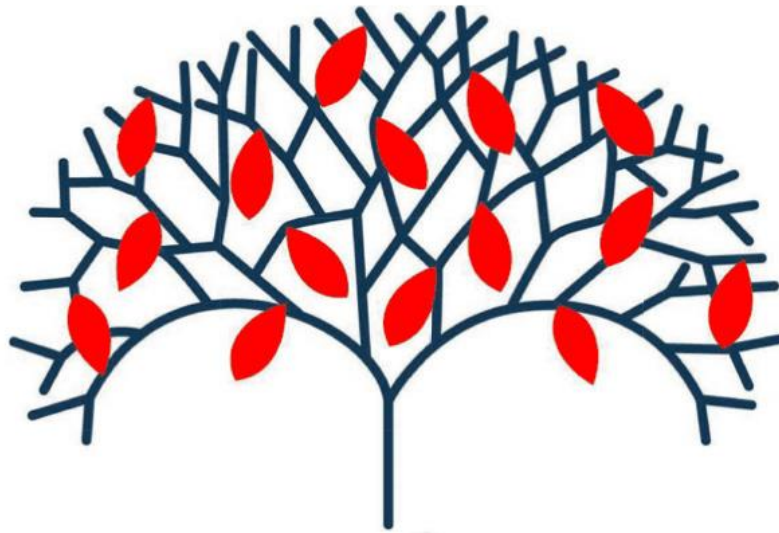


Behaviour Regulation and Relationships Policy



Lindow

Community
Primary School

Lindow Community Primary School

Policy approved:
Policy review:

Our Vision:

We aim to develop well-rounded and confident individuals who make a positive contribution to their local and global community.

Our Values:

- Caring
- Learning
- Achieving

Our Rights & Respecting the Rights of Others

We have the right to learn	→	We let everybody learn
We have the right to achieve	→	We always try our best
We have the right to belong	→	We value and include everyone
We have the right to be safe	→	We do not hurt others
We have the right to be cared for	→	We look after each other

This policy has been created using the United Nations Conventions on the Rights of the Child (see appendix 3) to keep the children at Lindow Community Primary School safe and happy.

‘Discipline’ is a Latin word which means ‘to teach’, it is one of the most loving and nurturing things we can do for our pupils. It comes from a place of love, respect and emotional connection.

At Lindow Community Primary School, we believe that every member of the community should feel valued and respected. Our Behaviour Regulation & Relationships Policy aims to promote relationships built on mutual trust and respect, creating a climate that fosters **connection, inclusion, respect** and **value** for all members of the community.

1. Rationale

We recognise that behaviour is communicative and often reflects underlying feelings and emotions. Our behaviour policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Through integral relationship building, our goal is to teach pupils how to manage their emotions, develop self-control, to consider others' feelings, to consider consequences and to make thoughtful decisions to help them to grow up to become kind and responsible people who can enjoy successful relationships, mental wellbeing and more meaningful lives.

“Effective discipline means that we’re not only stopping bad behaviour or promoting a good one, but also teaching skills and nurturing the connections in our children’s brains that will help them make better decisions and handle themselves well in the future.” –Daniel Siegel, 2015

2. Staff Responsibility

Developing positive and supportive relationships with pupils is the responsibility of all members of staff within the school community. Staff will be prepared to listen and hear everyone's perspective, striving to understand the feelings and emotions that might drive certain behaviour, whilst maintaining clear boundaries and expectations. Our staff have an understanding that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need - equity (See Appendix 1). Our staff promote positive behaviour, remind pupils of their responsibilities and exercise a kind and consistent approach to behaviour improvement.

3. The Role of the Class Teacher

It is the responsibility of the class teacher to provide a safe and secure learning environment, which includes setting clear and consistent boundaries with routines and structure. Class teachers consistently maintain high expectations of pupils with regard to behaviour, and strive to ensure pupils reach their potential, bringing the school value '**car**ing' to life. The teacher is a social, emotional and learning role model for all pupils, demonstrating how to treat others with respect and understanding. When the class teacher is not responsible for their class, the adult in charge adheres to this policy in order to maintain a culture of certainty for the children.

4. The Role of Senior Leadership Team

Senior leaders in the school will monitor behaviour and support the class teacher in dealing with persistent or challenging behaviour in the classroom and around school. Senior leaders will monitor patterns of behaviour and suggest strategies to support identified children in the classroom.

5. The Role of Parents and Families at Lindow Community Primary School

Parents are given a summary of this policy when enrolling their child at our school. The expectations are that parents/ guardians will adhere to the Home School Agreement and support the actions of the school. Parents are able to address any concerns or queries regarding Emotion Coaching, Self-Regulation and Restorative Approaches firstly to the class teacher, then to a member of the Senior Leadership Team. Our aim is to work with families to achieve a shared and consistent approach between home and school to support their child's emotional and behavioural development.

