

Policy reviewed: June 2023
Next Review: Autumn 2025



SHEEN MOUNT PRIMARY SCHOOL
Positive Behaviour and Relationship Policy
including Anti-Bullying

'Behaviour is exceptional. High expectations from staff and robust systems for dealing with any incidents ensure that pupils understand the importance of good behaviour. They are responsible, respectful and demonstrate high levels of self-control.' (Ofsted inspection, May 2022)

Our school vision

At Sheen Mount we teach children to respect and care for one another. We believe that the children in our care deserve the best possible learning environment; an environment which is calm, caring and creative, where children can feel safe, secure and one in which self-control, trust and a sense of responsibility are fostered. We have a shared commitment to prevent bullying.

The school has an Attachment Aware Schools Award (2023) and strives to employ a humanist, relational and universal approach, which is inclusive for all. As an inclusive school, reasonable adjustments are made to this policy to ensure that **all** children are able to succeed at school from their individual starting point. We recognise the need for a more targeted and individualised approach for some children and we access support from outside agencies where needed.

1. Purpose of the Positive Behaviour and Relationship Policy

This policy provides a clear code of conduct for everyone at Sheen Mount, teaching and non-teaching staff, students, adult helpers, outside providers, children and parents. It has been drawn together after discussion and consultation with staff and Governors, and follows the Governor Written Statement of Behaviour Principles.

At Sheen Mount we use a number of approaches when managing behaviour, all of which we feel are key to achieving our vision. Further details of some of these approaches can be found in the appendices.

These are:

- Zones of Regulation
- Size of the Problem
- Emotion Coaching
- Restorative Approach
- Naturalistic Consequences
- Bounce Back (Resilience Programme introduced in Year 3 and 4 Phase Assemblies – see Appendix 6)

Our whole school approach is to be professionally curious and look beyond the presenting behaviour to identify the driving or motivating factors (see Appendix 2, Iceberg Model). We are then in a position to support the child to identify and regulate their emotions and subsequent behaviour.

2. Guiding Principles for our Attachment Aware and Relationships Approach

We believe that building strong relationships in which children feel safe and cared for is key to supporting children's behaviour, wellbeing and readiness for learning. The Headteacher and Senior Leadership Team (SLT) have a visible daily presence at the school gates during morning drop-off and after-school pick-up. This helps to demonstrate the school's commitment to building and maintaining positive relationships with children and their families. Class teachers greet children personally on their arrival to school each day, demonstrating their care for the child and beginning each day with a positive start. We focus on relationships and positive behaviour, and recognise the need to understand behaviour to ensure that we respond appropriately, fairly and consistently.

We aim to create a culture in our classrooms and school where 1:1 child/adult conferencing is an integral part of our approach to learning and building relationships. Class teachers may choose to give this time a specific name e.g. 'Bubble Time'. By using this approach, it enables teachers and other school adults to engineer the children leaving the classroom so they can talk individually to a child. This conversation could be in regard to their family situation, e.g. what they are doing for their birthday, an ill relative, checking-in with them emotionally. It also allows for key adults to talk to children regarding their behaviour in a way that does not draw negative attention from their peers as it is part of the usual classroom practice.

Being 'fair' when approaching difficulties with behaviour, is not about getting the same (equality) but about everyone getting what they need (equity). We pride ourselves at Sheen Mount in our commitment to developing nurturing and personalised relationships with children. This creates a culture where children feel valued and cared for. Staff demonstrate good role modelling through their communication (calm voice, appropriate eye contact, open body language) and behaviour (consistent expectations, kindness to others).

We see behaviour as a form of communicating an emotional need. It is vital that as a school we take a non-judgmental, curious and empathic attitude towards the behaviours of the children in our care. This is particularly important when a child's behaviour is noticeably different from their usual presentation at school. Therefore, it is helpful to view children that are experiencing significant difficulties with their behaviour as **vulnerable** rather than **troublesome**. Being professionally curious may lead a staff member to consider whether the child's behaviour is an indication of a safeguarding concern or an underlying educational need; in either of these instances staff will consult with a member of the safeguarding team or the Special Educational Needs Coordinator.

We follow these principles when managing behaviour at Sheen Mount:

- Everyone has the right to learn and feel safe
- Relationships are key

- We role-model the behaviours we want to see from the children
- We all have a responsibility to check our own emotions before managing the behaviour of others, as this can impact the approach taken
- As adults, we are ready to apologise and re-build trust if a mistake is made or a reaction is not proportionate to the size of the problem
- De-escalate difficult situations and then work on restoring and repairing relationships
- Understand the value of giving time and space when behaviour challenges, being present is sometimes enough
- Support each other, ask for and offer help to colleagues if they need to take a break from a difficult situation
- Prompt communication with families is vital
- We work together to support children to learn from their behaviour and move on.

We use the Zones of Regulation (see Appendix 4) to help staff and children to have a common language when describing emotions. We also use this approach as a tool to problem solve which strategies may be helpful to returning to feeling regulated. As part of the Zones of Regulation resources we will use 'The Size of the Problem' (see Appendix 5) visual and activities to help children to reflect and manage their responses to difficult situations.

