

# St Laurence Church Infant School

## Behaviour Regulation Policy



To be approved by: Curriculum, Safeguarding and  
Pupil Welfare Committee

Last revised on: April 2021

Next review due by: April 2024

*"What does the Lord require of you? To act justly, to love mercy and to walk humbly with your God." (Micah 6:8)*

*"Be kind and compassionate to one another, forgiving each other, just as in Christ God forgave you." (Ephesians 4:32)*

## **Introduction**

As a Christian school, we follow the teaching and the example of Jesus as our guide for living. Our behaviour regulating policy must be just, merciful and rooted in forgiveness. In our safe and happy school community, children learn self-control, tolerance and co-operation, taking personal responsibility for regulating their own behaviour.

We aim to create a nurturing environment where exemplary behaviour enables everyone to feel secure and respected. Our vision is for "Everyone to learn and grow with God." Through a consistent approach to managing behaviour, the children in our school grow and mature, both spiritually and morally, so that they can become responsible members of society.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at St Laurence Church Infant School. It is the result of consultation with pupils, parents, governors and staff and reflects current and developing practice within the school. The fair and consistent implementation of our Behaviour Policy is everyone's responsibility.

## **Key Premises**

- We value every individual as part of the school community and of God's family.
- Behaviour can change and every child can be successful.
- Understanding each child's needs, their stage of development and their individual circumstances helps us to act in the fairest way possible for that child, at that moment.
- The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.
- We believe that all behaviour is a form of communication and so our approach should be curious to, and empathetic of the underlying emotions.

*"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*

*"Everyone to learn and grow with God."*

- We apply attachment aware approaches in our everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation.
- We understand that children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning-in and empathising with them thus 'containing' - sharing, supporting and carrying their emotional state).

*"When little people are overwhelmed by big emotions, it's our job to share our calm, not join their chaos." L.R. Knost*

- Clear structures of predictable outcomes can be applied consistently and help children to feel safe.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Good behaviour should be recognised sincerely rather than just rewarded. This reinforcement helps children to feel good about themselves which increases their self-esteem enabling them to achieve even more.

#### **Aims**

- To encourage a positive, calm and purposeful atmosphere where everyone can live well together and learn and grow with God.
- To ensure a consistent and calm approach to and use of language for managing behaviour.
- To ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- To ensure that all adults take responsibility for behaviour.
- To promote the use of restorative approaches in place of punishments.
- To promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.

*"Everyone to learn and grow with God."*

## Expectations

### School Rules

Our school rules are simple and memorable:

- Be ready
- Be respectful
- Be safe

They are displayed in the classrooms and around school and are modelled by all members of the school community. These rules are broad enough to apply in every situation and therefore other rule-like instructions should always be couched in terms of the school rules e.g. "We don't run in the corridor because that is not being safe."

### All adults have a role in actively developing excellent behaviour:

- **Identify** the behaviour we expect
- Explicitly **teach** behaviour
- **Model** the behaviour we are expecting
- **Practise** behaviour
- **Notice** excellent behaviour
- **Create** conditions for excellent behaviour

As a school community, through the taught curriculum as well as during all other opportunities, children are taught:

- The school rules and how they apply to boundaries of acceptable behaviour.
- That their words and actions have consequences for themselves and others.
- To recognise, understand and respond to their feelings and emotions in a healthy and productive way.
- Specific social and collaborative skills e.g. sharing equipment, taking turns, listening to each other, how to address people politely, etc.

### Visible Adult Consistencies

These are the visible behaviours exhibited by staff which children can rely upon to be demonstrated consistently. Through these consistencies, adults will build respectful relationships with pupils.

- Children are greeted at the door daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile.
- Members of the Leadership Team greet children and parents at the entrance or in other areas of the school.

