



ST AIDAN'S

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Relationships and behaviour policy

Introduction

This policy is based on The Anchor Approach, a relational approach which focuses on helping children to thrive by developing and strengthening relationships, building their resilience, supporting inclusion and developing emotion regulation in both staff and pupils and is compliant with Section 89 of the Education and Inspections Act (2006).

Good behaviour is rewarded but the focus is on the cause of unwanted behaviour, rather than the behaviour itself. Consequences are intended to help children understand how to modify their behaviour. We recognise that behaviour change can take time and needs to be supported, managed and understood.

This policy is embedded in our school themes and values of community, sustainability, kindness, resilience, inclusiveness and peace. It aims to allow everyone to work together in an effective and considerate way and is designed to promote good behaviour rather than merely deter unwanted behaviour. It should be read together with other related school policies: *Anti-bullying, Care, control and restraint, Safeguarding and child protection, Inclusion* and our *Home-school agreement*. The St Aidan's STAR is used as a visual cue around school to remind pupils of the key behaviours we expect from the whole school community.

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1 Aims and objectives

The purpose of this policy is to promote good relationships, so that people can work together with the common aim of helping everyone to learn. The primary objective is for every member of the school community to feel valued and respected and for each person to be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect. This policy is, therefore, designed to enable all members of the school to live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure and where children are helped to become positive, responsible and increasingly independent members of the school community.

1.1 Through this policy we aim to:

- a.** Provide a consistent approach to behaviour management, which will be understood, followed and supported by all members of our school community, staff (teaching and non-teaching), parents/carers, pupils and governors.
- b.** Make clear our expectations regarding attitudes and behaviours in school and the steps to take when these are not followed (i.e. interventions and consequences).
- c.** Show how we can continue to nurture the child's confidence and self-esteem, whilst maintaining expectations and boundaries.
- d.** Show how using a relational approach builds positive connections that support understanding and facilitate behaviour change. Strategies that damage relationships are avoided where possible.
- e.** Ensure all our pupils feel safe to express their cultural identities and to feel secure, aspirational and accepted for who they are.

1.2 This policy can be summarised as follows:

- Everyone has responsibilities as well as rights.
- We work with parents and carers to encourage children to take responsibility for their behaviour.
- We focus on the cause of unwanted behaviour rather than the behaviour itself.
- Consequences are intended to help children understand how to modify their behaviour.
- Conversations about behaviour are held in private if possible.
- After unwanted behaviour, the child is given a fresh start.
- We are always ready to listen with the child's best interest at heart.

2 Expected attitudes and behaviour

- The school's expectations of attitudes and behaviour are discussed with each class.
- We always try to keep each other safe and feeling safe.
- We always try to treat each other and our school environment with respect.
- We take responsibility for ourselves and are proud of our school.
- We always try to be kind and caring towards each other.
- We always try our best in everything we do.
- We are always ready to try new things.

2.1 All children are made aware that the following behaviour is not OK in our school:

- any kind of bullying;
- any form of racism or discrimination;
- purposeful hurting of others;
- deliberately destroying or damaging school property.

We will work with children who behave in any of these ways to help them understand the seriousness of their actions and to adapt those behaviours. This will enable them to enjoy

rewarding relationships, which will promote resilience and wellbeing for themselves and others, and lead them away from damaging people or property.

3 Rewards

We believe that rewards have a motivational role, helping children to see that positive behaviour is valued. We recognise however that for some children who have experienced trauma or insecure attachment, their response to reward may not be as expected. These pupils may also find it harder to attain rewards. All staff are mindful of this and respond to the individual needs of children. This is where the strength of relationships is key to getting this right.

3.1 We praise and reward children in a variety of ways:

- Teachers give children specific praise.
- Teachers operate a class reward system where credits are earned for the class as a whole.
- Every week, two children from each class are nominated to receive Gold Awards which relate to the school's values. The awards are monitored and given out during whole school assemblies.

4 Helping children meet the school's expectations

Our approach is related to one of reflection and support to repair wrong-doing. We do not frame consequences in terms of punishments or sanctions as this is detrimental to the child and does not improve behaviour. We avoid any method which can induce shame in a child such as 'Smiley Face/ Sad Face', Ladders, or public tallies of unwanted behaviours. These are likely to be detrimental to the child and can trigger further unwanted behaviours.

