



St John's Primary School
Behaviour and Wellbeing Policy
September 2024

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This behaviour policy links to other policies we hold in school:

- PSHE policy
- Anti-bullying policy
- Equality policy
- Safeguarding policy
- E-safety policy
- Positive touch/ restraint
- Biting policy (EYFS)

This policy has been written in line with the legal framework of the Equalities Act (2010).

Date policy agreed: September 2023

Date of next review: September 2024

Policy written by: Ellen Rinttila

1. Aim of this policy

To outline high expectations for behaviour and clear pathways for resolving difficulties.

Our aim is that all children at St John's are happy and have a bright future. Our aim is that they can regulate their emotions for themselves, have high levels of self-esteem and have productive learning behaviours. We aim that children in our school behave in accordance with our school values: kindness, respect, responsibility, honesty, courage and determination. These values run through everything we do at school and underpin how we expect children and staff to behave.

2. Key principles, values and beliefs

This policy has been written in accordance with advice from attachment friendly schools, a compassionate schools programme, our Educational Psychologist and through consultation with staff and governors.

At St John's, we adopt a relational approach. We put relationships first: we have a family feel which means everyone in our community is valued, included, respected and loved. This is because evidence shows, schools where children achieve well and enjoy their learning are those where relationships are at the centre of all they do.

We believe all children can learn to self-regulate and manage emotions and behaviour. We know that in order to learn to self-regulate children need to first experience being co-regulated by an adult. We recognise that repeated experiences of co-regulation will support the child to be able to regulate themselves and that we, as school staff, perform an important role in helping children learn to self-regulate.

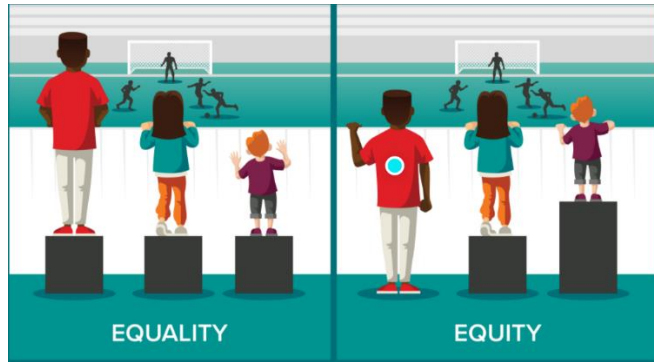
All staff are responsible for encouraging good behaviour and challenging poor behaviour. As role models it is essential that staff set high standards of personal behaviour. We know we need to be consistent, predictable, reliable and trustworthy as well as provide structure, routines, boundaries and containment. Our responses to poor behaviour should be predictable.

We believe behaviour is a form of communication (and that may be communication of an emotional need). We will remain curious and open minded when trying to understand why a child is behaving poorly or displaying strong emotions.

We know that encouraging parental engagement and involvement is crucial. We aim to engage parents and carers early on if there is poor behaviour in school and to support parents with challenging behaviour at home.

The mental health and well-being of all members of the school community is important and is everyone's responsibility.

We recognise children need personalised responses to supporting their personal development and well-being. Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need. Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity).



3. Promoting a culture of high expectations

At St John's, we have three rules:

- Be safe
- Be kind
- Be ready to learn

These are deliberately concise and limited to three so that children can remember them. Each class teacher should help children interpret what these rules look like at an age appropriate level with their class. Teachers should develop class rules or charters which elaborate on these rules





Agreements about behaviour should be meaningful, clearly communicated and regularly discussed. Adults in school should provide clear modelling, guidance and instruction as to how to behave. Children also need to be able to trust that when agreements are broken there are processes in place to repair harm, ensure that those harmed feel safe and able to learn and support those who have broken agreements to ensure that there are not ongoing difficulties.

We know that predictable routines help children feel safe. Every day, senior leaders at the school should greet families as they come into school and classrooms teachers should be on the doors of their classrooms to offer a warm welcome. Teachers should share the plan for the day with children orally and use a visual timetable.

We know that unexpected change can be a stress trigger for many children. We should pre-warn children of change or novelty, such as a cover teacher taking the lesson or a special activity which involves a change in routine. We support children to be prepared and to be able to anticipate the change by the use of practical organisational strategies and for example visual timetables or social stories.

