

## Eastfield Primary School

### Policy on Positive Behaviour for Learning

Eastfield Primary School is an inclusive and restorative school. Eastfield is proud to be a 'When The Adult Changes' partner school. We expect positive behaviour for learning, and we are committed to supporting the emotional health and wellbeing of the school community. We promote restorative and emotion coaching principles, which encourage the development of emotional regulation through supportive relationships. We foster these principles using a Zones of Regulation digital Curriculum and Personal, Social, Health and Economic (PSHE) Education. We believe conversations and praise are powerful forms of influencing a child's behaviour and we are committed to creating an environment where positive behaviour is at the heart of productive learning.

#### **AIMS**

- That every member of the school community feels valued and *respected*. We are a caring, inclusive community, whose values are built on mutual trust and *respect* for all.
- To promote an inclusive environment in which everyone feels happy, safe, and secure.
- To empower children to understand their feelings, learn a range of tools and strategies in a variety of situations in order to regulate their emotions, supporting their mental health and well-being.
- To foster good relationships, so that we can work together in an effective and considerate way, with the common purpose of helping everyone to learn, both in and out of the classroom.
- To help children grow in a safe and secure environment, and to become positive, responsible, and increasingly independent members of the school community.
- To ensure that all children attend school free from fear of bullying (please refer to the Anti Bullying Policy).

#### **Golden Rules:**

- Be *ready* to learn and show *pride* and perseverance in your work.
- Be *respectful* to yourselves, others and the school.
- Be *safe* and make the right choices, both in and out of school.

The Golden Rules are consistently applied to all situations, as such the calm and consistent adult approach separates the distressed behaviour from a child. This promotes our high expectations for all, at Eastfield Primary School.

#### **Core Values:**

*Diversity* and *Opportunity* underpin our curriculum at Eastfield primary and our core values of *Care*, *Pride*, *Resilience* and *Respect* are at the centre of everything we do.

## **RECOGNITION AND REWARDS**

It is our belief that continual praise and recognition of each child's effort for positive behaviour for learning is fundamental to encourage the behaviour we want to see. We routinely notice positive behaviour at every *opportunity* and praise children to nurture our positive relationships.

We enthusiastically recognise all learners who display effort to demonstrate our expectation of positive behaviour through continuous verbal praise and non-verbal cues, including advertising these learners on recognition boards. The purpose of the recognition board is to foster a positive interdependence, where all learners are collaborating to achieve the focussed positive behaviour of the day / week.

Furthermore, we reward learners who go 'over and above' our standards of positive behaviour and / or display these consistently.

Children can become Librarians, Junior Health and Safety Officers, Digital Ambassadors, members of the School Council, as well as roles and responsibilities for Year 6, such as Head Boy and Girl and House Captains, as well as Deputy Head Teacher (DHT) Assistants.

### **House Points:**

All children and adults belong to a House at Eastfield Primary School. This sense of belonging is the basis of our recognition system. It encourages a real sense of *pride*, fostering our community spirit.

There are four houses:

- Mars (red)
- Neptune (green)
- Jupiter (yellow)
- Saturn (blue)

Children earn house points by expertly displaying our Golden Rules and / or Core Values in all aspects of their school life. This may include displaying *resilience* to solve a problem in Mathematics, consistent *pride* in being ready to learn or showing *care* to other children.

The Senior Leadership Team (SLT) award **3 house points** for special achievements as 'Leadership Recognition'.

Adults record house points on Class Charts.

The leading house is announced by Phase Leaders during Phase Assembly each week.

### **Rewards:**

There are several ways children are recognised for going 'over and above' our expectations, at Eastfield Primary School.

#### Weekly:

- Merit Assembly: merit stickers and certificates are awarded weekly to one child per class and these reward effort and hard work. Parents / carers informed via the weekly newsletter.
- 'Phone Call Home'
- Class teachers choose one child every Monday morning who is 'Star of the Week' and they receive class responsibilities. Parents / carers informed via the weekly newsletter.

#### Termly:

- Class teachers can award additional playtime for children who display exceptional positive behaviour for learning and who have only gained positive recognition and house points.
- Top house point earner in each class receives recognition from the Head Teacher.
- All class teachers nominate one child from their class to be 'Pupil of the Term'. This child is recognised in assembly and receives a certificate and a postcard home. This child displays consistent positive behaviour for learning and has superb attendance and punctuality, all of the time.
- House Champions have their house ribbons added on to the house cup at the end of the year.

Yearly:

- Trophies are awarded for: Politeness, ICT, Sporting Achievement, Creativity and Endeavour.
- Annually school participates in 'Positive Noticing Day'.

**CONSEQUENCE AND SUPPORT SYSTEM**

Everyone is expected to maintain the highest standards of positive behaviour for learning, to accept responsibility for their actions and encourage others to do the same. The conversation between an adult and a child is the important part of our consequence and support system.

All children have the *opportunity* to make the right choice with support from adults through redirections and reminders (Positive Mantras). For most of our children a gentle 'nudge' is all that is needed. However, on some occasions, adults will use scripted interventions in a calm and consistent manner, with any child who is hindering their own learning and that of other children.

Adults will pick up their own tab and support will be available through the 'Triage' system.

We believe in restorative and proportionate consequences. Please see appendix three for further information.