3. A Positive Behaviour Approach

We have a Positive Behaviour Approach at Sheen Mount, recognising and celebrating positive behaviour and kindness. We believe this is the most effective way to help children to learn about their behaviour and interactions. We take a proactive approach to supporting behaviour, providing a learning environment which enables children to feel emotionally regulated, build relationships and develop positive attitudes to learning. This starts with setting clear expectations of behaviour, our Golden Rules and Living Values help to communicate and reinforce these expectations (see below).

4. Our Behaviour Expectations

We set very high standards for the children's conduct from the moment they join Sheen Mount. We expect these to be maintained in the classroom, playground and around the school.

Children are expected to treat each other with respect and kindness. Bullying is never tolerated at our school (see Appendix 1 for our School Expectations and Routines).

We follow 5 Sheen Mount 'Golden Rules':

1. Be kind and helpful
2. Be honest
3. Listen to people
4. Work hard
5. Care for our things

Our behaviours are guided by the principles of the 12 'Living Values'. These values permeate everything we do and are based around three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

Within these themes our 'Living Values' are:

- Cooperation
- Love
- Respect
- Simplicity
- Happiness
- Tolerance
- Unity
- Peace
- Responsibility
- Humility
- Honesty
- Freedom

PSHE lessons and assemblies reflect the half-termly themes and children are encouraged to exemplify these values in their everyday lives, both in and out of school.

- We expect parents to read this policy and support us in achieving high standards of behaviour at Sheen Mount. It is important that parents model positive behaviour when at school, and work in partnership with staff to help achieve high standards of behaviour.
- Children who are experiencing difficulties and behave in a way that challenges, are supported to reflect on their behaviours using an approach called **Emotion Coaching** (see Appendix 3). A **naturalistic consequence** for the behaviour will be put in place to give the child the opportunity to reflect (where able) and 'put right' the situation that has occurred as a result of their behaviour. The naturalistic consequence will happen as close to the incident as possible so the child links the behaviour with the consequence.

6. Communication with school

Should a problem occur between two or more children at school, which raises concerns for parents, they need to follow this process:

1. Speak to your child's class teacher/s;
if the problem persists
2. Request a meeting with the phase leader and class teacher;
if the problem continues or is of a more serious nature
3. Request a meeting with the Deputy or Headteacher through the school office:
info@sheenmount.richmond.sch.uk .

We use a Restorative Approach (see Section 8d for further information) when managing incidents at school. Parents will be informed of the outcomes of incidents.

Parents should not approach other children, as this may escalate the situation, but instead refer to the process above when raising a concern.

7. A Proactive approach to promote positive behaviour

a. Providing regular opportunities for success

Children are encouraged, praised and offered regular opportunities to experience personal and social success to develop self-esteem. They should perceive themselves as capable, likeable and worthwhile. A child with sound self-esteem will welcome and enjoy new learning experiences and will be able to build relationships with both peers and adults.

b. Providing clear structure, consistency and routine

Children respond well to structure, routine and consistency in expectations as this helps them to understand their environment, anticipate what is going to happen, and feel safe, secure and settled. This is particularly true for children with special educational needs or other vulnerabilities, but all children benefit from structure and routine. At Sheen Mount, we try to maintain a predictable school routine, with additional visual supports for children where needed. Wherever possible, children are prepared for changes that may occur to their routine.

c. Adjustments for learning

We know that children have different learning styles and learn at different rates. We take care at Sheen Mount to make adjustments to tasks to ensure that children access learning at a level that is appropriate for them. This is an important aspect of this policy as children can present with unexpected behaviours if they are struggling with learning tasks that are too difficult, or if they are not being challenged enough in their learning.

d. Encouraging positive attitudes to learning:

All children need opportunities to demonstrate success in their learning as this helps to maintain their motivation and confidence. Children also need to learn the importance of challenging themselves and to develop a positive approach to learning in which they persevere with more difficult tasks and build resilience.

e. Supporting emotional regulation and wellbeing

At Sheen Mount we support children to develop their emotional regulation skills which can have a significant impact on behaviour. We have a whole school approach including Zones of Regulation and Bounce-back and clear systems for identifying children with difficulties who require more targeted and individualised support.

f. Reinforcing positive behaviour:

We believe that we should practise positive reinforcement at every opportunity. The following are some of the reward systems that we use at Sheen Mount:

- Positive encouragement, smile, verbal praise for demonstrating expected behaviours

- Verbal feedback and process praise for effort (this focuses on the effort applied rather than the outcome)
- Stickers or other class rewards, targets
- Golden Time (KS1)
- Special Time (LKS2)
- Sent to Headteacher/Deputy Headteacher for sticker/praise
- Living Value Postcards
- Email sent home for positive behaviour, outstanding effort, etc.
- Star of the day and class weekly rewards
- Class collective rewards (e.g. Class Dojos and gems in the jar)
- Achievement book and Celebration Assembly
- House team points (KS2)
- Informal positive reporting to parents

8. Responding to Behaviours that Challenge

a. Understanding Behaviour

At Sheen Mount, we view behaviour as communication. It often serves a function (e.g. avoidance of a difficult situation) or may reflect a lack of skills in an area of development (e.g. social skills or emotional regulation skills). When children behave or interact in an 'unexpected' way, we will seek to understand what has happened and why. Iceberg analyses and ABC charts are two methods that can be used to understand behaviour (see Appendix 2). This enables us to identify any further support that the child might need.

