

Behaviour and Relationship Policy

Oak CE VC Primary School

Love, Respect, Endeavour, Joy



Approved by: Interim Executive Board

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Next review due by: September 2023

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Aims

Oak CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. We promote relationships and behaviour responses with an attachment and trauma sensitive approach. All children have different needs and experiences and the way that we support them will be different and appropriate to the individual child. Equity is different from equality. We understand that some children are unable to manage emotional responses and need support to develop emotional regulation. We use an Emotion Coaching style to support children to understand, regulate and reflect on their behaviour. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we endeavour to be: 'Ready, Respectful and Safe.' in the pursuit of being the best we can be.

At Oak CE Primary School, we aim to:

- provide a safe, comfortable, and caring environment where optimum learning takes place
- provide clear guidance for children, staff, and parents of expected levels of behaviour
- use a consistent and calm approach
- ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- ensure all adults use consistent language to promote positive behaviour
- use restorative approaches instead of punishments

At Oak CE Primary School, we believe that:

- achievement is affected by behaviour and that behaviour is affected by achievement. We also recognise that we have a joint responsibility with families to teach appropriate behaviour and nurture humanity and integrity.
- a positive approach in attitude and behaviour to create the best environment in which the students can achieve their full potential. Therefore, maintaining a positive and caring ethos throughout the community is fundamental to achieving this aim. Staff, families, visitors, and students are expected to conduct themselves in line with our policy.
- just as some students have special educational needs, so some of our students have specific behavioural needs and as such need specifically reasoned behavioural strategies.
- all students have opportunities to gain respect for themselves and others and to develop integrity, humanity and kindness and an understanding for each other's needs, feelings and rights, including faith and culture
- every child will reach his/her full potential academically, socially, emotionally, and physically.

The Purpose of the Behaviour and Relationship policy is to provide simple, practical procedures for staff and children that:

- outline how pupils are expected to behave
- summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- encourage children to recognise that they can and should make 'good' choices
- recognise all children have different needs and experiences, the way that we support them will be different and appropriate to the individual children
- teach appropriate behaviour through positive intervention

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Searching, screening and confiscation at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](http://www.gov.uk)
- [SEND \(Special Educational Needs and Disability\) code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

Roles and responsibilities

The Interim Executive Board (IEB)

The IEB will review this behaviour policy in conjunction with the acting headteacher and monitor the policy's effectiveness, holding the acting headteacher to account for its implementation.

The Acting Head Teacher and The Senior Leadership Team must:

- be a visible presence around the school
- regularly celebrate staff and children whose efforts go above and beyond expectations
- encourage use of positive praise, phone calls/texts/notes home and certificates
- ensure staff training needs are identified and met
- use behaviour records to target and assess interventions
- support teachers in managing children with more complex or challenging behaviours
- will monitor how staff implement this policy to ensure behaviour is managed effectively and consistently.

All Staff

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupil's perspective of the situation, strive to understand the child's feelings, whilst maintaining firm but fair limits on behaviour. The relationships between pupils and adults in school are crucial – each adult is a significant adult for our pupils. Staff will take a non-judgmental, curious and empathic attitude towards behaviour - we encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

To foster successful, enabling relationships and demonstrate an equitable relational approach to behaviour we all need to:

- implement and model the behaviour policy clearly
- take time to welcome children at the start of the day
- be at the door of their rooms at the start of each session
- always pick up on children who are failing to meet expectations
- always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'
- providing a safe, pleasant environment physically and emotionally
- actively build trust and rapport
- have high expectations for all pupils, and demonstrate our belief in them
- always be respectful to pupils and other adults – be a role model for the behaviour we want to see
- recognising each child as an individual and taking measures to meet individual need