We recognise there are some learners who have additional needs and require reasonable adjustments or interventions over and above the majority to enable them to display ready, respectful and safe behaviour. Therefore, whilst the policy will be used with these learners, additional supportive strategies will be outlined on their Individual Education Plan (IEP) and / or Education, Health, and Care Plan (EHCP).

Eastfield Primary School follow a graduated response to identifying needs and implementing support. Please see appendix four for Eastfield's 'Pathway of Support Pyramid'. This is guided by City of Wolverhampton Councils' resource: 'Getting It Right: Positive Steps to Support Behaviour and Emotional Well-being in School'.

**Classroom Support Plan:**

Children need to be given time - '**Give a minute**' in order to reflect and make the right choice before moving on.

**Redirection and Reminders (First Attention to Best Conduct / Positive noticing)**

Adults will recognise those displaying ready, respectful, safe behaviours, and use the recognition board. Adults will use the 'Positive Mantras' and other preventative strategies (non-verbal / verbal cues) to create a 'nudge' in the right direction, giving the child '**Time**' to make a right choice – **Give the child a minute!**

**Warning and a minute:**

If the behaviour persists, adults will return to the child and give a minute of their time to ensure all learning needs are being met. They will then support the child to self-regulate using the 'Zones of Regulation Pathway' by way of a regulation tool to get the child back into learning. **Give a minute.**

**Last Chance and 2 Minutes After (Record on Class Charts):**

This is the last chance the child has of correcting their own behaviour and taking control of the situation. If a child cannot regulate at this point then adults will deliver a script in an emotionless, neutral tone and privately where possible.

Adults will deliver an explanation of the consequence should the child continue with the behaviour. A child is reminded of their previous positive conduct at this point, the child is given time to reflect and make the right choice – **Give a minute.** This is the final opportunity to re-engage with the learning.

Script is:

I've noticed...

I need you to...

You will need to speak to me for 2 minutes ... (playtime, lunchtime, end of day)

Do you remember when... (anchor with positive behaviour).

Thank you for listening.

When the child makes a ready, respectful and safe choice, adults will return to notice improvement and will recognise this using first attention to best conduct.

#### **Staff Follow Up**

'Two Minutes after' will always be carried out, to hold the child accountable for their choices, reset expectations for the next lesson and make sure the relationship is repaired using Positive Mantras.

#### **Triage**

If a child remains dysregulated and not ready to learn, Triage, (a Silent, non-shaming support system for the child), can be called for. Triage is designed to return children ready to learn, regulated and calm using the Zones of Regulation 'Stop, Opt, Go'. Learning and reflection is the topic of conversation rather than behaviour as we believe behaviour is a byproduct of unmanaged emotions, this is carried out by a member of Inclusion / Safeguarding Team. Class teachers will decide on the consequence (restorative, repair, imposition,) not the member of staff holding 'Triage'. This allows the adult in the classroom to remain the authoritative figure and to continue to build the relational currency with the child.

If it is determined there is a serious breach of our Golden Rules and / or Core Values the case will be considered at a strategy discussion with relevant members of staff, ie the headteacher, deputy headteacher, assistant headteachers, Family Liaison and Safeguarding Officer, Behaviour and Welfare Officer, Class Teacher etc. The outcome of this discussion may result in further investigation, a programme of work, suspension or permanent exclusion.

#### **Staff Follow Up**

Following 'Triage' it is expected that the adult will still carry out the 'Two Minutes after', to reflect on the choices and impact of others. They will discuss the problem, trigger or spark, identify regulation tools that could be used in similar situations, follow up an imposition of missed work, reset expectations for next lesson and make sure the relationship is repaired using Positive Mantras.

### **SUSPENSIONS AND PERMANENT EXCLUSIONS:**

Only the Head Teacher (or the acting Head Teacher) has the power to exclude a child from school. Suspensions may include:

- An internal or external lunchtime suspension
- An internal suspension
- A fixed term suspension

Following a fixed term suspension where a child accesses their education at home for a fixed period, a child will return to complete a restorative reintegration with the Behaviour and Welfare Officer or AHT prior to returning to the classroom. The number of days is dependent on the child's previous conduct.

We follow a graduated method to fixed term suspension. The first incident of a child's serious breach of Golden Rules / Core Values, results in a child receiving a one-day fixed term suspension at home and a one-day restorative reintegration at school. The second incident of a child's serious breach of Golden Rules / Core Values, results in a child receiving a two-day fixed term suspension at home and a two-day restorative reintegration at school, and so on. A child can receive up to five days fixed term suspension. At three days fixed term suspension and three days restorative reintegration, a pre-permanent exclusion preventing meeting will be arranged.

A restorative conference will be held on the first day the child returns to school. The child, parents / carers, and those harmed will be fully involved in the day through reparation. A restorative contract will be agreed at the end of the process.

The Head Teacher may suspend a child for one or more fixed periods, for up to 45 school days in any one academic year. In response to a persistent breach or serious breach of Golden Rules / Core Values; and

where allowing a child to remain in school would seriously harm the education or welfare of the child, other children and adults, the Head Teacher may exclude a child permanently. In exceptional cases, usually where further evidence has come to light, a further fixed term suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

A child's behaviour outside of school can be considered grounds for fixed term suspension or permanent exclusion.

If the Head Teacher suspends or excludes a child, the parents / carers will be immediately informed of the reasons for the suspension or exclusion. The decision will be informed by a case consideration. The Head Teacher makes it clear to the parents / carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents / carers how to make any such appeal.

