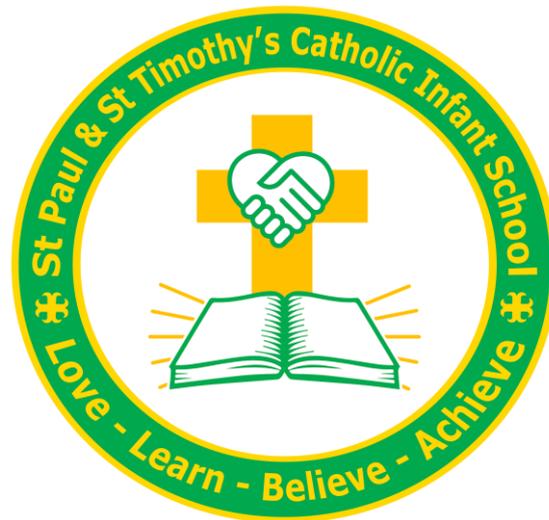


St. Paul & St. Timothy's Catholic Infant School's



Love - Learn - Believe - Achieve

Relationships, Emotional Regulation & Behaviour Policy

Supporting Social and Emotional Development

**An Attachment Sensitive Emotional Regulation Policy for
St. Paul and St. Timothy's Catholic Infant School**

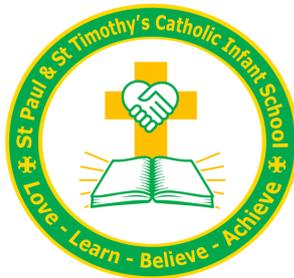
*Promoting Positive Relationships and Supporting Emotional Regulation
Moving from co-regulation to self-regulation*

Current Leader: Kirsty Palmer

Review Schedule: Annual

St. Paul and St. Timothy's Catholic Infant School
Mission Statement

Love, Learn, Believe, Achieve



At St. Paul and St. Timothy's Catholic Infant School we celebrate the individual differences and gifts that God has blessed each and every one of us with.

Education "is about forming the human person, equipping him or her to live life to the full." The Catholic ethos, "needs to inform every aspect of school life." (Pope Benedict XVI)

We believe each new day brings the opportunity to express our love for God and one another. We provide a supportive, yet challenging, learning environment where each individual is able to develop their abilities and gifts. Our school is a place where children and adults can express their belief in God; develop belief in themselves and others. We believe everyone in our school community can achieve, whatever their ability. Each achievement is as unique as each individual and all are celebrated. We aspire to equip all in our school community to proclaim the Good News and "live life to the full".



St. Paul & St. Timothy's Catholic Infant School

A Policy for

Attachment Sensitive Emotional Regulation

*Promoting Positive Relationships and Supporting Emotional Regulation
Moving from co-regulation to self-regulation*

“This is what the Lord asks of you only this to act justly to love tenderly and to walk humbly with your God” (Micah 6:8)¹⁶

1. Introduction and philosophy:

At St. Paul and St. Timothy's Catholic Infant School we aim to use a consistent, attachment-based approach where relationships are central. All staff act as secondary caregivers and recognise that children often communicate their needs via their behaviours. Every adult in our school is encouraged to look beyond behaviour and be curious about children's needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions. We recognise that understanding needs and resultant emotions is a key aspect of understanding and regulating behaviour. Through Emotion Coaching and being attachment sensitive, children and adults are supported in managing their emotions and creating an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help children to understand what is right and wrong.

Underpinning this policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real world”.

At St. Paul & St. Timothy's Catholic Infant School we believe that the education we offer must be broad and challenging to enable our children to realise their self worth and uniqueness and to develop into fulfilled and caring adults who can take their place in the wider community exercising love, forgiveness, tolerance, patience and understanding.

In order to fulfil our Mission Statement, it is necessary to create a climate that is conducive to children learning, living and thriving together. In our school, all children are offered compassion and co-operative learning with a caring and supportive adult. All children are treated with respect and we believe in their innate desire to play and learn.

When working with such young children, coming from a wide variety of homes and pre-school settings with different expectations of behaviour, we have to remember that it takes time and patience to teach them about our expectations. During their time with us, the children will learn about what is acceptable and unacceptable behaviour. Young children often learn through ‘trial and error’. Staff teach children about emotional regulation and behaviour through PSHE, RSHE, RE and Philosophy for Children. They also use every ‘behavioural situation’ as an opportunity for learning about successful interactions. Some

children need more support and take longer than others to understand what is expected of them. This whole school policy supports this process.

Staff should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff should follow the school's safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, consideration should be given to whether a multi-agency assessment is necessary.

