



Coten End Primary School

# **Relationships and Behaviour Policy**

## 1. Introduction

At Coten End Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Our vision is that everyone at Coten End is valued, treated with respect, fulfils their potential and learns without limits, through an ambitious and inclusive curriculum.

***“You can’t teach children to behave better by making them feel worse. When children feel better, they behave better.” - Pam Leo***

Taking a non-judgemental, curious, and empathic attitude towards behaviour is vital. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children displaying anti-social behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

All behaviour is communication or a form of information. When children struggle to behave, it’s usually the result of not handling big feelings well and not yet having the skills to make good choices. So being attentive to their emotional experience behind a behaviour is just as important as the behaviour itself. In fact, science shows that addressing children’s emotional needs is actually the most effective approach to changing behaviour over time, as well as developing their brains in ways that allow them to handle themselves better as they grow up<sup>1</sup>. Children are not deliberately choosing to annoy, irritate or disrupt. Their feelings are driving everything they are doing. They are unable to rationalise that without being taught and supported to do so. It is our role to recognise that they are trying to tell us something and we need to help them regulate. In order to support children with this and improve their well-being, we teach all of our pupils about ‘The Zones of Regulation’, providing a simple, common language to understand, talk about and teach regulation **(Appendix 1)**.

Neuroscience tells us that developmental changes in the brain occur sequentially and progressively from the back of the brain (cerebellum), with the frontal lobe (particularly frontal cortex) being the last to develop. The frontal lobe is where the executive functioning (working memory, cognitive flexibility and inhibitory control) takes place, so those executive functions are slowest to fully mature. This is pivotal to understanding the time it takes for children and young people to shift away from those emotive-driven responses to more rational and considered judgements. Our role in school is to develop children’s ability to engage their pre-frontal cortex and reduce the impulsivity of the reptilian brain and a fight/flight/freeze response. This is done through a combination of considering the environment in which children are growing and developing, establishing a ‘secure base’ from which children explore social and behavioural challenges, and teaching and equipping children with reasoning and strategies that support the balanced development of healthy cognitive networks.

1. *(Whole-Brain Discipline by Daniel J. Siegel, M.D. and Tina Payne Bryson, Ph.D.)*

Promoting good behaviour amongst pupils is a shared responsibility. All those who work with the school - governors, parents, the wider community, and the children - have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, including their families, culture, and beliefs, as part of the exceptionally high standards of behaviour that we have at our school. We believe that implementing the principles of Relational and Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected.

We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. We teach all pupils across school about the United Nations Convention on the Rights of the Child (UNCRC), providing our children with a deeper understanding of other people's rights and the need to respect them (**Appendix 2**). This helps to improve relationships at all levels and, consequently, has a positive impact on behaviour, attitudes, and children's self-esteem. Pupils are supported to identify ways they can put right any harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate citizens who have the skills to avoid and resolve problems independently.

We strive to promote an inclusive and respectful learning environment that fosters a sense of citizenship, cultural awareness, and mutual understanding among students by embedding the British Values within our curriculum and school ethos. Children also learn about the protected characteristics from the Equality Act (2010) to foster a sense of compassion and tolerance, which are crucial qualities in promoting harmonious relationships within the school community and beyond.

## **2. Policy Aims:**

- To develop positive relationships through a restorative approach, which promotes empathy, self-esteem, self-discipline and which establishes clear expectations of all members of the school community
- Through shared expectations and a consistent approach, to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively
- To create a sensitive and supportive atmosphere where everyone feels valued and respected
- To establish a partnership approach which draws on all those involved with the school
- To provide systems which promote positive behaviour, and which support all members of the school community
- To encourage pupils to take responsibility for their actions and understand the consequences of their behaviour on others, helping them to become socially aware individuals who can contribute positively to society
- To encourage peaceful conflict resolution by teaching pupils effective communication skills, empathy, and active listening, to help them resolve conflicts in a constructive manner
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour

- To monitor and evaluate the effectiveness of our Relationships and Behaviour Policy and procedures, enabling continuous improvement and ensuring that the policy remains relevant and effective in promoting positive behaviour and well-being

### 3. Rules and Values

At Coten End, we have two simple school rules and six values (**Appendix 3**) which are taught explicitly to the children and are referred to daily:

Coten End's Rules					
Be respectful			Be safe		
Coten End's Values					
Collaboration	Courage	Curiosity	Determination	Kindness	Responsibility
Working co-operatively as part of a team to accomplish a common goal.	Choosing to confront something that you find difficult and standing up for what you know is right.	Being inquisitive and having a strong desire to learn something.	Continuing to try when faced with a challenge and not giving up when mistakes are made.	Listening to, feeling and understanding the needs of others and trying to help meet those needs.	Being dependable, making good choices and taking accountability for your actions.