- Staff will be calm, consistent and fair in their treatment of children, parents and colleagues.
- Adults in school do not shout at children or become emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.
- Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

### Relentless Routines

Consistent routines and vocabulary around the whole of school help children to feel safe and know what is expected from them.

| Consistent Routine  | Notes   |
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| Greeting children each day<br><b>"Good morning"</b>               | Staff should greet children at the door of the classroom each morning and say a genuine "good morning" to show the child they are welcome and wanted at school.   |
| Self Registering Emotions.<br><b>"How are you feeling today?"</b> | (See Emotional Literacy) Children are encouraged to position their named peg on the colour monster to describe how they are feeling.<br><br>Children know if they are not "happy" or "calm" that the teacher or teaching assistant will have a conversation with them that day to discuss their feelings.<br><br>Children should not be forced to identify an emotion publicly if they do not wish to, but can instead use the adult's own smaller prompt cards to point (Appendix B) |
| Gaining Attention<br><b>"Show me Five"</b>                        | All classrooms have a "Show me Five" hand (Appendix A) on display and all staff wear one on their lanyards. When staff hold the hand up and use the phrase "Show me Five" Children are expected to show five ready to learn behaviours: <ul style="list-style-type: none"> <li>• Eyes looking</li> <li>• Ears listening</li> <li>• Mouth quiet</li> <li>• Body still</li> <li>• Hands to yourself</li> </ul>  |

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|   | <p>Staff may ask "Who is ready to learn? Bob is showing me Five, thank you Bob, Sarah is showing me Five, thank you Sarah etc." until everyone is ready to listen. Adults will not address the group until everyone is "showing five".</p>  |
| <p>Gaining help<br/> <b>"Take the help hand to find another grown-up"</b></p> | <p>Each room in school and each member of staff has a red "help hand" which they can send with a responsible child when they need urgent assistance from another adult for any reason (for example a medical emergency, a serious behaviour incident)</p> <p>Children should be trained to know that if they are asked to take the help hand they go to the nearest staff member they can find and wave the hand so that the adult sees it, even if that would normally be rude or interrupting. Staff know that the help hand means come urgently.</p>   |
| <p>Travelling around school<br/> <b>"Wonderful Walking"</b></p>               | <p>Children travel around school "wonderfully" by walking in a single file line, with their hands by their sides, following the person in front and staying to the right hand side of the corridor. The phrase "Wonderful Walking" can be used in a tone of praise or as a reminder.</p>  |
| <p>Other Classroom Routines</p>   | <p>Each class will have specific routines which enable the day to flow smoothly and reduce time wasted in transitions:</p> <ul style="list-style-type: none"> <li>• A signal to stop and listen such as bells ringing or rhythmic clapping</li> <li>• What to do when arriving each morning</li> <li>• Where to sit on the carpet</li> <li>• How to access learning materials e.g. whiteboards/pens</li> <li>• Tidy up time</li> <li>• How, where and in what order to line up</li> <li>• Getting changed for PE</li> <li>• Break and lunchtime</li> <li>• How to prepare for going home.</li> </ul> <p>The children should be clear on the routines and be able to articulate them. Other staff members who work with the class such as Lunchtime Supervisors and Sports Coaches should know the routines which are pertinent to their role. Class teachers have a responsibility to share the particular routines of their own class.</p> |

## Emotional Literacy

Each class reads the story of "The Colour Monster" by Anna Llenas at the start of each year, and as many times additionally as needed to embed. The shared language and imagery from the story scaffolds children's' ability to name and understand their emotions.

Each classroom has an emotional self-registration area, where children can identify the emotion they are currently feeling using the images from the story.

Additional work on emotional literacy and resilience is included in the PHSE curriculum, in one core text per term as part of the English curriculum, worship and at other times as needed. Staff should take opportunities to discuss the feelings, behaviours and emotions of characters when reading stories and how they link to our values and school rules.

