

SIXPENNY HANDLEY FIRST SCHOOL AND NURSERY

Behaviour Policy and Guidance



Sixpenny Handley First and Nursery School Behaviour policy

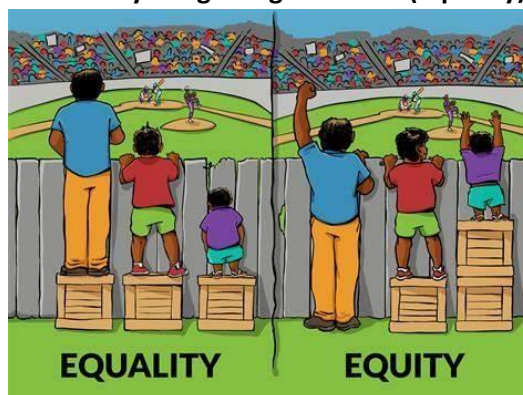
Vision, values and ethos

At Sixpenny Handley First and Nursery school, respect and community are at the heart of all we do. Our curriculum is driven by 7 learning behaviours that we believe provide the foundations for successful life-long learners; developing the skills and attributes that will ensure our pupils can feel confident in their own abilities and manage the feelings and emotions that are part of the learning process.

We expect everyone within our school community to be **caring** and respectful towards each other at all times. We nurture our children to become **confident**, independent and **resilient** learners who believe in themselves and their capabilities. We encourage our children to be inquisitive, fascinated and develop awe and **wonder** in the world around them so they can reach their full potential.

We believe all behaviour is a form of communication and an expression of emotion. Negative behaviour is a sign of emotional dysregulation or an unmet need. Emotional and social development is a key aspect to learning and positive behaviour needs to be explicitly taught, modelled and scaffolded by adults so children learn how to express their feelings and emotions appropriately. As with other aspects of learning, children develop at different rates and require different levels of support to progress and be successful. Therefore, our principle approach to managing behaviour is through relational practice, with a positive, consistent approach.

With the understanding that the term 'consistent' means everyone gets what they need (equity) rather than everyone getting the same (equality).



This policy is primarily based upon training undertaken with Dorset Educational Services on relational practice and emotion coaching. It is for all pupils, staff, parents/carers, volunteers and visitors within our school community and we all have a responsibility to adhere to it

Our approach

We seek to make sense of behaviours and regard challenging behaviours as a need of additional support. Building positive relationships with our pupils is at the heart of what we do and therefore must come first. At the start of the year (or when there is a change of staffing or pupils), adults will seek to build a positive, trusting relationship with every child so that they feel safe, valued and respected. Adults will show a genuine interest in all of the children in their care. They will personally greet them as they enter school and seek to identify any moods, feelings or emotions that they present that may require intervention prior to learning starting. In addition, staff will strive to build positive, open and trusting relationships with parents and carers with strong lines of communication.

The school day will be as consistent and predictable as possible for the children, with visual timetables in all classes and clear, consistent routines across all year groups such as calm starts, wake n shake and emotion check-ins.

Staff will be good emotional role models and aware of their own emotional state so that they are emotionally available to the children.

Our agreements and expectations

At Sixpenny Handley First and Nursery school we all agree that everyone has a right to be **happy, safe and learn** and we will not compromise on anything less than this.

We have clear boundaries and high expectations of everyone within the school community. School agreements and expectations will be shared, known and understood by all and will be visually displayed around the school. We use the word expectations rather than rules with the understanding that not all children will be able to meet them at all times and some may need additional support and/or scaffolding to do so.

Relational practice approach – *The following is taken from BABCOCK Guidance for Developing Relational Practice and Policy (please refer to for further information)*

Relational practice is based upon:

1. Developing relationships
2. Responding and calming
3. Repairing and restoring



Emotion coaching – the following is based upon *Emotion Coaching with Children and Young People in Schools – Promoting Positive Behaviour, Wellbeing and Resilience* by Louise Gilbert, Licette Gus and Janet Rose (please refer to for further information)