When children display the school rules or our values, they are noticed for doing so and staff respond in the following ways:

- Thank you for... showing kindness to Tom and helping when he needed a friend.
- I noticed... Isla showing respect by looking this way when I asked children to stop and listen.
- Fantastic effort for... showing determination with that tricky part of your learning when it would have been easier to give up.
- I'm proud of you... for having the courage to be honest about hurting Jack and then apologising for making the wrong choice.
- I liked the way... you showed responsibility when you took notes at your Science Ambassador meeting and fed back to the class really maturely.

### 4. Language

The language used is vital to get right. At Coten End, we use these terms:

- Unexpected/dangerous/unsocial or anti-social behaviour
- A child is in crisis, dysregulated or distressed
- A child is attention-needing not attention-seeking
- A child has additional needs

## 5. Positive Behaviours

At Coten End, we know long-term behavioural change comes from developing internal discipline rather than purely extrinsic rewards. We teach positive behaviour in the following ways:

### Developing trusting relationships with staff, children and parents/carers

*'I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel' - Maya Angelou.*

- We have clear expectations that at the beginning of each school year the main focus is building positive relationships with all children as these relationships are essential to support positive behaviour. Teachers also ensure that positive relationships are built with children who start at Coten End in-year.
- This is started through a transition program that gives children the opportunity to visit their new class and teacher before the summer holiday, enabling children and staff to begin to get to know each other.
- The promotion of positive relationships continues every day at Coten End. Children should feel safe, valued, respected and liked by all adults. Adults show kindness, make connections, listen to children and greet them when they see them.
- We believe that children achieve best when there is a partnership between home and school, and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning. We aim to work with parents and keep them informed at each stage of the policy.

### Praise and positive reinforcement

We recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with descriptive praise and recognition through rewards such as:

- Positive praise - flooding the positive behaviour in every classroom, 'catching the children getting it right,' for following our rules and showing our values.
- Positive facial expressions
- Thumbs up
- Displays recognising the effort children have put into learning
- Phone call or note home/chat at the classroom door
- See another member of staff/class
- Personalised compliments
- Stickers (including values/rules stickers) or stamps
- House points
- Stars in the jar
- Achievement Awards
- Values Awards
- Head Teacher's Awards

If an adult at school needs to talk to a child about unexpected behaviours, this will be done privately where possible to avoid humiliation or giving too much 'airtime' to anti-social behaviours.

### **Responding as role models and using positive phrasing**

***'Instead of demanding that children respect their elders, we can demonstrate what that looks like and treat children respectfully' - Lelia Schott.***

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model consistent, calm behaviour. We strive to avoid:

- Humiliation
  - Shouting
  - Over-reacting
  - Blanket punishment
  - Harsh sarcasm
  - Threatening children with someone else's discipline
  - Using an area of the curriculum as a punishment (e.g., extra maths or no PE)
- 
- We know that 'children can't be what they can't see,' therefore, all adults at school speak respectfully to each other, to children and about children.
  - We walk in the school building, listen to children when they talk to us and take time to teach children prosocial ways to behave, always linking this to our rules/values, e.g., "Thank you for holding the door open and showing respect."
  - We model to the children, often through talk, how it is okay to have a wide range of feelings and that no feelings are 'bad'. We help children to understand that all feelings are natural and valid, and they serve a purpose in helping us understand ourselves and the world around us.
  - We promote the key Taking Care Project messages of 'We all have the right to feel safe all the time' and 'Nothing is so small or so awful that we can't talk to someone about it'. This encourages open communication about feelings so that children feel comfortable expressing themselves and seeking support when needed. This understanding will help children develop emotional intelligence and resilience as they grow.

### **Consistency and consistent use of scripts**

- By consistency we mean creating a culture and environment where children know that whichever adult they are talking to the same expectations for behaviour are present and the way their behaviour is managed is the same.
- Staff may have reminders of this policy through email, briefings or staff meetings.
- New staff are given this policy as part of their induction and this policy is reviewed by staff and governors regularly
- We know that by having some agreed scripts that are positively phrased and used by all staff across school, children are more likely to feel secure that the expectations for their behaviour are the same.
- This consistent approach will also ensure that children who have been hurt or upset know that their feelings will be acknowledged and supported and that a repair will be facilitated.

## **Routines, repetition and structure with established clear and agreed boundaries/expectations**

- Having clear, predictable routines that all children are aware of will create a sense of feeling safe and prepared.
- We use visual timetables for whole classes to share what the day is going to include.
- Changes to a typical routine will be explained clearly to children. Social stories, communication with parents/carers, clear explanations, and now and next boards may be used with children requiring additional support.
- In order to help children to feel safe, their educational environment needs to be high in both nurture and structure.
- Children need to know and understand the school and class expectations. Each teacher works with their class to devise a Rights Respecting Charter based on the UNCRC at the start of the year, detailing a shared set of rights for all members of the class community, both children and adults, to instil the values of respect, equality, and social justice in children.

## **Transitions are seen as important and managed carefully for all children**

- A nurturing approach encourages us to think about transitions in the widest context. Following holiday periods, between school years, moving class to class and even small transitions between activities in a classroom and from the playground to the classroom are all examples of transitions for young people.
- When a young person has experienced adversity, changes (even between task and space) can trigger feelings of threat and hypervigilance.
- We are mindful that changes in routine can be difficult for children and need to be carefully managed with preparation and support.

