



# HALSFORD PARK SCHOOL BEHAVIOUR FOR LEARNING POLICY

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# Rational, Aims and Approach

## **Rationale:**

Inclusion and the development of positive social, emotional and learning behaviours are at the heart of our Behaviour Policy.

*“Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.”*

*DFE Behaviour in school, July 2022*

*‘Social and emotional competencies have been found to be a more significant determinant of academic achievement than IQ.’*

*Duckworth and Seligman 2005*

We know and remember that **ALL BEHAVIOUR IS A FORM OF COMMUNICATION**. We understand that unsocial behaviour in children is often communicating an emotional need or a need for support and can be dependant upon the age and stage of the child. Staff work with parents to understand the function of the behaviours and to identify the best ways to work with the child to develop strategies to regulate more effectively and make more prosocial choices. Within this, there must always be clear boundaries and behavioural expectations.

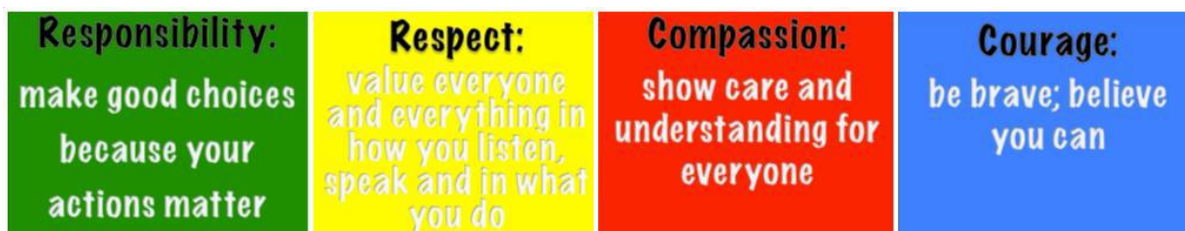
Everyone feeling safe and being able to learn are paramount. We encourage a growth mind-set and believe behaviour can change for the better with the right support. We understand that positive behaviour, like other skills and abilities, is also something that can be learned.

*“You can’t teach a child to behave better by making them feel worse. When children feel better they behave better.” Pam Lee*

If children have their basic needs of food, water and sleep met they can feel safe. If they feel safe by having a secure home life, enough money and feel looked after they can feel love and belonging. If they have strong relationships and know they belong in several setting for example, their family, their class, clubs etc. they will have high self-esteem. This will allow them to enjoy school, communicate well and learn to the best of their ability. Maslow illustrated this well in his hierarchy of needs model. We consider this when thinking about behaviour and what it is communicating in all our children. If one of the steps are missing then it may be problematic for the next to be reached. For more details see: <https://www.verywellmind.com/what-is-maslows-hierarchy-of-needs-4136760>



### Our core values:



Our vision and four core values are at the centre of everything we do at Halsford Park School. They express our ethos, our distinguishing character and our guiding beliefs. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens. As a result, our Core Values drive our positive attitudes and behaviour. They are displayed around the school and in every classroom and are consistently reinforced around the school, as well as in assembly time. Our Core Values support and promote socially acceptable behaviour for all learners, adults and our wider school community within the school.

As a consequence of our implementation of this policy, learners can:

- build strong relationships
- experience what it means to live as a member of an open, generous and forgiving community
- benefit from a calm, safe and secure learning environment
- reflect on and understand that their actions have consequences ~~appraise their actions~~
- learn to take responsibility
- learn they have a responsibility to follow the school behaviour policy and uphold the school's Core Values and contribute to the school culture

*"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress."*

**The Gottman Institute**

The Headteacher will:

- Take responsibility for implementing measures to secure acceptable standards of behaviour.
- Ensure the school's approach to behaviour maintains a high standard
- Visibly and consistently support all staff in managing pupil behaviour through following the behaviour policy
- Provide thorough staff induction, development and support including regular training for staff on behaviour.

Adults in school will:

- model forgiveness and the possibility of restoration and a new beginning in their relationships with both adults and learners
- not tolerate disruptive behaviour and proportionate action is taken to restore acceptable standards of behaviour
- be visibly consistent in approaches using the behaviour steps– not walking by
- benefit from a calm and secure environment in which to teach effectively
- use our Core Values and restorative language to support good behaviour for learning
- build positive relationships with the whole school community – discussing any issues with parents and carers in a timely manner
- consider the reasons why behaviours are being displayed

Parents and Carers are encouraged to:

- be fully informed about and support the school's Ethos, Core Values and the Behaviour for Learning policy
- feel confident that all the decisions regarding behaviour are just, unbiased, and informed by the school's Core Values
- be confident that their child is developing personally, socially and academically
- keep the school informed of any significant events that may affect their child in school – please speak to your child's class teacher first
- support the school in developing appropriate behaviour for the age and stage of the child
- remain vigilant regarding the use of Social Media and Communication Technology

### **Aims:**

To enable learners to experience challenges, succeed in their learning, and have a sense that learning can be fun and relevant to their lives.

To encourage learners to become independent and enthusiastic and willing to take risks. From the earliest opportunity, learners will be encouraged to build tolerance, make good choices and take responsibility.

To provide a balance of support and challenge.

To empower learners so they are able to manage and understand their emotions, to apply thinking between feeling and action, and to increasingly show empathy and understanding to others.

To work as a team with parents and other agencies to ensure the best possible outcomes for our learners by being honest and transparent.

To hold learner voice at the centre of our practice.

To ensure our core values are central to our behaviour for learning approach.

#### **Attachment and trauma aware:**

We support learner's emotional and social wellbeing. We are informed by the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

We know that if a child has difficulties with attachment and trauma (e.g. death, separation, fire, accident etc) it can have a significant effect on their emotional regulation and as a consequence on their learning and behaviour.

Knowledge of social and emotional learning supports the school in planning experiences, activities and opportunities. It also reinforces our understanding that learning happens across the whole day, especially during break times where less structured interactions enable learners to develop their social and emotional learning and apply skills that are vital for healthy development.

We recognise that it is important for adults to understand where a child is in terms of their mental and emotional health and development. We use a detailed assessment tools (for example The Boxall Profile) to assess children who have difficulties with age appropriate behaviour. This approach supports staff with how to differentiate their relationship with learners in order to support their development. If staff understand a child's stage of development they can make changes to the practical activities they plan accordingly in order to facilitate the development of this relationship and encourage development.

To assess a child's strengths and needs we use a comprehensive and flexible reporting tool. This can be used to track changes and developments over time, for both individuals and groups of learners.