Governors are notified of a suspension or exclusion after the event not before, as only the Head Teacher can exclude a child. For fixed term suspensions of less than 5 days, Governors are notified once per term. For permanent exclusions, fixed term suspensions over five days or where a child would miss a public examination or national curriculum tests, Governors should be informed without delay but not before.

The governing body itself cannot either exclude a child or extend the suspension period made by the Head Teacher. The governing body has a discipline committee that is made up of three members. This committee considers any suspension or exclusion appeals on behalf of the Governors. When an appeals panel meet to consider a suspension or exclusion, they consider the circumstances under which a child was suspended or excluded, consider any representation by parents / carers and the Local Authority (LA) and consider whether a child should be reinstated. If the Governors' appeals panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.

## **BULLYING**

Bullying in any form is unacceptable at Eastfield Primary School.

All adults take all forms of bullying seriously and seek to prevent it from taking place. We aim to ensure that all children attend school free from fear of bullying (please see the Anti Bullying Policy).

The Anti-Bullying Alliance define bullying as: the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is not a one-off incident. It happens – Several Times on Purpose (STOP).

All adults will act swiftly to investigate any incidents brought to their attention, in line with our restorative practice approach. This is recorded as a 'serious breach of Golden Rules / Core Values' via Class Charts and on Edukey as a safeguarding concern.

The investigation will unpick the report 'on the balance of probability,' which means that it is more likely than not that an incident of bullying has occurred. Once this has been established, a restorative conference will take place which will be facilitated by the Behaviour and Welfare Officer or AHT. Conferencing focusses attention on the harm that an incident has caused to others, by giving everyone the opportunity to answer the restorative questions. The process encourages the truth so responsibility can be acknowledged, and remorse felt. It is this feeling of remorse, drawn out by the conference, that creates accountability.

By collectively identifying what harm has been caused, allows the participants to take ownership of a solution making it more likely to succeed. In turn, the process provides support for both, victim, and wrongdoer. A contract is agreed as part of this process, which is monitored and reviewed.

Repetitive incidents of distressed behaviour are closely tracked, discussed with parents, and referred alongside the pathway of support pyramid.

## **Preventative:**

Eastfield Primary School takes a proactive approach to raise awareness about bullying behaviours. This is completed through a range of strategies that include:

- PSHE / RSE
- Curriculum focus
- Restorative check ins and check outs
- Zones of Regulation
- Restorative Circles
- Assemblies
- Themed days
- Roles of responsibility i.e., House Captains, School Council and Digital Ambassadors
- Structured break time activities, teaching play and social skills
- Class 'worry boxes' / 'ask it baskets', and online worry notes
- High adult presence and visibility during unstructured times

### **CHILD-ON-CHILD ABUSE**

All adults are aware that children can abuse other children (often referred to as child-on child abuse), and that it can happen both inside and outside of school, including online. Child-on-child abuse is the term chosen by the Department for Education (DfE) and, by definition, it applies to abuse by one child of another child, regardless of the age, of stage of development, or any age differential between them (please see the Safeguarding Policy).

Child-on-child abuse can take various forms, including but not limited to:

- Bullying – including cyberbullying, prejudice-based and discriminatory bullying.
- Physical abuse – such as hitting, kicking, threatening, or encouraging physical abuse online.
- Racism – including verbal abuse, physical attacks of exclusion due to skin colour, nationalist, ethnicity, or cultural group.
- Harmful sexual behaviour – developmentally inappropriate sexual behaviour which is harmful or abusive face-to-face or online.

At Eastfield Primary School, we operate a zero-tolerance approach to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm. Please refer to our consequence support plan and the Safeguarding Policy. In practice, zero-tolerance involves taking all allegations seriously and the certainty that we will never do nothing in response to a report of abuse. We will always support those who report an incident of abuse and will work restoratively to take a proportionate and appropriate response to every alleged incident.

All reports are recorded on Edukey to the Designated Safeguarding Lead / Deputy Designated Safeguarding Leads as a safeguarding concern.

### **SEARCHING AND CONFISCATION**

Only the Head Teacher, or a member of staff authorised by the Head Teacher, have a statutory power to search a child or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below or any other item that the school rules identify as an item which may be searched for.

#### **The list of prohibited items is:**

- knives and weapons
- alcohol

- illegal drugs
- stolen items
- mobile phones (please see the Mobile Phone Policy)

**any article that the member of staff reasonably suspects has been, or is likely to be used:**

- to commit an offence
- to cause personal injury to, or damage to property of; any person (including the child).

**an article specified in regulations:**

- tobacco and cigarette papers / vapes
- matches
- fireworks
- pornographic images (may be in possession via a mobile phone).

If a child is found to be in possession of a prohibited item, the Designated Safeguarding Lead will be alerted, and the incident will be recorded via Edukey as a safeguarding concern. The outcome will be decided in line with the Positive Behaviour for Learning and Safeguarding Policy. The parent/carers will be contacted, as soon as is practicable, to inform of the search and confiscation, the outcome and following measures taken to support the child.

The Head Teacher or a member of staff authorised by the Head Teacher, have a statutory power to confiscate, retain or dispose of a child's property, where reasonable to do so.

### **PHYSICAL INTERVENTION**

There are circumstances when it is appropriate for members of staff to use reasonable force 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 children. 'Reasonable' in these circumstances means 'using no more force than is needed'.

