



Behaviour Policy

Learning Together, Learning for Life.

Links to Visionary Statement

We aim to

- keep children’s learning at the heart of our thoughts and actions
- provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum
- create an ethos which nurtures creativity, self-belief, independence and a sense of respect for other
- ensure that our schools are happy, safe, supportive and secure places in which to learn
- create a stimulating learning environment
- develop strong and productive partnerships with parents and the wider school community
- have high expectations in all areas of school life
- prepare children for the future

Agreed and Signed on behalf of the Full Governing Body.....

Date:.....

Rationale

We start with the principle “every child has the right to learn: every teacher has the right to teach”.

We strongly believe that all behaviour is a form of communication especially in infant aged children.

We want to support all children, staff and visitors to follow our 3 school rules;

School Rules	
	<p>We use kind hands, feet and words</p>
	<p>We use our Gem Powers to help us learn</p>
	<p>We respect our school and everything in it</p>

A behaviour policy must aim to create an atmosphere that allows learning and teaching to be an enjoyable experience and makes school a happy place to be. We fully embrace the need to model positive behaviour management where positive behaviours are praised and encouraged and everyone takes responsibility for their own behaviours and actions.

Our key aims:

- To provide the children with the tools and language they need to make successful choices within school.
- To provide a consistent approach including agreed language and shared responsibility for behaviour management across the school to help children make successful choices
- To ensure that our school is a happy, safe, supportive and secure place in which all children can learn.
- To support the inclusion rather than exclusion of all children.
- To ensure that everyone in our school community feels valued and respected in order that they can reach their full potential, emotionally, socially and intellectually.
- To develop the children’s sense of responsibility, pupil voice and help children to understand that all actions have consequences (positive and negative) that impact on others.
- To develop a sense of self-discipline and self-worth and positive self-esteem ensuring that relationships for all children and adults are restored following inappropriate choices of behaviour.

- To ensure that each child has a fresh start at the beginning of each day or after the sanction has finished within the day.

Expected Behaviour

We expect certain behaviours within the classroom and our learning spaces to support all children with their learning, these are referred to as 'Expected Behaviours'. This is displayed in all classrooms/learning spaces and teachers refer to our 'Expected Behaviour' throughout their lessons to encourage children to make successful choices. They are rewarded through class reward systems such as collecting marbles.



How Positive Behaviour is taught through the curriculum



At Paulton Infant School, positive behaviour is taught through –

- Consistent modelling from all adults
- Thrive approach is embedded within our ethos
- PSHE (Personal Social Health Education) Curriculum – We use The Jigsaw materials
- Emotion Coaching
- Assemblies
- School Rules
- Nurture interventions
- Learning gems
- Daily Mindfulness
- Scripted language

Good Behaviour for Learning

We have developed a 'Learning to Learn' culture at Paulton Infant School and use our Gem Powers to help us learn across the school day and beyond.

 Ruby Power Being Kind...	 Emerald Power Having A Go...	 Sapphire Power Staying Focused...	 Pearl Power Telling the truth...	 Diamond Power Solving a problem...	 Amethyst Power Working with my partner...	 Topaz Power Reflecting and working with my group...
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Behaviour is a form of communication

We strongly believe that all behaviour is a form of communication. Most behaviours experienced within school will be managed by good teaching where staff model expected behaviours and provide opportunities for children to share their worries. Staff will organise their classrooms to support an effective learning environment. Consistent expectations to enable children to make successful choices and trusted adult relationships are the key to ensuring positive behaviours in all areas of school.

Sometimes young children find it difficult to use their words to express their feelings, we understand that we are one of the first settings for children away from home that children need to learn how to communicate their needs with others. Sometimes children use tools of communication that they have used earlier in life that are unacceptable within a school environment. We understand that children need time to learn skills are appropriate within our school and therefore have lots of strategies to support them when they are finding it difficult to make a successful choice.

When supporting children to understand and manage their behaviour, we follow the research of Louise Bomber and Stephen Porges by working through the process of the 4 Rs (See Appendix 9):

Regulate (This may need to be supported co-regulation if a child is unable to self-regulate)

Be aware as to how the child is feeling.

Catch and match their emotion and meet with the same energy using your voice and body language.

Consider the 'containment' of the situation to keep everyone safe. This may be a hand on their arm, rub on the back, a move to a safe space or positive handling.



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Relate (A trusted adult relates to and validates the child's experience.)

