



The John Wesley Church of England and Methodist Aided Primary School

# Thriving and Flourishing Relationships Policy (Behaviour)

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## *Flourishing in F.A.I.T.H. (Family, All Included, Thriving & Healthy)*

At The John Wesley Church of England & Methodist Primary School, our vision of life without limits in all its fullness puts our children and families at the centre of everything. In our inclusive and unique community with two distinctively Christian foundations, every experience enables all to flourish as individuals and to thrive as God intended; mentally, physically, emotionally and spiritually.

The school welcomes everyone to its family and upholds the principles and teachings of the Christian faith. We provide a secure, caring learning environment, which supports and encourages all to fulfil their potential.

The John Wesley is a Church of England and Methodist Voluntary Aided Primary School and our Christian values are at the heart of everything we do.

- ❖ **Koinonia**
- ❖ **Love**
- ❖ **Compassion**
- ❖ **Wisdom**
- ❖ **Forgiveness**
- ❖ **Service**

These are underpinned by our learning values:

- ❖ **Promoting curiosity** – asking questions, delving deeper and analysing
- ❖ **Developing communication** – listening, empathy and relationship-building
- ❖ **'Prove it' opportunities** – problem solving, decision making and exploration
- ❖ **Sharing views and opinions** – visual, spoken and written
- ❖ **Encouraging creativity** – innovation, imagination and spirituality

Our whole school vision is built upon and guided by these. Every school policy is written with this in mind and implemented in way that reflects our vision of our children being able to '**Flourishing in F.A.I.T.H**' (Family, All Included, Thriving & Healthy)' and as Jesus gave his disciples a vision of a life that is full of possibilities and dreams yet to be met, we encourage our children to live their life in all its fullness.

# THRIVING AND FLOURISHING RELATIONSHIPS POLICY

## 1. INTRODUCTION AND VISION

At The John Wesley Church of England & Methodist Primary School, we believe children should lead safe, healthy, happy lives that result in them learning well and developing thriving and flourishing relationships with peers and staff. Therefore, as a school, we feel it is important to promote a caring and supportive environment that enables all members of our school community, to feel secure and respected, encouraging positive behaviours in ourselves and others.

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and engage children to support their skills and understanding and engagement with school.

At The John Wesley CEM Primary School, we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Thriving and Flourishing Relationships Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

Developing supportive relationships with children is the responsibility of all members of staff. Staff will seek to understand the children's perspective of the situation, strive to understand the child's feelings whilst maintaining firm but fair limits on behaviour. Staff will help children to develop a range of strategies to manage expectations.

## 2. AIMS

At The John Wesley CEM Primary School, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. Everyone is taught to accept responsibility for their own actions. We are a caring community, whose values are built on mutual trust and respect for all. The school's Thriving and Flourishing Relationships Policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where there is mutual respect and in which everyone feels happy, safe and secure.

The Thriving and Flourishing Relationships Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all children to achieve their best. This policy supports the school community in aiming to allow everyone to work together in an effective and mindful way. The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others. The school will not accept any behaviour of discriminatory nature, by any member of the school community, whether child or adult. The development of personal qualities, interpersonal skills and the fostering of respectful behaviour is an integral part of our whole school curriculum and these are continually promoted through our shared school values and our PSHE curriculum. Children should be treated impartially and with the Thriving and Flourishing Relationship Policy being applied in a consistent and harmonious way.

Our Thriving and Flourishing Relationship Policy endeavours to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community. It is designed to recognise, encourage, and promote positive behaviour, in part, through the ongoing development of child emotional regulation.

### 3. SCHOOL VALUES

Our approach to behaviour at The John Wesley CEM Primary School goes beyond simply addressing misbehaviour and aims to instil fantastic behaviour for life. A central part of this approach is our focus on our core values. We have identified six values which we refer to in everything we do, including learning, play, worship, rewards and in day to day conversations with the children.

Our **school values** are:

Koinonia	Love	Compassion	Wisdom	Forgiveness	Service
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### 4. ROLES AND RESPONSIBILITIES

Developing supportive relationships with children is the responsibility of all members of our community.

**All staff** must:

- Demonstrate unconditional care and compassion
- Be consistent
- Be calm and regulated themselves
- Model and build positive relationships with all the children
- Actively promote and recognise desirable behaviours publicly
- Discuss undesirable behaviours privately
- Take time to welcome children at the start of the day and following transition times to give a fresh start
- Never walk past or ignore children who are failing to meet expectations
- Always redirect children by referring back to the school's values and expectations
- Seek to understand the child's perspective of any situation, understanding their feelings while maintaining firm but fair limits on behaviour

**The Headteacher and The Senior Leadership Team** must:

- Demonstrate unconditional care and compassion
- Be consistent
- Be calm and regulated themselves
- Model and build positive relationships with all the children
- Actively promote and recognise desirable behaviours publicly
- Discuss undesirable behaviours privately
- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations

- Encourage use of positive praise through HT awards/DHT awards, house points, phone calls or texts home and certificates
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions and communicate this data regularly to relevant teams of staff.
- Support teachers, teaching assistants and lunchtime supervisors in managing children with more complex or challenging behaviours

**Parents and families:**

- Should encourage their children to meet the school's expectations at all times
- Celebrate their children's successes
- Inform the school of any changes in circumstances that may affect their child's wellbeing and behaviour
- Know and understand the school's Thriving and Flourishing Relationships (Behaviour) Policy and support at home where appropriate
- Agree to The John Wesley CEM Primary School Home School agreement
- Support the actions of the school

**Governors**

- Reviewing and approving this 'Thriving and Flourishing Relationships (Behaviour) Policy in conjunction with the Headteacher
- Monitoring the policy's effectiveness
- Holding the Headteacher to account for its implementation

**Children** want all staff to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair

## **5. INCLUSIVITY AND EQUALITY**

We are an inclusive school; we believe in equality and in valuing the individual.

We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the School's Equality, Diversity and Cohesion Policy will be further reinforced through the Thriving and Flourishing Relationships (Behaviour) and Anti-Bullying Policies and seek to safeguard vulnerable pupils. We recognise some pupils may need additional support to meet behaviour expectations.

Trends in relation to behaviour are analysed and shared with staff- this for example could include gender or ethnicity. Stereotypes are challenged and staff are expected to be reflective practitioners when considering possible personal bias, whether this is conscious or unconscious.

## 6. PROMOTING AND RESPONDING TO POSITIVE BEHAVIOUR

At The John Wesley CEM Primary School, we recognise that members of staff who promote positive behaviour well, consistently do the following:

- Deliberately and persistently notice children doing the right thing and praise them in front of others
- Know classes, groups and individual children well and develop positive relationships with all children
- Relentlessly work to build mutual respect

**Our school also promotes positive behaviours through:**

**Good Role models.** All staff, parents and children should aim to be good role models. For example, if we want children to use quiet voices and ask for things politely, then adults should also use quiet voices and talk politely.

