RUSHEY GREEN PRIMARY SCHOOL

BEHAVIOUR POLICY

Approved by:	Inclusion Committee	Date: February 2025
Signed:	Ratified By Governors	
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1. Rationale

Positive Behaviour is a necessary part of the provisions we make in Rushey Green Primary School to create and maintain an orderly working environment in which all members of the school community feel safe and secure.

Aims of the Behaviour Policy

- To encourage a calm, purposeful, productive and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement
- To raise children's self-esteem
- To provide clear boundaries for acceptable behaviour to ensure physical and emotional safety
- To help children, staff and parents have a sense of direction and a feeling of common purpose
- To help children to develop the self-regulation, discipline and motivation needed to succeed and achieve in our society.
- To develop a strong sense of self value and a commitment to upholding the moral and social values of our society.

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. In order for children to thrive, all staff will:

- Develop children's understanding of their rights and responsibilities - As a Gold Rights Respecting School - teach children a sound understanding of the UN conventions.
- Teach and model the skills and abilities directly through a common approach to behaviour management and discipline. This approach is understood by all staff, pupils and parents.
- Consistently follow through the consequences of a pupil's behavioural choices.
- Frequently use praise and recognition of good behaviour choices to encourage the learning of appropriate behaviour.
- Develop support programmes for pupils who are experiencing difficulty.
- Listen to children.
- Reinforce the skills and abilities through assembly and circle time.
- Communicate regularly with parents

This policy links to the Governors statement of behaviour principles.

We use the following positive rewards:-
- Non-verbal rewards such as a thumbs up sign or a smile;
- Praise;
- Showing work to another teacher and to members of the Leadership Team;
- Certificates;
- Positive letter or telephone call home;
- Displaying work;
- Positive and constructive comments written on the child's work;
- We believe it is essential that all children are able to receive positive encouragement and have a fair chance to enjoy the positive rewards.

In order to recognise behaviour that goes beyond that which would be expected, we use the following strategies to promote good behaviour:

Star of the week
At the start of each week, the class teacher will choose a child to be star of the week. This will encourage positive behaviour as the child has to be a positive role model to his/her peers.

At the start of the week this child will have special privileges that week, such as being first in the line, and being a special helper in class. Children will wear a lanyard and a positive culture will be created around the school to offer praise to children.

Celebration assembly & Star Certificates
Each week a celebration assembly is held. Each teacher chooses two children in their class for a star certificate; this is presented to the children in front of the whole school and published in our school newsletter.

Recognition Board
Each classroom has a recognition board and the teacher chooses six different behaviours, qualities and values to promote within the class. When a child displays a behaviour, quality or value from the board, their name is placed on the value displayed and they are praised by the teacher. This means that the attention is focused on positive behaviours. The behaviours, values and qualities are chosen based on what the class needs to develop.

Head teacher rewards
Children who have completed outstanding pieces of work may take that work to SLT after afternoon registration for a special well done and a sticker.

2. Expectation will drive behaviour
Leaders expect every member of the school community to behave in a considerate way towards others. It is key that all members of staff build on developing positive relationships with all children across the school and we use the same approach with our pupils, to ensure that there is consistency in our approach. To do this, we have adopted a common language about behaviour.

Our behaviour policy has three basic principles:-

Respect - Safe - Learn
We will use these key phrases when talking to children about behaviour.
● Being respectful
● Being safe
● Being ready to Learn.

Our language around the three principles will help to promote the behaviour we would like to see around school.

Through framing our language around the behaviour we want to see, it enables children to reflect on what behaviours they are displaying and the impact this will have on themselves and others. Our behavioural management approach will always be to encourage children to behave in a safe and respectful way.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. Throughout school, we aim to recognise good behaviour. We will acknowledge great examples in our weekly celebration assemblies.

At Rushey Green, we promote positive behaviour at all times. All staff are expected to model correct behaviour in all aspects of school life and have high expectations for the children across the whole school.
(see Appendix 2)

3. School Expectations

Staff will use a range of strategies to ensure that children are given every encouragement to present appropriate behaviour and make better choices. Inappropriate behaviour will be dealt with firmly and fairly. To ensure consistency all staff will follow the same guidelines. (See appendix 1)

Fighting
Staff will always investigate any incidents of fighting , with all parties involved: We believe at Rushey Green that violence is never the answer. Consequences for fighting will be dealt with by the class teacher in the first instance. It may involve a member of SLT who will determine a higher level of natural consequence.

