



St Chad's CofE Nursery and Infant School

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# Behaviour Policy

## A Relationship-Based Approach to Inclusion

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<b>Policy Approved</b>	<b>Signed: P Geary</b>	<b>Date: 11.07.18</b>
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## Introduction

At St Chad's, we believe in creating a safe and nurturing environment that supports the emotional well-being and development of every child. We are an Attachment Aware school which means we focus on building positive relationships between children and staff, staff and families and children with their peers.

This policy has had input from members of staff, representatives for the governing board, parents and carers, as well as external professionals in child psychology, children's mental health and behaviour services. In addition to training in attachment, trauma and neuroscience, the following key texts and published guidance have helped inspire, influence and develop our school practice and this policy to date:

- The Whole Brain Child (Dr Dan Siegel)
- No Drama Discipline (Dr Dan Siegel)
- What Happened to You? (Dr Bruce Perry and Oprah Winfrey)
- The Boy Who Was Raised as a Dog (Dr Bruce Perry)
- When the Adults Change Everybody Changes (Paul Dix)
- Parklands: A School Built on Love (Chris Dyson)
- The Kindness Principle: Making relational behaviour management work in school (Dave Whittaker)
- Restorative Practice (Mark Finnis)
- The Zones of Regulation (Michelle Garcia Winner)
- The Communication Friendly Spaces Approach (Elizabeth Jarman)
- Developing an Attachment Aware Behaviour Regulation Policy (Brighton and Hove Council)
- Take Action on Distraction (Dr Gemma Goldenberg)
- Emotion Coaching Children and Young People in Schools (Louise Gilbert)
- Brighton & Hove: Developing an Attachment Aware Behaviour Regulation Policy (Sep 2018)

It is acknowledged that members of our school community may have different parenting experiences and views on behaviour. However, the aim of our policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos so that we can consistently provide behaviour support to help our children thrive.

## Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE 'Use of reasonable force'
- DfE 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE 'Mental health and behaviour in schools'
- DfE 'Behaviour in schools: Advice for headteachers and school staff'
- DfE 'Keeping children safe in education'
- DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'



This policy operates in conjunction with the following policies:

- Anti-Bullying Policy
- Child Friendly Anti-Bullying Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- DDAT Child Protection and Safeguarding Policy
- DDAT Suspension and Exclusion Policy
- DDAT Complaints Procedures Policy
- DDAT Staff and Visitors Code of Conduct Policy

### Vision and Values

*"Twenty-five years of neurological research tells us that children learn best when they feel loved."*

(Dr Andrew Curran)

St Chad's CofE Nursery and Infant School is a Church of England school, committed to putting Christian values at the centre of all that it does. Our school's Christian vision, *Love God, Love Neighbour, Love Self*, takes inspiration from and is deeply rooted in the Greatest Commandment: *"Love God with all your heart and with all your soul and with all your mind and love your neighbour as yourself."* We want every child in our care to understand love, see love, show love and know that they are loved.

We are an inclusive school and our vision, though distinctively Christian, welcomes and values all faiths and cultures within our diverse school community. Our school's core values of *love, friendship, compassion* and *respect* sit at the heart of our school community and underpin every aspect of school life.

**Love:** "Do everything with love". (*Corinthians 16:14*)

**Friendship:** "Encourage one another and build each other up". (*Thessalonians 5:11*)

**Compassion:** "Be kind to one another". (*Ephesians 4:32*)

**Respect:** "Treat others as you want to be treated". (*Luke 6:31*)

These values form our belief that all children deserve to learn in an environment that is safe and secure, where all children and staff are cared for, listened to and positively supported to achieve their best. We do not leave this to chance. We seek to be positive role models to our children, guiding and teaching them through our school's 'LOVE Promise'. We:

**L**ook after our school and each other

**O**nly ever do our best

**V**alue everyone and remember our manners

**E**njoy our learning!

### Principles of our school behaviour curriculum:

Our approach to behaviour is underpinned by three key pillars:

- Developing relationships
- Responding and calming
- Repairing and restoring



Attachment and trauma-informed research help us understand *why* children behave as they do. Relational practice is *how* we respond.

Our practice draws on current research from the fields of attachment, trauma, behaviour and personal development. These approaches are based on the understanding that:

- All behaviour is a form of communication.
- Emotions play a vital role in learning.

**Positive relationships:** We prioritise strong, positive relationships between staff, children and families. Adults aim to provide a secure base where children feel safe, valued and respected. A sense of belonging helps children to develop trust, confidence and healthy attachments that support learning and behaviour.

**Emotional regulation:** We recognise that children are still learning how to manage their feelings. Some children, particularly those who have experienced stress or trauma, may find this more difficult. Staff support children by recognising signs of distress, co-regulating with them, and teaching strategies that help them develop self-regulation over time.

**Sensory awareness:** We recognise that sensory experiences can significantly impact a child's behavior and well-being. Our classrooms and learning spaces are designed to be sensory-friendly, considering factors such as lighting, noise levels, and visual stimuli. We provide sensory breaks and calming areas where children can regulate their sensory input..

**Trauma-informed practice:** All staff develop an understanding of attachment, trauma and adverse childhood experiences. We aim to create environments that are safe, predictable and consistent. Clear routines, supportive language and calm responses help children feel secure. When children are distressed, adults focus on de-escalation, connection and support.

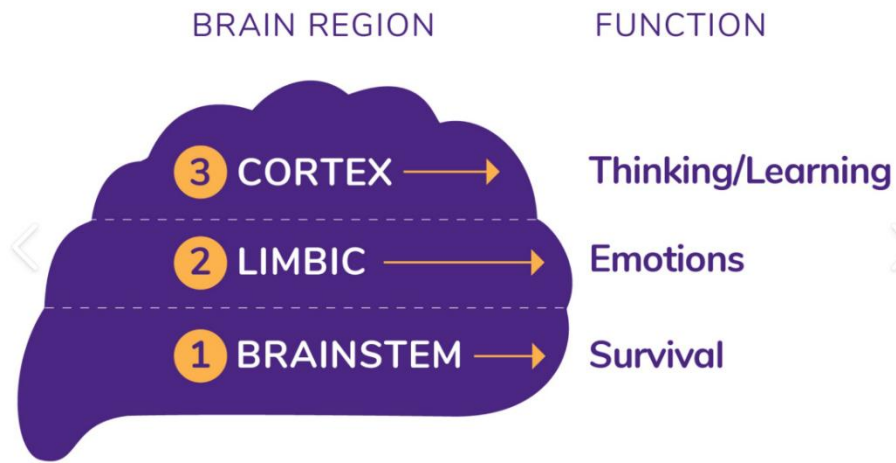
**Social and emotional learning:** Children are explicitly taught the social and emotional skills they need to thrive. Through modelling, discussion and planned learning, we help children develop empathy, self-awareness, communication and problem-solving skills that support positive relationships and behaviour.

### Understanding children's brain development

Dr. Bruce Perry is a renowned neuroscientist who has conducted extensive research on the brain and its development, particularly in relation to trauma and adversity. His Neurosequential Model of the Brain is a framework that explains how the brain develops from infancy to adulthood. It emphasises the importance of considering a person's developmental history and experiences when understanding their brain functioning.

In simple terms, the neurosequential model suggests that different parts of the brain develop at different times and in a specific sequence. According to this model:

1. The brainstem, which is responsible for basic survival functions like breathing and heart rate, develops first.
2. Then, the midbrain develops, which controls emotions and basic sensory processing.
3. Finally, the cortex, which is responsible for complex thinking, reasoning, and problem-solving, develops last. While the cortex reaches its structural maturity in early adolescence, higher cognitive functions like decision-making and impulse continue developing well into the mid-20s.



As humans, we are state-dependant. This means that are brain and body function differently depending on our emotional and physiological state:

calm	alert	alarm	fear	terror
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When we are in a calm and relaxed state, the brain allows us to think clearly and make rational decisions. However, when we in a state of fear, stress or anger, the brain focusses more on survival instinct and protective measures rather than clear thinking and logical reasoning.

Dr. Perry's research highlights the impact of stress and trauma on brain development. He has shown that traumatic experiences, especially in early childhood, can disrupt the normal development of the brain which can lead to difficulties in emotional regulation, learning, and behaviour.

Stress is needed for healthy development but early childhood experiences that are stressful or traumatic can have a significant impact on brain development. Children that grow up in such environments learn to survive by being prepared for and on alert for danger and threat.