Learning to be skilful in relationships and ready for challenges requires experiencing, descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs:

- builds resilience
- decreases the risk of mental illness
- prepares learners to take their place within a community
- equips them to be ready and willing to learn

Life events can introduce episodes, which become interruptions to some learner's development. Being trauma aware allows adults to create a differentiated provision in response to need.

With a programme of continuous development, our vision is for all our staff to receive regular training. Staff will then use this insight to build healthy development, encourage learners to increasingly self-regulate and embed strategies in social and emotional learning and positive behaviour choices.

It is important to remember that behaviour is usually an emotional reaction to a situation. Emotional reactions are governed by many things including emotional schemas that are very difficult to adapt.

Therefore it is important to recognise that some behaviours will be conscious and others will be unconscious. The key is for adults to respond in a supportive way and work with the child to develop emotional intelligence.

Our School and Family Support (SAFS) team provide the expertise and practical support for this approach. A variety of supportive programmes for learners are available and are used in a variety of ways across the school day.

### **Approaches to developing positive behaviours:**

High quality, targeted education which involves learners, builds on success and ensures progression.

All staff have a good understanding of learners. This allows them to adapt tasks and approaches accordingly.

Recognised and planned for social, emotional and academic learning with explicit feedback across the day, within the classroom alongside academic learning and during transitions and break times.

Use of assessment tools and support from external agencies enables a strategic response to individual, group and cohort development, and therefore plan next steps.

Programmes of PSHE, (Personal, Social, Health Economic Education) and Citizenship (called Learning and Life Skills) are used to provide rich opportunities which are part of all areas of school life and learning.

Learners are taught about feelings through the Zones of regulation framework and are encouraged to use their Zones of Regulation toolkits of strategies to regulate their emotions.

Enable learners to take responsibility for themselves and their actions in age appropriate ways.

Reflect on incidents (where behaviour choices that are against our core values) as an opportunity for learning, both for learners involved and for adults planning next steps to repair.

Where need is identified support programmes, creative activities and outdoor learning are incorporated into plans. Any plan of action is agreed and shared in a working partnership with parents and carers.

Individuals with Special Needs to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries that are recognised as fair and consistent for all.

Varying groups and working with different members of our school community to build tolerance and inclusion.

The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries that offer safe containment.

Supporting learners appropriately may require adults to develop and employ new skills and/or strategies.

Learners need to know explicitly what behaviour is expected in different circumstances.

The consequences for appropriate and inappropriate behaviour choices to be agreed and known to all involved.

Using Fixed Term Internal Exclusion or External Suspension may be used as part of our behaviour approach to give clear messages about poor behaviour.

Adults to be observant, open and inclusive, act as role models, particularly in how respect is shown, and co-regulators as needed.

We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development.

Our expectations around behaviour, rewards, sanctions and opportunities for pupil roles and responsibilities are revisited, reviewed at regular intervals and agreed by all. In line with our inclusion approaches, wherever possible, all learners and parents are welcome at our school. Our policy is to support all individuals within our community and action will be taken if features of any behaviour impacts on others or inhibits learning.

### **Mobile Phones**

We understand that as part of growing up and gaining independence, some Year 5 and 6 children like to walk home by themselves or with friends after school. If a child is walking to, or home from school, they may bring a mobile phone in to school if you wish. This will be stored in the classroom and returned to them at the end of the school day in line with our acceptable use policy. If it is reported that a child has not handed in their mobile phone or they have been witnessed using their phone in the school day, a member of staff may search their bag. In circumstances where there may be inappropriate content on the devices, a member of staff may request to view the content of the mobile phone. Parents will always be informed if this action has been taken.

### **Banned items**

Apple Watches or similar devices that are able to send and receive messages or take photographs are prohibited in school. These items will be removed and returned to parents if brought into school.

### **Searching, screening and confiscation**

School staff can confiscate, retain or dispose of pupil's property if deemed appropriate and proportionate – for example a mobile phone or an item bought in from home that is deemed unsafe.

### **Use of reasonable force**

Please see our Positive Handling policy. The use of reasonable force (positive handling) should be limited to emergency situations and used only in the last resort. Section 550A of the Education Act 1996 and DFEE Circular 10/98 allow teachers, and other members of staff at a school who are authorised by the Headteacher, to use such force as is reasonable in circumstances where the pupil may need to be prevented from engaging in behaviours which are likely to cause injury to themselves, others or damage to property. The guidance extends this to maintaining good order and discipline, for both on-site and off- site activities.

Positive handling should only be used when all other strategies which do not employ force have been tried and found unsuccessful **or in an emergency situation.**



# Behaviour Practices & Procedures

*"Classroom management is not about having the right rules, it's about having the right relationships."*

*Danny Steele 2016*

Emotional and learning behaviours are at the heart of our behaviour practices and procedures and approaches. We use our understanding of social and emotional development and learning within all our approaches to behaviour.

## **School Ethos:**

We strive to be an emotionally literate school informed by the latest research. Through this we aim to ensure resilience, good mental health and a readiness to learn.

*'Emotionally literate teachers, who interact with learners in ways that soothe, calm, contain, stimulate and accompany them as they learn, support their pupils to become emotionally literate too. In so doing, they provide the positive interactions that contribute to the development of effective stress management systems in their learners' brains. At best, such teachers/adults contribute to the establishment of 'good-enough' regulating, focussing, meaning making and memory circuitry in the brain.'*

*'Feel The Difference: Learning in an Emotionally Literate School' Lynne Gerlach / Julia Bird (2006).*

We value learning and everyone within our community. The uniqueness and diversity within our staff, pupil and parent body is valued and celebrated. Everyone is a learner. We learn from mistakes. We use courage to communicate our feelings. The school climate aims to create a shame – free learning zone.

Responsibility for one's own learning and actions is valued and expected. It is understood and accepted that all learners have their own emotional needs sometimes and these can be addressed as a part of promoting learning.

The adults in school have an important responsibility to model high standards of behaviour, both in their dealings with the learners and with each other, as their example has an important influence.

As adults (all adults including school staff, parents, governors), we will aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote, through example, honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- show appreciation of the efforts and contribution of all;
- create an environment which recognises and celebrates difference.

