

Respectful Relationships Policy 2023

A Restorative Approach for Behaviour Management



St Day and Carharrack Community School
*We are the **CHANGE-MAKERS** of OUR WORLD!*

OUR VISION

ENJOYING, ENGAGING, EXCELLING

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible **Change-Makers of Our World**.

OUR SCHOOL AIMS:

to live our vision and values through our behaviours It starts with every one of us!

People – placing kindness at the centre of our community to grow healthy, trusting, listening relationships to enable everyone to be responsible, respectful, self-sufficient, valuable members of our local, national and global communities

Place - creating a safe learning environment both in and out of the classroom where children's voices are heard, the bravery, risk-taking and uniqueness of everyone is encouraged and celebrated - to grow our 'CHANGE –MAKERS'

Purpose - living our values of **ENJOYMENT**, **ENGAGEMENT** and **EXCELLENCE** to deliver high quality, inclusive education in order that all learners achieve and exceed their personal best – to **be brilliant**

LIVING OUR VALUES:

ENJOYMENT

*Laughing
Loving
Learning*

ENGAGEMENT

*Communicating
Collaborating
Contributing*

EXCELLENCE

*Be your best
Be even better
Be brilliant*

This policy outlines how we use a **Restorative Approach** for **Positive Behaviour Management** – in line with being a **Rights Respecting School** and a **Trauma Informed School**. Our high expectations are set out in our Golden Rules, created with our children each year – to enable everyone to be **ready, respectful and safe** at all times. We expect everyone to live our Vision, Values and Golden Rules – to grow a mutually respectful, safe, learning environment for everyone to **ENJOY, ENGAGE and EXCEL** in their learning.

OUR GOLDEN RULES

OUR GOLDEN RULES

How we expect our whole community to behave:

We are gentle, kind and helpful

We don't hurt others

We listen

We don't interrupt

We are honest and responsible

We don't cover up the truth

We learn and let others learn

We don't waste our own or others' time

We care and look after our environment

We don't waste or damage school property

We keep ourselves and others safe

We don't put each other in danger

We are proud of our school and will do our best to follow our Golden Rules

OUR CHARTER PROMISE

This day...this week...this year,
I will do my best,
To be kind,
Gentle and helpful.
I will learn and let others learn,
I will show respect to everyone,
I will listen and be responsible,
I will tell the truth and learn from my mistakes.
I will care and look after my environment,
And be determined
To enjoy, engage and excel,
To be grateful and happy with everything I do.
I'll do the best that I can,
To enable everyone to be brilliant.

This is my promise!

Policy Statement

St Day and Carharrack School is committed to creating a caring environment where excellent behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour choices and encourage others to do the same. By following this Respectful Relationships Policy, we equip everyone with a consistent, proactive approach. This leads to positive behaviours for learning and a partnership approach to managing behaviour choices and restorative interventions that support staff, children and families to repair relationships.

Aim of the Policy

- To create, encourage and reinforce a positive culture of excellent behaviour through use of clear expectations and boundaries, appropriately given according to understood developmental needs – to ensure all our children can thrive in a calm, safe and supportive environment.
- To live our vision and values and maintain high standards of behaviour - to ensure all children and adults are treated fairly, shown respect and have kind, caring relationships.
- To support staff to have consistency of response to both positive and negative behaviours across the whole school, which encourage our children to develop their ability to self-regulate and learn to understand and control their behaviour choices.
- To build a caring community, which values kindness, rights respecting values, caring relationships, patience, honesty and empathy for others.
- To promote community cohesion through improved, restorative relationships.
- To define what we consider to be unacceptable behaviours (and how we prevent them) including all forms of bullying – inclusive of cyber-bullying and discrimination (KCSIE 2023).

Staff model respectful and positive relationships with all stakeholders at all times

Purpose of the Policy

To provide simple, practical procedures for staff and children that:

- Recognise behaviours needed for successful learning.
- Positively reinforces behaviours needed for successful learning.
- Promote self esteem and self regulation.
- Teach appropriate behaviours through interventions – using a restorative approach, being trauma informed and adhering to being a Rights Respecting School.

Legislation, Statutory Requirements and Guidance

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

[Behaviour in schools: advice for headteachers and school staff 2022](#)

‣ [Searching, screening and confiscation: advice for schools 2022](#)

‣ [The Equality Act 2010](#)

‣ [Keeping Children Safe in Education](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)

[Use of reasonable force in schools](#)

‣ [Supporting pupils with medical conditions at school](#)

‣ [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

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 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of learning
- Poor attitude which leads to the disruption of learning for everyone

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour such as interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol

- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- 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)

Bullying (see Anti-Bullying and Anti-Racism Policy)

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, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Refer to our Anti-Bullying and Anti-Racism Policy to see procedures in place to prevent all forms of bullying (including cyber-bullying, prejudice-based and discriminatory bullying).

Our School Behaviour Curriculum

By following our Golden Rules, we show **READY, RESPECTFUL and SAFE** behaviours.

Golden Rule	Rights Respecting School	Responsibility
<i>We are:</i>	<i>We have the right to:</i>	<i>and the responsibility to:</i>
We are gentle, kind and helpful -	We have the right to be respected	and the responsibility to respect everyone.
We listen -	We have the right to be heard	and the responsibility to listen to others.
We are honest and responsible -	We have the right to share our views	and the responsibility to tell the truth.
We learn and let others learn -	We have the right to be educated	and the responsibility to learn as much as we can.
We care and look after our environment -	We have the right to a clean, safe school	and the responsibility to look after our resources.
We keep ourselves and others safe -	We have the right to be protected	and the responsibility to be kind to everyone.

Our Golden Rules help all members of our community by setting appropriate boundaries to ensure everyone is **ready** to learn, **respectful** and **safe** at all times. Staff will model these rules through all interactions at school. Our approach is committed to **safeguarding** and promoting positive emotional and physical health and well-being of every individual involved in our school community.

These rules will be clearly displayed in each classroom and on the school's website. Positive behaviour is promoted through all aspects of the curriculum. Specific teaching takes place in assemblies, RSE, RE, PSHE, circle-time and through the social skills learned at lunch and playtimes. To boost self-esteem, children are encouraged to look for classmates demonstrating Golden Rules and acknowledging this during class circle-time and assembly.

At St Day and Carharrack, all behaviour is understood as communication of need. Staff are expected to identify the need and provide developmentally appropriate strategies to remove the barriers to enable successful engagement in school life. We strive to work in partnership with our families and expect parents/carers to support the school's Respectful Relationships Policy. If a child's behaviour gives particular cause for concern, parents/carers will be involved as soon as possible so we can consistently support the child, in and out of school, to develop appropriate behaviour.

Children are supported to develop their own self-regulation and take responsibility for their actions. Using a restorative justice approach enables children to understand how their actions impact on themselves and others. Children can then take responsibility for their actions and make better choices in the future.

We believe that clear expectations, consistency and fairness are crucial to creating a positive learning environment in which everyone feels valued, supported and listened to. Our high expectations run throughout the whole school day including breakfast club and after school clubs. Everyone in our school community, including parents, play a part in creating this positive learning environment.

We are a Rights Respecting School – RRS

As a Rights Respecting School, we aim to promote the rights of children, as outlined by the United Nations Convention on the Rights of the Child (1989). Whilst emphasising behaviour that respects the rights of everyone, we also make consequences clear. Children know and understand behaviour that respects the rights of everyone in our school and are encouraged to choose behaviour that will help everyone around them.

Articles that we aim to promote and respect through this policy include:

Article 3: The best interests of all children must be a top priority in all decisions and actions that affect children

Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously

Article 14: Every child has the right to think and believe what they want as long as they are not stopping others from enjoying their rights

Article 28: Every child has the right to an education. Regulation in schools must respect children's dignity and their rights

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment

Article 31: Every child has the right to relax, play and take part in a cultural and artistic activities

We are a Trauma Informed School – TIS

We are committed to educational practices which Protect, Relate, Regulate and Reflect ([see Appendix A](#))

We are invested in supporting and developing the very best possible relationships between:

- School staff
- Children and school staff
- Family and school staff
- Children and children
- Family and children
- School staff, governors and external agencies

We are a Restorative Justice Approach School – RA ([see Appendix B](#))

At St Day and Carharrack, a RA helps us to create a happy, safe environment where children learn to be in relationship with each other and take responsibility for their actions. A Restorative Approach ensures RRS and TIS practices are incorporated alongside our vision and values. We support everyone to be responsible, respectful, self-sufficient, valuable members of our local community and beyond. RA supports everyone to grow. RA gives everyone a voice. RA heals relationships. A Restorative approach helps our children to feel treated fairly as valued individuals.