4.1 Levels of unwanted behaviour

(Further detail can be found in Appendix 4.)

a. Low level

Low-level behaviours are dealt with by the class teacher or lunchtime staff, all of whom have been trained in the techniques and approaches designed to limit the likelihood of behaviour escalating. Early intervention is always best. Using the resilience wheel, staff can identify any unmet needs and support them with a low-level intervention.

Examples include:

- Loss of concentration
- Fidgeting
- Distracting

b. Persistent low level or moderate level

Medium-level behaviours are dealt with in the first instance by the class teacher using the appropriate strategies. If the behaviour persists, the child is discretely given 2 opportunities to modify the behaviour. If it persists further, the child is sent to the Headteacher or Deputy Headteacher and the behaviour is logged on Integriss.

Parents/carers may be notified.

Examples include:

- Talking over the teacher
- Calling out in class
- Ignoring instructions

c. Serious level

High-level behaviours are dealt with by the Headteacher or Deputy Headteacher. The behaviour is logged on Integriss. Parents are informed. Intervention strategies are followed. If behaviour is serious and is consistently disrupting the well-being and education of other

pupils, a strategy meeting will be called and an individual plan will be drawn up for the child in full consultation with the parents. If there are still concerns then help from outside agencies may be sought.

Examples include:

- Hurting others
- Bullying
- Damaging/destroying school property

5 Exclusions (may also be referred to as Suspensions)

Only the Headteacher (or the acting Headteacher) has the power to exclude children from school. The Headteacher may exclude a child for one or more fixed periods (for up to 45 days in any one school year), or exclude a child permanently. A fixed-term exclusion can be converted into a permanent exclusion if the circumstances warrant this.

- 5.1 The Local Authority is informed about all permanent exclusions and all fixed-term exclusions of more than 5 days in any one term.
- 5.2 If the Headteacher excludes a pupil, the parents will immediately be informed of the reasons for the exclusion and given details of how to make an appeal against the decision, should they so wish, to the Governing Body (see our *Complaints procedure*, available from our website or from the school office on request).
- 5.3 The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.

6 Roles and responsibilities

6.1 The Governing Body

Governors will:

- Monitor the effectiveness of the policy, ensuring that it is administered fairly and consistently and that it is reviewed annually.
- Monitor the rate of exclusions.

6.2 The Headteacher

The Headteacher will:

- Implement this policy consistently throughout the school and report to governors, when requested, on the effectiveness of the policy.
- Set the standards for behaviour (including the use of Emotionally Friendly Communication) and support all staff in the implementation of this policy.
- Keep records of all reported serious incidents of misbehaviour, including bullying, racism, homophobic and other discriminatory behaviour.
- Ensure that the school has positive and strong parent and community relations to enhance pupil success.
- Ensure all staff understand and are trained in the approaches contained within this policy.
- Take responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. The governors are informed when any such action is taken.

6.3 Class teachers

Teachers will:



- Use Emotionally Friendly Communication in their interactions with pupils.
- Ensure that the children in their class are aware of the school's expectations of attitudes and behaviour and do their best to follow them.
- Ensure that building positive relationships with pupils takes precedence and sanction-based approaches are avoided.
- Ensure their class behaves in a responsible manner during lesson time, assemblies, around the school and in the playground.
- Become familiar with the steps, methods and approaches contained in this policy and ensure they are implemented fairly and consistently.
- Praise, name and describe behaviour that is exceptional and 'over and above' the norm.
- Maintain good relationships with parents and carers.

6.4 **Other school staff**

Support staff and lunchtime staff will:

- Use Emotionally Friendly Communication with pupils.
- Ensure that building positive relationships with pupils takes precedence and sanction-based approaches are avoided.
- Ensure children in the school behave in a responsible manner during lesson time, assemblies, around the school and in the playground.
- Become familiar with the steps, methods and approaches contained in this policy and ensure they are implemented fairly and consistently.
- Praise, name and describe behaviour that is exceptional and 'over and above' the norm.

6.5 **Parents and carers**

We aim to work collaboratively with parents/carers to ensure that children receive consistent messages about our approach and expectations with regard to attitudes and behaviour both at home and at school. Children learn best when parents support their learning and co-operate with the school.