*“When little people are overwhelmed by big emotions, it is our job to share our calm, not join their chaos.”*

*L.R. Knost*

### **Classroom Management:**

Classroom management and teaching methods have an important influence on learner's behaviour. The classroom environment gives clear messages to the learners about the extent to which they and their efforts are valued. Relationships between teacher and learners, strategies for encouraging good behaviour, arrangement of furniture, access to resources and classroom displays all have a bearing on the way learners behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. They should also be mindful of sensory stimulation i.e. impactful and purposeful but minimal.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding that will enable the learners to co-operate. Praise should be used sincerely and specifically to encourage good behaviour as well as good work

### **Classroom Practice:**

At the beginning of each academic year, class teachers (in consultation with the learners) will establish the classroom rules and expectations. In our school we use lots of ways to recognise and reward good behaviour choices or examples of following our core values of respect, responsibility, compassion and courage (see more details below).

We use the “Class Dojo” system to record points visually for learners and these are collated for the house award which is communicated to parents via the newsletter. It is our way of communicating these positive moments with our families about what is happening inside our classrooms and school. This approach is also celebrated in the classrooms.

**Dojo points - once earned are never removed.**

### **Classroom Rules, procedures and expectations:**

Rules and procedures should be designed to make clear to the learners how they can achieve acceptable standards of behaviour, underpinned by our four Core Values.

Rules and procedures should:

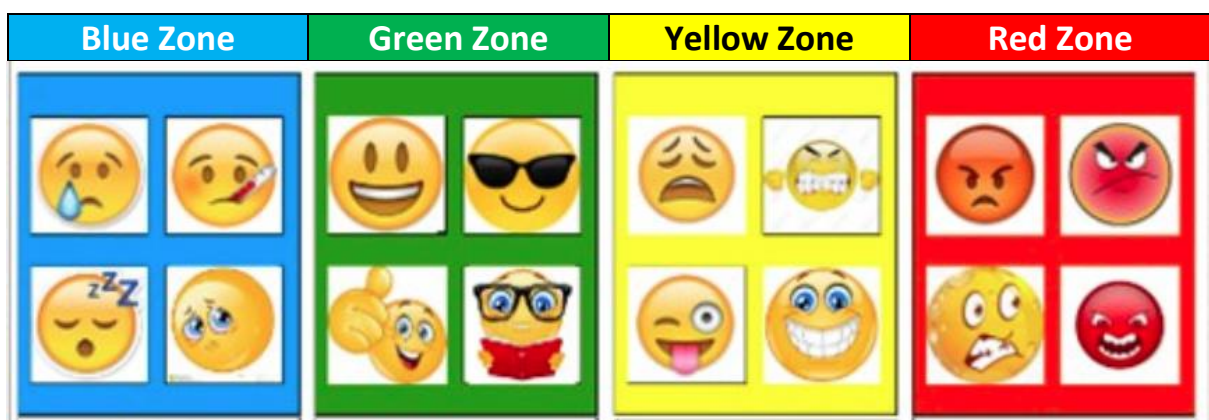
- be kept to a necessary minimum;
- be positively stated, telling the learners what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be linked to the core values

- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole

The revisiting of our ~~Great~~ Expectations of behaviour regularly is vital for them to remain important and relevant. This will be done via assemblies, class forums and discussions with groups e.g. school council and individuals.

All adults work in partnership to consistently model, reinforce and support our expectations. Adults act as co-regulators, develop learner's insight and language of sensations and emotions, building understanding of self within a community based on inclusion and tolerance.

Staff help learners to understand their emotions in more depth and the influence emotions can have on our actions. We discuss this using the framework of Zones of Regulation – see visuals below.



Learners are taught that all zones are ok. They are encouraged to develop their own individual toolkit of strategies to regulate their emotions that they can draw upon when they feel in a certain zone. It is important that adults don't say things like, "What would help you get back to green?" as this implies the other zones are not desirable. Each emotion has its function. Below is an example of a toolkit.

I am feeling in the  <b>Blue Zone</b> 		I am feeling in the  <b>Green Zone</b> 	
I might feel	What might help me	I might feel	What might help me
Sad 😞 Tired 😴 Lonely 😞 Bored 😞 Sick 🤒 Hurt 😞 Slow Energy 🐢	Rest 😴 A drink 🥤 A snack 🍪 Fresh air 🌳 A cuddle 🤗 Speak to a grown up 💬 Play a game ⚽	Calm 😌 Happy 😊 Friendly 🤝 Safe 😊 Loved 🥰 Able to think 💭 Able to Learn 📖 In control of my choices 🚦	Being aware of my feelings changing 💭 Remembering if I slip into another zone I can use my strategies to help me 😊
I am feeling in the  <b>Yellow Zone</b> 		I am feeling in the  <b>Red Zone</b> 	
I might feel	What might help me	I might feel	What might help me
Frustrated 😡 Worried 😟 Loud Voice 🔊 Over Excited 🤪 I play too rough 🦊 Nervous 😰 Less Control 🚦 I want to say mean words 🐒	Quiet time 🧘 Peanut Ball 🥥 A drink 🥤 A snack 🍪 Deep breath 😊 Fresh air 🌳 Say how I feel 💬 Make a deal 🤝 Role play 🎭 Count to 10 123 Weighted blanket 🛏	Angry 😡 Scared 😱 I want to cry 😭 Unsafe 😟 I want to scream 🗣 I want to run 🏃 I want to hit 🖐 Out of control 🚦	An adult nearby 👤 Going to my safe place 🏠 Kind words ❤️ Quiet voices 🗣 Time to calm ⌚ Deep breath 😊 A squishy hug 🤗 when I am ready

The Zones of Regulation was developed by Leah Kuipers and there is more information on this website:

<https://www.zonesofregulation.com/learn-more-about-the-zones.html>

Social times, such as play and lunchtimes, are an important part of our school provision with the following aims:

- to develop social skills;
- to have the opportunity to interact, build tolerance and inclusion;
- for the enjoyment of positive play;

- to be healthy – to have fresh air, exercise and the opportunity to relax
- for the opportunity to explore and play with adults and peers in a less structured, positive environment

Our positive approaches to behaviour involve us 'noticing' and 'promoting' good choices, being explicit in descriptive praise and providing reward as reinforcement for the promotion of positive and safe play. Clear expectations and boundaries are enforced to ensure that all learners feel safe and any unsafe behaviour is addressed.

### **Rewards:**

Our emphasis is on praise and rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping learners to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Staff know learners well and will adapt this according to the individual's needs. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for learners. Rates of praise for behaviour should be as high as for work. It should always be specific.