RA acknowledges that conflicts happen. Rather than seeking to blame and dispense 'punishment', RA repairs harm. When an incident arises, we use a restorative process to bring those harmed by conflict, and those responsible for the harm, into communication. We can enable everyone affected to play a part in repairing the harm, finding a positive way forward and learning to act differently in the future.

Consistency in Practice (see Appendix F for 'script')

A consistent, fair, proportionate and predictable approach to behaviour comes in the robust implementation by every member of our community to:

- **Follow our Golden Rules** – to support consistent language and consistent response in praising or correcting behaviours. Behaviour expectations are explicitly taught to our children - in class and during weekly assembly time.
- **Use the Restorative Approach questions** to ensure all conversations about behaviour are fair and consistent. Staff all have a 'mini' prompt guide to use. This routine supports children to understand positive behavioural norms.
- **Consistently follow up** - the member of staff taking responsibility for behaviour ensures the consequence is followed through. Staff can seek help and direction from SLT if necessary – to best support the child.
- **Use consistent positive reinforcement and language** - routine procedures for reinforcing (praising children who are following the Golden Rules), encouraging and celebrating appropriate behaviour (see Rewards).
- **Consistent consequences** - defined, agreed and robustly implemented by all staff at the classroom level (see Consequences).
- **Consistent, simple rules and expectations** – see Golden Rules to support everyone to be **READY, RESPECTFUL and SAFE**.
- **Consistent respect from the adults** by being calm and patient at all times especially when a child is displaying fight/ flight/ freeze responses. First, we help the child to regulate. Diffuse, distract and de-escalate to avoid making the situation worse – we will help the child to 'reflect' later after they have regulated and a connection has been made with an attuned adult.
- **Consistent models of emotional control** - emotional regulation that is modelled and not just taught – teachers and all staff are role models for behaviour and learning at all times.
- **Consistently reinforced routines for behaviour around the school** - In classrooms, around the building, at reception and in the school grounds by all staff at all times.

Roles and Responsibilities

The Governing Body is responsible for:

- Reviewing and approving the written statement of behaviour principles:
 - Every child understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
 - All children, staff and visitors are free from any form of discrimination
 - Staff and volunteers set an excellent example to children at all times
 - Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
 - The behaviour policy is understood by children, parents and staff
 - The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
 - Children are helped to take responsibility for their actions
 - Families are involved in the handling of behaviour incidents to foster good relationships between the school and home life

The Governing Body emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full Governing Body annually.

- Reviewing this behaviour policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

The Headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all children to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log (cpoms) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Senior Leaders are responsible for:

- Supporting colleagues to guide, model and show a unified consistency to all children at all times.
- Meeting and greeting children at the beginning and end of the day.
- Being a visible presence around school to encourage and model consistent expectations and behaviours.
- Enabling staff to shadow restorative conversations led by SLT
- Celebrating staff and children whose efforts go above and beyond expectations by sharing good practice with all staff – learning from each other.
- Encouraging the use of positive rewards in class and phone calls home to parents.
- Ensuring staff training needs are identified and targeted.
- Using behaviour data to assess interventions through analysis of data on cpoms.
- Supporting staff in managing children with more complex behaviours – through shadowing staff using positive approaches and specific training with SENCo and external agencies when required.
- Regularly reviewing the provision for learners who struggle to follow the school Golden Rules.

Teachers and Staff are responsible for:

- Creating a calm and safe environment for everyone
- Meeting and greeting children at the beginning and end of the day.
- Referring to our Golden Rules to be '**Ready to learn, Respectful and Safe.**'
- Model, model, model positive behaviours and relationships.
- Establishing and maintaining clear boundaries of acceptable behaviour
- Implementing the behaviour policy consistently by challenging and supporting all children to follow the Golden Rules.
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with children
- Providing a personalised approach to the specific behavioural needs of some children
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules, values and expectations
- Recording behaviour incidents promptly on cpoms

- Planning lessons that engage, challenge and meet the needs of all learners (see Curriculum Policy)
- Recognising and praising positive learning behaviours throughout lessons
- Following up behaviours every time - retaining ownership and engaging in reflective restorative conversations with children.

Parents and carers where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture
- The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Children will contribute to and be made aware of the following when learning about behaviour culture and expectations:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The Nurture support that is available to them to help them meet the behaviour standards (including Zones of Regulation)
- Children will be supported to understand and meet the behaviour standards and will be provided with repeated support sessions wherever appropriate.
- Children will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy
- Extra support and guidance will be provided for children who arrive mid-year

Managing Behaviour in Class – A Golden Classroom Environment

'Enjoying, Engaging and Excelling' in learning – living our vision and values at all times. With consistent routines and high expectations in place, children are in a safe place to manage their feelings, emotions and behaviour. For the vast majority of children a gentle reminder or nudge in the right direction is all that is needed. Focus is on praising the behaviour we want to see. Teachers **prepare, pre-empt and plan** for positive learning environments.

This will include:

- A consistent approach with clear, fair and explicit boundaries -Golden Rules followed.
- High expectations, low threat.
- CHANGE model of learning consistently followed along with a progressive, quality first curriculum (see Teaching and Learning Policy).
- Positive language focusing on choices.
- Believing that all children can succeed.

- Praise positive behaviours and reward with GOLDEN TICKETS.
- Weekly Circle-Time - Restorative circles ([see Appendix F](#))
- An organised, clutter free learning environment, where children feel safe and calm.
- Independence in using resources to facilitate learning.
- Flexible groupings in class learning to raise aspirations in both learning and behaviour and develop positive relationships across all groups of children.
- Planned seating on the carpet area/tables to ensure all children feel safe and can succeed. This changes regularly.
- Adult support to encourage positive engagement and to break down the learning
- Supportive learning partners.
- Pre-empting any changes to the school day to ease any potential anxiety.
- Routines and expectations to be consistent across all staff e.g. how we come in after playtime, walking along corridors to the hall. Adults model expected behaviour and support children in a calm and consistent manner.
- Staff 'check in' with children at key points in the day: making time to listen and support in problem solving.
- Open and honest relationships between staff are valued: supporting and learning from each other.
- Moving children if necessary to encourage engagement.
- Reinforce expectations about looking after resources (e.g.whiteboards/pens/books).
- Distraction to re-engage (positive engagement with asking questions, sorting activity or finding a resource).
- Staff will be aware of behavioural plans for individual children.
- Teaching strategies to support self-regulation and positive health and well-being.
- All staff understand the importance of **meaningful verbal praise** to acknowledge positive behaviour - *'Thank you for following our Golden Rule of being kind and helping with this'*.

Acknowledging children who are doing the right thing serves both as a reward for the child concerned and promotes a positive ethos throughout the school - personal **praise** can be as effective as a larger, more public, reward and recognises individual need.

Responding to Good Behaviour

Recognition and Rewards

The use of praise in developing this positive atmosphere in the school community is key to developing trusting relationships with all our children.

Rewards can be presented in a variety of ways:

- GOLDEN TICKETS to be given to individuals showing desired learning behaviours and following the Golden Rules ([see Appendix C](#))
- Weekly 'Golden Leader' celebration raffle - The opportunity to undertake special responsibilities as a reward for excellent behavior and consistently following our Golden Rules.
- Class 'Golden Treat' – whole class reward if target is reached – child led.
- All staff can give any child GOLDEN TICKETS, and should have GOLDEN TICKETS on them at all times. Children must know WHY they have been given a ticket – praise needs to be specific.
- The presentation of 'STAR of the Week' for outstanding learning behaviours and learning – are shared in our weekly assembly.
- Being sent to other members of staff to celebrate achievements and positive reinforcement.
- Praising children in front of their class or another class.
- Headteacher's commendation for exceptional efforts.

- **'Lunchtime Awards'** for consistently good manners and behaviour during lunchtimes.
- Stickers can be given by any member of staff for effort, achievement, courtesy, honesty or good behaviour generally.
- Informing parents at the end of the day of successful achievements and behaviours
- Friday 'gratitude' phonecalls home.
- A special mention in the newsletter.
- End of year achievement certificates and a variety of awards are presented for outstanding behaviour. Year 6 children will be recognized for their contribution to the school as 'Change-Makers' and 'Leaders'. This will inspire the younger children to further develop their own positive attitudes to their schooling.
- Teachers can set up their own in class reward systems in conjunction with Golden Tickets e.g. star chart, marbles in a jar, hall of fame

Responding to Misbehaviour

Strategies and Process for Challenging Inappropriate Behaviour [\(see Appendix D stepped approach\)](#)

This **stepped approach** can be used when gentle encouragement or a reminder of the rules has not worked. **The first priority should be to ensure the safety of everyone and to restore a calm environment.**

If gentle reminders have not worked, the member of staff follows the steps:

1. Verbal Warning (green)
2. Visual Reminder (purple polishing card)
3. Consequence and reflection time [\(see Appendix E for 'script'\)](#)

1. VERBAL WARNING to stay green

This separates the child from the choice of behaviour. A clear verbal caution is delivered, making the child aware of their behaviour, giving a choice and clearly outlining the consequences if they continue with the behaviour. The Golden Rules are mentioned along with what we would expect to see. This is done quietly: the impact of making better choices and changed behaviour is increased by not publicly shaming the child. 'Take up time' to make a positive choice is given.