This approach is important for all children but is particularly important at Sheen Mount which has a large number of children with special educational needs and disabilities (SEND).

b. A Fair and Consistent Response

At Sheen Mount, we believe that children want to behave in an expected way, but we understand that children will sometimes make the wrong decisions in their behaviour. It is not our job to punish children for their mistakes but to provide them with clear boundaries so that they understand the expectations and rules that keep them and everyone else safe. We want children to understand the impact of their behaviour on others and to learn the importance of treating other people with respect and kindness.

Where children behave or interact in an unexpected way with others, all staff will follow the Positive Behaviour and Relationship Policy and will respond fairly and consistently. We have a clear process for responding to inappropriate behaviour, unkindness, or bullying. This includes a range of approaches that deliver clear consequences alongside restorative approaches that provide an opportunity for children to reflect on their behaviour, talk to those affected, and make things right (please refer to Appendix 6 and 7).

c. Universal strategies used to address behaviours

1. General reminder of the behaviour you would like to see;

2. Parallel praise of those children showing the desired behaviour, e.g. 'I like the way xx is showing good focus.';
3. Agreed non-verbal/visual reminder to help the child show the expected behaviour, e.g. look, gesture, move to child and point to where they should be directing their focus;
4. Rather than praising the expected behaviour, acknowledge and thank the child, e.g. 'Thank you for staying on task/waiting your turn/following my instruction'.
5. If behaviours continue, put a mark next to the child's name on a class list on your desk to remind you to speak to the child privately at the end of the lesson and give a target of what you want to see in the next lesson;
6. Suggest moving to a 'focus table' if concentration is proving a challenge;
7. If feeling dysregulated, offer time in a quiet part of the classroom to use tools to calm and reset. The child will need monitoring in this space to prevent an escalation of behaviour and to be refocused and directed to their learning.
8. Use a naturalistic consequence as soon after the behaviour incident as possible, in the child's time e.g. repairing an item that was broken, tidying up once calm, time with an adult to think about their behaviour - how it affects them and others.

d. A Restorative Approach

Alongside the above strategies, we use a restorative approach when responding to behaviour. Staff will talk with the child, using the following questions to guide the conversation:

- **What happened?**
- **What were or are you thinking and feeling?**
- **Who has been affected and how?**
- **What do you need to feel better?**
- **What needs to happen now and what can you do to make that happen?**

This approach helps to separate the child from the behaviour but supports the child to accept responsibility for their actions, understand the impact of their behaviours, and identify ways in which to repair any harm caused. We have a restorative reflection sheet (see Appendix 8) which can be completed by the child (or scribed by an adult) and for those children that may struggle to articulate their thoughts and feelings we use a 'Making Things Right' book which uses visuals to help support understanding.

e. Targeted support for behaviours

Where it is clear that a child needs more targeted support for their behaviour, school staff will work with parents and other professionals to access additional advice and support. The following professionals may be consulted:

- Drawing and Talking Therapeutic Practitioner (school-based);
- Emotional Literacy Support Assistant (school-based);
- Mental Health First-Aider (school-based);
- Senior Mental Health Lead (school-based);
- School Nurse (NHS);
- Mental Health Support Team (South-West London Partnership NHS);
- Emotional Health Service (Achieving for Children);
- Education Inclusion Support Service (Achieving for Children);

- Educational Psychology Service (Achieving for Children);
- Child and Adolescent Mental Health Services (South-West London Partnership NHS)

f. Consequences

In any school, however positive and consistent, there will be times when it becomes necessary to express disapproval of unexpected behaviour through a system of consequences. We aim to be consistent throughout the school, whilst taking into account the maturity of the child and any SEN needs or vulnerabilities. We use naturalistic consequences which are related to the level of severity and have a clear link to the incident. If too much time has elapsed between the incident and the consequence then it loses much of its impact in moving behaviour on to a more positive path.

Consequences do not conflict with our philosophy and aims and should not damage relationships between staff and children or the children's self-esteem. Our aim is that they are supported to understand why their behaviour is unexpected/unacceptable and guided towards other strategies should they be in the same position in the future. In all cases of unexpected/unacceptable behaviour, children will be expected to repair the situation, items may be kept until the end of the school day, or children may miss time at break or lunch in order to reflect.

g. Low-level behaviours

These can be defined as:

- Disruption in lessons, e.g. calling out, distracting others;
- Poor conduct around school, e.g. running, barging through space without considering others, shouting, pushing when lining up
- Unkind word/comments to others (not targeted)

(See Appendix 6 for details on low level behaviours and actions/consequences).