6. Class Expectations

- At the beginning of the academic year, all classes will generate their own expectations of behaviour that they would like to see in their classroom. All expectations are in line with our School Values, Rights and Responsibilities.
- Expectations will focus on and use positive vocabulary rather than negative.
- Expectations will be prominently displayed with our School Values in classrooms.

7. ELSA Support

All staff can refer pupils for ELSA support if they have concerns about a particular child and their ability to self-regulate.

ELSA support is not behaviour management. It is about increasing pupils' self-awareness and helping them to develop more successful coping strategies. This is proactive work, rather than reactive.

8. Pupil Well-being Ambassadors

Here at Lindow Community Primary School some children in Year 5 have taken on additional responsibility to become Well-Being Ambassadors. They will receive training through the school ELSA. Their role is to encourage peer-to-peer wellbeing and self-care, these children will be champions of Mental Health and will have responsibility for leading and promoting wellbeing across the school. Wellbeing Ambassadors are also expected to provide relevant and appropriate feedback from the children and highlight ideas for further improvement.

Pupil Wellbeing Ambassadors help to support peer-to-peer conflict resolution alongside adults in school.

e.g. When children fall out, we give children the words to resolve their problem:

- "I don't like it when you..."
- "It makes me feel..."
- "I need you to..."

9. Promoting Pupil Engagement & Self – Regulation

Seven Basic Principles

These seven basic principles are used to guide us, are taken from 'No Drama Discipline' – Daniel Siegel, 2015

1. Discipline should feel safe and promote respectful relationships.

Discipline should never include threats, scare children or make them feel that the adult is the enemy.

2. The goal of discipline is to teach.

We use discipline moments to build skills. We encourage cooperation and set limits by having a conversation to help develop self-awareness.

3. The first step is to pay attention to the emotions and feelings that could be driving the behaviour.

When children misbehave, it is often the result of not being able to cope with big feelings or not yet having the strategies to make good, informed choices.

4. When children are upset and display big outbursts of emotion, this is when they need us the most.

We need to respond empathetically, showing them we are there for them even at their worst. This is how we build trusting relationships and a safe environment.

5. Sometimes we need to wait until children are ready to learn.

If children are out of control or upset, this is the worst time to teach them. We must provide the child with the space and time to calm down, so they can regain control.

6. We connect with them.

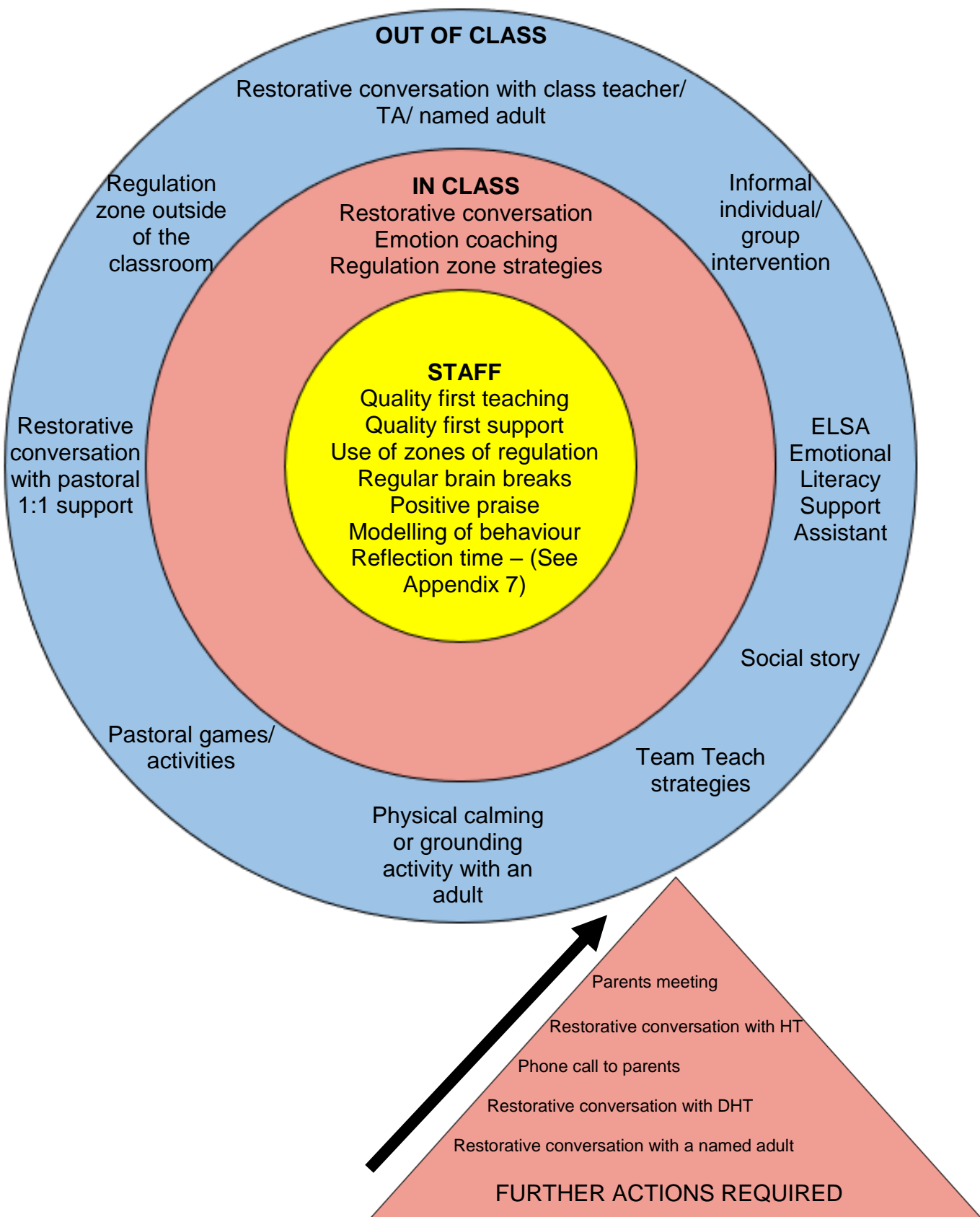
Before we redirect behaviour, we connect and comfort. We do this by validating their feelings and giving an empathetic response.