To praise, promote and reward positive behaviour, we use a range of rewards including;

- Verbal feedback / praise
- Non-verbal feedback *e.g. thumbs up gesture, smile*
- Dojo Points
- Certificates
- Certificates in celebration assembly
- Headteacher awards
- Core Value Stickers
- Contact with parents – notes, emails or telephone
- Recognition in the school newsletter
- Website
- Share good choices with other adults for positive reinforcement
- Whole class reward time

Rewards will be tailored to the age and stage of the class. Staff will use their professional judgement to decide what methods will be most motivating for their learners.

Class teachers are given autonomy over the strategies used for their class reward system within the following boundaries:

- There are individual and class rewards
- Rewards are bespoke and clear to all
- Any reward time is planned and purposeful
- Rewards must be engaging and motivating

To ensure equity and quality, at the beginning of each academic year each class teacher reports their planned rewards to the Headteacher.

It is important to note that some learners will struggle with rewards. What we are asking them to achieve may be beyond their developmental stage or the lack of reward may bring about a feeling of shame. Rewards can also become a threat, for example, if you don't tidy up you won't get a dojo. Some children may compare themselves unfavourably with others depending on the rewards they achieve or become anxious about reward systems. Therefore we recognise that reward systems are not appropriate for all children and appropriate adaptations may be made.

We recognise that there may be times when a pupil shows undesirable behaviour which has negative natural consequences. This behaviour may or may not be a deliberate choice. Whatever the reason, the reflection is the most important part of the process – see more information below. No blanket whole class consequences will be used.

# Responses to Challenge Poor Behaviour and Support Learners

## **Initial Responses**

Reminders and warnings are used first. The manner in which they are given will be considered and adapted to best meet the needs of the individual child, so as to avoid creating shame or anxiety. If these warnings are frequent they will be asked to reflect with an adult – this will involve a conversation that asks the child to think about their actions, the impact on others and what they will do differently next time (see reflection sheet in appendix 5). All children are different so the number of reminders given will depend on the individual child.

We believe that the importance of ‘relationship’ within the school community should not be underestimated. Where reflection is required ideally this should be done with the class teacher present. This is because they have the closest relationship in school with the learner and can support them going forward. Reflections are carefully managed to ensure they have minimal impact on everyone’s other learning.

By contributing to a safe, structured, open-hearted and stimulating sequence of interactions the adult can literally engage the child or young person’s brain capacity for emotionally connecting, thinking, memory functions of retention and retrieval, problem solving and meaning-making.

Some learners may have additional needs. This does not mean that our expectations are lowered but it does mean our response may be adapted, for example instructions may need to be repeated, visual supports used or additional chances to make good choices provided.

We use a range of strategies to interrupt poor behaviour choices including;

- Emotion coaching
- Comic strip conversation
- Classroom breakout spaces
- Sensory breaks
- Calm spaces in school
- Time in (time given to regulate with an adult to help them by co-regulating – this may be used in class or during playtimes – see more detail below)
- Use of Learning Mentor sessions
- Change of environment with a supportive adult
- Social stories
- Run card to allow for physical activity to aid regulation
- ‘Help’ card to initiate a change of face or space (see appendix 9 for more details)
- Awareness that there may be some spaces in school that create high anxiety e.g. head’s office – these will be avoided where necessary

If a learner is struggling to follow instructions despite repeated reminders and warnings, “time in” is used to help the learner calm and regulate their emotions. The learner is brought closer to an adult in the classroom and has some dedicated time with them. The rationale behind this is that the adult can help the child to regulate by co-regulating – this means helping the child to manage their emotions. Time in should be used for as long as it takes a learner to regulate.





Showing **COMPASSION** -  
show care and  
understanding for  
others - be kind and  
caring, look after  
others, think about  
the views of others,  
accept difference



Showing **RESPECT** -  
valuing everyone and  
everything in how you  
listen, speak and in  
what you do



Showing **COURAGE** -  
being brave and  
believing in yourself -  
push yourself to be  
the best



Showing **RESPONSIBILITY** -  
making good choices  
because your actions  
matter - follow  
instructions, get on  
with your work, reflect  
and improve



Reminder (1 Reminder)



Warning- Last chance to change behaviour



"Time in" to Reflect and repair (co-regulation with an adult)



"Time" in with a leader - reflect and repair – parents informed



Internal exclusion – work in another room in school. – logged and letter to parents



Parents called into school to help calm



External suspension - not allowed in school, work at home



Emotion coaching is used throughout interactions. This strategy was developed by a psychologist called Dr John Gottman (1996). He identified that learners who were helped by adults to understand the different emotions they experience, why they occur and how to handle them were better able to control their impulses and delay gratification, self soothe when upset, have better attentional capacity and increased motivation, performed better academically and were better able to function in social relationships.

School staff have received training in using this method with learners. We use it to process through 3 stages:

1. validating, labelling and empathising with the emotions a learner is experiencing
2. setting limits for acceptable behaviour
3. problem solving to find solutions with learners

Our aim is to give support and opportunities for learners to change their choice and show they have learned. However, if they show no willingness to do so, then a consequence will follow as we believe that adults' holding consistent boundaries ensures our school feels calm and safe.

When a child is displaying inappropriate behaviours we recognise that each situation will be absolutely unique to the child and therefore the response needed will be unique also. The situation and the factors involved will be considered carefully and responses will be made usually following a professional discussion. At every stage we will also maintain close communication with parents and carers.

#### **Next Steps:**

Where a need has been identified the school may also put steps in place to scaffold a pupil who is at risk of not being able to manage their choices appropriately. We may use behaviour plans (see appendix 10 for more details) to ensure:

- extra support is structured and planned
- everyone knows the appropriate steps
- a consistent approach is followed
- adults feel supported

#### **More serious incidents:**

There are some situations that will provoke a more severe response from school. If a child deliberately commits any of the following, they may be given an immediate exclusion at the Head Teacher's discretion following a full investigation:

- Physical assault against a pupil
- Physical assault against an adult
- Physical aggression, verbal abuse, derogatory language (including name calling) / threatening behaviour against a pupil
- Physical aggression, verbal abuse, derogatory language (including name calling) / threatening behaviour against an adult
- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Racist abuse
- Damage
- Sexual misconduct
- Theft
- Persistent disruptive behaviour

Fixed Term Exclusions may be either Internal where the pupil will attend school but learn away from their class (for an agreed period of time) or an External suspension, which requires the pupil to undertake their learning off site. In the case of an external suspension, this will be registered with the local authority. All exclusions will be appropriate according to age and stage of the child.

Following suspension, the learners and parents will be called to a 'reintegration to school' meeting and a behaviour support plan will be initiated where appropriate. . Parents are always informed by standard letter if an internal exclusion or external suspension has been given.