If low-level behaviours persist, the class teacher has the responsibility to talk to the child's parents in order to better understand the child and why they may be communicating through their behaviour. They will also need to log the behaviour on Arbor, so that leaders are aware of behaviour that may need closer monitoring. If needed, the teacher may consult a more experienced or senior member of staff to help; it is important that the Phase Leader is made aware of the situation. If a class teacher requests that a more senior colleague joins them in a meeting, parents will be informed.

h. Persistent/serious/high-level behaviours

These can be defined as:

- Aggression and/or intimidation;
- Verbal abuse;
- Physical abuse;
- Stealing;
- Attempting to leave the school grounds;
- Behaving in a way that puts themselves and/or others at risk of harm

(See Appendix 7 for some examples of high-level behaviours and consequences).

Where a child displays any of the behaviours described above, adults **must** ensure the following people are informed **that day** and incidents are recorded on Arbor:

- Phase Leader;
- A member of the Senior Leadership Team (Assistant, Deputy or Headteacher);
- Parents

This may lead to the following actions:

- Deputy Headteacher/Headteacher to consult with external agencies with parental consent;
- Risk assessment undertaken and behaviour plan agreed with child, family and adults at school;
- Fixed-term exclusion from school
- Permanent exclusion from school

i. De-escalation and Reasonable Force

On occasion it may be necessary for school staff to use reasonable force where a child's behaviour is likely to cause injury to themselves or to others. The most senior teacher available should be called if a teacher thinks that a situation is escalating and reasonable force may need to be used. Staff will first employ the following de-escalation strategies:

- Change of face;
- Non-verbal communication – gestures, facial expression;
- Conversation, distraction, re-direction to a calming activity or alternative space;
- Keep talk to a minimum;
- Calmly remove objects which may be thrown;
- Give space and time for recovery, be present;
- If necessary, remove yourself from the room but continue to monitor the presentation of the child through the windows in the door. Do not lock the door, the child must be able to leave the room;
- Remove the audience – this may mean evacuating a classroom if the child refuses to leave;
- If appropriate, acknowledge the child's feelings and ask what would help?;
- Where possible support the child to move outside, this could be with a guiding hand if needed. Once outside keep the child in sight but allow them to use the environment to regulate. They may choose to use the climbing frame/trim trail or kick/throw a ball thereby using physical activity as a way of reducing their level of arousal.

A number of staff have undertaken Team Teach Training (Level 1), the names of trained staff are displayed in the school office. A member of this team should be called upon to support other staff and diffuse the situation before it escalates further.

In the event that de-escalation strategies have not been successful it may be necessary to guide the child to a safe place. This should be undertaken with minimum force, where the child is guided by the shoulders in the direction needed to be safe; staff should always have a colleague present if needing to move a child.

Reasonable force is when an adult uses no more force than is needed. This may be safely moving a child from a situation where there is an imminent risk of a violent incident and where the child has refused to respond to reasonable requests and is aware that refusal will lead to removal to a different space.

Staff must carefully record and report all details of incidents where they have had to use 'reasonable force'. They must:

- report the incident to a member of SLT
- inform the parents and follow up with logging the incident on Arbor.

j. Reporting to the Headteacher

The following behaviours/incidents must be reported to the Headteacher and recorded on Arbor unless stated otherwise:

- Racism, homophobia, bullying (also reported termly by the Headteacher to the Governing Body and Achieving for Children) (record on CPOMs)
- Sexualised behaviour (record on CPOMs)
- Hitting a child or an adult (record on Arbor)
- Malicious damage to school property (record on Arbor)
- Leaving the school without permission (record on CPOMs)

9. Recording and Reporting Behaviour Incidents

Class teachers will ensure that parents are kept informed of their child's behaviour at termly parent/teacher consultation meetings, or more frequently where necessary. Class teachers should follow the processes outlined in this policy and should always use their own discretion and judgement. Wherever possible, teachers will talk to parents face-to-face or by telephone. Where ongoing communication with a family is helpful, parents will be asked to choose their preferred method of communication, e.g. phone calls, emails, regular 'catch-ups' in person.

Class teachers keep a record of behaviour incidents reported to them – this is logged on Arbor and monitored by Phase Leaders and SLT. Any patterns of persistent challenging behaviour that are not improving will be investigated to see what further support can be put in place for the individual or groups affected (see section **8e**)

10. Bullying

This policy includes the protocols and procedures at Sheen Mount when dealing with incidents of bullying.

Definition: *'Bullying is behaviour that hurts someone else. It includes name-calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally.'* NSPCC (2023)

Bullying affects everyone, whether they are bullied, they bully others or they witness bullying. It is unacceptable and will not be tolerated at Sheen Mount.

Our staff are trained to recognise signs of bullying; these could include:

- belongings getting 'lost, damaged or stolen;
- physical injuries, such as unexplained bruising;
- being nervous, losing confidence, or becoming distressed and withdrawn;
- not doing as well at school;
- feeling unwell each morning or being afraid to go to school;
- wanting to bring items or money to school (to give to whoever is bullying them);
- problems with eating or sleeping;
- bullying others.
- verbal/emotional (name calling, racist remarks)
- indirect (spreading rumours, excluding someone from social groups)
- cyberbullying.

