



Mere Green Primary School

Behaviour Policy

March, 2024

To be read in conjunction with ATLP Behaviour Policy

At Mere Green we aim to create a happy, safe, caring and inclusive environment for all. We take a **preventative approach** to behaviour management where relationships are at the heart of what we do. We encourage self-discipline and follow three school rules of **Ready, Respectful and Safe**.

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.

See appendix 1

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 regularly refer to the school rules
- We offer Zones within our classrooms to calm, reflect and refocus.

We know and understand that behaviours are a form of communication and usually signal that a child has become dysregulated or has an unmet need (some examples but not exclusive to: SEND, emotional, mental health, medical etc). We are committed to teaching appropriate behaviours in the same way as we approach other curriculum areas. We believe that promoting and teaching good behaviour amongst our pupils is the shared responsibility of all those involved in our school community (children, staff, parents and visitors). We do this together through being excellent role models at all times, working in partnership to provide the best opportunities for our children and demonstrate respect for each other. We are *'trauma informed and attachment aware'* school that practices emotion coaching techniques. We provide training for our staff that equips them with the knowledge and skills to be able to apply trauma and attachment strategies when working to support behaviour.

Trauma Informed and Attachment Aware.

An attachment aware school is one where the staff understand the neuroscience behind attachment and trauma that stops vulnerable children from accessing learning. They can then draw on this knowledge to:

- develop the school ethos and culture
- develop classroom teaching and behaviour management strategies to enable vulnerable or disengaged pupils to make progress
- build effective relationships with parents, carers and other agencies
- support effective transitions for vulnerable pupils or those at risk of becoming disengaged

A Trauma informed school environment is one that explores how different children's needs might be met. It accepts that behaviour is communication and looks to explore what children are communicating about their experiences, rather than a correctional response.

Emotion coaching

Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience.

Emotion Coached children and young people:

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

(Gottman 1997)

Emotion Coaching uses moments of heightened emotion and resulting behaviour to guide and teach the child and young person about more effective responses. Through empathetic engagement, the child's emotional state is verbally acknowledged and validated, promoting a sense of security and feeling 'felt'. This activates changes in the child's neurological system and allows the child to calm down, physiologically and psychologically. Emotion coaching encourages all adults and children to embrace that all emotions are validated and acknowledged. In order to do this, adults ensure they empathise, label and valid emotions as they occur whilst setting limits and offering support to problem solve.

See appendix 2.

Restorative practice

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.

Restorative practice involves an adult supporting the child to talk through the emotions that led towards the behaviour and identify a more positive response in future. In addition to this, it gives children the opportunity to explore an appropriate consequence for the displayed behaviour and what they can do to make it better. The adults role is to guide the child through all aspects of the conversation and to ensure that the consequence in place is appropriate for the behaviour (logical consequence).

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 Zones of Regulation to provide children with a supportive visual prompt to talk about how they feel on the inside which enables them to sort their emotions into four coloured Zones. This are displayed in all classrooms and key areas within the school.

See appendix 3.

Logical consequences

The intention of logical consequences is to help pupils develop internal controls, and to learn from their mistakes in a supportive atmosphere. The logical consequence will be linked directly to our school rules:

Ready, Respectful and Safe.

When discussing the behaviour, staff will specifically make reference to the school rules. Staff will identify the most appropriate time to talk through the logical consequences to the behaviour with the child and where possible ensure this is done 1:1 to avoid shaming the child. Often the period immediately after an incident isn't an appropriate time 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.

Reflection

On some occasions, children will be required to attend a lunchtime reflection. Reflection is an opportunity for children to have time to further reflect on the behaviour with an adult through the practice of Emotion Coaching and Restorative Practice and record their responses to be shared with parents. A member of the Pastoral team will send home the reflective logs via Dojo the same afternoon the child attends so that parents are aware before their child is collected. When incidents have been of a physical nature, parents will be contacted by the class teacher the same day either face to face or by telephone.

See appendix 4.

Including reasons when and why a reflection is issued.