**Positive relationships:** Secure relationships ensure that children feel secure, understood and ready to learn. Our staff take time to get to know children and make connections, actively finding time and space to talk and listen. All children must be greeted with a smile and friendly welcome and every day will end on a positive note.

**Every session is a new session.**

**Positive experiences must outweigh negative:** People generally remember negative experiences more than positive so it is essential that all staff focus on providing positive feedback and experiences.

**Use of language:** We use positive language that focuses on what the child is doing well and positive outcomes. Staff are consistent and clear about what behaviour they are describing and ensure when describing negative behaviour, it is the behaviour they do not like, not the child e.g. Instead of “stop making so much noise” say “please use your quieter voice”. Instead of “Why haven’t you done your work, it’s easy” say “I know it looks difficult but let’s work it out together.”

**Curriculum:** Through our curriculum, children are enabled to experience beneficial developments in their characters, regularly involved in life-enhancing actions and initiatives.

**Environment:** Our school and classroom environments are happy and stimulating places to be, where children feel safe and have a sense of belonging. Classrooms must have:

- Personal references such as children’s learning, names etc.
- Stimulating displays.
- Aids to academic and emotional learning which are easily accessible
- Jar of Joys and HP cards displayed
- School values displayed
- All areas clean, tidy and maintained
- Visual timetable
- Place to reflect and pray
- Worry boxes.

**Stimulating learning:** Lessons are stimulating and well planned to meet all children's learning needs. Children who are unable to access the lesson and feel success are more likely to display undesirable behaviours.

**Peer support:** Children at school value peer support. Providing opportunities for children to talk to a range of people, including their peers, enables them to develop the language and skills to discuss emotions and problem solve. This is done by:

- Peer talk used regularly
- PSHE & Circle time.
- Explicit opportunities to discuss a range of issues
- School Council discussions.

**Zones of Regulation:** Teaching children how to regulate their own behaviour. Our Zones of Regulation strategies and curriculum explicitly teach children to understand their emotions and behaviours, be able to regulate their emotions and develop a positive psychology. The language and ethos of Zones of Regulation as well as **emotion coaching** will be part of school daily life to embed it into children's mindset for life. Every classroom has a calm space, which children are taught how to use and encouraged to use when they are in distress, in order to regulate themselves.

**Emotion Coaching:** We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too and regularly hold training and coffee mornings for parents to learn this approach and share their own experiences.

**Brain breaks:** Brain breaks happen throughout the day. Brain breaks help calm the body and refocus the mind. Regular practice builds the ability to concentrate.

**Worship:** Worship, especially Celebration Worship is an opportunity to celebrate positive behaviour and develop our Christian school values.

**Self-esteem:** Positive experiences, such as a praise or a compliment, help counteract negative feelings and thoughts. Building a healthy self-esteem in our children enables them to acknowledge their strengths and weaknesses and be optimistic.

**Consistency:** A consistent, predictable approach enables children to feel safe and secure. All children will be met with consistent responses to their actions, the responses must be personalised to match each child's emotional development needs. This will be enabled by teachers having a good understanding of children's developmental needs and the sharing of personal behaviour support plans for individual children

**Clear expectations:** Teachers will explicitly teach the expectations for behaviour, particularly at times of transition. Transition may include short term transition such as moving from play time to learning, or bigger transitions such as a new class. Expectations will be constantly modelled and reinforced by all staff, who will coach children not meeting the expectations

**Working as a team:** It is essential that children see staff working together as a team. We continually model positive social communication respect and care for each other smiling, laughing and sharing together. The children watch us and notice everything. They watch how

we interact and notice how we relate to one another. Together our consistency of approach will increase their sense of felt safety.

**Praise:** Praise has a reinforcing and motivational role. It helps a child believe they are valued. Praise is given in formal and informal ways; it can be awarded to individuals or to groups.

**Incentives and recognition:** We want children to behave because they know how to and recognise the value of positive relationships and behaviour. We will be attentive to children when they are getting it right and support them when they do not. Positive behaviour can be acknowledged and celebrated through a range of individual and collective rewards.

At John Wesley CEMP School, our aim is that children work and behave well for the intrinsic rewards, however we also have a range of methods and rewards to recognise positive behaviour that may be individual, group, class, phase or school wide. Our main strategies for responding to good behaviour are:

- Public and private praise: Public acknowledgement of good behaviour can be very effective.
- Verbal praise
- Children will be sent to the Headteacher and Deputy Headteacher for HT/DHT sticker awards.
- Emails are sent to parents to celebrate successes.
- Catch children demonstrating the expectations - this can be hard with some children, but usually more important for them than for many others.
- Create **Jars of Joy** – Jars to put notes in about children who exhibit desired expectations. A jar of joy is displayed in each class. Each time the class work as a team to exhibit desired learning behaviour, a note is placed in the jar. On a Friday, some of the joys from the week/term are shared to celebrate individuals, the class or feelings.
- **Feel Good Friday:** In Friday's Celebration Worship, Jars of Joy notes will be read out at random and celebrated. Certificates will be awarded to children in Worship for demonstrating different values. Every class will present one child to receive the Value of the Term certificate but other certificates will also be presented.
- Award **house points** for good behaviour linked to the school values.
- **House point cards** displayed as a recognition board. A Recognition Board will be used to encourage social or learning behaviours. Children's HP cards will be displayed on the recognition boards and House Points or certificates will be given out when they have exhibited value linked behaviour.
- **Certificates** shared in Friday's Celebration Worship linked to Values.

**Some of the things children can do for house point linked to their values:**

**Koinonia** means to share a life of Christ with one another that results in an individual or shared spiritual growth. Working together to follow Christ growing in his love and teachings.

Why they might get a house point or certificate for this value:

- Sharing ideas about own beliefs
- Respecting other people's beliefs
- Sharing resources
- Making everyone feel included
- Looking after each other
- Showing more than 1 of the other values at a time



**Love** means to have a great interest, strong feelings or to take enjoyment in doing something or towards someone.

Why they might get a house point or certificate for this value:

- Helping others
- Using kind words
- Looking after the environment
- Taking care of resources
- Setting a positive role model
- Giving words of encouragement

**Compassion** means having a concern for other people's needs and wishing to help them.

Not judging others and seeing things from others perspectives.

Why they might get a house point or certificate for this value:

- Speaking using kind words
- Encouraging others with work and in games
- Helping others with a task
- Listening carefully to others
- Celebrating other people's success
- Cheering people up

**Wisdom** means the ability to make good decisions. To be able to share experiences and knowledge.

Why they might get a house point or certificate for this value:

- Completing good work in lessons
- Sharing experiences in class discussions
- Making the right choices
- Completing homework
- Sharing knowledge with others
- Making links in your learning

**Forgiveness** means to stop blaming or being angry with someone for something that a person has done or not want to punish them from something.