Throughout all our responses to behaviour, we recognise that our partnership with parents and carers plays a vital role in ensuring good outcomes for learners. We will work, wherever possible, in agreement and consult fully on actions and next steps.

It is imperative to recognise that behaviour is never black and white and so often discussion is required to decide on next steps. All staff need to remember to use members of the team to support their thinking and decision making.

If an incident occurs at the end of a day the consequence will happen on the following morning. In some cases where this will be detrimental we will consider alternatives for example a conversation after school so that the incident can be closed and a fresh start made the next day. This is especially applicable if incidents happen on the last day of the term – carrying something over a holiday would be detrimental for mental well-being of all involved.

In very exceptional circumstances it may be necessary for alternative provision to be sought. In these cases we formulate a personalised approach, working closely with West Sussex outside agencies.

Link to DfE suspensions and exclusions guidance: <https://www.gov.uk/government/publications/school-exclusion>

### **Follow up after incidents**

We acknowledge that incidents can have a wide reaching effect of other members of the school and so the following strategies may be used to follow up after an incident:

- talking to individuals involved
- if appropriate talking to the whole class and encouraging them to ask questions
- explaining the consequences to all involved so they know action has been taken
- reflecting back to the core values – not normalising poor behaviour
- understanding that emotions are strong, real and effect behaviour
- acknowledging that some behaviour is not ok
- acknowledging we all need help to regulate even as adults
- explaining that learners can help each other

It is recognised that repairing significant relationships following an incident is especially important. For example if a pupil has hurt an adult and so been given an internal exclusion, then time will need to be made for the pupil and adult to repair their relationship by, for example, playing a game together before the return to class. Being asked to apologise can be really shaming, so any act of putting right damage done should be accepted e.g. the child could make them a card/draw them a picture/lend them something/ask

them to play/write them a note. When relationship repair is needed, an adult often has to take the lead as the child cannot/does not know how to or feels too bad to do so.

*“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.”*

The Gottman Institute

**A behaviour review will take place at least annually to scrutinise the effectiveness of the school’s approaches.**

### Reporting behaviour to Parents.

As a school we expect pupils to have at least good, but ideally an excellent attitude to learning as outlined below. In Years 1-6, we report on behaviour for learning through Autumn and Spring term Report cards and in our End of Year Report. This is in addition to our Family Learning Conference conversations. We scale the children based on the below grading based on their ‘Attitudes to Learning’ as outlined below. Teachers will always contact parents if there are any concerns regarding pupils’ attitudes to learning or behaviour to work in partnership to ensure these attitudes improve.

<b>*Attitude to Learning</b>		
1	Excellent	Your child always shows an enthusiastic attitude to learning and attends class keen to be involved and contribute to group or paired work. Your child is actively involved in lessons, always completing classwork to the best of his/her ability. Your child’s behaviour sets a good example at all times and actively supports the other children to learn.
2	Good	Your child shows a positive attitude to learning and attends class ready to be involved and often contributes to lessons. Your child always completes the learning, usually to the best of his/her ability. Instructions of the teacher are promptly followed and they remain focussed throughout the lesson. This means the other children are also able to learn.
3	Needs to improve	Your child usually responds to teacher directions and work co-operatively, but may sometimes be slow to start class OR your child complete tasks but not always to the best of their ability OR your child occasionally disrupts lessons by talking or calling out. This behaviour can sometimes make it difficult for others to learn.
4	Cause for concern	Your child rarely shows enthusiasm for learning and may only do the minimum level of work OR your child regularly is slow to start work OR regularly off task in class OR often fail to finish work OR regularly disrupt teachers – for example, talking, calling out. This behaviour disrupts the lesson and spoils other children’s learning.

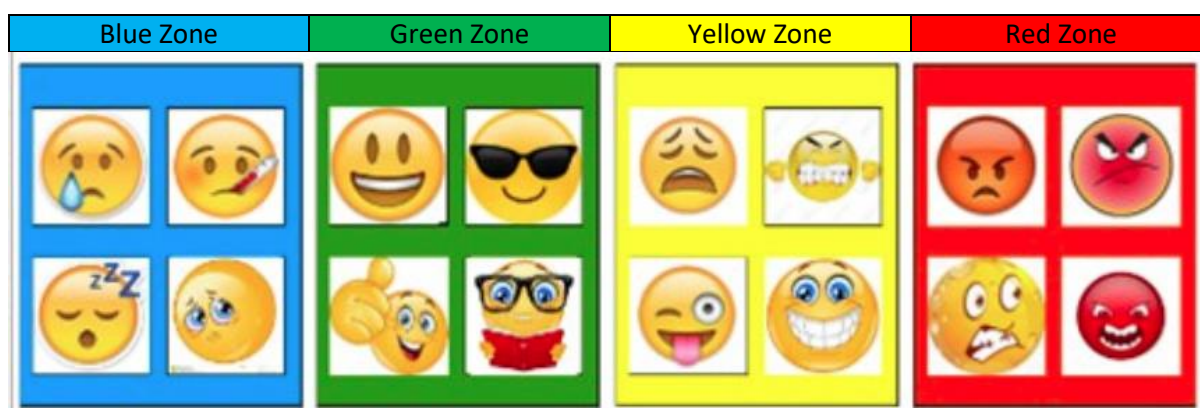
## Appendixes

### Appendix 1 – Zones of Regulation

***“Life is 10% what happens to us and 90% how we react to it.” Charles Swindoll***





We use the Zones of Regulation to teach learners about their emotions and how they can regulate them using different strategies. There are four zones into which emotions are arranged. These zones help learners to explain how they are feeling, for example, “I am feeling blue today because I slipped over on the playground.”

The work we do in Learning and Life Skills helps the children to understand their emotions in more depth and the influence emotions can have on our actions.



Children are taught that all zones are ok. It is important that adults don't say things like, “What would help you get back to green?” as this implies the other zones are not desirable. Each emotion has its function. They are encouraged to develop their own individual toolkit of strategies to regulate their emotions that they can draw upon when they feel in a certain zone. For example, when they are feeling yellow, they might get up from their seat walk to the sink and have a drink whilst looking out of the window and connecting with nature for a moment. Below is an example of a toolkit.

