



Relationships and Behaviour Policy

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AIMS

We aim to provide a calm, purposeful and happy atmosphere within school where all achievements are valued.

We will do this by:

- Ensuring that all adults will be welcoming and positive at each session and model a positive, caring attitude and appropriate behaviour in the class and around the school
- Ensuring that mutual respect is fostered in all lessons by using appropriate forms of assertive communication and valuing everyone's contributions
- Taking positive steps to develop good relationships with pupils by listening to and taking a personal interest in pupils
- Setting appropriate learning for pupils in classrooms where children enjoy their learning
- Sharing and celebrating personal achievement
- Working actively to develop self-esteem and self-awareness.

We aim to encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.

We will do this by:

- Teaching rights and responsibilities
- Teaching children to accept and appreciate differences
- Systematically teaching social and life skills that enable children to develop independence and self-discipline
- Teaching children to appropriately express their feelings and emotions
- Using restorative practice principles
- Applying a consistent emotional coaching approach

We aim to have a consistent approach to behaviour throughout the school by providing clear boundaries for acceptable and unacceptable behaviour.

We will do this by:

- Providing clear boundaries by having a clear set of rules and consequences understood by all



- Sharing the rules, routines rewards, sanctions with pupils, parents, all staff and governors
- Applying a consistent emotional coaching approach
- Having a systematic and positive approach to recognise appropriate behaviour

We aim to encourage and value parental involvement and co-operation

We will do this by:

- Informing parents early about their child's behaviour in a constructive way in order to work in partnership to improve behaviour
- Encouraging older pupils to take responsibility for their own behaviour and encourage discussion with parents prior to school involvement to prepare for secondary transition
- Welcoming parents who wish to discuss their own child's behaviour with school

We aim to provide a school environment where everyone feels emotionally and physically safe

We will do this by:

- Being aware of and implementing Child Protection, SEND, RSE, Anti-bullying, Teaching and Learning and Attendance Policies
- Using restorative practice principles

We aim to provide additional and different behaviour support and guidance for pupils with specific needs (linked to other policies)

We will do this by:

- Identifying early those pupils with behavioural, emotional and social difficulties and provide support through Personal Learning Plans (PLPs) and appropriate strategies
- Ensuring that all staff are aware of pupils' strengths and difficulties
- Liaising with appropriate outside agencies

Positive recognition

Teachers will actively seek to recognise positive behaviour in order to encourage all children.

Whole class rewards are used to teach specific behaviours related to the rules.

Non-verbal and verbal signs are used to redirect off task behaviour in all lessons.

Teachers will praise effort and achievement, not attainment.

Communication

Expectations and consequences must be clearly displayed in classrooms so that everyone clearly understands them.



Communication is of upmost importance between **all staff** as some children may require additional support in order to maintain their emotional balance. Strategies, support and contextual information must be communicated clearly to those who need to know.

Support from the SENCO and headteacher will be sought if needed.

Rules

The school has three rules:

READY

RESPECT

SAFE

These provide a very clear expectation of behaviour in our school and are regularly considered to identify acceptable and unacceptable behaviours.

When pupils fail to make the right choice in following the rules, they should accept the consequences. The consequences are sequential and accumulative over the period of one day.

| | |
|---|---|
| Rules | All rules are reviewed with staff and pupils every September and displayed in each class. |
| Rewards | Praise/stickers Positive notes home verbally and through Tapestry, email or Teams Variety of class rewards |
| Consequences All losses can be earnt back and actions for this will be discussed on an individual basis. | <ol style="list-style-type: none"> 1. Warning and discussion 2. Loss of breaktime or golden time in 5 minute increments 3. Loss of 15 minutes or more in a day reported to the headteacher Parents contacted |

Children who need to miss any of their breaktime will accompany their class outside, but not take part in play unless they are required to complete missed learning.

Breaktime and lunchtime consequences

| | |
|--|--|
| Consequences Report to the class teacher if problems have arisen. | <ol style="list-style-type: none"> 1. Warning and discussion 2. 2 minutes time out on the field or playground 3. 5 minutes time out on the field or playground 4. Loss of the remainder of the break or lunchtimes that day 5. Reported to the headteacher. Contact parents |
|--|--|

Any child who is brought inside will need adult supervision.



Behaviour reaching a level 5 consequence will need recording on the whole school tracking system.