Dysregulation occurs when the brain responds to sensory input in a manner that triggers the alarm state (*fight, flight, freeze, flock, fawn*). When a child is dysregulated, it is harder for them to listen, comprehend and cope.

Protective behaviour can look:

Angry / Aggressive



Hidden /Shut Away



Charming / People Pleasing



As humans, we are neurobiologically organised to act before we think. However, a protective behaviour in one context can become maladaptive in another i.e. we can end up responding to everyday activity as if under threat.



### **Regulate, Relate, Reason**

One of the key concepts within the neurosequential model is that we have to regulate before we can be open to relationships. It is through relationships that we will begin engaging in learning. If a child is being dysregulated because they don't feel safe and are not connected to the person they are interacting with, their brain will keep their survival brain active and shut down other parts of the brain that it deems unnecessary until needs are met and they feel regulated again.

The act of teaching is to get information to the top rational part of the brain. To do that, we have to go through the other parts of the brain first. There is no bypass road straight to the cortex for new information.

Sometimes we can't do anything to change the adversity that children/families have experienced e.g. large-scale poverty but safety and relationships help provide a buffer. It is vital to remember that:

*"Every interaction is an intervention."*

(Dr. Karen Treisman)

### **Putting relationships first**

*'The healthier relationships a child has, the more likely he will be to recover from trauma and thrive, Relationships are the agents of change and the most powerful therapy is human love.'*

(Dr. Bruce Perry)

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly.

When children feel safe, regulated and connected in relationships, we have our opportunity to teach and they have the best opportunity to learn. Therefore, strong relationships between staff and children are vital.

As adults, we have a powerful opportunity to model, not just by what we do, but who we are. This in turn becomes a way of being. Small things can – and do – make a difference in helping children to know that they are seen, heard and matter:

- Regular and short doses of contact e.g. use of hello/names, thumbs up through the classroom window
- Being attuned and present in the moment
- Connecting through warm and open body language and genuine eye smiles
- Taking time to listen
- Being predictable in responses
- Being curious about what is going on for them
- Having empathy and being kind

Communication with families is of vital importance and the school is pro-active in forging strong home-school partnerships. We prioritise open and honest communication between teachers, staff, parents and children, underpinned by mutual respect. Regular meetings and updates are provided to parent/carers, allowing for collaboration and support.

### **Emotional Awareness and Recognition**

At St Chad's, we teach children about the brain's role in emotions and behavior: '*Name it to Tame it.*' [The Colour Monsters](#) by Anna Llemas is a key text that is introduced in EYFS to help children understand and



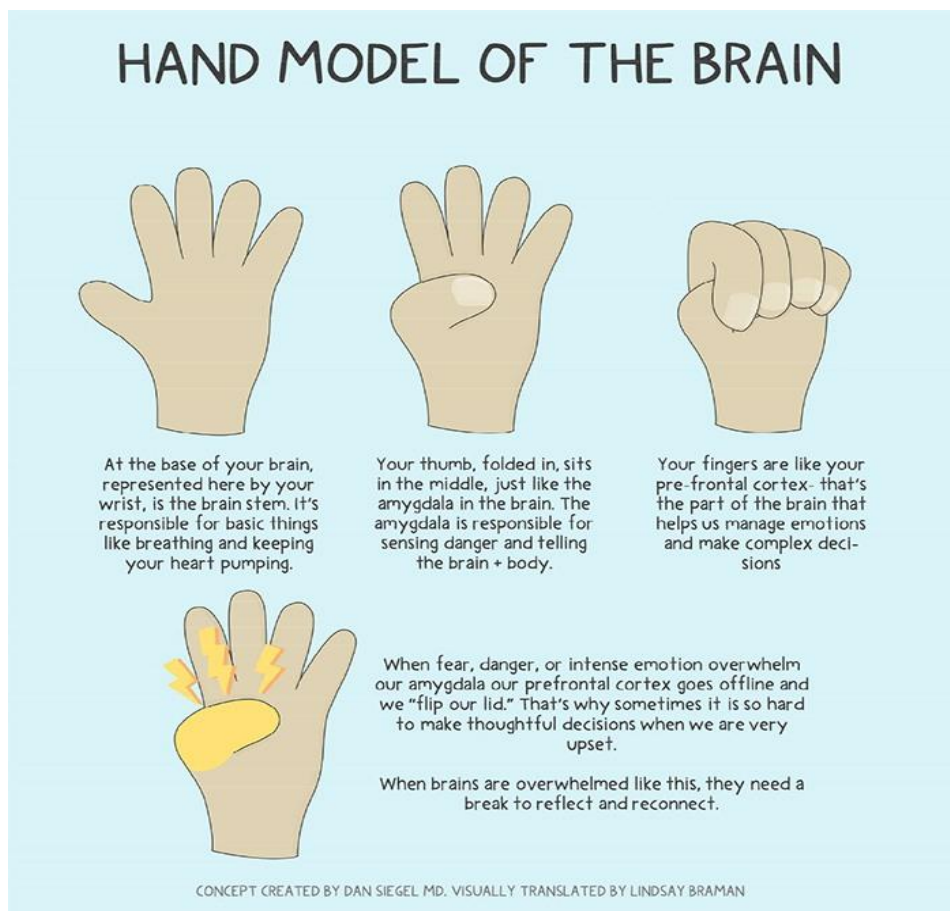
recognise their emotions from a young age. All classrooms and central areas in school are resourced with a copy of the book and accompanying puppets so that teachers and staff can actively engage with children to identify and label emotions.

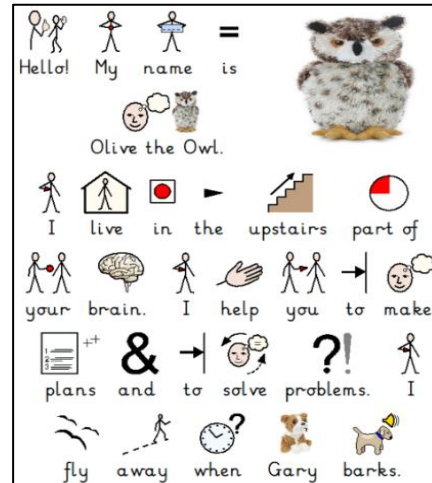
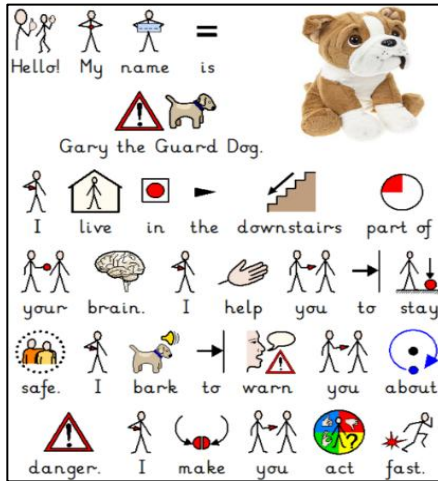
[Dr Dan Siegel's hand model](#) explains the workings of the brain and how emotions and behaviours are regulated. The hand is a representation of the different parts of the brain and how they relate to our thoughts, feelings and actions.

When we experience stress or strong emotions, our brain's alarm system, known as the amygdala, is activated. This is often referred to as 'flipping our lid'. In this state, our pre-frontal cortex, responsible for rational thinking and decision-making, becomes less accessible.

By using the hand model, Dr. Dan Siegel explains that we can regain control by 'flipping our lid back'. This involves calming down our amygdala and allowing the pre-frontal cortex to come back online. We can do this through techniques like deep breathing, mindfulness or engaging in activities that help us relax and regulate our emotions.

Children in Key Stage 1 are introduced to Dr. Dan Siegel's hand model through characters with accompanying puppets: Gary the Guard Dog (downstairs brain) and Olive the Owl (upstairs brain). These characters are displayed in classrooms and in central areas of school.





### Zones of Regulation

We have adopted the [Zones of Regulation](#) as a universal framework to help our children identify and manage their emotions effectively. The framework is divided into four distinct zones, each representing a different emotional state. Children are explicitly taught how to recognise these zones and what strategies can help them regulate their feelings.

