

Behaviour Policy - Appendix D - January 2025

Code of Conduct & Consequences and Interventions:

	Pupils will	Adults will
Safety	<p>Keep each other safe</p> <ul style="list-style-type: none"> → Move around the school safely, calmly and quietly → Not bring any personal items into school → Only leave the classroom with permission from the teacher. → Sit on their chair properly → Make sure physical contact is appropriate → Feel safe, aspirational and respected for who they are. 	<p>Keep themselves and pupils safe</p> <ul style="list-style-type: none"> → Hold pupils in mind - use eye contact, proximity and their name → Make sure physical contact is appropriate. → Use proximity to facilitate emotion regulation → Acknowledge difficulty staying in class sometimes – formulate a plan → During 1-2-1 intervention - adopt strategies to de-sensitise to shame and to reduce impulsivity → Enable pupils to feel safe to express their cultural identities.
Belonging	<ul style="list-style-type: none"> → Wear the correct uniform at all times. → Be on time to school and to lessons. → Talk to members of staff about any problems or concerns → Be in the right place at the right time. → Be careful with our belongings and the belongings of others → Only take our own belongings → Respect each other and school → Listen when someone is speaking. → Value and respect the cultural and religious beliefs of others → Allow other students to work without interruption → Invite lone children to join your group 	<ul style="list-style-type: none"> → Be consistent & fair to build trust → Look out for defence against shame or hyper-vigilance - use emotion coaching techniques to support emotion regulation → Be mindful of seating → Discuss and demonstrate adaptations to behaviour → Listen to pupils → Let pupils know they are thought about when not with them → Help lone children to become part of the school community

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<p>Achieving</p>	<ul style="list-style-type: none"> → Work hard to the best of our ability → Follow instructions quickly → Work with others sensibly, sensitively and seriously → Avoid distracting and disturbing other pupils from learning → Positively engage with learning and extra-curricular experiences → Be curious and creative when approaching learning → Learn from mistakes → Complete all set work on time → Listen to others, especially adults. → Arrive on time and be prepared. 	<ul style="list-style-type: none"> → Be clear on what is expected - how it looks, break it down, this can be individual or with whole class → Use proximity to help students regulate and focus → Set tasks that are within capability & interests → Create joy in learning → Celebrate and clarify successes - being specific → Help pupils to learn from mistakes, seeing them as opportunities for learning
<p>Empowerment</p>	<ul style="list-style-type: none"> → Strive to give of one's best and celebrate creativity → Effectively review others' work and acknowledge their achievements. → Make the most of all opportunities to keep healthy in mind and body. → Make use of all the support available in and out of school → Take pride in our school and ourselves by trying our best, wearing the correct uniform → Keeping the school clean and tidy and a happy place to be → Engage with others positively → Try our best in everything we do. → Try to think before we act and if it's difficult, work towards this goal. → We take responsibility for our actions and understand there are consequences → Play fairly, share and take turns on equipment 	<ul style="list-style-type: none"> → Create opportunities for pupils to help others → Support pupils to have choices, to make decisions; these need to be limited and not fully open → Support pupils to critique each-other's work and acknowledge the achievements of others → Encourage pupils to work together, to benefit from each other's skills and contributions → Value and encourage individual skills and talents

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Consequences and Interventions- Behaviour Policy

Anchor Approach includes early short interventions to reduce escalation

An intervention is a proactive task or activity that promotes change, it is usually structured and led by an adult or trained peer. It can be 1-2-1 or in groups. An intervention will support understanding, reflection and planning with an awareness of the need for emotion regulation and cognitive processing.