Pupils who are being bullied may show changes in behaviour, such as becoming shy and nervous, feigning illness, taking unusual absences or clinging to adults. There may be evidence of changes in work patterns, lacking concentration or 'skipping' school.

Through our PHSE sessions, children are educated to recognise the difference between un-friendly actions and bullying both in person and online. All of our staff members are alert to the signs of bullying and act promptly following the procedures below.

Types of Bullying

It is important that we are able to identify bullying behaviour and separate it from unkind behaviour. Both of which we do not tolerate at Sheen Mount, but would be dealt with in different ways. Please find below the types of bullying from www.nspcc.org.uk

Types of Bullying	Description
Physical	Hitting, slapping, pinching or kicking
Verbal	Name calling, gossiping, threatening, undermining, constant criticism or spreading rumours
Non-verbal abuse	Hand signs or text messages
Emotional abuse	Threatening, intimidating or humiliating
Exclusion	Ignoring or isolating someone
Control	Controlling or manipulating behaviours
Phone related	Making silent, hoax or abusive calls
Cyber	<ul style="list-style-type: none"> • Sending threatening or abusive text messages • Creating and sharing embarrassing images or videos • Trolling – the sending of menacing or upsetting messages on social networks, chat rooms or online games • Excluding children from online games, activities or friendship groups • Shaming someone online • Setting up hate sites or groups about a particular child • Encouraging young people to self-harm • Voting for or against someone in an abusive poll

	<ul style="list-style-type: none"> • Creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name • Sending explicit messages, also known as sexting • Pressuring children into sending sexual images or engaging in sexual conversations.
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Implementation

The following steps will be taken when dealing with incidents of bullying:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached
- A clear account of the incident will be recorded on Arbor and the Headteacher or Deputy Headteacher alerted
- The Deputy Headteacher/Headteacher will interview all concerned and will record the incident
- The parents of the children involved will be kept informed
- Class teachers and Phase Leaders will be kept informed
- Reasonable and proportionate consequences will be used as appropriate and in consultation with all parties concerned
- Where appropriate, a restorative approach will be used, with the children invited to a mediation session. During this session, each child will have an opportunity to reflect on the situation, hear each other's perspectives, and make things right and/or repair the situation.

Any incidents and meetings will be logged on Arbor, and staff will refer to these notes during the hand-over meetings (at the end of the year) and during termly pupil progress meetings with the Phase Leader and SLT.

Supporting Children

Children who have been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a class teacher or member of staff of their choice
- reassuring the child
- offering continuous support
- restoring self-esteem and confidence
- engaging in the restorative process (where appropriate)

Children who engage in bullying behaviour will be supported by:

- identifying any needs underlying the bullying behaviour, these could be of a safeguarding nature
- helping the child understand the impact of their actions on other people
- working with the child to repair their relationship with others through a restorative approach.

11. Monitoring, Evaluation and Review

The school will review this joint policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

All bullying incidents will be documented on CPOMs on the records of both the child being bullied and the child who engaged in the bullying behaviour. This will include a description of the incident and details of what actions were taken and the outcome of these actions. The behaviour logs are monitored by Phase Leaders and SLT. The Headteacher and Assistant Headteacher share anonymised information regarding the number and nature of behavioural incidents with the Pastoral Committee of the Governing Body each term with the purpose of identifying patterns. The Governing Body will be kept updated regularly on the actions taken to reduce the number of occurrences and prevent further incidents of bullying. They will be informed of outcomes, to ensure the current anti-bullying policy is effective.

APPENDIX 1: School Expectations and Routines

Sheen Mount School Expectations

- All children should wear the school uniform including the correct footwear;
- Jewellery, except watches and stud earrings should not be worn;
- Sweets and chocolate should not be brought to school;
- Dogs are not allowed on site;
- Neither children or adults should ride bicycles or scooters on site;
- During school hours any mobile telephones are given to the class teachers for safe keeping.

Expectations and Routines of Behaviour around the Sheen Mount Site

The following guidelines help to make the outside environment safer and happier for all:

Before and after school

- Children should enter and exit through the school gates, not through the main school door (unless an agreed arrangement is in place);
- Children should not use the climbing equipment or play ball games;
- Children may enter the school building in the morning at 8.45 a.m.;
- Children should leave the premises promptly at the end of the school day;
- The bushes and nature trail are out of bounds.

Playtimes and lunchtimes

- Children should leave the building by keeping to the right on staircases and corridors;
- Children should not be in class unless supervised by an adult;
- Children should not enter the building unless given permission to do so by an adult.