Usually, a child will work through the stages if the behaviour they are displaying persists, but there may be certain types of behaviour that merit omission of some stages as they need a greater consequence immediately.

Below is a guidance to support this. (Please note that this is advice, and not set in stone. SLT may choose to adjust to suit individual needs if necessary.)

Step 1 behaviours: Verbal Warning
Not following an instruction
Not listening properly
Poor manners

Step 2 behaviours: Repeat of step 1 behaviour following warning.

Step 3 behaviours: Repeat of step 2 behaviour following warning.

These choices of behaviour go straight to step 4:
Climbing or being somewhere they should not be
Rough play
Petty name calling

Step 4 behaviours:
Repeat of step 1 behaviour following reminder or warning.

These go straight to step 5:
Direct refusal to follow an instruction
Swearing (undirected)
Being disrespectful to an adult (answering back, deliberately ignoring an instruction etc)
Threatening another child
Swearing directly at an adult
Walking off from an adult who is speaking to you
Refusal to co-operate with previous steps

Step 5 behaviours:
Assaulting a pupil or adult
Being verbally abusive towards a pupil or adult
Putting self or others in immediate danger, i.e climbing large gates and fences, attempting to abscond.

These behaviours must be brought straight to SLT.

Pupils will not be asked to apologise but may decide on this action as part of their reflection.

Keeping Parents and carers informed



Parents will not always be informed if behaviour has been successfully managed in school. In the majority of incidences where behaviour has been successfully managed by the child with guidance from the teacher, parents may not be informed. However, where a teacher feels that the behaviour is 'out of character' or becoming more frequent, parents may be invited in to meet with the class teacher or the headteacher. A change in children's behaviour is often an indication of changes at home or with friendships. It can suggest the child is not coping and feeling stressed. The purpose of the meeting would be to establish any underlying causes and identify suitable additional support that may be of help.

The teacher or Headteacher may suggest using outside agencies where they feel more expert advice would be beneficial. Parent's permission needs to be sought to make a referral for support and any engagement with an agency is consensual, unless there are safeguarding implications, in which case school would seek support directly without seeking parental consent.

Personal Learning Plans and Risk Assessments

Children whose social, emotional or behavioural difficulties cause sufficient concern for us to refer them to outside agencies, will have a Personal Learning Plan (PLP) / risk assessment written. This will usually be written by the class teacher, and SENCO, with input from parents and outside agencies. The class teacher and/or teaching assistant will monitor the plan and behaviour reporting system daily. Behaviour trackers may be used.

Severe Behaviour

In cases of severe behaviour; disruptive or harmful behaviour, children will be designated a safe place to calm down. For de-escalation purposes, the child may be removed from the class by staff members, using recognised restraint strategies. The child will be taken to a quiet place to have chance to calm down under the supervision of a member of staff.

Children who persistently refuse to do work or disrupt lessons may be kept in class to complete work during break times or be given the work to complete at home.

Reactive interventions (in the moment). Remember every situation is different.

- Stay calm
- Take a view of the situation
- Reduce the observers
- Send for assistance
- Watch from a distance

In response to severe behaviour, the consequence may be to spend time away from the classroom for a period of time in a supervised area such as the school office whilst completing work set by the teacher. This will always be communicated with parents and involve a restorative conversation before returning to the classroom.

If a pupil leaves the school premises staff are instructed not to pursue them but to attempt to maintain visual contact and report to home and external agencies if necessary.



Physical and verbal abuse, bullying, offensive and derogatory behaviour by anyone in school will not be tolerated under any circumstances.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

Force and restraint

Only in exceptional circumstances will reasonable force be used on a pupil by any adult employed by the school. Staff must not put themselves in physical danger in any circumstances.

Reasonable force can be used to prevent pupils from:

- Hurting themselves or someone else
- Damaging property
- Causing disorder
- It can never be used as a form of punishment.

It is up to your staff to use professional judgement to decide whether to physically intervene. This decision should always depend on the individual circumstances.

Situations where force can be used:

- Remove disruptive children from the classroom where they have refused to follow an instruction to leave the room
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or stop a fight in the playground
- Restrain a pupil at risk of harming themselves through physical outbursts
- Conduct a search for a set list of prohibited items which includes knives and weapons, if you're the headteacher or an authorised member of staff (see the list of items in guidance on searching pupils and confiscation)

This list of examples isn't exhaustive.

