



# Eton Porny C of E First School

## BEHAVIOUR FOR LEARNING POLICY

<b>Category:</b> Statutory	<b>Approved by Headteacher:</b> <i>E. Stanford-Smith, July 2024</i>
<b>Reviewed by:</b> Helen Wiltshire, June 2024	
<b>Review Schedule:</b> Annual	<b>Overviewed by LGB:</b>
<b>Next Review Date:</b> July 2025	<i>Maggie Waller and Anita Spires, July 2024</i>

*We are all created unique and special.*

*He made us all perfect having our own uniqueness.*

*1 Peter 4:10-11 'God has given each of you a gift from his great variety of spiritual gifts.*

*Use them well to serve one another'.*

### Principles

In line with our Christian ethos and in sympathy with 'Valuing All God's Children' and the 'Church of England Vision for Education': we believe that it is the right of all children and staff to work and learn in an environment which is conducive for effective learning. We believe that children, staff and all members of our school community, have the right to feel safe in school. We recognise that it is the duty of the school community to promote and model good behaviour.

### Aims

We shall endeavour:

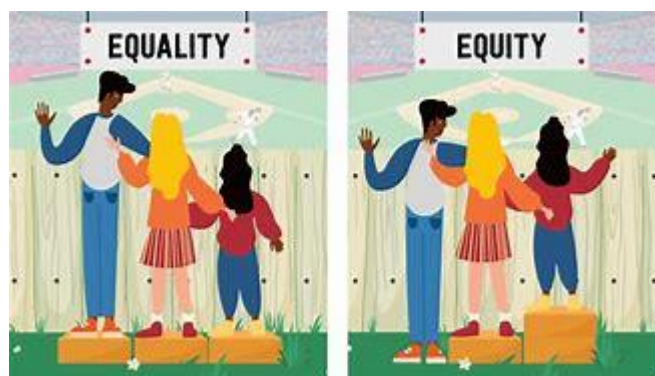
- To foster and nurture relationships between pupils, staff and wider members of the school community;
- To provide a safe and secure learning environment;
- To support pupils to develop strategies which help them to understand and regulate their emotions in order to display socially acceptable behaviour;
- For all staff to demonstrate the principles of acceptable and responsible behaviour and feel supported in helping pupils to regulate their behaviour.

### Agreed Behaviour for Learning Expectations

1. Ready
2. Respectful
3. Responsible

Behaviour is a form of communication in response to a feeling, experience or stimulus. We recognise the diversity in childhood experiences and the impact this has on children's behaviour regulation and readiness to learn. As an attachment aware school and trauma informed practice school we support children with behavioural challenges by focusing on developing empathetic relationships and allowing for the modelling of effective behaviour regulation skills. Traditional behaviourist approaches to behaviour management can work for the majority of children but are not successful for all. This is especially true for those who have experienced childhood adversity.

As part of the Special Educational Needs and Disability (SEND) Code of Practice, some pupils with specific social, emotional and mental health needs will have targeted support and intervention in addition to our school agreed behaviour strategies. We believe that children should receive what they need (equity) rather than everyone receiving the same (equality).



## Roles and responsibilities:

### Our staff are expected to be responsible for:

- Recognising each child as an individual with their own specific needs and build effective relationships with them;
  - Planning and preparing effective learning experiences for every child;
  - Creating a welcoming atmosphere for positive learning through ensuring school/class expectations and boundaries are clearly communicated and adhered to from the outset;
  - Raising self-esteem, confidence and developing potential;
  - Supporting emotional wellbeing and mental health of all;
  - Ensuring that agreed behaviour expectations and policies are consistently implemented; using restorative approaches, emotion coaching, consequences and rewards as agreed. Children are supported to develop insight into their emotions and behaviours, take others' perspectives and rebuild trust and relationships;
  - Communicating regularly with parents;
  - Using the behaviour system to log incidents, track patterns and identify triggers;
  - Recognising, reporting and monitoring any safeguarding concerns that are linked to a change in behaviour;
  - Liaising with external professionals for support and advice, where appropriate;
- \*For more information about our agreed practices see our [Pedagogy Policy](#).