2. VISUAL REMINDER to slow down– PURPLE POLISHING CARD

If the child chooses to continue with the same inappropriate behaviour, the member of staff places a Purple Polishing Card in front of the child, or hands it over quietly. Quite often, there will be no additional explanation needed and the adult should walk away. If there are low level comments as you walk away, write them down and ensure they are followed up later when the child is able to respond appropriately. This is the second chance the child has had to modify their behaviour. 'Take up time' is given.

3. CONSEQUENCE to stop

If behaviours continue, the agreed consequence is followed, including reflection time.

Staff will always deliver consequences calmly and with care.

These procedures reset at the beginning of each learning session. Child is always welcomed back and given a new start.

Consequences and Sanctions

We aim to respond to challenging behaviours in both a consistent and personalised way, ensuring that past trauma and current circumstances are considered (eg. bereavement, has needs including SEND, has been subject to bullying or neglect...). Important to the success of this is a clear understanding of TIS approaches, Restorative Practice approaches and an awareness of adverse childhood experiences, ACEs and Protective Factors.

Consistency does not always mean responding in the same way to each child or behaviour, it means responding in a way that is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same but everyone getting what they need.

Consequences are carefully considered and are reasonable and proportionate depending on the context - which differ between serious and minor behaviours. All staff have a responsibility to challenge and manage inappropriate behaviour. **Consequences** are followed up if verbal reminders and visual warnings have not enabled the right choices to be made. Children learn to expect fair consequences applied consistently by all staff.

We have an agreed system of consequences to respond to unacceptable behaviours.

This is intended to:

- Provide consistency, fairness, calmness and safety for everyone.
- Reassure our children that misbehaviour will always be addressed.
- Minimise disruption to others especially during teaching and learning time.
- Provide every opportunity for children to correct their own behaviour, make positive choices and prevent further consequences being applied.
- Allow early involvement of parents, SEN and referrals to support agencies.
- Do everything reasonably possible to avoid suspension or exclusion from school.

When consequences are applied, children should be helped to understand why their behaviour is not acceptable. Displeasure is expressed with the action and never the child. The language of 'choice' is used to enable our children to understand that they always have options.

A response to behaviour can have various purposes. These include: acting as a **deterrence; protection** – keeping all children safe and **improvement** - in understanding the rules.

Where possible the consequence and restorative approach ([see Appendix B](#)) will take place the same day so that the child has a fresh start for the next session or the following day. Giving the child a chance to reflect away from others – may happen in their own classroom and/or another classroom. If the child has reflection in another room, he/she must be escorted to sit in that class for 10 minutes or for the rest of the session (less for younger children). This process will be handled sensitively. A restorative reflection sheet can be completed ([see Appendix G](#)) Missed learning will be made up in the child's own time during playtimes/lunchtimes and sent home if not completed.

When the consequence and reflection time is completed the child returns to class. The teacher welcomes the child back, making it clear that they are liked and valued. If the consequence is not completed, the child reports to SLT during lunchtime, with the class teacher, to decide any further actions. This is decided by SLT, class teacher and child together, and this will be dependent

on the context as well as the individual needs of the child. Parents are informed by the class teacher on the same day and the incident is recorded on CPOMS.

Consequences support the child to develop a full understanding of the implications of their behaviour on themselves and others and the need to take responsibility for their actions. When behaviour repeatedly gives cause for concern, parents will be notified and/ or invited in for a formal restorative discussion with the child's class teacher, Headteacher and child. Any repeated inappropriate behaviour will involve the support of external agencies.

If there is physical violence or use of abusive language towards staff or peers, the child has an **immediate consequence** and is escorted to the Headteacher or SLT. This could be for biting, kicking, throwing and destroying school property, hitting, shouting, spitting and any physical or verbal threatening behaviours.

The incident is managed with a restorative approach. At all times, adults are mindful that there are other anxieties and trauma, which may be at the core of these behaviours.

The incident is recorded on CPOMS.

The main care-giver is informed if a **consequence** has been given during that day. If there are **multiple consequences** given in a short space of time, then a formal meeting with the class teacher and SLT is held. Actions from this meeting are recorded on CPOMS.

At the end of each session, the adult ensures that the relationship is re-established restoratively and the child knows not only what the desired behaviours should be, but also that the adult cares about them and believes that they can succeed. Conversations with children can be firm and clear, delivered with kindness.

The same process is in place for lunchtimes and playtimes (see Appendix G)

All efforts should be made to ensure happy, engaging playtimes; however, children must meet with the class teacher or member of the SLT (who will have been alerted by radio) if:

- there is a serious physical assault on another child
- a child is being verbally abusive or rude (to staff or other children)
- there is a friendship dispute which needs unpicking in depth

Following a playground incident, clear communication between lunch and classroom staff is expected. If the lunchtime supervisor is leaving after lunch, it is crucial that any vital information is passed onto the class teacher or SLT before leaving the building. The class teacher must ensure that any significant incidents are recorded on CPOMS.

Persistent Behaviours

If a child has been persistently given consequences, they will be monitored closely by a member of SLT. A letter will be sent home by the Headteacher if a child is receiving three or more consequences in a week. If there is no change within a week, a meeting will be arranged between the class teacher and the parents to discuss the behaviours. A daily home/school monitoring and communication log will be set up for two weeks.

If a child continues to exhibit challenging behaviour a formal behaviour plan will be put in place to avoid exclusion. This will be written in consultation with the teacher, child and family to ensure that any additional needs are reflected in the plan.

For children who find emotional regulation challenging and have persistent social and emotional needs (impacting on their own learning and the learning of others), a bespoke programme to support the child will be initiated in conjunction with the family, and external professionals when appropriate. This forms part of their individual **behaviour plan** (including a positive handling plan if required), which is under review half termly. This may involve a package of support through 'Nurture' provision for a fixed period of time, for the whole family. Parents will be invited to take part in SPACE training to ensure consistency is in place for the child.

There should be 'no surprises' as parents/carers are informed when children are struggling in school.

Risk Assessments and Individual Behaviour Plans

If we become aware that a child is likely to behave in a dangerous or disruptive way that compromises safety and may require the use of reasonable force, we will plan how to respond.

Such planning will address:

- Management of the child - reactive strategies to de-escalate a conflict, holds to be used if necessary – detailed in a positive handling plan.
- Involvement of parents to ensure that they are clear about the specific action the school might need to take.
- Briefing of staff to ensure they know exactly what action they should be taking.
- Identification of additional support including referrals to external agencies if appropriate.

Children needing a specific behaviour plan will be supported in 'Nurture' to learn about the 'Zones of Regulation' ([see Appendix I](#)). This is used to identify and recognise behaviours and the sensations that go with their behaviour, as well as making explicit what actions can be taken by the child and by adults to be calm and regulated. Visual representations are used by adults, with identified children, to support them in understanding how to regulate their emotions.

Responding to Misbehaviour from children with SEND **SEND and Inclusion** ([see SEN Information Report](#))

St Day and Carharrack School recognises its legal duty under the Equality Act 2010 to prevent people with a protected characteristic from being at a disadvantage and consequently our approach to challenging behaviour may be differentiated to cater to the needs of the child. The school's Special Educational Needs Coordinator works in partnership with parents to identify underlying needs and explore options for intervention and support.

Where necessary, external support and advice will be sought from specialist teachers, including educational psychologist, medical practitioners and others to identify or support specific needs. When acute needs are identified in a child we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review on a regular basis.

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will

consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))

Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

Our approach to anticipating and removing triggers of misbehaviour include:

- Short, planned movement breaks for a child with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a child with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism and restorative justice
- Use of separation spaces - Nurture - where pupils can regulate their emotions during a moment of sensory overload

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the child unable to understand the rule or instruction?
- Was the child unable to act differently at the time as a result of their SEND?
- Is the child likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

- The school's special educational needs co-ordinator (SENCO) may 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/carers to create the plan and review it on a regular basis.

Children with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Suspension and Permanent Exclusion – see Policy

Dealing with Serious Incidents that may lead to permanent exclusion

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. Permanent exclusion will only be used as a last resort **and** where allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school.