Teachers should seek the help of a colleague at all times.

The law forbids any teacher "to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation".

Types of Incidents

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury or significant damage to the property



- Where a pupil is behaving in a way that is compromising good order and discipline, i.e. a pupil behaving in a way that is seriously disrupting a lesson and does not respond to counselling

Reporting Incidents

If any incident occurs which requires physical restraint, the teacher should report it as soon as possible to the Head teacher who will prepare a detailed report of the incident with those involved. Parents will be informed as sensitively as possible and given an opportunity to discuss the situation.

Physical Contact in Other Circumstances

There are occasions when physical contact with a pupil may be proper or necessary for example, some physical contact may be necessary during PE for demonstration purposes or if a member of staff has to give first aid. Young children may need physical prompts or help. Young children often become distressed and need physical contact for comfort. Teachers should use their own professional judgement when they feel a pupil needs this kind of support.



Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.



Appendix 2 Five Steps to Emotion Coaching

Step 1: Being aware of the child's emotions – tuning in

The first step towards helping a child learn about emotions is being aware of what a child is feeling. This awareness begins with you. Adults who understand their own emotions are better able to relate to the child's feelings. Sometimes it's hard to figure out children's emotions. Your job is to try to see the world through the child's eyes and to uncover the emotion. Watch body language and listen closely to identify feelings. Help the child learn about their feelings.

EMOTIONAL AWARENESS What can you do?

- ❖ Recognise when a child is upset, sad, afraid or happy
- ❖ Stand in the child's shoes when they are struggling with an emotion and see things from their perspective
- ❖ Listen during playtime to find clues about what makes the child anxious, scared, proud or happy
- ❖ Share your emotions, when its appropriate
- ❖ CAUTION: children learn emotions by watching YOU and how you handle your own feelings!

Step 2: Recognise that emotions are an opportunity to connect – normalising

Emotions are new and sometimes overwhelming for young children. They need adults to teach them how to handle their emotions in a healthy way.

The best time to teach children about emotions is *during the experience* when the feelings are real. This means sharing the moment of feeling sad or feeling angry with a child *before* those feelings grow to a high level. Talking about feelings helps reduce their intensity. "Talking it out when you are upset" teaches children that issues can be handled when they are small, which is a key problem solving strategy. If children can learn this skill when they are young, they will be better able to manage stress later in life.

CONNECTING What can you do?

- ❖ Pay close attention to the child's emotions – don't dismiss or avoid them!
- ❖ Think of emotional moments as "opportunities to draw closer" to a child
- ❖ Encourage the child to talk about their emotions and try to share in the feeling yourself.
- ❖ Share your own feelings, when it's appropriate.
- ❖ Tell the child their feelings are okay...and then offer guidance in sorting out those feelings. Example; Adult says: "I understand..." *"Tell me how you feel. I've felt that way, too. But you can't hit somebody when you're angry. Let's think together about other things you can when you feel this way."*

Child feels: Accepted and Safe

A child feels valued and comforted when all of their emotions are accepted. They feel emotionally contained by the adult. At the same time, they learn that there are limits on their behaviour when they experience strong feelings. The child receives empathy when upset or angry and guidance in learning to deal with their emotions. They feel comfortable in expressing their emotions and learn to trust their feelings and solve problems.

Listening with empathy



Two of the most important steps we can take to help children deal successfully with their emotions are *listening with empathy* and *supporting a child's feelings*.

Comforting children with their feelings reassures them that they are not alone and lets them know their feelings are okay.

The best way to help children understand their feelings is to put their feelings into words with simple statements. Reflecting children's feelings back to them is extremely comforting (*"Oh, that made you really sad."*) It also helps them feel like someone is 'on their side.' Using reflective listening puts the adult in a better position help the child find a solution to the problem.

LISTENING What Can You Do?

- ❖ Encourage the child to share what they are feeling. (*"Tell me what happened/Tell me what you're feeling..."*)
- ❖ Reflect the child's feeling back to them by saying, "It sounds like you are feeling _____."
- ❖ Don't dismiss emotions as silly or unimportant. Never criticize a child's feelings.
- ❖ Listen in a way that helps the child know you are paying attention and taking them seriously. (*"You didn't like it when he said that to you. That really hurt your feelings."*)
- ❖ Find a way to show the child that you understand what he or she is feeling. (*"So you don't want to play with him any more today. You just want to play by yourself."*)

Step 3: Help the child name emotions - labelling

Children don't always know the words to talk about what they are feeling. They don't know how to make sense of complicated emotions that overtake them, like jealousy, hurt, fear, or worry.