## **Roles of Responsibility and Positive Role-Models**

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- House Captains (Y2, 4, 6)
- Classroom monitor jobs
- Eco or Charity Committee
- Science Ambassador
- Librarian
- Communications Team (Y6)
- Sports Ambassador
- Play leaders
- Languages Ambassador
- Digital Leaders

## 6. The School Environment

We are proud we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific activities such as assemblies.

**Classrooms:** Our expectation is that classrooms will be tidy and well-organised as this has a positive impact on behaviour. All of us should be proud of our well-resourced school. It is the responsibility of adults and children alike to maintain our school by looking after the resources and displays. Our children are enthusiastic, creative and dynamic learners and this often means that the environments they learn in are not perfectly silent. Instead, they are buzzing with excitement, purposeful talk and collaboration.

**Corridors:** Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others, showing politeness and consideration for all.

**Assemblies:** Staff and children are expected to enter and leave the assembly calmly and quietly and sit quietly, showing respect for the adult or children delivering it. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner.

**The dinner hall:** Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. They should be taught to maintain good manners at the table and enjoy polite conversations, giving due consideration to the level of noise. After the meal, children should clear their eating area, leave the dining area quietly and walk to the playground or field.

**The playground:** In our school, we do not distinguish between the authority of one adult to another, regardless of role. At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff.

All children should feel safe outside and must uphold our school rules and values. They understand the importance of informing an adult on duty if they have been hurt or experience their 'early warning signs' for any other reason.

The adults on duty are responsible for ensuring that a good range of play equipment is available for the children, that they are safe, that the school rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. **(Appendix 4)**

**School uniform:** Children are expected to wear school uniform. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the Parent Handbook and on the school website.

## 7. Restorative Practice

If children feel safe, happy and respected they are more likely to display pro-social behaviours. They don't always get this right and it is vital that, when they do get it wrong, they are given a fresh start. Every day is a new day. Adults need to forgive and model this forgiveness.

Being 'restorative' focuses on building positive relationships based on responsibility, respect and fairness. In turn, this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.



The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidents and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Where anti-social or dangerous behaviours do arise, children need to encounter adults who are calm, consistent and respond in a predictable and empathetic way. When a child is displaying these behaviours, we remember this means they are ultimately not feeling safe or happy. We need to work out what the trigger is for this behaviour and try to de-escalate. Staff are expected to identify triggers and plan measures to reduce the likelihood of escalation. This may well require involvement from other staff in school.

## **8. Restorative Conversations**

Instances of anti-social behaviour should be dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. As soon as possible after an incident, when all parties are emotionally ready, it is essential to talk with a child to safeguard their emotional wellbeing and help them reflect and progress. The purpose of this is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. During the incident, the child's behaviour may be influenced by anger, frustration, disappointment etc.

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

When there has been an incident/s between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.

Everyone involved in an incident is taken through a restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

All Restorative Conversations will be recorded on CPOMs and the following questions will be used as a guide:

### **The Restorative Questions:**

**What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

**How were you thinking / feeling and how did it make others think and feel?** What each person was thinking and feeling at the time, before and since.

**Who has been affected and how?** Older children are encouraged to think about the wider implications of who has been affected e.g., families.

**What can we do to put things right?** What those affected need to feel better, move on, repair harm and rebuild relationships.

**What have we learnt and how can we respond differently next time?** How can they meet the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they have ownership and they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

### **Language to use during the Restorative Conversation:**

**Encouraging:** Tell me some more about that?

**Clarification:** Can you help me understand that more...

**Checking:** So, did I hear you say.... Am I right in thinking...?

**Reflecting:** So, you ..... (Repeating back last few words)

**Summarising:** So there seem to be several things bothering you? And earlier you said....

**Empathy:** It's understandable that you are worried / upset about this

**Affirmation:** Thanks for telling me that / I appreciate you talking about this with me

## **9. Preventing Escalation**

To prevent escalation an adult must show consistent, calm behaviour while using the following strategies:

### **Limited choice:**

- [Name of child] ...put the pencil in the pot or on the table
- [Name of child] ...sit on the chair or on the floor
- [Name of child] ...work at that table or that table

### **Disempowering the behaviour:**

- You can listen from there
- Come and find me when you return
- Come back into the room when you are ready

### **Emotion Coaching:**

- [Name of child] ... I can see you might be / are feeling annoyed/angry/upset.
- I am here to help.
- Talk and I will listen.
- Come with me and ...

### **Change of face and distraction:**

- Change of face, where one adult replaces another as the person leading de-escalation
- Distracting a child to de-escalate behaviours

### **Emotional Recovery:**

A child who has spent time in 'crisis' may need time to calm down before any educational consequence or conversation takes place.