- We expect parents to support the school's expectations of attitudes and behaviour, set out in the Home-school Agreement, a copy of which they and their child sign on enrolment and annually thereafter.
- We inform parents immediately if we have concerns about their child's welfare or behaviour. We hope that parents will work with us and support the approach we have adopted. However, if parents have any concerns about the way that their child is treated, they should initially contact the class teacher. If the concerns remain, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal complaint can be made (see our *Complaints procedure*, available from our website or from the office on request).
- We encourage parents to inform the school of any changes in circumstances that may affect their child's behaviour.
- We encourage parents to discuss any behavioural concerns with the class teacher promptly.
- We provide information and parent workshops at least annually for parents/carers who wish to know more about The Anchor Approach to managing behaviour.

7 Pupil transition

Children have transition sessions with their new teacher to ensure a smooth transition to the next year (see our *Induction and transition procedure*).

- 7.1 To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term.

8 Training

This approach to behaviour management is constantly reviewed, assessed and refined. Consultation and training is frequent and ongoing.

9 Monitoring and review

- 9.1 The Headteacher monitors the effectiveness of this policy on a regular basis and reports to the Governing Body making recommendations, if necessary, for improvements.
- 9.2 The Headteacher keeps a record of any pupil who is excluded, either for a fixed period or permanently, reporting each event to the Governing Body.
- 9.3 This policy is reviewed by the Care and Communication committee annually.

10 Glossary and acronyms

ACE	Adverse Childhood Experience
Developmental trauma	Trauma resulting from universal needs not being met over a prolonged period
Emotion coaching	An evidence-based strategy to support the development of emotional regulation
Emotionally Friendly Communication	Stimulating children when they are in a relaxed state through talk, teaching and play and helping to soothe them when they communicate distress either verbally or through body language.
Haringey Resilience Wheel	An approach to understanding behaviour developed by The Anchor Approach and CAMHS (Child and Adult Mental Health Service).
Key adult	An adult selected by the school to get to know the pupil who meets with the child regularly to talk, plan and work with them and other staff as needed
Poly-victimisation	Multiple exposures to different kinds of victimisation
Relational approach	Building positive connections that support understanding and facilitate behaviour change, with the premise that any strategies that damage relationships should be avoided.
Safe adult	An adult who the pupil chooses to talk to or to be with when they are finding things hard
SEND	Special Educational Needs and Disability

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Review due: JUNE 2025

Principles of our approach

This policy uses a relational approach to support behaviour change and is based on research and practice related to understanding child development, the brain and bio-social needs. We believe that behaviour is a form of communication that, when analysed, can reveal unmet needs. It is important to understand the following elements:

a. Adults: role and relationships

Relationships are important across our whole school community. Adult emotional and behavioural responses to a situation can be central to the outcome. Appropriate behaviour needs to be taught, modelled and rewarded, interventions need to be appropriate and early in order to support a change in behaviour. We recognise that how situations are perceived and interpreted can affect how behaviour is understood by staff and pupils.

b. Behaviours: often a consequence of biosocial needs

We all have basic needs which when met, help us to be resilient and cope with what life throws at us. These needs have been embedded within the Haringey Resilience Wheel. These are 'Safety' 'Belonging' 'Achieving' 'Empowerment' 'Purpose' and 'Adventure'. If these are not met, children (and adults) sometimes behave in inappropriate ways. Some of these adapted behaviours are not helpful at school. Inappropriate behaviour needs to be understood and supported through relationship, so that pupils can adapt and modify their behaviour.

c. Policy: based on the knowledge that many pupils may have experienced upset and worry (trauma) or insecure attachment in their lives.

Rigid approaches to learning and development do not support all pupils. For those in our community who have experienced adverse childhood experiences (ACEs) and been impacted by trauma, many will have difficulty self-regulating and processing information and actions, due to their brain being alert for survival. We recognise that emotions affect the child's ability to learn, therefore helping a child to manage their emotions is critical for change.

d. Resilience: can be built

We understand that everyone's resilience can be built and that is why we have adopted an approach in our school that encourages self-awareness, self-management, social awareness, relationship skills and responsible decision making. It also acknowledges that even when mistakes have been made, they can be fixed, and that things can change.

e. Interventions: rather than punishment

Within the context of this policy an intervention, rather than a sanction, is seen as key to bringing change. A sanction is a punishment in response to a behaviour; many do not offer support for pupils to reflect or look at their behaviour differently. By contrast, an intervention, usually with the support of someone else, helps pupils to change.