Reason Use limited words –this will support the regulation and enable the child to move onto the next step - an opportunity to consider and reflect)

Repair/Reflect (To avoid shame and enable the child to repair the relationship. Model how to think aloud and put it right)

Our 5 Point Scale to support children to make successful choices

How do you feel?		Choices of behaviour might be...	What can you do?	Adults will
5	 <p>Cross Angry</p> <p>This feeling is ok but you need help.</p>	<p>Hurting others Hurting yourself Hitting Kicking Screaming</p> <p>This behaviour is not safe.</p>	<p>Adults are in control making successful choices to keep you safe</p> <p>You can choose to use fiddle toys, have a regulation snack and listen to your adults.</p>	<p>Adults will</p> <p>*Behaviour will be logged on CPOMS Scripted language in bold</p> <p>You will need to see Mrs Omell, Mrs Butcher, Mr Cozens or Mrs Perry</p> <p>Adults will keep you safe Talk to you about consequences Reflect on your behaviour using our behaviour chart</p> <p>Your consequences might include missing time in class with your friends so you can think about making safer choices. *Adults will log this behaviour and speak to your parents.</p>
4	 <p>Starting to get cross Frustrated Irritated</p> <p>This feeling is ok but you need help.</p>	<p>Repeated behaviour of: Refusing to listen to your adults Shouting Throwing Spitting</p> <p>This behaviour is not ok.</p>	<p>Adults are in control making successful choices to keep you safe</p> <p>You can choose to use fiddle toys, have a regulation snack and listen to your adults.</p>	<p>You will need to see Mrs Omell, Mrs Butcher or Mrs Perry</p> <p>Adults will keep you safe</p> <p>Talk to you about consequences</p> <p>Reflect on your behaviour using our behaviour chart.</p> <p>*Adults will log this behaviour and speak to your parents.</p>
3	 <p>Scared Sad Worried Unsure</p> <p>This feeling is ok but you need help.</p>	<p>Hiding Making noises Saying 'no' Running away Repeatedly forgetting our school rules</p> <p>You need to change your behaviour choice</p>	<p>You are in control and making successful choices</p> <p>You can talk to your adults, use fiddle toys, have a special object to help you make the successful choice.</p>	<p>Use comic strips and pictures to help you Use calm words to help you make successful choices Use fiddle toys, exercise breaks, sensory play to help you make successful choices</p> <p>*Adults will log this behaviour and speak to your parents. A consequence to this behaviour will be spending some time with your teacher to think about your behaviour and complete your learning for 5 minutes.</p>
2	 <p>Sad Upset Worried Unsure</p> <p>This feeling is ok but you need help.</p>	<p>Crying Sad face Asking for help Forgetting to listen Using unkind words</p> <p>We can see you need some help to feel happier again.</p>	<p>You are in control and making the decisions</p>	<p>Use comic strips</p> <p>Use calm words to help you make successful choices</p> <p>Use fiddle toys, exercise breaks, sensory play to help you make successful choices</p>
1	 <p>Happy Excited Calm Relaxed</p>	<p>Using your learning gems Successful choices Earning stickers and marbles</p> <p>You are being an excellent role model</p>	<p>You are in control and making successful choices</p> <p>Stay in class and have fun with your learning.</p>	<p>Say well done! Give marbles Give stickers Show you a smiley face 😊</p>



Discriminatory Behaviour

At Paulton Infant School we do not accept any discriminatory behaviour, and child-on-child abuse, including sexual harassment, will not be tolerated. All staff will log on CPOMS any incidents of discriminatory behaviour, and pupils will be supported to understand that this behaviour is unacceptable. We recognise that children can abuse their peers, including online abuse. It is important that incidents of abuse and harm are treated in line with the Safeguarding Policy and in conjunction with the behaviour Policy. Please refer to the school's safeguarding policy.

Roles and Responsibilities in promoting positive behaviour and successful choices

The Senior Leadership Team will:

- Ensure that the school behaviour policy is implemented and embedded consistently throughout the school by setting the standards of behaviour and supporting staff in the implementation of the policy
- Keep records of all reported incidents of misbehaviour using CPOMS meeting our stage 3-5 behaviours
- Report to Governors, when requested, on the effectiveness of the policy
- Ensure the health, safety and welfare of all the children in the school
- Report to/meet with parents/carers when necessary

The Head teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. The Head teacher may permanently exclude a child for repeated, or very serious acts of misbehaviour. This action is only taken after the school governors have been notified.