- Different children need varying lengths of "cool down" times
- Cool down can be offered in a variety of locations within the school and will be personalised depending on need
- This is not being 'sent out' – it is an active strategy to support regulation. Children are never asked to stand alone outside of a classroom

### **'30 Second Scripts':**

30 second scripts are used by staff to ensure that they can deal with unsocial behaviour calmly and consistently without showing emotion. A 30 second script may start with:

*I noticed you are...*

*It was our respectful rule that you didn't follow when talking while I was...*

*You could make this right by...*

*Do you remember last week when you did such a great job at...*

*That is who I need to see today...*

*Thank you for listening.*

### **2-minute interventions:**

If a child continues to display unsociable behaviour, a 2-minute intervention may be used during their play or lunch to explore the issue. The teacher asks the child to 'step out' (not leave the class) and has a supportive conversation about getting back to learning.

*I was wondering what was wrong...*

*I noticed you were struggling to follow our rules*

*Safe is one of our rules, so you need to...*

*What do you need right now to help you with your learning?*

*How can I help now?*

### **Example:**

*"I'm going to need to see you for two minutes at the end of break today." It's important at this point to remind the child of previous good behaviour that you have 'pegged' in a positive note or other previous interaction. "Do you remember last Thursday, I phoned home? You had a brilliant week last week. You were kind and you played football really fairly with others - that was great – that's*

*the behaviour I need to see now, that's the behaviour I want to see from you. Thanks very much for listening." Then you leave the situation.*

## **Planning and Early Intervention**

We use a range of tools at Coten End to support children regularly displaying anti-social behaviours. These can be used as soon as there is a concern to guide next steps. These may include:

- Differentiated learning space/workstation
- Wobble cushion
- Timers
- Learning broken down
- Scaffolds
- Additional resources
- Individualised timetable
- Now and next board
- Limited choice
- Brain breaks/Sensory breaks
- Positive experience
- Class job
- Task differentiation
- Adult support/Peer support
- Learning intervention
- Small group/paired learning

For some children with an identified special educational need, remaining regulated and able to make rational and reasonable choices can be more difficult. These children may need additional support, on top of that offered to all children, to regulate when distressed.

- Phase Leaders provide time in meetings to support staff and the SENDCo offers meetings of key professionals to allow discussion to offer support and early intervention.
- Nurturing therapeutic support may be needed such as protective behaviours, drawing and talking or counselling. Children can be referred for these.

## **10. Consequences**

Pupils who follow the expectations must have their actions acknowledged and rewarded. Those who do not follow the rules or expectations need to know that their actions will not be ignored. When using consequences, the child(ren) should always be involved and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment.

We aim to help the children look at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Our Response Ladder (see below) shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

It refers to three tiers of unexpected behaviours: unsocial, anti-social and dangerous anti-social behaviours.

**Unsocial\*** – when a child is not trying to behave sociably in the company of others, but not to the detriment of others, i.e., not doing as instructed, but without harm to others

*\*We understand that some of these behaviours are not unexpected for some of our neurodivergent children and we would not consider them 'unsocial' in this context. Staff work hard to understand the needs of these children and use a personalised approach to behaviour, taking into consideration the needs of all learners.*

**Anti-social** - 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.

**Dangerous anti-social** – as above but with the risk of significant harm to people and/or property.

<b>Unsocial Behaviours</b>	<b>Anti-social Behaviours</b>	<b>Dangerous Anti-social Behaviours</b>
Leaving desk without permission	Aggressive shouting/calling out disruptively	Leaving the school building
Refusal to complete work set	Continued interruptions	Leaving the premises
Choosing to do another activity than the one the class are doing (reading/drawing on whiteboard etc.)	Swearing	Spitting (directly at another)
Rocking on their chair	Answering back, mimicking	Scratching
Calling out/talking to a friend	Name calling	Pinching
Not listening to instructions	Lying	Hair pulling
Playing/fiddling with equipment	Refusal to carry out an adult's request	Hitting or punching
Boisterous playground behaviour	Stealing	Kicking
	Damage to property/pushing over furniture	Fighting
	Throwing small equipment	Biting
	Leaving the classroom without permission	Throwing furniture
		Physical or verbal bullying