- always treat pupils with dignity and respect – children should not be shouted at or publicly shamed (including writing pupils' names/initials on the board for negative reasons)
- use appropriate touch as a method of non-verbal communication to support and calm. (See Appendix 1)
- ensure that any disapproval expressed is of the behaviour and not the child (i.e., maintain a sense of unconditional positive regard)
- listen respectfully to pupils and consider carefully how and when to respond
- invest in our relationships with pupils and have fun together
- smile at and complement children to add to their sense of belonging, feeling liked, respected and valued – small actions of 'everyday magic' can make a big difference!
- consider why the pupil is behaving in a certain way – there will always be a reason that we need to identify and understand – behaviour is communication.
- see things through – pick up our own tab
- keep our word – and if, for some reason, we are unable to honour a commitment to a pupil, communicate clearly and honestly about why this has happened
- identify, and help a child to recognise their own strengths, then build on these
- apologise if we make a mistake – this will help build trust and respect
- name and manage our own emotional reactions to situations i.e., demonstrate and be a role model for effective emotional regulation, role model linking to sensations where possible
- seek help from colleagues if needing support or advice about how to support behaviour development or to problem solve behaviour that challenges
- quietly but firmly hold appropriate boundaries for pupils
- be non-judgemental about pupils, their families or life experiences, but use knowledge of a child to plan what support they may need
- develop quality relationships with parents and carers, with the aim of ensuring consistency in approaches between home and school
- develop quality relationships with external professionals – work collaboratively with therapists and professionals, and put in place support and strategies following their advice
- encouraging children to take responsibility for their own actions and be aware of the needs of others
- providing challenging, interesting and relevant curriculum
- modelling positive behaviour
- using emotion coaching strategies to lead restorative conversations, language frames for these are laid out in individual Self Regulate Plans and stepped consequence guidance. (See Appendix 3 and 5)
- recording behaviour incidents on G2 Integris or in the Serious Incident Book
- screen classes using the Boxall Profiling online tool and planning activities to meet classes social and emotional needs
- familiarising themselves with individual plans
- liaising clearly and timely with parents/carers following investigation of any reported incidents

Parents

As your children's primary role model, we expect that you will:

- ask questions about this policy if required
- treat staff with courtesy and respect, modelling appropriate language and behaviour
- support their child in adhering to The Oak Way in line with the vision and values of the school.
- inform the school of any changes in circumstances that may affect their child's behaviour
- discuss any behavioural concerns with the class teacher promptly
- allow school time to fully investigate any concerns and support the school in this process

We strive to create a safe and secure environment for pupils and staff alike. We will not tolerate behaviour that is threatening, violent and abusive. This includes swearing and shouting. This behaviour may result in an eventual ban from premises and or legal action.

Children want teachers to:

- give them a 'fresh start' every session
- help them learn and feel confident and safe
- be consistent, just and fair
- have a sense of humour

Expectations of Behaviour at Oak CE Primary

- Parents and carers have a responsibility for their child's behaviour inside and outside school, which they can influence positively through consistent parenting, working together with the school, communicating expectations and encouraging progress at home.
- All who learn and work at Oak CE Primary School are here for a common goal: the imparting of skills and knowledge in a supportive, nurturing environment in order to prepare our young people to be successful beyond their time in school. In order to assist us in achieving our agreed goals, we expect excellent behaviour from all in our school.
- In order to achieve our expectations of behaviour, we recognise the need for a high standard of behaviour from all members of the school community: students, staff, parents/carers and volunteer helpers.
- We want our children to be ready, respectful and safe.

The Oak Way

Our school has 3 simple rules 'Be Ready, Respectful and Safe' which can be applied to a variety of situations and are taught and modelled explicitly. These rules apply to lunch times and break times where 'Time Away' happens in our Reflection Room. Children will be able to return to play following successful emotion coaching using restorative conversations

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

		
<p>At Oak Primary we show we are ready by:</p> <ul style="list-style-type: none"> • listening • wearing the correct uniform • having the correct PE kit • sitting quietly in assembly • making healthy choices to help our brains and bodies learn • arriving on time. • being prepared for the next part of the day • coming in from break and lunchtime sensibly 	<p>At Oak Primary we show we are being respectful by:</p> <ul style="list-style-type: none"> • being polite and showing good manners • including everyone • thinking about others needs • looking after our school environment • Being honest and telling the truth • using our voice to show others what we need to help us be happy and safe • listening to adults and our friends • giving people space when they ask for it • valuing and celebrating diversity 	<p>At Oak Primary we show we are safe by:</p> <ul style="list-style-type: none"> • playing safely in the playground • walking sensibly in school. • coming straight into school when arriving in the morning • Making the right choices when things get difficult • using kind hands, words and feet • talking to a grown up if we need help • helping our friends to stay safe

Our Rules	Visible Consistencies	Over and Above Recognition
<ul style="list-style-type: none"> • Be Ready • Be Respectful • Be Safe 	<ul style="list-style-type: none"> • Daily meet and greet • Persistently catching children doing the right thing • Picking up on children who are failing to meet expectations • Praising in public (PIP), Reminding in private (RIP) • Consistent language 	<ul style="list-style-type: none"> • Recognition boards • Certificates • Phone call/text home • Verbal praise • Notes home • Show work to another adults • Hot Chocolate Club with the Headteacher • Half termly Head teacher Award chosen by the children.