Serious breaches

We have the right to take measures to keep all children and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as sharp implements or an offensive weapon.
- Statutory powers to address children who behave badly on the way to and from school bringing it into disrepute.
- The Headteacher has the power to search pupils if they suspect one of them is carrying a knife or other offensive weapon.
- A legal duty to make provision to tackle all forms of bullying.
- To report all incidents of racism.
- Exclusion for any form of threatening and physical assault on pupils or staff.
- To report sexual harassment and violence.
- To address persistent long-term defiant behaviour.

Please refer to our exclusions policy for more information.

All decisions to exclude are serious and only taken as a last resort or where the breach of the School rules is persistent or serious.

'Good regulation in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports head teachers in using exclusion as a sanction where it is warranted.' (D/E 'Exclusion from maintained schools, Academies and child referral units in England 2012')

Please refer to 'Exclusion from maintained schools, Academies and child referral units in England 2012'. For the **National Standard List of Reasons for Exclusion** (see [Appendix H](#))

The Government supports Headteachers in using exclusion as a consequence where it is warranted. At St Day and Carharrack School, exclusion will be avoided wherever possible with early intervention made to identify and address underlying causes of disruptive behaviour as soon as possible.

Additional Measures to Prevent Fixed or Permanent Exclusion

The range of measures the School uses will be clearly communicated to staff, children and parents. These can include:

- A written warning including the agreement of a behaviour plan to be monitored.
- Loss of privileges – for instance the loss of a prized responsibility, withdrawal from after school clubs or a school role.
- Directed lunch time/play time to repair the broken Golden Rule.
- Confiscation, retention or disposal of a child's property if deemed inappropriate.
- School- based community service or imposition of a task – related to the Golden Rule broken eg. picking up litter or tidying a classroom.
- For some children, their behaviour difficulties may be so severe and complex that they may require an Education Health and Care Plan. This will be determined by the SENCO and through Educational Psychologist advice. (See the Special Educational Needs and Disability Policy for more details).

Malicious Allegations

Where a child makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a child makes an allegation of sexual violence or sexual harassment against another child and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the child in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the child who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and children accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other children. This does not affect the School's responsibilities in relation to safeguarding. Allegations of abuse must be taken seriously, and will be dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated.

Confiscation of Inappropriate Items

Confiscation, screening and searching is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Please refer to this guidance which provides - Advice for Headteachers, staff and governing bodies' and to 'Section 91 of the Education and Inspections Act 2006'.

The law enables staff to confiscate, retain or dispose of a child's property so long as it is reasonable in the circumstances. They can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school regulation.

Staff confiscating items should inform the Headteacher and hand items into the school office as soon as possible. The office must complete the necessary information to identify the item, the date it was confiscated, the name of the child and the member of staff's name. The confiscated item must not be given to another child to hand in or be left in an unsecure area at any time.

Headteachers and authorised staff can use reasonable force to conduct a search for the following **prohibited items**: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images and any article that has been or is likely to be used to commit an offence, cause a personal injury or damage property. Force cannot be used to search for items banned under school rules.

No more force will be used than is reasonably necessary in the circumstances; acknowledging our legal duty to make reasonable adjustments for children with special educational needs or disability (SEND).

The law protects staff from liability for damage to, or loss of, any confiscated items provided they have acted lawfully.

Return of Confiscated Items

The Headteacher should consider all relevant circumstances to decide whether to return the item to its owner, retain it or dispose of it. If to be returned, a parent must collect the item from the school office the following day.

USE OF REASONABLE FORCE (DFE GUIDANCE July 2013 Use of reasonable force)

All School staff have the power to use reasonable force to prevent child's committing an offence, injuring themselves or others, or damaging property, and to maintain good order and regulation in the classroom. This includes people who the Headteacher has temporarily put in charge such as unpaid volunteers or parents/carers accompanying child's on an organised visit.

Please refer to Section 93 and 95 of the 'Education and Inspections Act 2006' and DfE guidance 'Use of reasonable force - Advice for Headteachers, staff and governing bodies'. (See also Safe Touch Policy)

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a child behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a child leaving the classroom where allowing the child to leave would risk their own safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a child from attacking a member of staff or another child, or to stop a fight on the playground.
- Restrain a child at risk of harming themselves through physical outbursts.

Types of force deemed to be reasonable:

- Passive physical contact resulting from standing between two children or blocking a child's path
- Active physical contact such as leading a child by the hand or arm; ushering a child away by placing a hand in the centre of his back; or, in more extreme circumstances, using appropriate restrictive holds.

Circumstances when reasonable force can be used will depend on:

- The seriousness of the incident.
- The chances of achieving the desired result by other means.

- The relative risks associated with physical intervention compared to using other strategies. Where possible a clear oral warning to the child that contact may have to be used should be given.

Situations that call for judgements of this kind include:

- A child attacking another child or member of staff.
- Child fighting - causing risk of injury to themselves or others.
- A child committing, or on the verge of committing, deliberate damage to property.
- A child is causing, or at risk of causing, injury of damage by accident, rough play, or by the misuse of dangerous objects or materials.
- A child persistently refusing to follow an instruction to leave the classroom.
- A child is behaving in a way that seriously disrupts a lesson and the learning of others.
- A child is behaving in a way that seriously disrupts a school sporting event or school visit.

Positive Handling

All Class teachers are trained in positive handling (Team Teach) – September 2023. Positive handling is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property. Incidents of physical restraint must always be used as a last resort, when all other forms of behaviour management have been exhausted, and be applied using the minimum amount of force and the minimum amount of time possible in a way that maintains the safety and dignity of all concerned. It should never be used as a form of punishment.

The Headteacher has a duty of care to all children and staff, and this Relationships Policy takes appropriate account of the health and safety of all children and adults in the school. If a child refuses to follow adult instruction and is putting themselves and others in danger (with verbally or physically inappropriate behaviours) - staff trained in 'team-teach' may restrain a child from further harm or alert SLT for assistance.

Staff will radio the office for support and/or give the '**class red card**' to a trusted child to take to the Headteacher/School office. The member of staff will understand that help is needed urgently.

Actions After an Incident

Positive handling often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the child. SLT will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the child involved and any victims of the incident should be offered support, and their parents informed.

When there has been a need for staff to physically intervene in a situation a record MUST be completed by the reporting member of staff, signed by the Headteacher and uploaded to CPOMS. This is a legal requirement and must take place on the same day as soon after the event as possible. All sections of this report should be completed in as much detail as possible. The Headteacher will contact parents as soon as possible after an incident to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss this.

Alternatives to Physical Interventions

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for child to stop.
- Remind child about rules and consequences.
- Remove an audience or take vulnerable child to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort child to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

Safe Touch

The quality of the child's relationships with significant adults is key to their healthy development and emotional health and wellbeing. Research clearly shows access to safe touch is a means of calming, soothing and containing distress for a vulnerable child. It is essential that children learn the difference between safe and unsafe touch. Safe touch is when brief, gentle contact is made on open or clothed parts of the body: hands, arms, shoulders, head and hair. The background of the child will always be considered. Safe touch used to calm, soothe or regulate a child's emotions is a needed developmental experience. Staff may consider using safe touch as one of the means available to them for:

- Calming a distressed child.
- Containing an angry child.
- Affirming or encouraging an anxious child or a child with low self esteem.

Other means of calming, soothing and containing children include:

- Using a weighted blanket.
- Slowing one's pace.
- Lowering the voice.
- Breathing more deeply.
- Initially matching the pitch and volume of the child's emotional display and then regulating it down by talking slowly, firmly and quietly in an unhurried and unflustered way.
- Providing clear, predictable, consistently held boundaries.

Misbehaviour Outside of School

Please refer to Section 89(5) of the 'Education and Inspections Act 2006'.

The School has the power to regulation for pupils misbehaving outside of the school premises.

We set high expectations for positive, appropriate behaviour, as is reasonable, when children are off the school site.

This includes behaviour on activities arranged by the School such as:

- Educational visits and sporting events.
- Behaviour on the way to and from School.
- Behaviour when accessing other learning settings.
- The School will decide what to take into account in deciding whether a rule or consequence in a particular case is reasonable.

The following factors will be taken into account:

- The severity of the inappropriate behaviour
- Poses a threat to another pupil
- The extent to which the reputation of the School has been affected.
- Whether the behaviour in question was on the way to or from the School, outside

the entrance, or otherwise in close proximity to the School.

We will also consider any repercussions for the orderly running of the School and/or whether the behaviour might pose a threat to another child or member of staff (e.g. bullying another child or insulting a member of staff).

Account will also be taken as to whether the child was taking part in an outdoor adventurous activity, taking part in a school trip or participating in a sports event with another school i.e. when the child might reasonably be expected to act as an ambassador for the School and which might affect the chance of opportunities being offered to other children in the future.