## Response Ladder

BEHAVIOUR	ADULT RESPONSE
Unsocial Behaviour	
Low-level disruption Boisterous playground behaviour Disturbing others Uncooperative behaviour Calling out Hurt someone through carelessness (not just an accident) Refusing to complete work set	'30 second script' Ask if okay – try to find out the cause Reminder about expectations/school rules and values Refer to Class Charter or Playground Charter Limited choice Positive reminder about a time they did something well Change seating/pairing Adult support Sensory break
Continued Unsocial Behaviour	
Continuation of no improvement of the above	'2 minute intervention' - supportive conversation about getting back to learning (may be during playtime) – may help to 'walk and talk' or complete an activity simultaneously Natural consequences: <ul style="list-style-type: none"> <li>- tidy any mess/damage</li> <li>- catch up on any missed work in own time (if appropriate)</li> <li>- exploring relevant social stories with an adult</li> <li>- missed time at playtime for unsafe playtime behaviour</li> <li>- apologise to any relevant individuals (not forced)</li> <li>- sensory break to reset – walk with school adult, popping bubbles, use of climbing equipment, etc</li> <li>- referring back to TCP lessons</li> <li>- revisit 'Consent Conversations'</li> <li>- time out of class to reset (supervised)</li> </ul> Staff consider preventative measures before next session
Anti-social Behaviour	
Continuation of above after reminders Repeated inappropriate comments/ language Refusal to carry our adult requests Teasing Disrespect to people or property Name-calling Lying Stealing Leaving classroom without permission	<b>Restorative Conversation</b> with relevant adult during play/lunch – log on CPOMs Children to take an active role in deciding upon consequences Natural consequence (see above for suggestions) Parents informed 'Solutions Circle' – meeting between class teacher, parents, phase leader and any other relevant adults to discuss strategies moving forwards Meeting between child and class teacher to get their input about triggers and strategies 'Support Plan' created – targets and strategy suggestions (made in collaboration with child and referred to regularly)
Dangerous	
Severe verbal abuse/threats Physical assault (hitting, kicking, biting, hair-pulling, etc) Extreme vandalism Bullying	<b>Restorative Conversation</b> with relevant adult during play/lunch – log on CPOMs Children to take an active role in deciding upon consequences Natural consequence (see above for suggestions)

Leaving the premises Spitting Fighting Throwing furniture Racism/homophobia	Parents informed 'Solutions Circle' – meeting between class teacher, parents, phase leader and any other relevant adults to discuss strategies moving forwards Meeting between child and class teacher to get their input about triggers and strategies 'Support Plan' created – targets and strategy suggestions (made in collaboration with child and referred to regularly) Suspension
On-going racism/ homophobia/bullying Persistent or serious dangerous behaviour which impacts on the safety and education of themselves and others in the school	Multi-disciplinary meeting Suspension/Permanent Exclusion

## 11. Communicating and Recording

Concerns about behaviour are logged on CPOMS. Where a restorative conversation has taken place, this should be logged on CPOMS. This does not need to be given to parents, but parents must be notified of what has happened. Any racist/homophobic incidents also need to be reported separately to the Headteacher.

## 12. Support Plans and 'Solutions Circles'

If a pupil's behaviour is dangerous or if they continue to display anti-social behaviour, they are not learning from consequences and they are not following our school rules. Therefore, there is a further need for a consistent response as the child is not managing to work within our behaviour policy and needs their own agreed plan. Prior to creating a Support Plan, a 'Solutions Circle' meeting will be held, involving the class teacher, phase leader, parents and any other relevant members of staff (not the child at this stage). Following this, the class teacher will then hold a meeting with the child in which targets will be formulated and preventative strategies decided upon. This document (**Appendix 5**) can then be referred to regularly as a check-in that the strategies are working and that children have changed the behaviours discussed.

## 13. Behaviour and SEND

We acknowledge that for some children with additional needs, there are extra barriers and challenges for them in managing their behaviours in school. We have the same high expectations for behaviour for all children, paired with high levels of support for those who need it. Our approach to SEND for learning the curriculum is mirrored in our approach to learning appropriate behaviour. Our aim is that the behaviour policy is inclusive to all, and that by prioritising relationships, positive modelling and individual responses to behaviour that challenges, our behaviour policy is accessible and equitable to all children.

For some children, they may need additional support or reasonable adjustments, and these are recorded on Pupil Passports. For children who struggle with self-regulation, a Regulation Support Plan (**Appendix 6**) will be co-produced with parents and teachers. Advice may be sought from external specialists, such as the Educational Psychologist or 'SEND Supported' Specialist Teachers.

Some children may have additional needs that impact on how they can access Restorative Conversations, Support Plans or other strategies in place. Accessible formats of the Restorative Conversation script are available to all teachers that use symbols to support communication or

understanding needs. Comic Strip conversations and Social Stories may be used to help autistic children or those who struggle to see other people's points of view. Children with processing or communication difficulties will be given additional time and support to ensure this is not a barrier to an effective Restorative Conversation. This is not an exhaustive list of reasonable adjustments that will be made, and class teachers and SENDCo will work closely together to ensure that children with SEND are enabled to access the same outcomes as all children.

### **High level behaviours and keeping children safe**

At Coten End, if a child is in crisis, we will be supporting that child to manage and recover. If the child is in class and unable to come out, there may be occasions when the class may be taken somewhere else to learn for a short time while the child is supported to recover and move from the situation. Children who are exposed to high level behaviours or made to feel unsafe will be given the opportunity to talk about it to a trusted adult afterwards.

### **Children are given a positive experience**

At any point a child may have a negative or traumatic experience in their lives which affects their behaviour. At Coten End, children will get the support they need to help them. We understand that negative experiences can lead to negative feelings which can lead to negative behaviour. When a child needs a positive and motivating experience, we will make it part of their day or week, which leads to positive feelings and, ultimately, to positive behaviour. This can be mistakenly seen as a 'reward.' It is not; it is part of the process that is needed for a child to behave more positively and begin to develop internal discipline.

