



# **LONS INFANT SCHOOL RELATIONS (BEHAVIOUR) POLICY**

Updated October 2024

# **Lons Infant School**

## **Positive relationships policy (behaviour regulation policy)**

“Be the change you want to see in the world” Ghandi

### **Vision Statement**

Lons Infant School has a holistic approach to education. We value the whole child and believe that education is a part of the whole. We value learning inside and outside of the classroom. We believe that positive relationships between staff and children, children and children and staff to staff are key.

We believe that everyone can learn to self-regulate their own emotions, feelings and behaviour. We encourage reflective thinking and want to ensure that our children have the confidence to think for themselves and to make sense of their lives, experiences and the world around them.

It is our fundamental belief that being fair is not about getting the same equality, but about everyone getting what they need equity and that every behaviour a child demonstrates is a form of communication.

### **Policy statement**

This policy is for all staff, children, parents/carers, governors, visitors and partner agencies within the school. It provides guidelines and procedures as to how our school supports and responds to behaviour.

### **Purpose**

The department for education (DfE) guidance for head teachers of maintained school outlines the stator duty to develop a behaviour policy. This DfE guidance is largely based on a behaviourist approach. Although behaviourist approaches can work for the majority of children they are not successful for all. This is especially true for those who have occurred Adverse Childhood Experiences (ACEs) – traumatic life experiences that occur before the age of 18. For children who have experiences trauma and loss, including vulnerable groups such as children in care (CiC) children previously in care (PiC) behaviourist approaches often serve to re-traumatise them and do not teach them to express their emotions and feelings in a more appropriate manner.

The purpose of this policy is to promote a move away from traditional behaviour management approaches which place a huge emphasis on rewards and punishments linked to behaviour towards a more humanist approach which is inclusive for all and can benefit the whole school community.

## **Aims and objectives**

Lons Infant school is committed to the emotional mental health and well-being of its staff, pupils, and parents/carers. We wish to work towards this in all aspects of school life and to provide an ethos and environment which supports the social, emotional and mental health of the whole school community.

This policy aims to develop a consistent whole school approach to including children with social, emotional and mental health needs. It recognises and aims to take account of the huge challenges we face in managing to include pupils with complex SEMH needs and meet targets and funding pressures. It also acknowledges the responsibility for looking after the well-being of all members of the school community particularly teaching staff who are under immense strain as a result of increasing demands. Supporting children in school who present with complex SEMH needs including challenging behaviour is not an easy task.

A key intended outcome of this guidance is to minimise suspensions.

## **Policy links**

This policy links to the following policies we hold in school:

- PSHE
- Anti-bullying
- Equality
- Health and safety
- Safeguarding

## **Roles and responsibilities**

Maintaining good behaviour is the responsibility of all staff, governors and parents/carers. We expect our staff and parents/carers to be good role models for our children as we develop their attitudes for all aspects of life.

## **Approach**

All behaviour is a communication and we take a non-judgemental curious stance of trying to understand this behaviour.

Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity)

Behaviour is a form of communication – the change in terminology in the 2014 code of practice of special educational needs (SEN) which replaces the Behaviour and Emotional and Social difficulties (BESD) with Social, Emotional and Mental Health difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.

Taking a non-judgemental, curious and empathetic attitude towards behaviour – we encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome and we all have a duty to explore this and provide appropriate support.

Putting relationships first – this requires a strong ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Maintain clear boundaries and expectations around behaviour – changing how we respond does not mean having no expectations, routines or structure. In order to help children feel safe, their environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Rewards and consequences that can follow certain behaviours should be made explicit.

In our school we use ....

Values which go across our school community

- Cooperation
- Kindness
- Respect
- Honesty
- Determination
- Responsibility

All classes have a rainbow, sunshine, cloud and rain cloud. All children start on the sunshine and the aim to get onto the rainbow by doing something positive. However, a child can also be moved down on to the cloud but are given the opportunity to redeem and prove themselves by moving back up to the sunshine by improving their behaviour.

As a class we all work together to getting a reward for the whole class. These are rewarded by dojo points.