Our interventions:

- demonstrate care
- focus on identifying the cause of the child's misbehaviour rather than focus on the behaviour
- help the child to create meaningful solutions.



f. **Rewards**: should be relational

Intrinsic rewards that have a relational element are more effective in bringing about long-term behaviour change than extrinsic, non-relational rewards. Some rewards do not work for everyone – if pupils are unable to link the reward to something concrete, or it triggers a shame response due to low self-esteem or trauma, they place no value on the reward.

g. **Equal opportunities**

Sometimes children need to be treated differently to ensure fairness; there is a difference between equity and equality. Equality brings about fairness by all pupils being treated the same way regardless of needs. Equity recognises that some pupils need to be given what they need or treated slightly differently in order to make things fair. This can be hard for some in the school community to understand but it is vital for some pupils that equity is applied to a situation or incident.

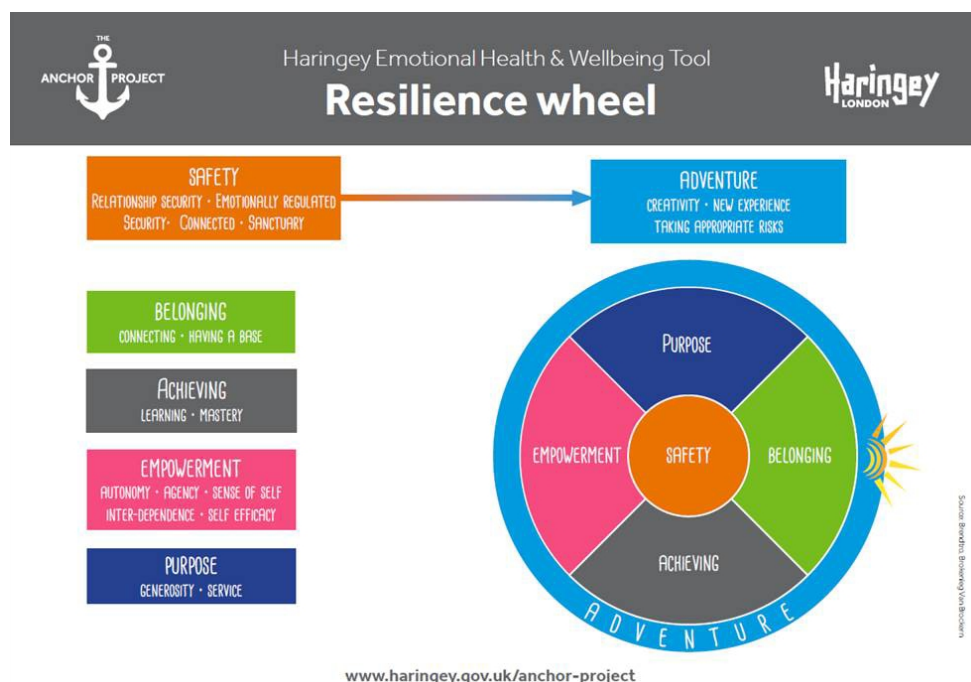
h. **SEND Code of Practice**

We use the graduated approach from the SEN Code of Practice to deal with significant behaviour concerns for children with SEN: (i) assess need and identify intervention (ii) plan involving parents, pupils and teachers, (iii) deliver interventions and (iv) review. However, not all pupils who have behaviour difficulties have special educational needs.

i. **Whole School Approach**

In order to support safety and for interventions to be effective, we aim for consistency in the approaches taken across the school day for all pupils.

The Anchor Approach: Haringey Resilience Wheel



Meeting developmental needs

The Haringey Resilience Wheel is based on the work of Brendtro, Brokenleg and Van Brokern. It has been adapted with agreement from the authors. The work of the Haringey Resilience Wheel fits within the work of Maslow's hierarchy of needs (1943). For all of us to thrive and reach our potential, developmental needs must be met. When the four bio-social needs below are met children generally do well and are able to manage difficulties and build resilience to persist and have good mental health.

- **Belonging**: children have relationships based on trust and respect. The human need for attachment is met.
- **Achieving**: children are given opportunities so that their thirst for mastery and learning is met. They are able to solve problems, develop skills and knowledge and celebrate success.
- **Empowerment**: children are empowered to be inter-dependent, to make decisions, develop a sense of agency in their lives and take responsibility.
- **Purpose**: children's sense of altruism and generosity is nurtured. They recognise when others help them and when positive things happen. They have a sense of purpose.