Playground behaviour:

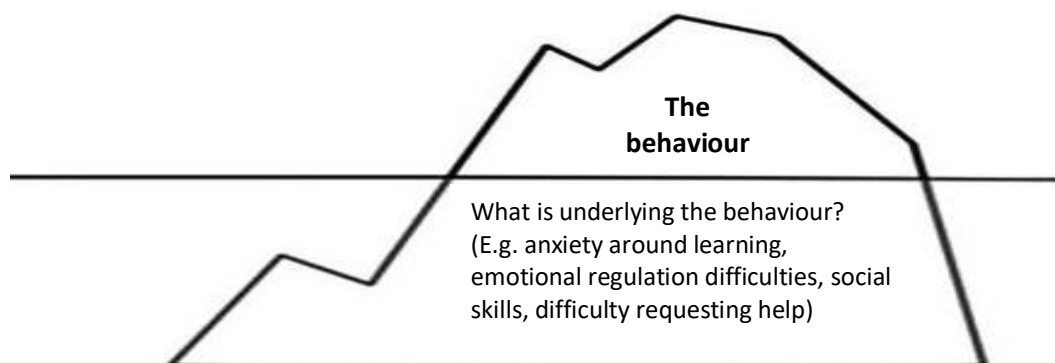
We strive to make the playground a welcoming environment for the children:

- Children should play in the designated play areas, not behind buildings or anywhere out the sight of adults;
- Children should use all play equipment responsibly;
- Children must listen respectfully to the adults on the playground and follow their rules/instructions for safe play;
- Children must follow the timetables established for playing ball games and use of the climbing frame/trim trail and other areas in the playground.

APPENDIX 2: Models to Help Understand Behaviour

The Iceberg

When faced with a child's behaviour (ie, those visible above the waterline), it can be useful to identify the underlying causes for the behaviour (ie, those hidden below the waterline). The iceberg image supports the idea of conducting a functional behaviour assessment to recognise the communicative function or intent of a challenging behaviour. This is vital in building effective behavioural supports.



ABC and STAR Charts

ABC/STAR recording is a useful way of collecting information to help determine the cause and function of a child's behaviour. It does this by recording the following:

ABC

- **Antecedents (A):** what happened *directly before* the behaviour occurred?
- **Behaviour (B):** a description of the specific behaviour
- **Consequences (C):** what happened *directly after* the behaviour

Antecedents:	Behaviour:	Consequences:

STAR

- **Setting (S):** are you aware of anything in the minutes, hours or days prior to the incident that may be significant?
- **Trigger (T):** what happened immediately prior to the behaviour?
- **Action (A):** What did you see them do? Describe the incident
- **Result (R):** What happened following the incident? What did they gain or avoid?

Setting	Trigger	Action	Result

Thinking of behaviour in these terms helps to identify patterns of behaviour, likely triggers and can help explain *why* a child is behaving in a particular manner, which helps to identify how best to respond and support the child.

APPENDIX 3: Emotion Coaching

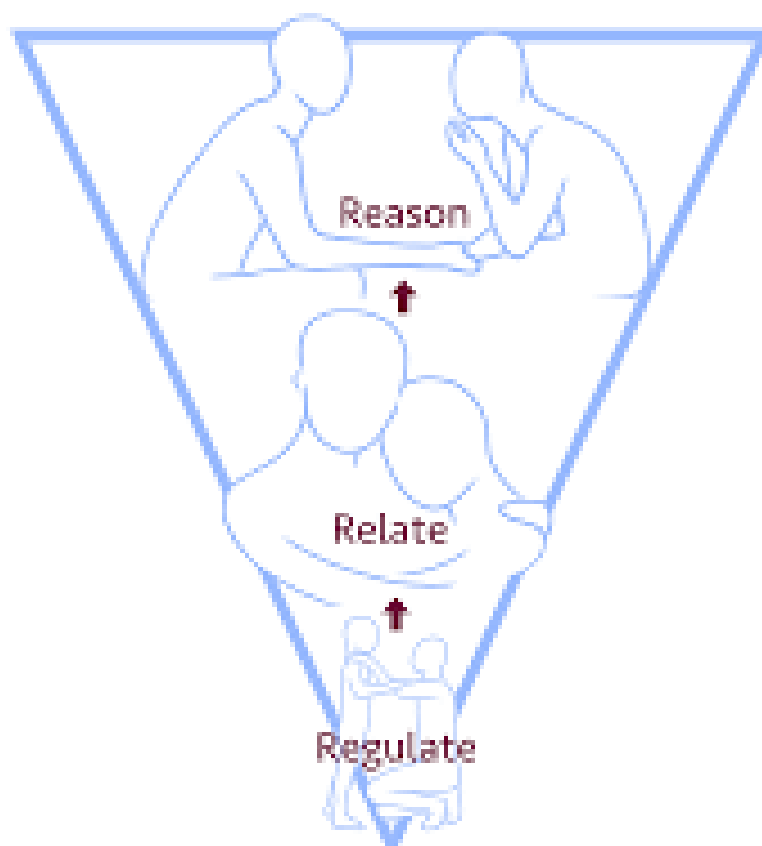
What is Emotion Coaching?

“Emotion Coaching is a way of helping people, children and adults, to understand the different emotions they experience, why they occur and how to handle them.” John Gottman (1977)

- We all have feelings and we need to recognise them in ourselves and others
- It is safe to engage in a problem solving process and we can find solutions to our problems
- All feelings are normal but need to be regulated and expressed constructively
- Moments of negative behaviour are considered to be opportunities for teaching

4 Steps of Emotion Coaching

1. **Connect (Regulate)**
 - Tune in to the child’s feelings and your own
2. **Acknowledge (Relate)**
 - Validate the feeling and label them. Name it, to tame it!
3. **Set Limits (if necessary) (Reason)**
 - Remind the child of acceptable/unacceptable behaviours
4. **Make a Plan (Reason)**
 - Problem solving and finding solutions!