1. 5 minutes extra playtime
2. Class movie with hot chocolate and popcorn
3. Non-uniform day
4. Golden lunch chosen by the class
5. ice-cream treat

## 6. class party

### Promoting good behaviour in our school

- Specific verbal praise
- Encouragement by adults for children to recognise each other's and comment upon positive actions.
- Stickers given out throughout the week as a recognition of something positive
- Dojo points given for achieving something positive
- HT stickers / certificates – a visit to the HT to show their work or positive actions.
- Lunchtime supervisors give stickers to children showing values at lunchtime e.g. helping another child or adult, showing kindness to someone, cooperating in a game, showing respect for others and school property, Being honest, Showing responsibility and showing determination.
- Star of the week certificates every Monday.
- Values certificate every Monday.
- Phone call/dojo home to give recognition for a positive piece of work or a positive value.
- Best line at lunch

### **Stages of consequences**

It is our policy that any consequence needs to be an opportunity for a child to further their understanding of emotions. It is the shared responsibility of every staff member to understand how best to support a child in understanding their emotions and feelings and in helping them forge a path towards recognising what makes them feel a certain way and when to ask for help.

It is also our policy to ensure consequences are private between adult and child and not an opportunity to create shame in front of children's peers. Additionally as already touched upon some children need bespoke aspects that support their SEMH and develop their understanding of action and consequence.

All children need	Quality first teaching Explicit teaching to name feelings and emotions and how these emotions make them feel Clear agreements and boundaries Adults who listen and respond in a predictable way A chance to move on from an incident / having a fresh start An outlet to talk about their feelings and emotions
Some children need	As above + short term limited support around a particular area in order for them to understand their emotions about something in particular e.g. support around a bereavement or transition to a new class or school.

A few children need	As above + individualised intervention that specifically target the child's feelings and emotions. This is ongoing and develops with the child. Due to the complex nature this support and adult intervention may last a significant amount of time.
---------------------	---

## **Consequences**

Throughout all consequences, adults keep their voices regulated, their tone neutral, they may get down on the child's level and this is done in private between child and adult. Obviously this may have to be done in the classroom or whilst children are around. Adults make sure this is done sensitively avoiding shame.

Consequences are recorded privately on a class list out of sight from adults and children in the class.

If an agreement is broken with an adult, quietly address it through the following stages noting them down on the sheet (out of sight of others)

1. Verbal warning (VW) – this is accompanied by a short explanation as to why from the adult.
2. Second verbal warning (2NW) again a short explanation is given to the child
3. Thinking time (TT x 5 mins) – child is asked to sit somewhere in the class (to be decided by class teacher) they are asked to think about what is happening at the moment, how they are feeling and what the problems are.
4. Restorative time – either straight away, if the child is calm and able to listen and respond in an appropriate way. If the child is still angry, upset or unable to interact at an appropriate level for their SEMH development, this restorative time will be delayed until they are ready. This may be later in the day. During the restorative period the following questions and prompts are used to scaffold the conversation. These must be tailored depending on the age and need of the child. The purpose of each member of staff following the same questions and prompts is so that the child understands the routine and feels safe and connected.  
Questions all staff use during the restorative period
  1. What happened?
  2. How were you feeling when it happened?
  3. Who else has been involved?
  4. What do you need to do to make it better?
  5. What will you do next time?
5. If negative or unwanted behaviours continue after the thinking time and restorative practices, then the child is sent to another classroom to have thinking time.

6. If negative unwanted behaviours still continue after thinking time and restorative practices, then the HT will be called. Parents/carers at this point will be contacted.

Extreme behaviours that are unsafe for children or/and adults will move straight to level 6.

A record of all behaviours is recorded. The purpose of this, is to establish if there is a pattern to behaviours, what the triggers are and to seek the most appropriate support for the child. Liaison with the parents/carers is paramount at this point and their input invaluable in order to provide a secure base for the child.

### **Playtimes/lunchtimes/assembly time**

The consequences remain the same during these periods. If staff who are not normally with the child issue a consequence this is written on a post it note and passed to the class teacher/TA.

Children who need thinking time at playtime or lunchtime remain with the staff member who has issued the consequence for the 5 minutes and then restorative time is completed before they continue their play. Playtime and lunchtime logs are kept on a clipboard and once the sheet is full, are handed to the HT for analysis at the end of every term.