Many learning activities will take place away from the School premises. Behaviour during such activities will be dealt with in the same way as for any other on-site activity.

Behaviour during off-site extended activities which are not supervised by School staff will be dealt with in the same way as described above.

Misbehaviour Online

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school
- Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected Criminal Behaviour

- If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.
- When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.
- If a decision is made to report the matter to the police, the Headteacher / member of the senior leadership team will make the report.
- The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.
- If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Sexual Harassment and Violence

In line with Keeping Children Safe in Education, St Day and Carharrack School will record and respond to all reports and concerns of child on child sexual harassment and/or violence, including those that have happened outside of the school premises, and or online. Parents will be involved immediately and referrals to external agencies will be made if deemed necessary.

School and home will work together on solutions to support with the understanding of acceptable and unacceptable sexual behaviours. School will follow and implement the PSHE curriculum which includes statutory Relationships Education and Relationships and Sex Education – to promote an understanding of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. All incidents will be flagged with families.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing.

These include clear processes for:

Responding to a report

Carrying out risk assessments, where appropriate, to help determine whether to:

- Manage the incident internally
- Refer to early help
- Refer to children's social care
- Report to the police

Please refer to our child protection and safeguarding policy for more information.

Training for Staff

As part of the induction process, our staff are provided with regular training on managing behaviour, including training on: RRS, RJ, TIS, Team-Teach and time shadowing the Nurture Lead to observe and learn a range of strategies to support all learners.

Further training includes:

- The proper use of restraint – Team-Teach
- Supporting a range of needs for all children at the school
- Understanding how SEND and mental health needs can impact behaviour
- Behaviour management will also form part of continuing professional development

Monitoring Arrangements

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusions and suspensions
- Use of Nurture provision, off-site directions, alternative provision and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, parents governors, and other stakeholders (via anonymous surveys)
- The data will be analysed every term by SLT

The data will be analysed from a variety of perspectives including:

- At school age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

Monitoring this Policy

The Headteacher monitors the effectiveness of this policy. The Headteacher reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. At St Day and Carharrack Primary School, we publish this policy on our website and through newsletters or email to inform parents.

This behaviour policy will be reviewed by the Headteacher and full Governing Body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

The written statement of behaviour principles will be reviewed and approved by the full Governing Body annually.

Links with other Policies

This behaviour policy is linked to the following policies:

- Exclusions and Suspensions Policy
- Anti-Bullying and Anti-Racism Policy
- Child protection and Safeguarding Policy
- SEND Code of Practice

Respectful Relationships Policy 2023

A Restorative Approach for Behaviour Management



APPENDICES:

- A. [Protect, Relate, Regulate and Reflect](#)
- B. [The Restorative Justice Approach](#)
- C. [GOLDEN TICKETS – Whole School Reward System](#)
- D. [Stepped Approach- Actions to Support Positive Behaviour Choices](#)
- E. [Procedures and Scripts for staff to use – to support consistency and fairness](#)
 - [Giving 3 steps – Warning, Reminder, Consequence](#)
 - [Changing the Comments to Positive Phrasing](#)
 - [Three is the Magic Number – summary for consistency](#)
 - [CIRCLE TIME – restorative listening circles](#)
- F. [Restorative Reflection Form](#)
- G. [Playtimes and Lunchtimes - Expectations](#)
- H. [National Standard List of Reasons for Exclusion](#)
- I. [Zones of Regulation - Leading to Self-regulation](#)

A. Protect, Relate, Regulate and Reflect

We are committed to educational practices which **Protect, Relate, Regulate and Reflect**:

To Protect

- Increased 'safety cues' in all aspects of the school day; 'meet and greet' at the classroom door, eye contact, smiling in the corridors, clear and calm end of day routines, initiating conversations with children and an open door policy for informal discussions with parents/ carers.
- Staff are playful, accepting, curious and empathetic (the **PACE** model of interaction- Dan Hughes 2015) which are proven to shift children out of flight/fight/freeze positions.
- **Playfulness** - conveying optimism and keeping things light: can be linked to children's interests.
- **Acceptance**- non-judgmental and accepting the child for who they are not who you want them to be: time to initiate any repair.
- **Curiosity**- showing an interest in the inner life of the child: discover who they are.
- **Empathy** - getting a sense of what they are experiencing and validating this (not what you think they show, feel/dismiss how they are feeling): getting alongside the children and letting them know you are getting how they are feeling (through mirroring, noticing how they are presenting etc).
- Staff have continuous professional development on understanding the specific needs of children, including sensory integration, learning needs and emotional needs.
- Staff ensure that social interactions with children are socially engaging and not socially defensive, to decrease likelihood of children relating defensively (flight/fright/freeze). Staff explain why a behaviour or comment may be disrespectful instead of instantly 'telling off'.
- There is a whole school commitment to model patience and calmness at all times and avoid the use of harsh voices, shouting, put downs, criticism or shaming (proven to be damaging psychologically and neurologically). Staff support each other by 'tag teaming' when dealing with challenging behaviours. It is important that staff work together in ensuring this commitment is evident throughout the school and the Headteacher should be informed if there are any concerns.
- Staff 'interactively repair' occasions when they themselves move into defensiveness, by recognising their reactions, apologising to the children and consciously building bridges and restoring the relationship.
- Vulnerable children have daily access to a number of trusted, emotionally available adults and know where and when to find those adults.
- School staff adjust expectations around vulnerable children to correspond with their developmental capabilities and experience of traumatic stress. This includes removing vulnerable and traumatised children in a kind and non-judgmental way from situations they are not managing well (e.g. children who are continually triggered into alarm states in the main playground/hall can access a calmer, smaller areas with emotionally regulating adults).
- Staff provide a clear, confidential and non-shaming system of self-referral for children's help/talk time. All classrooms have 'worry monsters / worry boxes' to share worries with class teachers and also a system in place for self referring to speak with a trusted adult.
- Staff are nurtured in such a way that they feel truly valued and emotionally regulated in order to support children in interacting throughout the school day with positive social engagement rather than defensiveness.
- Pedagogic interventions are used that help staff to get to know children better on an individual basis e.g. 'I wish my teacher knew'. (What matters to them, who matters to

them, their dreams, hopes). This is key to enabling children to feel safe enough to talk, if they wish, about painful life experiences, which are interfering with their ability to learn and their quality of life.

To Relate

- A whole-school commitment to enabling children to see themselves, their relationships and the world positively, rather than through a lens of threat, danger or self-blame.
- Vulnerable children provided with repeated relational opportunities (with emotionally-available adults) to make the shift from 'blocked trust' (not feeling psychologically safe with anyone) to trust, and from self-help to 'help seeking'.

To Regulate

- Relational interventions are in place which are specifically designed to bring down stress hormone level in vulnerable children, enabling them to feel calm, soothed and safe. This is to support learning, quality of life and protect against stress induced physical and mental illness, now and in later life. Class teachers ensure that there are fun activities in the classroom to encourage teamwork and human connections, a level of calmness and presence, as well as a strong PSHE curriculum.
- Evidence based interventions are in place that aim to repair psychological damage caused by traumatic life experiences through emotionally regulating, playful, enriched adult-child interactions.
- Sensory and whole body strategies will contribute towards regulation, as well as the consistency and reliability of routine.
- Staff act with kindness and show empathy, making it clear that the child is liked and all is 'Ok' - this reduces any shame which can trigger increased dysregulation.
- The emotional wellbeing and regulating of staff are treated as priority to pre-empt burn-out, stress induced illness or feeling undervalued.

To Reflect

- Staff value good listening, dialogue, empathy and understanding.
- Staff use the **PACE** approach to help the child make sense of what may be going on - give them a narrative.
- Skills and resources are provided to support parents/carers and staff in meaningful empathic conversations with vulnerable children who want to talk about their lives. This is to empower children to better manage their emotions in their home situations and life in general.
- Within the context of an established and trusted relationship with a member of staff, children are given the means and opportunity to symbolise painful life experiences through images as well as words, as a key part of working through these experiences and memory reconsolidation. This can include the provision of different modes of expression, e.g. art/play/drama/ music/sand/emotion worksheets/emotion cards.
- PSHE is taught as a preventive input, informed by current research on mental health, relationships, emotions, social media and tools for how to do life well. Curricular content enables children to make informed choices about how they relate to others, how they live their lives and how they treat their brains, bodies and minds.
- Training is provided to help children move from 'behaving' their trauma and painful life experiences, to reflect on those experiences. Staff learn to do this through empathic conversations, addressing children's negative self-referencing and helping them to develop positive, coherent narratives about their lives.
- A behaviour policy based not on 'punishment' but teaching children how to take responsibility for their actions by firstly understanding their emotions and behaviours, teaching self-regulation, resolution and interactive repair – through a restorative approach and conversations.