14. **Physical Intervention** – the use of physical intervention may be used as a last resort in order to keep pupils or staff safe in a high-risk situation. See the Physical Intervention Policy for further details.

### **15. Monitoring and Evaluation**

The school will always seek to make use of a range of sources to provide a wider perspective on the children's behaviour. Governors can provide a view of our children's behaviour as many visit the school regularly and observe their behaviour as they walk to and from school, at lunchtimes and breaktimes, in lessons and when moving along corridors. They see behaviour from a different perspective on public occasions: celebration assemblies, sports day, Christmas productions, etc.

Phase Leaders and SLT will also continually monitor the effectiveness of this policy in planned and unplanned monitoring activities.

The effectiveness of this policy will be discussed at Leadership Team meetings. Overall strategies, general concerns and problems affecting individual children can be discussed at these meetings.

Evaluation of the policy will be by reference to the frequency and severity of incidents of unacceptable behaviour (as recorded on CPOMS). If the policy is effective, children will report bullying less frequently, the behaviour of dysregulated children will improve and classrooms will be more settled working environments for staff and children.

Reviewed July 2023	Sarah Sheepy
Next review July 2024	



## **APPENDIX 1**

### **Zones of Regulation**

'Zones of Regulation' is an approach used to encourage self-awareness and tools for effective emotional regulation. The approach categorises different feelings, based on level of alertness and comfort, into different coloured zones. The Zones framework provides strategies to teach children to become more aware and independent in identifying their feelings, judging the appropriateness of their responses, managing sensory needs and regulating their thoughts, feelings and behaviours.

#### **The Four Zones: Our feelings and states determine our zone**

The **red zone** is used to describe an extremely heightened state of alertness or arousal which often results in intense emotions. A person may be elated, angry, devastated or terrified when in the red zone.

The **yellow zone** is used to describe a heightened state of alertness or arousal which result in elevated emotions. A person may be experiencing stress, frustration, anxiety, excitement or nervousness when in the yellow zone.

The **green zone** is used to describe a medium state of alertness. A person may be described as happy, focused, content or ready to learn when in the green zone.

The **blue zone** is used to describe a low state of arousal or alertness. A person may be feeling sad, tired, unwell or bored when in the blue zone.

A central idea around the zones framework is that there are **no 'bad' zones**. It is important to teach and model to children that experiencing all zones at different times is a natural and helpful experience. The framework focuses on teaching children to recognise and manage their zone, based on their environment and the people around them - separating feelings and behaviours.

#### **Strategies for Emotional Regulation**

When children struggle with self-regulation, it is often the behaviours that we see and focus on. Through the Zones framework, children are explicitly taught to recognise their feelings and manage appropriate behaviours in different situations.

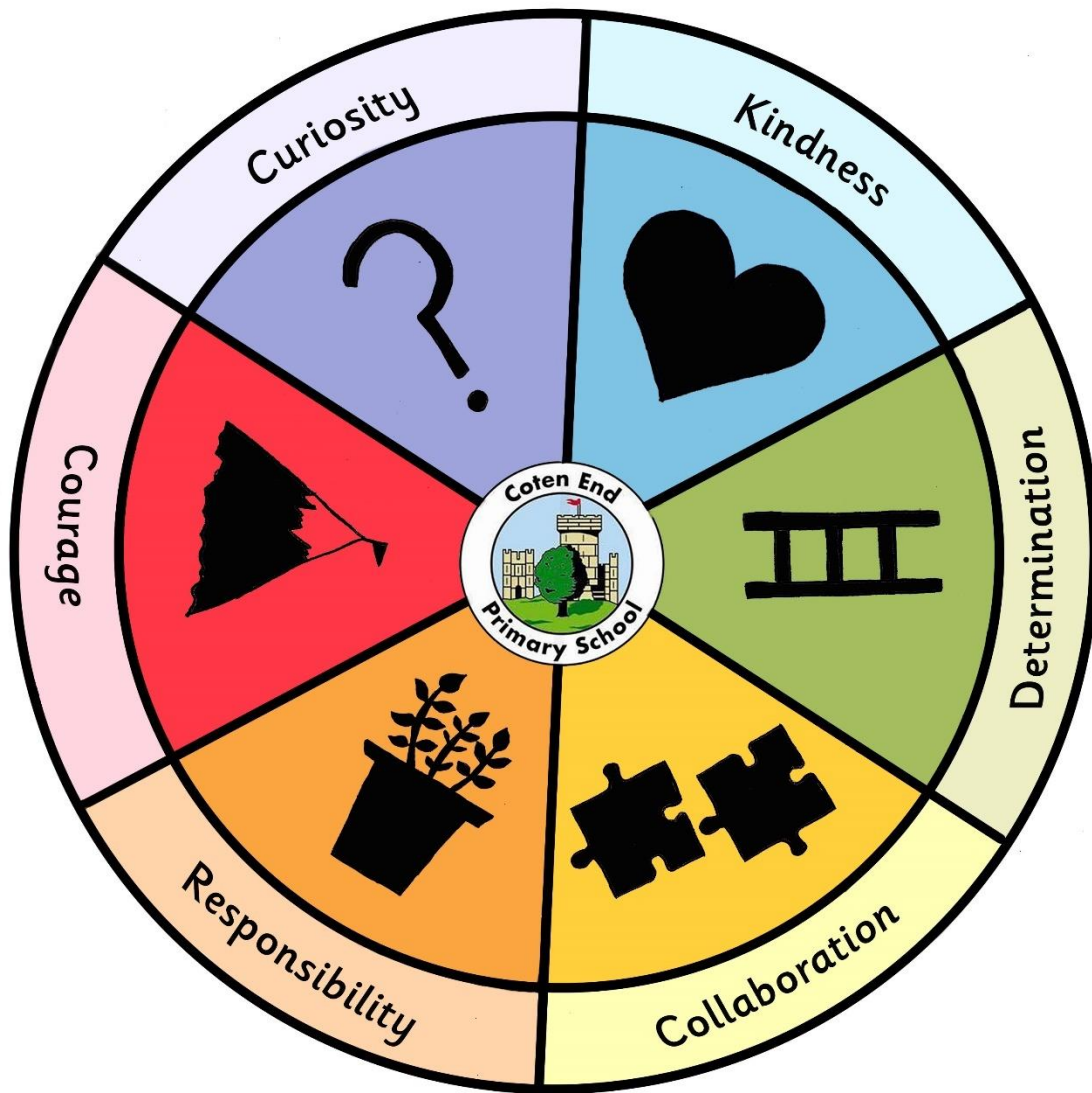
Everyone will experience the zones differently and will demonstrate different behaviours. Equally, children will have different preferences for strategies to move between zones. Frequent modelling and discussing these differences as a class is key, as well as explicit teaching of how to use each strategy properly, so they can eventually be accessed independently.