7. After connecting, we redirect.

We talk about their behaviour. We want them to be able to gain insight into themselves, develop empathy for others and the ability to make things right when they make mistakes.

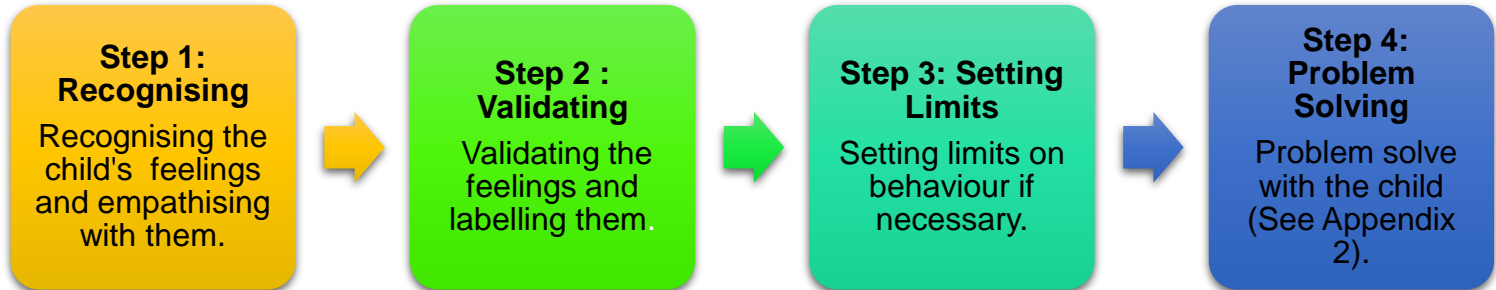
10. Provision Map

The relationship staff form with pupils is central to the pupil's personal, social and emotional development. Staff working directly with children use a range of approaches set out in the provision map to support the development of pupil self-regulation. See Graduated Approach to Social and Emotional Mental Health Interventions for more information.



11. Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. This strategy involves using relationship building to support pupils in feeling safe, develop their ability to calm down quickly and build connections between their survival brain and their human brain.








More information on Emotion Coaching can be found on the Emotion Coaching UK website or by scanning this QR code.



To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Emotion Zone they are currently in. These Zones of Regulation are displayed prominently in each classroom.



				
Cross	Sad	Nervous	OK	Happy
Angry	Unhappy	Worried	Calm	Positive
Frustrated	Upset	Anxious	Peaceful	Cheerful
Bad Tempered	Miserable	Scared	Relaxed	Smiley

12. Restorative Meetings

Positive relationships that are formed with pupils depend upon a restorative approach being the default mode.

A restorative conversation is more than a process or a set of questions. The behaviour of the adult lies at the heart of it. See appendix 4 and 5 for question stems and conversation prompts to help with a restorative meeting.

Small things matter...

- Body Language
- Meeting Place
- Tone of Voice

Offices are not ideal spaces. Consider somewhere less formal and more familiar for the child...

- Go outside
- Walk alongside the child and talk
- Engage in a collaborative activity
- Sit alongside in a neutral and familiar space.

11 Ways to Make a Restorative Meeting Work

1. Don't sit behind or on a desk.
2. Focus on the outcome you want, not the behaviour that necessitated the meeting.
3. Reserve enough time.
4. Don't make copious notes.
5. Have a glass of water available for the pupil.
6. Leave the door open.
7. Consider the answers to the questions yourself, not on behalf of the child, but with your own reflections.
8. Try not to use judgemental language.
9. Resist any interruptions to the meeting; inform anyone who interrupts that this meeting is important.
10. Don't comment on appearance or tidiness of uniform – missing tie, untucked shirt etc.
11. End the meeting positively, plan the conclusion and do not open up any other business.