- **Blue Zone:** This zone represents feelings of sadness, boredom, or tiredness. Children learn that activities such as deep breathing, stretching or taking a break can help them feel more engaged and energised.
- **Green Zone:** The Green Zone indicates a state of calm and readiness to learn. Children are encouraged to maintain this zone through regular positive reinforcement, self-care practices, and engaging in classroom activities that promote focus and well-being.
- **Yellow Zone:** This zone includes feelings of frustration, anxiety, or excitement. Strategies such as using calming tools, taking a short walk, or practicing mindfulness techniques are introduced to help children manage these heightened emotions and return to a more balanced state.
- **Red Zone:** The Red Zone signifies extreme emotions like anger or terror. Children are taught to use strategies like seeking immediate support from a teacher, practicing relaxation techniques, or engaging in physical activities to help de-escalate and regain control.

In Reception, the Zones have been linked to the vocabulary of the Colour Monsters. In Key Stage 1, emotional literacy is further developed with the gradual introduction of new emotions e.g. embarrassment, joy. This is supported by a designated literacy spine displayed centrally in school.

Resources are displayed throughout the school environment to help children identify and understand their emotional states. Throughout the day, children have the opportunity to emotionally 'check-in,' allowing them to recognise and articulate their feelings. In Foundation Stage, this is done through the use of the Colour Monsters. In Key Stage 1, this is done through the Zones of Regulation resource box. We encourage children to express their emotions by saying "I am feeling ..." rather than "I am ..." This practice helps teach them that emotional states are dynamic and never 'fixed'.

### Clear boundaries, expectations and routines

*'The standard you walk past is the standard you accept.'*

(Paul Dix)



Children and adults respond well to clear routines. Having clearly defined rules, routines and rituals helps to remain consistent on 'difficult days' and provides security. Children feel safe and secure when there is predictability.

At St Chad's, we have three simple school rules:



These values underpin our daily interactions and are visible in every classroom and central learning environment. Staff use them consistently to praise, reinforce, and re-direct behaviour required, e.g. *'Thank you for staying safe by walking with quiet footsteps down the corridor...../That's not what I meant when I said ready. Ready meant...Ready looked like...'*

### Planned organisation and predictable transitions

We recognise that the way the school day is organised can either support or challenge children's ability to regulate their emotions and behaviour. Staff carefully plan where children sit, line up and move around the school so that adults are able to provide support where it is needed most. For example, a child who may become more dysregulated may be positioned closer to a member of staff so that reassurance, connection and guidance can be offered quickly.

Transitions are important opportunities to actively support emotional regulation. Safe, predictable transitions reduce cognitive load, support nervous system regulation and help children remain calm, connected and ready to learn. Consistency in adult language, modelling and routines helps create psychological safety for children.

Staff explicitly model and teach how we move and speak around school so that children learn what calm and regulated behaviour looks and feels like.

To support children in recognising and managing their energy levels, we use simple animal-themed cues linked to the Zones of Regulation. These help children notice how their bodies feel and adjust their movement and voice accordingly.

- **Sloth Feet and Sloth Voices (Blue Zone – low energy):** slow, heavy feet and soft, quiet voices
- **Squirrel Feet and Squirrel Voices (Yellow Zone – heightened energy):** fidgety, quick movements and fast, high-pitched voices
- **Lion Feet and Lion Voices (Red Zone – dysregulated):** stomping, loud feet and big, booming voices
- **Fox Feet and Fox Voices (Green Zone – calm and regulated):** light, quiet footsteps and gentle, in-control voices

### Fox Feet, Fox Voices and Fox Lines (Daily Transition Routines)

Daily transitions are explicitly taught, modelled, and rehearsed using the shared language of *fox feet, fox voices, and fox lines*.

All movement in and around school should be purposeful, calm, and quiet. Noise levels should be kept to a minimum, and staff should ensure that all children are suitably supervised at all times. When moving in large groups or whole classes, children should walk in single file.



Adults consistently model and notice children using fox feet, fox voices, and fox lines, offering positive recognition to reinforce shared routines and collective responsibility.

Fox Voices	Fox Feet	Fox Lines
<ul style="list-style-type: none"><li>• Voices off</li><li>• Listening ears on</li></ul>	<ul style="list-style-type: none"><li>• Safe feet (no stamping, no running)</li><li>• Eyes forward</li><li>• Hands by our sides</li></ul>	<ul style="list-style-type: none"><li>• One line</li><li>• Eyes forward</li><li>• Hands by our sides</li><li>• Quiet feet</li><li>• Space between us</li></ul>

Transitions are intentionally planned to support regulation and peer co-regulation:

- Children requiring extra support may be positioned next to an adult or a peer who regulates well.
- Seating and lining-up positions are designed to promote calm, safe movement and positive peer modelling.
- These plans are regularly reviewed and adjusted to meet children's developmental and emotional needs.

### Steps for Gaining Children's Attention

1. **Hand raised** – Raise your hand to signal that you need attention, using a calm, clear voice that can be heard, rather than shouting.
2. **Countdown and stop** – Deliver slowly and clearly, pausing between each instruction:
  - **“3... 2... 1... everybody stop”** (*pause*)
  - **“Hands on top”** (*pause*)
  - **“Show me you are ready”**  
Staff model and explicitly teach what “ready” looks like, for example:
    - Pencils down
    - Eyes facing me
    - Hands still
    - Bodies calm and quiet**EYFS adaptation:** Count down from **5... 4... 3... 2... 1** alongside the ringing of the bell.
3. **Positive reinforcement** – Acknowledge children who are ready, for example:  
**“I can see Sam is ready, thank you.”**  
This encourages others to follow calmly and positively.
4. **Eyes on me** – Once everyone is ready, make eye contact and ensure the group is calm and settled before continuing.

### Ending a playtime

As with the start of the day, how children re-enter the school has an impact on their next lesson and their readiness to learn. At the end of the class playtimes and KS1 lunchtimes, teaching staff alert staff using the 5, 4, 3, 2, 1 instruction and the school bell.

#### Ending a playtime

1. Ring the bell



2. All children are to stop what they are doing and stand still
3. Put back the toy that you are holding / playing with (in 5, 4, 3, 2, 1....seconds)
4. Ring the bell again
5. All children are to stop what they are doing and stand still
6. Instruct children to line up in their allocated place\*
7. Stagger children by individually calling their name to come and line up

*\*Remind children of the 'fox line' mantra. Are we safe? Are we ready? Remember: fox voices and fox feet.*

**Responding to regulations signals**

Sometimes during the school day — in lessons, lining up, after playtime, or during transitions — children may become dysregulated and need support to regulate their bodies and attention. Short, simple regulation activities may be used to support children:

- Staff select the type of support needed: Energise, Organise, or Calm.
- Activities are quick, require no equipment, and can be carried out on the carpet, in line, or in small spaces.
- The purpose of these activities is to provide connection and support, helping children feel safe, regulated, and ready to learn.

<b>Energise</b>	<b>Organise</b>	<b>Calm</b>
<i>Wake the Body</i>	<i>Focus &amp; Coordination</i>	<i>Settle &amp; Regulate</i>
March on the spot (controlled marching)	Touch right hand to left knee, then left hand to right knee (repeat slowly)	Santa breaths (inhale up, exhale down)
Small gentle jumps on the spot	Tap hands on knees in a pattern (1-2-1-2)	Square breathing (trace a square in the air while breathing slowly)
Stretch tall, then curl small	Touch head, shoulders, knees, toes in order	Hand on tummy breathing (feel the tummy rise and fall)
Swing arms forwards and backwards	Copy the teacher's slow movements	Eyes closed – imagine something calm and safe
Shoulder shrugs up and down	Finger taps: thumb to each finger slowly	Hand on heart breathing
Twist side to side	Point left, point right, point up, point down	Smell the flower / blow the candle
Shake hands gently, then freeze	Count and tap fingers 1–5	Quiet listening for 10 seconds (notice sounds in the room)
Reach up high, then touch toes	Make a simple body shape and hold	Softly hum or whisper a calm sound together
Fast arms then slow arms	Clap a simple rhythm and copy it	Give self-hug
March in place with arms swinging	Touch shoulders, elbows, knees, toes in order	Slow counting breaths to five

Children requiring additional support may access Sensory Circuit activities during playtime or as a targeted intervention to help regulate energy, focus, and emotional state.

**Coming into school: 'Soft Starts'**



How the day begins sets the tone for learning. At St Chad's, all children receive a warm welcome as they enter school. Senior leaders, members of the pastoral team, and class teachers greet children and parents at the main gate each morning. Soothing music is played in the foyer throughout the day to create a calm, welcoming environment.