2. Policy Statement

This policy is based upon the work of Paul Dix 'When the Adults Change Everything Changes', Pivotal Education, Jennifer Nock's work on trauma and attachment and Brighton and Hove's 'A Relationship-Based Approach to Inclusion'. It is based upon discussions with and input from staff, governors, children, parents/carers, our Educational Psychologist, SENISS, YPAS - Seedlings and CAMHS Link Worker.

3. Policy Scope

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

4. Policy Aims and Objectives:

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

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Sensitive Relationships and Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

St. Paul and St. Timothy's Catholic Infant School treats **all** children with **unconditional respect** and has **high expectations** for both **adults' and children's learning** and **social** behaviours. We want our school to be a calm and purposeful environment. We pride ourselves on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations. This policy is designed to promote positive behaviour, rather than merely deter unacceptable behaviour.

Policy Aims

This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

It aims to ensure that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school Relationships and Emotional

Regulation Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between all members of the school community (children and adults);
- To help children develop a sense of worth, identity and achievement;
- To help all children to regulate their emotions and associated behaviours;(initially through co-regulation) to become self-disciplined, able to accept responsibility for their own actions and make positive choices;
- To become positive, responsible and increasingly independent members of the school community;
- To help children and staff develop an awareness of the effect their actions and words have on others;
- To develop in all children the ability to listen to others, to cooperate and to appreciate other ways of thinking and behaving;

Praise, privileges, and positive role-modelling support the development of **self-discipline** and the capacity to make **positive choices**.

Our ethos as a catholic school that serves the parishes of St. Paul and St. Timothy, is fully inclusive and as such we aim to support every child and their individual needs and abilities. We hope to achieve our aims through this policy based on our Mission Statement – Love, Learn, Believe, Achieve in the Spirit of Jesus and our Behaviour Values – Ready, Respect and Safe as a means of promoting positive relationships, so that people can work together with the common purpose of helping everyone to learn.

Our curriculum allows each child to follow a learning pathway that builds on their previous knowledge and skills. It is adapted as needed and encourages children to work co-operatively, build resilience and independence.

High quality **behaviour for learning** is underpinned by relationships, effective lesson planning, skilful feedback and positive recognition. Our 'Code of Conduct' **Ready, Respect, Safe** is displayed in each learning space and shared area. It is referred to in conversations about conduct.

Consistencies:

- ❖ **Meet and greet** at the door.
- ❖ **Model** positive behaviours and build relationships.
- ❖ **Plan** lessons that engage, challenge and meet the needs of all learners (appropriately adapted as necessary).

- ❖ **Positive recognition** is a feature in each classroom.
- ❖ Refer to **Ready, Respect, Safe** in each conversation about behaviour.
- ❖ Be **calm** and give **'take up time'** when going through the steps. Prevent before consequences.
- ❖ **Follow up** every time, retain ownership and engage in reflective conversations with children.
- ❖ **Never ignore** or walk past children who are 'misbehaving'.
- ❖ **Recognition for 'Over and Above'** – for example Hot Chocolate Friday.

5. Policy Links

This Relationships and Behaviour Policy links to other policies we hold in school:

Wellbeing Policy

SEND Policy

PSHE Policy

RSHE Policy

Anti-Bullying Policy

Equal Opportunities Policy and Equality Objectives

Health and Safety Policy

Safeguarding and Child Protection Policy

Care and Control Policy

e-safety Policy

RE Policy/Handbook

6. Roles and Responsibilities

Maintaining positive behaviour is the responsibility of all staff, governors and parents/carers. We expect our staff, governors and parents/carers to be positive role models for our children as we develop their attitudes to all aspects of life. It is expected that all staff will consistently apply the values of **Ready, Respect and Safe**.

Staff are encouraged to seek any additional advice and support from the Head Teacher, Deputy Head Teacher, SENCO, Learning Mentor and Pastoral Lead who may commission other professionals for specialist recommendations/reports.

It is the responsibility of all staff to act upon any advice included in specialist reports e.g. Educational Psychology Reports, Community Paediatrician Reports, SENISS Reports and Occupational Therapy Reports etc. Any recommended resources and/or adaptations must be used in line with the advice given.

Teaching and Teaching Support Staff:

To maintain good order in classrooms and around the school. To be positive role models and foster positive behaviour and empathy. To deal with (not walk past) any unacceptable behaviour in line with this policy, whichever class the child belongs to. *Be aware that the child may have SEND, SEMH needs and/or have experienced trauma which may affect the way you need to deal with the behaviour. This may also affect the way the child responds to you.*

To have high and consistent expectations of behaviour for learning. To ensure planning, supervision and feedback are used effectively to promote good behaviour for learning.

To seek advice and support from middle and senior leaders. To attend training, read recommended research, follow advice and work with other staff/professionals.

Record any significant incidents of unacceptable behaviour, repeated behaviour, behaviour causing concern or meetings with parents/carers regarding behaviour on the agreed system – CPOMS. Ensure behaviour is reflected upon and any underlying causes and follow up actions by staff are also recorded. For children with ongoing behavioural concerns or SEND the STAR charts may prove useful – seek advice from the SENCO.