A child may only be intervened physically under the following circumstances:

- They are committing an offence
- They are causing injury to themselves and others
- They are damaging property – including their own
- They are damaging the good order and discipline at the school or among children

Parents/carers will be informed of the serious incident involving physical intervention by the relevant member of staff. Incidents of physical intervention are recorded and submitted to the Head Teacher. Reparation will follow any incident of physical intervention.

### **MONITORING AND REVIEW:**

- Adults will record house points on Class Charts.
- Adults will record details relating to Last Chance on Class Charts.
- Class teachers will reflect on their positive and negative behaviour data and monitor trends of repeated incidents. Class teachers will administer circle time and / or PSHE to address social and emotional concerns.
- Phase Leaders and the AHT will meet weekly to identify children displaying distressed behaviour and discuss supportive strategies for both adult and child. The Phase Leader will disseminate good practice / actions from the meeting within their phase.

- At the end of each week, the AHT will analyse whole school behaviour data identifying distressed behaviour incidents where there has been an increase in frequency or severity. Next steps of support will be discussed with the inclusion team, phase leader and parent phone calls/meetings between phase leaders/SLT will be arranged following the graduated pathway of support pyramid.

### **THE ROLE OF STAFF:**

It is the responsibility of **all adults** to model positive behaviour for learning and ensure that the Golden Rules are followed at Eastfield Primary School, at all times. All adults have high expectations of the children with regard to behaviour and strive to ensure that all children work to the best of their ability.

All adults treat each child fairly, with *care* and *respect*, and apply the Positive Behaviour for Learning Policy consistently to all situations.

All adults are trained in 'When The Adult Changes, Everything Changes' This preventative approach for positive behaviour for learning includes:

1. Regulated Adults
2. Positive Noticing
3. Reliable routines
4. Positive Mantras and Scripting Interventions
5. Restorative Steps

The Behaviour and Welfare Officer will provide a complementary service to teachers and other staff, addressing the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential, or accessing the curriculum. They will be predominantly education based but will have a wider remit including working with families.

The Class teacher / Covering adult will:

- Keep an accurate record of House Points and Support needed on Class Charts.
- Teach a range of strategies to regulate distressed behaviour using Zones of Regulation, utilising their training in WTAC, Emotion Coaching, Sensory Processing etc.
- Ensure our relational approach to behaviour is followed, seeking reference to 'how we support children and adults at Eastfield – expectations and non-negotiable' resource.
- Report to parents / carers about the progress of each child in the class on a termly basis during parent's evening and, on an informal basis, before and after school, (adults are present at the playground doors each day at 3.20pm).
- Regularly check in with other adults, creating an open and supportive network within the classroom/year group/phase and wider school community, to encourage wellbeing discussions with solution focussed outcomes. This provides a more stable and transparent environment where issues can be observed, anticipated, or supported more effectively.
- Guide adults towards appropriate support and other sources of help, if necessary.

All adults are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils – please see Physical Intervention Policy. Adults only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

### **THE ROLE OF THE HEAD TEACHER:**

It is the responsibility of the Head Teacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head Teacher to ensure the health, safety and welfare of all children in the school.

The Head Teacher will:



- Support adults by implementing the Positive Behaviour for Learning Policy and by setting the high standards of behaviour.
- Ensure all records of a reported serious breach of restorative strategies are entered onto Class Charts.

The Head Teacher has the responsibility for giving fixed-term suspensions to individual children for repetitive and / or a serious breach of the Positive Behaviour for Learning Policy. For further incidents of unacceptable behaviour or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term. Please see 'Suspensions and permanent exclusions' above.

### **THE ROLE OF PARENTS / CARERS:**

The school, works collaboratively with parents / carers ensuring consistent messages about how to behave at home and at school. We explain the Golden Rules and Core Values in the school prospectus, and we ask parents / carers to read and support them.

We ask parents / carers to:

- Support their child's learning, and to cooperate with the school. We aim to build a supportive dialogue between home and school. We inform parents / carers immediately if we have concerns about their child's behaviour and / or welfare.
- Support the actions of the school and the consequence support system. If parents / carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they then should contact the Phase Leader, then AHTs and then the DHT. If these discussions cannot resolve the concern, a formal complaint / grievance or appeal process can be implemented (please see the Complaints Policy).
- Attend termly curriculum workshops, parent information meetings, SATs workshops to help parents to support their child with their learning and other parent supportive programmes such as coaching parents in behaviour, Reflexions led workshops for parents to support the mental health of their child.

### **THE ROLE OF GOVERNORS:**

The governing body has the responsibility of setting down general guidelines on standards of discipline and behaviour and for reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.

The Head Teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

**Signed: S Hay**

**Date: September 2024**

## **APPENDIX ONE**

### **Zones of Regulation Overview**

Zones of Regulation by Leah Kuypers is an approach to support emotional literacy / learning. It is a programme to help a person gain skills in the area of self-regulation. Self-regulation can go by other names such as self-control, self-management and impulse control.

This approach is designed to help children / adults recognise when they are in the different zones, as well as learn strategies to change or stay in the zone they are in. Children / adults learn that they will go in and out of Zones throughout a day / week and this is normal to experience. In addition to this, a child / adult will gain an increased vocabulary of emotional terms, skills in reading other's facial expressions, insight into incidents that trigger an emotional response, calming and alerting strategies and problem-solving skills.