All Staff will:

- Support children through co-regulation
- Give opportunities to develop interpersonal and social skills
- Offer a curriculum that enables pupils to engage and make successful choices
- Provide the opportunity to work in groups
- Make sure that children are listened to and value others
- Help children to gain the ability to make choices about their behaviour
- Help children to be confident about their learning and enjoy it
- Help children understand their rights and responsibilities
- Be a positive role model
- Reward/praise positive and successful behaviour
- Use CPOMS to record incidents following our behaviour policy
- Ensure that children in their class are aware of the school rules and that school rules are displayed
- Inform parents about their child's welfare or behaviour and work alongside parents
- Encourage children to resolve disputes
- Make adaptations to support individual children in their class to make successful choices
- Use shared scripts to help children to make successful choices (Appendix 10)

Pupils will:

- Respect and care for others
- Listen to others
- Learn co-operatively



- Become familiar with and follow our school rules
- Be a good role model both in and out of school
- Understand the consequences of their behaviour
- Value and take responsibility for the environment
- Be aware of and understand their rights and responsibilities
- Be aware of their own emotions and actions and take responsibility for these

Parents, Carers and Families will:

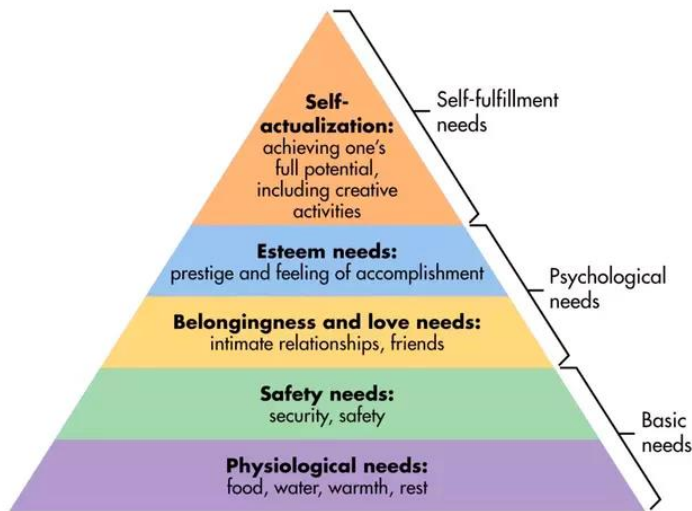
- Support the school in implementing the behaviour policy
- Treat all children and adults fairly and with respect
- Promote positive behaviour at home to ensure continuity between home and school
- Be aware of our school rules and expectations
- Encourage independence and self-discipline
- Contact the class teacher if they have any concerns about their child's behaviour in the first instance. If concerns persist, contact the Head teacher or school governors.
- Make school staff aware of any information, which may mean that their child displays behaviours that can make it difficult for them to make successful choices
- Contact the class teacher if they feel their child's behaviour is impacting on their emotional well-being

Rewards for positive behaviour and successful choices

To reinforce good work/learning, behaviour and attitude we use: -

- Individual praise and encouragement.
- Stickers for using learning gems to model successful choices in learning and behaviour
- Celebrations assembly - Certificates are given to children in weekly Celebrations Assembly when they are chosen to share their work with the rest of the school. This is shared in our weekly newsletters. Each piece of work is selected because the learner has used Learning Gems to model expected behaviour for learning.
- Children will receive a visit from the Head teacher, school office and/or other class to show their work if their teacher has spotted exceptionally good learning and successful choices.
- Individual class based reward systems e.g. marbles in a jar
- The lunchtime Play Team staff will add marbles to the class jar when they have seen something positive happening.
- The cleaning team can add marbles to the class jar when they have been impressed with the way the class have left the room at the end of the day. The cleaning team will select a class to receive the golden dustpan and brush each term.

Barriers to Learning



We recognise that all children may struggle to engage with learning at some point in their life. This may be a short-term temporary barrier or may be due to a significant need, which needs to be addressed through support within school or from external agencies. We believe the earlier that help and support is provided for the child and their family the more likely the child will be able to engage with learning. In order to support identification of barriers to engagement we use 'Maslow's Hierarchy of Needs'. This enables us to identify if the barrier is medical, circumstances in a child's life or a special educational need. Once the barrier has been identified, we can work with the child and their family to find what will motivate and

re-engage them with learning. This will include a meeting with our SLT to help everyone understand the barriers to the child making successful choices. We have identified potential barriers in appendix 4.

Repeated behaviour in stages 4 and 5 of the behaviour scale

A child may cause us concern in their engagement and behaviour if they are consistently causing disruption in the classroom, behaving in a way that is out of character or displaying risky behaviours despite additional strategies being implemented. If a child is causing concern with their engagement or behaviour, the class teacher will discuss this with a member of SLT and identify what the barriers to making successful choices are. SLT will offer additional support and strategies that can be used to help the child to make successful choices including using the graduated response document (Appendix 5). SLT will support the class team in implementing a specific behaviour '5 Point Scale' to meet the needs of the individual child to reflect further strategies that are needed to support the child to make successful choices. This will be shared with the child and parents so that everyone can support the child to make successful choices. (An example of this is in appendix 2).