B. The Restorative Justice Approach

The Restorative Approach process bring those harmed and those responsible for the harm into communication enabling everyone affected by a particular incident to play a part in understanding and repairing the harm, finding a positive way forward for everyone.

The 5 stages/key questions are:

What happened? Drawing out each person's perspective one at a time.

What were you thinking and feeling at the time? What each person was thinking at the time and now (Thoughts and emotions influence actions)

Who has been affected? Who has been harmed/affected and how? (Developing empathy)

What needs to happen to put things right? What those affected need to feel better, move on, repair harm and rebuild relationships.

What could you do differently in the future? Staff support children in reaching an agreement. (Collective responsibility for problem solving and decision making. What have you learnt?)

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving children this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if children reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the children in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved in a fair and consistent way.



C. **GOLDEN TICKETS – Whole School Reward System**

Golden tickets are given as a consistent approach for rewarding and encouraging positive behaviour (following all our Golden Rules). Golden Tickets may be awarded for any actions, virtues or attitudes which are deemed noteworthy and may include:

- Focused learning/effort to '**Enjoy, Engage, Excel**'.
- Displaying respectful manners and practising our virtues.
- Displaying a caring attitude towards others.
- Following Rights Respecting 'Articles'.
- Being **Ready, Respectful and Safe** – by following all of our Golden Rules.

When awarding the Golden Tickets, the member of staff should reinforce the positive behaviour e.g. '[You can have a Golden Ticket for carefully listening and following all instructions](#)'.

Once awarded, a Golden Ticket can never be taken back. They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose, in the first instance, to reward the child on task (shine a light on the positive) rather than apply a consequence to the child who is not.

The reward system is class led by teachers.

For noteworthy behaviour – a Golden Ticket is awarded (recorded in class – as a private individual tally and/or whole class tally)

- Golden Tickets are celebrated weekly in class and whole school assembly- 'Golden Class Leader'.
- Commendations and awards are recorded by the class teacher.
- Half termly class celebration when the class team reach an agreed team total of tickets! This works alongside other class awards such as the 'marble jar'.

A Golden Ticket can be awarded by any staff member to any child at any time. All staff should carry 'Golden Tickets' to reward and reinforce positive behaviour as it occurs. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

Weekly Star of the Week + Golden Class Leader

A weekly 'Star of the Week' assembly is dedicated for the praise and recognition of children who have made noteworthy progress for Enjoying, Engaging and Excelling in their learning and/or recognition of efforts towards a personal target. 'The Golden Class Leader' is celebrated at this time.

D. Stepped Approach – Actions to Support Positive Behaviour Choices

Staff aim to **prepare, pre-empt and plan** for a 'Golden Classroom Environment', to support positive behaviour choices to happen before a stepped approach is required.

	Stepped Approach	Actions to support positive behaviour choices
*	Redirection Reminder	Spot the signs. Gentle encouragement, a 'nudge' in the right direction, small act of kindness, tactically ignore (private signals can be agreed and used). A gentle reminder of the Golden Rules – expectations to be Ready, Respectful, Safe . Repeat reminders if necessary – use 'we' script: Name, we expect ... thank you (Sam, we expect everyone to listen, thank you). De-escalate where reasonable.
1.	Verbal Warning	Stay 'green'. A clear verbal caution delivered privately wherever possible, making it clear that the behaviour exhibited is not acceptable. A choice is given and the consequence is made clear if not followed (see sentence 'scripts')
2.	VISUAL Reminder PURPLE POLISHING CARD	Slow down. Place a 'purple polish' card next to the child as a visual reminder, walk away. This is recorded by the teacher (sensitive adaptation if required). The child knows this is the 'reminder' (purple polishing) stage – it is ok! They can still make a positive choice to avoid the consequence. If a child continually receives a purple card during a day, they will be required to complete a restorative reflection form during their break or lunchtime.
3.	Consequence Reflection Time in Class	Stop. Follow through with the consequence and strategies to regulate. Child reflects away from others (use of sand timer) – a restorative reflection form and restorative questions to be used here – to remind child of strategies to use in the future. Speak to the child privately. Reset of behaviours, ready for a fresh start in the next session.
4.	Reflection Time away from class	If the child refuses the consequence or the behaviour repeats in the same session, the child will be moved to another room in the school for 10 minutes or the remainder of the lesson. All reflection time away from class must be recorded on CPOMS and communicated with the family on the same day. Child to complete behaviour restorative reflection form. A restorative meeting with the teacher should take place before the next session.
5.	Reflection and Restorative Approach	If the child does not engage, the teacher should call on support from SLT. If a child has 3 restorative reflections in a week, a warning letter is sent home. If no improvement is seen in the following week, a partnership meeting is arranged between the class teacher and family to discuss behaviour expectations. A home and school communication target log will be set up and monitored daily, over two weeks. To record on CPOMS.
6.	Formal Restorative Meeting	A formal behaviour plan with clear targets will be agreed and put in place if persistent disruptive behaviours continue. This meeting will involve the teacher, family, SLT and referrals to external agencies, in order to avoid exclusion. The child's voice is heard and their suggestions form part of the agreement.

These practical steps in managing and modifying behaviour holds children responsible for their behaviour. Staff will use the stepped approach for dealing with poor behaviour choices.

Summary:

The reminder of Golden Rules - A reminder of the expectations for children to be *Ready, Respectful, Safe* is delivered to the child. The teacher makes them aware of their behaviour. The child has a choice to do the right thing.

The Verbal Warning and Visual Reminder - A clear verbal warning delivered privately to the child (when possible) making them aware of their behaviour and clearly outlining the consequences if they continue. The child then has a choice to do the right thing. Children will be reminded of their previous good choices to encourage them.

Scripted approaches at this stage are encouraged:

Staff will always deliver consequences calmly and with care.

Children may have their behaviour monitored by teachers to show progress towards agreed targets. We make sure that this is done discreetly.

Reflection and Restorative Approach Stage - The partnership stage will be implemented where there is an ongoing cause for concern e.g. persistent behaviour concerns, attendance and progress issues. SLT will support the class teacher to:

- Facilitate a restorative meeting between the member of staff, family and child.
- Develop an appropriate behaviour plan with the child including a positive handling agreement.
- Monitor and review the plan.
- Discuss both the consequences for the child if not meeting the required action and the positive outcomes for everyone if behaviour improves.
- If the child does not achieve the required change in conduct agreed within the plan and time frame, a verbal discussion and letter will be sent by the Headteacher.
- Children must be given a second chance to achieve the targets agreed on the behaviour plan after the verbal warning.

All of these matters will be confirmed in writing and recorded on CPOMS.

Formal Restorative Meeting with Family - A restorative meeting will be convened. This meeting could include the Headteacher, teacher, child, Parent/Guardian, Governor representative and SENDCo. The meeting will address the child's: progress and achievement, learning needs, attitude, attendance and behavioural concerns. Advice and support from external agencies will be sought and included on the bespoke plan if necessary. Referrals to MARU may be made with the consent of the family. There may be an element of 'payback' in the plan from this meeting. Children may be asked to positively contribute time back to school as part of the process of repairing any damage or harm. Actions agreed at the meeting will come under the terms of the final warning. Every effort will be made to encourage and support a change in the child's behaviour. If the child refuses to attend or engage with the Restorative plan then the process moves to the final stage where exclusion is considered.

E. Procedures and Scripts

Giving 3 Steps - Warning, Reminder, Consequence :

If a gentle reminder *Remember to follow our Golden Rule of...* or *Name, we expect*_____, *thank you* has not worked, move to the following stepped approach process.

1. **Verbal Warning** of how to behave

I'm asking you for the first time ... (to stop talking to 'x')

What could you do differently? / What would help you to make the right choice?

(eg. move to a different seat?)

Positive reinforcement of other children following the rule accordingly.

TAKE UP TIME

Thank you for listening and following our Golden Rules. That helps everyone to learn.

or

I'm asking you for the second time to stop ...

You can choose to stop talking or move seats (give the 2 choices)

If you continue to ...then... (explain the consequence)

eg. If you continue to talk to your friend then you will have to complete the learning in your playtime.

TAKE UP TIME

2. **Visual REMINDER** (If unwanted behavior continues, a Purple Polishing Card is placed by the child, walk away) This reminds the child they have a choice and are responsible for the consequences of their actions.

TAKE UP TIME

The child is acknowledged if he/she makes the right choice.

Thank you for making a good choice and following our Golden Rules. That helps everyone to learn.

3. **Consequence** If the child continues to choose to break the Golden Rules: **follow through with the agreed consequence and stepped approach.**

If the consequence is refused –staff member remains calm – state that this will be followed up in their time and continue to teach the children in the class. SLT called to support if needed. *Language of choice is always used to avoid further escalation and so that the child is not backed into a corner.* (see 'stopping the conversation' script).