Children may need extra support at lunchtime due to the unstructured play for such a length of time. This may involve a child walking around with an adult but in fact, they are given a job so it gives the child a sense of responsibility.

Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore the language of choice (e.g. 'good choice/bad choice') is not always helpful.

Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's SEMH needs.

### **Co-regulation**

Depending upon the child's level of understanding and ability to articulate their feelings, will depend upon how much co-regulation happens during the restorative period.

Some children will need the adult to model answering questions and supporting them through the restorative process, while others will be able to go through this process with a wider understanding.

### **Emotion Coaching**

At Lons we feel that all children need support when developing emotional regulation. We know that all children are very different and we aim to focus on every child's individual needs within this area.

Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation. The following principles are central to Emotion Coaching:

- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009).
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017).
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying – their emotional state. This also involves explicit teaching and modelling.
- Emotion coaching enables children to manage their own behaviour through helping them to:
  - Understand the different emotions/feelings they experience.
  - Understand why they occur.
  - Learn how to handle them.

In our school we use a Three Step Approach to Emotion Coaching (Appendix 1):

Step 1 – recognising, empathising soothing to calm I understand how you feel, you're not alone.

Step 2 – validating the feelings and labelling this is what is happening this is what you are feeling.

Step 3 - The adult problem-solves with the child, exploring what feelings gave rise to the behaviour and discussing other potential ways of responding when feeling strong emotions with more positive outcomes. 'Explore and Scaffold' we can sort this out.

At Lons we explicitly teach children about emotions and feelings. They are taught the names of many emotions together with the feelings within the body they may have during an emotion. We believe it is an integral part of ensuring children are able to self-regulate and without the ability to both name and recognise emotions children will be hindered in self-regulation.

Secure, nurturing environments and stimulating engaging experiences support the development of neuronal networks helping to build brains

Differentiating expectations

The majority of children at Lons Infant School thrive with the agreements, rewards and positive praise that are in place. There are though a few children who will need differentiated expectations. This links back to the fact that being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity) and that every behaviour a child demonstrates is a form of communication. When children demonstrate on a regular basis behaviours that indicate they are struggling and need additional support this is identified early. Intervention is put into place and 1:1 support for that child is provided. This may take the form of meet and greets in a morning, lego therapy, ELSA work, small group work, home/school liaison, external support from agencies e.g. behaviour support. Parents/careers are a vital part of this and working alongside them always provides the best outcomes for children.

### **How the school supports staff well-being and reflection**

We also recognise the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. To this end, staff have been given a number of strategies to aid their own self-care i.e. training on mental health and well-being, unhelpful thinking strategies to avoid, displays promoting staff mental health and well-being, 'open door policy' of HT, HT modelling, regular staff discussions.

### **Responses to extreme behaviour difficulties**

#### **Additional strategies**

Although we try to achieve our expectations of each other in a positive way, there will be times when certain behaviours will require specific consequences for example: HT input, direct liaison with parents/carers, reporting to the LA, referral to appropriate outside agencies, creation of individual emotional well-being/behaviour plans, applications for additional funding. This is so that our school community functions effectively, happily and safely. Behaviours that require direct consequences are:

- Bullying (see anti-bullying policy for definitions)
- Verbal attacks on adults or children, including those of a homophobic or racist nature
- Use of foul or abusive language
- Physical attacks on children or adults
- Dangerous behaviour
- Abuse of property

## **Suspension**

If a child is presenting a danger to pupils, staff or property then a member of staff needs to alert the head teacher.

- The Head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year.
- The Head teacher may also exclude a pupil permanently.
- It is also possible for the Head teacher to convert fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- If the Head teacher excludes a child, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head teacher makes it clear to the parents/carers that they can appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal.
- The Head teacher informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.
- The governing body itself cannot either exclude a child or extend the exclusion period made by the Head teacher. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school.

## **Physical intervention and restraint**

In extreme circumstances, a child may need to be physically restrained. This would only be when the child is in danger of hurting him/herself or endangering other pupils and staff. Governors and staff have agreed that physical restraint will only be used where safety is compromised. A record will be kept of all violent incidents and incidents that have involved physical intervention. See Physical Intervention Policy.