In addition, the Haringey Resilience Wheel recognises adventure and safety as bio-social drivers.

- **Safety**: builds the child and provides an opportunity for feedback and learning.
- **Adventure**: provides appropriate opportunities for new experiences and challenges.

Safety and adventure apply across all of the bio-social needs as above and support the building of resilience.

Emotion coaching: High empathy/high guidance

Emotion coaching was developed by John Gottman. It works with the anatomy and physiology of the brain to support the development of emotion regulation. It assists pupils to be better able to



control their emotions, delay gratification, self sooth when upset and pay attention. Emotion coached pupils will be better able to achieve academically and make positive social connections. They will have fewer behaviour problems, fewer infectious diseases and be more emotionally stable and more resilient.

- **Step 1:** Empathise – name the emotion. Recognising the pupil's feelings and empathising with them, to sooth and to calm. This time can teach the pupils about the world of emotions 'in the moment' and support the building of trusting and respectful relationships with pupils.
- **Step 2:** Validating the feelings and labelling them. Accepting negative emotion as normal, providing some language for emotions and wondering what they may be.
- **Step 3:** Setting limits on the behaviour (if needed) Using moments of negative behaviour as opportunities for teaching. Offer guidance, reflecting on what happened.
- **Step 4:** Problem-solve with the child. Helping the child to find solutions to deal with ups and downs, what they could do to change the outcome.

The steps can be cyclical in nature and may require repeating.

Whole school culture to support pupils' well-being

As a school community we recognise that we all need to build the culture of the school. As school staff we work together to support children's wellbeing in the following ways.

Regulating their physical state and helping them feel safe

- We create a space where children feel safe to talk about how they feel.
- We enable all our children to feel safe to express their cultural identities.
- We enable all pupils to feel safe, aspirational and accepted for who they are.
- We put in place additional support for children depending on need (e.g. key adult).
- We understand that change and transitions can be difficult for children.
- We provide a quiet safe space to support children to regulate if needed.
- We have plans in place for children who have specific needs.

Considering our communication style

- We use Emotionally Friendly Communication (EFC).
- We welcome pupils on their arrival in the playground and classroom, ensuring it is inclusive.
- We communicate respectfully avoiding confrontation, understanding that how we interpret and perceive situations does have an impact on outcomes.
- We repeat and reinforce instructions and provide prompts e.g. visual.
- We reframe feedback positively.
- We praise pupils or find ways to acknowledge contributions by using clear and explanatory statements.
- We view mistakes as part of the learning process.

Developing children's 'sense of self'

- We think about children when we are not with them and let them know by asking them how they got on at an activity we've talked about previously.
- We make sure we acknowledge them at the start of the day/the lesson.
- We say goodbye and wish them well at an activity or event we've talked about previously.
- We support pupils to feel they have some control by giving them some choice.
- We listen to pupil's ideas.



- We acknowledge all pupils', understanding that some may require more acknowledgment than others.
- We are aware of and respect the different cultural needs of our pupils.
- We help pupils to think about and understand their behaviour – 'wondering aloud'.
- We remember pupils – activities and achievements are talked about.
- Our classrooms are supportive for learning, including engaging lessons.
- We are aware of the sensory needs of pupils – noise, light, smell, colour, tactile experiences – as some pupils have more acute body responses to these.
- We work as a team and ask for support and help, particularly when dealing with pupils' who reject support and assistance.