Rewarding Positive Behaviour

Rewards

Positive behaviour will be rewarded with:

- Non-verbal praise, e.g., smile, thumbs up, high five
- Verbal, specific, age-appropriate praise
- Third party affirmation
- Sharing with parents

Additionally, we have these different ways to celebrate the children's achievements:

Weekly Celebrations

- Positive phone calls home: Each member of staff will make a positive phone call home each week for anything that has impressed staff. Parents are encouraged to celebrate this achievement with their child and the wider family. It is something to be very proud of.
- Star of the week awards will be awarded to children each Friday for living our school values of love, respect, endeavour and joy and showing the Oak way of being Ready, Respectful and Safe.
- Learner of the week A curriculum area is chosen on a weekly basis. Teachers identify a child who has shown skill, improvement, endeavour and pride in their work. A certificate will be awarded during the celebration assembly.
- Weekly Lunch Time Certificate Award These are certificates for classes awarded by the staff on duty at lunchtime. They are awarded on a Friday in achievement assembly. These are awarded to classes standing out for: lining up, coming in quietly, good manners,
- Attendance A trophy awarded to the class in each phase for the highest attendance.
- Hot Chocolate Club – teachers will choose a member of their class who has consistently shows the Oak Way and is always amazing, going above and beyond every day.

Half Termly Celebrations

- Head Teacher Award – a member of class is chosen by their peers for being an excellent role model, follower of the Oak Way or a standout moment. A trophy will be awarded in a special parents' assembly.

Behaviour

Inappropriate behaviour which will lead to stepped consequence being implemented can include:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Not following adult's instructions
- Non-completion of classwork
- Poor attitude
- Rude comments
- Raising voice/aggressive behaviour towards others
- Swearing/derogatory language

Serious inappropriate behaviour which may lead to immediate time away can include:

- Serious or persistent breaches of the school behaviour policy
- Throwing
- Behaviour that can seriously harm the educational welfare of pupils or others
- Any form of bullying
- Vandalism
- Theft
- Fighting/violence – actual and threatened

Extreme, inappropriate behaviour - SLT (Senior Leadership Team) to be made aware of any incidents involving these behaviours

Some children exhibit behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions.

- Absconding – please see Missing Person's Policy
- Any form of harassment; including sexual harassment, (See appendix 4)
- Racist, sexist, homophobic, transphobic or any other discriminatory behaviour in relation to protected characteristics
- Possession of any prohibited items – knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images
- Smoking / vaping
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Causing deliberate damage to resources/school property

Children who continue to display extreme inappropriate behaviour will have bespoke 'Self-Regulation Plans' that can be found in *Appendix 3* They may also benefit from a personalised timetable to meet their individual needs.

Positive handling

When dealing with an episode of extreme, inappropriate behaviour, a child may need to be restrained if they or another person is unsafe. These will be recorded in the Serious Incident Report Form on CPOMs

This will only be used as last resort and by trained staff only.

In some circumstances, staff may use reasonable force to 'hold' a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Part of a Self-Regulation Plan

Incidents of physical restraint must:

- Always be used as a last resort *or* agreed as part of a Self-Regulation Plan
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded on G2 Integris and recorded in the Serious Incident Book
- Reported to parents

Off-site behaviour

Teachers have the power to discipline pupils for misbehaving outside the school premises – see paragraph. 21, Sec.90 of the Education and Inspections Act 2008.

If unacceptable behaviour is witnessed by staff or reported to school, the school will use this behaviour policy to determine a sanction. This includes all sanctions, including exclusion.