Research shows that when children can name their feelings, they can handle them better. Naming emotions helps different brain areas communicate with each other, which in turn helps children calm themselves. This process is called learning "emotional regulation," which is a critical coping skill needed for managing life's ups and downs.

Naming emotions can be tricky. Children can feel mixed emotions, just like us. It takes a little detective work to identify exactly what a child is feeling. Ask 'door-opening' questions, look for clues in a child's tone of voice, and watch body language. The wonderful thing about children is that they are very, very forgiving. If you try naming an emotion and you're off-base, they'll let you know (*"No, I'm not sad...I'm mad!"*) Children desperately want to be understood, so if you just keep listening, they'll keep trying to make clear to you what they are feeling.

NAMING EMOTIONS What Can You Do?

- ❖ Start to name emotions early—even before a child can talk. (*"Oh, you're really mad!"*)
- ❖ Work very hard to identify the emotions the child is feeling, instead of telling them what they ought to feel
- ❖ Listen in a way that helps children know you are paying attention and taking them seriously



- ❖ Find a way to show the child that you understand what he or she is feeling—don't judge or criticize the emotion

Steps 4 and 5: Set limits and find good solutions

Learning positive ways to express emotions is an important life lesson. The challenge for adults is to accept children's emotions while setting limits on children's inappropriate behaviour.

Setting limits is the first step in any good problem-solving. Once adults have made clear what children shouldn't do, the next step is helping kids come up with what they can do to solve their problem. This teaches children to find their own solution to problems.

Problem-solving can take some practice. First, help the child figure out what their **need** is or what they want. Next, help them **generate their own ideas** about how they could solve the problem: *"What do you think you could do? How could you get someone to play with you?"*

Try not to judge the child's ideas at this point. Lastly, talk about how their ideas will work. Try to **ask 'thinking questions'** rather than making critical comments. (*"How do you think that would work?"* rather than, *"That will never work!"*) Then, help the child **pick an acceptable solution**.

Example: Child makes a hurtful comment to another child in the sandbox. Adult pulls child aside, out of the sandbox.

Adult to child: *"That hurt Timmy's feelings! We don't use hurting words. You sound pretty upset."*

Child: *"I wanted to play with that truck but he got it first."*

Adult: *"You really want a turn with that truck."*

Child: *"Yes!! I saw it first, but he got it. It's not fair! I want a turn!"*

Adult: *"I can see that you're really frustrated! You don't think it's fair that he got it first."*

Child: *"Yeah..."*

Adult: *"You want to play with that truck, too. What could you do to make that happen?"*

Child: *"I could go take it from him."*

Adult: *"Well, that's one idea...do you have any other ideas?"*

Child: *"I could see if he wants to share it...or I could ask him if he wants to see my new hot wheels car."*

Adult: *"Or, you could ask him if you could play with the truck when he's finished....?"*

Child: *"I guess so..."*

Adult: *"Let's see...which do you think you want to try?"*

Child: (Child starts to walk away...towards the other child in sandbox) *"I'm going to see if he wants to play with me.Hey, Timmy, do you want to see my new car?"*

In this example, the child has solved his problem with facilitation from an adult. The adult has named and accepted his emotions, while giving a clear limit on his negative behaviour. The adult encouraged him to figure out what he wanted to do, without imposing her solution. In fact, he showed he felt "finished" by seeming satisfied and walking away from the adult, and no longer feeling upset.

FINDING GOOD SOLUTIONS What Can You Do?

- ❖ Discipline misbehaving children for what they *do*, not for how they feel.



- ❖ Use misbehaviour as a 'teaching time' to help your child understand his emotion: give that feeling a name and explain why the behaviour was unacceptable.
- ❖ When the child has a problem, help them: (1) think about what they want to see happen, (2) think of several ideas for doing this, and (3) pick a solution.