13. Whole School Reward System & Individual Recognition Initiatives

Positive awards are rewarded to pupils throughout the day. These aim to promote confidence, competency, self-motivation and to support our pupil's development of a growth mindset. Central to this is our whole school House Points system. Additional roles and responsibilities given to a child also aim to build pupil's confidence and self-esteem.

Rewards & Recognition

Daily

- Verbal praise
- Children earn house points for making good choices in school.

Weekly

- Pupils in each class are awarded with merit certificates for demonstrating the school values. Three certificates per class are awarded. One each for the school values: caring, learning & achieving.
- Each week the house which has collected the most house points is announced in celebration assembly. The winning house then has a 'celebration lunch' during Friday lunchtime.

Roles & Responsibilities

At Lindow Community Primary School children have plenty of opportunity to take on additional responsibilities if they wish to. Some of the roles include:

- Head Boy & Head Girl
- House Captains
- School Council Representatives
- Sports Ambassadors
- Librarians

Please note this is not an exhaustive list of pupil responsibilities. Some additional responsibilities may change year on year and are driven by local and national initiatives as well as the interests of the children.

14. Monitoring & Reporting Behaviour Issues

Every adult is able to report behaviour incidents using our online behaviour reporting tool CPOMS. Very serious incidents or persistent inappropriate behaviour will be logged on CPOMS and parents will be informed (See appendix 7 for a guide on what behaviour should be logged on CPOMS). The Senior Leadership Team monitors the use of CPOMS. The Senior Leadership Team discusses any behaviour patterns, trends and actions and reports to the Governing Body. No individual pupils are identified.

15. Use of Reasonable Force

On some occasions it may be appropriate for staff to use reasonable force in order to safeguard children. The term reasonable force covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain a child. When considering using reasonable force staff should recognise specific vulnerabilities of the pupil, including SEND, mental health needs and medical conditions. Physical intervention would only occur as a last resort when there is no safer alternative. We have a key emphasis on de-escalation and physical touch is only used to prevent a child or others being harmed. When using physical intervention must be reasonable, proportionate and necessary.

16. Support for Adults to Ensure Consistency:

All new staff attend induction training, which includes an introduction to our School Values, and the behaviours which are associated with each value. This policy is outlined and explained along with Emotion Coaching. All existing staff have received training in Emotion Coaching, restorative approaches and the theories outlined in this policy and this is reviewed regularly both in formal training and informal conversations about behaviour. All staff have been signposted towards further documents to support delivering restorative conversations which can be found in the appendices of this policy. At Lindow Community Primary School we welcome and encourage conversations between staff to enable us to reflect and to constructively identify ways in which we can all improve our practice.

References

This policy was written in conjunction with the following policies & Legislation:

- Behaviour in Schools: Guide for Headteachers and School Staff 2022
- Use of Reasonable Force: Advice for Headteachers, Staff and Governing Bodies 2013
- Equality Act 2010
- Education Act 2002
- Education & Inspections Act 2006
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement: Guidance for maintained schools September 2022
- Lindow Community Primary School - Child Protection & Safeguarding policy
- Lindow Community Primary School - Online Safety Policy
- Lindow Community Primary School - Staff Handbook & Code of Conduct
- Lindow Community Primary School - SEND policy
- Lindow Community Primary School - Anti-Bullying policy

Equality Act 2010

Under the statutory duties all schools have responsibilities to promote race, disability and gender equality. We acknowledge the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