Why they might get a house point or certificate for this value:

- Accepting when someone says sorry
- Not blaming someone when it is an accident
- Being understanding of others
- Offering to play with others
- Using kind words
- Saying sorry when have done something wrong

**Service** means the action of helping or doing work for someone.

Why they might get a house point or certificate for this value:

- Helping adults around the school
- Litter picking
- Helping other children
- Holding doors open
- Helping in garden areas
- Helping at school events

## 7. ATOMIC HABITS

We are committed to making our school a safe environment for children and adults. We want to give children the tools they need in order to build happy fulfilled lives. Often children are either 'order navigators' or 'chaos navigators' this depends of their lived experiences of being loved and having their needs met or not. However, both order and chaos navigators can thrive with the certainty of habits and routines. Habits also allow adults to lead from our values not our ever-changing emotions. Having clearly defined habits, routines and rituals will help us to remain consistent on difficult days. This provides security, children feel safe and secure in classrooms that are predictable.

- We do not assume that children know how to behave; regardless of age teach them the rules that operate in the classroom and precise routines and rituals for individual activities.
- We use positive language when drafting atomic habits; identifying the behaviours that we want to see rather than those that we don't want.
- We teach routines and habits for formal learning activities (independent work, group discussion, think/pair/share etc.)
- We teach the children routines and habits for classroom organisation and informal activities (entering the classroom, tidying, answering questions).
- We use acknowledgement and positive reinforcement to imbed our rules, routines and rituals.

### How we teach a routine/habit:

- Establish the routine/habit and run it through with the children first
- Ask questions to check their understanding of the routine
- Show them where the routine can be found
- Catch learners doing the right thing
- Peg their behaviour back to the routine
- Quietly and discreetly. We make a tally next to the routine on our desk of how many times we have caught our class doing the right thing
- We celebrate the success of our class in following the routine

## 8. KEEPS

To enable children to succeed, we believe in a positive approach to behaviour and the encouragement of emotional regulation. Our school has developed a set of 'Keeps' which are shared with children, staff and the wider school community:

Keep Safe	Keep Kind	Keep Learning and be ready	Keep Respectful	Keep giving
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The 'Keeps' work alongside our expectations and routines of our children in school. The 'Keeps' represent the areas in life which we are encouraging our children to continually show excellence in, in order to support them as thriving life-long learners and responsible citizens.

## 9. EMOTION COACHING

We use emotion coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too and will regularly hold coffee mornings/evening sessions for parents to learn this approach to support their children.

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which zone of Regulation they are in (see below).

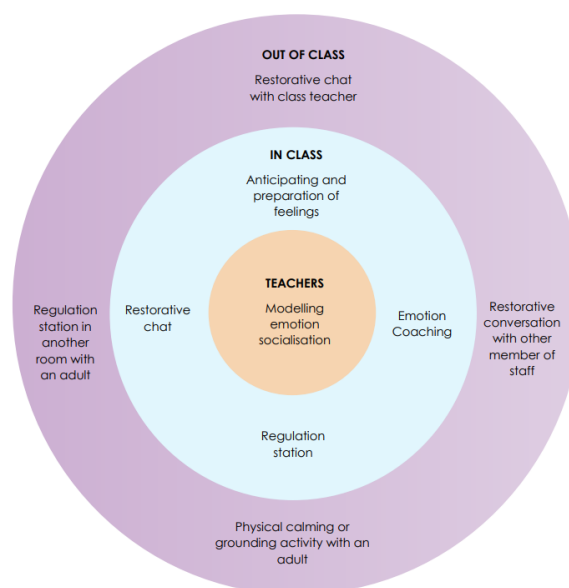
All staff wear a lanyard attachment which outlines the steps of Emotion Coaching and the Zones of Regulations to support conversations with children.

The relationship staff forms with the children is central to the children’s personal, social, emotional development. Our staff use a range of strategies to support the development of children’s emotional regulation. Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.

- Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of relationships and connection.
- Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.
- Research also indicates that staff in schools feel more confident managing behaviour when they have increased knowledge of the link between behaviour and emotion.

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

- Step 1: Recognising, empathising, soothing to calm (‘I understand how you feel, you’re not alone’)
- Step 2: Validating the feelings and labelling (‘This is what is happening, this is what you’re feeling’); Set limits on the behaviour if needed.
- Step 3: Problem-solving with the child/young person (‘We can sort this out’)



## 10. ZONES OF REGULATION





At The John Wesley CEM Primary School, we recognise the importance of promoting positive mental health, emotional wellbeing and behaviour to our children and their families. We empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum, we aim to teach our children to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing and behaviour.

The Zones of Regulation is a range of activities to help your child develop 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 your child plays in a basketball game, it is beneficial to have a higher state of alertness. However, that same state would not be appropriate in the classroom.

The Zones of Regulation is a curriculum framework to help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones' blue, green, yellow and red.

The curriculum also helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they're in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people. There is progression across the curriculum with children in Early Years learning to identify different emotions to children in Upper Key Stage 2 discussing how our behaviour can impact upon the feelings of those around us. We work with the children to introduce a common language for describing feelings and emotions using Zones of Regulation. Children in EYFS will be introduced to these by using the book 'The Colour Monster'.

**We teach the children it is ok to be in any zone – it is what you do about it that matters!**

Blue Zone	Green Zone	Yellow Zone	Red Zone
			
Low	Happy	Wobbly	Angry
<b>Running Slow</b>	<b>Good to Go</b>	<b>Caution</b>	<b>Stop</b>

**Blue Zone - What is the Blue Zone?**

The Blue zone is used when a person is feeling low states of alertness or arousal. When you're in the blue zone you may be feeling down – sad, sick, tired, or bored. You're still in control, as you are in the yellow zone, but with low energy emotions.

<p><b>How would your child behave in the Blue Zone?</b></p> <ul style="list-style-type: none"> <li>-Absence of feelings</li> <li>-Irritability</li> <li>-Lack of pleasure</li> <li>-Lack of motivation</li> <li>-Tearful</li> <li>-Withdrawn</li> <li>-Difficulty in concentrating</li> </ul>	<p><b>How might your child be feeling in the Blue Zone?</b></p> <ul style="list-style-type: none"> <li>Sad</li> <li>Tired</li> <li>Moody</li> <li>Miserable</li> <li>Unhappy</li> <li>Withdrawn</li> <li>Tearful</li> <li>Hopeless</li> </ul>	<p><b>What coping strategies do we implement in school?</b></p> <ul style="list-style-type: none"> <li>-Exercise</li> <li>-Alerting sensory breaks</li> <li>-Reflecting on what makes us happy</li> <li>-Talking to our teachers and friends</li> </ul>	<p><b>What strategies can you use at home?</b></p> <ul style="list-style-type: none"> <li>-Listen to upbeat music</li> <li>-Complete some cardio based exercise</li> <li>-Get up, get showered and get dressed</li> <li>-Jump on a trampoline</li> <li>-Talk to a friend</li> <li>-Do something creative</li> <li>-Cuddle or play with pets.</li> <li>-Go for a walk</li> <li>-Plan a fun activity</li> <li>-Look through old photographs or snap some new ones.</li> <li>-Re-watch a funny or inspiring YouTube video.</li> </ul>
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**Green Zone - What is the Green Zone?**

The green zone is used to describe when you're in a calm state of alertness. Being in the green zone means you are calm, focused, happy, or ready to learn. This is predominantly the state you want your child to be in. It's also the state most needed in the classroom in order to learn.

