

Hayfield Lane Primary School



Behaviour and Relationships Policy

Rationale

At Hayfield Lane Primary School we make every effort to provide a safe, caring, family environment where children have the security of knowing that they are respected and valued as individuals, in order for them to cultivate a sense of value and worth.

We are committed to creating the conditions for a calm, orderly and happy school environment and community.

We believe self-discipline is the best form of discipline and we foster this in children from the moment they begin school by encouraging close home and school partnerships, encouraging self-esteem through success and a sense of achievement, praise and celebration of quality contributions and by the adoption of rules and routines adhered to by all.

Without the security of a good learning environment chances to progress are missed. This Behaviour and Relationships Policy outlines the steps Hayfield Lane Primary School take to ensure that this environment exists.

AIMS

At Hayfield Lane Primary School we aim to :

- ✓ Foster a school ethos which values the contributions and achievements of the whole school community and encourages the building of good relationships.
- ✓ Help children strive for high standards of work and behaviour through high expectations.
- ✓ Develop and encourage good behaviour through clear expectations, praise and a **positive, restorative approach** which is clearly understood and consistently applied by all.
- ✓ Provide a relevant, interesting and stimulating curriculum which is appropriately differentiated and maintains a high level of motivation.
- ✓ Encourage the children to show respect, concern and care for all members of the school community.

- ✓ Involve and support parents in the behaviour management of their children.
- ✓ Reward positive behaviour as this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

This is achieved via our SUPER 7.

Hayfield's Super Seven

Our Super Seven outline the basic expectations every day in school and promote a strong growth mind-set which is celebrated across the whole school. They are represented by super hero characters to appeal to the children and help them remember these core values of Hayfield Lane.

1. Respect
2. Independence
3. Kindness
4. Creativity
5. Ambition
6. Teamwork
7. Resilience

Class DOJO's (a points based reward system) link into the Super Seven and children will be chosen for Golden Book based on one of these core values.

Other Behaviour Strategies

- Children should be praised every day- catch them being good with a guideline of 3 positives for every negative.
- We refer to the way that children choose to behave and try to get them to consider 'better choices' and we talk of consequences/sanctions rather than punishments.
- Offer a choice and praise when children make the right choice.
- Use language that assumes compliance.
- State desired behaviour which is consistent across the school
- Give verbal reminders and state consequences.
- Move a child within the classroom.

- Follow the steps on the behaviour ladder (some SEND pupils would have increased anxiety using the ladder system and hence would not use this format)
- Use RESTORATIVE LANGUAGE PROMPTS when dealing with behaviour (see prompt sheet)
- Promote positive behaviour to encourage positive learning behaviours including via the use of the 3/5 Point Scale and Zones of Regulation
- Use of dojo points

Rewards and sanctions

Rewards

We praise and reward children for good behaviour in a variety of ways:

- Verbal praise.
- Stickers - for recognition of good conduct and learning behaviour.
- Golden Book - Children receive a certificate in a celebration assembly which celebrates one of the 'Super Sevens' whereby adults are invited to share the celebration.
- Celebration assembly - We acknowledge all the efforts and achievements of children, both in and out of school. The weekly celebration assembly gives pupils chance to receive praise regarding pupil achievement out of school also, for example, music or swimming certificates.
- Sporting achievements will be celebrated in a whole school assembly.
- Star learner of the day/week in each classroom with star learner privileges
- Children visit other classes or the Head teacher with examples of excellent work or behaviour.
- Dojo points given individually.
- Raffle tickets - these are given to children for meeting specific targets linked to their learning (e.g. QFLs) and good learning behaviours. A weekly raffle will be drawn to win a small prize.
- Whole class rewards in order to earn celebrations.
- To promote good learning behaviours and develop the children's growth mind-set, each class will have class DOJO set up focusing on Hayfield's Super Seven, where the children can earn points when demonstrating these core values.