### Our children are expected to:

- **Show that they are 'Ready'** by attending school regularly, on time and correctly dressed in appropriate school uniform. Listening to and following instructions.
- **Show that they are 'Responsible'** by caring for their own and other people's property, showing self-discipline to enable themselves and other pupils to fulfil their potential at all times, acting as positive ambassadors for the school
- **Show that they are 'Respectful'** by Following reasonable instructions by school staff and agreed school rules; Respecting everyone in the community; Respecting the school learning environment both in and out of the classroom; Refraining from swearing and using any inappropriate language;

### Our parents are expected to be responsible for:

- Being aware of the school's expectations and rules and supporting our school in the implementation of this policy;
- Responding promptly to all school communications;
- Fostering their child's awareness of appropriate behaviour and encouraging self-regulation;
- Participating in school meetings to support their child's behaviour regulation;
- Behaving and modelling appropriate adult behaviour when on school grounds and in the home;
- Communicating with staff to share any information that could affect their child's behaviour at school.



## Agencies

Where necessary, our school will refer children to outside agencies to support their behaviour for learning. Strategies may include a referral to:

- Educational Welfare Service
- Educational Psychologist
- Behaviour Support Team
- CAMHS (Children and Adolescent Mental Health Service)
- Health Centre

## Assessment

Children's behaviour is assessed through observations and through monitoring of incidents. Initially these are conducted internally but it may be appropriate for other agencies to be contacted in order for further advice and support to be sought. Parents will be informed and their permission sought if outside agencies wish to work with their child.

## Monitoring and Evaluation

The Headteacher regularly monitors the effectiveness of our school policy, reporting their findings to the Local Governing Body. Where necessary recommendations for further improvements will be suggested and adjustments made. Staff will be involved annually in evaluating the effectiveness of our policy and suggesting changes for the subsequent academic year.

## Communication

Our policy will be communicated through published copies, school rules, newsletters, notice boards, collective worship, school council and within the curriculum wherever relevant. Annually, we will bring our policy to the whole school community and Local Governing Body. Our policy will be discussed regularly in professional development meetings, to ensure that everyone applies the standards consistently and fairly.

## Record Keeping

Eton Porny C of E First School keeps a variety of records of incidents of behaviour:

- Members of staff record incidents (misbehaviour; bullying; sexist, racist or homophobic comments and behaviour; sexual violence and harassment) electronically on our school behaviour system. This information is then used weekly for analysis and monitoring purposes by the Headteacher.
- Parents are kept informed about their child's behaviour including any consequences
- Details of internal exclusions are recorded.
- The Headteacher keeps a record of any pupil who is excluded for a fixed-term period, or who is permanently excluded. These details are also stored by the Royal Borough of Windsor and Maidenhead.
- Any incidents of racism are recorded and shared with the Royal Borough of Windsor and Maidenhead annually.
- Any incidents of restraint are recorded and shared with the Royal Borough of Windsor and Maidenhead annually.

## Dealing with allegations against pupils including child on child abuse

At Eton Porny C of E First School, we believe that all children have a right to attend school and learn in a safe environment. We recognise that children are capable of abusing other children. In most instances, the conduct of pupils towards each other will be covered by this policy. Some allegations may be of such a serious nature that they may raise safeguarding concerns and these will be dealt with under the Child Protection and Safeguarding Policy and in line with Keeping Children Safe in Education (2024).

At Eton Porny, sexism, sexual violence and sexual harassment will not be tolerated and all pupils involved will be listened to and supported. When an allegation is made by a pupil against another pupil which features the type of behaviour outlined above, our school's response will be:

Proportionate, considered and supportive, decided on a case-by-case basis. Addressing behaviour as it happens will help all pupils understand what is and is not acceptable. Staff will listen to the victim(s) and their wishes will inform our response. From this, the school will make the final decision of the appropriate sanction. Different sanctions will be appropriate for different 'levels' of sexual harassment, violence and sexist comments. We will address 'lower-level' incidents such as a sexist comment through education, our curriculum and the way our school promotes respect. We will balance the importance of safeguarding other pupils with the need to support, educate and protect the alleged perpetrator(s). In these incidents, we will consider:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the alleged incident(s)
- How to balance the sanction alongside education and safeguarding support (if necessary, these should take place at the same time)

### **Physical intervention with children**

At Eton Porny C of E First School we subscribe to the principles of Team Teach. This is training, delivered by specialists, that incorporates early intervention of challenging behaviours and de-escalation strategies but also uses restrictive physical interventions (RPI). RPI relates to the physical restraint of a child by staff. RPI will only be used by staff as a last resort and when all strategies have failed. There are certain criteria that must be met before the decision can be made to use a physical restraint with a child. Parents will be informed if their child is the subject of an RPI, including the nature of the intervention, and the rationale for its use. This will also be recorded at school.