If the child's behaviour or engagement continues to cause us concern and/or they are consistently causing disruption in the classroom, behaving in a way that is out of character or displaying risky behaviours despite additional strategies being implemented, then a 'positive handling and engagement plan' (Listed in appendix 6) will be written by the class teacher and agreed by SLT to prevent further escalation in behaviour. This will be shared with parents/carers and required a parent/carer signature.

Consequences

If a child does not follow the school rules, make successful choices and disrupts learning, a sequence of actions will be followed as detailed in our '5 Point Scale'. Initially the child will be supported to make the right choice. If they continue to make unsuccessful choices, they will progress through the steps as in the '5 Point Scale'. Using the language of 'The Incredible Five Point Scale', steps 1-3 are where the child will be given an opportunity to de-escalate their behaviour, whereas adult intervention will be needed for steps 4 and 5. Some instances of behaviour may be serious enough to lead the class teacher



or Senior Leadership Team that a child moves immediately to step 4 or 5 e.g. destruction of property, harm to self or others.

Where possible, consequences will happen immediately after the incident. This allows for the child to understand that their actions have a consequence. At times, this is not possible but the consequence to be the behaviour will be delivered at the next available opportunity within the same day.

Exclusion

At Paulton Infant School we try to ensure that any concerns with behaviour result in an early intervention reducing the need for exclusions, for example referral to our Behaviour and Attendance service and our 'Positive Handling and Engagement Plan'. However, in exceptional cases exclusion from school is necessary to ensure all children are safe and able to access learning. When appropriate exclusions can also be used as a tool to discipline children when the school rules are broken.

Internal Exclusion: This happens when a child reaches stage 4 of our behaviour chart. (After there has been persistent disruption to learning or breaking of school rules.) This will last for one or 2 learning sessions as decided by SLT.

Fixed Term Exclusion: This will take place where even when appropriate support is in place a child is persistently disrupting learning or causing harm to themselves or others.

Permanent Exclusion: A child may be permanently excluded in response to serious or persistent breaches of the school's behaviour policy or where by allowing a child to stay in school would seriously harm the education or welfare of the child or others in the school.

Reporting and Monitoring

Behaviour will be regularly monitored and reported on. This monitoring will inform the on-going strategic plan for engagement and behaviour.

We ensure we visit the elements of our behaviour policy with the children throughout the year through class circle times and assemblies.

Useful links:

Safeguarding / Child Protection Procedures File.

Policy Statements on: - Attendance, PSHE, Racial Equality, Race Relations, SEN
and Disability and Equality

Reviewed by R. Perry
February 2022

Appendix 1 – Children’s behaviour prompt

How do you feel?		Staying safe	
5		Cross	Adults will keep you safe.
4		Frustrated	Adults will keep you safe.
3		Scared	You can make safe choices.
2		Sad	You can make safe choices.
1		Calm	You can make safe choices.

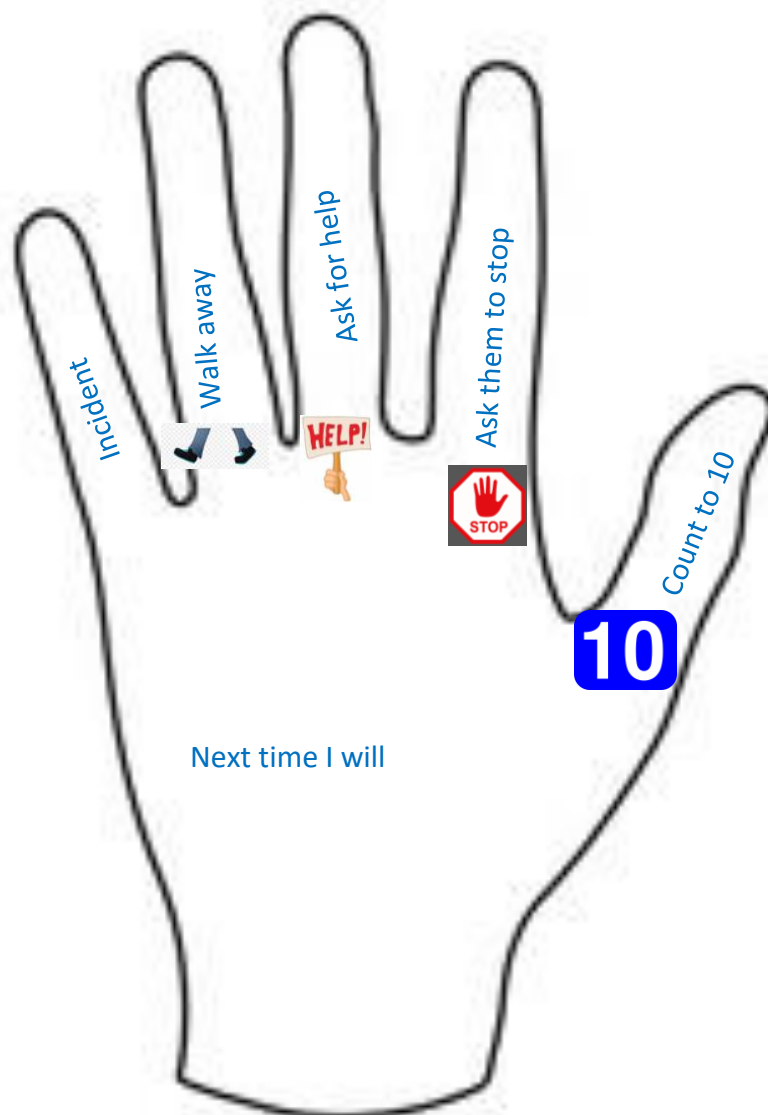
Appendix 2 – Personalised ‘5 Point Scale’.