Sanctions

The school employs a number of sanctions/consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

We expect children to listen carefully to instructions and to comply with them. If they do not do so they may be moved to a place nearer the teacher or to sit on their own. We expect children to try their best in all activities. If they do not do so, they may have to redo a task. If a child is disruptive in class, the teacher will give verbal reminders of the positive expectation (initially in a discrete way). If the child misbehaves repeatedly they will move to complete restorative practice until they are in a position to work sensibly with others. In extreme circumstances a child may be removed from the class and sent to another member of staff to calm and then complete restorative practice. If a serious behaviour continues to be exhibited, other sanctions will be considered and used. These include: separation from friends during lessons/playtimes, loss of playtimes, loss of activity time, non-participation in sports or after school clubs (PE curriculum time not included), and tasks set by the teacher or being sent to the Head teacher.

The safety of children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the session and prevent the child from taking part. If a child threatens, hurts or bullies another pupil, the class teacher records the incident and the child is issued with a consequence. If a child repeatedly acts in this way, the school will contact the parents of the said child to seek to improve this behaviour via a formal plan.

There is an expectation that, for a child to attend additional events such as Mother's and Father's Day events, school discos, Christmas Fayres and Summer Fayres, that pupils must have demonstrated good/acceptable behaviour in order to attend these. The Busy Bees/morning wrap around care contract stipulates that behaviour must adhere to the Behaviour and Relationships policy expectations or the provision may be removed with immediate effect. Reasonable adjustments will be made for those with specific needs. Any suspension covering an event day (ie Christmas event, disco, Summer Fayre) will

include the duration of the event even if it is beyond 3:30pm. This is due to the severity of the incident, hence meeting the suspension criteria.

Behaviour Ladder

- Children have a photograph/name tag and begin each day in the centre of the ladder. In the event of unacceptable conduct, children will progress down the ladder onto the appropriate steps with the appropriate sanctions. If children make the correct choices they should be moved back up the ladder demonstrating to the children their choices can have positive impacts too. If children make good choices and /or are demonstrating good learning behaviours/work they can move up the ladder onto the appropriate steps with the appropriate rewards. These should be celebrated and made examples of. The ladder should show a fluid approach, be consistent across the whole school and be used as a frequent daily tool to have its full effect. Some children with SEND can have raised anxiety levels using this type of system and therefore have an alternative, bespoke plan in place.

Playtime

Playtime behaviour also follows the same system and this is communicated to class teachers by the members of staff on duty.

We also have Playground Peace Makers who help promote good choices throughout playtimes and lunchtimes. This will consist of a variety of different groups of children with a variety of different approaches all with the aim to support children. There are several stands/areas in the playground where children can go for time outs and/or seek advice until they feel better. Children will be trained on this and the whole school will have several assemblies over the year to promote and monitor its impact.

The class teacher discusses the school rules with each class and the SUPER 7 are on display in each classroom and are referred to on a daily basis when managing behaviour. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during 'TRIBE TIME'.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. We communicate this frequently through TRIBE TIME activities, assemblies and celebrating Anti-Bullying Week.

Where pupils do not respond to preventative and supportive strategies to combat unacceptable behaviours, further action will be taken. See the school's Anti-bullying Policy for additional information, including the school's approach to behaviour towards diverse groups.

Sexism and Sexual Harassment

Following research by Ofsted, the government has recommended that all schools specify their approach to sexism and sexual harassment. At Hayfield Lane Primary our children undertake NSPCC, BIG TALK and Relationship Education as part of the curriculum Learning Journeys to ensure that children are clear about what Sexual Harassment and Sexism means (age appropriate content). The school have a zero tolerance approach to this type of behaviour whilst responding in a supportive, proportionate manner with cases dealt with on a case-by-case basis. Sanctions we may use align to those found in the sanction and restoration sections of this policy. This is underpinned by a culture of respect, tolerance, acceptance and diversity within the school. We encourage anyone to act, no matter how small the incident, and offer support to victims and alleged perpetrators. Children are taught how to raise concerns if someone makes comments about their body that they do not like, if someone is pressuring them to send photos of their body or if someone is touching their body in a way that makes them feel uncomfortable. The school will use the Anti Bullying reporting proforma to report any incidents raised and this will be uploaded onto CPOMS. The Head will liaise with children concerned and their parents/carers. Where investigations are of a serious nature, education and restoration will be used to address the matter, potentially with other agencies such as Social Care. Behaviour of this type could result in fixed term or permanent exclusion for pupils who sexually harass others.