Absconding from School
If a child runs away from the school premises the staff will assess the situation and decide:-

- That the child can be retrieved and returned to school safely and successfully - This would be the most common action for younger children.
- That it would be safer not to follow a child and therefore prevent a chase which could possibly cause the child to run into danger e.g. crossing a road. This would probably be the most common occurrence for an older pupil.
- Parents and then Police would then be informed immediately. (see child missing policy)

Physical restraint

In extreme circumstances where a child is a danger to themselves or others, restraint procedures (Positive Handling) will be implemented for the health and safety of themselves, other pupils and staff. Only trained staff should restrain a child unless there is immediate danger to a childs safety or someone else's, which will be appropriately logged onto CPOMS, with accurate detailing.

Legislation

Section 93 of the Education and Inspections Act 2006 allows teachers, and other persons who are authorised by the Head teacher to have control or charge of pupils (see paragraph 5 below), to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility);
- Injuring themselves or others;
- Causing damage to property (including the pupil's own property);
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.

Inclusion Support Plan -

An individualised Inclusion Support Plan (ISP) will be drawn up to capture the child's needs and behaviour strategies that are considered helpful. This meeting will involve the child, SENDCo, Pastoral Manager, the class teacher and the parents/carer of the child. This meeting will identify triggers and proposed improved responses. This meeting will normally result in a monitoring system to see if the agreed actions have been successful. It should run for 6 weeks. A Behaviour support plan will capture this information.
This process will be led by the Pastoral Manager and or SENCO with support from the Learning Mentor.

Suspensions and Permanent exclusion

Head teachers retain the power to suspend pupils on disciplinary grounds. Any decision to suspend should be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate. Permanent exclusion should only be used as a last resort, in response to a serious breach, or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

We expect schools who have permanently excluded a pupil to work with parents or carers and the local authority to arrange a place at an alternative educational setting as soon as possible so as to minimise any further breaks in education provision. Where the child in question is vulnerable, the school should notify the local authority/social worker immediately and should work with the local authority to ensure that the child is found a place in another educational setting quickly. During any gap in provision, education providers, social workers, local authorities and other professionals will need to work together to ensure adequate and appropriate arrangements are in place to keep in touch with vulnerable children and young people.

Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

The "Suspension and Permanent Exclusion from Maintained Schools, Academies, and Pupil Referral Units in England, including Pupil Movement" guidance (August 2024) sets out the legal responsibilities and processes for managing suspensions and permanent exclusions in England. Here's a summary of key points:

Legal Framework and Responsibilities

- Headteachers (or their equivalents) have the authority to suspend or permanently suspend pupils based on disciplinary grounds. This must align with the law and take into account guidance on safeguarding, the needs of pupils with SEND (Special Educational Needs and Disabilities), and equality laws.
- Governing boards and academy trusts must review exclusions, particularly where exclusions last over five days, or are permanent.
- Local authorities play a role in supporting suspended pupils, especially for vulnerable groups.

Reasons for Suspension and Exclusion

- Exclusion can only be used as a last resort when a pupil's behaviour breaches the school's behaviour policy, and lesser measures have been exhausted.

Processes for Exclusion

- For suspensions, parents will be informed of when the child will be allowed to return to school. this will be made clear in the letter to parents on the day of the suspension.
- Permanent exclusion should only be considered in response to serious breaches, such as violent behaviour or persistent disruption.
- Parents will be informed immediately in writing, outlining the reasons for the exclusion, the length of suspension, and the right to challenge the decision.

Review Process

- Governing boards must review permanent exclusions and suspensions over 15 days in a term. For suspensions under five days, parents can still challenge the exclusion.
- If a governing board overturns the exclusion, the pupil should be reinstated immediately.
- Parents have the right to request an independent review panel if they disagree with the governing board's decision.

Pupil Movement

- Managed moves (moving a pupil to a new school) must be voluntary, agreed upon by the pupil, parents, and the new school, and should not be used as an alternative to exclusion.
- Off-site direction (temporary transfer of a pupil to another educational setting) can be used as an intervention, but not as a form of exclusion.

