



# Haydon Wick Primary School Statement of Behaviour Policy

## Key Document Details

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# Haydon Wick Primary School Statement of Behaviour Procedures

Haydon Wick Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Good behaviour and good learning behaviours are essential for effective teaching and learning to take place. The achievement of high standards of behaviour involves praise and rewards; sound and consistent relationships between all staff and pupils; coupled with stimulating teaching and learning.

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values and beliefs are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive manner, it aims to promote an environment where everyone feels happy, safe and secure.

This policy is to be viewed in conjunction with The White Horse Federation Behaviour policy. This policy can be found on our website.

## Aims

### **Children should develop:**

- flexibility, curiosity, creativity, and problem-solving skills
- confidence to take risks and to 'have a go'.
- reflection and evaluation skills and the ability to learn from their successes and mistakes.
- to show initiative, generate ideas and to think for themselves.
- independence as well as collaboration and responsibility.
- self-awareness, integrity, tolerance, and a respect for others as well as their views.
- clear verbal, written and electronic communication and the ability to positively influence others.
- a respect for the environment.
- the knowledge and skills to ensure they have a healthy body, brain, and heart.
- to become independent thinkers who make connections across all areas of learning.

## Code of Conduct

- All children and adults are expected to enact the school values and the Haydon Wick Way and conform to the Code of Conduct.
- Children are encouraged to be proud to belong to Haydon Wick Primary School and always wear the correct school uniform. Children should always walk around the school, calmly and quietly.
- Physical violence is not acceptable, neither is retaliation.
- Being unkind and using unkind, hurtful words is not acceptable, neither is retaliating with unkind words.
- Children will be punctual.
- All children will always show kindness, support others and follow the Haydon Wick Way.

## School Values

Our school rules are displayed and shared with the children as a means of communicating the code of conduct in child friendly language. We have chosen three values through which the code of conduct can be promoted in all aspects of school life. We have made them simple to recall, so that they can be referred to more frequently and consistently by all adults. Our three core values are:

- Respect

- Responsibility
- Resilient

We want children to:

- Be respectful so they care about themselves, others and their environment.
- Be responsible so they make good choices, take accountability for their actions and become good citizens
- Be resilient so they overcome challenges to become independent and confident learners.

### Strategies for Promoting Positive Behaviour

At the heart of encouraging positive behaviour is ensuring that the Behaviour Policy is known and understood by all and consistently implemented. All staff are expected to apply the rewards and consequences

in a consistent manner following the schools consequence ladder. All staff are also expected to model the behaviour we expect to see in our children and to address children courteously with respect and avoid escalating situations by shouting and failing to listen.

All Staff will

1. Model the behaviour we expect to see.
2. Use a consistent approach in recognising and celebrating appropriate behaviour referring to our “respect, responsibility, resilient” values.
3. Remain calm in approaching all undesired behaviours and **never** ignoring or walking past children that are behaving inappropriately.

#### Core Values

Respect  
Responsibility  
Resilient

Senior Leaders will:

1. Support staff in managing children with more complex and entrenched behaviours by monitoring data and having a visible presence around school.
2. Celebrate staff, leaders and children whose effort goes above and beyond expectations.
3. Ensure staff training needs are identified and targeted.
4. Support staff in managing more challenging behaviours as and when required.

Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### Class Expectations

- All children to be met by the Teachers at the beginning of the day at the door in the mornings. Teachers to walk children to the playground at the beginning of breaktimes and lunchtimes and collect them to walk in with them.
- High expectations of work and behaviour.
- Ensure school values (exemplified), rewards and consequences are visible to all e.g. house points, dojo points, class rewards
- Praise consistently – ‘Catch them being good’. Use agreed reward systems.

- Make opportunities to build positive relationships in unstructured time
- Watch language, tone, posture, body language etc. Remain calm and cool at all times.
- Never make empty threats. Ensure you always follow through on what you have said. Certainty not severity.
- Criticise the behaviour – not the child. Avoid punishing the whole class for the actions of a few, for example keeping the whole class in for 10 minutes of lunch because they can't sit quietly
- Reflect! Don't be afraid to admit you got it wrong, seek advice and change your practice the next time.
- Ensure the classroom is tidy, encouraging responsibility from the children.
- Orderly routines embedded into school transitions at assembly time, playtime and lunchtime.