Online behaviours

As a school we deliver sessions to teach our children how to appropriately behave online and what to do if they feel someone is acting negatively towards them using social media/messaging. The pupil training used to address such items include CEOP activities and Project Evolve materials. If any issues arise out of school we ask that parents, carers and children make immediate recordings-film clips and screenshots of any behaviours that are inappropriate. These must then be emailed into school immediately with a brief explanation of the situation so that the matter can be promptly addressed.

With increasing issues regarding behaviour online, we strongly recommend, as a school, that parents look at age related guidelines for social media apps and use them as a guide to whether they are acceptable for their children before they approve an app requests. Those guidelines are there to safeguard young children due to the negative impact these platforms can have on the mental health of young people.

The role of the Class teacher

- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- If a child misbehaves repeatedly in class, the class teacher uses restorative prompts and keeps a record of all such incidents on CPOMS and applies sanctions in accordance with this policy.
- It is the class teacher's responsibility to 'notice' positive behaviour and reward in accordance with this policy in order to foster a positive ethos.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with a social worker or LEA agency e.g. behaviour support service (BOSS TEAM).
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may

also contact a parent if there are concerns about the behaviour or welfare of a child and will log this on CPOMS.

The role of the Head teacher

It is the responsibility of the Head teacher, under section 88 of the Education Inspection act 2006, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The Head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Head teacher keeps records of all reported serious incidents of misbehaviour as well as monitoring CPOMS on a regular basis.

The Head teacher has the responsibility for issuing fixed-term **suspensions** to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head teacher may permanently exclude a child. Both these actions are only taken after the school governors have been notified. A pre-requisite to a fixed-term **suspension** would be a school INTERNAL RESTORATION where a child will be **away** from the rest of the class (e.g. Provoked first fight, swearing)

*Fixed-term **suspension** - **suspension*** is only considered in cases of extreme and/or continuing unacceptable behaviour (e.g. deliberate disruption of class, assault)

A fixed **term suspension** will be given to a child making false allegations about a member of staff.

The role of parents/carers

In order for it to be effective, is vital that all parents/carers support and uphold the school's Behaviour Policy.

The school works collaboratively with parents/carers, so children receive consistent messages about expectations for behaviour at school.

We explain the school rules clearly on the 'Home School Agreement' document and we expect parents/carers to read these, discuss them with their children and sign to agree support them.

If the school has to use reasonable sanctions as a consequence of inappropriate behaviour, parents/carers should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head teacher and, finally, school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Parents/carers have a crucial role in their child's behaviour and have a responsibility to be a good role model for their child.

Hayfield Lane Primary will not tolerate threats of violence or verbal abuse from parents (see Parent Code of Conduct).

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head teacher in carrying out these guidelines.

The Head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Head teacher about particular disciplinary issues. The Head teacher must take this into account when making decisions about matters of behaviour.

Fixed-term suspensions and permanent exclusions

Only the Head teacher (or the acting Head teacher) has the power to exclude a pupil from school. The Head teacher may **suspend/exclude** a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head teacher may also exclude a pupil permanently.

If the Head teacher **suspends/excludes** a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents/carers that they can, if they

wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.

The Head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term **suspensions** beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the suspension period made by the Head teacher.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation **by parents/carers and the LA**, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the Head teacher must comply with this ruling.

Monitoring

The Head teacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Head teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Induction, development and support

All staff and pupils are inducted when starting at the school and each year staff and children recap the behaviour strategies to be used in school. For staff dealing with more complex behavioural cases, bespoke support and modelled interventions (by senior leaders, Behaviour Team from the LA, Educational Psychology Service, ASCETS Autism team) are used. Follow up support sessions are also provided for staff mental well-being. The school's THRIVE PRACTITIONER, Educational Psychologist and SENDCO also provide drop in sessions for staff to support the approaches as set out in the policy, ensuring reasonable adjustments are accurate. Re-induction to the policy is used with children as part of the restoration form process.

Banned items for pupils

Children should not bring in any items from home (including toys or sporting equipment) as this can result in conflict situations. School provides playtime equipment for children to be active. Books are allowed.

Children are not permitted to bring non-prescription or prescription medication into school and keep it in their bag. All medicines **MUST** be accounted for via the school office.