The Zones assist children to recognise how they are feeling and their level of alertness at this time by categorising this into one of four coloured zones.

#### **Blue Zone - Running slow**

The Blue Zone describes low states of alertness and feelings, such as when one feels sad, tired, sick, or bored.

#### **Green Zone - Ready to go <----- the aim!**

The Green Zone describes a calm state of alertness and neutral emotions. A person may be described as happy, focused, content, or ready to learn.

#### **Yellow Zone – Caution**

The Yellow Zone describes a heightened state of alertness and elevated emotions; however, one has some control. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness.

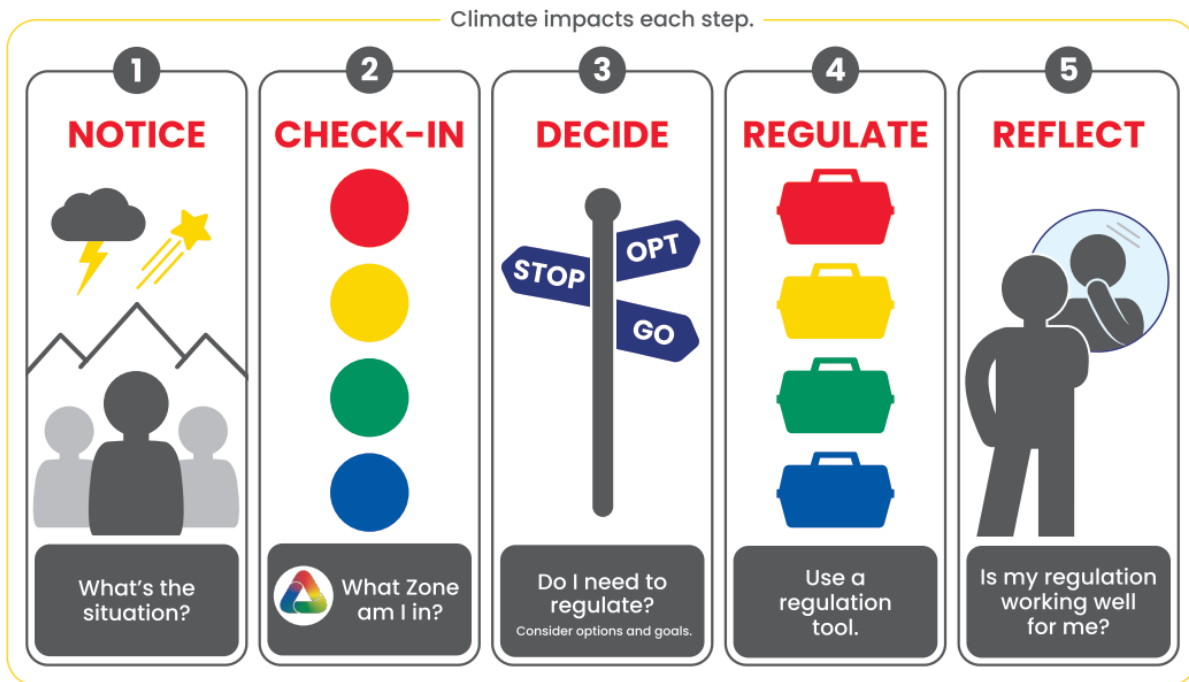
#### **Red Zone - Stop**

The Red Zone describes extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror. A person may be described as "out of control."

### **The Zones of Regulation Pathway**

The Zones Pathway consists of five concrete steps that walk children through situational and self-awareness, decision-making, regulation strategies, and reflecting on outcomes to help them regulate. It provides a consistent, systematic process for learners and their co-regulators to follow while also allowing for all the natural variables in life. The combination of triggers, context, climate, feelings, Zones, and tools will differ, but the five pathway steps remain the same. It can be used to reflect on situations in the past where a chosen regulation tool did or did not work well for the child, to plan for regulation in the future, as well as to bridge or scaffold regulation into real-time situations.

# The Zones of Regulation Pathway



## Zones of Regulation - Tool of the Week

Each week classes will explore a new tool to support them to self-regulate. Children will have the opportunity to practice these tools in different situational circumstances. A Regulation tool is a strategy, or something children can do to manage their emotion within each zone. The Zones Toolbox provides children with a collection of regulation strategies that correlate to each zone. It is essential that we build awareness of tools that look and feel different for individual children. Tools may be used for different zones with different children. Children will learn which tool works for them personally within each zone.



## **APPENDIX TWO**

### **Emotion Coaching**

Emotion Coaching is an approach that focusses on the development of emotional regulation through trusted and respectful relationships. It can benefit all to understand and regulate (control) their emotions, in order to manage strong feelings and take accountability for their behaviour.

Emotion Coaching is about responding to children when their feelings are still at a low level of intensity, which reduces the need for children to escalate their emotions and behaviour. It recognises all emotions as natural and normal, and uses moments of negative feelings as opportunities for teaching. This enables adults teach and model calming and soothing strategies in moments of distress.

When the child is calm and in a relaxed and rational state, adults explore the feelings that gave rise to their distress. This enables adults to scaffold alternative strategies that lead to more appropriate and productive outcomes. This approach empowers the child to recognise they can overcome difficulties and manage strong emotions; **a skill they will benefit from throughout life.**

It does not involve disapproval of a child's emotions, and yet, at the same time, there are clear limits about inappropriate behaviour.