How do you feel?		Choices of behaviour might be...	What can you do?	Adults will
5	 <p>Cross Angry</p> <p>This feeling is ok but you need help.</p>	<p>Hurting others Hurting yourself Hitting Kicking Screaming</p> <p>This behaviour is not safe.</p>	<p>Adults are in control making successful choices to keep you safe</p> <p>You can choose to use fiddle toys, have a regulation snack and listen to your adults.</p>	<p>You will need to see Mrs Omell, Mrs Butcher, Mr Cozens or Mrs Perry as adults will keep you safe</p> <p>Talk to you about consequences</p> <p>Reflect on your behaviour using our thinking chart</p> <p>Your consequences might include missing time in class with your friends so you can think about making safer choices.</p> <p>Adults will log this behaviour and speak to your parents.</p>
4	 <p>Starting to get cross Frustrated Irritated</p> <p>This feeling is ok but you need help.</p>	<p>Repeated behaviour of; Refusing to listen to your adults Shouting Throwing Spitting</p> <p>This behaviour is not ok.</p>	<p>Adults are in control making successful choices to keep you safe</p> <p>You can choose to use fiddle toys, have a regulation snack and listen to your adults.</p>	<p>You will need to see Mrs Omell, Mrs Butcher or Mrs Perry</p> <p>Adults will keep you safe</p> <p>Talk to you about consequences</p> <p>Reflect on your behaviour using our thinking chart.</p> <p>Adults will log this behaviour and speak to your parents.</p>
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2	 <p>Sad Upset Worried Unsure</p> <p>This feeling is ok but you need help.</p>	<p>Crying Sad face Asking for help Forgetting to listen Using unkind words</p> <p>We can see you need some help to feel happier again.</p>	<p>You are in control and making the decisions</p>	<p>Use comic strips</p> <p>Use calm words to help you make successful choices</p> <p>Use fiddle toys, exercise breaks, sensory play to help you make successful choices</p>
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Appendix 3 – Pupil reflection

Staff will discuss how the child was feeling using the ‘Children’s behaviour prompt’ detailed in appendix 1. They will then use the hand technique to help the children resolve the situation and change their behaviour for next time. The adult will write 5 options on the hand, one of which the child had chosen in the incident. They will then ask the child for 4 other ways they could have resolved the situation.

Example below





Appendix 4 – Barriers to learning

What are the barriers?	What can be put in place	Higher level needs
<ul style="list-style-type: none">• Hungry• Tired• Ill• Hot/cold• Poor mental health• Toileting issues• Sensory regulation difficulties• Feeling unsafe• Changes in routine• Communication difficulties• Lack of stability• Feeling undervalued• SEN	<p>An Engagement Plan: This will identify the barriers a child faces and give strategies and systems to support positive engagement with learning</p>	<ul style="list-style-type: none">• Poor attachments• Difficulty interpreting and communicating social cues• Lack of positive relationships/role models• Lack of friendships/support networks• Lack of self esteem• Lack of understanding• Lack of confidence



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Appendix 5 – Graduated Response cause for concern sheet