<div>  <div> I am feeling in the  <b>Blue Zone</b> </div>  </div>		<div>  <div> I am feeling in the  <b>Green Zone</b> </div>  </div>	
I might feel	What might help me	I might feel	What might help me
Sad 😞	Rest 😴	Calm 😌	Being aware of my feelings changing 🤔
Tired 😫	A drink 🥤	Happy 😄	Remembering if I slip into another zone I can use my strategies to help me 😊
Lonely 😞	A snack 🍪	Friendly 🤝	
Bored 😞	Fresh air 🌳	Safe 🛡️	
Sick 🤢	A cuddle 🤗	Loved 🥰	
Hurt 🤕	Speak to a grown up 💬	Able to think 🤔	
Slow Energy 🐢	Play a game 🎮	Able to Learn 📖	
		In control of my choices 🚦	












I am feeling in the Yellow Zone 		I am feeling in the Red Zone 	
I might feel	What might help me	I might feel	What might help me
Frustrated 😞	Quiet time 	Angry 😡	An adult nearby 
Worried 😟	Peanut Ball 	Scared 😨	Going to my safe place 
Loud Voice 🔊	A drink 	I want to cry 😭	Kind words ❤️
Over Excited 🤪	A snack 	Unsafe 😬	Quiet voices 
I play too rough 🤪	Deep breath 😊	I want to scream 	Time to calm 
Nervous 😰	Fresh air 🌳	I want to run 	Deep breath 😊
Less Control 🚦	Say how I feel 	I want to hit 	A squishy hug 
I want to say mean words 	Make a deal 	Out of control 🚦	when I am ready
	Role play 		
	Count to 10 		
	Weighted blanket 		

The Zones of Regulation was developed by Leah Kuipers and there is more information on this website:

<https://www.zonesofregulation.com/learn-more-about-the-zones.html>

Appendix 2 - Visual tool for classroom to show steps to address poor behaviour

## Halsford Park Behaviour Support Steps

 <p><b>Showing COMPASSION -</b> show care and understanding for others - be kind and caring, look after others, think about the views of others, accept difference</p>	 <p><b>Showing RESPECT -</b> valuing everyone and everything in how you listen, speak and in what you do</p>	 <p><b>Showing COURAGE -</b> being brave and believing in yourself - push yourself to be the best</p>	 <p><b>Showing RESPONSIBILITY -</b> making good choices because your actions matter - follow instructions, get on with your work, reflect and improve</p>
	<b>Reminder (1 Reminder)</b>		
	<b>Warning- Last chance to change behaviour</b>		
	<b>"Time in" to Reflect and repair (co-regulation with an adult)</b>		
	<b>"Time in " with a leader - reflect and repair – <u>parents informed</u></b>		
	<b>Internal exclusion – work in another room in school. – <u>logged and letter to parents</u></b>		
	<b>Parents called into school to help calm</b>		
	<b>External suspension - not allowed in school, work at home</b>		



Appendix 3 – Last Chance Script (Warning – Last Chance to change behaviour)

Speak to the learner ~~privately~~, suggest looking at the Zones of Regulation (display and or individual toolkit) and give them a final opportunity to engage.

Offer a positive choice to do so, and refer to previous examples of good behaviour.

Use the 30 second intervention comments.

*I noticed that you are...(having trouble getting started/struggling to get going/struggling with playing kindly).*

*The expected behaviour you have not shown is...(be kind and loving/be the best you can be/be respectful to everyone and everything).*

*You have chosen to (move to another seat/catch up with your work later).*

*Do you remember last week when you...(got that positive note/received a Dojo/did that fantastic learning).*

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

*You need to...*

*I expect...(to see your table tidy in 2 minutes)*

*I know you will...*

*Thank you for...(give them take up time)*

Appendix 4 - Reflection sheet –**REFLECT AND REPAIR SHEET**

This sheet should be used as outlined in our behaviour policy to assist in the process of reflection and repair. It must be completed through a conversation with the child. The adult leading the conversation will scribe. The child be given opportunity to calm before the conversation – use the blue boxes to plan this time together.

**Name:**

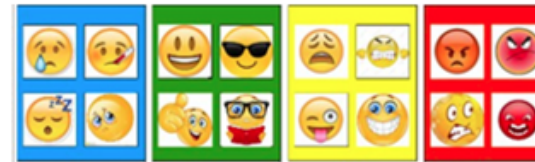
**Class**

**Date:**

Now...until	Next (adult to choose transition activity)...until	Then
Reflect and repair (when ready co-regulate first) We can have breaks if they are needed.	This is an opportunity to do an activity to further calm. For example: sorting, walking, listening to calming music.	Once you are feeling calm you can go back to your learning in the classroom.
Complete this sheet <b>until</b> it is finished.	_____ until _____	Back to learning until _____

**REFLECT**

I can see you are feeling.....



Can you explain or draw what happened so I can understand?

Who else might be having big feelings about this?

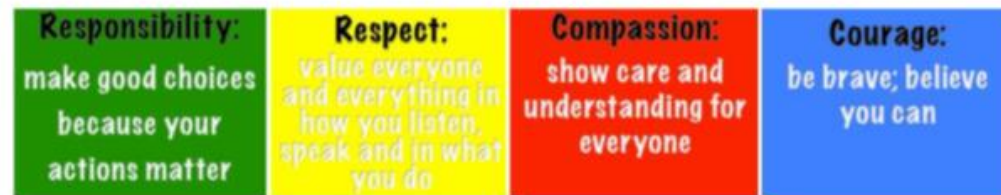
Who else could help with these big feelings? (teacher, parent)



**REPAIR:**

How can we make this better for everyone? Repair?

Let's learn from this, in the future I will remember...



How are you feeling now?



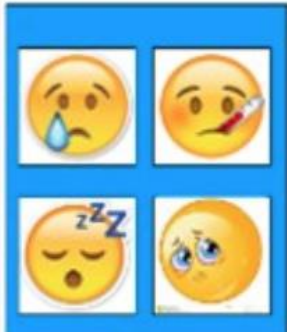



Refer back to Now, Next and Then at the top

Signature (pupil).....

Signature (adult).....