The Law allows for teachers and other persons authorised by the Headteacher to use Restrictive Physical Intervention to prevent a pupil from doing or continuing to do any of the following:

- committing a criminal offence
- injuring themselves or others
- causing damage to property
- engaging in any behaviour that is prejudicial to maintain the good order and discipline at the school

However, there are other situations when physical management may be necessary, for example in a situation of clear danger or extreme urgency. Certain pupils may become distressed, agitated, and out of control, and need calming with a brief Restrictive Physical Intervention that is un-resisted after a few seconds.

The safety and well-being of all staff and pupils are important considerations. Under certain conditions this duty must be an over-riding factor.

We take the view that staff should not be expected to put themselves in danger, and that removing pupils and themselves is the right thing to do. We value staff efforts to rectify what can be very difficult situations and in which they exercise their duty of care for the pupils

"Restrictive Physical Intervention" is the term used by the DfE to include interventions where bodily contact using force is used. It refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use "reasonable force" to control or restrain pupils. There is no legal definition of "reasonable force". However, there are two relevant considerations:

- the use of force can be regarded as reasonable only if the circumstances of an incident warrant it
- the degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent

The definition of physical force also includes the use of mechanical devices (e.g. splints on the pupil prescribed by medical colleagues to prevent self-injury), forcible seclusion or use of locked doors. It is important for staff to note that, although no physical contact may be made in the latter situations, this is still regarded as a Restrictive Physical Intervention.

### **Planning for the use of Restrictive Physical Interventions in Eton Porny C of E First School.**

Staff will use the minimum force needed to restore safety and appropriate behaviour.

The principles relating to the intervention are as follows: -

- Restrictive Physical Intervention is an act of care and control, not punishment. It is never used to force compliance with staff instructions. Staff will only use it when there are good grounds for believing that immediate action is necessary and in the pupil's and/or other pupil's best interests
- Staff will take steps in advance to avoid the need for Restrictive Physical Intervention through dialogue and diversion and at the level of understanding of the child or young person
- Only the minimum force necessary will be used to prevent severe distress, injury, or damage
- Staff will be able to show that the intervention used was in keeping with the incident
- Every effort will be made to secure the presence of other staff, and these staff may act as assistants and/or witnesses
- As soon as it is safe, the Restrictive Physical Intervention will be relaxed to allow the pupil to regain self-control
- A distinction will be maintained between the use of a one-off intervention which is appropriate to a particular circumstance, and the using of it repeatedly as a regular feature of school policy
- Escalation will be avoided at all costs, especially if it would make the overall situation more destructive and unmanageable
- The age, understanding, and competence of the individual pupil will always be taken into account
- In developing Individual Education/Behaviour Plans, consideration will be given to approaches appropriate to each pupil's circumstance
- Procedures are in place, through the pastoral system of the school, for supporting and debriefing pupils and staff after every incident of Restrictive Physical Intervention, as it is essential to safeguard the emotional well-being of all involved at these times

### **Complaints**

It is intended that by adopting this policy and keeping parents and governors informed we could avoid the need for complaints. All disputes that arise about the use of force by a member of staff will be dealt with according to the Royal Borough of Windsor and Maidenhead Child Protection and Safeguarding policies.

### **Linked Policies**

This policy should be read in conjunction with:

- Child Protection and Safeguarding Policy
- PSHE and RSE policy
- Exclusions policy
- Behaviour Systems
- Inclusion Charter

## Annex A:

### Emotion Coaching

What is emotion coaching?

Emotion Coaching, based on the work of John Gottman, is helping children and young people to understand the different emotions they experience, why they occur, and how to handle them. It is a whole-school approach to supporting sustainable emotional health, wellbeing and guiding behaviours. Emotion Coaching is a communication tool that guides and teaches a child or young person about more effective responses. It accepts all emotions as normal and healthy (but not all behaviours), and considers what the feelings, needs and emotions are behind the behaviour. It enables us to potentially diffuse and de-escalate situations by activating changes in the child's neurological system and allowing the child to calm down, physiologically and psychologically. It is a tool that can be used by all adults and could be effectively implemented outside of school by parents to support children.

This short video explains more: [Introduction to emotion coaching](#)

At Eton Porny First School, we use the 'CALM' approach

#### **Connect (tune into the child's feelings and your own)**

Once it is safe to do so, look beyond the behaviour that you see. What is the young person communicating through their behaviour? What needs are and are not being met? How might the young person be feeling? Why? What might they be thinking? What do they need?

#### **Acknowledge (Label and validate feelings)**

Look for physical and verbal signs of the emotion being felt. Take on the child's perspective; use words to reflect back the emotion and help the child to label that emotion.