Resources taken from the Attachment Aware Schools Award Training. Further information can be found on the school’s website.

APPENDIX 4: Zones of Regulation

What are the Zones of Regulation?

Self-regulation is something everyone continually works on, whether we are aware of it or not. We all encounter trying circumstances that test our limits from time to time. If we are able to recognize when we are becoming less regulated, we are able to do something about it to feel better and get ourselves to a better place. This comes naturally for some, but for others it is a skill that needs to be taught and practiced. This is the goal of The Zones of Regulation (or Zones for short).

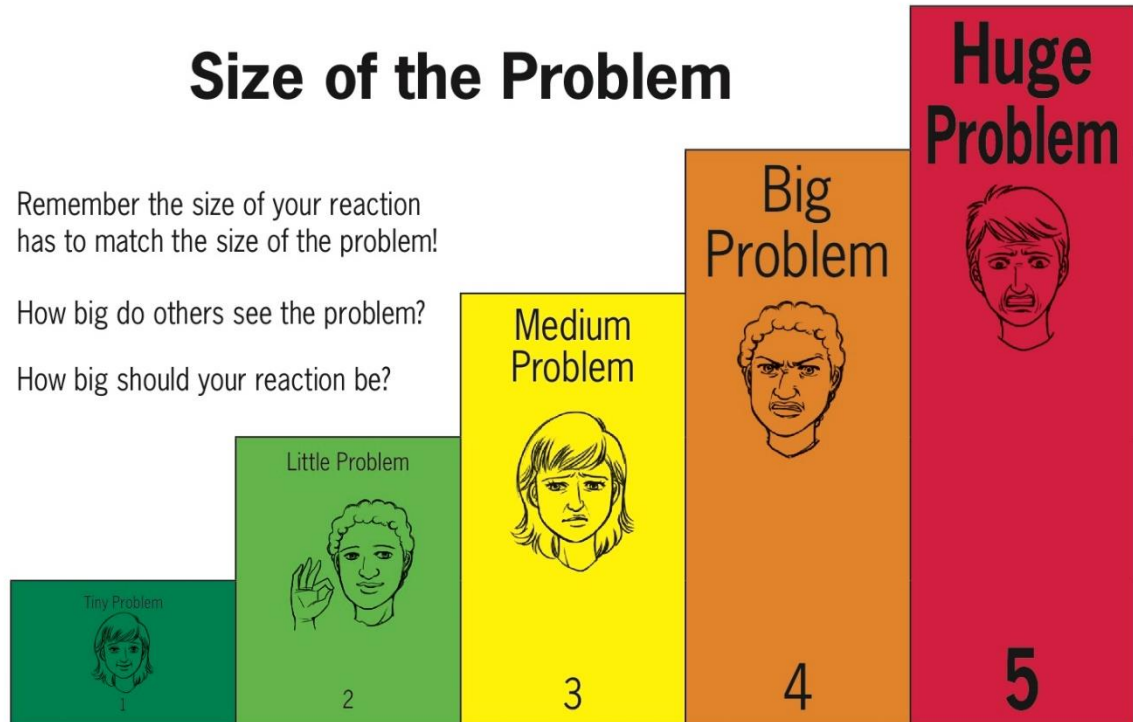
We use the Zones of Regulation at Sheen Mount to teach children that **all** feelings are valid and we may experience one or all of them in one day. It gives teachers, children and families a shared language to talk about emotions and what may help us to regulate (green) and be ready for learning and communicating.

As part of the introduction to the Zones of Regulation, we acknowledge that we are all different and a helpful regulating tool for one person may not be helpful for another. It is important to identify which strategies/or tools work for the individual when they are calm, so that they are able to utilise the strategy when feeling blue, yellow or red. We find that using visuals with children is particularly helpful if they are moving into the red zone, as they will find verbal communication difficult.



Appendix 5 Size of the Problem Visual

The ZONES of Regulation® Reproducible W



Visual adapted by Leah Kuypers, Donna Brittain and Jill Kuzma for The Zones of Regulation® from the original work of Winner's *Think Social!* (2005), pages 44-45, www.socialthinking.com, and Buron and Curtis' *The Incredible 5-Point Scale* (2003), www.5pointscale.com

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Appendix 6 Bounce Back Display

Bad times don't last. Things always get better. Stay optimistic.

Other people can help if you talk to them. Get a reality check.

Unhelpful thinking makes you feel more upset. Think again.

Nobody is perfect – not you and not others.

Concentrate on the positives (no matter how small) and use laughter.