### **When children's behaviour is good**

Children will be recognised for their good behaviour. Children should usually be praised publicly and reprimanded in private. However at times we recognise that public praise may also have negative effects and knowledge of the individual child and their circumstances will guide staff's approach.

At St Laurence we have carefully thought about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations. We ensure that systems are not based on control through bribery or over use of rewards.

| Adult Approaches to Praise           |  |  |   |
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| Form of Praise                       | Purpose  | What it looks like                               | Key notes   |
| Use of children's work as an example | To celebrate the child.<br>To help promote learning. | Reading out a child's work, sharing on the board | Be mindful not to use the same children all the time. All children have work displayed on their personal gallery board. |
| Saying "Thank You"                   | To give feedback on good behaviour.                  | Specific feedback:                               | This should be said earnestly and used often.   |



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|                                    | <p>To celebrate the child.</p> <p>To promote those good behaviours in others (if public).</p>   | <p>Bob, your reading is super because you are using lovely expression. Thank you.</p> <p>Sarah you are carrying the scissors pointing downwards - that is <u>being safe</u> - Thank you.</p>   | <p>This can be public or private depending on the needs of the individual.</p> <p>If praise is for behaviour, link to which of the 3 school rules is shown.</p>                 |
| Stickers                           | To give instant recognition for learning or behaviour.  | Staff gives sticker to child and explains specifically why.  | Be mindful that it is not the same children all the time being given stickers. This should not be over-used, children should not come to expect a sticker.                      |
| Above and beyond recognition note. | Celebrates the child, recognises when children have done more than expected or showed consistently excellent behaviour. Reinforcement from home and promoting the home school link. | Staff complete "above and beyond note home" with specific reason for praise. Every effort is made to communicate this personally with the adult collecting the child that day. If this is not possible, staff ask office to send a text to parent. | To be used in balance. Note can be given in public or private depending on the needs of the child. A good way of sharing successes when a child has been finding things harder. |
| Amazing Attitude Award             | To celebrate child with whole school.   | Weekly worship where positive attitudes to learning and behaviour are shared (2 children per class each week)  | Each child should have two certificates a year. A list is kept to ensure each child is celebrated.  |
| Brilliant Behaviour Buttons        | To celebrate collective good behaviour of the whole class e.g. lining up, co-operation in a lesson, everyone putting the best   | Each class has a well displayed jar which the class collaborates to collect "brilliant behaviour buttons" to fill.   | To use liberally to promote collaboration. Do not use to identify an individual who has "stopped" the class getting a   |



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|  | <p>effort into their writing, behaviour on a trip etc.</p> <p>To create a sense of collaboration within the class.</p> | <p>The adult adds one button to the class jar and explains specifically why.</p> <p>Headteacher looks at button jar when visiting classrooms - a treat from a list drawn up by the class is earned each half term by getting "enough" buttons in the jar.</p> | <p>button or as a consequence "we can't have a button now because..."</p> <p>This is because blame creates more shame which lowers self esteem.</p> |
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**When behaviour does not meet the standards we expect:**

What behaviour is unacceptable?

Any behaviour that is not ready, respectful and safe is unacceptable behaviour.

Minor incidents might include:

- Talking at inappropriate times
- Mistreating school or other property eg. mishandling books, dropping litter, wasting or not taking care of resources
- Not lining up properly
- Distracting other pupils
- General behaviour around the school building e.g. running in the corridor

More serious incidents might include:

- Any prejudice based comments e.g. Racist/ Homophobic/ Transphobic/ Religious/ Ageist / Gender based comments\*
- Physical incidents of any kind e.g. punching, kicking, pushing, rough play etc.
- Deliberately causing upset to someone else e.g. unkind comments, excluding from a game etc.
- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Bullying or Peer on Peer abuse (see Anti-Bullying & Harassment Policy)
- The same minor incident occurring repeatedly

\*All incidents of a racist, homophobic or transphobic nature, or involving gender discrimination, are treated seriously and are dealt with according to the age, understanding and the nature of the incident.