Appendix 5 - Emotion coaching – script

<b><u>Emotion Coaching Script</u></b>	
<b>Validate, Label, Empathise</b>	
<p>I can see you... (appearance - fidgeting)</p> <p>I wonder if you are feeling...(name emotion)</p> <p>I'm trying to understand how you are feeling</p> <p>It is normal to feel like that/It's ok to have those feelings</p>	
<b>Set Limits</b>	
<p>I'm worried that you are not showing our values and this means...</p> <p>Everyone needs to be safe so...</p>	
<b>Problem Solve</b>	
<p>What would help you now?</p> <p>Maybe use Zones of regulation toolkit</p> <p>(Give ideas if they can't think of anything, When I'm feeling... I like to ... or compare to another situation when they have been successful)</p> <p>Let the child choose the way forward</p>	

Blue Zone	Green Zone	Yellow Zone	Red Zone
			

### Appendix 6 - Restoration script

Using restorative questioning/debrief:

- What happened?
- What were you feeling/thinking at the time?
- What do you think/feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and others?
- Which Core Value/Behaviour Expectation has not been followed?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

**These questions are always neutral and non-judgemental; they are about a child's behaviour and its effect on others. It should also be noted that for some learners, these questions will need to be asked when they are calmer and therefore not necessarily at the time of the dispute. It should be noted that 'Why' questions should not be used. It is the responsibility of the adult initially dealing with the incident to organise who will be carrying out the restorative questioning/debrief.**

In situations where a learner refuses to admit not following our Core Values and Behaviour Expectations, an investigation will take place to ascertain witnesses' accounts. A decision of a consequence will be made on a balance of probabilities. There may be natural consequences, for example a learner who gets cross and tips a table up and his friend's lunch goes all over the floor may experience the natural consequence of his friend being upset or cross with him/her.

## Appendix 7 – Examples of policy application

Behaviour	Example	Consequence
Talking over the person speaking	Interrupting when someone else in class is talking	Reminder
Not following instructions	Everyone go and sit down – learner does not sit down	Reminder
Continuing to talk over the person speaking	Interrupting when someone else in class is talking following a reminder	Last chance
Continuing not following instructions	Everyone go and sit down – learner does not sit down despite a reminder	Last chance
Repeatedly not following instructions	Everyone go and sit down – learner does not sit down despite a reminder and a warning	Time in
Talking over the person speaking despite warnings	Interrupting when someone else in class is talking following a reminder and a warning	Time in
Repeatedly throwing objects on purpose	Throwing several different objects	Time in with a leader
Unsafe behaviour	Walking away from an adult who is giving an instruction and going to an area that is out of bounds or physical altercation.	Time in with a leader
Hurting another (child or adult) on purpose	Walking over to a group and throwing a stick at them deliberately	Internal exclusion
Swearing directed at someone or a group	Swearing at another child in the lunch hall	Internal exclusion
Actions which deliberately and repeatedly distract others from learning	Banging on the windows of a classroom from the outside	Internal exclusion
Does not engage in internal exclusion	Refuses to follow instructions or do any work despite chances	Parents called in
Behaviour within internal exclusion continues	Continues shouting, throwing objects	Parents called in
Non-engagement in internal exclusion despite parent being called	Parents are present but will not settle to work and continues behaviour	External exclusion
Deliberate repeated violence towards others	Punching another child on more than one occasion	External exclusion
Deliberate extreme violence towards others which results in injury	Head butting another child which results in broken skin and bruising	External exclusion
Persistent refusal to follow instructions which results in unsafe situations	Running into out of bounds areas despite numerous previous warnings and clear understanding	External exclusion

It is important for parents and carers to remember that the adults in school use their professional judgement to make decisions about consequences **sanctions**. **Parents and carers may not have all the information and so need to trust that the adults in school make careful and reasoned judgements.** We will listen to all views. So if you need extra information please just ask. An effective behaviour for learning policy relies on all adults working together and supporting each other. Permanent exclusion is only used in very rare cases – see West Sussex guidance - <https://www.westsussex.gov.uk/education-children->

## Appendix 8 – Behaviour Overview Record

# Behaviour Overview Record

If behaviour becomes more of a concern use the chart below to record behaviour using symbols and notes. It is helpful to record what happened before, during and after to enable the identification of any patterns. See example on the next page. If we can identify patterns we can plan prevention strategies. The purpose of this record is to create an overview for analysis it is not to be shared with the child as they are likely to feel shame for the incidents. Although with older learners it can be shared in a careful supportive way as they may have ideas for prevention.

	Monday	Tuesday	Wednesday	Thursday	Friday
Settling time					
Activity 1					
Activity 2					
Break					
Activity 3					
Activity 4					
Lunch					
Activity 5					

Activity 6					
Home time					

Example:

	Monday	Tuesday	Wednesday	Thursday	Friday
Settling time	Pushed A for something he said.	ok ✓	Pushed in line upset N.	Hit A.	Argument with N.
Activity 1	Phonics ✓	Phonics ✓	Phonics ✓	Phonics ✓	Phonics ✓
Activity 2	Reading comp ✓	Maths ✓✓	Reading ✓	Maths ✓✓	Reading ✓
Break	Argument with R re game - hit	ok ✓		Argument with A.	ok ✓
Activity 3	Maths ✓✓	Reading ✓✓	Maths ✓✓	Reading ✓✓	Maths ✓✓
Activity 4	Writing ✓	Writing ✓	Writing ✓	Writing ✓	Writing ✓
Lunch	Wobbled over game but ok.	Support needed but ok	Argument with N.	Pushed S	Upset over argument.
Activity 5	PE - upset re activity pushed S	Experience ✓ ↓	Experience Pushed N. ↓	ICT ✓✓	Experience ✓
Activity 6	Experience ✓	↓	↓ ✓ OK	Art - wobbled with N but managed	PE - pushed N.
Home time	Argument in cloak room - pushed	ok ✓	Upset in line	Pushed S in cloakroom	Shouted at Mrs A.

Structured learning times are positive.

Unstructured times eg. breaks are difficult. Next step - plan strategies to support.

# Behaviour Overview Record – Half Termly View

If behaviour becomes more of a concern use the chart below to record behaviour using a tally to show the behaviour. It is helpful to record what happened to enable the identification of any patterns. If we can identify patterns we can plan prevention strategies. The purpose of this record is to create an overview for analysis it is not to be shared with the child as they are likely to feel shame for the incidents. Although with older learners it can be shared in a careful supportive way as they may have ideas for prevention.

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1					
Week 2					
Week 3					
Week 4					
Week 5					
Week 6					
Week 7					
Week 8					



### **Appendix 9 – Serious incident – actions to consider**

There are some situations that will provoke a more severe response from school. If a child deliberately commits any of the following, they may be given an immediate exclusion at the Head Teacher's discretion following a full investigation. For example: physical assault, verbal abuse / threatening behaviour, bullying (including cyber bullying and online abuse) and racist abuse, damage, sexual misconduct, theft, persistent disruptive behaviour

#### **ACTIONS TO CONSIDER:**

Full investigation – talk to all parties involved – children and staff

Which level of exclusion is appropriate?