Mobile phones and smart watches are not permitted. Staff wearing smart watches must disable the message function during working hours. Any child requiring a mobile phone meeting the criteria on the Mobile Phone Use Policy **MUST** have a home/school contract in place and then ensure that the phone is given to office staff during the day and collected at the end of school. Mobile phones are banned from any out of hours events involving the school (disco, residential) unless a contract is in place and there is agreement for this to happen.

The head teacher or other authorised members of staff could conduct searches of children if there was a concern that knives, weapons, alcohol, e-cigarettes (vapes), illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles have been used or are likely to be used. Any searches would be conducted with two staff members present. Reasonable force (under the terms of the DfE document 'Use of Reasonable Force') would not be used to search for any other items banned by the school, other than this specific list.

THE RESTORATIVE APPROACH AT HAYFIELD LANE PRIMARY

At Hayfield Lane Primary School we use a Restorative Approach which offers children the opportunity to take responsibility for their own behaviour, the main focus being on strengthening and repairing relationships.

We recognise that all behaviour is a form of communication, and an indicator of emotions; it is the role of the adult to identify what is being communicated and take a non-judgemental and empathetic attitude towards behaviour. We have a duty to support children; blame and punishment are avoided, and instead communication is the medium used to bring those involved in an incident together, to find a positive way forward. Children are supported to reflect and repair.

Implementing the Restorative Approach

We recognise that all children are unique individuals and therefore we are flexible in the manner in which we address negative behaviours. We adapt the approach to ensure it is suitable for the age and developmental stage of the children, as follows:

When working with children in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these children focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the children's understanding of the approach. As children become more secure in the skills and language needed for each stage, they progress to the next one.

This approach is also adapted for other children throughout school. Children with low levels of emotional maturity or with Special Educational Needs can require support with recognising how their actions have affected others, or how they feel about an incident. Children are supported in developing their understanding of the Restorative Stages at their own pace.

Staff use their discretion and knowledge of the children involved to determine how best to implement this approach and who to involve. They also recognise that at times this approach may not prove successful and will need to be reviewed.

Part of developing a restorative culture means we have to ensure children have the vocabulary to express themselves. Adults in the school community use and model the language for children to use. Language that attributes blame, judgement or criticism is unhelpful. (See Active Listening information).

The 5 Stages of the Restorative Approach

There are 5 stages of this Restorative Approach. Everyone involved in an incident is taken through the stages (via the Restorative Approach Reflection Form) and is therefore supported to come to understand the 'harm' that has been caused to all parties.

The 5 stages are:

What happened? Drawing out each child's story one at a time.

What do you think and feel about that? What each child was thinking at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What agreement can we reach about the future? How do those children agree and negotiate meeting the needs identified above, and what support might they need to do this? Staff support pupils in this process but encourage them to form their own agreement when possible.

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. By involving the pupils in the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way. This is much more likely to be successful, than if an adult imposes the way forward.

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.

The following ACTIVE LISTENING SKILLS used by staff give us the opportunity to ACTIVELY LEARN about exhibited behaviours.

Summarising- So there seems to be several things bothering you here

Encouraging- Tell me more about that. Earlier you said...

Acknowledging- That sounds important; that sounds like it was difficult for you (also use body language-nodding)

Reflecting- So you said.. (repeat back last few words)

ACTIVE
LEARNING

Checking- So did I hear you say... Am I right in thinking...

Empathy- It's understandable that you are worried/upset
[Grab your reader's attention with a great hook]

Affirmation- Thanks for telling me that . I appreciate you talking to me about this

Clarification- Can you help me understand that more?

RESTORATIVE PRACTICE AND THE USE OF SANCTIONS

The majority of our children are able to follow our expectations with little need for support. They are able to regulate their behaviour appropriately, make appropriate choices, and where they make mistakes are able to learn from them through apology or another low level consequence.

When children do not follow the class/school rules staff are expected to treat the children fairly, consistently and appropriately for their age.

It is important to note that being 'fair' is not about everyone being treated in the same way, but about everyone getting what they "need". Just as we differentiate for children's learning in Maths, English etc., so too we need to differentiate in relation to behaviour, making adjustments according to a child's ability to self-regulate.