Keep parents/carers informed of any serious or repeated behaviour.

Where there is an incident or concern involving more than one child, that warrants contact with home, the parents/carers of all children involved should be informed.

Middle Leaders:

As for teaching and teaching support staff; plus:

To be positive role models and support all staff in promoting positive behaviour. Offer advice and support, empowering staff to address behavioural concerns for themselves. Be aware of areas around school or times of the day that may be more prone to behavioural situations arising e.g. playground, transition times, cloakrooms, corridors, toilets, hall, lunchtime etc. Work in partnership with staff, providing respite when needed e.g. children needing time out from their own classroom.

Senior Leaders:

As for middle leaders; plus:

Broker advice and support from other professionals. Provide relevant CPD for staff, this may be whole staff or individual training/guidance. Provide reading material/articles/research to further develop staff awareness and knowledge.

Liaise with other professionals through the SEN Consortia. Work with the Local Authority to access relevant advice and support

The role of the Head Teacher:

- It is the responsibility of the Head Teacher to implement this 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 supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Head Teacher has oversight of all reported serious incidents of misbehaviour through the CPOMS system.

Parents/Carers:

Parents/carers are expected to support their child and the school by reinforcing and explaining what is expected of them in school. They should also help their child to understand that some children may need more support than others with their behaviour. Parents/carers can encourage their children to speak to an adult straight away if they are worried or upset by another child's behaviour.

- By sharing this policy with parents/carers, we hope that children receive consistent messages about how to behave at home and at school.
- We expect parents/carers to read and support us in adhering to this policy.
- We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.
- Any consequences of poor behaviour in school should be supported by parents/carers. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher or member of SLT. If these discussions cannot resolve the problem then they should follow the school complaints procedures (available on the school website) by writing to the Governing Body.

Governors:

- The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of 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 Relationships and Behaviour Policy, 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.

8.) Approach

We take a non-judgmental, curious and holistic stance when trying to make sense of behaviour, ensuring opportunities for reparation.

- **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 replace the Behaviour and Social Difficulties (BESD) with Social, Emotional and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing **behaviour as a communication of emotional need** (whether conscious or unconscious) and responding accordingly.
- **We take a non-judgmental, curious and empathetic attitude towards behaviour.** We encourage all adults in school to respond in a way that focuses on the **feelings and emotions that may drive certain behaviour, rather than the behaviour itself.** Children who exhibit behavioural difficulties need to be regarded as **vulnerable rather than troublesome**, and we all have a duty to explore this vulnerability and provide appropriate support.

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.”

- **Putting relationships first.**
We know that as an attachment sensitive school, strong relationships between the children, staff and parents/carers have to be at the centre of everything we do. We aim to offer a climate that fosters **connection, inclusion, respect and value** for all members of the school community. (As a result of restrictions during the pandemic and building work, we are aware that we may need to be more creative in how we develop working relationships with parents/carers. We are not always able to ‘call parents/carers in’ to discuss their children at the end of the day – this has to be planned carefully and as a result might feel more formal.)
- **Maintaining clear boundaries and expectations around behaviour.**
In order to help children feel safe, their educational 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. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce ‘sanctions’ that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.
- **Not all behaviours are a matter of ‘choice’** and not all factors linked to the behaviour of a child are within their control. Therefore, the language of choice (e.g. good choice/bad choice) is not always helpful.

- **Behaviour must always be viewed systematically and within the context of important relationships** (i.e. a relational communication pattern rather than an internal problem).
- **Encouraging parent/carer engagement and involvement is absolutely crucial when addressing and planning support for a child’s SEMH needs.**

“The parent-child connection is the most powerful mental health intervention known to mankind”

(Bessel van der Kolk)

- **A whole school approach to achieve authentic inclusion and wholehearted learning.** We strongly believe that responding to the SEMH needs of children is **everyone’s responsibility.**

Research suggests that when schools place a strong emphasis upon the emotional health and well-being of **all members of the school community**, this leads to better outcomes for all. The SEMH needs of all are at the heart of the school.

Attachment Sensitive and Emotion Coaching Framework

We apply Attachment Sensitive and Emotion Coaching Approaches with a particular focus on the central principles of **empathy, connection, attunement, trust** and **co-regulation**. This includes careful consideration and awareness-raising of **both verbal and non-verbal communication**.

One approach that has its roots in attachment and can be applied to everyday interactions with children is summarised by the acronym **PACE** (Dan Hughes):

PACE/PLACE:

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

More recently, the acronym PLACE has been used, to include a fifth element – LOVE.

LOVE is about creating loving relationships - all children need love.

