequence, plus any other concerns discussed



		Aim: to ensure children can self-regulate, with a view to building resilience to do so in class, appropriate strategies identified/reduction in incidents/no further incidents
Risk/Crisis behaviours Stage 3 Bromcom • absconding • hiding • spitting • damage • vandalism • throwing objects • climbing • theft • bullying • swearing • child on child: -verbal -physical -sexual • child on adult: -verbal -physical -sexual	Crisis behaviours occur when a child has 'flipped their lid' – their main priority here is survival If the child perceives a threat, they are likely to respond with fight, flight, flock, freeze or fawn  	Staff observe risk taking behaviours/the pupil is in crisis  **Safety approaches implemented** • The pupil may require time out within the classroom, to regulate before continuing with their learning. The provisions implemented will be recorded on the pupil's Safety Plan (Amber section) • At times, if deemed necessary, the pupil may require time outside of class to regulate and reset, in a space which ensures both their safety and the safety of others. The provisions implemented will be recorded on the pupil's Safety Plan (Red section) • Removal from the classroom (withdrawal) is used to maintain the safety of all children and to restore stability following a high level of disruption. It initially enables children to regain calm and regulate in a safe space and allows the learning to continue for those children remaining in class. Care Team Adults will closely supervise and offer support and provisions too, as described in the child's Safety Plan – this will also include provisions from both anxiety and defensive stages • Return to class will only happen, once child is regulated and ready to engage • Restorative justice will also take place and interventions implemented to promote the repair of relationships and to build a positive base for future relationships to be built upon

• derogatory: -protected characteristics		• Additional class PHSE sessions or phase/whole school assemblies may be delivered to support the teaching of expected behaviours • A natural consequence may be required, such they use playtime to catch up on work, tidy up any disruption, or to have a restorative reflection session via staff mentoring and coaching The incident is recorded on Bromcom and class teacher meets with parent/carers to share this at the end of the day, completing a meeting form Child on Child abuse and Child on Adult abuse will not be tolerated. All reports of such behaviours are taken very seriously and are fully investigated by the staff member who initially dealt with the incident/a member of the Care Team, who will listen carefully to the children involved. A meeting with parents/carers will also take place to share the facts of the events and agree subsequent actions.
	Referral to SLT Multiple incidences, with no improvement Persistent disruption/refusal Physical Abuse (with intent)	The incident will be reported to SLT immediately and the incident will be assessed on a case-by-case basis to ensure a proportionate, considered, and supportive action is taken with the victims wishes considered also. Short-term behaviour report cards or longer-term behaviour plans may be implemented and /or a referral to other professionals who can offer further support to families via an Early Help Assessment. Outside agencies may also be contacted to deliver targeted learning opportunities, i.e. The Police for opportunities to learn about protected characteristics.

		EHPA may implement an agreed intervention programme to support emotional regulation or social development and/or complete referrals to outside support agencies to address specific individual challenges such as, underdeveloped anger management skills, a lack of resilience and difficulties with peer relationships, social skills and managing conflicts Aim: to ensure children can co-regulate/self-regulate, participate in restorative practices, make amends, reduction in incidents/no further incidents
Stage 4 Bromcom **Defensive Behaviours (all)** **Risk/Crisis behaviours (all)**	SLT meet to review when a suspension will be implemented	• Internal and external suspensions recorded on Bromcom • Suspensions may be: Social/Fixed Term/Permanent • LA Inclusion Team informed • LAC Team Informed • Reintegration meeting and extended package of support offered by EHPA Internal suspensions will always be a preference over external suspensions at EHPA. EHPA follows DRET suspension and exclusion guidance If a child is becomingly increasingly as risk of fixed term or permanent suspensions, a referral to the LA Inclusion Team will be submitted to obtain specialist advice and support Aim: to ensure the safety of all, promote self-regulation, reflective approaches used to ensure incident is a learning opportunity, reduction in incidents/no further incidents

Appendix 3: EHPA Scripted Language Examples	
Expected behaviours Praise Scripts	**Achieve** You've achieved -fabulous piece of work, what a super star! You achieved so much this lesson/today, well done! If you keep trying your best, you will definitely continue to achieve **Believe** I believe in you because… I believe you can… Believe in yourself, remember yesterday you… Well done for believing in yourself, you didn't give up when you found it challenging **Curiosity** I love how you ask questions and your curiosity is supporting you to learn Your curiosity is fantastic; it is helping you really progress What an interesting question, great curiosity It's great how you have asked about this and the curiosity you have shown has made our lesson more interesting **Be responsible** Let's be responsible and tidy our areas You are so responsible getting your equipment ready for your learning I love how you are working responsibly with your partner I love how you are supporting your partner – what a responsible leaner **Be respectful** Thank you for being respectful and listening politely/sitting smartly What a respectful choice, when you let… **Be safe** Thank you for being safe and… You did that so safely I love how you are being safe and walking sensibly You are doing a great job of being…. by… Well done for being….and…..

Anxiety behaviours Supportive Scripts - PACE Gentle tone, calm, supportive stance	I can see you are finding this tricky, let me help you… I can see something is bothering you, how can I help? Has something happened? Would you like to tell me about it? I think you look upset/anxious/worried, would you like to talk about it? I am here to help. Would you like a hug? Have you had enough sleep/breakfast? What can I do to help? I can see you are not ready to learn, would 5 mins at the regulation station help you calm and refocus? Would you like a sensory tool? I am listening, I can hear you
Defensive Behaviours Limit Setting Scripts De-escalation strategies, direct child to use agreed strategies	First is …., then you can do… After we have completed our work, we can … When you've …, then you can absolutely do/have… If we get this done, then … will happen If you work is not completed now, it will need to be completed later – we care about you learning, it's too important to miss We are all completing our learning, it's fair that you complete yours too Let's get this task completed, then you can … *Non-verbal support* Timer set and a visual of what can happen next provided/ now and next Walk away to avoid confrontation/give take up time Directing child to use sensory tool/regulation station/safe space
Risk/Crisis behaviours Risk Management Safety Plan strategies	I can see you're …, take 5 in your safe space and then we can have a chat and see if we can sort this out I can see you are not being safe, I am here to keep you safe, I will help you… I care about you and don't want you to get hurt, I will keep you safe… Come with me for a walk, we can talk Come with me for some quiet time, we can go in the sensory room/cozy snug/for a sensory break This is not safe for you, if you don't stop, I will support you to keep you safe You're actions are unsafe/dangerous/could hurt others, I will keep you safe, come with me let's …

EHPA Scripted Language Examples - Lunchtimes

Be responsible

Let's be responsible and clean our areas - sweeping up any food mess/putting any rubbish in the bin

I love how you are being responsible and using your table manners – not speaking with food in your mouth/using cutlery appropriately to cut up food into bite size pieces

You are being so responsible, putting your packed lunch away carefully on the trolley, and helping others to remember how to

Be respectful

Thank you for being respectful and using your indoor voice/sitting smartly for lunch

Thank you for listening to the instructions, you are so respectful

I love how you are being so polite, using your manners, that is very respectful

Be safe

I love how you are using your cutlery so correctly and safely

Thank you for walking and being safe when moving around our academy

Thank you for sitting safely on your chair and then tucking it away when you are finished