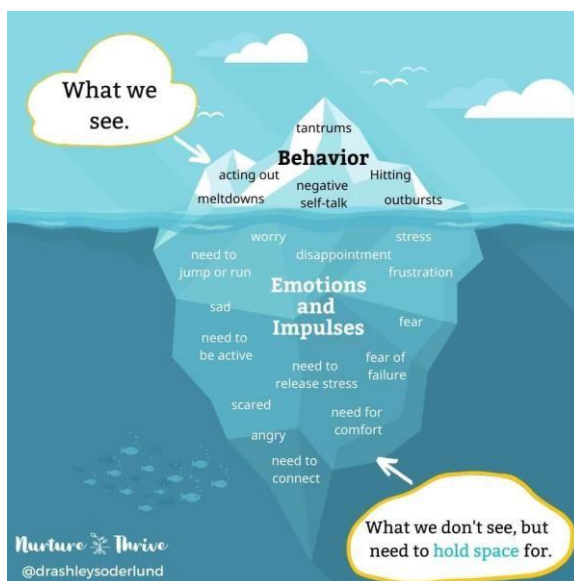
Emotion coaching is a relational approach rather than behavioural approach. It is based around the understanding of brain development and how the brain and mind deal with emotions, including what happens when we ‘flip our lid’. It acknowledges that all emotions are acceptable, but not all consequent behaviours are appropriate. It provides a scaffold for children and models empathy. Children need to experience empathy in order to be empathic.

In this approach there are 4 steps involved:

1. Recognising the child’s feelings and empathising with them.

In western culture there has been a long tradition of focussing only on the behaviour rather than what has driven it and believing that the only way to change behaviour is to reward or punish, thus coercing children to learn to behave which can cause fear, shame and ostracise pupils but not necessarily change the behaviour. Step one of emotion coaching is about understanding what emotions have driven the behaviour, looking at both verbal and non-verbal clues. We need to be aware of the child’s emotional state and empathise with the feeling rather than the behaviour. We need to connect with the child by soothing them as a means of emotional first aid and by putting ourselves in their shoes prior to correcting the behaviour. **The only exception being if safety for the child or others is compromised, in which case ensuring everyone is safe must take priority.**

At Sixpenny Handley we understand that the behaviour we see is only the tip of the iceberg.



2. Labelling the feelings and validating them

Labelling emotions helps connect the cognitive and emotional parts of the brain. However the use of language is important, asking a child how they are feeling is not helpful so we need to describe what we see such as: ***‘I can see that you get angry when that happens... I would feel angry if that happened to me... It’s normal to feel like that.’***

‘I can see you’re frowning and you’re kicking the wall and you’re expressing a lot of energy... If I didn’t want to do something, I’d feel cross.’

'I've noticed you looking around at the others who are working on their projects. I wonder if you might be feeling nervous right now about whether your work will be okay. Have I got that right?'

It is important not to make assumptions, but not fear about using the incorrect emotion; use language such as ***'I think..'*** and ***'I wonder..'*** as well as questions such as ***'Have I got that right?'***

Ensure the messaging is clear about the feeling being okay and normal rather than the behaviour.

While all emotions are natural and normal, they are not always a matter of choice, therefore we need to avoid using the terminology 'good choice' or 'bad choice'

Emotion Vocabulary

Basic challenging emotions	Anger	Sadness	Fear	Disgust	Surprise
Common secondary emotions	Frustrated Mad Annoyed Offended Threatened	Lonely Hurt Guilty Uninterested Inadequate	Worried Insecure Embarrassed Rejected Vulnerable	Disappointed Bitter Resentful Shameful Averse	Confused Overwhelmed Startled Shocked Amazed

3. Setting limits on behaviour if needed.

Safety is paramount and sometimes it is necessary to stop behaviour before steps one and two can take place and similarly, sometimes this stage is not needed.

Setting limits on behaviour can only take place once the child is calm as it is important to avoid re-igniting the child's distress as you attempt to impose limits.

Children need to understand that some behaviours just aren't acceptable and this needs to happen in a safe space with the adult maintaining their own emotional regulation and remaining calm rather than reverting to a disapproving or authoritarian tone. It is important to separate the adult's emotion from the child's- 'Put your own oxygen mask on first.' It may be necessary to allow time to regulate the staff's emotional state before dealing with the situation, and if this is the case another member of staff could be called upon to be with the child. However, it is more effective if the member of staff who is most directly involved with the situation is the one who ultimately deals with it.

Consideration of body language, tone and facial expressions are essential (we all mirror what we see). The following questions need to be considered: What is it the child needs to learn at this point? What are the important boundaries the child needs to understand and accept? How can this be communicated in the most effective manner?

Set the limit on behaviour by referring to the school agreements and expectations. Avoid language that instils shame.

Possible examples:

'I know you felt hurt and angry. In this school we play safely with each other. Remember what we agreed to do when we're upset- we step out of the game for a little while. This helps us to calm down.'

'I know you were embarrassed. At school we use a knife and fork. Would you like me to help you?'