We operate a 'Soft Start' to support regulation:

- **EYFS:** 8:45am – 9:15am
- **KS1:** 8:45am – 9:10am

During soft start:

- Staff greet children at the classroom door.
- Children complete their emotion check-in.
- Regulation resources are set up and available to support calm transitions.

At 9:00am, once the main gate is closed and the school day has started, children complete timetabled activities to embed and develop the school values: *Safe, Ready, Love*.

Monday	<b>Motivate Monday</b>	Reflect on personal goals and how the class can work well together; agree on a class goal linked to <i>Safe, Ready, Love</i> . Optional link to metacognition (Elephants). Type and print the target using Communication in Print and display it above the <i>Recognition Board</i> . Emphasise supporting each other, noticing strengths, and working together.
Tuesday	<b>Tranquil Tuesday</b>	<ul style="list-style-type: none"> <li>• <b>EYFS:</b> Practice explicit regulation skills (e.g., breathing).</li> <li>• <b>KS1:</b> Guided meditation (Collective Worship PPT) and doodle books for personal reflection. Staff model alongside children to build connection.</li> </ul>
Wednesday	<b>Waypoint Wednesday</b>	Review the class goal and reflect on progress together. Discuss how everyone has contributed and what the group could focus on next. Encourage listening to each other and recognising everyone's efforts.
Thursday	<b>Thrive Thursday</b>	Review & celebrate the class target from the <i>Recognition Board</i> . Highlight individual and group contributions, emphasising how children supported each other.
Friday	<b>Feel-Good Friday</b>	Review Class Dojo reading videos, celebrate effort, and promote home reading. TA updates weekly Home Reading register. Kinder Eggs easily reviewed by link SLT member. Emphasise noticing effort, encouraging peers, and sharing successes.

After the gate closure, a member of the Pastoral Team completes a daily walk-round to review emotion check-in boxes, monitor patterns, and identify children who may need targeted support. Any concerns are raised at the SLT Weekly Welfare Meeting. Some children, pre-arranged by SLT, may access a targeted soft start and attend Nurture provision in the Rainbow Room. Pastoral staff support their transition back into the classroom.

### Recognition and Appreciation

*Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.'*

(Paul Dix)



At St Chad's, we firmly believe that every child has the right to be noticed, appreciated and celebrated. We use the online platform, Class Dojo, as a way of engaging parents as partner's in their child's education and maintaining good communication regarding their child's personal development and achievements.

We use Class Dojo to reinforce wanted daily habits, school routines, and learning behaviours, but we don't rely on rewards to manage behaviour or replace the development of intrinsic motivation (through our relational work, we want children to see the inherent value in their behaviour).

Children can earn individual points for:

- Daily habits e.g. remembering to bring in their book bag (1 point)
- Behaviour linked to the school rules e.g. walking safely through school (2 point)
- Behaviour linked to the school's 'LOVE Promise' e.g. tidying up, saying thank you (2 point)
- Learning behaviours e.g. using a new word (3 points)

The weight of the points awarded is consistent throughout Early Years and Key Stage 1 but the language has been differentiated to consider the age of our children. Three dojo points is the maximum to be given at any time. When awarding a 'dojo', the member of staff should reinforce the wanted behaviour e.g. 'You can have a 'dojo' for holding the door open and showing good manners, thank you.' Once awarded, a dojo can never be deducted.

Each class has a Recognition Board, where children and adults agree on a specific behaviour goal linked to the school rules or Safe, Ready, Love (e.g., using one voice in class). Targets are set every Monday morning. Staff acknowledge children demonstrating the behaviour by adding a stick to the child's name pouch on the board.

It is important that:

- children are recognised for effort, not achievement
- this is viewed as a collaborative strategy (it is not intended to shower praise on the individual)
- teaching staff pursue the behaviour they want by chasing it hard and reinforcing it enthusiastically
- there is a shared sense of team work and collective accomplishment

We have a weekly 'LOVE Book' for children who have shown one our school's values. LOVE Book Collective Worships are held with the Headteacher every Friday (or a member of SLT / pastoral team in her absence). Teachers are able to nominate two children from their class and will give a summary of their reason for nomination. Children will be presented with a certificate and sticker. The children's names are then published on the school's main Class Dojo page. Teachers are to ensure that all children in the class receive a nomination over the course of the year.

At the end of every half-term, there is a Kings and Queen ceremony for the recognition of children who have made particularly noteworthy progress for attainment, achievement or attitude. Staff are asked to nominate a girl and boy from every class. Parents are invited to attend the presentation of certificates and 'carnation' of the children. Photographs of the children are displayed in the school hall for the full duration of the half-term.

Where a child has gone 'over and above' with their learning or by their actions, they can be sent to see the headteacher. The child will receive a headteacher's sticker and the headteacher will personally inform parents on the gate at home time.

### Lunchtime



Our “Fox Lunchtime” routines help children move safely, calmly, and respectfully through the lunchtime experience, using the same shared language of *fox feet*, *fox voices* and *fox lines* that is used throughout the school.

Seating plans are used in the hall to support calm and regulated mealtimes. Staff carefully organise where children sit so that adults are able to provide support where it is needed most. For example, a child with higher levels of energy may be seated closer to an adult or positioned with a shorter transition to the serving trolley to reduce waiting and movement around the hall. Children who need a quieter space for safety and regulation may access our lunchtime nurture provision in the Rainbow Room.

Fox Lunchtime		
What does this look like?		
<p><b>On entry to the hall:</b></p> <ul style="list-style-type: none"> <li>• Walk to your allocated table (<i>fox feet</i>)</li> <li>• Sit down at your table quietly</li> <li>• Wait to have your name called by an adult to collect your tray</li> </ul> <p><b>Collecting your food:</b></p> <ul style="list-style-type: none"> <li>• Join the queue from the back of the line</li> <li>• Collect your tray and cutlery</li> <li>• Hold your tray with two hands</li> <li>• Wait for your food to be served on your tray</li> <li>• Remember to say please and thank you</li> <li>• Walk back to your allocated table place</li> </ul>	<p><b>During the meal</b></p> <ul style="list-style-type: none"> <li>• Stay seated in your chair</li> <li>• Tuck your chair towards the table</li> <li>• Use your quiet voice (<i>fox voices</i>)</li> <li>• Use your cutlery</li> <li>• Eat your dinner before your dessert</li> <li>• Put your hand up if you want help from an adult</li> <li>• Chew and swallow your food carefully</li> </ul>	<p><b>At the end of the meal</b></p> <ul style="list-style-type: none"> <li>• Stay seated in your chair</li> <li>• Wait to be called by an adult to empty your tray</li> <li>• Scrape your leftover food into the bin</li> <li>• Stack your tray</li> <li>• Tidy away your cutlery</li> <li>• Return to your seat</li> <li>• Wait to be called to line up</li> </ul> <p><i>*Tables are to be called one at a time. Wait until the children are in a 'lovely line' before calling the next table group.</i></p>

Lunchtime staff are responsible for setting up the dinner hall so that calming music is played for the duration of the dinner service (via the hall iPad).

**Responding to behaviour incidents in a relational way**

*‘Too often we forget that disciple really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.’*

(Dr. Dan Siegel)

At St Chad's, we endeavor to deal with the majority of behaviour incidents with prompt and pro-active support in relational way.

When children become overwhelmed, their thinking brain is less able to manage emotions or make positive choices. At these moments, adults focus first on **co-regulation**. This means using calm presence,



supportive language and connection to help a child's nervous system settle before expecting reflection, problem solving or repair.

Through co-regulation, adults model the calm and regulated behaviour we want children to learn over time. As children experience this repeated support, they gradually develop the skills to regulate themselves.

The *Anger Iceberg Model* recognises that anger is often just the tip of the iceberg, and there are deeper emotions and needs that need to be addressed.



Instead of being considered 'problematic', angry or aggressive behaviours are understood as attempts to cope or protect oneself. Rather than asking *"What is wrong with you?"* or *"Why are you doing that?"*, we approach behaviour with curiosity and compassion, asking instead:

*"What has happened to you?"*

*"What might you need right now?"*

At St Chad's, we do not:

- refer to behaviour or emotions as positive (good) or negative (bad)
- use shame or punitive consequences
- shout aggressively at children (there is a clear difference between a raised voice and shouting, which represents a loss of adult control. Although shouting must not be used as a classroom management technique, there may be occasions when a raised voice is necessary to ensure safety, for example on the playground).

