

**WOODHOUSE
PRIMARY SCHOOL**



Wisdom Grows from Wonder

**Relationships and Behaviour
Regulation Policy**

September 2022

Working Together with Respect • Pride • Growth •



Introduction

At Woodhouse Primary school we are pleased and proud of the behaviour of our pupils. The majority of our pupils behave exceptionally well and this stems from the positive and supportive ethos of the school which has been established and promoted over many years. High expectations are in place and children staff and parents are aware of what they are, in line with our shared values of working together with respect, pride and growth.

We firmly believe that the best way of ensuring our expectations is the positive reinforcement of good behaviour and this forms the basis of this policy. When behaviour is not as we would wish we support our children in reflecting on their behaviours and the choices that they have made in order to action a change.

Behaviour is a form of communication and we will support our children in developing their ability to self-regulate both emotions and behaviour. Through relationship building it is our aim to teach pupils how to develop self-control, manage their emotions, consider the feelings of others and make thoughtful decisions to help them as they grow. We aim to support our children to develop as kind, thoughtful and responsible citizens who can enjoy successful relationships, good mental health and happy lives.

This policy has been written alongside discussion with staff and consultation with governors. It documents and reflects the agreed practice within school. It can not be implemented in isolation and is closely linked to other policies e.g. Equal Opportunities, Anti-bullying, Safeguarding and Attendance.

Aims and expectations

It is a primary aim of our school that every child feels valued and respected, and that they know they are treated fairly. We aim to promote an environment where everyone feels happy, safe and secure.

We aim to convey clearly to children the values which we want them to have, that they understand our expectations of behaviour and meet these.

Our School values are Working Together *with* Respect, Pride and Growth



Our Relationships and Behaviour Regulation Policy is not a system to enforce rules but as a means of promoting good behaviour and relationships through the values shared in our 'Woodhouse Way'.

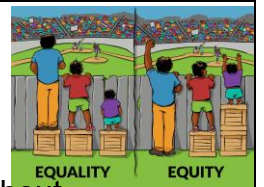
Look after the people, places and things in our school.

Challenge yourself, do your best and never give up.

Be proud of the things that you and others do.

Work and play and get along together.

Key Premises of our Approach



- Being 'fair' is not about everybody getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication
- Taking a non-judgemental, curious and empathetic attitude towards behaviour. We focus on the feelings and emotions that might drive the behaviour rather than the behaviour itself (Emotion Coaching)
- Putting relationships first; creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community
- Maintaining clear boundaries and expectations
- Not all behaviours are a matter of choice and not all factors linked to behaviour of children and young people are within their control
- Behaviour must always be viewed systematically and within the context of important relationships
- Encouraging parental engagement and involvement is important when addressing and planning support for the child's social, emotional and mental health needs. Parents agree to a 'Home School Agreement' when enrolling their child at our school. Parents are able to address any concerns or queries regarding Emotion Coaching, Self-Regulation and Restorative Approaches firstly with the class teacher before then speaking to member of the Senior Leadership team if required.

The majority of behaviour in school is managed by the positive reinforcement of good behaviour, primarily through praise and reward.

Rewards include; smiles, praise, house points, class rewards, Woodhouse Wonder awards, Headteacher stickers and termly Headteacher awards. (See appendix for further information)



Emotion Coaching is part of our everyday practice to support the development of positive behaviour, resilience and well-being.

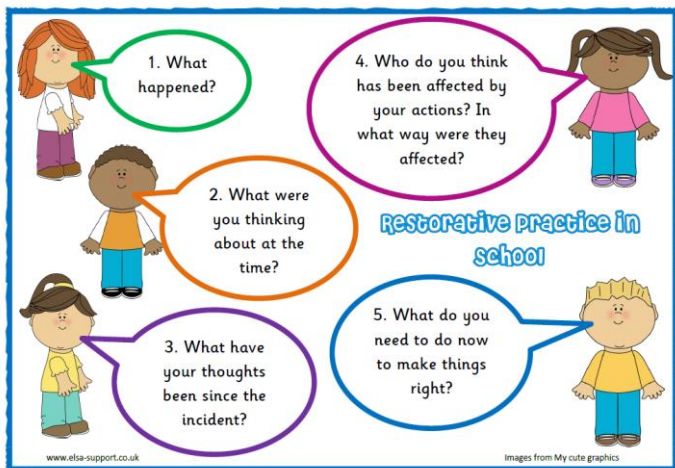
What Emotion Coaching means in practice (how co-regulation works)