Adults utilise principles of emotion coaching throughout their daily practice, and throughout the 30 second scripted intervention.

#### **Step One: empathise, validate and label**

"I've noticed ... (you are feeling frustrated / upset / excited / livid. I would feel that way if that happened to me. It's normal to feel like that)."

#### **Step Two: setting limits**

"I need you to ... (show safe behaviour, because that is one of our Golden Rules. Kicking the wall is not safe).

"You will need to speak to me for 2 minutes ..." (playtime / lunchtime / end of day)

Do you remember when ... (you were exerting your energy in a safe way and walking with me. That is the child I need to see).

Thank you for listening."

#### **Step Three: problem solve**

"Next time you're feeling like this, what could you do?"

"How do you think you will react if this happens again?"

It may be necessary to complete reparation at this point.

## **APPENDIX THREE**

### **Restorative Practice Guidance**

Restorative means having the ability to restore health, strength and / or wellbeing.

The aim of restorative practice is to develop community and to manage conflict by building and maintaining relationships that are *respectful* and empowering. The goal is to place value on repairing relationships that have been harmed.

Restorative practice is the consistent approach adults take when dealing with any incident. It allows individuals who may have committed harm to take full responsibility for their behaviour by addressing the individual/s affected by the behaviour. Doing this requires understanding and acknowledgement, that the behaviour was harmful to others, which in turn, allows discussions around necessary changes to avoid such harm in the future. It allows individuals who have been harmed to be listened to and heard. Then together, individuals find acceptable ways to move forward.

Restorative Practice focusses on needs and unmet needs and reinforces our thinking that behaviour is a communication.

The following restorative questions guide the way we communicate and the way we respond to challenges and conflict. These conversations can take place between 'child to child' / 'child to adult' / 'adult to child' / 'adult' to 'adult'. These conversations are referred to as a '*reparation*' i.e., the action of repairing something.

#### **Restorative Questions:**

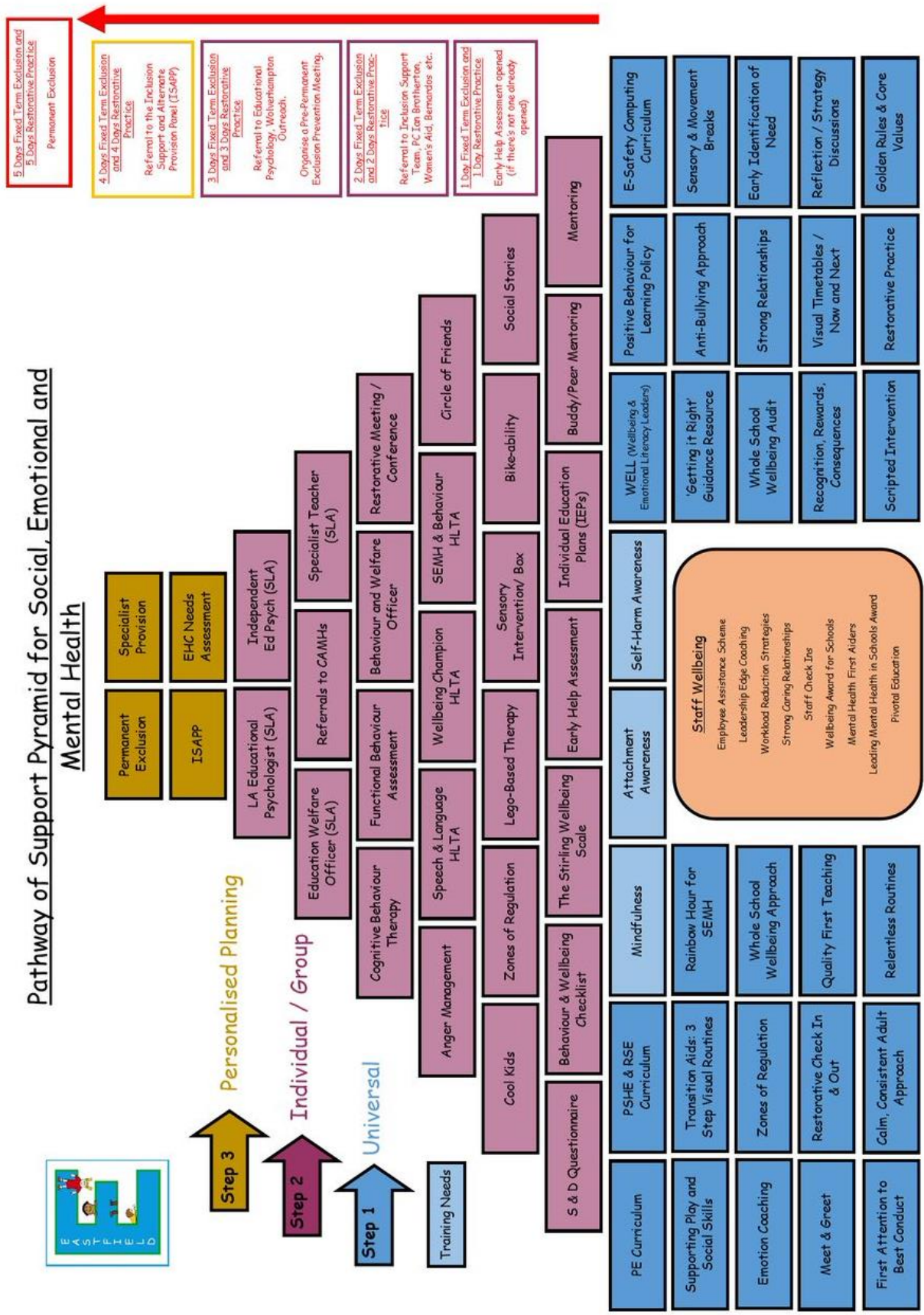
1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by your actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?