Teachers may discipline pupils for inappropriate behaviour when the pupil is:

- Taking part in any school organised or school related activity
- on a school trip
- travelling to or from school
- wearing school uniform or is identifiable as a pupil at the school in some other way

OR

Inappropriate behaviour at any other time, whether the conditions above apply, that

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In all cases of inappropriate behaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Confiscation

Any prohibited items (listed in Appendix 6) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation

Exclusions

Exclusions may occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will only be enforced under these conditions:

- the child needs time to reflect on their behaviour
- to give the school time to create a plan which will support the child better
- the child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include:

- a period of seclusion with a member of the SLT or Headteacher or PWT (Pastoral Wellbeing Team)
- time in another classroom, in another year group

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Permanent Exclusion or Out of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- the risk to staff and other children is too high
- the impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Bullying

See also Anti-Bullying and Peer on Peer abuse Policy

Most children will, at some stage, hurt or say something hurtful or unkind to another child or adult. It is not helpful to label one off incidents as bullying.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated over a period of time
- Difficult to defend against

Bullying can include:

<i>Type of bullying</i>	<i>Definition</i>
<i>Emotional</i>	Being unfriendly, excluding, tormenting
<i>Physical</i>	Hitting, kicking, pushing, taking another’s belongings, any use of violence
<i>Racial</i>	Racial taunts, graffiti, gestures
<i>Homophobic</i>	Focussing on the issue of sexuality
<i>Sexual</i>	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching (see Appendix 4)
<i>Direct or indirect verbal</i>	Name-calling, sarcasm, spreading rumours, teasing
<i>Cyber-bullying</i>	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Peer on Peer Abuse

Peer on peer abuse (including bullying, sexual harassment or sexual violence) involves dominance of one person by another, or group of others. It is pre-meditated and usually forms a pattern of behaviour.

If persistent unacceptable behaviour is displayed towards others school take this very seriously.

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Team will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with ongoing training around managing behaviour, including proper use of restraint. Team Teach training is renewed every 3 years.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full governing body annually. At each review, the policy will be approved by the headteacher.

Appendix 1

What is Attachment Theory?

Babies and children need a secure emotional relationship with a main caregiver, usually a mother or father, in order to grow and develop physically, emotionally and intellectually. Babies and children need to feel safe, protected and nurtured by their caregivers so that they can gradually make sense of the world around them. This secure relationship with a main caregiver is essential for the child's development.

Sometimes this early relationship is missing, absent or broken for periods of time, perhaps because:

- There is a traumatic event that affects a child's continuity of experience.
- The caregiver cannot meet the child's needs, for whatever reason.

The baby or child's attachment needs are not met, which leads to difficulties socially, behaviourally or emotionally, and these difficulties may impact on the child's learning and development. These are called attachment difficulties.

This can affect the executive functioning skills.

Learning starts with attachment. Attachment theory explains how children build an internal working model of themselves and the world through relationships. Trauma, abuse, neglect, separation and bereavement have adverse effects, which means the child and adult's sense of safety and relationships need to be rebuilt for them to learn.

Executive functioning skills that control;

- Behaviour inhibition
- Emotional control
- Self-organization
- Planning
- Initiation
- Working-memory
- Self-evaluation

What is Trauma?

Trauma is a psychological response to an event that a person's nervous system perceives as life-threatening to themselves or others and which exceeds their capacity to cope with the emotions involved. Whilst traumatic experiences often involve a threat to life or safety, any situation that leaves someone feeling overwhelmed and isolated can result in trauma, even if it does not involve physical harm.

Traumatic events are processed subjectively by different individuals because of the differences in their upbringing and previous life experiences. Therefore, people react to similar traumatic events differently; what may be mildly upsetting to one individual may be completely terrifying to another.

Developmental trauma occurs as a result of abuse, neglect, and/or abandonment during the early years of a child's life. It disrupts the infant or child's neurological, cognitive, and psychological development and their ability to attach to an adult caregiver. Developmental trauma may occur when parents or caregivers are unaware of the physical, social and emotional needs of their children, as well as because of intentional abuse and/or neglect. Children with developmental trauma may see the world as intrinsically unsafe or threatening. Individuals who are traumatised need to be able to feel safe and to regulate their emotions to cope with the levels of stress and threat they often feel.

Why are these important?

We know that to behave well and achieve their full potential all children need to be ready to learn. Children who have not been taught how to regulate their own emotions may not be ready to learn and may lack the resilience required to make it through a learning day. In the autumn term 2021 we hope to screen children using the Boxall Profiling online tool to assess their social and emotional needs. Classroom action plans will be used in every classroom to enrich all Children's' social and emotional development. As a result of the screening some children may also receive small group or individual intervention.