Instead, we:

- refer to behaviour as wanted or unwanted within the context
- express our displeasure with the action and never the child (for example: "That was an unkind thing to do because..." rather than "You are an unkind boy")
- prioritise calm adult responses that support co-regulation
- praise in public
- reprimand in private
- use consequences that focus on reflection, learning and growth



## Emotion Coaching

Emotion Coaching helps children to understand the different emotions they experience, why they occur and how to handle them. During moments of heightened emotions and resulting behaviour, Emotion Coaching can help guide and teach a child towards healthier responses during a difficult moment.

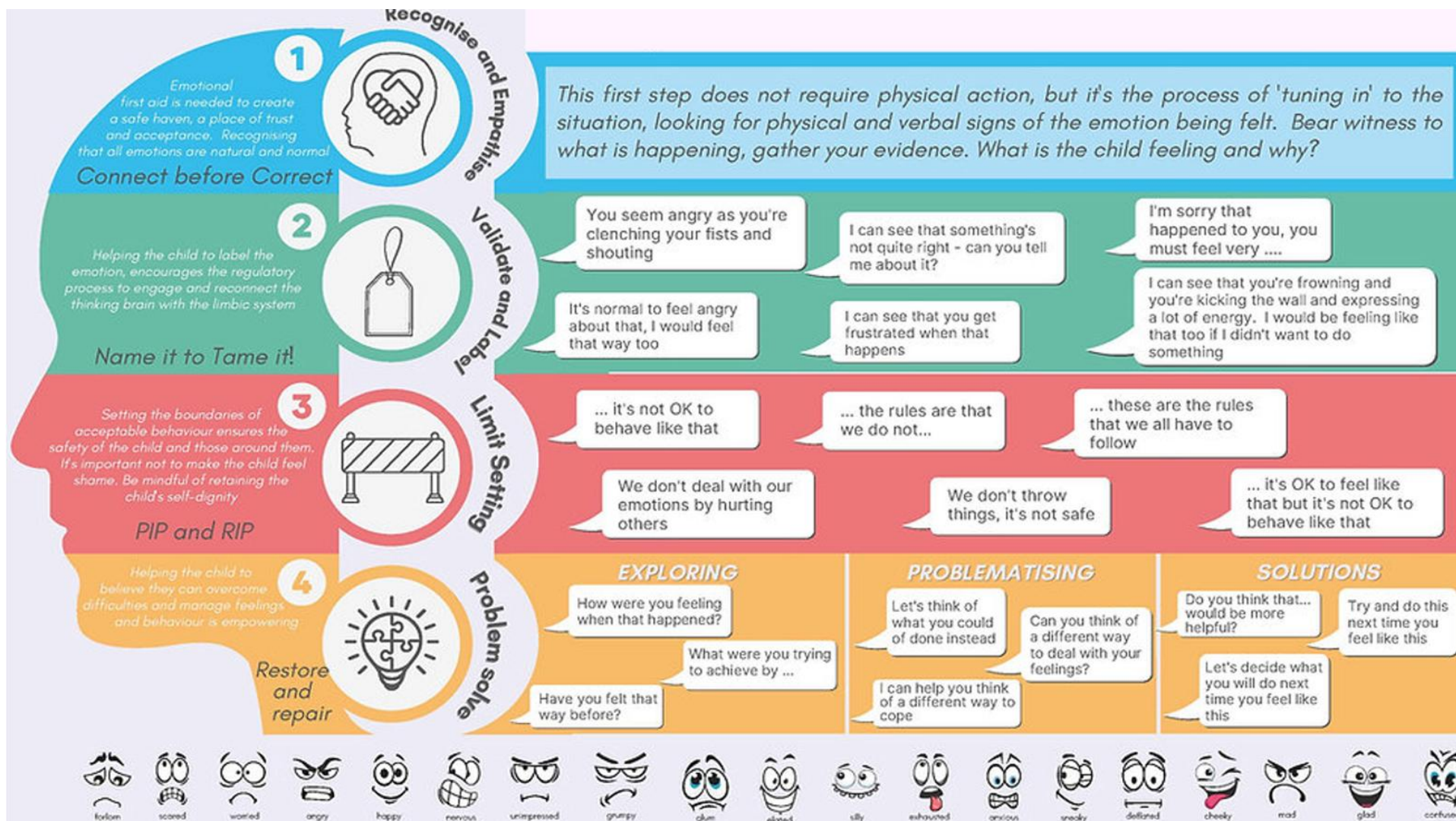
Key Elements involved in Emotion Coaching are:

- Becoming aware of the child's emotions
- Recognising the emotion as an opportunity for intimacy and teaching
- Listening empathetically, validating the child's feelings
- Helping the child find words to label the emotion
- Setting limits and explore strategies to solve the problem at hand

Step 1 <b>Connect before Correct</b>	<b>Recognise and Empathise</b> Emotional First Aid is needed to create a safe haven. 'Tune in' to the situation. What is the child feeling and why?
Step 2 <b>Name It to Tame It</b>	<b>Validate and Label</b> Help the child to label the emotion
Step 3 <b>Safe, Ready, Love</b>	<b>Limit Setting</b> Set the boundaries for wanted behaviour to ensure safety of the child and those around them. Never 'shame'
Step 4 <b>Restore and Repair</b>	<b>Problem Solve</b> Explore strategies to solve the problem at hand



Scripts are helpful to ensure adults take a calm, non-judgmental and consistent approach to behaviour at all times.





**Our Graduated Approach to Behaviour**

The following chart is a guide to help staff respond to behaviour incidents in school consistently. When looking at the chart, the age and stage of the child and the context of the behaviour incident are always important to consider.

	<b>A (lacking thought)</b>	<b>B (lacking care)</b>	<b>C (lacking empathy)</b>	<b>D (lacking safety)</b>	<b>E (intentional harm)</b>
	<i>low level unwanted behaviour</i>		<i>serious unwanted behaviour</i>		
	Mistake Ill-judged Careless Impulsive	Disruptive Rude Unkind Horseplay	Antagonistic Ignorant of others Danger play <small>(e.g. Cops and Robbers that has escalated)</small>	Negligent Misadventure <small>(element of planning)</small> Dangerous Aggressive	Violent Abusive Criminal Planned or malicious
<b>Input from</b>	Classroom teacher	Classroom teacher	Classroom teacher/ Welfare Officer/SENCO	SENCO / SLT / Other professionals	Headteacher / LA / MAT
<b>Log on MyConcern?</b>	No	No	Yes	Yes	Yes
<b>Parental involvement?</b>	No	Informally on the gate by teacher	Yes	Yes	Yes
<b>Action</b>	'Nip in the bud' 'Benefit of the doubt'	Classroom level (reminders, modelling)	Pastoral input (/1:1 coaching) Nurture/ELSA	Risk Assessment / Child Centered Plan	In-Year Fair Access protocol / Consideration for exclusion*
<b>Steps on the Graduated Approach</b>	1, 2, 3	4,5	4,5,6	7	7
<b>Repeated presentations of A and or B behaviour may lead to escalation of support and intervention alongside our Graduated Approach to Behaviour</b>					

NB:

- Some teacher discretion is always required e.g. there is a significant difference between a Reception child hitting another child over a toy V a Year 2 child involved in a fist fight with an intention to cause harm.
- \*At St Chad's, we believe that all behaviour is communication, and our focus is on understanding and supporting our children. Exclusions are only considered as a last resort when we need to enhance provision.

The following table is a guide to help staff respond to behaviour incidents in school consistently. When looking at the table, the age and stage of the child and the context of the behaviour incident are always important to consider.



