

# Mere Green Primary School

## Behaviour Policy

At Mere Green we take a **preventative approach** to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be offered compassion and co-operative learning with a caring adult. Our vision is that we will support children to feel heard and understood and that this will allow them to develop the skills to overcome obstacles as they grow.

We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that all behaviours are driven by emotions. With this in mind, we work hard to develop emotional intelligence leading to our pupils developing emotional literacy. We believe that no child wants to behave in a negative way. It is our aim to develop a child's capacity to manage their behaviours by educating them about the emotions they are experiencing.

Each classroom environment is designed around supporting self-regulation and will allow our children to develop greater self-awareness in social and emotional aspects of learning. Children will be encouraged and supported to explore their emotions, how this impacts on their behaviour and the behaviour of others and strategies they can employ to self regulate. This is supported through the use of strategies such as emotion coaching, restorative practice and where necessary logical consequences.

### Emotion coaching

Emotion coaching encourages all adults in a school to look for indicators of negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour. The key steps of emotion coaching are:

1. Empathy.
2. Labelling and validation of the emotion
3. Limit-setting (if needed).
4. Support with problem-solving ( at Mere Green we utilise zones of regulation and restorative justice practices)

See appendix 1.

### Restorative justice

Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

In a rules-led system, the tendency is for the teacher to tell the child what they've done wrong, and how they will be punished for it. However we believe that in such a system, children do not learn about the responsibility they had in that situation and how it affected other people, because it is an adult who has intervened and told them what they have done wrong.

Restorative practice, on the other hand, involves helping the child think through their behaviour, its consequences and what they can do to make it better.

At Mere Green, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it:

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about it since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?

At Mere Green we use a set of visual prompts to encourage children to reflect and discuss the above (see appendix 2)

## Logical consequences

Staff are able to remove pupils to a 1:1 space should they need it and when it is appropriate, to talk through the logical consequences to the behaviour with them; often this is not in the period immediately after an incident as the child(ren) concerned need time to emotionally regulate first.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

- Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.
- Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred.
- Consequences will never involve taking away a previously earned privilege or any intervention time.
- Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing.
- A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.
- Logical consequences include making up time for lost learning, reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of verbal, written, picture, or an action, e.g. build a Lego model, make a card. In all of these, the child should be supported by a regulated and supportive adult. This will be supported through the use of the school's own restorative justice visuals as part of a supportive conversation between all involved parties.
- If the context is repeatedly problematic (e.g. assembly, playtime), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time / supervision / or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

- **Logical consequences will be:**
  - **Related** - consequence must be related to the behaviour.
  - **Respectful** - the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved.
  - **Reasonable** - the consequence is reasonable from the child's point of view as well as the adult's.
  - **Helpful** —it helps rather than hurts.
- After a pupil completes their logical consequence, adults should praise his or her behaviour at the first opportunity to move attention away from the inappropriate behaviour.

## Exclusions

Amongst other disciplinary sanctions, the school recognises that exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education of others; in all cases, excluding pupils should only be used as a last resort.

Schools within the ATLP continue to enjoy positive relationships with the exclusion teams in their relevant Local Authority.

School staff and governors always have full regard to the latest DfE Exclusions Guidance and related documentation when dealing with any exclusion matters.

## Zero Tolerance

This policy recognises that all children and staff have the right to feel safe and respected. Occurrences of behaviour which directly contradict this, will not be tolerated and will result in the automatic involvement of a senior leader. Parents will be informed and invited to meet with staff to discuss next steps, including consequences and plans to support their child to prevent further occurrences of this behaviour.

Behaviour which is not tolerated includes:

- Striking a member of staff
- Physical aggression ➤ Fighting
- Bullying
- Racism
- Vandalism/Damage to property
- Theft

Where one of the above occur, one of the following consequences will apply (depending on the behaviour displayed):

- Involvement of headteacher/ a senior leader
- Phone call with parents / meeting with parents
- Exclusion – lunchtime/temporary/permanent. Personal support plan will be implemented to support the pupil and to prevent future occurrences of the behaviour

- Involvement of any appropriate outside agencies.
- Temporary placement at an alternative education provider to avoid permanent exclusion.

School staff and governors always have full regard to the latest DfE Exclusions Guidance and related documentation when dealing with any exclusion matters.

## Rewards

As a school we want to emphasise praise and self-discipline through a reward system based on ownership of positive behaviours. Our vision is for our children to intrinsically recognise the merit in making positive behaviour choices.

Children will be rewarded for individual personal achievements and for demonstrating positive values/skills which align to each class charter. Class dojo is used to award individual points and children are able to earn bronze, silver, gold, ruby and diamond- 50, 100, 150, 250, 350 dojo points.