At St John's we follow the SCARF scheme of work for PSHE which strongly builds on our school values to allow children opportunities to learn about their social development. We routinely reference the NHS 'five steps to good mental health' in assemblies and practice these steps e.g. mindfulness in classrooms. Emotions should be regularly discussed in classes using the 'zones of regulation' of which there should be a display in each classroom. Children should be given regular practice at regulating their emotions even when they are not dysregulated so that they have techniques such as breathing techniques ready for times when they need to use them. Each classroom should have a 'calm corner' or calm box of resources which children can use to help them regulate. This will be modelled by staff to develop co-regulation opportunities.

The ZONES of Regulation®

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
			
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

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Key relationships

Relationships should be based on acceptance, curiosity, compassion and empathy.

Relationships are developed with key adults who are usually class teachers, teaching assistants, key adults in EYFS settings, the Home School Link Worker (HSLW) and members of the Senior Leadership Team (SLT). Nursery and Reception children have home visits from a key adult to develop the relationship before starting the setting. Social stories are sent home with photographs of key adults before they start the school.

When children come into school, every day a key adult will greet them at the door of their classroom and Senior Leaders will greet them at the gate with a smile and hello. Staff will provide check-in's when needed to enable a child's day to start well.

We continually show children we care about them through little comments such as 'I watched a TV programme at the weekend and it reminded me of you'. Adults in the school should recognise that 'every interaction is an intervention' and be mindful of responding calmly and sensitively to the child.

Encouraging high expectations

We understand that we need to model and teach the behaviour we expect of our children. In order to do this, we will regularly recognise and reward the desired behaviour we see in others. We will praise expected behaviour, behaviour which shows children are 'ready to learn' and celebrate effort which goes 'over and above'.

Teachers should use:

- Specific, verbal praise – try to praise every child for something every day.
- House points - The children in each class are split into four equal houses. Each child may be awarded a house point for good behaviour, politeness, co-operation, progress, effort etc.

- A whole class reward system e.g. 'bricks in a box'. Children should be clear what 'bricks' will be rewarded for and what the whole class reward will be once the 'jar' is full. The children should be able to fill the 'box' frequently e.g. weekly for younger children, monthly for older children.
- Celebration board: children who are showing particular effort in their learning or excellent learning behaviours can be celebrated on a celebration board where potentially all the children's names can be.
- Certificates e.g. star of the week – these are given out in a weekly assembly
- Positive communication with parents – end of school day, notes home
- Praise from a member of the SLT or Headteacher

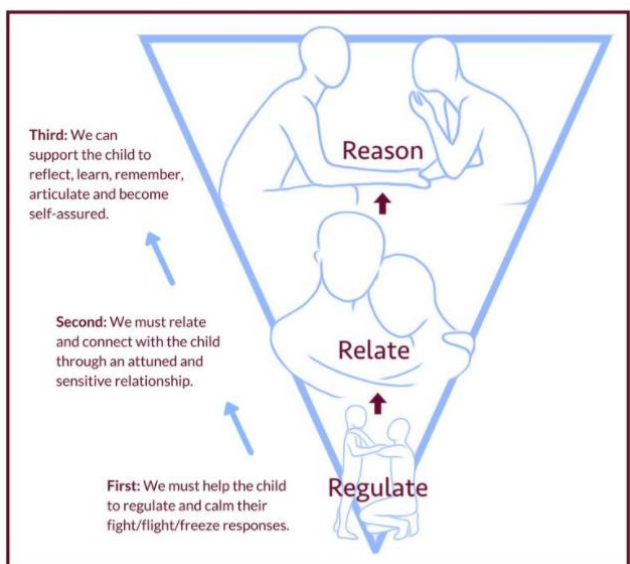
4. Dealing with poor behaviour

We recognise that all children will test boundaries and may display poor behaviour from time to time. Our role is to teach children how to behave, not to punish those who are still learning how to behave. It is important to consider whether children are dysregulated as opposed to making poor choices. In most cases, regulating the children's emotions will regulate their behaviour too.