More information can be found at ddpnetwork.org/about-ddp/meant-pace

Emotion Coaching

This guidance recognises the importance of integrating Emotion Coaching into everyday practice when working with children to support the development of positive behaviour, resilience and community well-being. This is based upon materials developed by Emotion Coaching UK.

- Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.
- Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.
- Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.
- Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

What Emotion Coaching means in practice (how co-regulation works)

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're feeling')

Step 3 (if needed): **Setting limits on behaviour** ('We can't always get we want')

Step 4: **Problem-solving with the child/young person** ('We can sort this out')

- By applying Attachment Sensitive and Emotion Coaching principles we can foster an inclusive approach and together achieve better outcomes around pupil attainment and attendance; including:
 - ❖ a reduction in exclusions for vulnerable pupils with both identified and unidentified SEMH.
 - ❖ better outcomes around staff emotional mental health and well-being (EMHWP), such as sickness absence and retention, owing to an emphasis on the EMHWP of the **whole school community**.
- It is hoped that by following an Attachment Sensitive approach, which is supported by local processes and procedures, staff will feel empowered to respond in a way that is *empathetic* but '*boundaried*', *firm* but *kind*.
- We encourage all adults to consider what empathy means in practice, and not to confuse empathy with sympathy or with condoning/avoiding consequences for negative behaviours.
- We urge schools to look beyond the often very challenging behaviours displayed by children and question what emotions might be driving these behaviours. Only when

children feel a sense of being heard, understood and cared about, can they begin to express their emotions in a more acceptable way, which will benefit everyone.

- We advocate an '**Authoritative**' versus '**Authoritarian**' approach where **adults are 'in control' versus 'controlling'**.

Further information can be found at: <https://www.emotioncoachinguk.com/>

A Graduated Approach

This guidance recognises that classes face different challenges at different times. At times we may have larger numbers of children with challenging early life experiences. This guidance aims to support the development of a consistent school approach to include children with SEMH by providing a helpful framework for all staff. Within the broader Attachment Sensitive framework, **we will differentiate according to pupils' SEMH needs**, following different levels or waves of intervention and ensuring that expectations are appropriate and monitored alongside the **Assess/Plan/Do/Review** cycle of progress.

- It is important that indicators of SEMH are clearly recognised, to ensure that it is not just pupils who are displaying observable and **active/'acting out' behaviours** (e.g. those who are non-compliant, show mood swings, verbal and physical aggression, those who run, who lack empathy or personal boundaries) that are identified. Pupils who display more **passive behaviours** (e.g. those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak) sometimes go unnoticed because their behaviour can feel less challenging to manage.
- It is also important to avoid viewing or labelling pupils whose behaviour is externalised, as less vulnerable than those who internalise their emotional distress.
- **Early intervention** is imperative for addressing both active and passive behaviours, to ensure that low level features/difficulties can be addressed early.
- It is essential to be aware of the tendency to make judgements around behaviour (e.g. 'bad', 'naughty') and to see **all behaviour as an indicator of emotions to which we must respond in an empathic and caring manner**. This can be particularly hard to do when children act in a way that hurts or frightens others. Pupils who are identified as particularly vulnerable will need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These will need to be planned in conjunction with parents/carers and relevant partners, and shared sensitively, as deemed appropriate. We suggest that when planning different levels of intervention/support for children, staff follow the stepped approach below:

When planning different levels of intervention/support in school:

ALL children will need Inclusive Quality First Teaching.

SOME children will need Inclusive Quality First Teaching plus additional time-limited support programmes.

A FEW children will need Inclusive Quality First Teaching plus increasingly individualised intervention programmes to accelerate and maximise progress and narrow performance gaps.

7. How we support staff well-being and reflection

We recognise that working with children who have suffered trauma, struggle with attachment or who have difficulty regulating their emotions can be difficult and intense. In order to support the mental health and wellbeing of all staff:

- There is an open-door policy with Senior Leaders. Staff are encouraged to ‘talk through’ any recurring or concerning behaviours with the SENCO, Pastoral Lead, Deputy Head Teacher or Head Teacher.
- The Head Teacher holds regular meetings with Year Heads to check on staff well-being and they work together to resolve any emerging issues.
- Staff are required to complete and talk through STAR charts for reoccurring behaviour/emotional crises. They are supported by the SENCO in reflecting upon such behaviours, try to establish the cause and find ways to avoid or address this in the future.
- Staff receive appropriate training to help them to support the SEMH needs of the children, themselves and other adults e.g. Team Teach, Help Scripts, Emotion Coaching, AET, Attachment and Trauma, ACES etc.
- There are shared expectations of behaviour and staff are encouraged to have professional conversations about children relating to these expectations.
- We have a named leader for Mental Health – Rachael Pimblett. She is able to signpost staff to support services and resources. She provides CPD for staff on mindfulness, PSHE, and Positive mental health.
- We have a wellbeing notice board in the staffroom. This provides staff with information on support services and activities to promote mental health.
- The Head Teacher and SENCO will commission support from external agencies as required; to provide staff with advice and guidance.