Appendices

Appendix 1 – Equity and Equality

Appendix 2 – Six steps to problem solving

Appendix 3 – UN Convention on the Rights of the Child

Appendix 4 – The Restorative 5

Appendix 5 – Ways to extend a conversation

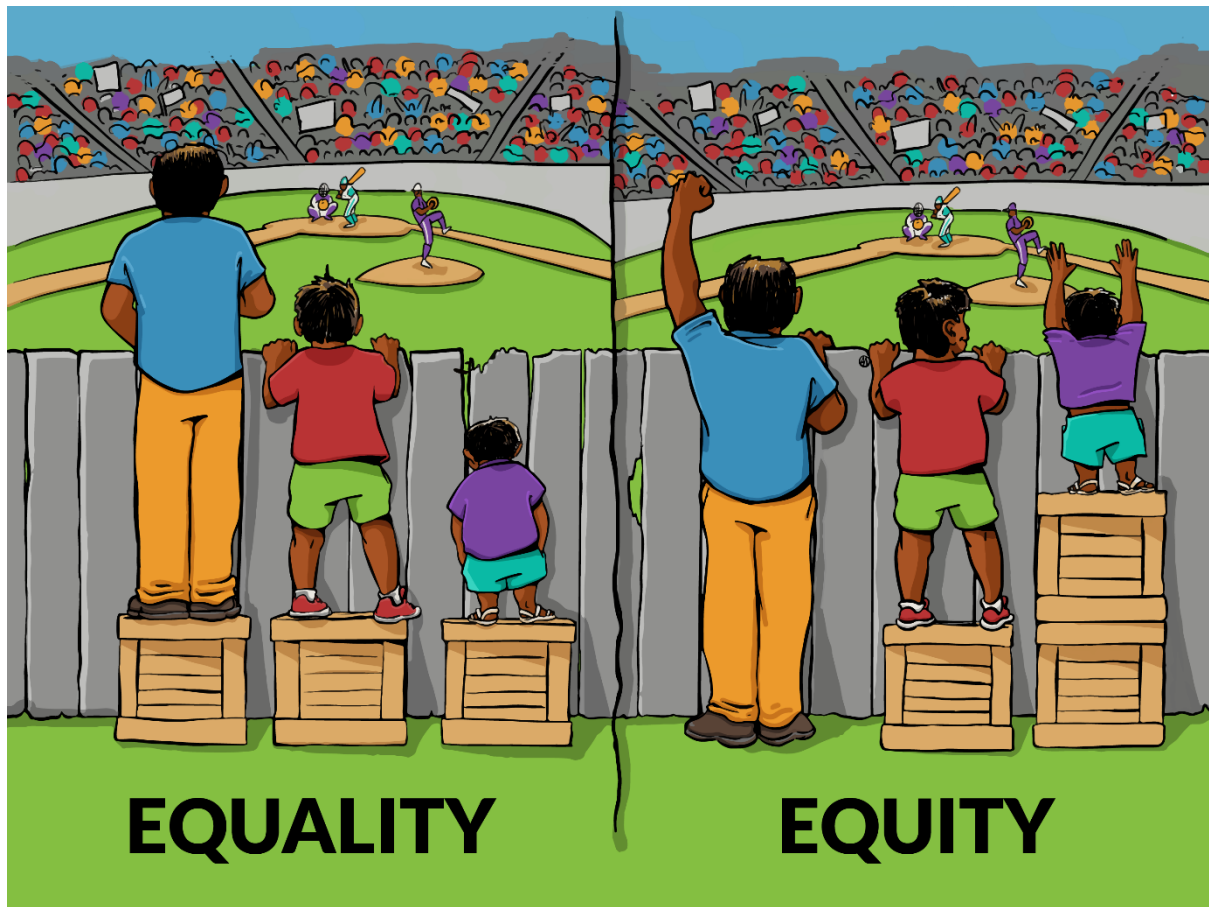
Appendix 6 – Top Tips

Appendix 7 – Guidance on 'reflection time'