### Around the School

- Notice and respond to good behaviour exhibited by children from across the school, but challenge where necessary e.g. 'Fantastic Walking'.
- Duties, be on time, in the correct place. Take opportunities to build relationships with children. Play games and join in with them in the playground.
- Intervene whenever incidents occur – follow Restorative Approaches where possible.
- Corridors kept clean and tidy with motivating/informative displays.

### Understanding the School Values

Each Teacher will lead a discussion about the school values and the high expectations of the school with the children at the beginning of the school year. The purpose of this discussion is to ensure that all children and adults in the classroom have a common, clear understanding of these values and what they 'look like' in practice. The table below gives some ideas of things that might be covered by each rule, but these should be decided with the children at an age-appropriate level. The discussion should start with the question 'What do we want being respect / responsibility / resilient to look like in our classroom and the playground?'

The ideas formulated by the children should form a small display (illustrations and or captions by the children) so that the rules can be referred to throughout the day.

Respect	<ul style="list-style-type: none"> <li>• Be kind and polite</li> <li>• Treat other people kindly</li> <li>• Care for school property and the property of others</li> <li>• Be honest</li> <li>• Follow instructions, the first time we are asked</li> <li>• Wait our turn to speak</li> <li>• Show good manners. Use please and thank-you</li> <li>• Keeping the school rules</li> <li>• Walk when inside school – hands by side and on the left.</li> <li>• Use lesson resources / playground equipment for what they are supposed to be used for.</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>• Wear correct uniform/ no jumpers tied around the waist</li> <li>• Look at the person who is speaking – 'Track the speaker'</li> <li>• Come into the classroom promptly in the mornings and after playtime / lunchtime</li> <li>• Demonstrate good listening, e.g. eyes on Teacher.</li> <li>• Get involved in class / group discussions</li> <li>• Understand that not everybody has the same views</li> <li>• Work hard in class to meet your potential in learning.</li> </ul>
Resilient	<ul style="list-style-type: none"> <li>• Be resilient and persevere at learning outcomes</li> <li>• Face new challenges</li> <li>• Learn from mistakes</li> </ul>

### Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children. This system is based on ways in which children can be rewarded for academic and non-academic achievements, for effort and for following the school values. All staff to give verbal or written praise as often as possible.

**Super Dojo Messages/ Postcards** – Every member of staff has the option to send a super Dojo messages to a parent or a 'positive' postcard. The idea is to celebrate when a child has done something well or acted above and beyond expectations. It is a chance to share good news with parents and celebrate the good behaviour/work of the children beyond the school gates.

**House Points** – all classes have this as a class reward system. House Points are awarded for following the values or for exceptional work. Weekly totals are shared in assembly and the winning class is celebrated. At the end of each week the winning class will receive a **10-minute** reward/privilege that is agreed by the class.

**Celebration Certificates** - celebrating achievements are awarded weekly in assembly. The class values certificate reflect our values, our rules or growth mind set behaviours. We also celebrate achievements of individual children and their work through our 'Over and Above' certificate. Photos are then shared on Dojo each week.

**Hot chocolate Friday** - Children who consistently show good behaviour choices, enact our school values or those that always go 'above and beyond' may be invited to attend the Hot Chocolate club. This is for those children who have been awarded the values invited to spend 20 minutes with the Head Teacher or Assistant Principal in the Head's absence in her office, chatting and drinking hot chocolate, squash or water. (This may be adapted into Freeze pop club in the summer months)

**Stickers** - Children really enjoy receiving a sticker and verbal praise, something which is instant and quickly shows parents and carers that they have had some positive praise. These are given out by Teachers or TAs at their own discretion.

**Our Core Values** – This is a set of 3 expectations which focus on specific behaviours and values that all children should be showing at all times. These are the focus of our recognition board throughout the school. The purpose is for all children to get onto the recognition board when you catch them following a specific value/ behaviour focus. Once a child is on the recognition board, they stay there for the day. You can remind them that you know that they are capable of following the rule as they are on the board. Those on the recognition board at the end of the day are celebrated by the whole class. Each day the recognition board is reset to ensure children and staff understand each day is a new day, to be able to demonstrate positive learning behaviours.