Individual Restorative Plans

When there are ongoing unacceptable behaviours, parents will be invited into school to meet with the class teacher and Phase/Senior Leader to work on an Individual Restorative Plan for the child to support with ensuring incidences are prevented in future. IRP's focus on a child centered approach and are developed in partnership with the child, parents, staff and in some cases, advice will be sought from external agencies to ensure success for the child through a consistent approach.

See appendix 5.

Corridor Code of Conduct

To ensure safety when moving around school. Children follow the three "S" system, Safe, Silent and Smart. While this is the expectation during learning time, children are not expected to be silent at the start or end of the day or during times they are exiting the building for break and lunchtime.

See appendix 7

Stepped approach to behaviour support

See appendix 6 – Child friendly classroom display of steps.

<p>Step 1: Reminder</p>	<p>A reminder of the three simple rules or specific rule which is linked to the displayed behaviour. Ready, Respectful and Safe Expectations are clear and the reminder is delivered privately (where possible) "Please show me you are Ready" "Please show me you are being Respectful" "Please show me you are being Safe"</p>
<p>Step 2: Warning</p>	<p>A clear verbal warning, delivered privately (where possible) making the pupil aware of their behaviour, how it breaches the school rules Ready, Respectful and Safe and clearly outlining the consequences if they continue. "... You are not showing me you are Ready/being Respectful/being Safe because you are" You have received a reminder and this is your first warning. To repair this you need to" Teacher to reinforce appropriate behaviour.</p>
<p>Step 3: Final Warning</p>	<p>A clear final verbal warning delivered privately (where possible) making the pupil aware of their behaviour, how it breaches the school rules Ready, Respectful and Safe and clearly outlining the consequences if they continue. "... You are not showing me you are Ready/being Respectful/being Safe because you are" You have received a previous warning this is your Final warning. To repair this you need to" Teacher to reinforce appropriate behaviour.</p>
<p>Step 4A: Time Out Calming Zone</p> <p>Steps 4B: Pastoral Support maybe required to transition the child to another classroom.</p>	<p>The pupil will be directed to use the calm area within the classroom for a short period (5 minutes) The pupil will be directed to use the resources and prompts within the space (Zones of Regulation Visual Prompts) which will enable the child to complete a brief engagement conversation with the class teacher by using the prompts to share how they were feeling when entering the Calming Zone and how they feel now exiting it.</p> <p>Pupils must not take I pads into the Calming Zone at anytime, they can be encourage to read a book if longer than 5 minutes is required.</p> <p>Occasionally, the Pupil may need time out in another classroom. Morning incidents- the pupil remains until break time, after break until lunchtime, after lunch until the end of the day.</p> <p>At this stage, Pastoral Support should be called to assist in this transition to another classroom. Pupils will be taken to classrooms where Teachers are allocated as behaviour supports.</p>

<p>Step 5: Follow Up: Repair and Restore</p>	<p>The pupil will be supported by class staff, pastoral staff or phase leader to have a restorative conversation, following the whole school restorative conversation / emotion coaching approach.</p> <p>This will include an agreed logical consequence and time in Reflection the next day to complete a reflective log. Reflective logs will be saved on school file for monitoring and sent home. Parents will be notified face to face on collection or by telephone if the child attends Badgers by the staff member teaching at the time of the incident.</p>
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<p>Step 6: Serious breach to the school rules</p>	<p>Where the pupil is in serious breach of the school rules: Ready, Respectful and Safe this will be escalated directly to Phase Leaders or the Headteacher.</p> <p>A serious breach may include: Racism, Bullying, Physical assault (e.g. child-on child), damage to school property etc.</p> <p>There will be an opportunity for repair and restore (in line with step 5) and a logical consequence will be agreed.</p> <p>Where the pupil's behaviour is persistently a significant concern to staff, or if the behaviour results in a significant risk to pupils and/or staff in school, then Senior member of staff, will determine the best course of action from the following:</p> <ul style="list-style-type: none"> ➤ SLT will call to discuss. ➤ Reflection within another year group ➤ Pastoral Support Plan ➤ Individual Restorative Plan ➤ Risk Assessment implemented to ensure safety for all ➤ Positive Handling Plan to Ensure Safety for all ➤ Referral to external Professionals or agencies <p>Suspension and Exclusions</p> <p>Where there is a serious breach of the school rules and behaviour expectations, it can result in a suspension or exclusion.</p> <p>Please refer to the ATLP Suspensions & Exclusions policy: https://atlp.org.uk/files/2023/02/Suspensions-and-Exclusions-Policy-v4.pdf#suspensions-and-exclusions-policy</p>
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Appendix 1. Rewards and Recognition