<p><b>How would your child behave in the Green Zone?</b></p> <ul style="list-style-type: none"> <li>Calm</li> <li>Focused</li> <li>Happy</li> <li>Content</li> </ul>	<p><b>How might your child be feeling in the Green Zone?</b></p> <ul style="list-style-type: none"> <li>Positive</li> <li>Proud</li> <li>Calm</li> <li>Focussed</li> <li>Thankful</li> <li>Happy</li> <li>Ready to Learn</li> <li>Content</li> </ul>	<p><b>What strategies do we implement in school to keep children in the Green Zone?</b></p> <ul style="list-style-type: none"> <li>Implement daily sensory breaks</li> <li>Sensory areas on the playground</li> <li>Celebrate Mental Health focused days throughout the school year</li> <li>PSHE lessons</li> <li>Mindfulness activities</li> <li>Circle time</li> <li>Use a positive behaviour policy</li> <li>Encourage a healthy lifestyle</li> <li>Teach children how to keep fit</li> </ul>	<p><b>What strategies can you use at home?</b></p> <ul style="list-style-type: none"> <li>Self-care- treat yourself to a relaxing bath or night off homework</li> <li>Organise your clothes for school the night before to prevent stress</li> <li>Spend time with your friends and family</li> <li>Take time out to do something you love to do</li> <li>Eat healthy and nutritious food</li> <li>Drink plenty of water</li> <li>Get 8 hours+ sleep</li> </ul>
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**Yellow Zone - What is the Yellow Zone?**

The yellow zone describes when you have a heightened sense of alertness. This isn't always a bad thing, and you typically still have some control when you're in the yellow zone. Being in the yellow means you may feel frustrated, anxious or nervous. But, it could also mean you're feeling excited, silly, or hyper – which is okay in the right situations.

<p><b>How would your child behave in the Yellow Zone?</b>                  Avoiding situations                  Avoiding social settings                  Biting nails                  Sleeping issues                  Tearful                  Struggling to concentrate                  Hyper-vigilant</p>	<p><b>How might your child be feeling in the Yellow Zone?</b>                  Excited                  Nervous                  Frustrated                  Annoyed                  Worried                  Stressed                  Confused                  Not Ready to Learn</p>	<p><b>What coping strategies do we implement in school?</b>                  Breathing strategies                  Meditation</p>	<p><b>What strategies can you use at home?</b>                  Breathing techniques                  Take time out                  Relaxing exercises e.g. yoga/ stretches                  Meditation                  Keep a journal                  Make a worry monster                  Listening to calming music</p>
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**Red Zone - What is the Red Zone?**

The red zone describes an extremely heightened state of intense emotions. When a person reaches the red zone, they're no longer about to control their emotions or reactions. This is the zone kids are in during meltdowns. Being in the red zone means you're feeling anger, rage, terror, or complete devastation and feel out of control.

<p><b>How would your child behave in the Red Zone?</b>                  Excessive outbursts                  Fighting                  Shouting                  Irritability                  Acting dangerously                  Lack of control                  Resentful</p>	<p><b>How might your child be feeling in the Red Zone?</b>                  Mad                  Angry                  Scared                  Yelling                  Sweaty                  Out of Control                  Not ready to Learn</p>	<p><b>What coping strategies do we implement in school?</b>                  Take time out                  Use a stress ball                  Use the calm corner                  Time to talk through our thoughts, feelings and behaviours                  Breathing strategies</p>	<p><b>What strategies can you use at home?</b>                  Talk to an adult                  Hug a teddy                  Pop bubble wrap                  Wrap your arms around yourself and squeeze                  Write down what's bothering you and rip it up                  Squeeze a stress ball                  Talk about it                  Scribble on paper and crumple it up                  Use breathing techniques                  Do stretches                  Listen to calming music                  Take time out                  Use sensory glitter jars</p>
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**11. RESPONDING TO MISBEHAVIOUR**

**Reminders and any consequences are discussed and put into place in private.**

We use emotion coaching (with scripts) and then zones of regulation to support children to regulate their behaviours. We believe in giving children the opportunities to change their misbehaviours through discrete reminders and warnings.

<b>Misbehaviour Strategies</b> <b>Our stepped approach to boundaries with microscripts</b>	
<p>We use a consistent and quiet approach to addressing poor choices, privately:</p> <ul style="list-style-type: none"> <li>✓ use child's name</li> <li>✓ child level</li> <li>✓ eye contact</li> <li>✓ deliver message</li> <li>✓</li> </ul>	
1. REMINDER	
<p><i>I noticed you chose to ..... (noticed behaviour)</i></p> <p><i>This is a REMINDER that we need to keep safe, kind, respectful as well as keep learning and be ready You now have the chance to make a better choice.</i></p> <p><b><i>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk wonderfully. Thank you for listening.'</i></b></p>	
2. REDIRECTION	
<p><i>I noticed you chose to ..... (noticed behaviour)</i></p> <p><i>This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson. (TIME IN not TIME OUT)</i></p> <p><i>If you choose to not follow our keeps again you leave me no choice but to ask you to leave the room / go to the reading area / shared area/ phase leader's classroom..... (child's name). Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices.</i></p> <p><b><i>Example - 'I have noticed you are not ready to do your learning. You are breaking the school rule of being ready. You are choosing to catch up with your learning at playtime. Do you remember that yesterday you started your learning straight away and got it finished? That is what I need to see today.'</i></b></p>	
3. CALMING TIME	
In classroom > In another class > With a member of SLT	
<p><b>IN CLASSROOM</b>  <i>I noticed you chose to ... (state the noticed behaviour).</i></p> <p><i>You need to ... (describe appropriate place in classroom e.g. reading corner, desk at the back, quiet area, etc). I will come and speak to you in two minutes.</i></p> <p><b>*DO NOT describe the child's behaviour to other adults in front of the child*</b></p> <p><b><i>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</i></b></p>	<ul style="list-style-type: none"> <li>• Child sent to designated area of the classroom.</li> <li>• 5-10 minutes sitting alone in order to reflect, calm down, etc. without causing further disturbance.</li> <li>• Child to complete an appropriate task depending on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.</li> <li>• If behaviour improves, return to class. If not or if child refuses, move to another class.</li> <li>• For regular occurrences: Discussion with SLT and/or SENCO: consider Specific Behaviour Intervention.</li> </ul>
<p><b>IN ANOTHER CLASS</b>  <i>I noticed you chose to ... (state the noticed behaviour).</i></p> <p><i>You need to go to ... (state the classroom or other</i></p>	<ul style="list-style-type: none"> <li>• Child escorted to designated colleague / follow-up to check child has arrived.</li> <li>• Remainder of lesson working alone without causing further disturbance.</li> <li>• Possible removal of privilege / playtime.</li> </ul>