Pupils' conduct outside the school

Under the Education and Inspections Act 2006 schools have the statutory power to discipline pupils for misbehaving outside the school premises.   The school will respond to any incidents of pupils misbehaving outside the school in the same manner and procedures as unacceptable behaviour within the school. Examples of unacceptable behaviour outside the school may include when a child is:
- Taking part in any school-organised or school related activity;

- Travelling to and from school - wearing school uniform - In some other way identifiable as a pupil at the school;
- Or misbehaviour that: Could have repercussions for the orderly running of the school - Poses a threat to another pupil or member of the public - could adversely affect the reputation of the school.

Searching, Screening and Confiscation

Searching, screening and confiscating items from pupils in schools is set out in the Education Act 1996, and further clarified in the Searching, Screening and Confiscation - advice for schools policy, published by the Department for Education.

Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist schools in deciding how to exercise their searching powers in a lawful way.

The headteacher or a member of the Leadership Team (DSL) have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched

Prohibited items can include:
Knives and weapons, alcohol, illegal drugs, stolen items, an item that a member of staff reasonably suspects could be used to commit an offence, cause personal injury or damage of a property, tobacco, fireworks or pornographic images.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

School Rules - mobile phones:

Mobile phones are banned on the school grounds in all circumstances. Only in special circumstances are children in year 5 & 6 permitted to bring a phone to school if they travel to and from school alone. Prior written permission must be sought from the headteacher to request an exception to this rule. if a child is caught using their phone on school premises the phone will be confiscated and must be collected by the parent.

The power to search pupils is part of broader behaviour management and safeguarding policies, and the use of this power will be carried out with consideration for the pupils welfare and rights.

Pupils with SEND
This behaviour policy acknowledges the school legal responsibilities under the Equality Act 2010 in respect to pupils with SEND.

Some pupils with SEND can behave in a manner which may be described as emotionally dysregulated sometimes resulting in challenging behaviour. Often this is associated with physically challenging, abusive,

threatening or dangerous behaviour but can also include any behaviour which has a negative impact on the person, their family or the victim, and frequently overshadows their strengths and abilities.

We understand that all behaviour is a form of communication, so when we are supporting pupils with SEND who are presenting with dysregulated behaviours, we endeavour to understand the reasons behind the behaviour and what we can do to remove or reduce the stress. We seek to understand the potential unmet needs of pupils with SEND, when we encounter dysregulated behaviours, so that we can effectively support pupils to a more regulated state.

For some pupils, it is helpful to identify triggers or underlying difficulties, which then enable us to remove the trigger or provide support, thus reducing the frequency of behaviour concerns. To do this, we can use a Behaviour Analysis STAR chart.
See Appendix 3)

Allegations of Abuse against Staff
Any allegations of abuse that are made against staff will be taken seriously and dealt with quickly and fairly in accordance with the schools Child Protection and Safeguarding Policy. Following any false allegations the pupil will be sanctioned and this may include a fixed term suspension or permanent exclusion.

4. Responsibilities

Staff Responsibilities
There is an expectation that all adults working within the school are able:
- Recognition that all behaviour is a form of communication and an unmet need
- To treat all children fairly and with respect
- To have high expectations for children in all aspects of their school life; including recognising children's differences.
- To help all children to develop their full potential
- To provide a challenging, interesting and relevant curriculum; adapting teaching for pupils that may need it.
- To create a safe and pleasant environment both physically and emotionally
- To encourage natural consequences clearly and consistently
- To be a good role model
- To form positive, professional and empathetic relationships with parents and children
- To recognise and value the strengths of all children
- To offer a framework for teaching personal, social and emotional skills and abilities that underpin the school's behaviour policy
- To adhere to the home/school contract

Parents' Responsibilities
- Parents and carers have an active part to play in shaping the behaviour of their children and are, therefore, expected to support the school's Behaviour Policy.
- To make children aware of their behavioural choices
- To encourage independence and self-discipline
- To show an interest in all their child does in school
- To support the school in implementing this policy
- To be aware of the school rules and expectations
- To adhere to the home/school contract

Children's Responsibilities
- To follow all school and classroom charters.
- To do their best
- To contribute to their own learning - ***be ready to learn***

- To treat others, their belongings and the environment with respect - be *respectful*
- To show consideration for others
- To consider the effects of their actions on others - *be safe*
- To adhere to the home/school contract

In-Service Training Needs
In keeping with the school's development plan, in-service training needs will be identified and addressed within the school's financial constraints. In addition, we will endeavour to ensure that staff are made aware of all relevant and available in-service training. We work with a range of external partners to undertake training and to support our children.