### Individual Needs

No one behaviour system will work for every child as each child is unique and has their own needs and circumstances. (see section on "children requiring an individualised approach")

Some children in our school will be following an individualised approach to supporting their behaviour regulation. This will have been created with the SENCO, class teacher, child and parents.

The individual approach will be communicated to other adults working with the child (e.g. lunchtime supervisors, sports coaches, wraparound care) by the class teacher, or in their absence (for example when a supply teacher covers the class) the SENCO or another member of SLT.

Children who need individualised approaches or reasonable adaptations will have a document outlining the approach adults should take. These are available for relevant staff to access in the staff room.

### Conversations to support behaviour

Conversations around poor behaviour should happen in private to reduce counterproductive shame on children. Behaviour is discussed, following a script, in terms of how it does not follow the school rules of be ready, be respectful, be safe; and how it is impacting on others.

The conversation should be about the behaviour rather than being made personal to the child so that the child knows they are still loved and cared for.

Adults should remember that the aim of the conversation is for the adult to offer support the child to improve their behaviour, not to punish the child.

Conversations to support behaviour would be with the adult who was supervising the child at the time of the behaviour- whether this be the class teacher, teaching assistant or lunchtime supervisor. This demonstrates to children that all adults are equally responsible for supporting behaviour regulation.

### Scripted Stepped Approach

The support for poor behaviour follows a stepped approach of:

1. Reminder
2. Wondering Warning
3. Reparative Response
4. Cool off space
5. Cool off elsewhere.

It would be rare for a child to reach step 4 and rarer still to reach step 5.

Adults should base their conversations around these scripts which ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly:

| <p style="text-align: center;">Stepped Approach Support Scripts</p> <p>Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.'</p> <p>Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.</p> |  |
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| <p>Before Step One:</p> <p>Approaches to make connections, promote emotional literacy and give encouragement (non-scripted)</p>   | <p>Quiet word:</p> <ul style="list-style-type: none"> <li>• <i>"Is everything okay Bob?" (listen to response!)</i></li> <li>• <i>"Bob we're all listening at the moment, thank you for keeping your lips quiet and showing me five"</i></li> <li>• <i>(Stern tone)"Wonderful Walking" (pleased tone)"Thank you Bob"</i></li> </ul> <p>Drawing Attention to impact of behaviour (accidental or otherwise) on others:</p> <ul style="list-style-type: none"> <li>• <i>"Can you see that Sarah is crying - I wonder how she is feeling? I wonder what made her feel that way? I wonder what we could do to help Sarah feel better?"</i></li> </ul> <p>Re-direction:</p> <ul style="list-style-type: none"> <li>• <i>"Bob, come and have a go at this activity with me."</i></li> </ul> <p>Distraction:</p> <ul style="list-style-type: none"> <li>• <i>"Bob please take this note to the office for me."</i></li> </ul> |
| <p>Step One:</p> <p>Reminder</p>  | <ul style="list-style-type: none"> <li>• (Name) I noticed you chose to ... (state the noticed behaviour).</li> <li>• This is a <b>REMINDER</b> that we need to Be ... (state relevant rule: Ready, Respectful, Safe).</li> <li>• Thank you for listening.</li> </ul>   |