Code of Practice

Safety	
Pupils will	Adults will
Keep each other safe Move around the building safely, calmly and quietly Not bring anything to school that could cause harm to others Walk around the school building – do not run Stay on school premises Only leave classroom with permission Sit on their seat properly Make sure physical contact is appropriate Feel safe, aspirational and respected for who they are.	Keep themselves and pupils safe Hold pupils in mind – use eye contact, proximity and their name Make sure physical contact is appropriate Use proximity to facilitate emotion regulation Acknowledge difficulty staying in class sometimes – formulate a plan During 1-2-1 intervention – adopt strategies to de-sensitise to shame and to reduce impulsivity Enable pupils to feel safe to express their cultural identities.
Belonging	
Pupils will	Adults will
Wear the correct uniform at all times Be on time to school and to lessons Talk to members of staff about any problems or concerns Be in the right place at the right time Be careful with our belongings and the belongings of others Only take our own belongings Respect each other and school Listen when someone is speaking Value and respect the cultural and religious beliefs of others Allow other pupils to work without interruption Invite lone pupils to join your group	Be consistent & fair to build trust Look out for defence against shame or hyper-vigilance – use emotion coaching techniques to support emotion regulation Be mindful of seating Discuss and demonstrate adaptations to behaviour Listen to pupils Let pupils know they are thought about when not with them Help lone pupils become part of the school community
Achieving	
Pupils will	Adults will
Work hard to the best of our ability Follow instructions quickly Work with others sensibly, sensitively and seriously Avoid distracting and disturbing other pupils from learning Positively engage with learning and extra-curricular experiences Be curious and creative when approaching learning Learn from mistakes Complete all set work on time Listen to others, especially adults	Be clear on what is expected – how it looks, break it down, this can be individual or with whole class Use proximity to help pupils regulate and focus Set tasks that are within capability & interests Create joy in learning Celebrate and clarify successes – being specific Help pupils to learn from mistakes, seeing them as opportunities for learning



Arrive on time and be prepared with all books, equipment and planner	
Empowerment	
Pupils will	Adults will
<p>Strive to give of one's best and celebrate creativity</p> <p>Effectively review others work and acknowledge their achievements</p> <p>Make the most of all opportunities to keep healthy in mind and body</p> <p>Make use of all the support available in and out of school</p> <p>Take pride in our school and ourselves by trying our best, wearing the correct uniform</p> <p>Keeping the school clean and tidy and a happy place to be</p> <p>Engage with others positively</p> <p>Try our best in everything we do</p> <p>Try to think before we act and if it's difficult, work towards this goal</p> <p>We take responsibility for our actions and understand there are consequences</p> <p>Play fairly, share and take turns on equipment</p>	<p>Create opportunities for pupils to help others</p> <p>Support pupils to have choices, to make decisions; these need to be limited and not fully open</p> <p>Support pupils to critique each-others work and acknowledge the achievements of others</p> <p>Encourage pupils to work together, to benefit from each other's skills and contributions</p> <p>Value and encourage individual skills and talents</p>
Purpose	
Pupils will	Adults will
<p>Listen and respect others, be silent when asked</p> <p>Be considerate, trusting, thoughtful and empathetic of others</p> <p>Be ready to help whenever possible</p> <p>Respect others by being polite, kind and helpful to all</p> <p>Be honest and always tell the truth</p> <p>Be gentle, kind and caring and help others who seem lonely</p> <p>Speak in a kind and clear manner to others</p> <p>Make a contribution to the school community by volunteering, joining school clubs and activities and helping with events</p>	<p>Support all pupils to have a chance to share and help others</p> <p>Be mindful that some pupils may offer to take on more than their share –</p> <p>- support everyone to be involved and help others</p> <p>Be aware of young carers who may need to have others offer help to them as they have more than their share of helping</p>
Adventure	
Pupils will	Adults will
<p>Be willing to try new activities and tasks, even if they may seem hard</p> <p>Show fearlessness when approaching tasks, new experiences and topics</p>	<p>Support pupils to take small manageable risks</p> <p>Provide opportunities for pupils to stretch themselves and try new things</p>



Consequences and interventions

The Anchor Approach includes early short interventions to reduce escalation

- An intervention is a proactive task or activity that promotes change, it is usually structured and led by an adult or trained peer. It can be 1-to-1 or in groups. An intervention will support understanding, reflection and planning with an awareness of need for emotion regulation and cognitive processing.

General attitude

If a child is **not following the rules** it is important that all staff know exactly what to do.

- Check that you are using Emotionally Friendly Communication, do all children in the class feel like they belong?
- If a child is not following the rules avoid responding in a way that will result in your relationship with them breaking down. Take positive action.
- Remind child of the rule they have broken. Be calm, clear and consistent. Avoid using shame i.e. avoid putting name on board or calling them out in front of others.
- Quietly (privately if possible) tell the child that you can see they are having difficulty settling today and that they are breaking one of the class rules. Tell them that you will have a chat with them at the end of lesson (or sooner if you have the chance).
- Focus on building the relationship with that child. If you keep them in at playtime, use the time to talk to them and find out more about their likes, hobbies, friendships etc. Do not tell them to sit in silence and do work as this will do nothing to help build their understanding of behaviour norms and may well strengthen their resolve to continue with misbehaviour. If you decide to ask child to move seat, then try doing this in a 'let's help you' way rather than shaming.
- Remember that humour goes a long way, sarcasm does not.
- If the above steps do not work, then seek advice from SLT. Use The Anchor Approach Tools to identify what areas of the resilience wheel may need building within the child. Bring the child's parents/carers on board.