Addressing Behaviour - Summary

1. **Tactically ignore poor behaviour** (private signals perhaps) 'We' statement related to Golden Rule + positive praise for children following the Golden Rule
2. **Clear choice and consequence:** *If you continue to talk to your friend then you will have to complete the learning in your playtime.*
3. **Follow up consequence**

Scripts to Support Consistency:

Situation	Script
Kind reminder of <i>what we expect</i> (Golden Rules)	Name, we expect _____, thank you. <i>Taylor, we expect everyone to listen, thank you.</i>
Praising to encourage positive choices	Name, thank you for _____ and following our Golden Rules. <i>Charlie, Thank you for listening and following our Golden Rules. That helps everyone to learn.</i>
Giving a verbal warning	Name, I'm asking you for the first time ... <i>Jude, I'm asking you for the first time to stop shouting out in class.</i>
Stating the consequence	Name, if you continue to ...then... <i>Charlie, if you continue to talk to your friend then you will have to move and complete the missed learning in your playtime.</i>
Acknowledging a positive choice made.	<i>Thank you for making a good choice. That helps everyone to learn.</i>
Child is not following instructions, answering back or displaying rude behaviours.	<i>I am stopping this conversation now. I am going to walk away and give you a chance to think about your behaviour choice. I know that when I come back we can have a respectful conversation.'</i>
Using restorative questions to resolve conflict.	<i>What happened? What were you thinking and feeling at the time? Who has been affected? What needs to happen to put things right? What could you do differently in the future?</i>
Supporting Engagement	<i>I wonder... I imagine... I notice...</i>
Team Teach phrases to choose from depending on the situation.	<i>I am holding your arm to guide you and keep you safe.</i> <i>I care about you too much to let you do this.</i> <i>Pause</i> <i>I can see something has happened ...</i> <i>I can see you are angry...</i> <i>I care about you and I'm here to help.</i>

	<p><i>Talk to me ... How can I help ...</i></p> <p><i>Let's go and ...</i></p>
Useful transition language	<p><i>When _____ then _____</i></p> <p><i>First _____ then _____</i></p> <p><i>Now _____ next _____</i></p>
Affective statements	<p><i>When you _____ I feel _____</i></p> <p><i>What I need you to do is _____</i></p>

Changing the Comments to Positive Phrasing

Negative Phrasing	Positive Phrasing
Stop being silly! Don't throw those scissors. Stop running! Don't talk to me like that! Calm down!	<p><i>Stay still and listen.</i></p> <p><i>Put the scissors down.</i></p> <p><i>Remember to walk.</i></p> <p><i>Remember to speak calmly and respectfully.</i></p> <p><i>Come and join us for a story</i></p>
No choice /Open choice	Give limited choice
Get here now! Stop shouting now! What do you want to do? Would you like to join us for a story? Shall we ... ? You must eat everything on your plate!	<p><i>Come to this chair or sit in your carpet place.</i></p> <p><i>Come and quietly tell me what you are worried About.</i></p> <p><i>Sit down with the class, thank you.</i></p> <p><i>Do you want to do X or Y?</i></p> <p><i>Would you like to sit on the chair or the bean bag for the story?</i></p> <p><i>Let's ...</i></p> <p><i>Now you need to eat the peas or the potatoes.</i></p>
Empowering the behaviour	Disempowering the behaviour
Come out from under that table Come back here, now! You are not allowed in there on your own! Finish that work, now!	<p><i>You can listen to the story from there.</i></p> <p><i>I'll catch up with you in 5 minutes.</i></p> <p><i>I'll come in with you.</i></p> <p><i>In 5 minutes I'll check you have completed X amount.</i></p>
Punishments	Consequences
You are losing all your breaks all week! Names on board/somewhere public	<p><i>You know the consequence, you will miss lunchtime tomorrow.</i></p> <p><i>I will talk to you about this, on your own, after the lesson.</i></p>

CIRCLE TIME – restorative listening circles

STRUCTURE FOR CIRCLE TIME

Reminder of the rules

- ♦ **WARM UP/ MIX UP** - focus on one of the 5 skills:
THINKING *LOOKING* *LISTENING* *SPEAKING* *CONCENTRATING*
- ♦ **ROUND** - use a special talking object
'I am happy when...'
- ♦ **OPEN FORUM** - solving problems/ achieving goals
'Is there anything anyone would like help with?' 'Would it help if...'
- ♦ **CELEBRATING**
- ♦ **CLOSING** - calming game

Circle time has a fixed place in the timetable for the whole school- not just for when problems arise but to celebrate and discuss a range of ideas and to support the emotional well-being and development of everyone. Weekly circle –time gives an opportunity to actively practise the Golden Rules and consistency.

Additional Circle time can be held if so desired and each teacher develops and nurtures the concept at their own discretion. The Jenny Moseley approach to Circle-time and restorative justice approach is followed. Resources will be made available to new colleagues. *New staff have a responsibility to seek out information and resources.*

AIMS

- To help develop respectful relationships and a caring class team.
- To promote self-awareness, self-regulation and self-esteem – to support children to establish successful relationships with other people and learning to respect the feelings of others.
- To develop respect for individual rights and moral values in line with being a Rights Respecting School and Restorative Justice School.
- To offer a “space” in the week to discuss pressing issues, offer solutions, celebrate achievements and an opportunity to be listened to - to practise the Golden Rules and virtues.
- Golden Rules are practiced and reflect the whole school consistent approach.

Three is the Magic Number – consistency reminders

How will staff behave?

1. Calmly, kindly and respectfully
2. Consistently and fairly
3. Model positive behaviours and build relationships

3 Rules

1. Be kind, gentle and helpful
2. Be honest and take responsibility
3. Listen and learn – to EEE

All staff, every day

1. Praise positive behaviours you see
2. Patience to support and encourage every child – to follow Golden Rules
3. Emotional control - Use

Class teachers

1. Supportive, consistent, kind
2. Create caring environments – greet every child everyday
3. Clear and fair expectations of everyone

Support beyond the classroom

1. Other specialist agencies
2. 5 Key adults - support and consistency
3. Intervention groups

Alternatives to exclusion

1. Nurture provision
2. Part-time timetable
3. Managed move

Senior leaders

1. Role model RA strategies
2. Be approachable, visible, supportive
3. Greeting community daily

3 key ways to recognise conduct that is 'over and above'

1. Communicate and celebrate with families – call/email/card
2. Inform Headteacher – verbal praise/ awards + visit other classes
3. Golden Leader responsibility

F. Restorative Reflection Form

Restorative Reflection

Name:

Date:

Year Group:

What happened?

What were you thinking then?

What are you thinking now?

What were you feeling then?

What are you feeling now?

What needs to happen to put things right?

What could you do differently in the future?

Reflection on UNICEF Children’s Rights
Have your actions affected the rights of another child or your own rights? Read the articles below and think about this. You may think of other rights that have been affected.
Article 3: The best interests of all children must be a top priority in all decisions and actions that affect children
Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously
Article 14: Every child has the right to think and believe what they want as long as they are not stopping others from enjoying their rights
Article 28: Every child has the right to an education. Regulation in schools must respect children’s dignity and their rights
Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment
Article 31: Every child has the right to relax, play and take part in a cultural and artistic activities
Further Reflection
Use the space below to draw/describe <u>how</u> your actions have affected your rights and of those you have harmed.
Final Reflection
Use the time you have left to think about the choices you will make in the future. What will this look like?

G. Playtimes & Lunchtimes - Expectations

Playtimes are appropriately staffed to ensure that all children are safe. Adults regularly model and enforce the Golden Rules, especially in relation to looking after equipment and treating people with kindness and respect - being gentle and thoughtful during play.

Adults on duty:

- Ensure all children are safe— stand in appropriate areas of the playground – staff spread out.
- Demonstrate recognition of positive play and relationships both verbally and by awarding GOLDEN TICKETS.
- Be playful – engage in, encourage and teach children new games.
- Pre-empt any overly physical play and intervene immediately – engage or distract.
- Focus is on the wellbeing of all children by being spaced out around the playground.
- Keep a close watch on vulnerable children and ensure they have successful playtimes.
- Radio for support instead of escalating any inappropriate behaviour.
- Wear hi-vis vests so they are quickly identifiable by both the children and members of staff.

It is expected that members of staff on duty will be proactive and intervene to prevent the majority of friendship disputes and overly physical play from happening.