"You seem angry to me" or sad, upset, fed up etc. "I can see that something's not quite right – can you tell me about it?"

Affirm and empathise with the emotion, allowing time and space for calming down.

"I'm sorry that happened to you, you must have felt angry?" "I would feel angry if that happened to me." "I understand why you are angry." "It's normal to feel angry about that."

#### **Limit setting**

Separate emotion from the behaviour. Clarify what is an acceptable expression of emotion, and what is not. Allow time and space for calming down. These examples are primarily for younger children.

"... It's not ok to hit/ bite/ push/ shout at your friend." "... Hitting is not acceptable." "... The rules are that we don't hit people" "We don't deal with ... by hitting our friends"

#### **Make a plan (problem solve and find solutions together)**

Identify alternative, more appropriate/ productive ways of expressing and/ or managing feelings, behaviours and actions. Empower the child to take ownership.

"Let's think of what we could have done instead." "Can you think of a different way to deal with your feelings?"

"Have you thought about doing this instead?"

Agreeing possible solutions and 'scaffolding' suggestions where appropriate.

"Try and do this next time you feel like this." "Let's decide what you will do next time you feel like this." "How do you think you will react next time, or if this happens again?"

### **Restorative Conversations**

Restorative approaches are **ways of addressing conflict and harm that focus on repairing relationships and restoring well-being**. Conflict is natural and likely to occur when people with diverse opinions and experiences unite. Restorative practices view conflict as an opportunity to foster meaningful learning experiences and strengthen relationships.

Facilitating Restorative Conversations:

The following steps provide the format for a restorative dialogue to be used in a variety of different situations.

**1. Engagement (to all involved in the incident)**

We need to talk about what just happened. Can you tell me what happened?

**2. Reflection (to person responsible for the harm)**

What were you thinking about at the time? What were you hoping would happen? What made you decide to do that? What have you thought about since?

**3. Understanding the harm/impact**

1. First to the person who caused harm: Who has been affected by what happened? How do you think they have been affected?

2. To the person harmed: What did you think when that happened? What was that like for you? What was the worst bit?

**4. Acknowledgement (to person responsible for harm)**

What do you think now about what you did?

**5. Agreement (to person harmed first)**

What would you like to happen as a result?

Then to person responsible – Is that fair?/ Could you do that?

To both – What else needs to happen to fix this?

Annex B

We will be using The Zones of Regulation™ curriculum (or “The Zones” for short) from September 2024, which are lessons and activities designed to support children in gaining skills in the area of self-regulation. Self-regulation can go by many names, such as self-control, self-management, and impulse control. It is defined as the best state of alertness of both the body and emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the library.

The lessons and learning activities are designed to help the students recognise when they are in the different Zones as well as learn how to use strategies to change or stay in the Zone they are in. In addition to addressing self-regulation, the students will gain an increased vocabulary of emotional terms, skills in reading other people’s facial expressions, perspective about how others see and react to their behaviour, insight into events that trigger their behaviour, calming and alerting strategies, and problem solving skills.

A critical aspect of this curriculum is that all team members know and understand The Zones language. This creates a comfortable and supportive environment for children to practice his or her self-regulation skills. It also helps the student learn the skills more quickly and be more likely to apply them in many situations.

It is important to note that everyone experiences all of the Zones—the Red and Yellow Zones are not the “bad” or “naughty” Zones. All of the Zones are expected at one time or another. The Zones of Regulation is intended to be neutral and not communicate judgment

<p>Some feelings in the <b>BLUE ZONE</b></p>	<p>Some feelings in the <b>GREEN ZONE</b></p>	<p>Some feelings in the <b>YELLOW ZONE</b></p>	<p>Some feelings in the <b>RED ZONE</b></p>
 <b>Bored</b>  <b>Hurt</b>	 <b>Calm</b>  <b>Happy</b>	 <b>Frustrated</b>  <b>Worried</b>	 <b>Overjoyed</b>  <b>Wild</b>
 <b>Sick</b>  <b>Tired</b>	 <b>Okay</b>  <b>Focused</b>	 <b>Energetic</b>  <b>Silly</b>	 <b>Angry</b>  <b>Out of Control</b>
 <b>Exhausted</b>  <b>Sad</b>	 <b>Proud</b>  <b>Relaxed</b>	 <b>Excited</b>  <b>Annoyed</b>	 <b>Terrified</b>  <b>Furious</b>
<p>Low levels of energy and down feelings</p>	<p>Calm energy and a sense of control</p>	<p>Higher energy and stronger feelings</p>	<p>Extremely high energy and strongest feelings</p>

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