If a consequence is appropriate it is important that it is given by the member of staff responsible at the time the incident took place, and that it is constructive, so that a child may learn from what has happened. At lunchtime, the Lunchtime Supervisors are responsible for resolving issues and referring to the class teachers for sanctions as required.

The following Behaviour Steps need to be used sequentially, as necessary, and consistently by staff throughout the school, when responding to inappropriate behaviour. A member of SLT should be consulted if there is any question over what sanction may be most appropriate.

1. A verbal reminder of the appropriate behaviour required
2. A second verbal reminder, stating the consequence if the behaviour continues. Ensure that this is done in private.

3. Time aside for reflection, where the child has opportunity to talk about why the behaviour is inappropriate; it is important that the child understands this.
4. Reflection time with 1:1 support/key worker/SLT/Head teacher.

See Language and Scripts for staff to use.

Parents will be informed as deemed appropriate by the class teacher, but when the SLT/HT have been involved at the latest.

In deciding upon the most appropriate form of action staff will assess the severity of the behaviour and the impact it has had, take into account any extenuating circumstances and ensure the subsequent response is proportionate.

Where there are continued concerns about a child's behaviour, or should a pattern emerge of ongoing behavioural issues, discussions will take place with relevant staff to identify possible underlying causes. This is particularly pertinent for those children who have been identified as having Social, Emotional and Mental Health Needs (SEMHN) and those children whose behaviour indicates that further exploration is needed. Children who require such support will be placed on a formal Behaviour Plan with school working with parents and agencies to individualise provision. This will include positive handling information and the content of the 5 point scale (document created with the child to promote self-regulation). During this process it is important to remember that the 'behaviour is the problem' not the child.

FURTHER SANCTIONS

Hayfield Lane Primary do not wish to exclude any child from our school. However, where there have been severe or persistent breaches of this behaviour policy, exclusion (either fixed term suspension or permanent) may be necessary.

Cases of consistent misbehaviour such as repeated offenses after warnings or failure to comply with instructions, offensive language serious acts of violence, bullying, theft or vandalism will be dealt with severely. The head teacher and parents will be involved and agencies consulted. Fixed term suspensions will be considered and, in the worst case, permanent exclusion. Some incidents at school are classed as serious enough to be automatically treated as fixed term suspensions. These include deliberate strikes to the face, swearing at members of staff or violence to members of staff.

In employing appropriate sanctions, the school takes into account the child's age and any SEND they may have.

RECORDING WHAT HAS HAPPENED

For low level corridor/classroom/ playground mini Reflection, which is unlikely to have further implications - no recording is needed. If inappropriate behaviour reoccurs and/or becomes more serious, then the Restorative Approach (RA) Reflection form needs to be recorded alongside a brief incident report on CPOMS .See Reflection Form Proforma.

These are to be shared with the appropriate staff and stored in children's records in the classroom locked cupboards. These will be monitored by the SLT and SENDCO. The Reflection Forms and CPOMS will be used to track times, frequency and the nature of the incidents. Where high incidents involve extreme violence and/or the use of restraint or classroom evacuation, the SLT/HT must be informed immediately. This will also be recorded in more detail in the restraint bound and numbered which is stored in the main office.

High incidents of behaviour will be reported to Governors, through the termly Head teacher's Report.

TEACHING BEHAVIOURAL MANAGEMENT SKILLS

At Hayfield Lane Primary we aim to teach children and equip them with the skills to form good relationships, and recognise and manage their emotions. This will assist them in understanding and managing difficult situations, including conflict.

We teach a carefully planned PSHE/Relationships Education Curriculum Map throughout the school, from Nursery. This is embedded through our school values, whole school assemblies and weekly carpet sessions. Additionally we plan circle times (TRIBE TIME), TAKE 5 mindfulness is taught, and we work with Scotty's Heroes to embed effective behavioural strategies. Via our Relationships Education Curriculum we raise safety awareness and resilience building; we teach this to help children to recognise situations in which they feel worried or unsafe, so that they have practical ways to keep safe.

We recognise that some children find it difficult to channel their strongest emotional reactions, and so we teach and use The Zones of Regulation and THE FIVE POINT SCALE to help children to recognise their own behavioural triggers, and become more attuned to how they can regulate and recognise how their actions affect others.