<u>Low intervention</u>	<u>Teacher/Adult actions:</u>
<p>A low-level intervention would be pursued by staff when a child is exhibiting low level attention-needing responses to a situation such as:</p> <ul style="list-style-type: none"> • loss of concentration • fidgeting behaviour • distracting behaviour • out of seat behaviour • making noises <p>We recognise that these behaviours are communicating an unmet need</p>	<p>Use Emotionally Friendly Communication.</p> <ul style="list-style-type: none"> • Verbal clarification of expected behaviour to whole class • Non-verbal signs or private reminder to gently remind them of desired behaviour • Positive reinforcement of appropriate behaviour • Use proximity to facilitate emotion regulation • Use of eye contact and name • Use humour to remind child of the behaviour – assume they have forgotten as opposed to being deliberate • Acknowledge difficulty they seem to be experiencing without judgement or blame e.g. staying on seat/ in class sometime – formulate a plan with them • Look out for the 'defence against shame' and emotion coach to avoid escalation of a situation: • Avoid saying that they have made a wrong or poor choice <p>Discussion with pupil using Emotion Coaching:</p>



<p>When we respond to these behaviours in class early, we can avoid an escalation of behaviour</p>	<p>Step 1: Empathise – name the emotion Step 2: Validating the feelings and the labelling them Step 3: Setting limits on the behaviour Step 4: Problem-solve with the child</p> <p>Assessment of what they say & do to establish any unmet bio-social needs. Using resilience wheel – what do they need?</p> <ul style="list-style-type: none"> • Recognise the impact of impulsivity on behaviour and the fact that impulsive actions are not deliberate and are not chosen • Possible responses implemented through discussion. • Support with an intervention to reduce impulsivity • Behaviour is captured so patterns could be identified. • Moving the child to a different seat/area of classroom – done without causing shame i.e. “let’s have a think, sometimes it can help us focus if we move, (giving a choice of seat can help if child unlikely to comply) you can sit here or here”. • Repetition of task/ completion of work in own time, with support • Link with parents with non-judgement or blame – invite to resilience workshops • Repeat setting out expectations for behaviour • Hold the child in mind to build trust and support emotion regulation • Adults find opportunities to spend positive time with child to strengthen relationship
<p><u>Medium intervention</u></p>	<p><u>Teacher/Adult actions:</u></p>
<p>A medium-level intervention would be pursued by staff when a child is exhibiting medium level attention-needing responses to a situation such as:</p> <ul style="list-style-type: none"> • Persistent • loss of concentration • fidgeting behaviour • distracting behaviour • out of seat behaviour • making noises <p>Additionally:</p> <ul style="list-style-type: none"> • talking over the teacher • calling out in class 	<p>Continue to adopt low level strategies as above</p> <ul style="list-style-type: none"> • Review of bio-social needs use resilience wheel, what do they need? • Assessment of emotion regulation, including observation to identify common patterns of behaviour • Identify areas of relative strength and areas for development in terms of bio-social needs <p>Discussion with pupil using Emotion Coaching</p> <p>Step 1: Empathise – name the emotion Step 2: Validating the feelings and the labelling them Step 3: Setting limits on the behaviour Step 4: Problem-solve with the child</p> <ul style="list-style-type: none"> • Helping them to think for themselves & problem-solve • Helping them find solutions • Helping them find ways to repair a relationship, an injured person or broken object <p>Possible responses implemented through discussion.</p> <ul style="list-style-type: none"> • Agree targets, interventions and strategies on an education plan to support unmet needs, using strengths • If impulsive, run intervention to reduce impulsivity • Share targets, strategies & interventions with relevant staff in school