Appendix 8 – Reflect & Reset Tool to guide a restorative conversation

Appendix 1

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

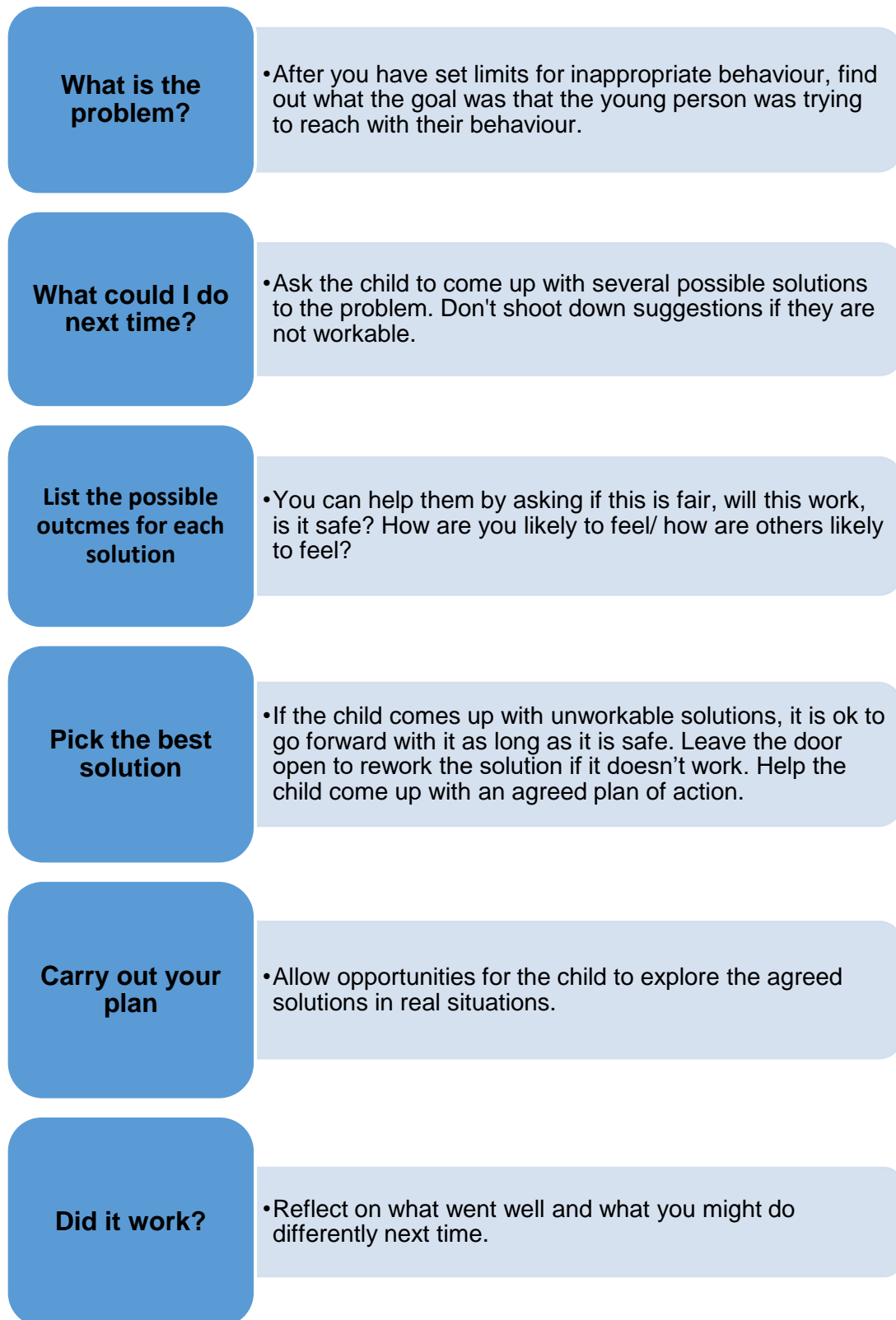


In this first image, it is assumed that everyone will benefit from the same support. Everybody is being treated **equally**.

In the second image, individuals are given different support to make it possible for them to have equal access to the game. Everybody is being treated **equitably**.

Appendix 2

Six Steps to Problem Solving



Appendix 3

The full version of the United Nations Convention on the Rights of the Child (UNCRC) can be found [here](#). Below is a summary of the UNCRC.

 1 DEFINITION OF A CHILD	 2 NO DISCRIMINATION	 3 BEST INTERESTS OF THE CHILD	 4 MAKING RIGHTS REAL	 5 FAMILY GUIDANCE AS CHILDREN DEVELOP	 6 LIFE, SURVIVAL AND DEVELOPMENT	 7 NAME AND NATIONALITY
 8 IDENTITY	 9 KEEPING FAMILIES TOGETHER	 10 CONTACT WITH PARENTS ACROSS COUNTRIES	 11 PROTECTION FROM KIDNAPPING	 12 RESPECT FOR CHILDREN'S VIEWS	 13 SHARING THOUGHTS FREELY	 14 FREEDOM OF THOUGHT AND RELIGION
 15 SETTING UP OR JOINING GROUPS	 16 PROTECTION OF PRIVACY	 17 ACCESS TO INFORMATION	 18 RESPONSIBILITY OF PARENTS	 19 PROTECTION FROM VIOLENCE	 20 CHILDREN WITHOUT FAMILIES	 21 CHILDREN WHO ARE ADOPTED
 22 REFUGEE CHILDREN	 23 CHILDREN WITH DISABILITIES	 24 HEALTH, WATER, FOOD, ENVIRONMENT	 25 REVIEW OF A CHILD'S PLACEMENT	 26 SOCIAL AND ECONOMIC HELP	 27 FOOD, CLOTHING, A SAFE HOME	 28 ACCESS TO EDUCATION
 29 AIMS OF EDUCATION	 30 MINORITY CULTURE, LANGUAGE AND RELIGION	 31 REST, PLAY, CULTURE, ARTS	 32 PROTECTION FROM HARMFUL WORK	 33 PROTECTION FROM HARMFUL DRUGS	 34 PROTECTION FROM SEXUAL ABUSE	 35 PREVENTION OF SALE AND TRAFFICKING
 36 PROTECTION FROM EXPLOITATION	 37 CHILDREN IN DETENTION	 38 PROTECTION IN WAR	 39 RECOVERY AND REINTEGRATION	 40 CHILDREN WHO BREAK THE LAW	 41 BEST LAW FOR CHILDREN APPLIES	 42 EVERYONE MUST KNOW CHILDREN'S RIGHTS
 43-54 HOW THE CONVENTION WORKS	<h1>CONVENTION ON THE RIGHTS OF THE CHILD</h1>					

Appendix 4

The Restorative 5

For most children, choose five questions from these 8 to form the basis of your restorative conversation. Asking five questions to some younger children may be too much. Instead, choose two or three that are pertinent to the incident or that you want to focus on with a particular child. Often the focus should be question 5 & question 7.