Discrete teaching opportunities to ensure understanding of the key stages of Restorative Approach are planned for. Hayfield Lane Primary are a THRIVE SCHOOL

using this dynamic, developmental approach to working with children to support their emotional and social wellbeing. We have a THRIVE LEADER in school purely dedicated to running intervention sessions for children requiring emotional support.

SPECIAL EDUCATIONAL NEEDS (SEND)

There will be some children who struggle to meet school behaviour expectations because of reasons connected to an identified special educational need. Additional support will be given to these pupils and where necessary, we will work with outside agencies to obtain the appropriate support for a child.

In particular, where a child has a disability (including but not limited to attention deficit hyperactivity disorder, autistic spectrum disorders or learning difficulties) the school must make reasonable adjustments. This is morally the right course of action and is a legal requirement under the Equality Act 2010.

"Rigid application of [a behaviour policy] would be likely to amount to indirect disability discrimination because, where a reasonable adjustment has not been made, a school will find it very difficult to justify the treatment as a proportionate means of achieving a legitimate aim." (Tom Bennet's Independent Review on Behaviour in Schools', March 2017).

Therefore, in the case of a child with an identified special educational need, reasonable adjustments may be made when applying the behaviour policy. The alternative strategy will be formed in agreement with the child, their parents/carers and the relevant staff. This will be shared with all adults who will have contact with the child in school.

RESTRAINING PUPILS

According to the DfE document Behaviour and Discipline in Schools, Advice for headteachers and school staff, staff should only restrain children in the following situations:-

- If the child is at risk of harming themselves or others;
- If the child is causing significant damage to property;
- If the child is disrupting the good order of the school;
- If the child is committing an offence.

Staff are trained in Thrive diffusion techniques, Team Teach/Positive Handling and can restrain children in extreme circumstances, as listed above. The decision whether or not to physically intervene is down to the professional judgement of the staff

member concerned and should always depend on individual circumstances. Restraining does not automatically mean a child should be sent home or suspended/excluded - this decision will be made at the Head teacher's discretion in consultation with the class teacher

MONITORING

The school monitors behaviour to identify patterns, areas of concerns and/or triggers of challenging behaviour in order to implement appropriate strategies of support. The Senior Leadership Team will monitor children's behaviour. Serious incidents of challenging behaviour, such as violence or aggression towards children or staff, rude or abusive language or vandalism will be recorded as stated in this policy.

Appendix 1

Language and Scripts to Support our Restorative Approach to Behaviour

Behaviour Steps

The 4 Behaviour Steps are to be used by staff when responding to inappropriate behaviour, with suggested language and scripts for each one.

1. A verbal reminder of the appropriate behaviour required

Sentence starters/scripted language:

- 'I' statements - a language of choice:

- I want you to wait a moment so we can go in together... thank you.
- I need you to sit facing me.
- I like it when you put your things down and listen carefully.
- I can see that you are sitting quietly and ready.
- I need you to sit with a space between... thank you.
- I like it when you get started straight away when I ask you.
- I can see you are ready to begin, well done!
- I need you to... walk slowly, sit quietly, sit down.

Statements to 'notice' when things aren't going to plan:

- I can see that something is wrong... I'll come over and talk to you in 2 minutes.
- I can see that you are not feeling well...
- Let's take a breath/take a break/sit down/pause for a minute
- I can see that you are not ready to start work. It's ok, you can sit there. When you are ready I will help you to get started.
- It's ok to be upset. It is good to let it out...
- It's ok to feel... (sad/angry)
- I hear you, I'm here for you, I will stay/let's sit here for a moment...
- I will be over here when you need me.

Sometimes less is more with what you say; giving unending validation and acknowledgment at times can backfire, potentially even enable a tantrum or escalation of emotion. You can still acknowledge a child's emotions while giving them a chance to regulate themselves.

2. A second verbal reminder, stating the consequence if the behaviour continues. Ensure that this is done in private.

30 second script suggestions:

- I noticed you are (having trouble getting started/struggling to get going/wandering around the classroom)

- It was the rule about...(lining up/staying on task) that you broke
- If this behaviour continues you will (move to the back/miss choosing time/stay behind at the end of the lesson).
- Do you remember last week when you... (got a sticker?)
- That is the 'you' I need to see today...
- Thank you for listening.