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|  | <ul style="list-style-type: none"> <li>• (Walk away to give the child 'take up time' and DO NOT respond.)</li> </ul> <p><i>Example - 'Bob, I notice that you're talking when you should be writing. This is a reminder to follow our school rule of being ready. Please work quietly. Thank you for listening.'</i></p>   |
| <p>Step Two:<br/>Wondering Warning</p>     | <ul style="list-style-type: none"> <li>• (Name) I noticed you chose to ... (state the noticed behaviour)</li> <li>• I'm wondering if ... (why you think they are showing that behaviour)</li> <li>• This is a <b>WARNING</b> because it is the second time I have had to come and speak to you</li> <li>• Do you remember when ... (remind of time of previous good behaviour)?</li> <li>• That is the behaviour I expect from you. I know that you can make good choices.</li> <li>• Thank you for listening. (Give child 'take up time' and DO NOT respond.)</li> </ul> <p><i>Example: Bob, 'I have noticed you are still talking when you should be writing. I'm wondering if you're finding it tricky today because you're sitting by your friend? This is a warning because you are still breaking the school rule of being ready. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</i></p> |
| <p>Step Three:<br/>Reparative Response</p> | <ul style="list-style-type: none"> <li>• (Name) I noticed you chose to ... (state the noticed behaviour).</li> <li>• State impact on others of behaviour</li> <li>• You are breaking the school rule of ...(state rule)</li> <li>• You need to put this right by... (see below for examples of appropriate reparative responses)</li> <li>• Thank you for listening</li> </ul> <p><i>Example - 'Bob, I have noticed you chose to keep talking. You are stopping the other children on the table from doing their work. You are breaking the school rule of being ready. You will have to put this right by working at playtime to do the 2 minutes you have wasted. Thank you for listening.'</i></p>   |

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|  | <p>Once this has been done, a follow up restorative conversation using questions (see below) should take place.</p> <p>Once the restorative conversation has been engaged in and any reparative consequence has been completed, it is a <u>fresh start</u> for the child.</p>   |
| <p>Step Four:<br/>Cool Off Space<br/>(Child becoming dysregulated)</p> | <p>Offer of space to cool off:</p> <p><i>Example: Bob you seem to be finding things really difficult right now what will help you to keep calm?</i></p> <ul style="list-style-type: none"> <li>• Sit in a quiet space</li> <li>• Calm down box</li> <li>• Work in another classroom</li> </ul> <p>Emotion Coaching:</p> <p>Using emotion coaching script cue cards (Appendix B)</p> <ul style="list-style-type: none"> <li>• Recognise and name emotion</li> <li>• Empathise</li> <li>• Set Limits</li> <li>• Problem Solve</li> </ul> <p><i>Example: Bob I wonder if you're feeling angry because you wanted a turn on the iPad. I get cross too when I feel like I have to wait ages for something I want. Did you hear me say that everyone will get a turn this week? Even though you're angry, it's not ok to throw pencils. Shall we ask Sarah if you can have a go next? Would you like me to help you say that to her? Let's pick up the pencils together while we wait for your turn.</i></p> <p>Once the child is calm again, a follow up restorative conversation using questions (see below) should take place.</p> <p>Once the restorative conversation has been engaged in and any reparative consequence has been completed, it is a <u>fresh start</u> for the child.</p> |
| <p>Step Five:<br/>Space to Cool Off Elsewhere</p>                      | <p>Continue to use a calm voice</p> <ul style="list-style-type: none"> <li>• (Name) I noticed you chose to ... (state the noticed behaviour). You are not behaving like a member of our class.</li> </ul>   |

If a child is requiring significant support and the adult supervising is unable to continue effectively supporting the needs of the other children, a "Help Hand" should be sent to call another member of staff to the room.

- Ask other staff member in classroom or send help hand to get another staff member to come
- You will need to go with (name adult) out of the classroom to somewhere to (help you calm down/finish your work etc.)
- I will come and speak to you at (next break)
- Child escorted to / collected by appropriate adult.
- Record on MyConcern

*Example - 'Bob, I have noticed you have chosen to continue to use rude words. That is not how we behave in this classroom. I am sending Sarah with the help hand to get Mrs Smith. I will speak to you at lunchtime.*

When another adult becomes involved, **\*DO NOT** describe the child's behaviour in front of the child\*

*"Mrs Smith, Bob needs to come with you to finish off his work. I will come and speak to him at lunchtime."*

At the agreed time, a follow up restorative conversation using questions (see below) should take place.