	<ul style="list-style-type: none"> • Support pupil to understand what a safe adult looks like for them • Allocate a key adult, recognising that the key adult and the safe adult may be different staff • Share targets, strategies & interventions with parents/carers for a common approach across home and school • Support parents/carers to adopt strategies at home, problem solve without judgement or blame. • Review regularly pupils progress and behaviour • Build positive relationships with parents of pupils with behaviour difficulties • Class/Form teacher informs SENco/SLT.
<u>High intervention</u>	<u>Teacher/Adult actions:</u>
<p>A high-level intervention would be pursued by staff when a child is exhibiting high level attention-needing responses to a situation such as:</p> <ul style="list-style-type: none"> • persistent incidents of lower level behaviours • walking out of class • hurting others • threatening or aggressive behaviour • refusal to co-operate • behaviour out of school that brings the school into disrepute_ 	<p>Continue to adopt low and medium level strategies as above</p> <ul style="list-style-type: none"> • Review of bio-social needs, what do they need? Acknowledge difficulty they seem to be experiencing • Look out for the 'defence against shame' and emotion coach to avoid escalation of a situation: <p>Discussion with pupil focused on:</p> <p>Step 1: Empathise – name the emotion</p> <p>Step 2: Validating the feelings and the labelling them</p> <p>Step 3: Setting limits on the behaviour</p> <p>Step 4: Problem-solve with the child</p> <ul style="list-style-type: none"> • Recognition of impact of attachment and trauma • Use of an intervention pro forma to record a plan that promotes: <ul style="list-style-type: none"> • relationship, dialogue and monitors progress • Put in place an intervention to teach pupil how to recognise physiological changes in the body for early self-recognition of anxiety/dis-regulation • Discuss and review of needs and emotion coaching strategies with pupils, considering what has had an impact and what has not. <p>Possible responses implemented through discussion.</p> <ul style="list-style-type: none"> • Class teacher arranges meeting with parent, and SLT • Child given a home/school communication book • Child uses 'time' to try to make amends e.g. repairing property; • Relevant staff work with key adult or safe adult to discuss ways forward • If impulsive, continue to run interventions to reduce impulsivity • Adults find opportunities to spend positive time with pupil to strengthen relationship • Rewards should involve positive adult time • Avoid removing privileges as this does not facilitate behaviour change because it creates shame and rage • Encourage pupil to help others to build a sense of purpose • Focus on positive things they do for others and the positive things others do for them – discuss at end of the day (do this for several

	<p>days).</p> <ul style="list-style-type: none"> • Pupils taught about trauma, to understand own responses • Employ interventions to support the integration and adaptation of ideas. • Avoid exclusion to reduce feelings of rejection, and the impact on relationships, & feelings of safety • SENCo should be informed of behaviour and a discussion held to consider if pupil does have special educational needs that can be addressed in school. <p>Four categories of SEN:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and or physical needs
<u>Serious intervention</u>	<u>Teacher/Adult actions:</u>
<p>A serious-level intervention would be pursued by staff when a child is exhibiting serious level attention-needing responses to a situation such as:</p> <p>needing responses to a situation such as:</p> <ul style="list-style-type: none"> • persistent incidents of high intervention behaviours • serious assault • stealing • serious physical or verbal threats to staff or children • carrying an offensive weapon • carrying or using drugs • leaving school without permission • bullying • sexualised behaviour or language • purposeful use of derogatory language 	<ul style="list-style-type: none"> • Review of bio-social needs, what do they need? Acknowledge difficulty they seem to be experiencing without judgement or blame • Look out for the 'defence against shame' and emotion coach to avoid escalation of a situation: <p>D</p> <p>iscussion with pupil focused on:</p> <p>Step 1: Empathise – name the emotion</p> <p>Step 2: Validating the feelings and the labelling them</p> <p>Step 3: Setting limits on the behaviour</p> <p>Step 4: Problem-solve with the child</p> <p>Possible responses implemented through discussion.</p> <ul style="list-style-type: none"> • Ensure a familiar/safe adult is available to deal with the situation • Recognise that time will be needed for emotion regulation before discussing what has happened <p>Avoid exclusion if possible – try to find alternatives</p> <ul style="list-style-type: none"> • Recognise the impact of exclusion on relationships and the need for a piece of work to repair relationships or property • Find ways to minimise the impact of the sanction on relationships where possible • Meeting with parent with class teacher, pastoral team and member of the senior leadership team • Lunchtime exclusion • Internal exclusion • HT intervention • Governor panel understand and recognise the impact of trauma • Fixed term exclusion • Permanent exclusion