We understand that until our frontal cortex is formed and we can use language to explain how we feel and what we want, the only way we have of telling someone what is going on for us emotionally and what we need is through our behaviour. This is best understood with babies – when they are hungry, wet, excited or content they cry, gurgle with delight, giggle, wriggle, throw their arms up etc. The baby has no other means of getting their needs met or making contact with another, which both are fundamental survival needs. To build the parts of the brain that help children to be emotionally resilient and competent, all staff understand that mistakes are part of the learning process. We recognise that all our pupils are at various stages of developing the skills and understanding needed for effective self-regulation. We do not make a judgement about this – instead, we support and guide our pupils to get it right. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation. To help children understand that it is okay to feel big feelings we teach children about how the brain works in child friendly language using the 'Flipping the Lid' hand model by Dr Dan Siegel. Emotion Coaching helps us teach the children that the amygdala is our 'guard dog' and our pre-frontal cortex is the 'wise owl.'

For children requiring more intensive support the Pastoral Wellbeing Teamwork with children in an extremely focused and repetitive way to replicate the earlier missed relational experiences.

'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.' Dr Dan J. Siegel

APPROPRIATE TOUCH

Touch is an essential element of the attachment and trauma informed approach. Physical contact is not only inevitable but beneficial. Appropriate touch e.g, holding hands, giving a hug, not only promotes a child's social and emotional development, but it is also a highly effective and powerful method of non-verbal communication and is key to the development of healthy relationships. Appropriate touch must be child centred not staff centred (i.e., initiated by the child, to meet the child's needs) and must meet with the requirements of safeguarding.

Appendix 2

EMOTIONAL REGULATION AND CO-REGULATION

It is important to note that a child may appear calm and be dysregulated or may appear dysregulated but still able to make good decisions. Dysregulation is often confused as being a 'big behaviour' when it refers to Doctor Dan Siegel's reference of 'flipping the lid' I.E being unable to access the thinking part of our brain. Simply it is the poor ability to manage an emotional response.

Emotional regulation (managing our feelings) involves:

- The capacity to know what you are feeling
- Feeling safe and grounded whilst feeling an emotion
- An emotion being experienced at a level that is appropriate to the circumstances
- Emotion under control, through evaluation of and reflection on the situation

The skills needed to develop emotional regulation typically develop in the context of a 'good enough' attachment relationship during the early years. For various reasons, some children will not have developed emotional regulation at the same rate as their same age peers or may be unable to regulate their emotions due to a change in circumstances in their lives. Some children will still need a high level of adult support to co-regulate their emotions at some time. Emotional states are contagious, therefore when children are dysregulated (upset, anxious, overwhelmed, angry), they need to be supported by emotionally regulated adults (I.e., calm, caring, open, patient). Adults need to support the child to join their calmness, not join the child in their distress.

Emotion Coaching Steps



Step 1 – Recognise and empathise

Connection before correction

I can see that....

I am wondering if...

This looks really hard for you...

That looked like a really tricky situation...

Step 2 – Validate and label

I know how it feels when....

I would feel like that if...

It can feel..... when...

Step 3 – Setting boundaries

Step 4 – Problem solving



EMOTION COACHING

Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e., an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting, and carrying - their emotional state). This also involves explicit teaching and modelling. We use an Emotion Coaching style to support children to understand, regulate and reflect on their behaviour.

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)

SUPPORT FOR STAFF

All staff have been provided with Emotion Coaching training in September 2021. New staff will take part in an Induction Programme which includes the ethos and values of our school. The Behaviour Regulation Policy is outlined and explained, including Emotion Coaching. All staff will receive training at least annually on positive behaviour strategies and Emotion Coaching. Staff are encouraged to take responsibility for their own development in this area, and to seek support and guidance when it is needed. Most adults have evolved ways of responding to



pupil's behaviour based on a combination of their own personal experiences, their professional experiences and training about social and emotional development. Teachers and support staff must be given the opportunity and support to learn, understand and reflect on why some pupils become dysregulated and how/why this impacts on their behaviour. Staff who are supporting pupils who display challenging behaviour regularly may need additional support from colleagues. Support is available from peers, SENDCO and other Senior Leaders. Staff are encouraged to be reflective in their practice and have an awareness of their own emotions. Our school has a culture where staff feel safe and are encouraged to express how their work impacts on their emotions, and vice versa.