REMINDER – REDIRECTION – CO-REGULATION – REFLECTION		
Steps		Actions
Step 1	Redirection	<p>A non-verbal cue in the form of a gentle encouragement (a 'nudge' in the right direction)</p> <ul style="list-style-type: none"> <li>• Cue name: "Bob – all okay?"</li> <li>• Re-focus child: Child's Name, I would love to see that super work when you are done.</li> <li>• Distraction/ Redirection: Child's name– please pop next door and ask Miss if I can borrow a xxx – Thanks.</li> </ul>
Step 2	First verbal reminder	<p>A reminder of our three rules - Safe, Ready, Love - delivered privately wherever possible. Make explicit the expectation, e.g. I am expecting you to...(not talk when I am talking etc.)</p> <ul style="list-style-type: none"> <li>• Offer of support: "Are you okay?"</li> <li>• Name It to Tame It: Do you want to use the Colour Monsters to help tell me how you are feeling? (If there has been a change in emotion then an 'emotion check-in needs to take place privately).</li> </ul>
Step 3	<p>Second verbal reminder</p> <p>.....</p> <p>Co-regulation support</p>	<p>A second reminder of our three rules - Safe, Ready, Love - delivered privately wherever possible. Make explicit the expectation followed by the natural consequences e.g. I am expecting kind hands at all times. When children don't use kind hands they need to play separately from others so everyone can be kept safe.</p> <ul style="list-style-type: none"> <li>• Direct the child to support: I think choosing an activity from our regulation basket might help you</li> <li>• Direct an adult or give extra support: Staff member, could you see if child's name needs help with.....? / Could you help them to do some deep breathing</li> <li>• Wondering question: Child's name, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you."</li> <li>• Name the need: You're very angry because you wanted to go on the iPad. I can see that is hard. Everyone will get a go this week.</li> </ul>
Step 4	<p>Safe space to regulate</p> <p>(Calm Corner in classroom)</p> <p>.....</p> <p>Co-regulation support</p>	<p>Take the child to the calming corner (where no conflict with other children would occur) for 5 minutes. Direct them to resources to help them to regulate.</p> <p><b>Micro-Script</b></p> <ul style="list-style-type: none"> <li>• I wonder if you are feeling...(empathise with the emotion e.g. worried, upset, anxious about...)</li> <li>• This breaks our school rule of ...</li> </ul> <p>Validate the emotion and prompt the child to choose a regulation resource from the basket.</p> <ul style="list-style-type: none"> <li>• I sometimes feel... and ... helps me (e.g. squeezing a fidget toy hard)</li> <li>• I think you need a break and then we can work this out together, I'll come and help you in 5 minutes</li> <li>• Remember, you are safe and I am here for you.</li> </ul> <p>If the child's emotions and behaviour are regulated, return to main class teaching in 5 minutes.</p>
Step 5	<p>* Safe space to regulate (Regulation Station KS1 in corridor)</p>	<p>Take the child to the Regulation Station in the corridor (where no conflict with other children would occur) for 10 minutes. Here, they will have access to more resources/activities to support with regulation e.g. weighted blanket. Direct them to resources to help.</p> <p><b>Micro-Script</b></p> <ul style="list-style-type: none"> <li>• I wonder if you are feeling...(empathise with the emotion e.g. worried, upset, anxious about...)</li> <li>• This breaks our school rule of ...</li> </ul>



	<p><i>*Flamingos/ Elephants only</i></p> <p>.....</p> <p><b>Co-regulation support</b></p>	<p>Validate the emotion and suggest a regulation strategy e.g. I sometimes feel... and ... helps me (e.g. rocking on the rocking chair, colouring in)</p> <ul style="list-style-type: none"> <li>• <i>Let's pop outside of the classroom and you can choose something to help you</i></li> <li>• <i>I think a break will help you and then we can work this out together, I'll come and help you in 10 minutes</i></li> <li>• <i>Remember, you are safe and I am here for you.</i></li> </ul> <p>Then after they are calm</p> <ul style="list-style-type: none"> <li>• <i>Can you remember yesterday when/last week when you...? (refer to previous wanted behaviour)? That is who I need to see today, I know you can do it....</i></li> <li>• <i>Thank you for listening to me.</i></li> </ul> <p>If the child's emotions and behaviour are regulated, return to main class in 5/10 minutes.</p>
<b>Step 6</b>	<p><b>Support (Welfare Officer/ Assistant)</b></p> <p>.....</p> <p><b>Co-regulation support</b></p>	<p>Support from the Welfare Officer should be requested and the child supported with 1:1 coaching in the Rainbow Room.</p> <p>It is important that teachers manage as much of the behaviour in their class as is appropriate. Children should see their teachers as being responsible and managing the behaviour in the classroom. Teachers should be aware of the subtle message they are sending to children if they constantly refer behaviour incidents to other staff to deal with.</p>
<b>Step 7</b>	<p><b>Support (SLT)</b></p> <p>.....</p> <p><b>'Co-regulation support</b></p>	<p>If there is still no improvement then the child is to supported by a member of SLT.</p>
<p><b>Where behaviour poses a risk or hazard to the safety of an individual or a group (categorised as D and E), the incident must be immediately directed to a member of SLT and recorded on MyConcern.</b></p> <p>Examples being: assault on staff/peers; any form of bullying; possession of an offensive weapon; sexual violence/harassment; criminal activity; theft; possession of controlled substances; possession of any prohibited/restricted items (<i>alcohol, tobacco, pornographic images, fireworks, psychoactive substances</i>)</p> <ul style="list-style-type: none"> <li>• If behaviour results in physical or verbal abuse towards a teacher/adult an 'Assault' form should be completed alongside MyConcern.</li> <li>• If physical intervention of any kind is required then a 'Physical Intervention Form' record should be completed as soon as possible and alongside MyConcern.</li> <li>• Any other incident resulting in injury should be recorded on an Accident Form.</li> </ul>		

**Playground behaviour**

Our rules, *Safe, Ready, Love*, should be embedded during playtime and lunchtimes.

It is important that staff involved in supervising playtimes and lunchtimes model positive play. The environment plays a key role in supporting and extending children's development and learning. Class teachers are responsible for ensuring that the Key Stage 1 and EYFS playgrounds are well equipped with resources and activities that promote positive play. Classes are provided with boxes of play resources.

The Active Play Coordinator leads a daily Active Playtime and Lunchtime Club for KS1. Pastoral staff support children who need quieter or targeted provision to regulate safely.



At lunchtimes, staff follow the same graduated approach to behaviour used in classrooms, prioritising co-regulation and connection. In place of the classroom Calm Corners, children can access the calming benches on the playground or field for co-regulation support.

The Pastoral Team are available to provide additional guidance, co-regulation, and restorative support as needed. All staff focus on helping children feel safe, regulated, and supported to re-engage positively with their peers and routines.

### Restorative Practice

*'A dysregulated adult cannot regulate a dysregulated child.'*

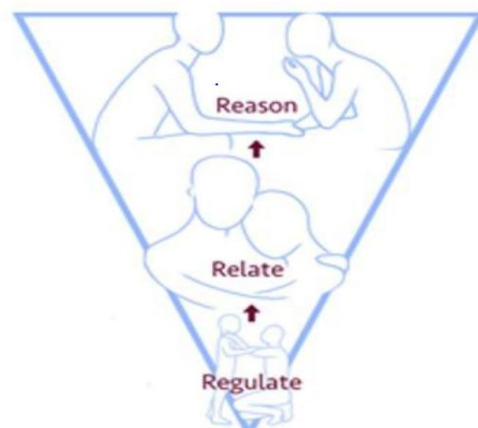
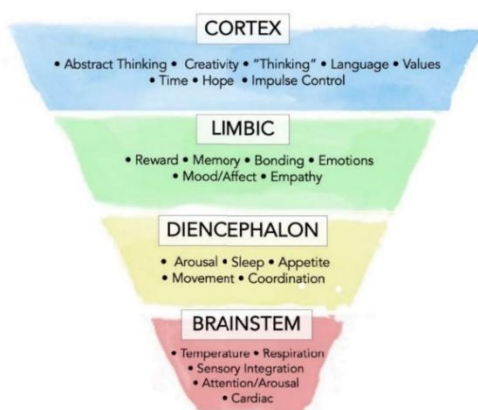
(Dr. Bruce Perry)

Restorative Practice can provide a structure to help teach children how to manage situations differently. It aligns with the work of Dr Dan Siegel who emphasises the importance of *connection before correction*.

Restorative practice creates opportunities for individuals to engage in open and honest dialogue, express their feelings and needs and listen to others with empathy and respect. Our role is to help children to understand their emotions and find healthier ways of dealing with their feelings:

*'All feelings are welcome, all behaviours are not.'*

Prior to engaging in a conversation with a child following a behaviour incident, it is essential that the adult is regulated: only when individuals feel connected and supported are their brains more receptive to learning, problem-solving and regulation of emotions. It is important that members of staff involved in behaviour incidents should be involved in the restorative follow up wherever possible.





