



East Ardsley Primary Academy Behaviour Policy

September 2022

Empathy, Curiosity, Relationships

Our behaviour policy is based around restorative practice. We aim to build, sustain and repair relationships and to support learning around emotional regulation and behaviours. We are developing a culture of shared responsibility and problem solving. We know that fostering our children's "autonomy and interdependence" will mean that children "acknowledge responsibility for their own actions and develop awareness that their own wellbeing and the wellbeing of others are" linked (Rosenburg, 2015).

We understand that children are learning and will, at times, make mistakes and poor choices. Our role is to help children to recognise and learn from them. Even as adults, we will make mistakes and learn as a result. We also understand that children's emotional literacy, emotional regulation and theory of mind develop at different rates, just as children's abilities in reading, maths and PE do.

Three words central to our behaviour policy are empathy, curiosity and relationships.

Our School Rules:

Respect, safety, responsibility and learning.

- Respect everyone and everything.
- Keep yourself and others safe.
- Be responsible for your actions.
- Enable yourself and others to learn.

These are displayed in the classroom and referred to frequently. See appendix 1.

Relationships:

We build relationships between staff, children and parents through:

- Carefully planned greetings and goodbyes (both daily, for transition between year groups and between schools).
- Active lessons which children and staff enjoy together.
- Curiosity and empathy from our staff.
- Recognition of effort, learning and empathy from our children.
- A robustly planned and responsive PSHE curriculum.
- Home school communication through newsletters, tapestry and in person

Recognition.

We recognise the endeavours and positive behaviours of our pupils. Most recognition will be small and in the moment. A smile, an appreciative comment, a note in a book.

Foundation Stage:

In nursery and reception, gems are awarded to recognise effort, kindness, learning etc. These will be added to the class jar and once this is full, the children receive a class treat as voted for by them.

Years 1 – 6:

Raffle Tickets are given by all staff and collected in a class jar. Every half term, one ticket (selected in the celebration assembly) will win a voucher for a shop of the child's choice. Photos of the winners are taken and displayed on the celebration board.

Two merits per class are awarded weekly in Merit Assembly. 1 will be linked to the growth mindset focus of the half term. Lunchtime merits are also awarded. All children will be recognised through these during the school year.

Staff will recognise children who have had a great half term through a postcard sent home.

KS2 have an end of year celebration assembly in which sporting and musical achievements are recognised and a Pupil Of The Year award is presented for each class.

The Planned Curriculum

To support the development of our children's personal, social, health and emotional education we have a planned curriculum of PSHE. In Foundation stage, we use 1decision resources to support the Early Learning Goals, including self-regulation and building relationships. From Year 1, weekly PHSE lessons are structured such that each half term starts with a Mindmate lesson, then a lesson following our Growth Mindset Curriculum and finally PHSE lessons from the Islington Scheme. See appendix 2 for more information. PSHE is taught by the class teacher whenever possible to support the development of staff – pupil relationships.

The Responsive Curriculum

Every class has a weekly circle time session. This allows a responsive approach to issues that are appropriate to the class at that point in time. Circle time may be used in a variety of ways, for further information see appendix 3.

Zones of Regulation

As a school, from F2 to Year 6, we use Zones of Regulation to support the development of emotional literacy and social interactions. See appendix 4 for more information.

The Zones of Regulation are displayed in all classrooms and referred to. We use the zones to support discussions of our emotions. We know that we are most ready to learn when we are in the green zone. We discuss ways to manage our own behaviours in each zone. Zones are also used when reflecting on our interactions with others: What zone do you think B was in then? And what do we know about that zone?

Zones lessons are explicitly taught in some circle time slots.

Zones lessons:	Taught in:	Taught again, at a higher level in:
1 – 6	F2	Year 3
7 – 12	Year 1	Year 4
13 – 18	Year 2	Year 5

These lessons will take place in the first half of the year and then will be applied / recapped in the second half of the year. In Year 6, children should be applying their understanding of Zones when reflecting on themselves and others, for example in a problem solving circle.