Dealing with children in a heightened emotional state

Children display behaviours that are challenging because there is an unmet need being displayed, but they have not been given the tools to explain what that is. When children are unable to manage their own emotions and self-regulate, they can often be in a state of fight, flight, freeze of fawn, and it is the role of the adult, to be able to acknowledge this and support and use this as a teaching moment.

It is essential that the role of the adult understands that behaviour is a form of communication and children are seeking connection from an adult they see as a safe person.

It is important that we do not instantly reject a child, as this is detrimental to their mental health and wellbeing. Children who are expected to manage their own emotions in isolation, is going to create a greater dysregulated state, due to the lack of self-regulatory skills.

All staff are expected to implement the behaviour policy in a calm, consistent and skilful manner using every method possible to minimise confrontation and deescalate the situation. However, it is recognised that from time to time there will be a situation where a child may be in a heightened emotional state.

In these situations the following four stage process applies.

- Regulate
- Relate
- Repair
- Restore

The first R is Regulate:
Adults will support pupils to regulate by co-regulating with them. The use of Zones of Regulation supports pupils to identify self-regulation as a skill, which needs to be taught during a place of calm, not alarm, so new neural pathways can be built when a child understands what this should look and feel like.

All staff will assist in regulating all children, even if they are not children in their class, as that child may perceive that person as their safe person.

- Adults will ensure that before they speak to a child to support them in regulation, they have understood their own emotional regulation. If needs be, staff can use their own personal emotional toolkit, before engaging with a child who is dysregulated.
- Adults will get down to the child's level, and have an understanding of what they need to regulate
- Adults will focus on using strategies to calm the child down and not speak about the behaviours displayed. *(see Appendix 4)*

Adults are to be mindful of a child's stress response in these citations. For example, if a child's stress response is flight, this is going to cause them to want to run and be on their own. We should make a conscious effort to allow the child to react to their stress response and then support them in regulation after. There are special exemptions for a child who is in danger to others and themselves in this instance.

Phrases to be used:

- You are safe
- I will stay with you, we can do this together
- I am here to help
- I am in the green zone (ZOR)
- It is ok to feel angry or sad, I sometimes feel those emotions
- This is really tricky, but let's navigate this together
- Seems like we need a little brain break, lets go and …

The second R is Relate:

Once the child is calming down, they will begin to come out of their stress response (fight, flight, freeze, fawn).

To relate, talk to the child calmly and help them feel heard and seen.

- Adults will be actively aware of the child's and others emotions
- Adults will show empathy and compassion by understanding why the child has reacted in the way they have and use this as a teaching moment.
- Adults will use this time to build connections with them and show them that even in seemingly small situations, you will not leave them alone in their distress.

The third R is Repair:

This is where you can access a child's higher-level brain to talk about what occurred and practise different, healthier, ways to respond. This may look like role playing, reading a book together that teaches a skill they need to work on, or just having a chat about what to do differently next time. In this R you will help them reflect on what just happened and how to learn from it

This can be done by:
• Encourage them to tell their story. Support them to remember and reflect
• Actively listen to the child or young person
• Help them to understand their feelings and behaviour in a non-judgemental way
 • Help them know that negative emotions are normal and that there are ways of expressing them that don't harm others or themselves
 • If necessary help them to re-interpret the situation or reframe it
 • Using an approach such as Comic Strip Conversations to develop understanding of the situation at hand

Natural consequences

Children will be encouraged to think of a natural consequence based on the behaviour that has occurred and will allow them to take ownership of the behaviour displayed, once the teaching moment and reflection has occurred.

Reflective play

Our aim is not to take away play, but understand that children need a consequence to their action. This is where reflective play comes in and does not deny the child from playing or being with their peers. This can be in the form of having to be in a designated area, or stand with an adult.

The fourth R is Restore:

It is vital that after a child's stress response has been activated, they have been supported with co-regulation and there has been a teaching moment, that we repair relationships, rebuild trust, and/or open lines of communication again.
This encourages children to be responsible for their own behaviour and be a part of resolving the situation and allows them, and others affected, to get back into their routine and to be ready to learn again

This can be done by:

• 'Think together' to find a way to repair and restore the situation and reconnect with others
• Use restorative language and nurturing approaches
• Use the five questions: What happened (including thoughts and feelings)? How have others been affected? What needs to happen now to fix things? How can we help them repair the situation?