1. What happened? Listen carefully and without interruption to the child's account of the incident. Give your account of the incident from your perspective, without judgment.

2. What were you thinking at the time? This reflection helps the pupil reconsider their actions and replay their thought processes. What may have seemed irrational at the time to you may not be obvious to the child that it was those initial thoughts that started the behaviour that sent them down the wrong path.

3. What have you thought since? Many doors are opened through this question that might allow the pupil a change in attitude or a shift in explanation. Some of their thoughts will have been negative, some will lead the conversation off on a tangent and others will cut to the root cause of the problem.

4. How did this make people feel? The child is often unaware of how other people reacted during the episode of extreme or inappropriate behaviour. We want to make sure that the child has the opportunity to consider others and to think about the impact their behaviour has on others who witness it.

5. Who has been affected? The first response is usually 'me, me, me and then me!' but after some gentle encouragement, children tend to see the bigger picture. The more this question is asked, the easier it becomes for the pupil to answer it. In time that reflective routine might affect how they act before or during incidents. This is teaching them to use their conscience.

6. How have they been affected? Considering how others felt during an incident and deliberately encouraging the child to have empathy with other people is important. Understanding how their behaviour affects others is key to being a good citizen.

7. What should we do to put things right? Don't demand an apology, even if these seems like the logical next step. Forced apologies are worthless. If an apology is forthcoming though, don't criticise its delivery or sincerity.

8. How can we do things differently in the future? Forward thinking and visualisation is positive. It is likely that the child will meet similar situations or frustrations in the future. Some prior planning will help them recognise when their behaviour pattern begins. This does not mean that they will immediately be able to change direction but they will be ware of their poor choices.

Appendix 5

Ways to extend a conversation

- I was wondering about...
- I was wondering...
 - how you might feel about...
 - what you might do...
 - what you think might help...
- I think what you're saying (telling me) is...
- It sounds as if you're feeling...
- I noticed you said/ did when...
- I'm not sure whether I've got this right, but...
- I have the impression you might be feeling (thinking)... Is that right?
- Perhaps you'd like to say a bit more about that?
- That sounds quite tricky. Maybe we need a moment to think a bit more about this.
- I'm wondering what might help?
- Is there ever a time when it doesn't feel so bad? I wonder what's different about that time-perhaps how you might be feeling. How would you describe yourself then?
- Thank you for sharing how you might be feeling about that.
- That doesn't sound like a very comfortable feeling.
- I can understand how hard that must be
- We could have a think together about what might help
- I can see it's really hurting
- It must be tough
- I'm sorry to hear that...
- I'm wondering how you feel about that...

Appendix 6

Top Tips

3 Things to Do When Pupils Won't Talk

1. **Make it less personal:**

'OK, imagine if there were - people affected / a way of putting it right / things you could do differently - What would they be?'

2. **1:10 Scales:**

'On a scale of 1 to 10, how angry were you?'

3. **Offer a postponement if the child is not ready:**

'I can see that you are not quite ready to talk, do you need more time? Would you like to do it tomorrow?'

Picking Up Your Own Tab

Children learn if they escalate their behaviour quickly enough then they get dealt with by senior staff, they get closer to the centre of the power and are not accountable to teaching staff any longer. If behaviour issues are systematically passed up the line, teachers are denied the opportunity to follow up effectively which buys into the idea that the heaviest hitters take control. This routinely undermines the authority of the class teacher by pretending that further up the chain of command there is a magic bullet.

- Poor behaviour needs to be managed in teams: at source.

In the management and improvement of behaviour, follow up is key. Establishing true consistency and ensuring all pupils, regardless of their reputation, are dealt with personally.

- My classroom – My responsibility – My consistency.

Children don't learn how to behave once. They learn and relearn behaviours with everyone they meet. They learn who passes on responsibility too quickly, they learn who relies too heavily on process and procedure, they learn who gives sanctions too readily and they learn who does not always follow up on behaviour.

Adults Who Say Sorry

An adult sincerely apologising for a poor performance in front of a group or a class of children has a truly transformative effect. The humility is obvious; trust is repaired and becomes even stronger than before.

Watch Out For

Mentioning the meeting in front of other pupils, it can destroy the trust. If you need to remind the child of the undertakings they agreed then do so privately.

Expecting every meeting to go well just because you are calm, kind and well planned. Restorative conversations take time to have an impact on some children. Some will deliberately sabotage the meetings at first to see if you can be bothered to continue with them. They might find it hard to look in the mirror that is being held up

in front of them. Reflective thought processes take time. Answer the questions yourself too. This is a dialogue not a haranguing.

Restorative meetings must not be preludes to apologies. If they are then there can be tension in the room and some expectation that the child gives certain answers that they think the adult wants to hear. If the restorative meeting is going to be productive then everyone should be free to speak. A forced apology does not teach humility, it simply underlines obedience.