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, this is what you are feeling' e.g. anger)

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

Step 4: **Problem Solving together** ('We can sort this out')

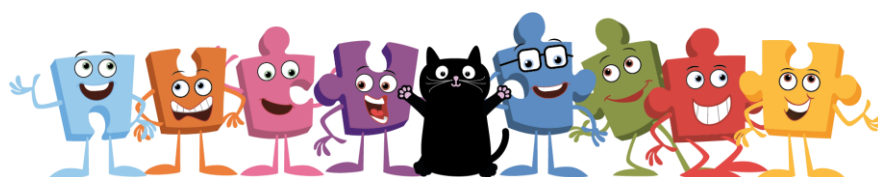


Where there is conflict between children the school uses the principles of Restorative Practice to find a child-appropriate resolution to problems.

Consequence clouds may also be used where conflict has arisen.

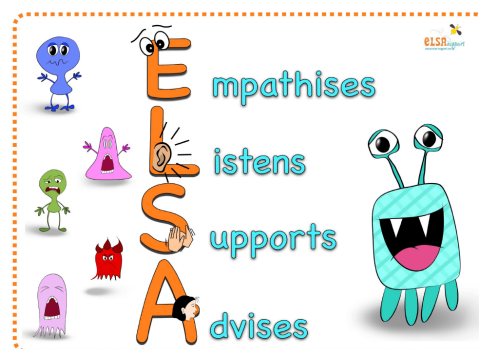
Links are also continuously made to the work that the children do in Jigsaw, the mindful approach to PSHE that we follow at Woodhouse.

The children are taught about growth mindsets and about our own ability to change the way in which we approach different situations.



ELSA

In school we have our own Emotional Literacy Support Assistant (ELSA) who is a trained HLTA who can work with children on their own or in small groups to support children with social, emotional or behaviour needs. They are trained to support our children through life's challenges in a warm and caring manner including supporting emotional issues; self-esteem; divorce or separation; bereavement; friendship issues and anxiety.