Appendix 3

Exemplar Self-Regulation Plan

Name: Child A

Date 7/6/22

<p>Prevention Strategies</p> <ul style="list-style-type: none"> • Check in with at breakfast club • Language scripts to support consistent approach • Meet and greet -Miss Wyke • Check in throughout the day • Forest School • Visual consequences • Tight consistent boundaries • Brain breaks in the class next door that Child A is allowed to use independently with calming activities • Any changes in staff to routines or staff to be explained in advance if possible • Meeting emotional needs via emotion coaching and classroom plan <p>What are you doing?</p> <p>What should you be doing?</p> <p>What are you going to do now?</p>	<p>Child Self- Regulation techniques</p> <ul style="list-style-type: none"> • Breathing techniques • Noticing and naming sensations • Sensation and emotion work • Emotion coaching, give the child time to feel. <div data-bbox="874 571 1321 1160" style="border: 1px solid #ccc; padding: 10px; margin: 10px 0;"> <p style="text-align: right;"></p> <p>Emotion Coaching Steps</p> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px;"> <p>Step 1 – Recognise and empathise Connection before correction I can see that... I am wondering if... This looks really hard for you... That looked like a really tricky situation...</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; background-color: #f9e79f;"> <p>Step 2 – Validate and label I know how it feels when.... I would feel like that if... It can feel..... when...</p> </div> <div style="border: 1px solid #ccc; padding: 5px; margin-bottom: 5px; background-color: #fff9c4;"> <p>Step 3 – Setting boundaries</p> </div> <div style="border: 1px solid #ccc; padding: 5px; background-color: #f9e79f;"> <p>Step 4 – Problem solving</p> </div> <p style="text-align: center;"></p> </div> <ul style="list-style-type: none"> • Teach- feel, think, choose, behave (if at thinking) <p>Expectations of behaviour:</p> <ul style="list-style-type: none"> - Chunks of learning - Brain break time. - Class teacher – stopwatch - Child – timer
<p>De-escalation including safe spaces</p> <ol style="list-style-type: none"> 1. Meet and greet with Miss Wyke. Go through his timetable for the day. 2. Early morning - mindfulness to settle him. 3. Listening task/doing task for set time. Child A knows the time he is expected to concentrate. 4. Brain breaks for set time with activity. 5. If not following instructions to follow his stepped consequences resulting in a move to Miss Mirza. 	

(Begin with stepped consequences)

1. Receive a verbal reminder
2. Reminder using language script/ regulation reminder e.g. 'What I can see is that you are... unable to focus on your work right now/ holding your shoulders high and your head is down, take those deep breaths we've talked about, catch us up as soon as you can, and we can talk once the class has started working.'
3. 5-minute Timer-Brain Break-Regulation
4. Encourage use of calming area. What I can see is (Your head is on the table) I need you to go to your calming area.
5. Worked missed or time out of class on the corridors to be done at lunch time break
6. Refusal -Help will be given with work at lunchtime
7. Mum asked to come in

NB Physical containment will be used if required

Next Steps:

Refusal to follow adult instructions and the ability to keep Child A safe may result in an internal or fixed term exclusion.

Triggers (including different environments)

- Unstructured times- playground
- Arriving late to school
- Sister picks up /drop off
- Feeling misunderstood or wronged
- Work – if he thinks it is too hard (especially Maths or Writing)
- Changes in routine or staff
- Transition times (beginning and end of tasks, moving from one place to another)

Key People

Mrs Topham

Miss Wyke-Forest
School

<ul style="list-style-type: none"> • A noisy classroom • Distraction from other children • Feeling tired 	<p>Mrs Crawford (Acting Deputy Headteacher)</p> <p>Mrs Wilson (Acting Headteacher)</p>
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<p>Language Scripts</p> <ul style="list-style-type: none"> • I can see you are finding this a bit tricky • I am wondering if ... • You will be able to when you • I have noticed that you... • Oh – that was hard for you I am wondering if you are still cross about... (your argument at break time)? • You really could not manage that...I am guessing that... (handwriting is a bit tricky for you)? • Oh, my goodness you are so hot and shouting you must be very angry, it is because... • You were so frightened that you really wanted to run • When you did not want to go to assembly, you had an... inner explosion. • I can see by... (how you are holding your body/how high you have climbed) you have some big feelings that you are having difficulty controlling... • You could not manage those strong and very painful feelings • I saw you just wanted to get away from anything and everyone and you kicked Mrs. X when she got in your way..... you must have felt awful to do that • ...but it is not okay to.... • Later we can talk about this some more
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Additional risks if out of school

Risk Assessment	Description of Risk	Likelihood of it happening (Low, Med, High)	Adverse outcomes if not managed