## Regulate, Relate and Repair Conversation Script

Year 1 and Year 2 only (were developmentally appropriate for the child)

<p><b>Step 1: REGULATE</b></p> <p><i>Help the child to regulate and calm their fight/flight/freeze responses</i></p>	<p><b>Step 1: Pre-communication stage</b></p> <ul style="list-style-type: none"> <li>• What does the child need to regulate? E.g. exit strategy, sensory breaks, nurture activities, time in with an adult (there may a general plan for most children like a regulation station but for others this will be individualised)</li> <li>• How will you know the child is regulated? E.g. body language, temperature, ability to talk, facial expression, movements</li> <li>• How long until the child is regulated (likely to be 20 minutes+)</li> </ul> <p>Say:</p> <ul style="list-style-type: none"> <li>• 'Let's take a breather at the regulation station then we can work this out together.'</li> <li>• 'I can tell this has made you feel really upset/angry/scared; let me help you.'</li> <li>• 'I'm here to help, let's take a break.'</li> </ul>
<p><b>Step 2: RELATE</b></p> <p><i>Relate and connect with the child through an attuned and sensitive relationship</i></p>	<p><b>Step 2: Open the lines of communication</b></p> <p>Let the child know that you will listen to them and their perspectives, then do just that. This is not the time for lectures or judgement.</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• How's it going?</li> <li>• I wanted to talk with you about.....</li> </ul> <p><b>Step 3: Allow them to explain the situation from their perspective</b></p> <p>Try to see the situation from their point of view. Remember that children, like adults, may often feel differently about the same event.</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• Can you tell me more about.....</li> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• How were you feeling? (<i>refer to the Colour Monster puppets</i>)</li> </ul> <p><b>Step 4: Show empathy and help to validate the emotion ('Name It to Tame It')</b></p> <ul style="list-style-type: none"> <li>• It sounds like you felt.... (<i>refer to the Colour Monster puppets</i>)</li> <li>• It's a horrible feeling when....</li> <li>• Sometimes I feel .... when....</li> </ul>



<p><b>Step 3: REASON</b></p> <p><i>Support the child to reflect, learn, remember, articulate and become self-assured</i></p>	<p><b>Step 5: Identify what led to the incident and any root causes</b></p> <p>Help the child gain a greater understanding of the situation by asking them what happened before or what else may have affected their behaviour. Remember that young children may have a very myopic view of what happened.</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• What made you feel that way?</li> <li>• What happened before it started?</li> <li>• Has this happened before?</li> </ul> <p><b>Step 6: Identify the impact</b></p> <p>Help the child see how their behaviour affected those around them. They may need help understanding consequences that they can't see, such as hurt feelings.</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• What happened to your friend? (<i>consider use of comic strip conversation</i>)</li> <li>• What have you thought about since?</li> <li>• Who else do you think has been affected/upset/hurt by your actions? How?...And this has made you feel sad/upset (<i>refer to comic strip conversation to avoid shaming; be aware that the child's behaviour may have been adaptive for them e.g. to feel safe</i>)</li> <li>• When I heard/saw .....I felt .....because (<i>if appropriate, you may involve the other child in this discussion</i>)</li> <li>• How do you feel now? (<i>refer to the Colour Monster puppets</i>)</li> </ul>
<p><b>Step 4 : ST CHAD'S RESTORE &amp; REPAIR</b></p> <p><i>Help the child make connections about actions and impact for themselves and others. Use the situation as a teaching opportunity and make a plan.</i></p>	<p><b>Step 7: Address needs and repair</b></p> <p>Help the child decide how to makes things better or solve the problem. Help lead them to a resolution that they can feel good about.</p> <p>Say:</p> <ul style="list-style-type: none"> <li>• What can you do to make things better?</li> <li>• If you were..., what do you think you would need?</li> <li>• What do you need to help you do that?</li> <li>• What can you do differently next time?</li> </ul> <p><b>Step 8: Share a helpful coping strategy</b></p> <p>Say:</p> <ul style="list-style-type: none"> <li>• When I feel...something that helps me is....</li> <li>• Maybe we could work together to see if this helps you too</li> </ul>



**Remember:** *Heading straight for the 'reasoning' part of the brain with an expectation of leaning will not be effective if the child is dysregulated and disconnected from others.*

**Step 9 : Create an agreement**

This could be a verbal agreement, a checklist, a drawing etc. Remember to follow through on your own promise.

Say:

- Based on our talk, I heard that you will.... I will also....
- Can we agree on this plan?
- I'm going to check in with you in a while to see how things are going.
- Thank you for sharing your thoughts and feelings with me, this was very brave of you. I'm so happy that we can work together to make things better!



### The use of consequences

The consequences we use at St Chad's always have a clear link to the incident and help the child to learn how to behave more appropriately should a similar situation occur - tailoring this to the needs of the individual.

Expectations and consequences should be age-appropriate and developmentally appropriate for the child. For example, consequences for younger children may be less severe than those for older children. Additionally, consequences may be adjusted based on the individual needs of a child, such as providing additional support for children who struggle with regulation or have experienced trauma.

Best practice in relational approaches recognises that protective and educational consequences work together. Protective consequences ensure safety and restore order in the immediate situation, while educational consequences support understanding, repair, and long-term behaviour change. Sustainable change is unlikely without both working in partnership, alongside consistent adult connection,

**Protective consequences (relational, safety-focused):** These are calm, bounded actions taken to ensure the safety, dignity, and wellbeing of all children and adults. They are not punitive, but are necessary to maintain a safe environment and support regulation.

At St Chad's, these may include:

- Increased staff support or proximity to ensure safety and successful regulation
- Temporary adjustments to routines, timetable, or environment to reduce risk or overload
- Supported access to quieter or alternative spaces to enable regulation
- Escorted movement around school to ensure safe transitions and continued adult support
- Adaptive grouping or learning arrangements to reduce triggers and support success
- Short-term reduction in demands to allow recovery of regulation, while maintaining inclusion and belonging
- Co-regulation between adult and child, ensuring the child is supported back to a state of safety and readiness for learning
- Appropriate use of exclusion only when necessary to ensure immediate safety, with a clear relational reintegration plan focused on repair, reflection, and support on return

**Educational consequences (relational, restorative and teaching-focused):** These are delivered once the child is regulated, and focus on teaching the missing skills, repairing relationships, and supporting understanding of impact and future choices.

Examples include:

- Supporting the child to repair harm through a restorative process (e.g. helping to tidy, restore resources, or create a message or drawing of repair)
- Guided reflection with a trusted adult to explore what happened and what the child needed at the time
- Rehearsing and practising alternative responses for future situations, with modelling and support from an adult
- Revisiting interrupted learning with scaffolding so the child can experience success and completion
- Using social stories, visuals, or structured conversations to develop understanding of expectations and impact
- Explicit teaching of regulation and coping strategies linked to the incident



- Supporting the child to re-enter learning, play, or relationships with appropriate structure, reassurance, and adult scaffolding
- Co-constructing clear “next time” plans so the child has practical strategies for similar situations in the future

### **Universal regulation strategies**

At St Chad's, we recognise that we ourselves are humans and that our own states can shift throughout the day. Building in opportunities for regulation throughout the day will help both children and adults alike. Teachers will teach and model to children strategies that help regulate emotions such as deep breathing, sipping water, and brain breaks. Calming corners, relaxing music and break out spaces are in place universally throughout school. It is important that children have the opportunity to explore different regulation activities and find out what feels right for them.

Generally:

- If you are feeling slow and tired and want to wake your body up, your body break movements should be fast and short
- If you are feeling fast and emotional or fast and wiggly and want to calm your body down, your body break movements should be slow and with more firm pressure.

### **Consistent, calm adult behaviors**

*'I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or dehumanised.'*

(Haim G. Ginott)

Working collaboratively and being curious to try and understand what might be driving the child's behaviour are important. This is not to condone the behaviour but it can give us the compassion needed to put in place informed and effective strategies. Empathy can interrupt adults from going into their own survival brain and subsequently escalating – not de-escalating – a situation.

De-escalation strategies to diffuse the situation may include:

- Providing time and space
- Validating feelings: 'That must be really difficult, no wonder you feel like that.'
- Providing reassurance that the child is safe
- Being present but not evasive or intrusive
- Humming or singing
- Encouraging self-movement e.g. wiggling toes
- Increasing individual support and reducing the audience
- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a child's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.