<p>Low intervention</p> <p>A low-level intervention would be pursued by staff when a child is exhibiting low level attention-needing responses to a situation such as:</p> <ul style="list-style-type: none"> → loss of concentration → fidgeting behaviour → distracting behaviour → out of seat behaviour making noises <p>We recognise that these behaviours are communicating an unmet need.</p> <p>When we respond to these behaviours in class early, we can avoid an escalation of behaviour.</p>	<p><u>Teacher/Adult actions:</u></p> <p>Use Emotionally Friendly Communication.</p> <ul style="list-style-type: none"> → Verbal clarification of expected behaviour to whole class → Non-verbal signs or private reminder to gently remind them of desired behaviour → Positive reinforcement of appropriate behaviour → Use proximity to facilitate emotion regulation → Use of eye contact and name → Use humour to remind child of the behaviour – assume they have forgotten as opposed to being deliberate → Acknowledge difficulty they seem to be experiencing without judgement or blame e.g. staying on seat/ in class sometime – formulate a plan with them. → Look out for the ‘defence against shame’ and emotion coach to avoid escalation of a situation: → Avoid saying that they have made a wrong or poor choice <p><u>Discussion with pupil using Emotion Coaching:</u></p> <p>Step 1 – Empathise – name the emotion</p> <p>Step 2 – Validating the feelings and the labelling them</p> <p>Step 3 – Setting limits on the behaviour</p> <p>Step 4 – Problem-solve with the child</p> <ul style="list-style-type: none"> → Assessment of what they say and do to establish any unmet bio-social needs. Using the resilience wheel - what do they need? → Recognise the impact of impulsivity on behaviour and the fact that impulsive actions are not deliberate and are not chosen Possible responses implemented through discussion. Support with an intervention to reduce impulsivity → Behaviour is captured so patterns could be identified. → Moving the child to a different seat/area of the classroom – done without causing shame i.e. 'let's have a think, sometimes it can help focus if we move (giving a choice of seat can help if the child is unlikely to comply - you can sit here or here). → Repetition of task/ completion of work in own time, with support. → Link with parents with non-judgement or blame - invite to resilience workshops → Repeat setting out expectations for behaviour → Hold the child in mind to build trust and support emotion regulation → Adults find opportunities to spend positive time with the child to strengthen relationship
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<p>Medium intervention</p> <p>A medium-level intervention would be pursued by staff when a child is exhibiting medium level attention needing responses to a situation such as:</p> <p>Persistent</p> <ul style="list-style-type: none"> → loss of concentration → fidgeting behaviour → distracting behaviour → out of seat behaviour → making noises <p>Additionally</p> <ul style="list-style-type: none"> → talking over the teacher → calling out in class 	<p><u>Teacher/Adult actions:</u></p> <ul style="list-style-type: none"> → Continue to adopt low level strategies as above → Review of bio-social needs use resilience wheel, what do they need? → Assessment of emotion regulation, including observation to identify common patterns of behaviour → Identify areas of relative strength and areas for development in terms of bio-social needs <p><u>Discussion with pupil using Emotion Coaching</u></p> <p>Step 1 – Empathise – name the emotion</p> <p>Step 2 – Validating the feelings and the labelling them</p> <p>Step 3 – Setting limits on the behaviour</p> <p>Step 4 – Problem-solve with the child</p> <ul style="list-style-type: none"> → Recognition of impact of attachment and trauma → Use of an intervention proforma to record a plan that promotes relationship, dialogue and monitors progress → Put in place an intervention to teach the pupil how to recognise physiological changes in the body for early self-recognition of anxiety/dis-regulation → Discuss and review of needs and emotion coaching strategies with pupils, considering what has had an impact and what has not. <p><u>Possible responses implemented through discussion</u></p> <ul style="list-style-type: none"> → Class teacher arranges meeting with parent and LT → Child given a home/school communication book → Child uses ‘time’ to try to make amends e.g. repairing property. → Relevant staff work with key adult or safe adult to discuss ways forward → If impulsive, continue to run interventions to reduce impulsivity → Adults find opportunities to spend positive time with pupil to strengthen relationships. → Rewards should involve positive adult time → Avoid removing privileges as this does not facilitate behaviour change because it creates shame and rage → Encourage pupils to help others to build a sense of purpose. → Focus on positive things they do for others and the positive things others do for them – discuss at the end of the day (do this for several days). → Pupils taught about trauma, to understand their own responses → Employ interventions to support the integration and adaptation of ideas. → Avoid exclusion to reduce feelings of rejection, and the impact on relationships, & feelings of safety. → SENDco should be informed of behaviour and a discussion held to consider if the pupil does have special educational needs that can be addressed in school. <p><u>Four categories of SEN:</u></p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and or physical needs
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<p>High intervention</p> <ul style="list-style-type: none"> → Hurting others → Bullying → Damaging/destroying school property 	<p><u>Teacher/Adult actions:</u> Continue to adopt low and medium level strategies as above Review of bio-social needs, what do they need? Acknowledge difficulty they seem to be experiencing Look out for the 'defence against shame' and emotion coach to avoid escalation of a situation:</p> <p><u>Discussion with pupil focused on:</u> Step 1 – Empathise – name the emotion Step 2 – Validating the feelings and the labelling them Step 3 – Setting limits on the behaviour Step 4 – Problem-solve with the child</p> <ul style="list-style-type: none"> → Recognition of impact of attachment and trauma → Use of an intervention proforma to record a plan that promotes relationship, dialogue and monitors progress → Put in place an intervention to teach pupil how to recognise physiological changes in the body for early self-recognition of anxiety/dis-regulation → Discuss and review of needs and emotion coaching strategies with pupils, considering what has had an impact and what has not. <p><u>Possible responses implemented through discussion.</u></p> <ul style="list-style-type: none"> → Class teacher arranges meeting with parent, and SLT → Child given a home/school communication book → Child uses 'time' to try to make amends e.g. repairing property; Relevant staff work with key adult or safe adult to discuss ways forward → If impulsive, continue to run interventions to reduce impulsivity Adults find opportunities to spend positive time with pupil to strengthen relationship → Rewards should involve positive adult time → Avoid removing privileges as this does not facilitate behaviour change because it creates shame and rage → Encourage the pupil to help others to build a sense of purpose. → Focus on positive things they do for others and the positive things others do for them discuss at end of the day (do this for several days). → Pupils taught about trauma, to understand their own responses Employ interventions to support the integration and adaptation of ideas. → Avoid exclusion to reduce feelings of rejection, and the impact on relationships, & feelings of safety → SENDco should be informed of behaviour and a discussion held to consider if the pupil does have special educational needs that can be addressed in school. <p>Four categories of SEN:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health • Sensory and or physical needs
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Serious intervention	<p><u>Teacher/Adult actions:</u></p> <ul style="list-style-type: none">→ Review of bio-social needs, what do they need?→ Acknowledge the difficulty they seem to be experiencing without judgement or blame.→ Look out for the 'defence against shame' and emotion coach to avoid escalation of a situation: <p><u>Discussion with pupil focused on:</u></p> <p>Step 1 – Empathise – name the emotion Step 2 – Validating the feelings and the labelling them Step 3 – Setting limits on the behaviour Step 4 – Problem-solve with the child</p> <p><u>Possible responses implemented through discussion.</u></p> <ul style="list-style-type: none">→ Ensure a familiar/safe adult is available to deal with the situation→ Recognise that time will be needed for emotion regulation before discussing what has happened.→ Recognise the impact of exclusion on relationships and the need for a piece of work to repair relationships or property→ Avoid exclusion if you can; find alternatives if possible.→ Find ways to minimise the impact of the sanction on relationships where you can→ Meeting with parent with class teacher, pastoral team and member of the senior leadership team→ Lunchtime exclusion→ Internal exclusion→ Headteacher intervention→ Governor panel understand and recognise the impact of trauma
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