	Tipping over of tables	Low	Pupils, staff could be hurt, or property damaged
	Climbing on furniture/outside	Low	Pupils, staff could be hurt, or property damaged
	Lashing out, pushing – adults and children	Med	Pupils, staff could be hurt, or property damaged
	Throwing equipment if upset or anxious	Med	Pupils, staff could be hurt, or property damaged
	Running away/hiding	High	Risk of injury to child
<p>Positive Handling Strategies:</p> <p>Friendly hold</p> <p>2 Person single elbow (to seats),</p> <p>Model deep breathing and encourage to copy, or talk through visualisation/relaxation script to calm</p>	<p>Post incident support (repair and rebuild)</p> <p>Discuss what caused Child to become dysregulated and what could be done to put the situation right/help prevent the same thing happening again – when he is calm and record as appropriate.</p> <p>Offer drink</p> <p>Attach copy to serious incident book entry</p>	<p>Recording and notifications required</p> <p>Complete the green serious incident book and share information with Class Teacher and Senior Leadership Team</p> <p>Parent to be informed</p>	
Written by and date	Reviewed and Updated (date)	Signed	

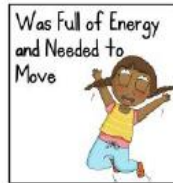
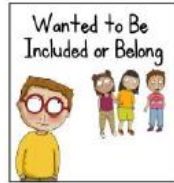
		Oak Staff	
		Parent	

Green Strategy	
Strengths	Support Strategies
Is calm concentrating and relaxed	<p>Proactive strategies in place include the following:</p> <ul style="list-style-type: none"> • Consistent language scripts used • Positive and specific praise • Visual timetable in place • Safe place available in class (Child to be able to move to this space when needed, not only on step 3. This is to help him to improve self-regulation).

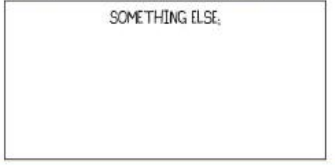
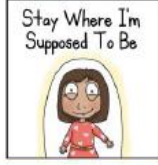
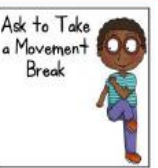
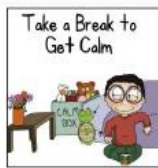
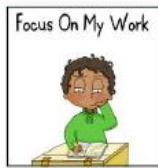
Amber Strategy	
Difficulties	Support strategies
Becomes unsettled - early signs of anxiety	<ul style="list-style-type: none"> • Clear instructions needed • Use consistent language scripts- notice and name sensations and feelings, encourage to self-regulate with preferred method. • Keeping SMART in mind, adjusting tasks, using timers etc. to make it seem more achievable • Opportunity to move to safe place in class to continue tasks • External Safe Space available if Child A needs to be out of class

Red Strategy	
Challenges	Support strategies
Becomes verbally or physically aggressive, putting himself or others in danger, or damaging property.	<p>De - escalation strategies always used</p> <p>A Dynamic risk assessment would be needed to establish whether a restrictive physical intervention is needed.</p> <p>A Restrictive Physical intervention must be:</p> <p>Reasonable Proportionate Necessary</p> <p>In the best interests of the child</p> <p>Use calming script and reassuring voice throughout the positive handling</p> <p><i>"I care enough about you to keep you safe"</i></p> <p>After an incident Child will need time to cool down before he continues with his routine.</p>

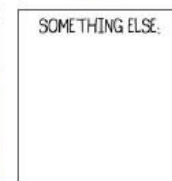
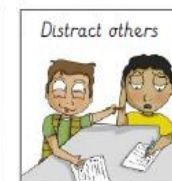
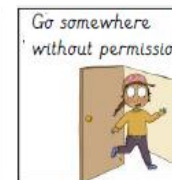
You might feel or think some of these things in class today:



You can choose to...



However, if you choose to...



The adults will follow these steps to help you ...

- 1 •Reminder
- 2 •Warning
- 3 •Caution
- 4 •Time Away

Ready Respectful Safe

Are you ready to learn?