Inclusive, Engaging Teaching

Active learning and engaging lessons, differentiated such that children have the correct degree of challenge, ensures that all children are involved and learning. High quality teaching is a necessary condition for good behaviour.

Routines

Throughout school we have consistent routines, these are the foundation which ensures that school runs smoothly. They keep children safe, they show respect and they maximise learning. These will differ slightly from class to class, but they must be in place.

For example:

- Routines around the organisation of children's belongings.
- Routines to set up for the day.
- End of the day routines, including leaving the school in silence.
- Routines to give out and collect equipment for the lesson.
- Children line up and walk through our corridors silently.
- High expectations of behaviour in transitions.
- Expectations that children will be quiet when the teacher is talking.
- Behaviour expectations and routines when eating lunches.
- Our children all wear school uniform.

When Some Support Is Needed.

Active, Empathetic Listening:

At East Ardsley Primary School, we try to be active, empathetic listeners. To do this we value the speaker, are curious, we recognise and acknowledge feelings and needs, we are aware of our own feelings and needs and we aim to find a 'win win' solution. We understand that body language is important when listening. We recognise that we will not get this right every time and also that sometimes a conversation will need to wait until all are calm and have the time to fully engage.

We also build these skills in our pupils. Children need to learn the skill of listening in the context of relationship building. We encourage children to be curious about different points of view and to find mutually acceptable ways forward. This is through our daily interactions with children. Circle time provides a further opportunity for this learning, see 'The Responsive Curriculum' above.

Restorative Enquiry:

We use restorative enquiry as a structure to support children to reflect and identify a way forwards.

<i>The Past</i>	
Suggested Question	Focus
Can you explain what happened?	Thinking (interpretation) and behaviour
What were you thinking at the time?	thinking

How were you feeling at the time?	feelings
Who else do you think has been affected by this?	Others' feelings, thoughts and behaviours
<i>The Present and Future</i>	
Suggested Question	Focus
What have been your thoughts since? What are they now?	Thinking
How are you feeling now?	Feelings
What do you need (to do) so that: <ul style="list-style-type: none"> • Things can be put right? • The harm can be repaired? • You can move on? (This question can be adapted to suit the context).	Needs
What could you try so that this doesn't happen again?	Learning for the future

Restorative enquiry conversations can be short and active: walk and talk, stack books and talk, clean tables and talk. A restorative conversation does not need to be over a table, it does not require eye contact. The purpose is not to build to a climax of an apology, but to get students to look in the mirror and see their behaviour from a different perspective. See appendix 5.

Restorative Conversations

True restorative conversations are ones where both / all parties are using restorative enquiry techniques. This is the aim of our behaviour policy: that staff and children will be able to talk to each other with an awareness of their own thoughts, behaviours, feelings and needs whilst having curiosity about and compassion for the others in the conversation.

Take Up Time:

We recognise the importance of take up time, of giving children the time and space to think and make a considered choice. When possible, staff will be quiet and calm, walk away for a while, give options and give time.

Logical / Natural Consequences

At times a restorative enquiry may naturally lead to discussion of impact or consequence in the discussion around repairing harm: a child who has made a mess could help to clear it up, missed work may need to be caught up, children may want space from each other for a while, children who can't cope with a situation moving forward may need a different degree of provision next time. This should be arrived at by the child / children, supported by the adult. The consequence should help to repair harm.

No 'One Size Fits All' Policy

We deliberately do not have a 'one size fits all' blanket policy of behaviours and consequences. The same consequence may be very upsetting for one child and have no meaning for another. Through well developed relationships, adults need to know children well enough to put in place what is needed to support learning and develop the child's abilities.

Year 6 and Preparation for High School

To help to prepare our pupils for the expectations of high school we have some differences in our behaviour policy for our Year 6 cohort.

The most significant difference for Year 6 pupils is a greater emphasis on, and expectation of, independence. Each child will receive a planner to help them to organise themselves. They will note homework in here and events such as dress down days and trips. This means that less of this information may be shared on Tapestry.