Personal achievement and children demonstrating behaviour which make them a role model to others, will be celebrated as part of the whole school celebration assembly.

Every week, a pupil from each class will be chosen to receive the head teacher's award for *making a difference* for themselves, the school and the community. They will be invited to attend the *making a difference* – MAD, tea party which is hosted by the head teacher or a senior leader.

## We encourage positive behaviour in the following ways:

- We make clear our stages of Emotion coaching and share the importance of expressing how we feel.
- We discourage unsociable behaviour by promoting mutual respect and giving opportunities to self-correct.
- We encourage children to take responsibility for their own actions and behaviour, to make the right choices and consider the consequences of their actions by offering time to reflect and through a restorative conversation where necessary.
- We identify positive behaviour as a priority in all situations.
- We refer to the class/school Charter regularly
- We offer Zones within our classrooms to calm, reflect and refocus.
- We offer use of a 'calm club' to support emotional wellbeing.

## Class charters

At the start of each academic year, every class will work collaboratively to create their own class charter. All children are involved in the decision making process. This is a set of rules, promises or guidelines that children and adults have all agreed on for the classroom. We believe this helps children understand that they have certain rights in the classroom as well as a responsibility to each other and to their own learning and development. These rights are important, as they help to keep them safe and happy while they receive their education.

Adults will regularly reference the class charter, especially when it comes to health and wellbeing. They can also use it to highlight poor behaviour when it breaks the rules laid out in the charter. Through reinforcement, children will learn for themselves which behaviours are not appropriate for a good classmate, or responsible citizen to take part in. The class charter will also include the rights and responsibilities of the adults within the class, who will act as role models for rights respecting behaviours.

## Appendix

### 1. The Four steps to emotion coaching

**Step One** – Ensure the environment is safe, recognise the emotion, empathise and sooth to calm the individual.

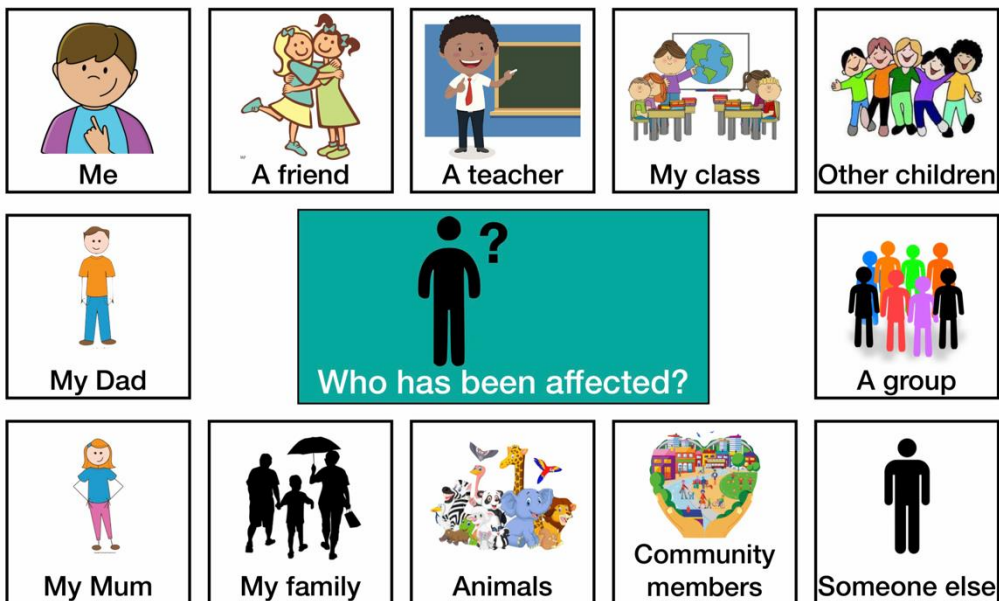
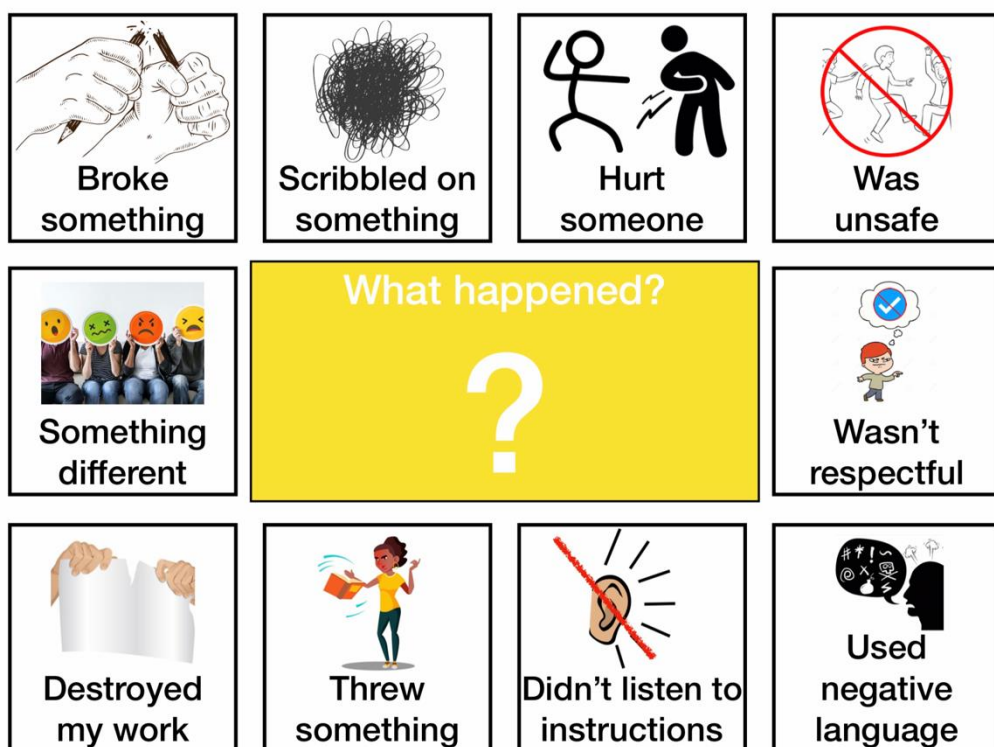
**Step Two** - Validate the feelings and name what you see (e.g. the emotion likely to be underlying the child's behaviour). For example, “, you look really angry today.” Notice whether the child needs emotional regulation or whether they are ready to talk through the behaviour. If they need regulation, support the child to use their regulation strategies (e.g. Calm corner, calming strategies, kicking a football, having a cold drink, time with a member of the pastoral team/SLT) Then give praise for the use of regulation skills.