Informing parents

Parents will be informed with a phone call or at the end of the day, including a conversation with the child, wherever possible. It is important that parents are informed of the actions taken and support is given to the Parent / Carer to encourage the child to reflect, based on the steps that the adult in school has taken.

Children requiring behaviour support
Children, who have difficulty with meeting the behavioural expectations despite the conscientious, consistent and caring application of this behaviour policy, will be supported in order to help them to do so. This will be completed by the inclusion team and support strategies will be offered. If progress is not made, then an Inclusion Support Plan will be put in action, with input from the child, professionals and parents.

Appendix 1

Consequences Chart

Level	Behaviours	Consequence
Level 1 Persistent low level disruption (at least 3 times in a session)	Example of behaviours: - Class charter is not followed - Interrupting/calling out - Not following instructions after requests and reminders, - Not completing class work.	Spoken to by class teacher, reflective break time. Continued incidents throughout the day. CT record incident on CPOMS
Level 2	- Minor or accidental harm to others - Shouting at adults - Constant refusal to follow instructions - Leaving class without permission - Threats of physical violence - Verbal abuse/unkind to staff or peers - Inappropriate language – swearing. - in appropriate behaviour around school grounds, eg. toilets, learning zones, corridors,	-Parents informed. -Recorded on CPOMS -reflective break time and or lunch times, may be more than one break if deemed serious enough by CT.
Level 3	- Intentional physical harm or fighting towards staff or peers - Setting off fire alarm - Profuse verbal aggression and/or swearing - Theft - Serious property damage - Leaving school grounds without permission - Discriminatory incident	- Parents informed. - SLT informed - Recorded on CPOMS - Possible fixed term suspension -reflective break time and or lunch times, may be more than one break if deemed serious enough by CT. - Possible move/ internal suspension in another class or year group, (as directed by a member of SLT) - Possibly work in isolation with a member of SLT Depending on severity of behaviour -team around the child meetings

Definitions: -

Reflective break -
- children will be guided to an area of the playground they can play in
- children will be restricted to play with certain games/activities.
- Be in a particular radius of the teacher

Appendix 2

i. Scripted responses

Scripted responses are rehearsed responses to specific behaviour incidents. For it to be effective Paul Dix (When the Adults Change, Everything Changes) insists on consistency i.e. all staff must respond in the exact same way, with the exact same emotionally void words to the exact same misbehaviours. Dix acknowledges that this approach is not 'magic dust' and will take patience and persistence.

Physical approach

Do not lean over the child, drop down to their level, kneel next to them, pull a chair up or invite them to stand at the end of the classroom and stand side by side to talk with them. Ideally you would like the child to be looking down at you and the conversation must be as private as possible.

Opening

Do not start a dialogue with the child by asking a question. Start with "I have noticed..." e.g. 'I have noticed you're having a problem getting started with your work".

Second line

These are when your rules and expectations come into play. "You know our rule/expectation about joining in with group work."

Third line

Here you land a consequence and you need to be clear. "You are going to need to speak to me for a few minutes at break time today, so that we have a quiet space to think about some of your choices."

No arguing

Do not argue with the child. It is likely they will protest your third line, "no, it's my turn for football…" but you do not need to argue with them, you must ignore it.

Reminder of positive behaviour

You need to have done your 'pre-work' here of previously noticing good behaviour. "Do you remember last Monday when I sent a positive note home to your mum because you were fantastic at…"

Leave

Leave before the child has a chance to protest. This is a quick 30-second intervention and it should not keep the child under the spotlight for long.

 Get in, deliver the consequence, remind them of previous positive behaviour and get out.

In full

"I have noticed you're having a problem getting started with your work Malik. You know our expectation about joining in with group work and helping your classmates. You are going to need to speak to me for a few minutes at break time today. Do you remember last Monday when I sent a positive note home to your mum because you were fantastic at working as a team? This is the behaviour I need to see from you."