8. Practice and policy review process

This policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach. Otherwise it is reviewed annually.

The Head Teacher and SLT monitor the effectiveness of this policy on a regular basis, reporting to the governing body on the effectiveness of the policy and, if necessary, making recommendations for further improvements.

Inclusion:

All children are expected to follow our school values Ready, Respect and Safe, which supports our mission statement Love-Learn-Believe-Achieve to build a community which values kindness, emotional regulation and empathy for others. Some children with Special Educational Needs and some children who are developmentally delayed in relation to personal, social and emotional development may need more support than others and some may need ongoing and extensive support. The school SENCO and Head Teacher may need to play a pivotal role between school and home to think together with families to gain a shared understanding of need and to plan for intervention. Outside agencies may need to be consulted via SEN Consortia and extra resources/expertise and training sought. Occasionally team around the child/family meetings will be arranged.

APPENDIX 1

Natural and logical consequences:

A consequence is a result of something a person does. Letting children experience the natural or logical consequences of their actions teaches children responsibility for their own choices.

Natural consequences are the inevitable result of a child's own actions.

For example, after being reminded, a child chooses not to put on a coat to play outside. They go outside when it's cold without wearing a coat. The natural result could be they get cold or that they have to run around a lot to keep warm. This result is a consequence of a choice they made.

In this example, natural consequences are:

- The responsibility of the child — the child decided not to wear a coat.
- Not administered by an adult — the adult didn't send them outside without a coat on.

The adult's responsibility in allowing natural consequences are to ensure it as a teaching point and not a punishment.

This closely links with Emotion Coaching strategies.

For example, once outside the child realises they are cold and asks to go and get their coat. Acknowledgement of their decision to get the coat should be made with the original reason the request was made. For example, its cold today isn't it? I think putting a coat on is a good idea, maybe tomorrow you could put your coat on before we come out to play?

The next time the same request is made of the child, a reminder of their decision and the consequence will support their choices. For example, remember yesterday when you went back in for your coat so you didn't get cold?

Natural consequences may take many repetitions to embed learning.

Logical consequences happen as a result of a child's action, but are imposed by or with the adult.

For example, a child or group of children are splashing water in the toilets. The adult would share what the natural consequence of this behaviour could be. The floor is all wet, this isn't safe, someone might slip and hurt themselves.

We need to fix this, its playtime now but we can't leave it (an opportunity should be given here for the children to decide their own logical consequence). You'll have to stay here and make the floor safe before you go out to play.

The consequence is closely linked to the behaviour and allows a teaching point. The next time the child/children ask to go to the toilet a reminder of the previous time will support their behaviour choices as will acknowledging when you see the child/children demonstrating the behaviour values of Ready, Respect and Safe.

Natural and logical consequences result from choices children make about their behaviour. In effect, they choose the consequence they experience.

For some children with Communication and Interaction or Social, Emotional, Mental Health needs we understand that these consequences and teaching points aren't always possible in the moment and that carefully planned, resourced and scaffolded discussions are supported at an appropriate time.

How natural and logical consequences work

Natural and logical consequences can be an effective strategy to use because:

- The consequence is closely tied to the behaviour, and gives the child a chance to learn what happens when they aren't being 'Ready, Respectful & Safe'.
- It separates the deed from the doer, it does not shame or punish the child.
- It is concerned with present and future behaviour and helps children learn to be responsible for their own actions.
- It is done in a calm environment.
- It lets children make a choice.
- They are related, respectful & reasonable.

References

J. Nelson – The 3 Rs of logical consequences

R. Charney – Teaching Children to Care

APPENDIX 2 We understand that in very young children who are still experimenting and exploring social interactions that things can go wrong. This is a key teaching point for our children. Using a relational approach ensures the children's ages and stages of development are understood. There will be occasions where children are unkind with words and physical actions. It is the role of the adults in school and at home to support, scaffold and teach appropriate interactions. Parent/ carer discussions, understanding and support are key to gaining a shared understanding of children's Social & Emotional needs and their Communication and Interactions. Adults in school will talk with parent/carers to gather information to support children in school and at home if children need a more structured intervention.