Dealing with dysregulated children

In most cases, regulating the children's emotions will regulate their behaviour too. We

1. Regulate
2. Relate
3. Reason



1. Regulation

- Use non-verbal signals to remind children of expectations e.g. show me 5 (5 fabulous things)
- Try 'low key': many children will respond well to a warm and curious look or a simple reminding/ refocusing followed by a thank you which shows that you expect compliance.
- Use humour and your relationships with the child – that may be all is needed

- Give a reminder of our class charter and if a child has crossed a boundary – remind what acceptable behaviour is.
- All children will be taught about the zones of regulation and techniques such as mindfulness to help them manage their emotions.
- Some children may have specific techniques they know help them regulate on their educational healthcare plans.
- All classrooms have an area where children can go to help them regulate their emotions. Calm boxes will be offered and modelled to allow children a few minutes to calm, regulate and continue.
- Some children need an adult to co-regulate with them, to help calm them down. Sometimes this involves the adult ‘matching’ the child’s state and then bringing them down.
- Giving the children time in another room or space e.g. taking the child to the calm room, to enable staff to co-regulate away from the rest of the class.
- Carrying out a task around the school e.g. delivering a message

2. Relate

- When relating to children, we will employ an emotion coaching framework (see Appendix A) or use the P.A.C.E (playful, acceptance, curiosity, empathy) approach.

3. Reason

Once a child is regulated and calm, we can reason with them. It is perfectly acceptable for that reasoning to take place in a child’s breaktime or lunchtime. Reasoning is best done by an adult with whom they have a key relationship. A member of SLT can ‘cover’ a class teacher so that they can have that reasoning conversation with a child or if the member of SLT is has a key relationships with the child, they can have that conversation themselves.

Teaching staff can resolve conflict through the use of everyday restorative interactions and discussions including classroom meetings and circle time. This will be supported by a restorative conversation, using visual prompts when needed.

When reasoning with children about their poor behaviour, use the following restorative questions:

- What happened?
- What were you thinking at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- What do you think you need to do to make things right?

If this has not resolved poor behaviour, or this approach would not be appropriate, staff should follow these stages:

Level 1 – A minor incident – the member of staff talks to the child and gives a verbal warning. A reminder of the class rules or school rules is given and the member of staff states “I need to see...” to remind the child what appropriate behaviour looks like.

Level 2 – If the negative behaviour continues despite the warning and attempts to regulate, then the member of staff needs to resolve the situation with the child. If this cannot be done immediately, a note is made of the child’s name in private and the child informed they will be spoken to later. At this stage, they may be given time to regulate outside the classroom if they are struggling to regulate in the classroom.

A member of staff who has witnessed the incident or who has a key relationship with the child should have the conversation with the child. This is usually in the form of 'time in' during breaktime or lunchtime. If the member of staff would normally be on duty during that time they can be released by a member of SLT. A member of SLT could also release a teacher during lesson time to have this conversation. A written record of the conversation should be logged on CPOMS. When recording the incident; ABCC, A – antecedent, B- behaviour – Consequence Communication should be recorded. (See Appendix B)

Parents should be informed of this incident and conversation by the class teacher, Early Years room leader or in the event of a supply teacher, a member of SLT.

Level 3 – Persistent negative behaviour; a homophobic or racist incident or violence.

The child is sent to a Senior Leader for a restorative meeting where strategies are suggested. It is likely this will take the form of 'time in' during a lunchtime or playtime so that a full discussion can be had with the child. There will be an official log of the meeting and incident recorded on CPOMS. A phonecall will be made to parents/ carers and in some cases they will be invited into school to have the discussion in person. For some children it may be appropriate to create a ProActive Behaviour support plan or a Behaviour Risk Assessment. This will be agreed with parents, staff and child.

The Senior Leader will then arrange a follow up meeting with the child/ren on the issue to discuss the plan/strategies that were suggested at a time of their choosing. It may not be sufficient or appropriate for the culprit to 'say sorry'; it may be necessary for the child/ren to write a letter. This is led by the children themselves.

Responding to crisis situations

If a child appears to be absconding, an adult must watch from a distance to ensure they are safe. SLT should be contacted via a radio. If a child leaves the school premises the school will ring the police and parents.