7 Assertive Sentences

1. You need to... speak to me at the side of the room.
2. I need to see you... following the agreed rule.
3. I expect... to see your table tidy in the agreed time.
4. I know you will... put everything back when you are finished.
5. Thank you for...stopping, let's walk and talk.
6. I have heard what you have said, now you must... collect your things and move to the side of the room.
7. We will... have a better day tomorrow.

7 Reasons to Stop Short

1. Children see adults who shout as adults that lack control. They are either frightened or find it funny.
2. You would never shout at a child in front of their parents
3. If you model poor behaviour it will affect the way that children choose to deal with each other.
4. Over emotional responses to inappropriate behaviour will frighten children, it will also encourage others to push your buttons.

Appendix 7

Behaviours that warrant reflection time and a restorative conversation may include:

- Wasting resources
- Not doing work set
- Throwing or flicking objects
- Mistreating school equipment
- Repeated calling out/ shouting in class
- Unsociable behaviour at the lunch table
- Telling lies
- Swearing in conversation
- Teasing or deliberately 'winding up' other children
- Answering back
- Unhelpful, uncooperative behaviour
- Vandalism – including graffiti on walls, desks or books
- Spoiling another child's work, including making fun of their work
- Misuse of the toilets and bathroom
- Interfering with another person's property
- Purposefully hurting others or threatening them verbally or physically
- Swearing at another child
- Repeated inappropriate behaviour

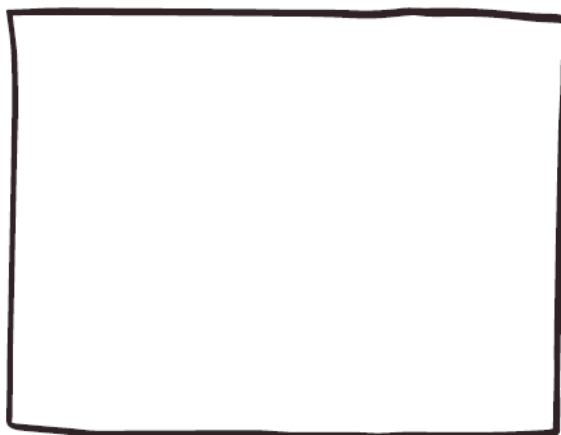
Very serious incidents – **Inform SLT immediately**

- Theft
- Running out of school or away from a group on a trip
- Physically violent behaviour
- Racist comments/actions or comments/actions about minority groups
- Homophobic remarks
- Inappropriate touching
- Bullying – repeated and persistent threatening, intimidating or harming behaviour
- Refusal to follow safety instructions
- Stone throwing or any dangerous play

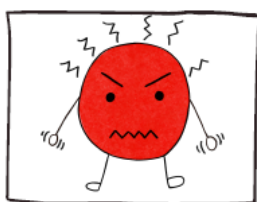
Please note this is not an exhaustive list of behaviours and professional judgement should be used when deciding if a child should have some reflection time or whether another strategy is more appropriate for the needs of that child. Following reflection time, a restorative conversation with an appropriate adult must take place.

Reflect and Reset

What happened?



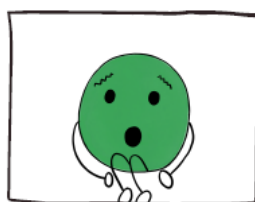
How were you feeling?



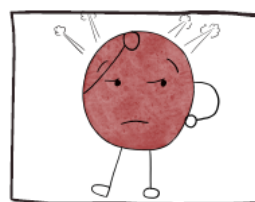
Angry



Confused

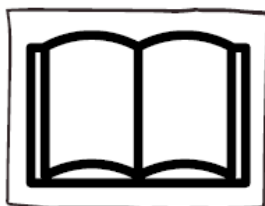


Scared

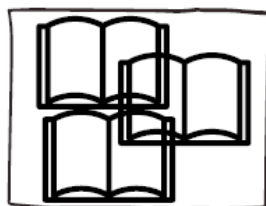


Annoyed

What was the impact of your choice?



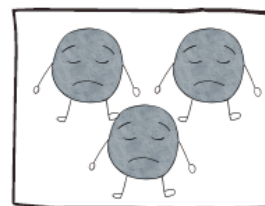
I stopped myself from learning



I stopped others from learning



I feel sad

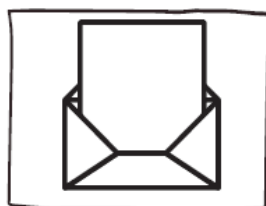


I have made others feel sad

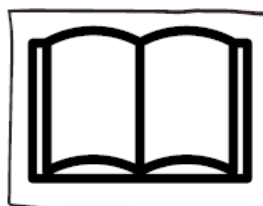
What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea

Aid for a restorative conversation – KS2

Reflect and reset

What happened?

I felt

They felt

What now?

Talk about it



Solve a problem



Write a letter



Something else

Say sorry



Journal



Make a plan for next time