All adults are able to use key restorative phrases when resolving differences in friendships:

- 1. What happened?*
- 2. What were you thinking and feeling at the time?*
- 3. Who has been affected?*
- 4. What needs to happen to put things right?*
- 5. What could you do differently in the future?*

H. National Standard List of Reasons for Exclusion

This list is providing descriptors of reasons for exclusions.

Physical assault against child

Includes:

- fighting
- violent behaviour
- wounding
- obstruction and jostling

Physical assault against adult

Includes:

- violent behaviour
- wounding
- obstruction and jostling

Verbal abuse/ threatening behaviour against child

Includes:

- threatened violence
- aggressive behaviour

- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Verbal abuse/ threatening behaviour against adult

Includes:

- threatened violence
- aggressive behaviour
- swearing
- homophobic abuse and harassment
- verbal intimidation
- carrying an offensive weapon

Bullying

Includes:

- verbal
- physical
- homophobic bullying
- racist bullying

Racist abuse

Includes:

- racist taunting and harassment
- derogatory racist statements
- swearing that can be attributed to racist characteristics
- racist bullying
- racist graffiti

Sexual misconduct

Includes:

- sexual abuse
- sexual assault
- sexual harassment
- lewd behaviour
- sexual bullying
- sexual graffiti

Drug and alcohol related

Includes:

- possession of illegal drugs
- inappropriate use of prescribed drugs
- drug dealing
- smoking
- alcohol abuse
- substance abuse

Damage

Includes damage to school or personal property belonging to any member of the school

community:

- vandalism
- arson
- graffiti

Theft

Includes:

- stealing school property
- stealing personal property (child or adult)
- stealing from local shops on a school outing
- selling and dealing in stolen property

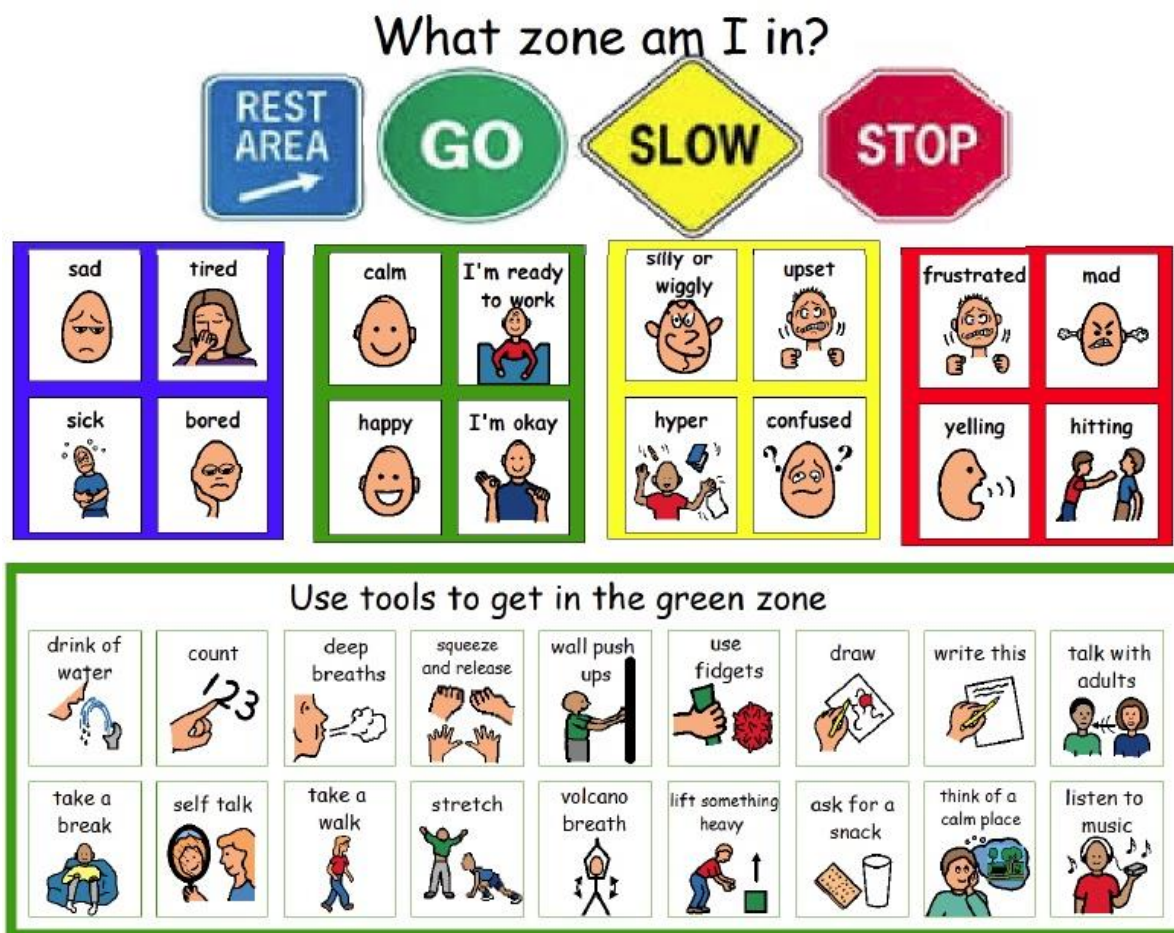
Persistent disruptive behaviour

Includes:

- challenging behaviour
- disobedience
- persistent violation of school rules

Other - Includes incidents which are not covered by the categories above but this category should be used sparingly.

I. The Zones of Regulation... Leading to Self-regulation



The Zones of Regulation teach students how to identify and regulate their emotions. It is a cognitive behaviour approach for helping children self-regulate their behaviours, emotions, and sensory needs. By using concepts and visuals to help students learn to recognise their feelings and level of arousal, it allows them to employ strategies for emotional control and optimal learning. Children practice identifying their emotion and then identify the tools that they can use to "get back to the green zone". The green zone is when we are best able to learn. Children also learn to analyze how big a problem is and what the appropriate reaction would be.

The Goals of the Zones of Regulation are to teach children to:

- identify their feelings and levels of alertness
- develop effective regulation tools
- learn when and how to use the tools
- problem solve positive solutions
- understand how their behaviours influence thoughts and feelings
- **ultimately** – develop independent regulation

The Four Zones of Regulation

- **Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly.
- **Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

- **Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.
- **Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control.

What Zone are You in?

- **Blue Zone** – your body is running slow, like when you're tired, sick, sad or bored.
- **Green Zone** – like a green light, you feel "good to go". Your body may feel happy, calm and focused.
- **Yellow Zone** – when you start to lose control, like when you feel frustrated, anxious, worried, silly or surprised. Use caution when you are in this zone.
- **Red Zone** – when you experience extreme emotions. When you are in this zone, you are out of control, you have trouble making good decisions, and you need to STOP!

What is Self-Regulation?

Self-regulation is the ability to manage disruptive emotions and impulses, and to think before you react. In school, children need to be able to self-regulate to help them be ready to learn. Children whose states of arousal are too high or too low will struggle to focus on the learning task at hand.

Children who are unable to self-regulate are prone to the following:

- tantrums and outbursts
- abusive behaviours – e.g. self abuse, punching, kicking, biting
- emotional distress
- inattention/distractibility
- refusal to participate

How can we help children learn self-regulation?

To help children learn self-regulation, we need to work on their:

- **executive functioning** – memory, planning and behaviour inhibition.
- **emotional regulation** – initiating, inhibiting, or modulating our state or behavior in a given situation.
- **sensory integration** – the process by which we receive information through our senses, organise this information, and use it to participate in everyday activities.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. Although the Zones of Regulation is often used to support the needs of children with ASD or ADHD, it is very much applicable to all children, and even adults. The ability to recognise our own state of arousal and to make the necessary adjustment so that it is appropriate for the occasion we face is something we all require to function optimally.

For the Blue Zone – increase arousal:

- think happy thoughts
- talk about your feelings
- rub hands together
- run on the spot
- shoulder rub
- ask for a hug
- swinging or spinning
- stretching or jumping jacks
- strong scents
- vibration
- drink water
- crunchy foods
- bright lights
- listening to loud music

For the Green Zone – maintaining:

- keep your eyes on the teacher
- remember your daily goals
- finish your homework
- think happy thoughts
- be a good friend
- help others
- work hard
- smile

For the Yellow – decrease arousal:

- talk to my parents/friends
- take 3 deep breaths
- do a wall push up
- use a fidget
- go for a walk
- take a break
- read
- deep pressure
- slow movement
- heavy work to muscles
- soft lighting
- listen to music
- chewy foods

For the Red Zones- decrease arousal:

- take three deep breaths
- the size of your reaction should match the size of the problem
- jump on a trampoline
- relax your muscles
- talk to an adult
- sensory break
- push the wall
- walk away
- STOP!
- deep pressure
- slow movement
- heavy work to muscles
- soft lighting
- listen to music
- chewy foods