"I noticed that you are wandering around the classroom when we are supposed to be working. It was the rule in the charter about staying on task that you are having difficulties with. You will need to catch up with your work during story time. Do you remember last week when you were the first to complete your Maths learning and supported your friends with the challenge? That is what I need to see today. Thank you for listening."

ii. Assertive sentence stems

1. You need to …. (speak to me at the side of the room)
2. I need to see you … (following our classroom charter)
3. I expect … (to see your table tidy in the next 2 minutes.)
4. I know you will … (help your friend clean the pen off her face.)
5. Thank you for … (letting go of his jumper, let's walk and talk.)
6. I have heard what you said, now you must … (collect your things and walk calmly to reflection zone.)
7. We will … (have a better day tomorrow.)

iii. Think *WINE:*

It is important to note that no child should feel like they have been shamed in front of their peers. Low level behaviour concerns are to be addressed quietly with the pupil using de-escalation strategies.

W	I wonder…… ● if it is too noisy in here for you at the moment? ● if you would like to go for a walk outside?
I	I imagine …… ● that was very frightening ● that was very upsetting ● that was very scary for you ● that was very confusing
N	I notice ….. ● that you have pushed that away, shall we move it away together? ● that your sounds have changed, shall we go somewhere quiet? ● that you have a flushed face, shall we take your jumper off? ● that your heart is beating fast, shall I count to 10 with you?
E	Empathy ….. Remember - maintain a sense of compassion for the child and their feelings

iiii. Positive adult language
● Use the language of choice and consequence: (Well done – Good choice Samira. You sat down. Move your name up. Or, Samira that is not a good choice.
● Minimise language around correction - name, direction, thank you ('Samira, put the pen down. Thank you')
● Is there anything I could do that would help you to regulate?
● Empathise with children - (e.g. 'I don't think I explained that well')
● Refer to the expectations (in our class/school it is not ok to throw things when we are angry.') Using this as a teaching moment to adopt positive regulation strategies.
● Casual question ('How many questions do we have to do before play everyone?')

- Wait until the child is calm. (I want to listen to you; let me know when you are ready to talk
- Empathise (We all get it wrong sometimes)
- Restore relationships (Welcome back. We are glad to have you back. We are not Hyena Class without you.)
- Recognise and praise all positive behaviours
- Everyone in the class should be praised multiple times every day (As a rule of thumb 8:1 positive to negative reminders in class)
- Every child should have at least one meaningful conversation with an adult every day
- Repeat if needed using exactly the same phrase
- Use calm body language, a calm voice and clear language - ensure you have implemented your own personal emotional toolkit
- When the child corrects their behaviour let them know they are making a better choice. Use a verbal comment e.g.   'Good choice Kim – you sat down' .....or give a thumbs up or a smile.
- Keep praise low and level to maintain calm.

Appendix 3

STAR Chart

Behaviour analysis STAR chart   Pupil

Date & time	Setting Where did incident occur? Who was there?	Trigger What happened just before the incident?	Action What behaviour did the child display?	Response What happened as a result of the action?	Initials of staff
Mon 3rd Sept at 11:45	Classroom Sitting at table during English lesson	Sitting working in English lesson. At table with 3 other children. Started asking repetitive questions about when it would be lunch time.	When bell for lunch went, he wouldn't get out of his seat. After being asked repeatedly by teacher, he threw himself on the floor crying.	He stayed in the classroom with a teacher. Ate lunch there when he calmed down.	AT
Tues 4 Sept 11.40	Classroom Sitting at table during Maths lesson	Sitting working on a Maths task. At table with 4 other children. Started fiddling with sleeves on jumper	Started to cry when the bell for lunch went. Put his head on the table and became hysterical. Would not be moved or comforted.	He stayed in the classroom with a teacher and when he calmed down he ate lunch at his table.	AT
WEd 5th Sept 11:39	Classroom Sitting on carpet during reading time	Getting fidgety and fiddling with his jumper. Sitting on carpet with whole class reading a story.	Hid behind a book box when everyone got up for lunch time. Would not be moved, lashed out when the teacher tried to move him. Crying.	Ate lunch in the classroom with the teacher.	

Interpretations:
Consistent reaction to the same event – likely caused by anxiety about lunchtime at school.

Strategies:
Giving him anxiety reducing tools before he gets overly anxious. Consider adjusting how he experiences lunchtime – could he leave for lunch early before it is too busy? Or start lunch in the classroom before joining classmates later in the lunch time? Look at offering him extra support at that time. Visual supports explaining what will happen at lunchtime, structure added to reduce anxiety. If there are sensory needs, make sure they are met.