**Step Three** –Set limits on behaviour. Use correction or problem solving where appropriate e.g. “But it is not okay to kick the door like that. Let's think about what you could do instead next time that you are feeling angry.” This will enable the child to learn from their experience.

**Step Four** - Problem solving with the child. When the child is emotionally regulated and ready to reflect, be **curious** about the possible reasons behind their emotion e.g. “I wonder if these angry feelings are because you're feeling left out. Show empathy and acceptance of the feelings e.g. “I get it. I would feel angry if I was feeling left out too.” Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the repair of this relationship, so that the child knows that ‘the relationship is bigger than the act’.



## 2. Restorative Justice Visuals

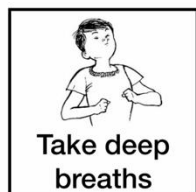
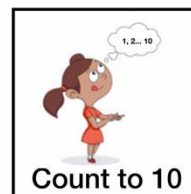
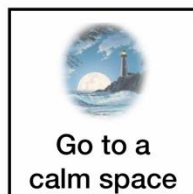
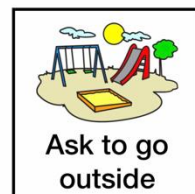
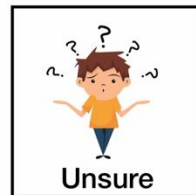
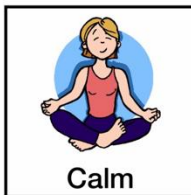
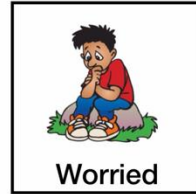
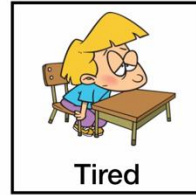
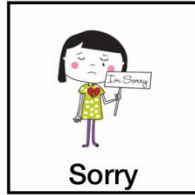


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| <br>Confused            | <br>Worried                | <br>Sad    | <br>Excited | <br>Distracted |
| <br>Something different | <br>What were you feeling? |   |   | <br>Scared     |
| <br>Angry               | <br>Anxious                | <br>Giggly | <br>Silly   | <br>Fizzy      |

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|---|--|---|---|--|
| <br>Write it down       | <br>Write a letter                         | <br>Talk with someone | <br>Say sorry to someone | <br>Fix something            |
| <br>Have thinking time | <br>What needs to happen to put it right? |   |   | <br>Tidy Up/clean something |
| <br>Make a change      | <br>Make a plan                           | <br>Practice         | <br>Finish my work      | <br>Something else          |







### 3 Our Positive pathway to emotion, well-being and inclusion