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

Dojos:

Through our consistent use of class dojos, we aim to create a whole school reward system that promotes and celebrates an individual child's efforts and achievements.

Class Dojos will be given out both in class and across school to reward:

- Individual effort
- A child's ability to Make A Difference
- Exemplary behaviour, demonstrating the school rules – Ready, Respectful and Safe
- Modelling the whole school values of Thrive, Contribute and Mental Strength
- Attendance

Throughout the school day, staff can also reward dojos to individuals for the above criteria.

As a school we need to be consistent about how often we give out dojos. We would hope that most children would receive between 25-50 dojos per half term. To celebrate a child's individual achievements, we shall be rewarding dojo milestones:

- 50 Dojos – Child to receive a Bronze certificate (shared in class by phase leader and shared with parents)
- 100 Dojos – Child to receive a Silver certificate (shared in assembly and shared with parents)
- 200 Dojos – Child to receive a Gold badge (shared in assembly and shared with parents)
- 300 Dojos – Child to receive a Platinum badge (shared in assembly and shared with parents)

MAD nominee:

We encourage children to ‘Make a Difference’ at Mere Green, this could be through demonstrating our school rules of ‘Ready, Respectful and Safe’ or our school values of ‘Thrive, Contribute and Mental Strength.’ Class staff will nominate and celebrate their MAD nominee either in class (Nursery and Reception children for Autumn Term) or in celebration assembly, citing reasons for their nomination. These children will receive a certificate and be invited to join the MAD tea party hosted by a member of the senior leadership team. This achievement will also be shared with parents.

Celebration assembly:

Whilst celebration assembly provides the opportunity to celebrate each child’s dojo achievements, it also provides the opportunity to celebrate a child’s significant, extra curricula achievements out of school. Furthermore, children will be recognised for their efforts, achievements and contributions to teams/groups across school.

Author of the Month:

To promote and celebrate writing across school, one child per class is awarded Author of the Month at the end of every writing unit. Children receive a certificate, their work showcased in an interactive book which is shared with parents on class dojo and their work displayed in the school corridor.

Headteacher’s award:

We recognise and celebrate children’s individual efforts across school by awarding a headteachers awards. A headteachers award can be awarded for exceptional effort and contributions in class, for example an exemplary piece of work, a significant improvement in a target area. These are given out by all members of the leadership team, including assistant headteachers, deputy headteacher and the headteacher. Children will receive a special sticker and this will be acknowledged and shared with parents

Attendance awards:

We are committed in ensuring the highest possible attendance for all pupils. We strive to ensure that all children have the best possible chance to achieve their full potential and maximise every opportunity that school presents; this is why we believe that every day counts. At Mere Green, we appreciate that, at times, absence is unavoidable, but we aim to achieve the realistic target of 97% attendance.

Attendance is monitored and celebrated weekly. As part of our class dojo reward system, a dojo will be awarded weekly for full attendance. Also, at the end of each term, certificates will be awarded for the following:

- Achieving 100% attendance

At the end of the academic year, certificates will also be awarded for the following:

- Achieving 100% attendance
- Achieving 97% or above attendance
- Making a significant improvement in attendance

ATLP student awards:

The ATLP student award ceremony acknowledges and celebrates the outstanding achievements of pupils across the whole partnership. Nominations from staff are considered at a school panel and a finalist for each category will be celebrated at the annual awards ceremony. All nominees will also be celebrated during a celebration assembly.