From: http://www.ich.ucl.ac.uk/

(UCL Institute of Child Health Website) – November 2006

A STAR analysis is a helpful way of assessing what happens before, during and after an episode of challenging behaviour, and is similar to an ABC chart. The basis of the STAR approach is that all episodes of challenging behaviour need to be seen as actions with a purpose to receive a specific response.

STAR stands for:

Setting Trigger Action Response

Setting

This is something critical but often underestimated. These are the contexts in which the challenging behaviour takes place. Considering, and if needed adjusting, the setting where the behaviour takes place is important, and can also work as a way of preventing particular behavioural difficulties.

Trigger

These are the signals or stimuli that 'set off' a specific action. These may occur just before the behaviour, during the behaviour or something that the child foresees happening in the future. It may be that you are not sure what the trigger has been but please try to record what you think might have been.
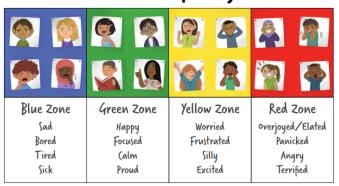
Action

Action is the behaviour that actually happens and is a very important part of the chart.

Response

What happened as a result of the action? Positive or Negative – What did the adults do? What did other children do? And what did the child do?

Appendix 4

The Zones of Regulation

The Zones of Regulation® is a framework we use at Rushey Green, for teaching children strategies for emotional and sensory self-management. It is not a behaviour management approach or a model of compliance. We determine our Zones based on our feeling, our energy, and our internal state of alertness. The zones 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.

Staff in school are expected to use the zones when conversing with children and their colleagues, to ensure there is a consistent approach to talking about how we are feeling and modelling good choices.

It is important to note that all zones are ok and if a child is feeling angry, this does not always have to be associated with a negative connotation. In this moment, it would be important to again use this as a teaching moment and state to a child a time when you were angry / sad / tired.

It is important that all children and teachers check in using the zones of regulation board situated in classrooms, throughout the day, so that learning opportunities and taught moments can arise, to ensure a consultant approach.

Blue Zone -   used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

Key messages:

Zones are based on feelings, not behaviours.

We determine our Zones based on our feeling, our energy, and our internal state of alertness. Our behaviours are impacted by how we manage our Zone. Each of us experience our Zones in our own, unique way, and awareness of these sensations as we relate to each Zone is something we can learn and practice.

All the zones are ok
Remembering that our Zone is based on our feelings, it's OK to be in the Yellow Zone when you feel wiggly after playtime or when your clothes just aren't feeling quite right. It's OK to come into the classroom in the Blue Zone when you are feeling tired or let down. It's OK to be in the Red Zone when you feel bullied, or your body feels overwhelmed with sensory stimulation. Feelings are innate, and it is human nature to experience a wide range of feelings; this is something we all are entitled to and is integral to how we teach and practise The Zones of Regulation. With this self-awareness we can explore healthy and adaptive tools and strategies to help us regulate with our goals, tasks, and well-being in mind.

The Green Zone is not the goal
While the Green Zone often gives us a feeling of comfort, calm, and connectedness inside of our bodies, use of The Zones at Rushey Green does not project any value of the Green Zone above the other coloured Zones. It is important to reframe our language to say, "taking care of our Zones," "managing/regulating our Zones" to ensure our pupils don't feel pressured to be in the Green Zone.

Creating safe spaces
At Rushey Green, we create safe spaces for all learners to feel comfortable in identifying and expressing (or not, if they choose) their feelings and Zones, as well as using their Zones tools / strategies if and when they are ready. The visuals and language we use communicate that all the Zones are okay! We have a culture in which all of our feelings are valid and we all access tools to regulate. This helps us to see successes with our learners.

Scripts
Our language is important. Instead of saying that we are using tools to "get back to the Green Zone," we will use some of the following phrases:

- "Let's use a tool / strategy to take care of our Zones."
- "I wonder if a tool / strategy might help us manage our Zones right now?"
- "I need a tool to regulate my Zone, how about you?"
- "What Zone are you in? Is there a tool / strategy that might help?"
- "What is your goal right now? Would a tool help you meet it?"
- "Let's find a ____ (the colour Zone the pupil identifies in) tool to help you____(get back to the fun, follow the schedule, finish your work. . .)."

Links with other policies

This policy should be read alongside the following policies:
- Anti-Bullying Policy
- E-safety
- Safeguarding and Child Protection
- Racial Equality and Cultural diversity
- Confidentiality Policy

- Child missing policy