## **Recording and reporting**

- Staff maintain behaviour logs which are kept in classrooms until they are full. These are then given to the HT to be filed away until analysed at the end of each term.
- If a child or adult has been hurt, a photograph is taken and an image is given the HT along with the behaviour log.
- If damage to school property has occurred, a photograph is taken and an image is given to the HT along with the behaviour log.

- Anti-bullying/prejudice related incidents are recorded separately on 'My Concern'.
- Any physical restraint is also recorded on the behaviour log (to build up an image of the incident that happened).
- Exclusions are documented according to the school's policy.
- Behaviours linked to welfare concerns are reported on 'My Concern'.
- All referrals and applications are kept in individual pupil files and/or safeguarding files which are kept in a locked cabinet in the SBM office.

### **Practice and policy review process**

There is a continuous (and at least annual) process of review of this Relationship Behaviour Policy.

The governors are responsible for the formal ratification of the policy before it is applied to school life. Governors will be expected to monitor the standards of behaviour throughout the academic year. Behaviour logs are kept in the HT office in a secure cabinet so that they can be analysed termly which will be fed back to the governors.

*Reviewed: October 2024*

*To be reviewed: **October 2025***

## **Appendix 1**

### **Attachment Aware and emotion coaching frameworks Attachment principles**

Attachment theory is increasingly being recognised as one of the key theories within child development that explains why some children and young people do better in school and life than others.

Attachment is central to our well-being and affects us all.

This guidance endorses the principle that attachment is everyone's business. We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences.

All of us, from the cradle to the grave, are happiest when life is organised as a series of excursions, long or short, from the secure base provided by our attachment figures. (Bowlby, 1988)

#### Secure Base

Bowlby described how a secure base is provided through a relationship with one or more sensitive and responsive attachment figures who meet the child's needs and to whom the child can turn as a safe haven, when upset or anxious (Bowlby 1988)

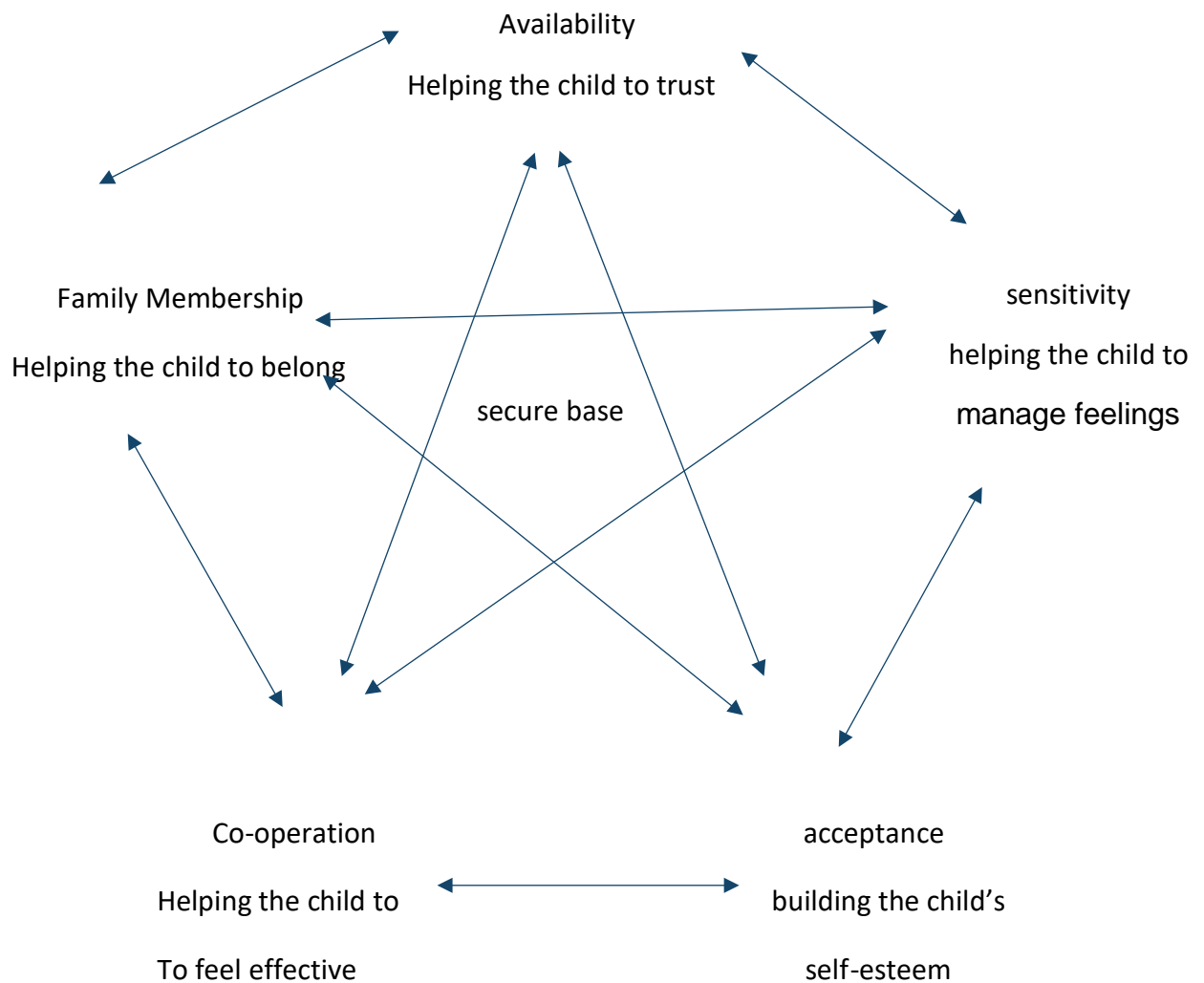
The concept of a secure base is essential to our understanding of relationship formation and children's development. It links attachment and exploration and provides the basis of a secure attachment (schofield and Beek 2014)