<p>space you need them to go to). <i>I will come and speak to you at the end of the lesson.</i></p> <p><b>*DO NOT describe the child's behaviour to other adults in front of the child*</b></p> <p><i>Example - 'I have noticed you chose to continue to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in ?? classroom. I will come and speak to you at the end of this lesson.'</i></p>	<ul style="list-style-type: none"> <li>• Teacher must provide work / activity for the child to complete and communicate this to colleague.</li> <li>• If behaviour improves, return to class. If not or if child refuses, move to contacting SLT.</li> <li>• For regular occurrences:</li> <li>• Discussion with Phase Lead and/or SENCO: consider Behaviour</li> <li>• Intervention and/or additional support.</li> <li>• Begin monitoring to identify areas of concern / possible causes/ appropriate targets.</li> <li>• Parents contacted by teacher to inform them that behaviour is a cause for concern.</li> </ul>
<p>WITH A MEMBER OF Phase Leadership or SLT <i>I noticed you chose to ... (state the noticed behaviour).</i></p> <p><i>I will now contact ... and you will need to go to ... / with them (tell the child who you will contact and where they will go (if previously arranged). I will come and speak to you at the end of the lesson / next break / end of the day.</i></p> <p><b>*DO NOT describe the child's behaviour to other adults in front of the child*</b></p> <p><i>Example - 'I have noticed you have chosen to continue to use rude words. I will now contact Mr Jones and you will need to complete your learning outside his office. I will come and speak to you at the end of the day..'</i></p>	<ul style="list-style-type: none"> <li>• Child escorted to / collected by appropriate adult.</li> <li>• From remainder of lesson through to a half day working alone without causing further disturbance.</li> <li>• Possible removal of a privilege / playtime.</li> <li>• Teacher must provide work / activity for child to complete as soon as possible after removal.</li> <li>• For regular occurrences:</li> <li>• Discussion with Phase Lead / SENCO / Head Teacher as appropriate.</li> <li>• Parents informed of withdrawal by teacher or Phase Lead / SLT depending on nature of incident.</li> <li>• Meeting with parents to investigate possible causes / alternative strategies i.e. parents working alongside child, reduced school day, etc.</li> <li>• Referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.</li> </ul>
<p><b>TIME IN not TIME OUT that counts.</b></p> <p><b>*Other members of staff must not ask the child to describe their behaviour or get involved unless prompted*</b></p>	
<p><b>4. FOLLOW UP, REPAIR AND RESTORE</b></p>	
<ul style="list-style-type: none"> <li>• What happened? (Neutral, dispassionate language.)</li> <li>• What were you feeling at the time?</li> <li>• Who has been affected?</li> <li>• What should we do to put things right?</li> <li>• What have you felt since?</li> <li>• How can we do things differently?</li> <li>• What do you need now?</li> </ul> <p><b>*Remember it's not the severity of the consequence, it's the certainty that this follow up will take place that is Important*</b></p>	



When a child is struggling to regulate their behaviour, they receive a nonverbal cue and reminder of expectations. There are certain circumstances in which children will be moved straight to particular stages or sent immediately to a member of SLT.

We adopt a 'new session, new start' approach –recovery stages do not continue from one session to another. Each new session will start at Strategy 1. More severe disruption can be fast-tracked to Phase Leader or SLT.

### **A regulation space:**

Each class has a regulation space. A place or special box to be used within the classroom or suitable place in the school, that children can access when they become overwhelmed and dysregulated, to help them to calm.

The space should contain resources and materials to support children to return to a calm and alert state, if possible to identify and describe their feelings e.g. scales, faces, writing materials, as well as resources and materials for calming e.g. colouring, creative activities, sensory tools. The space can be supported by adults or peers as appropriate. Use of this space should help raise awareness of the need to self-regulate, and promote the development of independence in identifying and using coping strategies. It should be available to the child at any time they need it rather than used as a sanction in the 4 steps of behaviour recovery.

## **12. SCRIPTING DIFFICULT CONVERSATIONS**

At The John Wesley CEM Primary school, we look to resist endless discussions around behaviour and spend our energy returning learners to their learning. The majority of behaviours are dealt with in class using quick interventions and a range of de-escalation strategies using our Zones of Regulation. The 10-15% of behaviours which cannot be addressed within standard classroom practice will follow our REMINDER > REDIRECTION > SPACE TO CALM DOWN model.

### **Scripts and support strategies:**

#### **30 second intervention**

- Gentle approach, personal, non-threatening, side on, eye level or lower.
- State the behaviour that was observed and which rule/expectation/routine it contravenes.
- Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- Walk away from the learner; allow them time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

**Re-focus child** – *Child's Name*, I would love to see that work when you are done.

**Direct an adult or give extra support** (staff presence for the child/ containment) *Staff member*, could you see if *child's name* needs help making a choice?

**Offer of support** – “Are you okay, do you need anything”

**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.”

**Cue name** – “Bob – all okay?”

**Distraction/ Redirection:** *Child’s name*– please pop next door and ask Miss if I can borrow a xxx – Thanks.

**Nip in the bud:** “Child’s name, you’re talking and we are working quietly in this lesson.”

**Name the need:** You’re very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week.

### 13. PLAY TIMES

At The John Wesley CEM Primary School, the expectations of our classroom behaviour and our playground behaviour are the same. We ask all adults in school to demonstrate calm, consistent adult behaviour and the expectation of respect for all members of our school community is reinforced. We recognise the role of our Lunchtime Supervisors, and they have been trained, and are expected to use emotion coaching techniques to defuse any playground issues.

REMINDER > REDIRECTION > SPACE TO CALM DOWN

The SPACE TO COOL OFF will initially be with a designated adult, allocated spaces on a wall in the playground and then if necessary, with a member of SLT.

It is key that all members of staff are involved with the restorative follow up.

Children who have found good behaviour difficult or have ongoing problems with making good decisions will be asked to take time out to regulate using the same toolkit tools used in class.

In situations of persistent or serious behaviour, a child may be asked to miss their play at lunchtime, and parents will be spoken to regarding ongoing concerns about lunchtime behaviour.

### 14. SUPPORTING CHILDREN WITH SEND

**When considering a behavioural strategy for a child with SEND, the school will take into account:**

- Whether the child was unable to understand the rule or instruction?
- Whether the child was unable to act differently at the time as a result of their SEND?
- Whether the child is likely to behave aggressively due to their particular SEND?