1. Time Out and Reflection time, where the child has opportunity to calm down if needed, and to talk about why the behaviour is inappropriate; it is important that the child understands this.

NB. Sending a child to someone else gives the message: I can't deal with you. This undermines your relationship and authority with the children. Rules for sending children to a colleague:

- a. If I send a child to you, I don't want you to discuss the behaviour. I simply want them to supervise the child until I have time to speak to them or they are calm enough to return to the class.
- b. If I need support from a colleague, I want them to stand alongside me so that the child sees a united front.

Repair - Conduct a meeting with the child to establish: What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? See ACTIVE LISTENING DIAGRAM

Reviewing and reflecting statements (restorative justice)

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected/harmed by what you have done? In what way?
- What do you think you need to do to make things right?
- What did you think when you realised what had happened?
- What impact has this incident had on you and others?

- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What can you learn from this?
- It is ok to feel angry. It is not ok to: shout/throw/hit/spit etc.) You look like you are really, really angry. It is okay to be angry. It is not okay to hit. We can go over here together and you can be angry.
- You'll remember next time... - 'better next time' as in the Team Teach approach

4. Reflection time with SLT/HT, if required.

Complete a Restorative Approach Reflection Form

Appendix 2

Zones of Regulation-An overview

What is the 'Zones of Regulation' approach?

Zones of Regulation is an approach used to support the development of self-regulation in children. All the different emotional feelings and states of alertness they experience are categorized into four coloured zones. Children who are able to

self-regulate independently are able to function in the appropriate zone at the appropriate time.

Blue Zone tired, sad e.g. getting ready to go to bed	Green Zone calm, happy e.g. doing a puzzle at table
Yellow Zone silly, frustrated e.g. playing chase game with friends	Red Zone angry, out of control e.g. jumping with excitement

Why use the Zones of Regulation approach?

At Hayfield Lane Primary, we teach the Zones of Regulation to help children to manage their emotions.

Through this approach, children learn to:

- Identify their feelings
- Recognise their own behavioural triggers
- Become more attuned to how their actions affect others
- As they become more familiar with the different zones, the children will be able to recognise which one they are functioning in at any time. Following on, they will then develop the ability to use 'tools' to manoeuvre themselves into the appropriate zone for that moment.

What are the Zone Tools?

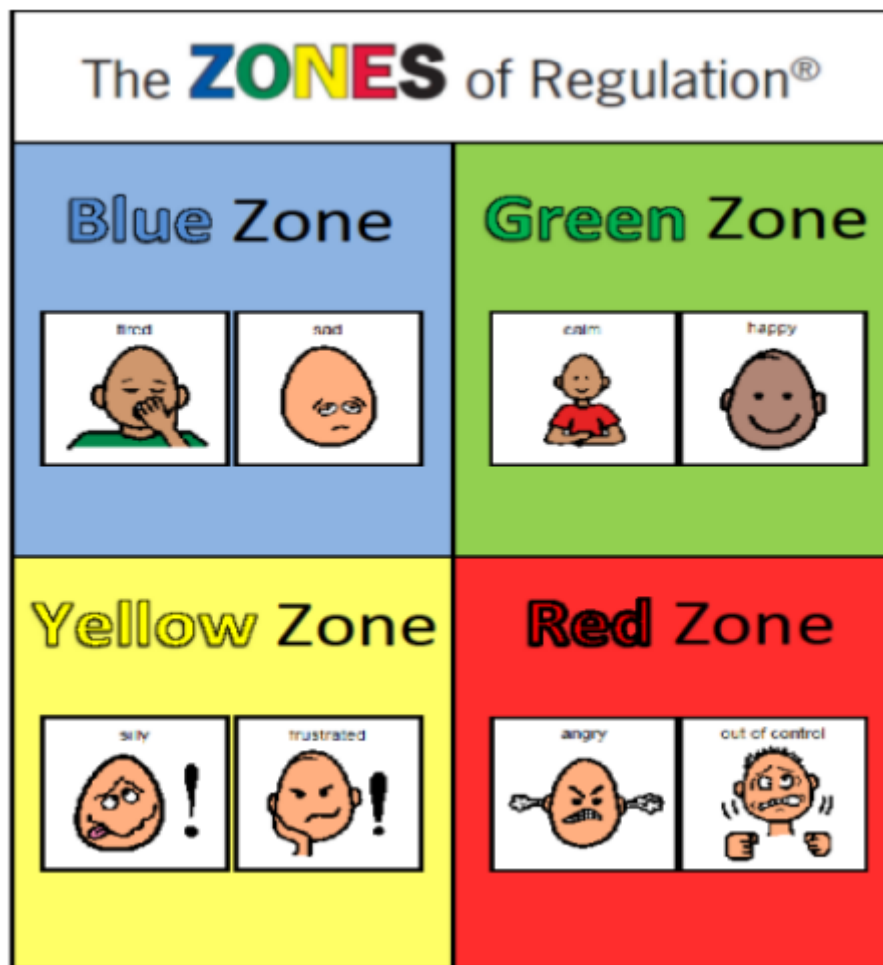
Zone tools are sensory based strategies that are easily accessible within the everyday environment. Printable materials are available in the 'Zones of Regulation' book by Leah Kuypers.