Adults may differentiate their questions, if needed, to encourage a resolution and successful outcome. For example:

- Regardless of what 'x' did, what choice did you make?
- What choice could you have made?
- Would that have been a better choice?
- What affect did your choice have on 'x' or other people?
- If you had made a better choice at the time, how would that have affected people?
- What needs to happen about the choice you made?
- 'X' needs to put things right but also, what do you need to do about the choice you made?

# APPENDIX FOUR

## Pathway of Support Pyramid for Social, Emotional and Mental Health



## APPENDIX FIVE - Eastfield Primary School's Behaviour Blueprint

# EASTFIELD'S BEHAVIOUR BLUEPRINT



### GOLDEN RULES

1. Be *ready* to learn and show *pride* and *perseverance* in your work.
2. Be *respectful* to yourselves, others and the school.
3. Be *safe* and make the right choices, both in and out of school.

### CORE VALUES

*Diversity and Opportunity* underpin our curriculum and our core values of *Care, Pride, Resilience and Respect*.

### RECOGNITION, RECOGNITION, RECOGNITION

Routinely notice positive behaviour at every opportunity through praise to nurture a positive relationship.

### CONSEQUENCE & SUPPORT PLAN

**THE BEHAVIOUR SUPPORT PLAN**

Calm and easy on every step with plenty of time  
- 'Give a minute!'

1. Redirections and reminders.
2. Warning and a minute.
3. Last chance and 2 minutes after.
4. Staff follow up.
5. Triage.
6. Staff follow up.

WHEN THE ADULTS CHANGE

- **Redirection & Reminders:** Recognise showing positive behaviour, use of the recognition board. Adult uses positive mantras to 'nudge' the child to correct their behaviour. **Give a minute!**
- **Warning and a Minute:** Ensure all the learning needs are met by giving a minute of your attention supporting self-regulation. **Give a minute!**
- **Last Chance & 2 minutes after (Record on Class Charts):** a clear script, delivered privately where possible and in a calm, emotionless and neutral tone, reminder of the expected behaviour, anchored with previous positive conduct. **Give a minute!** Follow with noticing of improvement using 1<sup>st</sup> attention to best conduct.
- **Staff Follow up - 'Two Minutes After'** will always be carried out to hold the child accountable, reset expectations and restore relationships using positive mantras.
- **Triage:** a silent, non-shaming support system for the child where a conversation around learning will be held by a member of Inclusion or Safeguarding team.
- **Staff Follow Up - :** Reflection between staff and child on the choices made, impact on others and imposition of missed work. Repair the relationship.

### ADULT CONSISTENCIES

- Thread 1 - 3 Step Routine
- Thread 2 - Positive Relational Teaching
- Thread 3 - Positive Mantras
- Thread 4 - Scripts
- Thread 5 - A Plan For Everyday
- Thread 6 - Restorative Conversations

### 30 SECOND SCRIPT

- I've noticed...
  - I need you to...
  - You will need to speak to me for 2 minutes ...  
(playtime, lunchtime, end of day)
  - Do you remember when...  
(anchor with positive behaviour).
  - Thank you for listening.
- Give a minute!**

### RESTORATIVE QUESTIONS

1. What happened?
2. What were you thinking about at the time?
3. Who has been affected by the actions?
4. How have they been affected?
5. What needs to be done now to make things right?
6. How can we do things differently in the future?



**APPENDIX SIX – WHEN THE ADULT CHANGES EVERYTHING CHANGES**

# THE BEHAVIOUR **SUPPORT** PLAN



**Calm and easy on every step with plenty of time**



**- 'Give a minute!'**

1. Redirections and reminders.
2. Warning and a minute.
3. Last chance and 2 minutes after.
4. Staff follow up.
5. Triage.
6. Staff follow up.



## **THREAD 1** 3 STEP ROUTINE



Meet and Greet



Zones of Regulation  
Check in



Straight into tasks

**WHEN THE ADULTS CHANGE**

## **THREAD 2** POSITIVE RELATIONAL TEACHING



Recognition board



Phone call home



Noticing the small stuff  
(building relationships)

**WHEN THE ADULTS CHANGE**

## **THREAD 3** POSITIVE MANTRAS



I've noticed...



Link the praise and explain

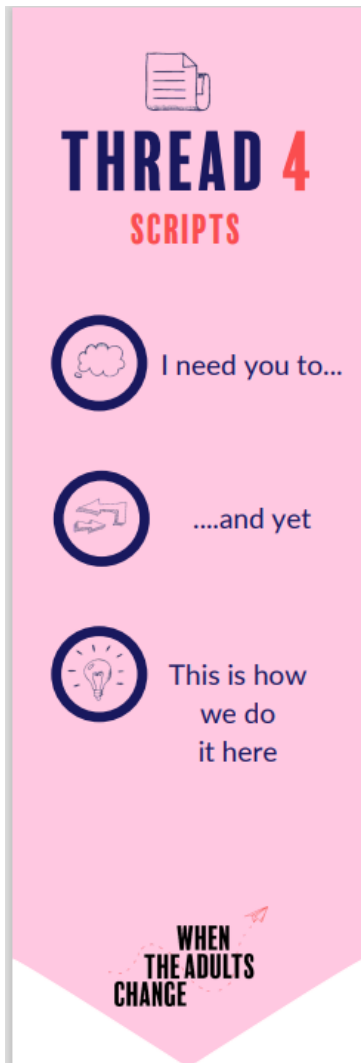


Love that!