Inform parents

Follow up with parents after the incident if appropriate to ensure they have all the information they need to discuss the incident with their child

If external exclusion has been followed ensure reintegration meeting has been arranged (remember to consider balancing discussion about the incident and fresh start – not beneficial for mental well-being for incidents to be carried over a weekend or holiday – see section on serious incidents in main part of the policy).

What next steps are required to support the child?

E.g. Extra visuals, outside agency support, alternative provision

Debrief with class or individuals – explain what the consequences are. Reflect on core values. Consider emotional impact. Any concerns? What support if any is needed? How can adults and children help each other?

What support can be offered to staff?

Do parents need any support?

Consider offering an Early Help Plan

What repair is necessary when children return to the classroom?

*“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.”*

**The Gottman Institute**

### **Appendix 10 – Examples of Repairing**

Acknowledge the mistake

Take responsibility

Think about how to do things differently next time

Apologise verbally

Apologise in writing – making a card

Tidying up

Completing work (this may be done in the child's own time but we recognise that breaks from work are also imperative)

Doing something kind

Listen to the person you have hurt

### **Appendix 11 – Help Card**

#### **Rationale:**

Learners sometimes feel uncomfortable asking for help or can't find the words with a particular adult. They may need a change of face or space. A particular adult maybe the problem and they don't feel that person can help. They may hate an area of the school and someone has asked them to work there. The card is a way of communicating that they need help from someone – the card helps them to initiate this conversation, which can be the hardest part. Communication Key Cards are designed to alleviate this difficulty and support learners in making this first contact. They also give learners choice of who they talk to. Not all learners will need this support but by offering it to **all** it becomes accepted and available.

#### **How they work:**

1. Cards (see below) are printed and laminated
2. They are displayed in classrooms and shared areas e.g. library, corridors, office
3. The child takes a card and can either give it to an adult or write their name on the back of the laminated card and leave the card on an adult's desk
4. The adult sees the card and asks the child when they would like to talk – a time is mutually arranged
5. The card is then wiped and returned

#### **Essentials:**

Explain the system to the learners

Discussed in class

Reminders given to learners

Cards and pens are readily available



**Appendix 12 – Behaviour Plan****Behaviour Plan**

This pro forma has been adapted from the DfE Pro Forma on the DfE website

<b>School:</b>	<b>X Primary School</b>	<b>Learner:</b>	<b>Y</b>
<b>Class Teacher/s:</b>	<b>Miss</b>	<b>TAs:</b>	<b>Miss</b>

**Who Am I?**

My name and age. Where I live, who with. Where do I go to school/college?

A summary of strengths, what do I enjoy? What makes me happy? What am I good at? Where do I enjoy spending my time? Who do I choose to spend time with? Who and what is important to me? What do I want to achieve?

\*use the Fordyce Emotions Questionnaire to rate happiness

**Behaviour(s) to Focus On:**

What is causing me the most distress? How am I showing this? What does my behaviour look like, sound like? Describe what this looks like, when it is likely to happen, where it is more likely. Who does my behaviour impact upon the most?

\*use the Sussex Behaviour Grids to think about the impact of this/these behaviours

**What we Already Know (Baseline Data):**

Any record/s of the behaviour? Number of incidents? How often and when? Time of day? Any physical intervention used? Any injuries sustained (me or others)?

\*look at previous recording, use up to date and accurate records.

**Assessment Tools:**

Function of the Behaviour – What is the result of this behaviour?

\*use Motivational Assessment Scale to rate and rank function

\*use A-B-C charts to look at what happens before and after the behaviour

**Summary (Formulation):**

What do we think the behaviour is telling us? In what conditions is behaviour/s more likely or less likely to be seen?

**Ideas for change:**

What can we change in the environment? What can we improve in this person's life? What can we make sure of? What new skills can we teach?

## Assessment of Risk of Displayed Behaviour:

In which situations does the behaviour/risk usually occur?	
How likely it is that the behaviour/risk will arise?	
If the behaviour/risk arises, who is likely to be injured or hurt?	
What kinds of injuries or harm are likely to occur?	
How serious are the adverse outcomes?	

## Proactive Interventions to Manage Risk/Behaviour

What we will do to prevent behaviour/risk

Things that work well:

—

—

Things to avoid:

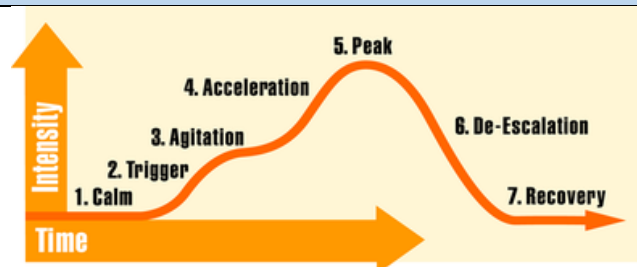
Triggers:

—

—

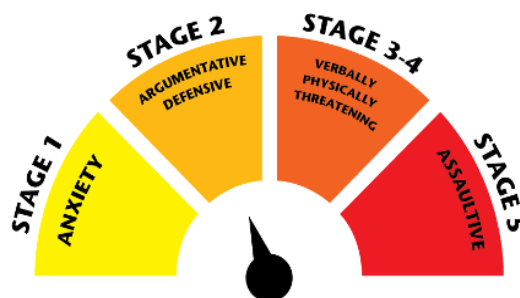
Stages of Escalation

Stages of challenging behaviour



Remember a child can re-escalate more quickly if recovery is not completed.

Recovery often Tip – wait until fully calm before reflection



## Early Interventions to Manage Risk/Behaviour

Behaviour seen and the intervention we will use to manage the behaviour

Signs/behaviour seen:

Interventions:

**\*PLEASE BE AWARE THAT Y CAN MOVE QUICKLY THROUGH THE STAGES\***

<b>Stage 1:</b>		
<b>Stage 2:</b>		
<b>Reactive Interventions to Response to escalated behaviour</b>		
What will be seen? What will we do to respond?		
<b>Signs/behaviour seen:</b>	<b>Interventions and Positive Handling:</b>	
<b>Recovery and Depression</b>		
What will we do to help the pupil recover? Remember a depression may occur.		
➤		
<b>Follow-Up</b>		
What will we do to follow up for the child and staff?		
<b>For the pupil</b>	<b>For staff</b>	
	•	
<b>Communication</b>		
How will we ensure everyone knows this plan?		
<b>Who?</b>	<b>How?</b>	<b>When?</b>
<b>Training needs</b>		
Are there any training needs for staff? What will we do to meet these needs?		
<b>Training need identified</b>	<b>Training provided</b>	<b>Date completed</b>