Where children are in danger, staff should take swift action to make the situation safe. It may be that the rest of the class are removed from the room. A member of SLT should always be called using the radios in the classrooms.

Force is never used as a behaviour management tool but can be used to keep a child or other children safe, as is our duty of care. It is our legal duty to make reasonable adjustments for children with SEND. The School follows the Surrey County Council "Touch and the use of Restrictive Physical Intervention (RPI) when working with children and young people" guidance (December 2017). Staff should only use physical restraint as a last resort, in extreme circumstances and the force used must always be the minimum necessary given the circumstances. Some staff are trained in Restrictive Physical Intervention Procedures so they know when and how to use 'reasonable force' as an appropriate means of risk management. For further details see our 'Touch and the use of Restrictive Physical Intervention Policy'. The school will keep records of incidents where members of staff have used RPI and any injuries dealt with, reported and recorded. (Appendix C)

Serious incidents will be dealt with on an individual basis by the Headteacher and members of the Senior Leadership Team. It may be appropriate for the child to have an internal exclusion - this does not qualify as a legal exclusion, but ensures learning and teaching for all pupils can continue uninterrupted. The reason for the exclusion is discussed with the child and pupils are encouraged to reflect on the reasons for this decision (see Appendix D). The pupils will complete allocated work whilst internally excluded. The child's parents will be contacted and next steps discussed. For some children advice may be sought from Behaviour Support Services or an Educational Psychologist.

Persistent Poor Behaviour

In most cases, following these procedures will help a child to modify their behaviour. If, however an individual is exhibiting inappropriate behaviour on a regular basis a Proactive Behaviour plan or individual reward system may have to be set up. This will involve all parties and will be based on acknowledging and rewarding appropriate behaviour whilst still addressing inappropriate behaviour. At this stage, the child will be placed on the SEND provision map. If the concern is in the playground, then duty staff and lunchtime supervisors are informed and behaviour is monitored and recorded by them during these times.

Recording and Monitoring Incidents of Poor Behaviour

All teachers keep a log of unsuitable behaviour requiring on CPOMS. There are separate records made of incidents that occur of more serious behaviour, including discrimination. We aim to be inclusive and supportive of all children in vulnerable groups and monitor behaviour logs to ensure that any patterns are identified and addressed.

Supporting the needs of Individual Child:

We ensure that we are an inclusive school and that discrimination is avoided and extremist views not tolerated. Rules relating to school uniform and appearance will take appropriate account of cultural and/or religious needs. We recognise that some behaviour can be a result of SEND, disability (e.g. ADHD, ASD or Tourette's syndrome) or vulnerable circumstances and take account of this when responding. All these children are supported in a nurturing environment. Parents, additional support agency advisor are engaged in planning individual child learning and behaviour plans.

Suspensions

On rare occasions, it may be necessary to suspend individuals from school following serious or persistent misbehaviour.

Behaviour that may lead to a suspension includes:

- Persistent disruptive behaviour/ refusal, when the school has exhausted all strategies to enable the child to turn their behaviour around, including identified support through SEND Support Arrangements
- Behaviour which could cause harm to the education or welfare of the pupil or others in the school

Procedures for suspension:

- Inform parents immediately
- Give parents/carers letter to give details of the suspension
 - Arrange a reintegration meeting with parents/carers and the pupil on their first day back
- Suspensions of 5 or fewer days must be reported for monitoring purposes once a term

In extremely rare occasions, the school may consider permanent **exclusion** and would do so in accordance with Surrey Guidance <https://www.surreycc.gov.uk/schools-and-learning/schools/at-school/exclusion-from-school>

The school must inform the Governing Body and LA if the exclusion is permanent or of a fixed period of more than 5 days

Confidentiality

When discussing a behaviour incident with parents, other children involved should not be named. When discussing individual children with outside professionals, permission should be sought from parents in advance.

Appendix A

Emotion Coaching

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It is linked to key attachment principles, such as the importance of connection. Emotion coaching recognises that children cannot successfully self-regulate their emotions unless they have experiences and internalised co-regulation (i.e. an adult tuning in/ empathising with their emotional state and thus containing, sharing supporting and carrying – their emotional state).