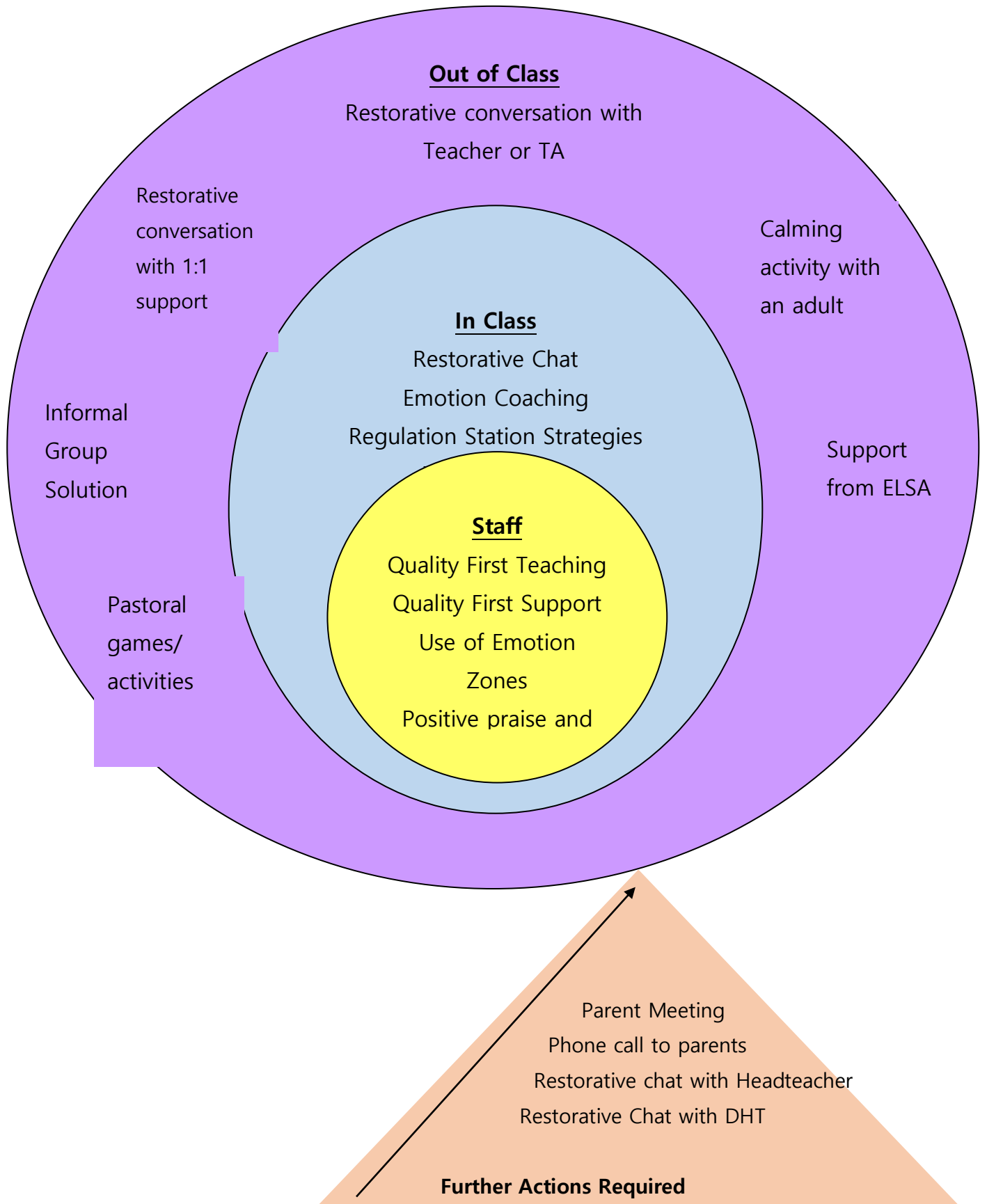


Zones of Regulation

This year we are Emotion Zones of Regulation to the children in school to help children to understand how a feeling relates to an emotion. Children are invited to reflect on which Emotion Zone they are in and these will be prominently displayed in classrooms and around school.

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

All staff, including midday assistants are trained in supporting children through restorative approaches, emotion coaching and zones of regulation. The relationship staff form with pupils is central to the pupil's personal, social and emotional development. Staff working with children use a range of approaches as set out in the provision map to support the development of pupil self-regulation.



Leadership and Management

The head and deputy head work together to lead on behaviour and relationships in school.

They deliver CPD for staff and liaise with governors to ensure that all stakeholders are fully aware of strategies used to develop behaviour and relationships between pupils so that all pupils can reach their full potential. All staff in school know and understand the policy and how to use the strategies outlined within, including the rewards and sanctions in the appendix.

Behaviour is monitored and tracked through CPOMS

Staff Induction, development and support

Staff who are new to school are updated on our relationships and behaviour policy and supported with any part of the policy that may be new to them e.g. Emotion Coaching. This training is done by a member of SLT and support is given to staff by their mentor in the first year of their career at Woodhouse. All staff revisit the policy yearly and any training needs are identified through lesson observations and discussions with members of staff.

Pupil Transition

Children who are new to school are taught about the systems in place for rewards e.g. House Points and for managing their feelings and emotions through Zones of Regulation. They also receive the same level of care, guidance and support that all staff demonstrate through systems such as restorative practice and emotion coaching.

Child on Child Abuse

All staff are aware that children can abuse other children (often referred to as child on child abuse) and know how to identify and respond to these incidents (refer to safeguarding policy).

Banned Items

Below are a list of banned items for which a search can be made;

- Knives or weapons
- Alcohol and illegal drugs
- Stolen items
- Tobacco
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of any person

Relationships and Behaviour Policy

Written September 2022

Approved By Governors 10/11/22

Appendix 1

Expected Behaviour

Rewards

Levels of Inappropriate Behaviour

Sanctions

Consequence Clouds

Appendix

Expected Behaviours

Children will

- Show respect to adults and each other
- Walk quietly and calmly throughout the school at all times.
- Listen to others carefully without interrupting.
- Follow instructions the first time
- Be caring, respectful and co-operative
- Use an appropriate tone of voice and body language.
- Ask adults for help when there is a problem.
- Learn to respect other people, their possessions and the school environment.
- Complete learning tasks to the best of their abilities.
- Use a suitable classroom voice.
- Keep to the school routines.
- Behave politely at meal times.
- Show good manners at all times
- Follow the Woodhouse Way

General Strategies to manage behaviour

- Create a happy caring environment.
- Establish boundaries of acceptable behaviour by establishing with the children the 'Woodhouse Way' 'children will' and good behaviour at lunchtime list.
- The use of a calm manner by all staff when dealing with behaviour issues.
- Recognising and rewarding achievement to promote self-esteem.
- Discussion and reflection recognising that children need to be heard.
- Use of agreed strategies to reward good behaviour.
- Create behaviour plans to modify problem behaviour with the involvement of parents, teachers and children.