## APPENDIX 2

### United Nations Convention on the Rights of the Child - UNCRC

 1 DEFINITION OF A CHILD	 2 NO DISCRIMINATION	 3 BEST INTERESTS OF THE CHILD	 4 MAKING RIGHTS REAL	 5 FAMILY GUIDANCE AS CHILDREN DEVELOP	 6 LIFE, SURVIVAL AND DEVELOPMENT	 7 NAME AND NATIONALITY
 8 IDENTITY	 9 KEEPING FAMILIES TOGETHER	 10 CONTACT WITH PARENTS ACROSS COUNTRIES	 11 PROTECTION FROM KIDNAPPING	 12 RESPECT FOR CHILDREN'S VIEWS	 13 SHARING THOUGHTS FREELY	 14 FREEDOM OF THOUGHT AND RELIGION
 15 SETTING UP OR JOINING GROUPS	 16 PROTECTION OF PRIVACY	 17 ACCESS TO INFORMATION	 18 RESPONSIBILITY OF PARENTS	 19 PROTECTION FROM VIOLENCE	 20 CHILDREN WITHOUT FAMILIES	 21 CHILDREN WHO ARE ADOPTED
 22 REFUGEE CHILDREN	 23 CHILDREN WITH DISABILITIES	 24 HEALTH, WATER, FOOD, ENVIRONMENT	 25 REVIEW OF A CHILD'S PLACEMENT	 26 SOCIAL AND ECONOMIC HELP	 27 FOOD, CLOTHING, A SAFE HOME	 28 ACCESS TO EDUCATION
 29 AIMS OF EDUCATION	 30 MINORITY CULTURE, LANGUAGE AND RELIGION	 31 REST, PLAY, CULTURE, ARTS	 32 PROTECTION FROM HARMFUL WORK	 33 PROTECTION FROM HARMFUL DRUGS	 34 PROTECTION FROM ABUSE	 35 PREVENTION OF SALE AND TRAFFICKING
 36 PROTECTION FROM EXPLOITATION	 37 CHILDREN IN DETENTION	 38 PROTECTION IN WAR	 39 RECOVERY AND REINTEGRATION	 40 CHILDREN WHO BREAK THE LAW	 41 BEST LAW FOR CHILDREN APPLIES	 42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
 43-54 HOW THE CONVENTION WORKS	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					

**APPENDIX 3 – VALUES & RULES**



Coten End's Rules					
Be respectful			Be safe		
Coten End's Values					
Collaboration	Courage	Curiosity	Determination	Kindness	Responsibility
Working co-operatively as part of a team to accomplish a common goal.	Choosing to confront something that you find difficult and standing up for what you know is right.	Being inquisitive and having a strong desire to learn something.	Continuing to try when faced with a challenge and not giving up when mistakes are made.	Listening to, feeling and understanding the needs of others and trying to help meet those needs.	Being dependable, making good choices and taking accountability for your actions.