**WHEN THE ADULTS CHANGE**





**(APPENDIX SIX Continued) – WHEN THE ADULT CHANGES EVERYTHING CHANGES**




**THREAD 4**  
**SCRIPTS**

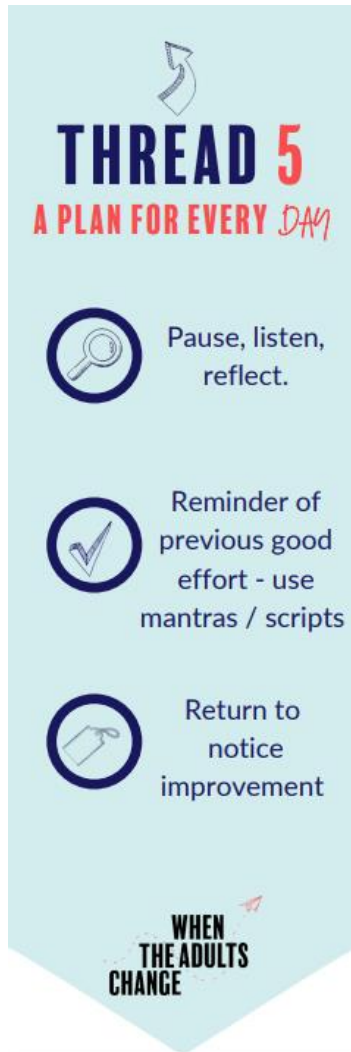


 I need you to...


 ....and yet


 This is how we do it here


**WHEN THE ADULTS CHANGE**




**THREAD 5**  
**A PLAN FOR EVERY DAY**



 Pause, listen, reflect.

 Reminder of previous good effort - use mantras / scripts

 Return to notice improvement

**WHEN THE ADULTS CHANGE**



**THREAD 6**  
**RESTORATIVE CONVERSATIONS**



 Hold up the mirror

 Who has been affected?

 How are we going to put things right?

**WHEN THE ADULTS CHANGE**

## APPENDIX SEVEN - HOW WE SUPPORT CHILDREN AND STAFF AT EASTFIELD

### How we support Children and Staff at Eastfield – Expectations and Non-Negotiables

**Meet and Greet** – daily handshake – to foster a sense of belonging, being made to feel welcome, being recognised in a positive way, name being used to establish identity, every child being spoken to and acknowledged by an adult, positive touch raises the stakes in terms of communication and relationships. Meet and greet gives a sense of connectivity.



**Zones of Regulation Pathway** – children are taught weekly and check in daily using the Zones of Regulation Pathway, how to identify feelings, body signals and have an awareness of their level of alertness and situational circumstances in order to self-regulate. We teach children to develop a personal toolkit of appropriate strategies to support them with co-regulation, self-regulation and to improve their well-being. Children learn to make positive decisions and problem solve for themselves, reflecting on situations and experiences. Using Zones of Regulation consistently and universally in all classes, children have access to a classroom climate that supports well-being and success every day.



**Daily Check in** – a light hearted process at the beginning of the day to develop circle skills, social communication skills, builds class community and starts the process of pupils thinking how they can change their behaviour (Stage 1 then Stage 2). An opening circle.



**Visual Timetable** – talk through the morning / day / lesson by lesson / now and next board if needed to aid transitions and uncertainties (calm consistent adult behaviour / relentless routine)

**Recognition board** – establish the behaviour you are looking for during the lesson / day / week etc. Recognise 'all' and reward 'over and above' – 1<sup>st</sup> attention to best conduct



**Relentless routines** – refer to 3 step phase routines and introduce any new 3 step class routine as and when necessary (to address low level disruption or to address something that is not meeting your high expectations)

**Transitions throughout day** – refer to 3 step routine / visual timetable before the transition to aid with habit forming behaviours

**Strategies** to be used throughout the day to meet our high expectations of behaviour:

- 1<sup>st</sup> attention to best conduct
- Positive praise
- Emotion coaching
- Scripted interventions
- 'Catching children being good!'
- Zones of Regulation Check In
- Restorative Chats to resolve conflicts
- Awarding house points / sending to SLT for over and above
- Microscript
- Relentless routines
- Text messages sent home / speaking personally (face to face or via phone) to parents about positive behaviour
- Reparation after a take up time with teacher / TA / SLT - rebuilding the relationship
- Calm consistent adult behaviour
- Time for child to reflect and regulate their emotions – take up time with SLT
- Restorative Conferences



**End and Send** – This is a checkout to acknowledge something positive from that day, as well as an opportunity to formalise an end to any issues encountered. This adult deliberate botheredness reinforces that at Eastfield, tomorrow is a new day! This re-establishes the connectivity between adult and child removing anxiety or worry for the child who may believe their relationship with their teacher is broken.