Behaviour	Relational/ social development	What we might see	Adults role	Childs role
Experimentation	Encountering / exploring new interactions	Impulsive actions Frustration in social communication interactions. Being overwhelmed Inexperience in turn taking, waiting, listening and using words to express their feelings.	Quick, calm, soothing intervention. Attention to the hurt, upset child first. Allow all children to be heard, model listening to others points of view. Modelling of wanted behaviour and interactions. Validating the emotion expressed (not the behaviour) Naming and describing the emotions. Scaffolding and rehearsing a different way.	To work through natural/ logical consequence with the adult. To find a solution that helps all feel better. This may not always be a verbal apology. It could be an act of kindness instead.
Socially influenced/ motivated. Gaining a tangible	Adjusting, trying things out. Copying interactions experienced or have seen at home, in school, in the community or from tv, games, films & media.	Direct actions Reactive behaviours Frustration at perceived injustice. Demands, commands and refusal. Children have some experience and understanding of successful interactions.	Quick, calm soothing intervention. Attention to the hurt, upset child first Validating and supporting the recognition of the emotions experienced (not behaviour) Allow children to be heard, encourage listening and understanding of others points of view. Solution focussed intervention using the child's previous experiences and successful interactions. This can be with a group of children or individually as needed. Conversations with parents/ carers to further understand child's development and needs	To work through natural/ logical consequence To listen to other's truth. To work with others to find a solution that helps all feel better. This may not always be an apology, it could be an act of kindness instead.
Surviving	Unmet need	Fight, flight, freeze, fawn	Safety first intervention. Adults to stay calm & model regulation first. Strong relationships key to first developing coregulation. Always in private. Hear the child's truth. Emotions validated and named (not the behaviour) Distance from the behaviour may be needed before the teaching can occur. Build relationship with parent/carers to develop a shared understanding. Monitor and track triggers in consultation with SENCO, Pastoral lead & SLT. Onward referral for support as required.	Develop a relationship with a trusted adult. Engage in coregulation. Work through incidents at an appropriate time guided by a trusted adult. Engage in structured, planned intervention.

APPENDIX 3

Supporting the development of positive and expected relationships and behaviour:

- PRAISE!! This has the biggest impact. Smiles. Positive reinforcement of the behaviour you expect. Name the positive behaviour. Catch them being good! E.g. "I love the way you are walking calmly through the hall. Well done! You are sitting at your table with the chair tucked under. Great listening, I can see you know exactly what to do."
- Most children love to be given jobs and responsibilities either in class or around the school. This reinforces being a positive role model and raises self-assurance.

Recognition for behaviour that goes 'above and beyond':

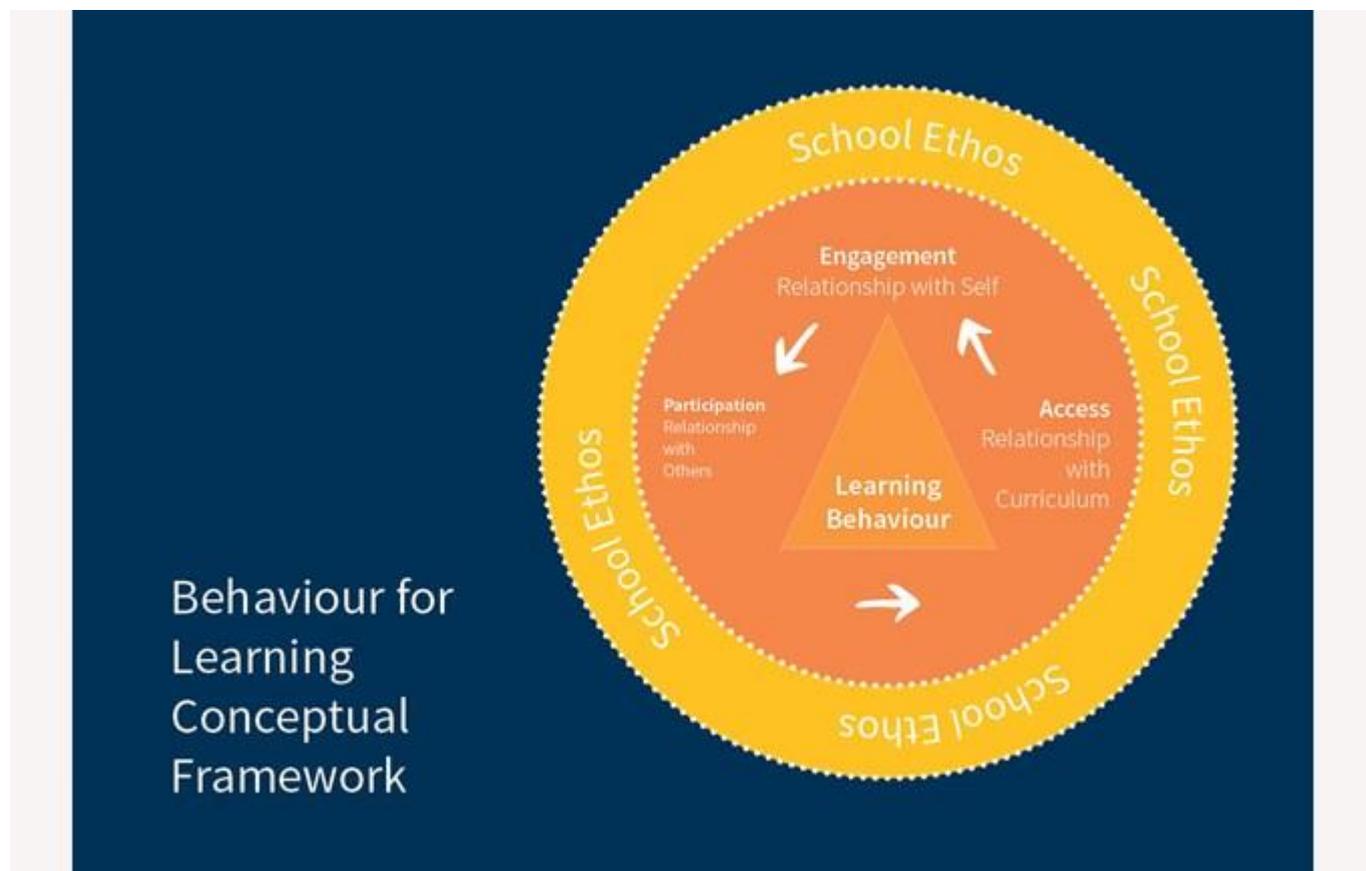
If a child demonstrates exemplary behaviour that is 'above and beyond' regular expectations for behaviour, this can be recognised in a variety of ways:

- Praise – name what is distinctive about the behaviour e.g. "Well done, thank you for picking up those coats without being asked to".
- Golden Book – 2 children per class, per week are named in the Golden Book. This might be for work, but can also be used for children being excellent role models, demonstrating how they are living out our behaviour values – ready, respect and safe. Name how they have gone 'above and beyond' to be ready, show respect and keep people safe. It can also be used in recognition of effort in relation to managing and regulating emotions.
- Phone call home – share recognition of exemplary behaviour with parents/carers.
- Hot Chocolate Friday – in recognition of ongoing behaviour consistent with being a good role model.

APPENDIX 4

Behaviour for Learning:

Quality learning occurs when children feel that they are in a purposeful and peaceful environment. Creating an exceptionally positive climate for learning requires a **behavioural expectation** for all.



Behaviour for Learning (B4L) is a popular model for this, as it emphasises the crucial link between the way in which children learn, their social knowledge and their behaviour. B4L establishes positive relationships between self, others and the curriculum. When the three elements are promoted in unison they contribute to a culture of positive learning behaviour.

The Behaviour for Learning Conceptual Framework:

- Relationship with Self: a child who does not feel confident as a learner and who has 'internalised' a view that s/he is unable to succeed as a learner will be more likely to disengage and consequently may be more inclined to present 'unwanted behaviours'.
- Relationship with Others: all 'behaviour' needs to be understood as 'behaviour in context'. Pupil behaviour is triggered as much by their interactions with others (children, teachers or other adults in schools/settings) as it is by factors internal to them.
- Relationship with the Curriculum: pupil behaviour and curriculum progress are inextricably linked. Teachers who promote a sense of meaningful curriculum

and communicate progress in learning for each child will be more likely to create a positive behavioural environment.

- Effective communication child-to-child and teacher/adult-to-pupil is also an integral part of behaviour for learning.
- Appropriate language and tone of interactions needs to be modelled daily by teachers. Bill Rogers offers invaluable strategies about positive correction and the language of choice; about being assertive but not autocratic; about building relationships and being the adult.

Related Links

[The Psychology of Self-motivation - Scott Geller \(2013\)](#)

[Behaviour Management \(playlist\)– Bill Rogers \(2010\)](#)

[Teach Like a Champion \(playlist\) \(2017\)](#)

[How to Teach – Teaching Tips - Phil Beadle \(2010\)](#)

Positive Behaviour for Learning reflects our emphasis on promoting behavioural habits that help children to manage their own behaviour. Positive Behaviour for Learning habits enable pupils to engage in learning, make good academic progress and sustain good relationships with both adults and peers. Establishing Positive Behaviour for Learning habits help children make smoother transitions between key stages, into secondary school, further education and adult working life.

Techniques for promoting positive learning behaviours

Know your children. This is possibly the most important thing you can do. Invest time into getting to know each child, ask about their family, their interests, their friends. By understanding each child in the context of their home life, their friends, their likes and dislikes, you have more opportunities to engage with them and they in turn are more likely to engage with their learning.

Be prepared. Provide quality lessons. Think about how you are going to engage those children who may find it tricky to engage with the learning. Time invested early on in engaging these children and understanding 'what makes them tick', is time well spent to ensure a purposeful learning environment for all.

Be consistent – say what you mean and mean what you say. The children need to know what to expect. This reassures them, makes them feel safe and ready to learn.