4. Problem-solving with the child

Problem solving helps the child build a narrative of the event and assists them to learn about emotions and self-regulation.

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It can only take place when the child is calm and ready to talk about what happened, why it happened and what could have been done differently. Consider with the child: what the problem is; encourage them to come up with possible solutions and pick the one they think will be the 'best'; allow them to give it a go (if it is unworkable still let them try it out providing it is safe) and then reflect with them whether it worked or not.

Young children need opportunities to feel heightened emotions (which happen naturally) in order to practice and experience calming down. They need adults to anticipate and be sensitive to their moods. It is through co-regulation that they learn to sooth and self-regulate.

Whilst emotion coaching is an evidence based approach, it is not a one model fits all or a quick fix, and there are times when it is less effective such as when:

Large numbers of children are involved

There is an audience

The adult does not know the child

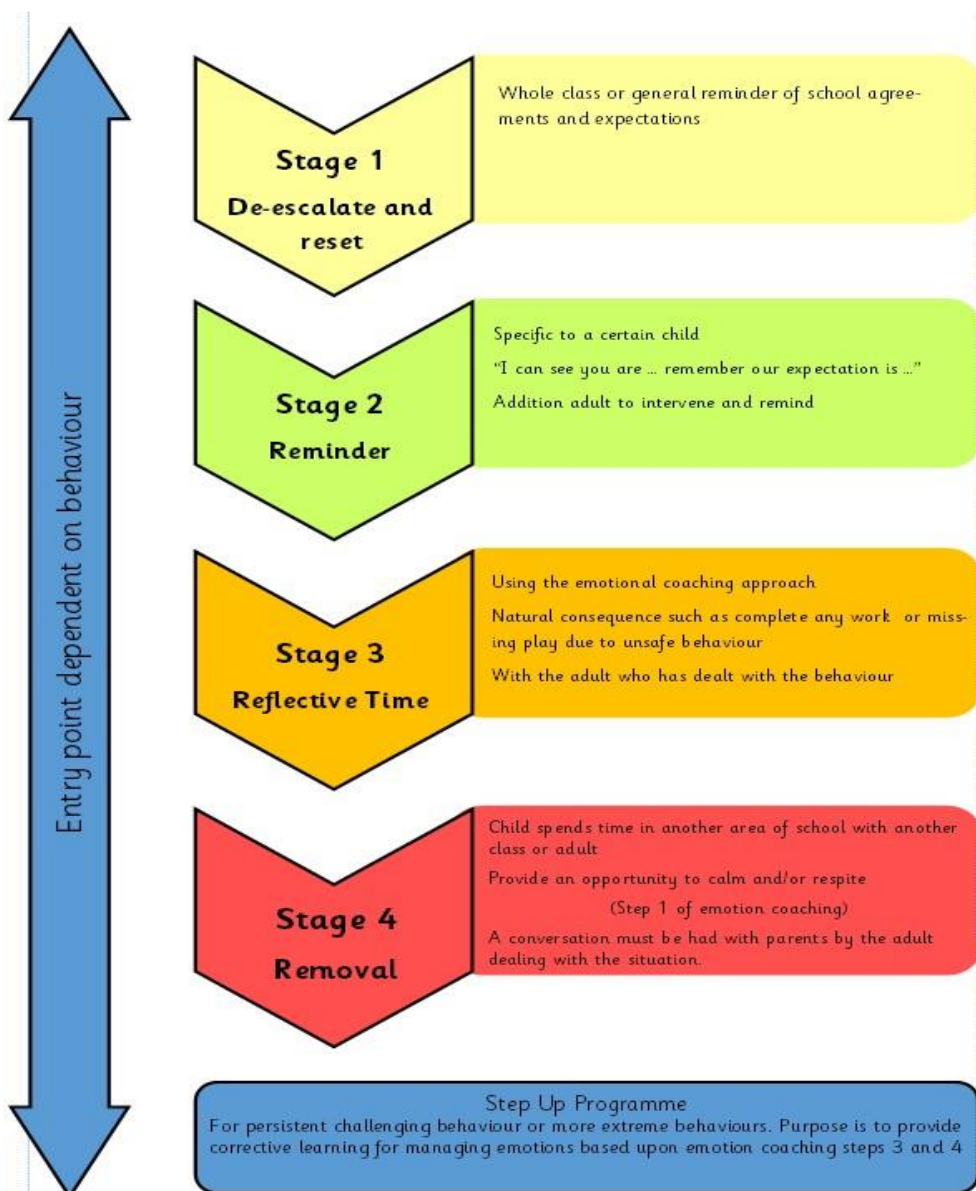
The adult is not sensitive to the needs and developmental ability of the child

The adult is feeling anxious, distracted, too tired or pressed for time

The adult believes the child is faking the emotions or being manipulative

The adult is inconsistent in their approach.