The categories are:

- Special endeavour – awarded to a pupil or student that has overcome a difficulty.
- Community – awarded to a pupil for their contributions outside of school that have made a difference to the community.
- Extra curricula – awarded to a pupil who is committed, regularly attends or helps run and organise an activity.
- Contribution to school life – awarded to a pupil for making a significant contribution to school life over the year.
- Charity fundraiser – awarded to a pupil who has raised a significant sum of money for charity.
- Creativity – awarded to a pupil who has displayed exceptional creativity, either as an artist, musical performer, actor, writer, poet or dancer.

In class recognition:

Class staff will celebrate a range of other achievements through recognising individual achievement and effort in class.

Appendix 2 – The Four Steps to Emotion Coaching.

STEP 1: NOTICE AND EMPATHISE

Be aware of the different emotions a child may feel. Observe, listen, and learn how the child expresses different emotions. Watch for facial expressions, body language, posture, gestures, tone of voice, and speed of speech.

"Be curious rather than furious."

Look beneath the behaviour:



The child's behaviour tells you they are struggling with how they're feeling and need your support. Accepting the emotion will help you to de-escalate the behaviour.

★ BE A 'STAR' FOR YOUR CHILD

- S** **STOP** - Don't react straight away. Notice how *you* are feeling.
- T** **THINK** - What feeling might lie beneath the child's behaviour?
- A** **ATTUNE** yourself with the feeling by putting yourself in the child's shoes.
- R** **REFLECT** - What would be an equivalent situation for you, as an adult, to feel that way?

STEP 2: LABEL AND VALIDATE

Sometimes a child can't tell you what they're feeling, so you can help them to do this. By putting a child's feelings into words, you are comforting them and showing you care and understand. Be aware of your body language and tone, and use phrases like:
"It must have made you mad when he took your toy..."
"You look sad. I wonder if you wish it was your birthday party..."

"Name it, to tame it." (Siegel, 2012)

STEP 3: SET EXPECTATIONS

Provided the child is safe and no one is at risk of harm, setting expectations is an opportunity to remind the child about acceptable behaviour. Focus on the boundaries and behaviour the child needs to understand and practice. Perhaps a kind reminder is all they need: *"We agreed that you need to put toys away before bedtime..."*. Kind reminders acknowledge that none of us learn things straight away. Managing emotions is no different than any other skill - it takes time and lots of practice.

STEP 4: PROBLEM-SOLVE

Reinforce the idea that the child has the capacity to develop skills to cope with strong emotions.
"How were you feeling when that happened?"
"Let's think about what you could have done instead."
"You could...or..., which one sounds good to you?"
"What will help to remember this?"

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Appendix 3 - Zones of Regulation

Zones of Regulation will be displayed in all calming zones with classroom, both halls, library and Pastoral room.