Children with additional needs may need a different, more individualised approach, that includes making relevant, reasonable adjustments for individual needs, having a personalised behaviour support plan and personalised safe space. It is expected that staff will be fully aware of their child’s learning, communication, physical and/or social, mental, emotional

needs and will plan their lessons accordingly. In dealing with dysregulation and negative behaviour, reasonable adjustments will need to be considered for children with additional needs. In exceptional circumstances, staff may feel that some apparent behaviours may be due to an unidentified need or difficulty. Staff must seek advice from the SENCo or Senior Leadership team.

### **Considering whether a child is displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCo) may evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

In response to children who present significant needs and may need outside agency support, the school will contact parents to seek permission for a referral to be made to access the relevant professional support.

## **15. RESPONDING TO SEVERE MISBEHAVIOUR**

Some children may exhibit particular behaviours, often based on early childhood experiences and triggered by family circumstances on that day. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. For these children our focus is building strong, healthy attachments. These children may have bespoke 'Personalised Behaviour Support Plan' that detail additional support, strategies and expectations.

At The John Wesley CEM Primary School, we deem serious and severe as the following:  
Persistent or repeated incidences of:

- Physically harming another (whether child or adult)
- Racist, sexist, homophobic or discriminatory behaviour
- Swearing and using abusive language towards others
- Refusal to follow reasonable requests with implications for health and safety of the child or others e.g. leaving the school premises without permission
- Persistent rudeness/ disrespectful dysregulation and behaviour (answering back, walking off when someone is speaking to you, constant taking over someone)
- Vandalism
- Theft
- Fighting
- Smoking
- The use of any electronic items other than school issued or specifically school agreed
- Threatening others/ Threatening with & /or using a weapon
- Possession of any prohibited items such as knives, weapons, alcohol, illegal drugs, stolen items, smoking paraphernalia, fireworks, pornographic images
- Any action which may jeopardise the health and safety of the individual or others
- Malicious allegations against staff

- Any form of bullying, including virtual and/or cyber bullying. This can include incidents of bullying outside of the school premises or normal school hours.
- A serious one-off act of physical violence
- Sexualise comments, jokes or taunting
- Sexual harassment or violence, including online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

The above will result in the child being moved straight to SLT and are deemed serious enough in some situations to bypass the procedures mentioned previously and be dealt with by a member of the Phase Leadership Team and/or SLT. In extreme cases such behaviours can lead to internal, fixed or even permanent exclusion, depending on the severity and circumstances.

It is essential that both dysregulation and severe behaviour is recorded using ABC forms. This allows the school to look for patterns and trends within groups or for individuals. It is important that recordings made are accurate and detailed in case these need to be shared with parents or outside professionals at any point.

It is at the discretion of the Headteacher or Deputy Headteacher to escalate consequences as they see fit in exceptional circumstances. A referral to an outside agency may be discussed with parents at any point- parental consent is required to make referrals.

When dealing with an episode of extreme behaviour, a child may need to be restrained (PROACT- SCIPR training) if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour.

An option to support children exhibiting severe behaviours may include internal exclusion with the Headteacher or another member of the Leadership Team based in another part of the school.

Throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

#### **a) Physical attacks on adults or children**

At The John Wesley CEM Primary School, we take any incidents of violence toward other pupils and staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support. Only staff who have been trained in PROACT- SCIPR restrain a child.

All staff report incidents directly to the Headteacher or Deputy Headteacher should be recorded on ABC form. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

## **b) Fixed-Term Suspensions and Permanent Exclusions**

Fixed Term Suspensions will occur following extreme incidents at the discretion of SLT. A fixed-term suspension will be enforced under these conditions:

- To give the school time to create a plan which will support the child better.
- The child being at home will have a positive impact on future behaviour.
- The child needs time to reflect on their behaviour.

Fixed-Term Suspensions is an extreme step and will only be taken in cases where:

- Long-term or repeated misbehaviour that is not responding to strategies in place and the safety and learning of others is being seriously hindered.
- The risk to staff and other children is too high.
- The impact on staff, children and learning is too high.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decision-making processes.

Please see our separate Suspensions and Exclusion Policy.

## **16. REPAIR, RESTORATIVE AND REFLECTIVE FOLLOW-UP**

The focus of our behaviour interventions is to allow the children to be emotionally ready to return to their learning. A repairing and restorative conversation needs to take place between the child and the other child/ren or teacher at the earliest opportunity. A member of SLT can help facilitate this.

**Encourage the child to consider how they can put things right, this might include:**

- Saying sorry. This must come from the children and not be forced or it is meaningless. The child might not be ready to say sorry and may need more time and support to reflect. It might be more meaningful for a child to demonstrate they are sorry with an action or show understanding of the impact of their actions.
- Writing a letter or making a card.
- Clearing up damage or mess.
- Staying in at playtime if it avoids further conflict or gives space for a victim to feel safe.
- Completing a task, to encourage pride in their environment such as litter picking.
- Where two or more children hurt or upset each other they should be facilitated to talk through the event, how it made them both feel and how it can be put right.
- Time to talk in a coaching or counselling scenario with trained staff for both parties
- Depending on the age discuss issue and find reconciliation
- Draw and talk

When children have calmed down after a behaviour incident, we always ensure we make time to rebuild and repair with the child in private. During this time we follow the script below:

- What happened?
- How were you feeling?
- How did this make people feel?
- What should we do to put things right?
- How can we do things differently in the future?

If the child has had to be removed from class, then on returning to class, the relationship between the class teacher and the child needs to be repaired, without shame. The return to class should be a fresh start and the child will be greeted with a positive welcome. Adults and children will reflect on what they could do differently to reduce further negative behaviours.

## **17. RACIST, SEXIST, HOMOPHOBIC AND OTHER DIVERSITY INCIDENTS**

A racist incident is ‘any incident that is perceived to be racist by the victim or any other’. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation.

Any incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported. Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to a member of SLT immediately. All incidents should be logged on a safeguarding form and an online Racist Incident Form. The incident will be fully investigated and recorded –and where appropriate reported to the Local Authority. Governors are also kept informed of such incidents.

## **18. PARENTS AS PARTNERS**

Parents have a vital role in promoting positive behaviour in our school and so effective home school liaison is important.

At The John Wesley CEM Primary School we give high priority to clear communication and respectful relationships within the school and with parents, since these are crucial to maintaining high standards of positive behaviour.

Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in the school and their parents are aware of those concerns, and of the strategies being put in as a response. The class teacher has initial responsibility for the child’s welfare. Early warning of concerns should be communicated to parents and the SENCO so that strategies can be discussed and agreed before more formal steps are required.