**Head Teacher Awards** – When a child has shown an exceptional work ethic, values or learning behaviours their teacher can nominate them for a Head Teacher award. The children receive a personalised certificate and sticker.

### **Behaviour is a form of communication**

Behaviour is communication. It is important as professionals that we understand the connection between behaviour and communication for children. At Haydon Wick Primary School, we have a common belief about behaviour which is that all behaviour is communication, and we will work in partnership with children and parents to unpick challenging or unusual behaviour.

### **Restorative Conversations**

Wherever possible, Haydon Wick Primary School will seek to repair relationships using restorative approaches. Restorative Approaches puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment. The key values of Restorative Approaches create an ethos of respect, inclusion, accountability, and taking responsibility, commitment to relationships, impartiality, being non-judgemental, collaboration, empowerment and being emotional articulate.

### **Zones of regulations**

As a school we will teach children to understand and manage their emotions through the use of the Zones

of regulation approach when needed. There is further information and advice for staff and parents in the appendix of this policy.

### Three micro-scripts to use

What you repeatedly say in response to poor behaviour is important. Most of us have had our defaults set by our own Teachers when we were students. Therefore, in moments of stress you find yourself saying phrases like ‘Why am I waiting?’ and ‘Would you do that at home!’ Here are some key phrases.

#### **‘I’ve noticed...’**

Removes the judgement from behaviour interventions. “I’ve noticed that you are late/crawled under the table/are finding it difficult to follow instructions”. There is no blame attached, there is nothing for the child to defend against.

#### **‘I need you to...’**

Assertive and direct. Using ‘I need you to...’ allows you to give instructions that are not based on choice. Often introducing ‘choice’ in the moment is not helpful, ‘You can choose to do this now or at break time’ will tempt many children to go for the latter and that is not the outcome you really wanted.

#### **‘I care about you...’**

Shows the pupil know that you believe in them and want good outcomes for them.

### Sanction’s ladder

1) Redirection	Gentle encouragement, a ‘nudge’ in the right direction, small act of kindness
2) Reminder	A reminder of the expectations and the Haydon Wick Way delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things calm at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
4) Time out	Give the child a chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so. A bench is to be used in the playground for reflection time.
5) Internal referral	At this point the child will be referred internally to another room in the year group for the remainder of the lesson. All internal referrals must be recorded on CPOMS. If referral is need at playtime, then this will need to be referred to the class Teacher and <b><u>logged on CPOMS by the member of staff dealing with incident.</u></b>
6) Reparation	A restorative meeting should take place before the next lesson. If the child does not attend or the reconciliation is unsuccessful the Teacher should call on support from their line manager who will support the reparation process.
7) Meeting involving parents	Continued breach of behaviour results in a meeting with the Teacher, child and phase leader, recorded on CPOMS with agreed targets on a behaviour plan that will be monitored over the course of two weeks.
8) Continued regular and repeated breaking of school code of conduct	If behaviour is persistent or violent, the Head Teacher will consider internal suspension or suspension.

### Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, causing physical harm, damaging school property, which goes beyond the breaking of school values and the Haydon Wick way, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first. A Restorative conversation will also form part of the process.

#### First incident

- CPOMS completed by ***an adult involved in dealing with the incident.***

- Warning of next steps in future if there are repeated incidents of this kind.
- Class Teacher informed (if they were not the ones completing the Log) parents will be notified verbally.

### Second incident

- CPOMS completed by an adult involved in dealing with the incident.
- Class Teacher informed who will notify parents of the incident verbally, this may be followed up by a letter if necessary.
- Staff to consider the use of emotional support to find out any underlying issues for this behaviour.
- Teachers to look at core standards quick check documents to ensure that universal provision is in place to support this child.

### Third incident

- CPOMS completed with the involvement of SLT
- Parents contacted and possible following actions: - Possibility of a weekly report (behaviour plan) and 5-point scale.
- Referral to SEMH team and further support if necessary
- Warning of future consequences e.g. suspensions.