## APPENDIX 4 – PLAYGROUND BEHAVIOUR EXPECTATIONS

### **Be Safe. Be Respectful.**

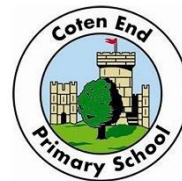
<b>What children agree to do...</b>	<b>Our Rights</b>	<b>What adults will do to realise this right...</b>
<p>We will include other children in our games            We will play fairly            We will use kind hands and words            We will resolve conflicts calmly and fairly            We will look after playground equipment and play with it safely.</p>	<p><b>31 – Leisure, play and culture</b>            Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.</p>	<p>We will make sure we come out on time            We will join in and start games for pupils            We will help resolve conflicts where necessary            We will help anyone who is struggling to find someone to play with</p>
<p>We will help our friends when they are hurt            We will listen to adult instructions            We will look out for friends and tell a member of staff about any unexpected behaviours            We will have kind hands and kind feet at all times            We will use kind, polite words</p>	<p><b>19 – Protection from violence</b>            Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment.</p>	<p>We will be approachable so that children can talk to us            We will support children to listen to each other            We will make sure the environment is safe to play in            We will ensure there is always a first aider outside            We will be vigilant so any problems are spotted quickly</p>
<p>We will invite others to join in our games            We will treat each other fairly, share and take turns</p>	<p><b>15 – Freedom of Association</b>            The right to meet with other children and join in.</p>	<p>We will encourage and motivate children to join games            We will introduce games for children to take part in            We will make sure equipment is being shared fairly</p>
<p>We will treat everyone with kindness            We will treat everyone fairly and equally            We will celebrate and respects everyone's differences            We will treat people how we'd like to be treated ourselves</p>	<p><b>2 – No discrimination</b>            The right to be treated equally, without discrimination.</p>	<p>We will ensure games and equipment are accessible for everyone            We will listen to everyone and treat children equally</p>



### Summary of main expectations:

<b>Be Safe</b>	<b>Be Respectful</b>
<p>We are kind and gentle.</p> <p>We look after playground equipment and play with it safely.</p> <p>We stay in designated play areas and play appropriate games so that we are safe.</p>	<p>We include other children in our games.</p> <p>We resolve any conflict calmly, seeking adult support as required.</p> <p>We listen to each other.</p> <p>We are honest and take responsibility for our behaviour.</p> <p>We line up quickly and quietly.</p> <p>We speak respectfully to all adults and children.</p>

**APPENDIX 5 – SUPPORT PLAN**



Pupil	
Class	
Date	

<b>What is the unexpected behaviour?</b>
<b>Why is it happening?</b>
<b>Targets</b>
<b>Agreed Strategies</b>

Signed: \_\_\_\_\_ (child)

Signed: \_\_\_\_\_ (adult)

## Appendix 6

### Regulation Support Plan

Pupil: NAME

*Brief overview of needs.*

This plan is intended to support \*\*\* in remaining calm and managing his/her feelings appropriately. It will be used by any adult who has contact with \*\*\*\*\* in school.

	Signs of agitation for this pupil		Staff interventions which work for this pupil
0	All Calm Pupil on task and behaving appropriately <ul style="list-style-type: none"> <li>List what this looks like for the pupil</li> </ul>	0	Normal teacher /student interaction <ul style="list-style-type: none"> <li>List the normal interactions for the green zone</li> </ul>
1	Low level behaviours which if left unchecked could escalate <ul style="list-style-type: none"> <li>List behaviours here</li> </ul>	1	Supportive responses (calm and clear) <ul style="list-style-type: none"> <li>List next steps that are successful in supporting a return to calm</li> </ul>
2	Medium level behaviours or non-compliance at previous stage <ul style="list-style-type: none"> <li>List behaviours here</li> </ul>	2	Limit setting responses <ul style="list-style-type: none"> <li>List next steps that support a de-escalation</li> </ul>
3	High level behaviours <ul style="list-style-type: none"> <li>List common behaviours here</li> </ul>	3	High level responses <ul style="list-style-type: none"> <li>Outline the responses that have been successful/are outlined in specialist advice for this pupil</li> </ul>
4	Recovery behaviours <ul style="list-style-type: none"> <li>What does behaviour look like immediately after an escalation? How will we know they are ready to move on?</li> </ul>	4	Recovery responses <ul style="list-style-type: none"> <li>Praise signs of **** calming down</li> <li>Reassure *** that you are ready to listen to ****</li> <li>Allow time to calm down and put things back “do you think you could put the chair back?”</li> <li>Time away from other children to talk with adult (if possible)</li> </ul>
5	Depression After serious incident people can become depressed, may not want to interact.	5	Depression supportive handling responses <ul style="list-style-type: none"> <li>Support and monitor</li> <li>Respond to indication of communication from pupil</li> <li>Show concern and care</li> <li>Do not attempt disciplinary issues at this stage</li> </ul>
6	Pupil ready to respond and communicate	6	Follow up <ul style="list-style-type: none"> <li>Positive listening and debrief</li> <li>May include (edit as appropriate for the child):</li> <li>Verbalise to *** what is going to happen next, including any follow up or natural consequences. Finish with a positive of how **** is going to be reintegrated to the class.</li> <li>***** to have a restorative conversation with anyone affected with an adult accompanying.</li> <li>Recording, reporting and communicating to parents.</li> </ul>