Routine. We are all reassured by routine and children thrive on it. Routine reassures children, they know what is coming and as a result they feel safe. Visual timetables and other visual prompts can help to reinforce this feeling of security.

Get the full attention of the children before telling them anything; but this links closely with know your children. They are all individual and learn in different ways. Some children will need to move to learn. It is about understanding the needs of your learners. Speak to the SENCO for support with this.

Use positive language. Tell children what you want them to do clearly, rather than what you don't want them to do; model expectations (What a good one looks like).

Use positive body language. Open posture is important, come down to a child's level (if safe to do so), standing over a child can be intimidating and make them feel uneasy or unsafe. They will not perform well in this state.

Mutual respect. Respect the children, listen carefully to them and this will in turn engender respect for the adult.

Be able to diagnose **learning** problems. Through careful planning and observation or diagnostic assessment it is possible to pin point exactly when and what a child has missed or misunderstood. This can then be addressed. If this is done in a timely fashion it can prevent gaps forming. If intervention at this point does not have the desired effect, speak to the SENCO for advice.

APPENDIX 5

Restorative conversations

Restorative conversations

Give **ALL** the children a chance to listen and talk to one another.

What happened? 

(listen carefully & encourage/ model listening)

What were you doing?  **Thinking?** 

Playing?  **When this happened.** (avoid asking- why?)

Who else was there? 

How do you feel?  **How do they feel?** 

How can we make this better? 

What might help next time? 

APPENDIX 6

Exclusion

St Paul and St Timothy's Catholic Infant School is an inclusive school and as such we do all in our power to support the development of all children. We recognise that some children need more time and support than others to learn to regulate their own emotions, as outlined in this policy. However, government legislation provides guidance on exclusions (see below) should the school need to exclude a child.

"The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as SEN, disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.

Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

All children have a right to education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.

Permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's Relationships and Behaviour Policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school." (Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion September 2017 DFE)

The Head Teacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Head Teacher may permanently exclude a child. This course of action is only taken when all other options have been exhausted and will not put the child at further risk. The Head Teacher will follow LA guidelines in such cases, notifying the governing body and providing reasons for the exclusion in writing to the parents/carers.

Fixed-term and permanent exclusions

- Only the Head Teacher (or the acting Head Teacher) has the power to exclude a pupil from school. The Head Teacher may exclude 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 pupil, 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, if they wish, 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 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 pupil or extend the exclusion period made by the Head Teacher.
- The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents/carers and the LA, and consider whether the pupil should be reinstated.
- If the governor's appeals panel decides that a pupil should be reinstated, the Head Teacher must comply with this ruling.

If a child is found with an item which is deemed dangerous or inappropriate for school, this may be confiscated and returned to the parent/carer at the end of the day. Certain items, if found, must be turned over to the police. Staff should seek the advice of the Head Teacher in such circumstances. In order to make a decision, the school will refer to 'Screening, Searching and Confiscation – advice for Head Teachers, staff and governing bodies.

The Head Teacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

APPENDIX 7



St. Paul & St. Timothy's Catholic Infant School

Relationships and Behaviour Policy Blueprint

This is how we do it here

When the adults change, everything changes.

Visible adult consistencies: <ol style="list-style-type: none">1. Consistent language related to values: - Ready, Respect, Safe.2. Consistent positive reinforcement. Praise and earn class stars for recognition boards.3. Consistent respect from adults. Adults stay regulated. Even when the behaviour seems disrespectful.	Rules/Values: <ol style="list-style-type: none">1. Ready2. Respect3. Safe	Over and above behaviours: <ol style="list-style-type: none">1. Praise2. Golden Book3. Recognition for going 'over and above'
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Our Value Message

The behaviour values of **ready**, **respect** and **safe** support our Mission Statement of Love – Learn – Believe – Achieve to build a community which values kindness, emotional regulation and empathy for others.

3 tips to address inappropriate behaviour: <ol style="list-style-type: none">1. Reminder of desired behaviour.2. Time away for private conversation to consider behaviour.3. Natural or Logical consequence linked to behaviour.	Microscript: 30 second intervention <p>Child's name. You seem worried, angry, upset, to be struggling, to be having trouble with, to be wandering around, to be having difficulty lining up, like you're not ready to do your work (name the behaviour you see). Do you remember last week/yesterday when you lined up beautifully, got on with your work. That's what I need to see today. Well done for listening. (Give child take up time)</p>	Restorative questions: <p>Give <u>all</u> children the chance to explain and <u>listen</u> to one another.</p> <ol style="list-style-type: none">1. What happened? Listen carefully.2. What were you doing, playing, thinking at the time? (avoid asking why?)3. Who else was involved?4. How do they feel?5. How could we make things better?6. What could be done differently next time?
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