### Consequences for Serious Behaviour

Consequences for serious behaviour will follow the steps above and may include:

- A Teacher's immediate use of step 7 of the Consequence Ladder i.e. the child leaves the classroom and is deemed unsafe.
- A verbal warning by the Head Teacher or Assistant Principal as to future conduct
- Withdrawal from the classroom for the rest of the day (Internal exclusion)
- Communication with parents informing them of the problem
- A meeting with parents, and a warning given about the next stage unless there is an improvement in the child's behaviour
- If the problem is severe or recurring, then suspension procedures may be implemented. Borough guidelines will be followed. Parents have the right of appeal to the Governing Body against any decision to suspend.
- A case conference involving parents and support agencies
- Extreme situations of serious behaviour may result in children moving more quickly to Head Teacher involvement.

All actions must be logged on CPOMS and any meetings with parents will require notes to be taken. Records are an important step to getting the right support.

### Playtime or Lunchtime Exclusion

If, because of a restorative conversation, it is decided that a child should miss their playtime, the child sit inside for reflection time. This consequence is only to be used because of a misdemeanour having taken place at playtime or lunchtime or for step 8 on the consequence ladder. Children who miss playtimes are expected to reflect on their behaviour with an adult explaining the reason why they have been excluded from the playground and what they should have been doing instead.

### Children "Beyond"

A few children may be beyond normal incentives, consequences, and lunchtime policies. These children are unable to recognise the normal boundaries of behaviour. They are often unhappy, angry and suffering from low self-esteem. They may have basic emotional or physical needs which are not being met. They often feel they are incapable of being good, so they do not even try. The usual systems for incentives and consequences will not motivate these children. They are often afraid of their own behaviour and feel they cannot regain control. To help children break out of this negative pattern, a small achievable target should be set, with a motivating reward, so that they can experience success. This will be set in discussion with the SENCO with the use of the Core Standards and Swindon Borough approach.

### Individual Contracting and De-escalation Plan with the Support of the SENDCO

The system for monitoring the target behaviour will be agreed with adults (parents and staff) and child. Handling and de-escalation plans will be introduced for the needs of the children with a series of strategies staff can use to de-escalate any challenging behaviours. The normal consequences will still apply for other unacceptable behaviour. The rewards given for achieving these targets will be kept separate from other consequences when unacceptable behaviour occurs. This will ensure that the child's success in achieving the target is not undermined by other behaviours. In this way their self-image can be steadily enhanced. When any child reaches the de-escalation stage, the incidents will be logged by the school in case the child needs to be referred to outside agencies.

### **Adverse Childhood Experiences (ACES)**

Childhood adversity can create harmful levels of stress which impact healthy brain development. This can result in long-term effects on learning, behaviour and health. Evidence from ACE surveys in the UK and beyond demonstrates that ACEs can exert a significant influence throughout people's life. It is important that all staff have training on ACEs, and therefore can recognise the impact this may have on children. Support will be provided to children experiencing ACEs through the schools Inclusion Lead, SENCO, Early Help and outside agency support.

### **Physical support and Intervention (Team teach)**

Where physical intervention is required to keep a pupil safe, the school will respond in line with the DFE guidance 'Use of Reasonable Force' July 2023.

There may be instances where it is appropriate to physically support or remove a child due to the risk of harm to themselves or others. We have members of staff that are trained in Team Teach (these are displayed in the staff room) which uses positive touch techniques to support the physical removal of a child. However, it must be noted that all staff may use reasonable force to intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or young person or indeed any adult may be at risk. A calm and measured approach to a situation is needed and members of staff should never give the impression that they have lost their temper, or are acting out of anger or frustration, or to punish the child or young person. Use of reasonable force is always a last resort at Haydon Wick Primary School.

All incidents involving the use of force will be recorded by staff involved as soon as possible on CPOM's using the physical intervention form. Parents will be informed if their child has been involved in an incident where physical intervention from staff has been required and a meeting with the Head Teacher will take place.

### **Responding to Concerns about Bullying**

Pupils who attend Haydon Wick Primary School have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. All incidents of bullying are recorded on CPOMs and incidents of bullying are monitored to look for patterns of behaviour. Support is put in place where needed. Meetings with parents are also set up so that all stake holders are involved.

### **Child-on-Child Abuse**

We recognise that children are capable of abusing other children. This can happen both inside and outside of school and online. A child may not find it easy to report child-on-child abuse and we recognise that they might show signs or act in ways that they hope an adult will notice, including a change in behaviour.

Even if there are no reported cases of child-on-child abuse, we recognise that abuse may still be taking place but not being reported. We understand that the pupil who is perpetrating the abuse may also be at risk of harm and we will make every effort to ensure that the perpetrator is supported appropriately. Please see our schools safeguarding policy as well for further information.

Haydon Wick Primary School has 3 core values, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together

with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Haydon Wick Primary School expects every member of the school community to behave in a considerate way towards others. All staff treat all children fairly and apply this behaviour policy in a consistent way.

This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. Haydon Wick Primary School rewards good behaviour, as it believes that 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.

## **Suspensions and Permanent Exclusions**

Haydon Wick Primary School follows the statutory guidance from the 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement, September 2023' when considering any suspension or exclusion and this will only be as a last resort.

<https://www.gov.uk/government/publications/school-exclusion>

Only the Head Teacher has the legal authority to permanently exclude a pupil from school. However, this may only be done following discussions with the CEO of the WHF who will provide advice and ensure that the statutory guidance has been followed. The Head Teacher must receive written authorisation from the CEO of the WHF prior to finalising a permanent exclusion. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year.

If the Head Teacher suspends a pupil, they inform the parents without delay, giving reasons for the suspension and the period of the fixed term suspension or, for a permanent exclusion, the fact it is permanent. At the same time, the Head Teacher makes it clear to parents' their right to make representations about the suspension to the governing board, how any representations should be made; and where there is a legal requirement for the governing board to consider the permanent exclusion, that parents have a right to attend the meeting.

The Head Teacher informs the LA and the governing board about any permanent exclusion, fixed-term suspensions beyond five days in any one term and any suspension which would result in the pupil missing a public examination or national curriculum test. The CEO will be copied into all such correspondence.

The governing body itself cannot either suspend/exclude a pupil or extend a suspension period made by the Head Teacher. The governing body has a disciplinary committee which is made up of between 3 and 5 members. This committee considers the reinstatement of an excluded pupil on behalf of the governing board. When the committee meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the pupil, parents and the LA and consider whether the pupil should be reinstated. If the committee decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

## **The Role of All Staff**

As a school we ensure that all staff working directly with children have a knowledge and understanding of the impact of adversity and trauma on children's mental and physical health, development and life chances. We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn.

- It is the responsibility of all members of staff to ensure that the school values are enforced in the school, their class, and that each class behaves in a responsible manner during lesson time.
- All members of staff 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.
- All members of staff treat each child fairly and enforces the school and their classroom code consistently. The Teacher/TA treats all children in their class with respect and understanding.
- If a child misbehaves repeatedly in class, the class Teacher/TA keeps a record of all such incidents

using the low-level behaviour record sheet. In the first instance, the class Teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class Teacher seeks help and advice from their phase leader in the first instance, Assistant Principal/SENCO in the second instance and finally, the Head Teacher.

- The class Teacher liaises with the SENCO who may then choose to contact external agencies, as necessary, to support and guide the progress of each child.
- The class Teacher reports to parents about the progress of each child in their class. The class Teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

### The Role of the Head Teacher

- It is the responsibility of the Head Teacher to implement the school behaviour policy consistently throughout the school. 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.
- The Head Teacher has the responsibility for giving 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 and the CEO of the WHF have been notified.

### The Role of Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We explain the school rules in the school prospectus, and we expect parents to read these and support them.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences to sanction a child, parents 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 before escalating to the Head Teacher.
- If the concern remains, they should contact the Head Teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented via the WHF.

Both children and Teachers have rights and responsibilities which must be achieved. They are listed below:

<p><b><u>Children's Rights</u></b></p> <ul style="list-style-type: none"> <li>• Right to feel safe</li> <li>• Right to learn</li> <li>• Right to be treated with Respect</li> </ul>	<p><b><u>Children's Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• To listen to all adults and complete the learning set</li> <li>• To respect others</li> <li>• To show good learning behaviours and follow the school values.</li> </ul>
<p><b><u>Teacher's Rights</u></b></p> <ul style="list-style-type: none"> <li>• Right to teach</li> <li>• Right to support from other staff, Governors, Parents and other agencies</li> <li>• Right to adequate teaching resources and good working conditions</li> <li>• Right to be treated with respect (Some children may find treating Teachers with respect difficult)</li> </ul>	<p><b><u>Teacher's Responsibilities</u></b></p> <ul style="list-style-type: none"> <li>• To respect all children and develop their self-esteem</li> <li>• To provide a suitable, scaffolded and stimulating curriculum for all children</li> <li>• To make explicit his/her expectations as to acceptable and unacceptable behaviour for children</li> <li>• To provide an engaging, stimulating and well organised classroom</li> </ul>

## Monitoring

In order to help monitor the effectiveness of the Behaviour Policy we will review the application of the behaviour policy through observations and the scrutiny of behaviour logs.

The Governors will review the policy every three years. In order to formulate this, governors will consult with all staff, parents, children and other school partners.

This policy should be read in conjunction with the following policies: Anti-Bullying, Safeguarding (including allegations against staff), Teaching & Learning, Equality, Complaints and Health & Safety.

## Appendix 1

### Advice for Staff

#### Zones of Regulation

The school also uses the Zones of Regulation to help children understand, recognise and moderate their emotional responses. This compliments our behaviour policy. This is a whole school approach to help children manage their emotional literacy. It is not a discipline model but helps children to understand their level of alertness for learning. Individuals are impacted by different things and therefore, have different responses.

Our task is to help individuals to regulate themselves into the 4 optimal zones:

**Blue zone:** Emotions in this zone are sad, tired, sick or bored

**Green zone:** optimal zone. Emotions in this zone are happy, calm, feeling okay, focused, ready to learn.

**Yellow zone:** heightened stage of alertness. Emotions in this zone are frustrated, worried, silly, excited and loss of some control.

**Red zone:** intense and extreme. Emotions in this zone are mad, angry, terrified, elated, out of control. Staff should model which zone they are in, e.g. I am in the yellow zone because I'm looking forward to something; I am in the green zone because I have enjoyed seeing my family over the weekend. This helps children to recognise where they are.

Teachers introduce the zones to ensure the children become familiar with the concept of each of the zones. Teachers hold sessions with their class at the start of each year to introduce the zones of regulation and then review these with the children during mental health week. Children learn about the zones through the text 'The Colour Monsters' as well. Teachers create examples of what each zone's behaviours look like and play games to put emotions with faces. They then move to children identifying their zones and discussing their emotions.

Members of staff facing confrontational situations with children or young people are reminded that the following behaviours can either reduce or inflame incidents, and that a brief moment of risk assessment may allow the time to decide on the appropriate action necessary.

#### De-escalation

De-escalation is the act of knowing and recognising triggers that bring about undesired presentations and applying known/agreed or introducing distracting techniques to give the pupil time to gain self-control.

Staff are strongly advised not to physically stop young people from leaving any given space. They should give a clear choice and spell out consequences, but unless there is a risk of injury should never block a young person's exit.

**Remaining calm** – the ability to try and remain calm and appear relaxed is less likely to provoke. A relaxed posture and a non-threatening (CALM) stance, i.e. not toe-to-toe, are recommended.

**Processing time** - children need to be given the opportunity to make the right choice for themselves. Staff should give instruction (sometimes time bound) and then allow processing time for the child to act on the instruction e.g I am going to the quiet space and I would like you to join me there in one minute. I would like you to return to your seat, please, and begin your task - whilst staff work with another child and allow the pupil to choose to return to their seat. The instruction could be repeated once again as an order -please return to your seat, with processing time and a sanction can be imposed if the pupil does not follow the class expectation. Please note, knowing the child is key as different children will require different processing time. Follow the correct action immediately with praise stating why it is being given.

**Awareness of Space** – try to be aware of the space around you and avoid stepping into another individual's personal/intimate space. Try to stand to the side of a child and drop to their level.

**Intonation and use of voice** - when people are anxious or angry, they tend to talk faster, higher and more loudly. In a potential crisis situation, staff need to speak more slowly, in a lower tone and more quietly. Ask how the child is feeling and assign an emotion to it. E.g I see you are feeling red as you seem angry as you ran out of class. You will need to talk calmly and give them the opportunity to regain control back to green. Some of our children with special needs may have a behaviour plan that may include access to a calm space included in the plan (sensory room).










**Pacing and chasing** – angry people often pace around in tense situations and staff should try to avoid the temptation to follow as they attempt to help them calm down. This can be counterproductive as it may trigger a chase response and drive the other person away. Where possible, it is preferable for the staff member to stand still, speaking calmly, clearly and confidently – or even sit down!

**Danger of harm to self or others** - introduction of a red card to 'call' for help. Red cards should be used to call senior leaders when either a child or an adult is at risk of harm. Send someone to Teacher/reception desk/SLT office who will call for help.

## Appendix 2 Behaviour Ladder

Stage	Behaviour	Interventions and Consequences
1	<p>Low level inappropriate behaviours e.g.</p> <ul style="list-style-type: none"> <li>calling out interrupting when the others are talking</li> <li>ignoring minor instructions</li> <li>making inappropriate noises</li> </ul>	<p><b>Apply positive strategies to encourage appropriate behaviours in line with the school's ethos e.g.</b></p> <ul style="list-style-type: none"> <li>catch them being good</li> <li>praise – happy face</li> <li>pre-empting the situation</li> <li>reminder of school expectations</li> <li>talking quietly to children</li> <li>restorative approaches</li> <li>give an object to fiddle with</li> </ul>
2	<p>Medium level inappropriate behaviours e.g.</p> <ul style="list-style-type: none"> <li>petty theft</li> <li>persistent disruptive behaviour</li> <li>deliberately creating a disturbance</li> <li>general refusal to follow requests</li> <li>offensive language</li> </ul>	<p><b>Apply positive strategies and consequences to encourage appropriate behaviours in-line with the school's ethos e.g.</b></p> <ul style="list-style-type: none"> <li>class Teacher to talk to parent and pupil</li> <li>record incidents/log – CPOMS</li> <li>give choice/expectation with timescale</li> <li>use visual timer</li> <li>lose time at lunch or break time with reflective conversation</li> <li>follow Core Standards for SEMH</li> </ul>
3	<p>Higher level inappropriate behaviours e.g.</p> <ul style="list-style-type: none"> <li>serious challenge to authority</li> <li>harming someone</li> <li>repeated refusal to do tasks</li> <li>harmful, offensive name calling</li> <li>continuing to leave the class without permission</li> <li>fighting and intentional physical harm to others</li> <li>malicious allegations against staff</li> </ul>	<p><b>Apply positive strategies and consequences to encourage appropriate behaviours in-line with the school's ethos</b></p> <ul style="list-style-type: none"> <li>check for any underlying home issues.</li> <li>de-escalation Plan in place, referral to outside agencies for advice, strategies and interventions</li> <li>CPOMS</li> <li>response plan, highlighted outcomes, risk assessment and continuum involve parents in weekly monitoring of behaviour log</li> </ul>
4	<p>Only use if strategies from number three do not have an impact.            Serious inappropriate behaviours e.g.</p> <ul style="list-style-type: none"> <li>bullying – physical and emotional</li> <li>deliberately throwing objects with the intention of harming someone</li> <li>repeated challenge to authority</li> <li>persistent refusal to follow instructions</li> <li>extreme danger of violence</li> <li>leaving school premises</li> <li>bringing banned substances or items into school</li> </ul>	<p>Fixed term suspension – length is dependent on the severity and frequency of the incident/s and the child's on-going behaviour and will increase as a response to serious and persistent inappropriate behaviour.</p> <p>Head Teacher (or Assistant Principal in her absence) needs to decide on the length of exclusion.</p> <p>Involvement of outside agencies and CAMHS.</p> <p>After 3 fixed term suspension within a half term then permanent exclusion will be considered.</p>

## Appendix 3 – Consequence Ladder

<u>Consequence Ladder</u>	
Showing the Haydon Wick Way in class or at lunchtime/ breaktime	 Positive Dojo sent home to parents trophy
Consistently demonstrating good values or a particular example of excellence in your class work.	 Values award and above and beyond award Celebration in assembly / Invited to Hot Chocolate Thursday medal
Being a good role model to others in your class by consistently demonstrating expectations set out in the school Code of Conduct	 Class merit (e.g. Dojo point, weekly prize and certificate for most dojo points received in class, whole class reward when 750 points are achieved) happy
Following school rules, demonstrating expectations from Code of Conduct	 Praised by the class teacher, TA or another member of staff. thumbs up
Not following the rules set out in the school code of conduct.	 Reminder of behaviour expected by member of staff Stem sentence: You are not following the Haydon Wick way, this is your reminder that you need to respect everyone, be responsible for your actions and show resilience. warning
If behaviour is seen again and continued non following of the rules set out in the school code of conduct, then <b>Yellow</b> card issued.	 <b>WARNING:</b> You will be given a reminder by a member of staff and then expected to put it right by showing them you can follow the school code of conduct for the remainder of the lesson. You may be asked to move seat. yellow card
Stem sentence: You are not following the Haydon Wick way, yellow card.	
You continue to not follow the Haydon Wick way after your warning and continue to not follow the school code of conduct.	 Time out in partner classroom to reflect and complete work. 10 mins EYFS/ KS1. 20 mins KS2. Your behaviour will be recorded At lunchtime/playtime you will be sent to the time out zone outside ERG office. red card
Stem sentence: You are continuing to not following the Haydon Wick way, red card.	
Regular and repeated breaking of school code of conduct over a number of lessons within a day.	 You will be removed from your own class. This will be split into 3 sessions: Before break, after break and the afternoon session. You will be placed in another year group to do your work (SLT member's classroom), EYFS/ KS1 – Dragonflies, KS2 – Squirrels You will lose <u>all</u> of your own free time that school day (both lunch and break time) Your behaviour will be recorded. Your parents/carer will be informed at the end of the day by your class teacher. If a repeated incident occurs on a single day at lunchtime/playtime you will be sent in to school to spend the rest of your own time with Mrs Rushen-Gough. sad
Stem sentence: You are continuing to not follow the Haydon Wick Way, you will go to...	
Continued regular and repeated breaking of school code of conduct over a number of lessons within a day despite time in other classes.	 You will be removed from your class and will be taken to Mrs Rushen-Gough to complete your work. Your behaviour will be recorded. Parents will be phoned by Head Teacher. If behaviour is persistent or violent, Head Teacher will consider suspension or internal suspension. If a repeated incident occurs on a single day at lunchtime/playtime you will be sent in to school to spend the rest of your own time with Mrs Rushen-Gough. sad
Stem sentence: You are continuing to not following the Haydon Wick way, you will go to Mrs Rushen-Gough.	



## Appendix 4

### Playtime and lunchtime expectations

These expectations need explicit teaching at the beginning of each school year and children need reminding about them frequently.

- We expect all children to do as they are asked by the adults on duty at all break times- this includes Teachers, teaching assistants and midday supervisors.

There are guidelines to exemplify our school values which all children must follow.

#### General Guidelines

- Be respectful - Play on the playground and take care with the equipment.
- Be responsible - Make sure a Teacher can always see you.
- Be respectful -You may sit to read or play card/ board games. Books will be provided.
- Be respectful - Children must only go inside to use the toilets and should not be in classrooms at all. An adult will be based near the door for toilet duty.
- Be respectful - Play nicely and do not spoil other children's games.
- Be respectful - Play sensibly with others, do not play rough games.
- Be Respectful- Be polite at all times.

#### End of playtime

- A whistle will be blown to signal the end of playtime.
- Be responsible - All children must stop playing, get down from equipment and wait quietly for instruction.
- The whistle will be blown again for children to put equipment away and walk to lines.
- When the class Teacher is ready, they will lead the class into the building.

#### On the field

- Be responsible - Only enter the building through playground doors if they need to use the toilet.
- Be responsible - Children can play between the end of the fence and up to the top of the field
- Be responsible - All children must remain in sight of the staff on duty
- Be responsible - Children must not climb trees or walk-through bushes/pathways through stinging nettles

#### Rough play anywhere

- Be responsible - Any rough play where children get hurt will result in the children concerned walking with an adult for the remainder of the playtime.
- Be responsible #- All play fighting games are not allowed