Step 1: recognising, empathising, soothing to calm (I understand how you feel, you're not alone)

Step 2: validating the feelings and labelling (This is what is happening, you are feeling)

Step 3: (if needed) setting limits on behaviour (We can't always get what we want)

Step 4: Problem solving with the child (We can sort this out)

Appendix B

ABCC Chart Prompt Sheet

<u>Date and Time</u>	<u>Antecedence</u>	<u>Behaviour</u>	<u>Consequence</u>	<u>Communication</u>
<p>Always note date. Noting time is when it comes to analysing sheets. It may be a particular time of day which is a problem.</p>	<p>We need to note down what actually triggered a child's behaviour.</p> <p>Note down very briefly:</p> <ul style="list-style-type: none"> a) What was happening in the group at the time i.e. was it free choice time or was there a particular activity? b) B) Was it busy or quiet and calm etc? c) Note down exactly what happened before outburst 	<p>Describe the behaviour accurately.</p>	<p>Sometimes it is the way we respond which "feeds" a behaviour.</p> <p>What did the adult do and say in response to the behaviour?</p>	<p>Generally children will use their behaviour as an expression of how they feel. Sometimes words take too long or they cannot find the right ones. Displaying a behaviour can be a much more effective way of communication!</p> <p>Adults may need to think how they need to adapt their behaviour, language or routine to avoid triggering the behaviour in the future.</p>
<p>Example: May 21st 2023 10.30am Coming to the end of a free choice time</p>	<p>Adam had been playing since coming in. Adult asked all children to pack away for drink time.</p>	<p>Adam kept on playing, adult asked Adam to pack away. Adam screamed and threw bricks.</p>	<p>Adult told him not to throw bricks and pick them up. Had to take him out of the room as he continued to throw.</p>	<p>Perhaps Adam was not ready to pack away...wanted to continue to play because he was enjoying himselfdid not want his construction to be broken up.....did not want a drink</p>

Appendix C: Restrictive Physical Intervention (RPI) Recording Form

JUSTIFICATION FOR USE OF RPI IF (tick the appropriate box below)

To prevent/interrupt:

Danger/injury to pupil Danger/injury to staff

Danger/injury to themselves

Prevent serious damage to property

Other – give details

Was a choice given to the child before RPI was used? If no why not?

NATURE OF RESTRICTIVE PHYSICAL INTERVENTION USED:

Explain where each person involved was standing and describe how the child was being held and for how long. For example; staff AA was sat next to child BB's left side. AA's right hand was cupped around BB's left forearm.

RESPONSE AND VIEW OF THE YOUNG PERSON:

Consider the following questions; how did the child feel at the time? The incident must be discussed with them and their views, wishes and opinions heard and recorded. How can we help if this situation arises again? This information is very important to help staff manage behaviour in the future. If age appropriate they could complete this section themselves. Please signpost to a link work session if appropriate.

Young person's signature: _____ Date: _____

DETAILS OF ANY RESULTING INJURY: (injury to whom and any action taken)

First Aid treatment required and recorded Yes/No

OSHENS completed Yes/No surreycc.oshens.com

ANY OTHER RELEVANT FACTUAL INFORMATION: e.g. damage caused

APPENDIX D: INTERNAL SUSPENSION RAC LETTER

Internal Exclusion for _____

Date: _____

Dear Parents/Carers,

I have asked to see you because today your child behaved in a way which is unacceptable and as a result had to be removed from the classroom to think about what happened. They have reflected on their behaviour and completed the work they missed in class.

Details of Incident:

We would like to discuss the incident and next steps with you and your child and, after this meeting, discuss this further with your child and help them to write/ draw a suitable letter of apology, showing an understanding of why it was unacceptable behaviour.

Thank you
(Member of SLT)

Appendix

Consistent techniques

Me, then you: (ELS)

Talk partners (ELS) - hands in to signal start

Silent stop signal, hand like a – support staff to have a widget symbol to reinforce message (to avoid support staff from talking or saying ssh)

Now and next boards

Consistent message

If angry, go to chill room. (say chill room on repeat – don't use any other words)

Use visuals and minimise words when a child is dysregulated

To get children to pay attention to the teacher, finger on lips and eyes to the teacher

LSAs facing the class

LSA with children, at their level, ideally on the carpet if the children are on the carpet