Quickchecker for staff	Y/N
Communication and interaction, <i>There are concerns about...</i>	
Child/young person’s cognitive development e.g. capacity to sustain concentration or self-direct their learning	
Child/young person’s attention and/or listening skills – their ability to engage successfully with language	
Child/young person’s receptive language – their ability to understand spoken language	
Child/young person’s expressive language – their ability to use language to communicate with others	
Child/young person’s speech sound development – their ability to produce the sounds necessary for clear, intelligible speech	
Child/young person’s social communications – their ability to use language appropriately and successfully in social situations, verbal and non-verbal, ability to recognise the feelings or perspectives of others and respond appropriately	
Child/young person’s social development and interaction e.g. capacity to ‘share interest’ and/or ‘share attention’	
Child/young person’s rigidity of thought e.g. ability to manage changes in routine	
Child/young person’s sensory skills e.g. over sensitivity or under sensitivity to sensory stimuli	
Cognition and learning, <i>There are concerns about...</i>	
Child/young person’s lack of progress, even when differentiated teaching approaches are targeted at areas of weakness	
Child/young person’s performance levels i.e. they are below the level within which most children and young people are expected to work	
Child/young person’s indicative test scores are below expected levels	
Child/young person’s uneven learning profiles and learning styles i.e. they do not follow the usual developmental patterns	
Child/young person’s difficulty in dealing with abstract ideas, generalising from experience, and/or using problem solving skills	
Child/young person’s attitude / approach to learning which is restricting access to the curriculum e.g. child/young person is demotivated, disorganised or lacks independent learning skills	
Social, emotional and mental health, <i>There are concerns about...</i>	
Child/young person experiences difficulties with self-esteem and/or confidence	
Child/young person has greater difficulties in making and/or sustaining friendships, has no regular group of friends	
Child/young person has difficulties working independently and requires frequent encouragement and motivation to stay on task	
Child/young person find it difficult to comply with adult directions	
Child/young person’s social interaction is negatively affecting the child/young person’s and/or peers’ access to the curriculum	



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Child/young person's emotional wellbeing or mental health is negatively affecting the child/young person and/or peers' access to the curriculum	
Sensory and physical, <i>Areas of concern...</i>	
Child/young person presents with having a visual impairment which is affecting their learning and/or access to the curriculum e.g. holds books very closely or at an unusual angle, fails to respond to non-verbal instructions, loses place when reading, skips lines and struggles to find text on a page	
Child/young person presents with having a hearing impairment which is affecting their learning and/or access to the curriculum e.g. distractible in class, poor listening skills in a busy environment, asks you to repeat instructions	
Child/young person presents with poor speech intelligibility, difficulty with recognising and responding to phonics, chooses to either avoid attention or is over demanding, limited vocabulary both receptive and expressive, immature grammatical structures in spoken language	
Child/young person presents with having a multi-sensory need which is affecting their learning and/or access to the curriculum e.g. have a dual sensory loss where both vision and hearing are recued	
Child/young person's physical skills/needs are affecting their learning and/or access to the curriculum	
Child/young person's medical needs are affecting their learning and/or access to the curriculum	

Refer to SENDCo using Graduated Response Document.



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Appendix 6 – Positive handling and Engagement plan



Paulton Infant School Positive Handling Plan and Engagement Plan

Name:
Class:
Trusted adults:

Triggers	Likes/safe objects	Medical Information: (that need taking into account before physically intervening)
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Stage of Crisis	What does the behaviour in each stage look like? (Describe what the behaviour looks/sounds like)	Preferred supportive/intervention (Describe strategies that should be attempted at each stage including what should happen for the other children in the same learning space e.g. class to be evacuated to another learning space)
Pre-planning/preparation		
Anxiety		
Bubbling/Anxiety building		
Escalation		
Crisis		
Recovery		
Follow Up		

Additional information/Preferred handling:
e.g. caring c

Notification required: (in discussion with parents)

Plan agreed by

Name (parent/carer) _____ Signed _____

Name (Paulton Infant School staff) _____
Signed _____



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Appendix 7 – Tracking changes in behaviour (ABC chart)

Date/Time	Activity	Antecedent	Behaviour	Consequence
Date/Time when Behaviour occurred	What activity was going on when the behaviour occurred	What happened right before the behaviour that <u>may</u> have triggered the behaviour	What the behaviour/behaviours looked like	What happened after the behaviour, or as a result of the behaviour



Appendix 8 – Sample reward systems/charts for staff to use with individual children

Sample 1: Children collect stickers when adults spot the listed behaviour and take the chart home daily for parents/carers to celebrate with their child.