Introducing the Zones of Regulation

Staff will identify their own feelings using Zones language in front of the children (e.g I am frustrated, I am in the yellow zone). They will then proceed to talk about which tool will be most appropriate for that zone (I need to go for a sensory walk as I need to get to the green zone/ I need to use mindfulness breathing techniques from Take 5). Staff will also label the zone that they see children in throughout the day (e.g you look sleepy. You are in the blue zone). Staff teach the children the tools to help them stay

in the zone or move to a different one (e.g it is time to quieten down, let's read a book together as we are in the blue zone). The visuals below should be used alongside this.

Remember- every zone is a good zone and appropriate at different times. The zone that children are in will often mirror your zone so think about what zone you are in before you try to help them (e.g if you are in the red zone, it will be hard to help children move from the red zone to a different one).




Any children who are finding difficulty in the red and yellow zones over a period of time will be initially monitored via the red behaviour tracking sheet in school so that parents are aware of their altered state and of the pastoral check ins occurring during the day. For children in the blue zone, a wellbeing/pastoral blue tracker is used to similar effect, allowing children to access the emotional support of a key worker during the school day.

HAYFIELD LANE PRIMARY SCHOOL

MY BEHAVIOUR LOG

Day	Session 1	Session 2	Session 3	Session 4
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				



BREAK TIMES				
Day	am	lunch	pm	
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

This is the BEHAVIOUR LOG for
It is signed by staff each day and is also signed by my parent/s at the end of the school day. It records how I am coping in school and gives me daily opportunities to discuss any issues arising so that I feel well supported by adults.


Additional daily comments this week from home or school (space on reverse too):

Date: _____

HAYFIELD LANE PRIMARY SCHOOL

MY FEELINGS LOG

Day	Session 1	Session 2	Session 3	Session 4
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				



BREAK TIMES			
Day	am	lunch	pm
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

This is the FEELINGS LOG for
It is signed by staff each day and is also signed by my parent/s at the end of the school day. It records how I am feeling about school and gives me daily opportunities to discuss any issues arising so that I feel well supported by adults.

Additional daily comments this week from home or school (space on reverse too):

Date: _____

Moving beyond the Zones of Regulation

For some children who have gaps in emotional milestones or specific SEND affecting their ability to use the Zones of Regulation, a more bespoke system is used. This is called 'The 5 Point Scale'. A child specific set of emotional responses link to a number system/ emoji symbol system for younger children. This format is highly visual and limited in language allowing children to rapidly recognise their emotional state and link this to an effective, agreed response. The 5 point scale is formulated with teachers, parents, support agencies, TAs and the child themselves and is highly bespoke and demonstrates a high level of reasonable adjustment to support their ability to regulate. This is used alongside THRIVE practice/ intervention sessions and a more formal BEHAVIOUR PLAN which is created with Behavioural Outreach support agencies and Educational Psychologists.

Appendix 3

HAYFIELD LANE PRIMARY SCHOOL
RESTORATIVE APPROACH REFLECTION FORM



NAME:

DATE:

Reasons for my behaviour:

Today at school I:

How did my behaviour affect others?

How do I feel?

What am I going to do now?

Pupil:

Teacher:

Parent:

Head teacher: