

# Fishwick Primary School



## Behaviour Regulation Policy

*"Discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences."* Dr Dan J Siegel

Policy Devised by HT and Teaching staff Autumn Term 2019

Adopted by Governors 19/3/20

Reviewed: Spring Term 2022

Next review: Spring Term 2024

## **Vision**

Our behaviour regulation policy is underpinned by our core values of compassion and respect. We expect all adults and pupils to demonstrate these values and to follow our 'Golden Rules'.

## **The Golden Rules**

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

## **RESPECT**

We treat others how we want to be treated

We look after property and our environment

We are honest

We are polite and have good manners

## **COMPASSION**

We are kind to everyone

We have empathy and understand other people's differences - we are all differently equal.

We are considerate to other members of our community and find opportunities to 'give back'

We believe that this is achieved by establishing strong and trusting relationships between children and adults.

We expect all members of our school community, staff, pupils, parents and governors to demonstrate our Golden Rules and Core Values in all they do.

## **Aims**

We aim to:

Have high expectations for the learning and social behaviours of all members of our school community.

Develop positive behaviour for learning within a safe, nurturing and structured environment.

Teach children the social and emotional skills they need to succeed.

Create a calm and purposeful working atmosphere in which effective learning can take place.

Foster strong and healthy relationships amongst the whole school community.

Be aware of the social, emotional and mental health needs of all individuals.

## **Whole School Approach**

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Children with persistently challenging behaviour have a Social, Emotional or Mental Health need, even if this cannot be identified, and support and understanding need to be given to these children as with any other child with SEND.

Behaviour is a form of communication (see Possible Underlying Causes). It is important to remember that children with challenging behaviour are communicating an emotional need (whether conscious or unconscious), and adults must respond accordingly.

We encourage all adults in school to take a non-judgmental and empathic attitude towards behaviour and to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself (See Appendix 1: Emotion Coaching). Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Children need explicit teaching and modelling to be able to successfully self-regulate their emotions. All adults in school must consistently model appropriate behaviour. Through tuning in and empathising with the child when they are in a heightened emotional state, adults are offering containment. This means the child can experience co-regulation which will eventually enable self-regulation.

Our school ethos promotes strong relationships between staff, children and their parents/carers. We also strive to create a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately. Natural rewards and consequences that can follow certain behaviours should be made explicit.

Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.

Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH needs.

Responding to the SEMH needs of children is not the responsibility of a few staff in school; it is everyone's responsibility.

### **Possible underlying causes?**

- Friendship / social problems
- Attachment difficulties
- Early Trauma
- Problems at home
- Difficulties accessing learning
- Medical causes i.e ADHD, ODD or ASD

### **Quality first teaching strategies that support SEMH needs;**

- Calm environment
- Clear and predictable routines
- Strong and trusting relationships between children and adults
- Positive atmosphere focusing on praise, encouragement and celebrating good behavior
- Access to equipment to meet sensory needs i.e. standing desks, wobble cushions, chewellery, ear defenders etc
- Calming areas
- Quiet work stations
- Jigsaw – PSHE Curriculum
- Responsibilities
- Brain breaks i.e Go Noodle, Brain Gym etc

- Calm music
- Zones of Regulation

### **Strategies for Celebrating Good Behaviour**

- Acknowledgment of good work – smile, thumbs up, positive words
- Sharing work with another teacher
- Stickers, dojo's and class based certificates (in class and from other teachers)
- Celebration assembly awards – star of the week, golden rules, lunchtime, head teachers, attendance, values.
- Half-termly shining stars – tea party and trip
- Together Time
- End of year awards
- Texts home

### **Together Time**

In order to reinforce our behaviour expectations, to promote well - being within school and to give time to discuss weekly and/or recurring behaviour issues all classes will have a PSHE Lesson(using the Jigsaw Scheme) on a Friday afternoon. This will be a time to reflect on the weekly behaviours and discuss positive ways forward, and also to celebrate the good, positive choices children have made. The class will also decide on activities for the following week's TT. Any specific behaviour incidents that need addressing should be done on a 1:1 not in front of the class.

There will also be 30 minutes of Together Time (TT). This is a time when the children will be able to choose activities to take part in (planned the week before).

### **In the moment intervention strategies**

There is a need to differentiate according to pupils' SEMH needs. Children with behavioural difficulties should be regarded as vulnerable rather than troublesome.

- Take a deep breath
- Be aware of your own emotions
- Listen without judgement – respect their feelings
- Offer use of calming areas
- Name emotions (emotion coaching)
- Time out – e.g. taking something to the office
- Support and regulation from a key adult
- Restorative justice can emphasise personal responsibility and recognise the emotional impact on others
- Be positive when intervening.
- Re-direct behaviour to what a child can do - say the behaviour you want to see. If you keep saying what a child can't do, they will focus on that.
- Limit choice making
- Be clear and expressive about your own feelings

### **Follow up classroom strategies**

- Emotion Coaching - discuss/ talk actions through with an adult
- Further planning for behaviour i.e. ILP, pupil passport or risk assessments □      Differentiation

- Make the child feel noticed / important - Meet & greet, work on the wall; Smile; eye contact & use name
- Regular check-ins with key staff
- Introduce 'time out cards' and or calming areas
- Encourage learning from mistakes
- Ensure lessons are well planned, well differentiated and combined with good pupil-teacher relationships
- Give choices – if appropriate / possible
- Choose when you intervene – sometime ignoring behaviours can be a useful strategy
- Allow time for a response especially if the child is angry / upset
- Use Emotion Coaching – “I realise this is hard but I’ll help you.”
- Behaviour charts

### **Interventions to Support SEMH Needs**

- Achievement book
- Emotional Literacy
- Shine
- Counsellor
- Lego therapy
- SEAL
- Social Skills
- Circle of Friends
- Anger Management
- GHIST
- Liaise with parents Teacher, SENCO, SLT, FSW

### **Differentiated consequences**

There is a need to differentiate according to pupils' SEMH needs. Children with behavioural difficulties should be regarded as vulnerable rather than troublesome. Logical and proportionate consequences should be used as far as possible and class / group consequences avoided.

- Verbal warnings / reminders
- Thinking cushions/time
- Time out in another class
- Restorative Conversation and opportunity to 'fix things'
- Playtime / lunchtime reduced – time spent with class teacher reflecting on behaviour
- Made to complete work in their time – lunch time, playtime or in exceptional circumstances after school (this will be in negotiation with parents).

Any specific behaviour incidents that need addressing should be done on a 1:1 not in front of the class.

In cases where behaviour is extreme or where the above strategies have not worked intervention from HT and / or DHT.

Internal exclusions will be used for extreme or persistent behaviour. The length of these will be dependent on the age / needs of the child.

## **Serious incidents**

To keep a child from injuring themselves or others restrictive physical intervention may be appropriate to keep them safe.

As a last resort the Headteacher may exclude a child in line with local and national guidelines. As a principle we will try to avoid exclusions and it would only be used for serious incidents.

All serious incidents will be recorded on CPOMS and parents notified.

## **Promoting positive home-school relationships and the role of parents & carers**

As a school we are committed to keeping parents informed of any behavioural issues.

Class teachers will speak directly to, or telephone, parents at point of concern.

We ask all parents to sign and adhere to our Home School Agreement.

We have an open door policy and welcome parents in to discuss any concerns with staff. See school's Wellbeing Offer for Parents

## **The role of the Governors**

The Governing body;

Agree the policy which is put together by the staff. This is recorded in the minutes of the meeting.

Check the policy is being put in place via visits and conversations with staff governors.

Monitor exclusions via the Headteacher's Report to Governors.

Convene an Exclusion Panel if a child is permanently excluded by the Headteacher.

## **Promoting positive staff relationships and emotional well-being**

As a school we recognise that good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting pupil wellbeing and attainment.

See school's Wellbeing Offer for Staff

## Appendix 1

### Emotion Coaching

Emotion Coaching helps children and young people to understand the different emotions they experience, why they occur and how to handle them. It is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's wellbeing and resilience. The relationships support the development of empathic responses and thought constructions (metaemotion philosophy) promoting better self-management and regulation.

Emotion Coaching rests on the premise that the emotions of anger, fear, sadness, joy and disgust are innate, universal and guide actions to adapt behaviour to ensure survival. It is a technique and an approach that uses moments of heightened emotion and behaviour to guide and teach the child about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'seen and felt'.

Porges (2011) suggests that prosody, eye gaze, facial expression and the body language of the adult can convey calmness and safety, dampening down the vagus nerve's defensive system, so allowing the child to physiologically and psychologically start to calm down. Equally, inappropriate behaviours are not condoned, as children need to learn to adhere to community conduct codes. When the child is calmer, it is possible to discuss the incident in a more rational and productive manner, and move onto problem solving and solution-focused strategies, contingent on the child's age and ability. Through repetitive, consistent use, Emotion Coaching helps children to regulate their emotions, negative externalising behaviour is reduced and resilience promoted.

[The above is taken from Gus, Rose and Gilbert (2015) Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional and behavioural well-being *Educational & Child Psychology* 32(1) pp31-41. ]

Emotion Coaching can be thought of as having four steps. These steps form a useful and memorable script and guide:

#### Four steps of Emotion Coaching

1. Recognising the child's feelings and empathising with them
2. Validating and labelling the emotion the person is feeling in the moment
3. Setting limits (if needed)
4. Problem Solving

#### Step One: Recognising the child's feelings and empathising with them.

This first step does not require physical action, but is the internal recognition and acknowledgement of the adult that the child is experiencing an emotional moment. It allows the necessary pause for thought and is important because it gives the adult the time to bear witness to the child's emotions, tune into their own

emotional response to the situation and their empathy to get ready to manage step two. Look for physical and verbal signs of the emotion being felt.

### **Step Two: Validating and labelling with the emotion the person is feeling in the moment.**

Validate the emotion and acknowledge its existence. Use words to reflect back the child's emotion. This may seem awkward and unnatural at first. Watching an angry person enacting their anger and telling them that you can see that they are angry may seem patronizing and unnecessary. But research tells us that just by naming the emotion the other person is feeling, we are encouraging the regulatory processes to engage and reconnect the thinking brain with the limbic system. By being with the person as they are experiencing a heightened state and through naming that emotion, we are communicating that firstly we understand how they are feeling and secondly that it is ok to feel like that. This explicitness is a vital step and without it, effective Emotion Coaching cannot happen.

- 'I can see that you get angry when that happens. I would feel angry if that happened to me. It's ok to feel angry'
- 'I can see you're frowning and you're kicking the wall and you're expressing a lot of energy. I would be feeling like that too if I didn't want to do something'
- 'I noticed you looking around at the other who are working on their projects. I think you might be feeling nervous right now about your work. Have I got that right?'

### **Step Three: Set the limits**

It's important to recognize that just because you have demonstrated empathy and validation in step two, Emotion Coaching is not about ignoring the fact that some behaviours are not acceptable. What Emotion Coaching practice is striving for is the understanding that behaviours are telling us that something is not right – our quest is to find out about the emotions that are driving the behaviour. However, as steps one and two help you identify and empathise with the emotion, step three allows you to put some limits on the behaviours, if necessary.

A good example of this would be to consider a seven year old who has just hit out at a friend.

Acknowledging the emotions the child is feeling identifies you as an understanding and empathic adult and as the child begins to calm, stating, 'I understand you're feeling really sad today, but one of our golden rules is kindness, so hitting your friend isn't an ok thing to do' becomes perfectly logical. This is the key to step three: making clear which behaviours are and are not acceptable.

### **Step Four: Problem Solving**

Emotion Coaching endeavours to teach resilience and step four is important to reinforce the idea that children and young people have the capacity within themselves to develop skills to cope with their own emotional worlds. In step four, when the child is calm, the Emotion Coaching practitioner works with the child to consider what they could do when they feel those strong emotions next time. Wherever possible, new solutions should be driven by the child or young person, but there are times, especially when the child is new to the process, when some ideas will need to be given. For example, 'I wonder whether it would be a good idea to go to the special beanbag in the corner next time you feel like this? Then I can come and help.'

### **Top tips for Emotion Coaching**

1. Acknowledge low levels of emotion before they escalate to full-blown crisis.
2. Acknowledge all emotions as being natural and normal and not always a matter of choice.
3. Recognise behaviour as communicative (relational not behavioural model).



4. Demonstrating empathy when stakes are low creates a good foundation. You become the child's ally.
5. "Connect before correct" (Golding, 2015) "Rapport before Reason" (Riley, 2009)
  - a) Need to genuinely empathise with the child from their point of view. This does not mean agreeing with them, just viewing things from their perspective
  - b) Look for physical and verbal signs of the emotion being felt
  - c) Take on the child's perspective (mentalising/mind-mindedness)
6. Exploring empathy

On occasion adults struggle with the empathy part of Emotion Coaching. This is not because they do not feel empathy but;

  - a) They feel empathy but the words do not reflect this, e.g. a mother says to her two boys who are visiting with dad with his new girlfriend and children, "don't worry daddy still loves you" and the boys yell back "don't say those words to me".
  - b) Being empathetic about the emotions being felt is suggesting that you are condoning the behaviours e.g. an adult says "I could not empathise with the pupil's behaviour because it is not okay to throw a chair around the room." The feeling that led to the behaviour could have been empathised with i.e. the sense of injustice that the pupil had been reprimanded and others had not.
  - c) Confuse empathy with sympathy. See Brene Brown clip on You Tube for an explanation.  
<https://www.youtube.com/watch?v=1Evwgu369Jw&safe=active>
7. Restorative conversations should be a useful part of problem solving.