Parents are asked to sign planners over the weekend, this will be checked by school staff at the start of the week. If planners are not signed on a regular basis, teachers will contact parents to discuss this.

In Year 6, children will receive stamps in their planners for resilience, respect, kindness and effort. The exchange these for tickets. This means that children can share their daily successes with their parents.

Behaviour Notifications will also be added to planners, sharing information with parents around behaviours that may lead to significant consequences in high school. For example:

- Regularly missed homework
- Swearing / Inappropriate language
- Physical contact
- Hate incidents
- Disruption of lessons
- Mobile phones on / out on school premises
- Regularly forgetting PE kit.

This approach is outlined in the separate Y6 home school agreement, signed by parents at the start of the year.

When More Support Is Needed.

Curiosity

All behaviour is communication. All behaviour has a function. Emotions underpin behaviour. We need to be curious about why children behave the way that they do. (See appendix 6). When there are significant incidents or a pattern of minor incidents over time, the role of our staff is to unpick what is underneath the surface. Staff need to become 'behaviour detectives,' to be relentlessly curious.

Co-Regulation

Some children need support to regulate, known as co-regulation. Below are some of the ways that we provide co-regulation. A child's requirement for co-regulation cannot be judged by their age.

Unrestorative Outbursts

When people have unmet needs or emotions that they are struggling with, this can lead to unrestorative outbursts. Time and / or co-regulation may be required (as below). In these instance, we encourage 'I' statements, ensure that feelings and needs are recognised and try to move into problem solving. For more information, see appendix 7.

Emotions Coaching

Emotions coaching can support an overwhelmed child. The key message of emotions coaching is that all feelings and emotions are acceptable but how we behave in response to these feelings may not be. Through their behaviour, children are communicating their feelings with us.

The steps of emotions coaching are:

1. Notice the child's behaviour and tune in to the emotions beneath.
2. Connect with the child and recognise emotional times as opportunities for relationships and teaching.
3. Listen empathetically and validate the child's feelings
4. Help the child to label emotions.
5. Set limits on the child's behaviour whilst helping the child to problem solve (The child will not be able to do this whilst still heightened).

Further information:

<https://www.emotioncoachinguk.com/for-professionals>

<https://www.leedsforlearning.co.uk/Page/20433>

Modelling In The Moment

Some of our children, especially our younger age groups, will benefit from support and modelling of behaviours in the moment. An opportunity to pause and try an interaction again, to be given alternative (and more appropriate) words to use. Through this strategy they can try out new approaches and experience instant success.

'Wondering Aloud' and Commentaries

Commentating is a technique in which the key adult makes concrete comments about what is happening for the child both internally or externally, or both based on her direct observation in the moment, gleaned from experience with and from the child, or from information about his past history. (Please note the adult 'earns the right' to engage in this tool by having invested considerable quality time getting to know the child first).

Wondering aloud is a very helpful technique that can be a concrete expression of giving the child an experience of 'being attended to'. The key adult makes tentative remarks about what she thinks is happening for the child, 'I'm wondering if...' The adult attempts to put into words what might be going on inside the child.

Mediation

When children have significant incidents or a series of minor incidents, mediation can be used to support all parties to share their points of view, to be heard and to plan a way forwards. For more information, see appendix 8.

Observations

When a child is struggling to remain regulated or to follow rules and routines on a regular basis, observations will be collected to give more information.

In Early Years the SENIT Wellbeing index can be used. Otherwise, a STAR (setting, trigger, action, response) grid will be used. See appendix 9. Observations can be carried out by phase staff in the first instance. If further support is required, observations will be completed by the Mentors or SLT.

This information will be used to look for patterns, to identify triggers and then to plan changes to provision and identify further support that is needed.

Crisis Curve

If a child is regularly becoming dysregulated, a crisis curve can be used. It supports staff understanding of signs and indicators of dysregulation and which strategies are best used to support the child at each stage. See appendix 10.