We ask parents to:

- keep us informed of behaviour difficulties they may be experiencing at home;
- inform us of any trauma which may affect their child’s performance or behaviour at school;

The school will:

- promote a welcoming environment;
- give parents regular constructive and positive comments on their child’s work and behaviour;

- encourage parents to come into school on occasions other than parents' evenings;
- keep parents informed of school activities by newsletters;
- involve parents at an early stage when there are any concerns about their child:

Where a child's behaviour is causing concern, parents will be informed and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further consequences will be discussed with parents.

There may, on occasions, be a need for physical intervention by school staff when the safety of the child or others is at risk. Should this course of action be required parents will be advised of the action taken and the reason it was deemed necessary as soon as is practical after the incident.

## **19. CONFISCATION, SEARCHES, SCREENING**

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1091132/Searching\\_Screening\\_and\\_Confiscation\\_guidance\\_July\\_2022.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching_Screening_and_Confiscation_guidance_July_2022.pdf)

## **20. OFF-SITE MISBEHAVIOUR**

DfE states schools have the power to consequence children for misbehaviour outside of the school premises to such an extent as is reasonable. Conduct outside the school premises, including online conduct, that schools might consequence children for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a child at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another children; or
- that could adversely affect the reputation of the school.

## APPENDIX 1: ABC Form

### How to use an ABC chart

An ABC chart is an observational tool that allows us to record information about a particular behaviour. The aim of using an ABC chart is to better understand what the behaviour is communicating.

The 'A' refers to the *antecedent* or the event that occurred before the behaviour was exhibited. This can include what the person was doing, who was there, where they were, what sights / sounds / smells / temperatures / number of people that were in the environment.

'B' refers to an objective and clear description of the *behaviour* that occurred e.g. X threw item on the floor.

'C' refers to what occurred after the behaviour or the *consequence* of the behaviour e.g. children moved away from X, noise levels in the room decreased. It is important to decide on one or two target behaviours to record initially. Place the ABC chart in an accessible place to make it easier to use after the target behaviour has been exhibited.

### Having recorded the behaviour on numerous occasions check for triggers or situations where the behaviour is most likely to occur:

- When / what time is the behaviour most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

### It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in the behaviour?
- What might the child be attempting to communicate by engaging in this behaviour?

### Over time, having identified the triggers for the behaviour and the consequences that may be maintaining the behaviour, SLT are then able to develop a plan.

- What alternative or more appropriate skill can we teach the child in order to eliminate their need to engage in this behaviour?
- What changes can you make to the environment or the child's schedule in order to decrease their exposure to triggers?
- How have you addressed the need that the child was trying to communicate?
- Is there any need for a reward / incentive scheme in the short-term?
- Have you communicated your plan to everyone who will be caring for the child?



**Example of ABC Form**

Please use separate sheet found in Handbook, outside of Office, in HT office and saved in Staff Shared.

**ABC Relationship and Regulation Form**

<b>Child's Name:</b>			
<b>Year Group:</b>		<b>Class:</b>	
<b>Date:</b>		<b>Time:</b>	
<b>A Activity</b>		<b>Antecedent</b>	
What activity was the child taking part in when the concerning behaviour arose?		What happened right before the behaviour that may have been a trigger or escalated the situation?	
<b>B Behaviour</b>			
Overview of the concerning behaviour? What happened? What was seen and by whom? Who was involved? What did the behaviour look like?			
<b>C Consequences - What happened after the behaviour?</b>			
Were there any reminders or redirection? What were they?		What calming time strategies were used?	
<b>Follow up, Repair and Restore</b>			
Follow-Up carried out by:			
<b>Actions taken to Follow-Up, Repair and Restore</b>			
Signature of MDS/TA/CT:		Signature of SLT:	
Date:		Date:	

### **APPENDIX 3: Scripts for Emotion Coaching**

#### **Step 1: Recognising, empathising and soothing to calm**

#### **Step 2: Validate the feelings and label them; Setting limits for behaviour (if needed)**

#### **Step 3: Problem-solving with the child**

##### **Seven assertive sentence stems:**

1. You need to ... (speak to me at the side of the room)
2. I need to see you ... (following the agreed routine)
3. I expect ... (to see your table tidy by the end of the timer)
4. I know you will ... (pick up the books)
5. Thank you for... (going to the back of the line where there's a space)
6. I have heard what you have said, now you must... (come with me to calm down)
7. We will... (have a better day tomorrow)

##### **Seven juicy bits of script**

1. You need to understand that every choice has a consequence. If you choose to do the work, that would be fantastic and this will happen... If you choose not to do the work, then this will happen... I'll leave you to make your decision.
2. Do you remember yesterday when you helped me to tidy up? That is the Anna I need to see today, that is the Anna you can be all the time.
3. I don't like your behaviour. Your behaviour is disruptive, damaging and dangerous. I don't like your behaviour but I believe that you can be a success.
4. I am not leaving, I care about what happens. You are going to be brilliant.
5. What do you think the poor choices were that caught my attention?
6. What do you think you could do to avoid this happening in the next lesson?
7. Darrel, it's not like you to... (shout out)

##### **Three things to do when pupils clam up**

1. OK, imagine if there were... (people affected/a way of putting it right/things you could do differently) What would they be?
2. 1 – 10 scales: On a scale of 1 to 10 how angry were you?
3. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Mrs <name> sit with you and help you with the answers?'

##### **Six ways to reroute a power play**

1. I understand ... (that you are angry/upset/livid)
2. I need you to ... (come with me so that we can resolve this properly)
3. Maybe you are right ... (Maybe I need to speak to them too)
4. Be that as it may... (I still need you to join in with the group)
5. I've often thought the same... (but we need to focus on...)
6. I hear you ... (it's not easy but I know that you can do it brilliantly)

##### **Be a partner, not a commander, use of invitations to learn:**

1. When you have a minute, I wonder if you might ...
2. Please could you help me ...
3. If only someone was able to do this ...
4. I'd love to be helpful to someone
5. I'd like to talk about that football match on the way to ...

6. I wonder what will happen if I ...
7. I wonder why ... looked sad today. I might try and cheer her up by ...
8. I added the answer there, I wonder what to do next, ah the sheet says ...
9. I'm not sure what will happen ...
10. Let's get started on ... together

**Restorative conversation:**

1. What has happened?
2. What were you thinking at the time?
3. Who has been affected by the actions?
4. What were you feeling? What were others involved feeling?
5. How have they been affected?
6. What needs to be done to make things right? Or How can we make things right?
7. How can we do things differently in the future?

**Look for physical and verbal signs of the emotion being felt; Take on the child's/young person's perspective; Use words to reflect back child's emotion and help child/young person to label emotion**

1. "I wonder if you are feeling angry."
2. "I can see that you are (describe what you can see) I wonder if you might be feeling angry?"
3. "The way you are feeling is making you/made you angry"
4. "You're angry about..."
5. "I know you are feeling angry..."
6. "I can see that something's not quite right – can you tell me about it..."