The following table gives a guide to the stages we take with regards to helping children to regulate their emotions and thus manage their behaviour.



Conversations with parents

At stage 4, following removal, a conversation will be had with parents/carers. During this conversation it will be communicated:

- What we believe led to the behaviour
- What happened
- What the consequence to the behaviour is – removal or moving onto the step up programme.

The adult dealing with the behaviour must be the adult that communicates this to parents, support from the class teacher or SLT can be sought if needed.

Step Up Programme

For persistent, on-going, challenging behaviour that has gone through stages 1-4 **or**/ more extreme emotional dis-regulation such as (but not limited to) violence, destructive behaviours, rude/inappropriate language used with intent.

Prior to starting the programme -

There will be clear communication with parents from the person who dealt with the situation with support from a member of the senior leadership team if required.

All communication regarding the incident(s) that have led to entering the programme will be passed onto the adult leading the intervention, before the intervention start date, as well as any necessary information involving the developmental or emotional well-being of the child. This will ensure the correct support and intervention is put into place.

The programme

The programme will entail a 3-5 day period of problem solving; during the lunchtime period (they will eat their lunch with a member of the SLT). The child will spend time the time with an adult problem solving, modelling and scaffolding responses to managing strong emotions and consequent behaviour.

On day 3 a decision will be made as to whether the child is ready to leave the programme or if further intervention is required.

If persistent attendance into the Step Up Programme occurs, then other agency involvement will be sought. Parents will also be further involved.

Other strategies we will use include:

Well-being support delivered by trained staff- provided on an individual or group basis

Check in with member of the leadership team as needed to reflect and talk through parts of the day and prepare for the next session.

Safe space – a room or other appropriate area for child to go to in order to calm and regulate. Sensory resources

Brain breaks

Rhythmic/physical activity

Mindfulness

Regulation cards and specific teaching of emotions for those who need additional support

Whole class weekly Jigsaw session

Visuals of agreements and expectations around school

Deflecting or redirecting

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Social stories and comic strips

Adapted routines

Positive reinforcement

Positive phrasing

Soothing and forgiveness

Mood tracker for KS2 pupils to map feelings electronically and flag to teachers any concerns

Worry boxes in each class or alternative visual login

Inclusion

As previously stated, consistency does not mean the same for all. There are circumstances and situations where individual children need a more personalised approach. If appropriate, a behaviour plan will be drawn up by the most relevant members of staff, parents, the child, and, if required, with support from external agencies such as Dorset SEN team, Mental Health in Schools Team and/or Dorset children's services.

Use of reasonable force and restraint

All members of school staff have a legal power to use reasonable force and restrain pupils, however, this is only used to prevent pupils from:

- Committing a dangerous offence
- Injuring themselves or others
- Damaging property

Force is never used as a punishment, but is used to bring pupils under control or to restrain them. When reasonable force or restraint is used this will always be recorded on our electronic safeguarding platform, My Concern, clearly stating factual information as to what led to the restraint. The Headteacher will be made aware and parents will be informed.

Suspension and Exclusion

Suspension and exclusion will always be a last resort and will be avoided as much as possible, due to the negative impact this can have. However, there are situations where this is necessary and appropriate for safety reasons. The Head Teacher will decide whether to suspend or exclude a pupil, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

The Head Teacher may consider the following questions:

1. Is the behaviour in breach of the school's Behaviour Policy? If so, have any other strategies described in the policy been used and to what effect? What else could be used as an alternative with the parents' agreement?
 2. Has the school previously supported the child (what/when/what level of impact did this have?)
 3. Does the child have any recognised behaviour needs? Have reasonable adjustments already been made or could they now be made? (Evidence could be SEN documentation e.g. EHCP, IEP, Risk Assessments) Even if the child does have a recognised behaviour problem the Head Teacher has a duty of care to **all** children. If the risk to others cannot be controlled, then suspension or exclusion should be considered.
 4. Would allowing the child to remain in school seriously harm the education or welfare of other children or adults?
- Once all other considerations have been made, and the answer to this final question is 'yes' then The Head Teacher must have agreement from another Head Teacher within the HAT before a suspension or exclusion is applied. In this case, the school will follow Local Authority guidelines.