Zones of Regulation

My Feelings SAD TIRED	What I Can Do: STOP TAKE A BREATH GET UP & MOVE DRINK WATER TAKE A BREAK TAKE A WALK TAKE A DEEP BREATH CHASE A BUBBLE CHASE A BALL CHASE A CAR CHASE A TRAIN	My Feelings SILLY WORRIED	What I Can Do: TAKE A DEEP BREATH TAKE A WALK TAKE A BREAK CHASE A BUBBLE CHASE A BALL CHASE A CAR CHASE A TRAIN CHASE A BIRD CHASE A BEAN CHASE A BEE CHASE A BUTTERFLY CHASE A CAT CHASE A COW CHASE A DOG CHASE A FISH CHASE A GOAT CHASE A HEN CHASE A HORSE CHASE A KANGAROO CHASE A LAMB CHASE A LION CHASE A MONKEY CHASE A NINJA CHASE A PANDA CHASE A PIG CHASE A RABBIT CHASE A SQUIRREL CHASE A TURTLE CHASE A WOLF CHASE A ZEPHYRUS
My Feelings BORED SICK	What I Can Do: TAKE A DEEP BREATH TAKE A WALK TAKE A BREAK CHASE A BUBBLE CHASE A BALL CHASE A CAR CHASE A TRAIN CHASE A BIRD CHASE A BEAN CHASE A BEE CHASE A BUTTERFLY CHASE A CAT CHASE A COW CHASE A DOG CHASE A FISH CHASE A GOAT CHASE A HEN CHASE A HORSE CHASE A KANGAROO CHASE A LAMB CHASE A LION CHASE A MONKEY CHASE A NINJA CHASE A PANDA CHASE A PIG CHASE A RABBIT CHASE A SQUIRREL CHASE A TURTLE CHASE A WOLF CHASE A ZEPHYRUS	My Feelings HAPPY RELAXED	What I Can Do: STOP TAKE A DEEP BREATH TAKE A WALK TAKE A BREAK CHASE A BUBBLE CHASE A BALL CHASE A CAR CHASE A TRAIN CHASE A BIRD CHASE A BEAN CHASE A BEE CHASE A BUTTERFLY CHASE A CAT CHASE A COW CHASE A DOG CHASE A FISH CHASE A GOAT CHASE A HEN CHASE A HORSE CHASE A KANGAROO CHASE A LAMB CHASE A LION CHASE A MONKEY CHASE A NINJA CHASE A PANDA CHASE A PIG CHASE A RABBIT CHASE A SQUIRREL CHASE A TURTLE CHASE A WOLF CHASE A ZEPHYRUS
My Feelings GOOD READY	What I Can Do: TRY SOMETHING NEW HELP OTHERS LISTEN TO ADULTS PLAY WITH FRIENDS GOOD JOB!	My Feelings MAD FRUSTRATED	What I Can Do: STOP TAKE A DEEP BREATH TAKE A WALK TAKE A BREAK CHASE A BUBBLE CHASE A BALL CHASE A CAR CHASE A TRAIN CHASE A BIRD CHASE A BEAN CHASE A BEE CHASE A BUTTERFLY CHASE A CAT CHASE A COW CHASE A DOG CHASE A FISH CHASE A GOAT CHASE A HEN CHASE A HORSE CHASE A KANGAROO CHASE A LAMB CHASE A LION CHASE A MONKEY CHASE A NINJA CHASE A PANDA CHASE A PIG CHASE A RABBIT CHASE A SQUIRREL CHASE A TURTLE CHASE A WOLF CHASE A ZEPHYRUS

What ZONE are you in?



Reflection Log

Name.....

Date

Staff member issuing the reflection

Staff member who supported the reflection.....

What happened? Who else was involved? Draw it, Write it, Tell it. (Adult write if required)

How were you feeling?



What could you have done differently? Draw it, write it, Tick it. (Adult write if required)



What needs to happen to make things right? Draw it, Write it, Tell it. (Adult write if required)

Appendix 4 - Reflection Log

A variation of templates will be offered to ensure accessibility for each individual child.

Reflection is completed when there have been three incidences of low-level behaviour.

Reflection is completed when there have been any physical behaviours displayed.

Reflection is completed when there has been any internal reflection in another year group (Step 4B)

Appendix -5 Individual Restorative Plan



Individual Restorative Plan: Master

Pupil Name:	Plan date:
Year Group:	Review date:
Photo Here	People who support me:
	Class Teacher:
	Class TA:
	SEND Pastoral:
	Behaviour Mentor:
	SLT:
	Single point of contact:

<u>All about me</u>
<u>My thoughts and views:</u>
<u>What my parents say about me:</u>
<u>What adults in school say about me:</u>

	<u>How do I present in Green Zone</u>	<u>What are my triggers?</u>	<u>How can you help me?</u>
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	<u>How I present in Yellow Zone</u>	<u>What are my triggers?</u>	<u>How can you help me?</u>
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	<u>How do I present in Blue Zone</u>	<u>What are my triggers?</u>	<u>How can you help me?</u>
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	<u>How do I present in Red Zone</u>	<u>What are my triggers?</u>	<u>How can you help me?</u>
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Mere Green Primary School



Corridor Code of Conduct



S_{afe}

- walking single file
- staying to the left



S_{ilent}

- no talking to peers
- manners and greetings are still important



S_{mart}

- hands by side
- uniform correct
- no hoods or hats