**Affirm and empathise with the emotion; allow to calm down**

1. "I'm sorry that happened to you, you must have felt angry"
2. "I can see that you get angry when that happens/when I do this"
3. "I would feel angry if that happened to me"
4. "That would make me angry"
5. "I understand why you are angry"
6. "It's normal to feel angry about that"
7. "It's ok to feel angry about that"
8. "I get that you are angry"
9. "I can understand you're feeling angry – I would too"
10. "I know you're feeling angry – I would feel the same"

**Separate emotion from the behaviour (actions); clarify what is acceptable expression of emotion i.e. behaviour and what is not – set the limit; allow to calm down**

1. "It's ok to feel angry, but we use kind hands in school"
2. "I can see that you feel annoyed. It isn't kind to shout at your teacher"
3. "You are probably feeling cross because you want to go and play outside with your friends."
4. Remember, we need to show that we are feeling calm and ready to listen first"

**Exploring the feelings that give rise to the behaviour/problem/situation etc. – be specific**

1. "How were you feeling when that happened?"
2. "What did it make you feel like?"

3. "Have you felt that way before?"
4. "What does your body feel like?"
5. "What feelings are you having?"
6. "What does it make you want to do?"
7. "Can you remember what happened to make you feel like that?"
8. "Can you tell me what happened?"

**Identifying alternative, more appropriate and more productive ways of expressing and/or managing feelings and behaviour/actions; Empowering child/young person to recognize feelings, behaviour and taking ownership/responsibility of actions and finding ways to self-regulate in future**

1. "Let's think of what we could have done instead"
2. "Can you think of a different way?"
3. "Can you remember feeling this way before and what you did?"
4. "Have you thought about doing this instead?"
5. "Can you remember what we said before?"
6. "How did you handle it last time?"
7. "What did you do last time this happened?"
8. "Can you remember what we discussed last time?"
9. "Can you remember how you solved it before?"

**Agreeing possible solutions – scaffolding suggestions where appropriate**

1. "Try and do this next time you feel like this"
2. "Let's decide what you will do next time you feel like this"
3. "What do you think you can change next time?"
4. "What could you try next time?"
5. "Can you remember what we agreed...."
6. "Can you try...next time?"

**Micro script**

I've noticed that....  
You know the school rule...  
Can you remember when....?  
I expect you to.....  
Thank you for...

APPENDIX 4: Thriving and Flourishing Relationships (Behaviour) Policy

## Thriving and Flourishing Relationships (Behaviour) Policy

### Flourishing in F.A.I.T.H (Family, All included, Thriving and Healthy) every day

At The John Wesley Church of England & Methodist Primary School, we believe children should lead safe, healthy, happy lives that result in them learning well and developing thriving and flourishing relationships with peers and staff. Therefore, as a school, we feel it is important to promote a caring and supportive environment that enables all members of our school community, to feel secure and respected, encouraging positive behaviours in ourselves and others.

<p><b>Adults in our school ...</b></p> <ul style="list-style-type: none"> <li>➤ Show unconditional care &amp; compassion</li> <li>➤ Are calm and regulated themselves</li> <li>➤ Are consistent</li> <li>➤ Model and build positive relationships with everyone</li> <li>➤ Take time to welcome children at the start of every session to give a fresh start</li> </ul>	<p><b>Keeps...</b></p> <ul style="list-style-type: none"> <li>★ Keep safe</li> <li>★ Keep kind</li> <li>★ Keep learning and be ready</li> <li>★ Keep respectful</li> <li>★ Keep giving</li> </ul>	<p><b>Our Values...</b></p> <ul style="list-style-type: none"> <li>• Koinonia</li> <li>• Love</li> <li>• Compassion</li> <li>• Wisdom</li> <li>• Forgiveness</li> <li>• Service</li> </ul>
<p><b>We will ...</b> Praise in Public &amp; Remind in Private</p>		<p><b>Micro Script we might use...</b> I've noticed that... Remember I need you to... Can you remember when...? I expect to...</p>
<p><b>Atomic Habits...</b></p> <ul style="list-style-type: none"> <li>★ Consistent Language</li> <li>★ Enabling Environments</li> <li>★ Visual Timetable</li> <li>★ Stimulating Learning</li> <li>★ Brain Breaks</li> <li>★ Restorative Time</li> <li>★ Regulation Space</li> </ul>	<p><b>ZONES OF REGULATION...</b></p> <p>We teach the children it is ok to be in any zone – it is what you do about it that matters!</p> <p><b>Green Zone - Good to Go:</b> We might be calm, focussed, happy or content</p> <p><b>Yellow Zone - Caution</b> We might be nervous, excited, wobbly, frustrated or worried.</p> <p><b>Blue Zone - Running Slow</b> We might be sad, tired, unhappy, withdrawn or moody.</p> <p><b>Red Zone - Stop!</b> We might be angry, scared, mad, yelling, sweaty and out of control.</p>	<p><b>Stepped approach...</b></p> <ol style="list-style-type: none"> <li>1. <b>Reminder:</b> - This is a reminder that we need to keep safe, kind, respectful as well as keep learning and be ready You now have the chance to make a better choice.</li> <li>2. <b>Redirection:</b> - Distraction or second reminder</li> <li>3. <b>Calming time:</b> - In classroom &gt; In another class &gt; With a member of SLT</li> <li>4. <b>Follow up, repair and restore:</b> Restorative conversations with adults/peers.</li> </ol> <p><i>"We do not describe the child's behaviour to other adults in front of the child"</i></p>
<p><b>Emotion Coaching - How co-regulation works...</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')</li> <li>• <b>Step 2:</b> Validating the feelings and labelling ('This is what is happening, this is what you're feeling'); Set limits on the behaviour if needed.</li> <li>• <b>Step 3:</b> Problem-solving with the child/young person ('We can sort this out')</li> </ul>		<p><b>We rebuild and repair...</b></p> <ol style="list-style-type: none"> <li>1. What happened? (Neutral, dispassionate language.)</li> <li>2. What were you feeling at the time?</li> <li>3. Who has been affected?</li> <li>4. What should we do to put things right?</li> <li>5. What have you felt since?</li> <li>6. How can we do things differently?</li> <li>7. What do you need now?</li> </ol>



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# The Blue Zone - Running Slow



?   
How might you feel?



sad



tired



unhappy



withdrawn



moody



?   
What might help you?



talk to an adult



take a walk



stretch your body



take a brain-break

# The Yellow Zone - Caution



?   
How might you feel?

nervous

excited

wobbly

frustrated

worried



?   
What might help you?

talk to an adult

count to 20

take deep breaths

squeeze something



# The Red Zone - Stop!



?   
How might you feel?

angry

scared

mad

yelling

sweaty

out of control



?   
What might help you?

talk to an adult

count to 20

take deep breaths

squeeze something





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# The Green Zone - Good to Go



?   
How might you feel?

calm

focussed

happy

content



?   
What might help you?

The goal is to stay in the green zone!

Think about what has helped you get here.