The majority of behaviour in school is managed by the positive reinforcement of good behaviour, primarily through praise and reward.

Rewards and Sanctions

Rewards

1. Smiles and praise by all staff in recognition of good behaviour.
2. House Points and reward cards Bronze 25 points, Silver 50, Gold 100 and Platinum 200.
3. Class rewards to be decided by each class and given when the whole class have behaved in a positive way. E.g. lining up well, good team work, working quietly. The whole class has an agreed reward when they have received around 30 class rewards.
4. 'Woodhouse Wonder' badges given at weekly assembly to reward consistent hard work/good behaviour in the week. Linked to the school values.
5. Headteacher awards given at the end of each term for good work and behaviour over a long period.
6. Gold stickers given by the headteacher for excellent work.

Where there is conflict between children the school uses the principles of Restorative Practice to find a child-appropriate resolution to problems.

Inappropriate behaviour – *May get no further than Stage 2 unless persistent*

- Wasting resources.
- Wandering around the classroom inappropriately.
- Not completing learning tasks
- Dropping litter, throwing or flicking objects in the classroom
- Mistreating playground equipment.
- Deliberately distracting others.
- Calling out or shouting in class.
- Unsocial behaviour at the lunch table.
- Telling lies.
- Swearing as part of general conversation.
- Teasing or deliberately 'winding up' other children.
- Answering back.
- Unhelpful, uncooperative behaviour.

More serious incidents – *May go straight to Stage 3*

- Blatant refusal to accept adult's instructions
- Vandalism, including writing graffiti on walls, desks or books.
- Leaving the classroom without permission.
- Spoiling other children's work, including making fun of another child's work.
- Misuse of toilets and wash areas.
- Interfering with another person's property.
- Threatening or intimidating behaviour to peers, including swearing at another person.
- Arguing with an adult, including walking away when adult is talking
- Inappropriate physical contact. E.g. pushing, elbowing.

Very serious incidents - *Straight to stage 4*

- Theft.
- Running out of school.
- Physically violent behaviour (fights and physical attacks on others).
- Racist, homophobic language or behaviour.
- Inappropriate touching.
- Bullying (i.e. repeated and persistent threatening, intimidating or harming behaviour).
- Refusal to follow safety instructions, serious misuse of equipment.
- Stone throwing or any dangerous play.

Sanctions

Sanctions should be applied consistently and fairly.

All members of staff are responsible for promoting good behaviour across the school and must, therefore, be responsible for not accepting inappropriate behaviour.

Stage 1

- Reminders of the expected behaviour.
- The child should be given a choice to stop the inappropriate behaviour or be given a sanction
- Refer to agreed codes of conduct.

Stage 2

- Being asked to move away from other children
- Missing 5 minutes of play or lunchtime.

Stage 3

- Miss a whole playtime
- Being sent to another teacher or a member of the Senior Leadership Team
- Inform parents in person or by telephone

Stage 4

- Send child to headteacher or SLT
- Complete 'Consequence Cloud' (appendix 1)
- Consider whether a behaviour target card or behaviour action plan is needed.
- Meet with parents

Stage 5

- The headteacher will request parents' attendance to discuss incidents and sanctions. Sanctions may include suspension or expulsion.

After the session, inappropriate behaviour should be discussed individually with the child and recorded on CPOMS

The class teacher should discuss repeated behaviour issues with the Deputy Head or the Headteacher. Repeated or serious inappropriate behaviour should be discussed with parents. Parents and the school will work together to help the child improve their behaviour. This may include daily feedback, targets charts or behaviour action plans. In extreme circumstances the sanction discussed with parents may be expulsion. Should this need arise, school will follow National Guidelines and liaise with the Local Authority.

Where children need additional support to help manage their behaviour provision is established through consultation with the child, parents and class teacher. This may also include advice from the school's SENCO or external agencies. This support is also available for staff requiring guidance in managing behaviour.



What happened?

Why did it happen?

Consequence
Clouds

What needs to
happen next?

What might happen
because of what I did?

What could I have
done to stop it?