<p><u>Listening</u></p> 	<p><u>Kind feet and hands</u></p> <p>We have kind hands.</p> 
<p><u>Good sitting</u></p>  <p>crossed legs</p>	<p><u>Learning jobs</u></p> 



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Sample 2: Reward based system used on the classroom. Children collect 5 ticks and then receive an instant reward for making successful choices.

Session 1

					<i>Reward</i>
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Session 2

					<i>Reward</i>
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Session 3

					<i>Reward</i>
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Appendix 9 - Strategies to manage behaviour

Regulation (Teaches the child how to shift states)

Match their mood with your tone of voice (e.g. you're letting me know you are really angry.)

If a child is displaying big movements the support their regulation by engaging them with Jumping Jacks, push ups, skipping, jumping on the spot

Remember the facial expression and tone of voice of each adult will have an impact on each child and this is profoundly more for a child suffering from trauma. A neutral face and or voice will make the child think the adult is angry with them which may prompt them to challenge, trigger a violent outburst, trash the class etc. The adult needs to signal approval; smile, show thumbs up, explain 'this is my thinking face' when serious.

Co – Regulation

1. Blow out the candles on the cake (hold up hand, palm facing away, count before you blow out each candle. Repeat)
2. Inflate your stomach
3. Manage breathing (in for 4, hold for 2 and out for 6. Repeat)
4. Body Scan
Model for the child to copy. Start with firmly pressing the top of each foot, then the legs from foot to hip – stop and reflect on how you feel.
Gentle squeeze of arm (from hand to shoulder) - stop and reflect on how you feel.
Gentle press of tummy to chest - stop and reflect on how you feel.
Use finger tips to gently pat your face - stop and reflect on how you feel.
Use finger tips to gently tap the top of your head - stop and reflect on how you feel.
5. Mindfulness activities e.g. Use Go Noodle
6. Play some music e.g. Joni Mitchell, Gregorian Chants, Pentatonic scale. (Use music to signal transitions – harmonising/gentle notes)
7. Sing with the class (this has a physiological impact when you need to regulate your breathing to sing).
8. Orient the child: Tell me
 - ✓ 5 things you can hear
 - ✓ 4 things you can see
 - ✓ 3 things you can feel
 - ✓ 2 things you can smell
 - ✓ 1 thing about you

Self-Regulation

1. Have a personalised calm bag/box (The child will need an adult to show them how to use the items kept in the calm bag/box so they know how to do this. May be through co-regulation initially with a key adult.
Suggested items:
 - stress balls

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- texture mats
- sparkle pots
- sunglasses
- smelly items (lavender bags)
- hand cream for hand massage
- theraputty
- high resistance objects e.g. dynastrips (used at the gym)
- mindful colouring
- objects to sort and classify

Relate (Teaches a child about important relationships)

- Avoid reassuring, persuading otherwise or contradicting.
- Suggested scripts: "Gosh, that was a loud bang, that made me jump", "I can see how upset those words made you, I would be upset by that too", "It's so hard when an activity you really love has to end. I would feel disappointed by that". This is the beginning of being able to think about feelings. Ensure there is a group photograph of the child with key adults they can trust. (from each level of the school structure). Ensure the child is in the centre of the group.
- Have a warm expressive face and tone of voice.
- Be explicit about your motives and intentions.
- Be consistent with the team approach.
- Ensure you do not create a 'Velcro' relationship. The child must learn to trust a range of adults
- Ensure the key adult engages in quality time with the child

Reason (Teaches a child to consider and reflect)

- Use reduced vocabulary
- Use a multi-sensory approach when teaching (Ask SENDCo for advice if needed).

Repair/reflect (Teaches the child difficulties can be resolved) *When the child is regulated - this could be some time later*

- Shine a light on the behaviour: Model how to think aloud and repair the damaged relationships (with children or adults affected) e.g.
"I saw you used a snatching hand when you took the Lego, please can you show me your sharing hand? I saw you use it yesterday when you gave out the fruit."
"I'm wondering if you were trying to get my attention. Let's see if we can think of another way to do that",
"I could see how cross you felt when xxx happened but it's not ok to hurt other people". To avoid shame and enable the child to repair the relationship, model how to think aloud and put it right. "I'm wondering what might make this better...",
"I'm wondering what might make me feel better if that happened to me."
- Use humour – Is it in your sock?

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- It's really important to avoid shaming the child.
- Engage in something meaningful for the child. How can we put this right? Or shall we mend this broken object?

Dealing with conflict resolution

All children from time to time have conflicts over a wide range of issues. It is vital that these are dealt with immediately and in the appropriate way. The following methods should be used when dealing with all conflicts, serious or minor. This includes bullying.