We all need a secure base in life. School is an important secure base for all children and young people, but for some, it may be the only secure base that they have experienced and therefore is hugely important.

#### The secure base model

The secure base model is a resilience based model that provides a positive framework for therapeutic caregiving that focuses on the interactions between caregivers and pupils on a daily basis.

Research has demonstrated that over time positive caregiving across the five dimensions provides a secure base from which the child can explore, learn and develop in a positive direction.



## Emotion coaching

Emotion coaching is inextricably linked to the Attachment Aware framework. Emotion coaching was originally a parenting strategy (John Gottman 1997) which has been developed by Dr Janet rose and Louis Gilbert and applied in the school environment. They took Gottmans five steps of Emotion coaching and developed a school friendly programme that uses four core steps to help engender emotional resilience, empathy and problem solving skills within children and young people (Rose et al 2015) this is focused at the whole school level. Emotion coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation.

Emotion coaching is a relational approach which develops internal regulation

External frameworks	}	sanctions and rewards
External regulation		
Internal frameworks	}	emotion coaching

## Internal regulation

The following principles are central to emotion coaching

- All emotions are natural and normal and not always a matter of choice
- Behaviour is a communication
- Emotional first aid (calming, soothing) is needed first connect before re-direct
- Emotion coaching builds a power base that is an emotional band – this creates a safe, haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries.
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation i.e. an adult tuning in/empathising with their emotional state and thus containing – sharing, supporting and carrying – their emotional state. This also involves explicit teaching and modelling.

The following animations give helpful summaries of emotion coaching for parents and teachers <https://www.youtube.com/watch?v=7KJa32r07xk>

[https://www.youtube.com/watch?v=x8bKit\\_VZ3k](https://www.youtube.com/watch?v=x8bKit_VZ3k)

The approach to behaviour endorsed in this guidance is an emotion coaching style.

### **Evidence base**

Research on emotion coaching as a whole school approach suggests that it can improve the child's ability to regulate their feelings and has a positive effect upon teacher-pupil relationships.

Emotion coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff and families.

Furthermore it can lead to better outcomes including academically due to improved emotional wellbeing, awareness and literacy of pupils, staff and parents/carers. Thus key principles from this approach have been incorporated into this guidance.

## Appendix 2 – Behaviour log



### Lons Infant School – Behaviour log

Date & Time	Name(s) involved	Description of Behaviour	Where did it take place?	What was taking place before the incident?	Actions taken as a result