CPOMS

Behaviour and regulation challenges are recorded using the following subcategories.

Behaviour / Restorative Practice Subcategories

- ☐ 1 Restorative enquiry (adult structuring child's reflections) ☐ 2 Logical consequence agreed ☐ 3 Regulation time required
- ☐ 4 Significant physical contact record ☐ 5 Restorative mediation ☐ 6 Behavioural / relational planned observations
- ☐ 7 Restorative conference ☐ 8 Restrictive Physical Intervention report ☐ 9 IPRA

Supervision

Behaviour incidents logged on CPOMS are read by the senior leadership team, middle leaders and mentors. They are also part of the fortnightly safeguarding supervision meeting. Patterns of incidents and significant incidents are picked up and discussed. Further supports and actions are planned as appropriate.

Pupil Voice

If a child is struggling with their behaviours, pupil voice collection will be used to gather their point of view. This may be through conversations with a well-known adult, a mentor or a member of the leadership team. More structure can be provided through a planned approach such as a talking mat or emotions wheel.

Pupil voice is recorded and shared with relevant staff via CPOMS.

Attachment Aware, Trauma informed

Adverse childhood experiences (ACEs) have the potential to significantly impact children's development, especially when experienced in combination, over time or at a very young age.

We recognise that children who have experienced ACEs / past trauma often have a much smaller 'window of tolerance' and can be quick to move to hyper or hypo arousal (fight or flight / freeze).

In school we have two Attachment Leads who will support staff in developing relationships and provision for these children. For some children, learned dependence is required before they can develop independence.

For more information about the school's social, emotional and mental health (SEMH) offer, see appendix 11.

SEND

Some children with SEND will require more support to develop emotional literacy, to follow school rules and routines and to understand their impact on others. This support will depend on the needs of the child.

Visuals can help a child to understand and follow rules and routines. Social stories can help to explain social situations or conventions. Comic strip conversations are used to support reflection on incidents. Interventions can be used to support a child in recognising their emotions, knowing appropriate strategies to employ to support regulation and in understanding others / their impact on others. For more information, see appendix 11.

Triage

Phase staff are the first point of call for children who are struggling.

Radios can be used when:

- There are not enough staff in the phase at that time.
- Team teach trained staff are required.
- Phase staff are not regulated.
- A change of face is thought to be a good idea for the child.
- Significant physical contact / assault

When child needs time out of class, the aim is to support the child to be regulated and then return them to learning. This may be through co-regulation, such as emotions coaching, wondering aloud, commentary, sensory regulation, 'talk, support and reset' or through a suitable space and resources for self-regulation, as suits the child best.

When a child returns to class, class staff MUST talk to the child using the structure of restorative enquiry. It may not be appropriate to have these conversations the same day. Staff and children must be completely regulated and ready to reflect honestly.

When a child returns to class, class-based staff must reinvest in their relationship with the child. This must happen immediately but can be done in small ways.

Restorative Conferencing

Conferencing is available when there has been significant harm within the school community. It allows all parties to share their points of view and to be heard such that a collaborative way forward can be found. Conferencing may involve members of the school staff and parents / carers. A restorative conference will be run by a member of SLT.

Swearing

In cases where a child is heard swearing by a member of school staff, a letter will be sent home by the principal sharing this. In cases where children hear other children swearing, restorative conversations will be held supporting learning and a logical consequence may be agreed depending on the child and the incident.

Hate incidents

In situations where discriminatory language/behaviour occurs (e.g. homophobic, racist etc) a Hate Incident will be recorded on CPOMs (Under the bullying category) and this will be picked up by the senior leadership team.

Bullying

Bullying is not tolerated at East Ardsley Primary, this includes cyberbullying, prejudice-based and discriminatory bullying. When a parent or child reports bullying, this will be recorded on CPOMS using the bullying category, alerting the safeguarding team and senior leadership team.