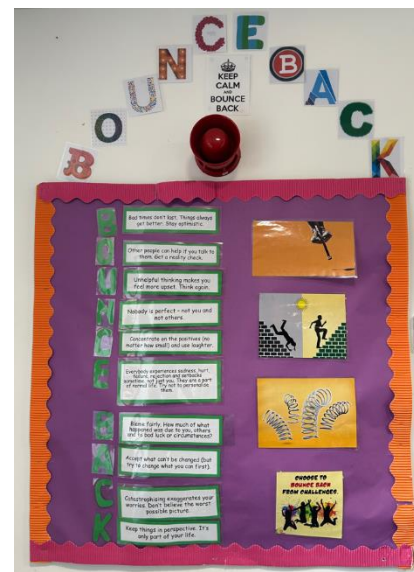
Everybody experiences sadness, hurt, failure, rejection and setbacks sometime, not just you. They are part of normal life. Try not to personalise them.

Blame fairly. How much of what happened was due to you, others and to bad luck or circumstances?

Accept what can't be changed (but try to change what you can first).

Catastrophising exaggerates your worries. Don't believe the worst possible picture.

Keep things in perspective. It's only part of your life.



Appendix 7 Low-level Behaviours and Actions/Consequences


Low Level Behaviour	Actions/Consequences	Avoid
Calling out	<ul style="list-style-type: none"> • General reminder of the behaviour you want to see • Parallel praise (praising others showing desired behaviours) 	<ul style="list-style-type: none"> • Persistently calling out a child's name as a way of addressing the undesirable behaviour.
Pushing in the line	<ul style="list-style-type: none"> • Reminder of expectations and parallel praise • Give choice to stop pushing or move to the back of the line • Consider ways of lining up – register, height, age, alphabetical (by varying lining up this can stop the children who always push to be the front of the line) 	<ul style="list-style-type: none"> • Writing the child's name on the board in front of the class (shaming) • Sending the child out of class • Sending the child to another teacher
Off task/distracting others	<ul style="list-style-type: none"> • Parallel praise e.g. 'I like the way xx is focusing on their learning.' • Move to the child – quietly wonder aloud 'I noticed that you are... I wonder if you might be stuck. What would help? I now need you to...' • Choice to learn in a quieter/less distracting space e.g. focus zone in the classroom or just outside 	
Not following instructions	<ul style="list-style-type: none"> • Gain their attention, expect them to face you and calmly repeat the instruction • Add 'thank you' to the end of the instruction to reinforce the expectation that it will be followed. 	
<p>If the suggested actions/consequence are not effective in addressing the behaviour, then engineer a quiet 1:1 at the end of the session in break/lunch time. Alternatively, ask another adult to oversee the class and then talk to the child away from others.</p>		

Appendix 8 High-level/Serious Behaviours and Actions/Consequences

Higher-Level Behaviours	Actions/Consequences	Avoid
Swearing	<p><i>For all higher-level behaviours inform the Phase Leader, SLT and parents. Log incident on Arbor as Level 3</i></p> <ul style="list-style-type: none"> • Reminder of school expectations - using kind words • Restorative approach – time spent reflecting and repairing the situation in the child’s time (break/lunch) • Emotion Coaching process 	<ul style="list-style-type: none"> • Giving the word/s too much power as this may drive the child to use them again – this may be the case for children with additional needs.
Leaving the classroom without permission	<ul style="list-style-type: none"> • If another adult is not available to keep an eye on the child, send a red card to the school office for a member of SLT to either watch your class or make sure the child is safe. • Once back in class, 1:1 reminder of school expectations around communicating with an adult if they need to leave the classroom – toilet , movement break • De-escalate if needed and use the Emotion Coaching. 	<ul style="list-style-type: none"> • Chasing a child, instead keep them in view so you are assured they are safe – be present. • Physically moving the child back to class when they are escalated.
Fighting/physical aggression	<ul style="list-style-type: none"> • Call for support from (SLT). Intervene and de-escalate the situation. Ask for child/ren to follow you and take them away from the situation. • Emotion Coaching process. • If linked to an activity e.g. football, the child will be stopped from playing the game for a period of time depending on the severity of the incident. • Restorative approach - time spent reflecting and repairing the situation in the child’s time (break/lunch) 	<ul style="list-style-type: none"> • Getting physically involved yourself, unless the child/ren are putting themselves or others in immediate danger.

Appendix 9 Restorative Reflection Sheet

Please note, that for younger children or a child with additional needs we have a 'Making things Right' book which uses visuals to support communication and understanding. Alternatively, the second reflection sheet has the same questions with visuals added to help support the conversation and resolution.

<u>Sheen Mount Restorative Reflection Questions</u>	
What happened?	
What were or are you thinking and feeling?	
Who has been affected and how?	
What do you need to feel better?	
What needs to happen now and what can you do to make this happen?	

Restorative Reflection Questions

What happened?



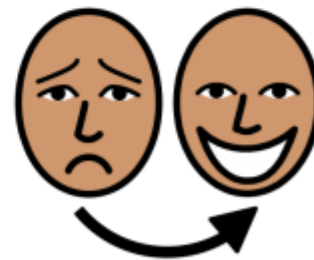
What were you thinking and feeling ?



Who has been affected and how?



What do you need to feel better?



What needs to happen now and what can you do to make this happen?