Once the restorative conversation has been engaged in and any reparative consequence has been completed, it is a fresh start for the child.

If a child reaches Step 5 the incident should be logged on MyConcern, unless the incident is recorded elsewhere as part of ongoing SEND records.

### Reparative Responses

- The conversation needs to make it clear that unacceptable behaviour affects others and the school community
- avoid being applied to a whole group for the activities of individuals
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.
- be in proportion to the offence.
- be a way to repair the damage done by the behaviour

| Incident  | Reparative Response  |
|---|--|
| Incident against another person   | Show the person that has been affected by the child's action that they are sorry <ul style="list-style-type: none"> <li>• verbal apology, written card/picture, an action taken to show remorse.</li> </ul> In conversation with the child they should be able to explain that they are sorry and that they understand the impact their actions had on the other person. |
| Child being disruptive in lesson time   | <ul style="list-style-type: none"> <li>• Child is told they cannot use that area of provision where they are being disruptive</li> <li>• Child remains inside during break time to complete any work missed or to have a discussion with teacher about how child and adult can work together to make sure this doesn't happen in the next session.</li> </ul>            |
| Child being rough / disruptive on playground                                    | <ul style="list-style-type: none"> <li>• Child stands for a short time by an adult to watch how other children are doing the right thing.</li> </ul>   |
| Incident relating to damage to property   | A natural reparation e.g. <ul style="list-style-type: none"> <li>• tidy any mess made</li> <li>• clean writing off desk</li> </ul>   |
| A particular activity which has been causing issues e.g. football at break time | A measure to help that time be successful e.g. <ul style="list-style-type: none"> <li>• reduced time,</li> <li>• increased supervision,</li> <li>• choosing a different activity.</li> </ul>   |

### Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil.

This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil.

1. What happened? (use neutral, dispassionate language.)
2. How were you feeling at the time?
3. Who has been hurt/upset/affected?
4. What did you do / should we do to put things right?
5. What shall we do next time so that this doesn't happen again?

\*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.



Once the restorative conversation has been engaged in and any reparative consequence has been completed, it is a fresh start for the child.

### Emotion Coaching

*"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).*

All staff members carry emotion coaching visual prompt cards and script (Appendix B).

If a child's behaviour is becoming dysregulated, the familiar visual cues and scripted language is used to help co-regulate their emotions and choose a more appropriate way to handle the situation they are finding difficult (See Step Four above).

1. Recognise and name the emotion  
"I wonder if you're feeling angry?"
2. Validate and empathise  
"Everyone feels angry sometimes, I would feel angry if someone had taken the ball I wanted too."
3. Set limits  
"Even though you're angry, its not okay to hit someone because it hurts them and our school rule says we should be respectful."
4. Problem Solve  
(what was the child trying to achieve? What would be a more productive way to respond?)  
"Next time you're angry at someone taking your ball, what shall we do instead?"

### **Involvement of Parents**

We work in partnership with parents to help children become confident at regulating their own behaviour. Parents want to know how their child behaves at school and this should be communicated to them by the classroom teacher. Formal opportunities for this are through parents' evenings and end of year reports but parents should be involved in an ongoing way.

Parents should understand that unless we communicate otherwise, their child is behaving well and meeting our expectations. They are welcome to open a conversation about behaviour, by having an informal chat with teachers at the beginning or end of the day, using the home-school jotter or asking for a phone call.

Parents are informed when their child's behaviour has been consistently good or a particularly excellent or through an "above and beyond recognition notes" so that they can celebrate this with their child. Parents are invited to join our Amazing Attitude Award Assembly in worship on Mondays and are notified if their child will be presented with an award.

Similarly parents need to know if their child has not met the expectations so they can discuss with their child what went wrong and how they can avoid a similar situation again. When notifying parents of poor behaviour, talking to parents at the end of the day can often be embarrassing for the child and family. Where problems have arisen, teachers should communicate with parents through home school jotters or by a phone call. They should record the behaviour and the conversation on MyConcern.