Yes

No

Great! You're making positive changes to your behaviour 😊

Time in Miss Mirza's classroom

You can still choose positively. Now complete your work at break/ lunch

Appendix 4

Sexual Harassment is any unwanted sexual behaviour that causes humiliation, pain, fear, or intimidation and can be defined as;

- I. inappropriate body language
- II. sexually explicit remarks or innuendoes
- III. unwanted sexual advances or physical contact and touching

It may include other types of harassment:

- offensive comments or body language, including insults, jokes or gestures and malicious rumours, open hostility, verbal or physical threats
- insulting, abusive, embarrassing or patronising behaviour or comments, humiliating,
- intimidating, and/or demeaning criticism
- persistently shouting at, insulting, threatening, disparaging or intimidating an individual
- constantly criticising an individual without providing constructive support to address any
- performance concerns
- persistently overloading an individual with work that s/he cannot be expected to complete
- posting offensive comments on electronic media, including using mobile communication
- devices
- threatening to disclose, or disclosing, a person's sexuality or disability to others without their permission
- deliberately using the wrong name or pronoun in relation to a transgender person, or
- persistently referring to their gender identity history
- isolation from normal work or study place, conversations, or social events
- publishing, circulating, or displaying pornographic, racist, homophobic, sexually suggestive or otherwise offensive pictures or other material

Appendix – Stepped Consequences



Appendix 6

Confiscation Items - Searching, Screening and Confiscation Advice for schools July 2022

Controlled Drugs	Must be delivered to the police as soon as possible unless there is a good reason not to do so. 19 In these cases, the member of staff must safely dispose of the drugs. In determining whether there is a good reason to dispose of controlled drugs, the member of staff must have regard to the following guidance in paragraph 59 below issued by the Secretary of State.
Other substances which are not believed to be controlled	Must be delivered to the police, or disposed of as above, if the member of staff believes they could be harmful.
Alcohol, tobacco, cigarette papers or fireworks,	May retain or dispose of them as they think appropriate but should not return them to the pupil.
Pornographic image	May dispose of the image unless they have reasonable grounds to suspect that its possession constitutes a specified offence (i.e., it is extreme or an indecent image of a child) in which case it must be delivered to the police as soon as reasonably practicable
Stolen items	Must be delivered to the police as soon as reasonably practicable However, if there is good reason to do so, the member of staff may also return the item to the owner or retain or dispose of it if returning them to their owner is not practicable.
Weapons or items which are evidence of a suspected offence	Must be passed to the police as soon as possible.
Items that have been (or are likely to be) used to commit an offence or to cause personal injury or damage to property	Should be delivered to the police as soon as reasonably practicable, returned to the owner, retained or disposed of.
items banned under the school rules including vapes, chewing gum, sweets, lighters, matches	Members of staff should use their judgement to decide to return, retain or dispose of the item
Electronic devices,	Staff should first consider the appropriate safeguarding response if they find images, data or files on an electronic device that they suspect are likely to put a person at risk When an incident might involve an indecent image of a child and/or

	video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead
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Appendix 7

Oak CE Primary School

Behaviour Principles – A Written Statement

A statement of behaviour principles approved by the Interim Executive Board is required by all maintained schools.

These principles guide our Behaviour and Relationship Policy and procedures at Oak CE Primary School:

- ★ Our Behaviour Policy is rooted in our Christian values: Love, Respect, Endeavour, Joy which are fulfilled by following our school rules of Ready, Respectful and Safe
- ★ We believe children should be given opportunities and openly encouraged to support each other in the process of positive reinforcement and personal growth, learning and recognising good behaviour
- ★ At Oak CE Primary School we strive to ensure that every child understands they all have the right to feel safe, valued and respected, and learn free from the disruption of others
- ★ All children, staff and visitors have the right to always feel safe at school and procedures should consider the requirements of the Education Act 2002 in relation to safeguarding and promoting the welfare of children
- ★ All pupils, staff and visitors are free from any form of discrimination and policies reflect the duties of the Equality Act 2010
- ★ Staff and volunteers always set an excellent example to pupils
- ★ Children are helped to take responsibility for and reflect on their actions and choices
- ★ Children are supported to reflect on their behaviour through emotion coaching and restorative conversations
- ★ Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- ★ Rewards and sanctions are used consistently by staff, in line with our Relationship and Behaviour Policy
- ★ The decision to use physical intervention and/or reasonable force will be based on individual circumstances and the professional judgement of staff
- ★ By effectively preventing and tackling bullying, we can help to create a safe, disciplined environment where pupils are able to learn and fulfil their potential
- ★ The Behaviour and Relationship Policy explains that suspensions (fixed-term exclusions) and permanent exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- ★ The Interim Executive Board of Oak CE Primary School also emphasises that violence or threatening behaviour will not be tolerated in any circumstances
- ★ The Behaviour and Relationship Policy is shared with children, parents and staff