Parents can share concerns by emailing the school office, phoning the school, speaking to a member of staff or on Tapestry. Pupils can share concerns by talking to members of staff or using one of the pupil voice post boxes.

All allegations of bullying will be taken seriously and followed up by the appropriate school staff. This will be recorded on CPOMS. Parents and children will be spoken to after this, although details of other children's situations, supports and consequences will not be shared.

In situations where peer on peer abuse occurs within the academy the appropriate measures will be followed. In cases of bullying behaviours, the anti-bullying policy will be followed.

In situations where discriminatory language/behaviour occurs (e.g. homophobic, racist etc) a Hate Incident will be recorded on CPOMS (under the bullying category) and the response will be led by the senior leadership team.

Where physical harm occurs, the situation will be investigated and parents contacted.

In cases of alleged sexual abuse, the AIMS checklist will be completed and the Leeds Education and Early years safeguarding team will be contacted where necessary. If deemed appropriate a RAMP will be completed. There is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

In all forms of child on child abuse, the appropriate consequences will be given and parents/carers informed. Consequences may include loss of playtimes and/or internal and external suspensions. On occasions, further actions within school may be required, this may include 1 to 1 work with our pastoral team. We may offer/need to refer the pupil to an external support agency for further support. Although such cases in school are rare, it may be judged that the severity is such that it needs to involve the Police and/or Social Services if it is seen as a Child Protection case.

Physical Control and Restraint:

All staff working within the school have a 'Duty of Care' to the children and young people and as such, may face a situation where physical intervention is the only option left available to them, in order to ensure safety. Staff who have a Duty of Care have lawful justification for taking reasonable physical steps to prevent injury or damage. Failure to do this, either by taking no action or by using unreasonable force, could leave them in neglect of their Duty of Care.

Section 93

Section 93 of the Education and Inspections Act 2006 'The Power of Members of Staff to Use Force' states:

A member of the staff of a school may **use such force as is reasonable** in the circumstances to prevent a pupil from doing, or continuing to do any of the following;

- committing an offence
- injuring themselves or others, or causing damage to property

- compromising the good order or discipline of the school.

This policy allows for the physical restraint of pupils in disciplinary or dangerous situations. This must not include any form of corporal punishment and should be limited to the minimum force absolutely necessary for the minimum amount of time.

Examples of situations where the guidance could apply:

- when a pupil attacks a member of staff
- when a pupil attacks another pupil
- when a pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism
- when a pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects (for example, in the lab or on the sports field)
- when a pupil at risk absconds from class or tries to leave the school
- when a pupil persistently refuses to obey an order to leave a classroom
- when a pupil is seriously disrupting a lesson

Examples of the physical intervention that may be used:

- physically interpose between pupils
- block a pupil's path
- hold a pupil in a controlled manner
- use escorting techniques in a controlled manner
- in extreme circumstances, use more restrictive holds.

It is the policy of the academy that only in exceptional circumstances may physical restraint be used by an adult working within the school; and that the use of force will be reported, investigated and recorded appropriately. Members of staff working with children with challenging behaviour that may put themselves or others at risk are trained using Team Teach techniques.

IPRAs

Children with behaviours which pose a danger to themselves or others will have an Individual Pupil Risk Assessment (IPRA). This document summarises all the provision in place to keep the child and others safe. All IPRAs are shared with the parents / carers of the child.

Exclusion

Where a child's behaviour is extreme s/he may be excluded. The only person in school with the authority to exclude is the Principal. The decision to exclude would never be taken lightly and would only be used where it was felt it would be effective.

Where a child is to be excluded parents will be informed immediately and expected to come to school to collect their child. The incident will be discussed with the Principal and the length of the exclusion agreed. The terms of the exclusion will be put in writing and shared with the parents. On their return to school parents are expected to bring their child into school for a reintegration meeting.

Work will be sent home for the child to complete during the exclusion period. On return to school the child will be put on a behaviour contract (if not already on one).

More detail is available in the Exclusion Policy.