### **Children needing an individualised approach**

We understand that for some children, following our behaviour expectations are beyond their current developmental level and that some may exhibit particular behaviours based on early childhood experiences, family circumstances or their special educational needs. They may display more serious or a persistent failure to meet the expectations of behaviour.

Although behaviourist approaches can work for the majority of children, we acknowledge that they are not successful with all. This is especially true for those who have experienced Adverse Childhood Experiences (ACEs) - traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as Looked After Children (LAC) and Post Looked After Children (Post-LAC), and individualised approach may need to be taken.

Where there are serious concerns about a child's social, emotional and mental health, teachers will speak to parents and the SENCO will be informed. Working with parents and the class teacher, the SENCO will create an Individual Behaviour Plan, One Page Profile or Emotional First Aid Plan, depending on the needs of the child.

With parental permission, outside agencies may also be involved in advising staff and assessing and supporting the child. These may include the Educational Psychologist and/or a behavioural support consultant.

As a school, we recognise that children's behaviour is their way of communicating their emotions. When dealing with an episode of extreme behaviour, a child may need

physical intervention from staff for their own safety or the safety of others. Please refer to the Care and Control Policy for full details.

## **Exclusion**

If a child seriously or persistently breaches this behaviour policy, or if allowing the pupil to remain in school would seriously harm the education or welfare of others, the headteacher may decide to exclude the child. A child may be excluded internally or from school for a fixed period. In the most serious cases, a child may be permanently excluded, although this step is a last resort and is extremely rare. Exclusions are reported to the Curriculum, Safeguarding, Pupil Welfare Committee of the Governing Board and to the Local Authority.

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked, allow the child to give their version of events and consider if the pupil has special educational needs (SEN).

Please refer to Department for Education statutory guidance: [Exclusion from maintained schools, academies and pupil referral units in England \(2017\)](#)

## **Application and scope of this policy**

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency.

## **Equal Opportunities**

This policy will be applied equitably to all children irrespective of ethnicity, gender, religion, or special educational needs.

## **Monitoring and Review**

The Leadership Team will monitor the application of the policy within school. Records will be kept in order to evaluate any impact of the changes brought about by the policy.



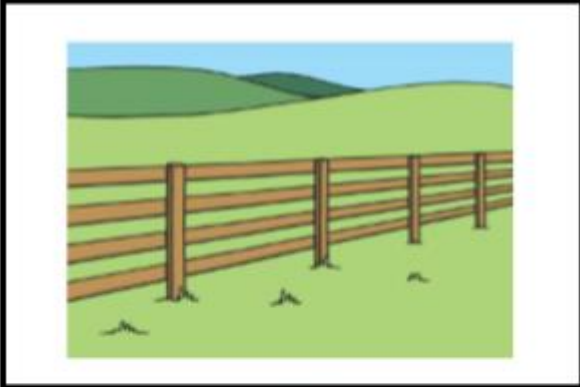

All concerned parties will be kept informed of any review and action that will need to be taken. The Curriculum, Safeguarding and Pupil Welfare Committee receives reports on behaviour in school and is responsible for approval of reviews to this policy.

Appendix A: Show Me Five!



*"Everyone to learn and grow with God."*

Appendix B: Colour Monster Emotion Coaching Cards

|   |  |
|---|--|
|    | <p>Recognise and name the emotion</p> <p><i>"I wonder if you're feeling angry"</i></p>   |
|   | <p>Validate and empathise</p> <p><i>"I would feel angry too if I ...."</i></p>   |
|  | <p>Set limits</p> <p><i>"Even though you're angry its not okay to ..... Because ...."</i></p>  |
|  | <p>Problem solve:</p> <p>What was the child trying to achieve?<br/>What would be a better way to respond?</p> <p><i>"Next time you're angry what can we do instead?"</i></p> |