Conflict and aggressive behaviour

- Acknowledge everybody's feelings.
- Listen to all the parties concerned either as a group or individually.
- Use open questions and deal with the **primary** behaviour.
- Assure the children that the situation will be dealt with until it is resolved.
- Ask the children to offer solutions to the problem.
- Remind the children of the consequences of their choices and the rules they have disregarded.
- Give children the opportunity to use an agreed solution and apologise if appropriate.
- Thank the children for working together to solve their dispute

Emotion Coaching

Use WIN (Wondering, Imagining, Noticing)

- Identify with the emotion that the child is feeling and express understanding *"I'm noticing you look very hot and your cheeks are red. I'm imagining you must be angry. I'm wondering if it's because your friend played with someone else?"*
- Set a boundary to their behaviour. State clearly why the negative behaviour was not right
- Ask the child to explain what they should have done and what they will do next time should they find themselves in a similar situation

Responses to Bullying (Please refer to our anti-bullying policy)

We work actively with all staff, pupils and parents to create a school community where bullying is not tolerated.

Bullying has three common characteristics:

- It is deliberately hurtful behaviour.
- It is repeated over time.
- There is an imbalance of power which makes it hard for those being bullied to defend themselves

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Bullying is a 'persistent, deliberate attempt to hurt or humiliate someone'. The hurtful action can be physical or psychological or it can sometimes include interference with personal property.

A one off incident, although possibly serious, is not bullying. Bullying is repetitive, meaning that an individual conducts the same pattern of bullying behaviour.

Strategy for dealing with bullying

The following is a list of actions available to staff depending on the perceived seriousness of the situation. The emphasis is always on a caring, listening approach as bullies are often victims too – that is why they bully.

- Discussions at length with the victim, which will require patience and understanding.
- Strategies given to child to deal with the situation.
- Identify the bully/bullies, obtaining witnesses where possible. Advise the Head teacher or other member of SLT
- Use open ended questions and deal with the primary behaviour.
- Assure the children that the situation will be dealt with until it is resolved.
- Discuss the details with the children concerned and ask them to tell the truth about the situation/incident. Make it clear that this behaviour is not acceptable at this school.
- The parents of both the victim and the instigator should be involved throughout.
- Sanctions will be followed as set out in the school Behaviour policy and the situation will be monitored.

Positive Handling (Please see our Positive Handling policy)

All the staff at Paulton Infant School are designated with the authority to control and restrain children where necessary, this is in line with the Education Reform Act 1997 (Section 550A).

This additional section allows teachers and other members of staff who are 'Team Teach' trained and authorised by the Head teacher to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- injuring themselves or others;
- causing damage to property (including pupil's own property);
- engaging in behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere.

Positive Handling must:

- Always be used as a last resort

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- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the bound and numbered red book kept in the HT office and reported to parents



Examples of the 4 R's/VRF's in action/guidelines for 'Repair and Reflect' time:

Although commonly used, distraction, denial ('you're fine', 'that's not worth getting upset about' 'don't be silly' etc.), ignoring and reassuring ('don't worry, everything will be ok') will only work temporarily by addressing the symptom and not the underlying cause of the behaviour.

By using the 4 R's and validating the child's experience, we can begin to 'let go' of the distress and work cognitively to identify and make links between the underlying feeling and the behaviour (reason). Once we have done this we can move on to working out ways to safely and appropriately communicate those strong feelings and let go of the interruptive behaviour (repair and reflect).

Objectives of Repair and Reflect time:

- To support the child to begin to understand their behaviour
- To support the child to make links between body sensations, feeling and emotions and subsequent behaviour
- To help children learn to sense when to STOP, feel, STOP, think, choose and act
- To lend your adult thinking brain to help children sequence events and makes links between cause and effect
- To help children move from a dysregulated state to being able to access their 'thinking brain'
- To reduce the number and intensity of incidents.

Use your judgment and repair and reflect much sooner if needed. Some children will need this regularly rather than waiting until Golden Time to have their 'Time in'.

It's important to speak the truth about what is happening even if it is hard for both you and the child.

Shine a light on the behaviour. Put in to words what you think is happening. You can try out different styles of musing out loud until you seem to get it right. The child will probably get upset and tearful. Try to match their emotional intensity with you own (remember it doesn't have to be the same emotion match their sadness with your seriousness to fix the problem). It may take many attempts to be successful.

Appendix 10 – Agreed Scripts

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E.G

- Thank you for using walking feet.
- Show me the expected behaviour.
- Remember to use walking feet.
- Stop and listen to your adult.
- Stop your choice is unsafe.

As staff team we will use **STOP** rather than **NO**. No is often a trigger to children and will escalate behaviour.