SOME FINAL TIPS:

- ❖ Be patient
- ❖ Avoid making critical, humiliating comments or mocking a child
- ❖ Build on small successes to boost a child's confidence
- ❖ Be aware of a child's needs, both physical and emotional
- ❖ Identify what a child enjoys and what they don't enjoy
- ❖ Avoid "siding with the enemy" when a child feels mistreated
- ❖ Empower a child by giving choices and respecting their wishes



Emotion Coaching Script

Using the 5 Steps of Emotions Coaching and 5 Steps of Problem Solving, how would you work through this scenario with your child? (simplified to 3 steps in grid below)

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|---|
| <p>Recognise the lower intensity emotions, connect with your child, listen empathetically and validate their experience</p> |
| <p>Help child label their emotion</p> |
| <p>Set the limit with problem-solving:</p> |
| <p>a. Set the limit</p> |
| <p>b. Identify goal or motivation of child</p> |
| <p>c. Brainstorm solutions</p> |
| <p>d. Evaluate solutions</p> |
| <p>e. Allow child to choose their solution</p> |



Teaching Children Emotional Literacy

Using varied and complex feeling words will develop powerful feeling vocabularies for children. Here is a list of more complex feeling words that 3-5 year olds who are developing language normally know (Joseph, 2001; Ridge-way, Waters & Kuczaj, 1985).

Labelling a child's affective state allows them to begin to identify their own internal states. This is an important step in learning to regulate emotions (Joseph, 2001; Lochman & Dunn, 1993; Webster-Stratton, 1999).

How many are you labelling for children each day?

| | | |
|--------------|------------|---------------|
| Affectionate | Enjoying | Peaceful |
| Agreeable | Excited | Pleasant |
| Annoyed | Fantastic | Proud |
| Awful | Fearful | Relaxed |
| Bored | Fed-Up | Relieved |
| Brave | Free | Safe |
| Calm | Friendly | Satisfied |
| Capable | Frustrated | Sensitive |
| Careful | Gentle | Serious |
| Caring | Generous | Shy |
| Cheerful | Gloomy | Stressed |
| Clumsy | Guilty | Strong |
| Comfortable | Ignored | Stubborn |
| Confused | Impatient | Tense |
| Cooperative | Important | Thoughtful |
| Creative | Interested | Thrilled |
| Cruel | Jealous | Troubled |
| Curious | Joyful | Uncomfortable |
| Depressed | Lonely | Weary |
| Disappointed | Lost | Worried |



Which Emotional Style Do You Use? (adapted from What Am I Feeling? John Gottman, 2004.)

The “Emotionally-Dismissive” parent/ teacher

Says:

“You don’t need to be sad. It’s not that bad. Put a smile on your face. There’s no reason to be un-happy.”

The child feels:

Ignored or disregarded when she has strong feelings. She learns that emotions are “bad” and need to be “fixed” quickly. She doesn’t learn how to handle her emotions, and has trouble with other children’s emotions.

These children may:

- Feel diminished or dismissed
- Are reluctant to come to you when they feel sad or angry
- Begin to dis-miss their own feelings and the feelings of others

The “Emotionally-Disapproving” parent/ teacher

Says:

“Stop crying! You can’t join us until you stop the crying. I can’t read the story with you crying. Do you want me to call Miss Smith (Head teacher) in to come and talk to you?”

The child feels:

Upset and now that you tell him that he’s wrong, he feels even worse. He feels criticized or punished for showing emotions even when he does not misbehave. He is never taught what to call the strong feelings he has or what to do with them.

These children may:

- Have more difficulty trusting their own judgment
- Feel something is wrong with them
- Have trouble regulating their emotions or solving their problems

The “Emotions-Are-Good-Let-Them-All-Out” parent/ teacher

Says:

“That’s it, just let your feelings out. You can hit and kick the pillow over there.”

The child feels:

Comfortable in expressing her feelings and knows that it’s acceptable to show emotions, whatever they are. But, there are no limits on her behaviour and little guidance as to how to deal with her strong emotions.

These children may:

- Don’t learn to regulate their emotions
- Have trouble concentrating
- Have trouble forming friendships
- Have trouble getting along with other children

The parent/ teacher as “Emotional Coach”

Says:

“Tell me how you feel. I’ve felt that way, too. You can’t hit somebody when you’re angry. Let’s think together about other things you can do when you feel this way.”

The child feels:

Valued and comforted when all of her emotions are accepted. At the same time, she learns that there are limits on her behaviour when she has strong feelings.

These children may:

- Learn to trust their feelings
- Regulate their own emotions
- Solve problems
- Have high self-esteem
- Learn well
- Get along well with others