- Rephrasing requests made up of negative words with positive phrases, e.g. “if you don't return to your seat, I won't help you with your work” becomes “if you return to your seat, I can help you with your work”.

### **Referral to SENCO**

Early intervention is imperative for addressing both active and passive behaviours and to ensure that low level difficulties are addressed early on. All staff are responsible for recording any behaviour concerns on MyConcern. MyConcern cases are reviewed daily by the DSL/DDSL and tagged into a behaviour sub-category e.g. hitting. When opening a new concern, the following information is important: *what, when, where, with whom and why.*

The earlier we can have collaborative discussion and work out what the behaviour is telling us to inform next steps the better. Any open cases on MyConcern are reviewed and discussed by members of SLT and the Pastoral Team during weekly Welfare Meetings. The child may be referred to the SENCO/Welfare Officer for additional support and intervention if their behaviour continues to be a concern.

There will be a focused phase meeting half-termly for teachers to share and discuss any behaviour concerns in their class. In addition to this, teachers and support staff will attend a termly Pupil Progress meeting with SLT where behaviour concerns will be discussed in more depth. These meetings will help identify any additional support and interventions to support children facing emotional or behavioural challenges, for example ELSA and Nurture.

When we notice an increase in distress (frequency / intensity) and need to prioritise safety and security, the SENCO will form a Child Centered Plan in collaboration with teaching staff, key support and parents to meet the specific needs of each child. Child Centered Planning meetings are an effective process to gather information about what the child's behaviour might be communicating and begin a collaborative problem-solving process. The meetings help foster a sense of togetherness and that parents and staff know that they are being heard, that their own feelings are validated and that they matter.

Making time to reflect and planned observations prior to meeting help to give a more insightful perspective on the issue. Prior to the meeting, the SENCO, with input from staff and parents, will consider the child's:

- Stage of development
- The state they function the most from (terror, fear, alarm, alert, calm)
- Recovery time
- Presenting needs
- Hidden needs
- Strengths and skills
- What is working well
- What is not working well

Review meetings will then take place half termly, led by the SENCO. External resources and professionals may be involved to provide targeted support if necessary.

During a time of crisis, it is important that the child is set up for success and not failure. A sense of accomplishment that the child experiences adds towards a sense of self/self-esteem. The rewarding feeling of doing well can give the child the motivation to keep going and to keep trying.

### **Supporting children with additional needs**



As a school, we recognise each child as an individual and as such, there will be small number of children who have specific individual needs for whom this policy is not wholly appropriate. In such cases, class teachers, with support from the SENCO, will exercise their professional judgement in order to manage children's behaviour in line with their needs and stage of development.

Behaviour will always be considered in relation to a child's SEND. Where a child is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

We will aim to anticipate likely behaviour triggers and put in place support to prevent these, considering the specific circumstances and requirements of the child concerned. Reasonable adjustments and timetable adaptations will be implemented where appropriate, for example:

- Short, planned movement breaks for a child whose SEND means they find it difficult to sit still for long
- Ensuring a child with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a child with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

### **Roles and responsibilities**

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The Headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of behaviour.
- Establishing high expectations of children's conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary actions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and children at least once a year.
- Reporting to the governing board on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The Senior Mental Health Lead is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- Supporting behaviour in line with the SEMH Policy.

The SENCO is responsible for:

- Collaborating with the governing board, Headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.



- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support children with SEND.
- Supporting subject teachers in the further assessment of a children's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

- Planning and reviewing support for their children with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever the prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the children in their class.
- Taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers are responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting children in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every child.
- Being aware of the needs, outcomes sought, and support provided to any children with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Welfare Officer.

Children are responsible for:

- Following the school's rules.
- Reporting any behaviour concerns to a member of staff.

Parents are responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- The behaviour of their child(ren) outside of school and in the wider community.

### **Physical intervention**

In line with the DDAT Physical Intervention Policy, all members of staff have the legal right to use reasonable force to prevent children from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. All staff will



attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the DDAT Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving children with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

The headteacher must be immediately informed of any incidents requiring physical intervention and the school's physical restraint incident form must be completed and the incident recorded on MyConcern.

### **Sexual abuse and harassment**

The school will promote and enforce a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the DDAT Safeguarding and Child Protection Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any recurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other children are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

### **Prohibited items, searching children and confiscation**

Headteachers and staff authorised by them have a statutory power to search children or their possessions, without consent, where they have reasonable grounds for suspecting that the child may have a prohibited item that has been, or is likely to be, used:

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

### **Suspension and exclusion**

St Chad's believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school they must feel safe from physical and verbal aggression and disruption. The DDAT Suspension and Exclusion policy outlines the procedures that may be implemented if a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the child or others in the school.

### **We have specific rules being enforced on the grounds of health, welfare and safety**



### **A. Food and drink**

Children will obtain fruit through the National Fruit Scheme. Other than fruit, packed lunches, a water bottle and food for special class treats and celebrations, no food of any kind should be brought into school (unless on medical grounds) including sweets and fizzy drinks.

### **B. Jewelry**

One small pair of stud earrings/huggie earrings and items of religious significance are the only items of jewelry which may be worn at school and these must be removed at home by parents/carers on allocated P.E days. Teachers are not to assist children with the removal of jewelry. Any articles removed in school should be stored safely by the teacher for the duration of the lesson. School will not take responsibility for any lost or damaged items of jewelry.

### **C. PE Kit**

Correct PE kits must be worn to school on children's allocated PE days, as outlined in the School Uniform policy.

### **D. School clothing**

Parents are expected to send their child into school wearing the correct school uniform, as outlined in the School Uniform policy. To support with the looking after of school books, all parents/carers are to provide their child with a St Chad's book bag. Parents are responsible for naming all items of school clothing.

### **E. Personal property**

The school cannot accept responsibility for the loss or damage to clothing or personal property. Toys, games and sports equipment must not be brought to school (except on special occasions when the teacher gives permission). Any money brought into school should be handed in as soon as possible and never left in trays, bags or coats. Parents are advised to bring school money in a sealed envelope with their child's full name and class written clearly on the front.

### **F. Mobile phones and Smart watches with cameras**

Mobile phones and smart watches with cameras are not permitted in school.

### **Home and school links**

There will always be prompt communication between school and home on matters causing concern. The role of the parents/carers in positively supporting their child's behaviour is vital and is one of the strongest links that the school can make. At St Chad's, we will emphasise this duty regularly during the time that a child is in school. We use a range of communications to parents/carers, including Class Dojo, letters, school website, information booklets, newsletters, workshops, classes and meetings. We work hard to involve parents/carers in the life of the school and in reinforcing a good home-school partnership. We rely on parents to set good behaviour examples at home for children to follow at school. A signed home/school agreement will be shared during all pupil induction meetings with parents to reinforce the essential relationship between home and school in supporting a child's education including their behaviour.

### **Staff induction, development and support**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all children to participate in creating the culture of the school. SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.



### **Behaviour outside of school premises**

The school may act in relation to behaviour incidents outside of the school premises, including conduct online, when the child is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a child at the school.

The school may also act in relation to behaviour incidents outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another child, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

In all cases of behaviour incidents outside of the school premises, the school will only act once the child has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of children from the school are taken very seriously and will be dealt with in accordance with the DDAT Complaints Policy.

### **Parents / Carers**

Parent/carer involvement is welcomed and encouraged at St Chad's and we will seek their support in understanding and reinforcing the language used at school and share in their concerns about standards of behaviour. In turn, staff at school will support the family.

We always aim to contact parents quickly when there are increasing concerns about behaviour, however, staff will not routinely contact or inform parents of minor incidents.

### **Definitions**

For the purpose of this policy, the school defines 'serious unwanted behaviour' as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- Discrimination – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- Harassment – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- Vexatious behaviour – deliberately acting in a manner so as to cause annoyance or irritation
- Bullying – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- Cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions



- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils
- Any behaviour that requires the immediate attention of a staff member

For the purpose of this school, the school defines 'low-level unwanted behaviour' as any behaviour which may disrupt the education of the perpetrator and/or other children, including, but not limited to, the following:

- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness

'Low-level unwanted behaviour' may be escalated to 'serious unwanted behaviour', depending on the severity of the behaviour.

### **Monitoring and review**

This policy will be reviewed by the headteacher on an annual basis. Any necessary changes will be communicated to all members of staff and relevant stakeholder

