



Any response to a child's behaviour should be informed by the principle, 'what is the child learning from my response and how does this support them to behave well in the future?'

Positive Behaviour & Relationship Policy Earlham Primary School

Approved by: Earlham Primary School Local Governing Body **Date:** 3.10.22

Last reviewed on: Oct 2022

Next review date: Oct 2025

1. Introduction

Earlham Primary School's Positive *Behaviour & Relationship Policy* aims to promote an environment where everyone in our school community feels happy, secure and safe to learn within an ethos of mutual respect, particularly following COVID-19. This policy is designed to promote and explicitly teach good behaviour, rather than merely deter anti-social behaviour.

At Earlham Primary School, we expect the highest standards of behaviour and we make a point of acknowledging, praising and rewarding behaviour that is good. We understand the importance of 'feeling safe' in promoting social engagement and learning. Our focus is to ensure that all children feel safe within the school and develop positive, trusting relationships with all members of the school community. We aim to actively promote high self esteem and high aspirations for all children, through an ethos that values every child.

We understand behaviour neuro-scientifically as a communication of unmet need or as an adapted, defensive stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and changing behaviour and we expect staff to work to identify the need and provide developmentally appropriate support to remove these barriers to successful engagement in school life.

Parents are an integral part of our school community and play an important role in supporting, modelling and reinforcing our expectations. We will work in partnership to inform and consult with parents in order to support acceptable behaviour both in school and at home.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Earlham. It is a working document that reflects current and developing practice within the school; all adults must uphold the principles yet retain flexibility in how processes are implemented in their classrooms.

2. Our Core Beliefs

We are committed to ensuring that our school develops a Trauma and Mental Health Informed approach to enable all our children to develop positive mental health and resilience and to fully engage in life and learning. There is a growing body of research and understanding of the impact of childhood adversity on long term mental and physical health and the protective factors that mitigate the potential impact. It is our aim to maximise the protective factors of school by creating an environment of safety that has strong, positive, supportive relationships at its heart.

Trauma informed approaches to behaviour aim to understand what a child or young person might be trying to say to us through their behaviour. Behaviour that challenges is not seen as a choice, but as being a communication of an unmet need; therefore, the language of choice (e.g. 'good choice/bad choice') is not

always helpful. We view misbehaviour as we would a misconception in an academic subject. Any response to a child's behaviour should be informed by the principle,

'What is the child learning from my response and how does this support them to behave well in the future?'

Trauma Informed Schools UK

We are committed to a neurosequential approach to behaviour (Dr Bruce Perry) and recognise that to support a child we must follow the Three R's (Appendix 1). We also provide a 4th R (Louise Michelle Bomber)

1. **Regulate:** we support a child to regulate via physical and sensory stimulation
2. **Relate:** we support a child through our secure and trusting relationships
3. **Reflect:** we support a child to make sense of their behaviour through exploration once they are in a regulated state using the principles of Restorative Justice and PACE
4. **Repair:** we support a child to make amends via Restorative Actions

All adults have had training in and are committed to developing the following relational skills and as a way of relating with children (Appendix 2.)

- ❖ **PACE** (Dr Dan Hughes): Playfulness, Acceptance, Curiosity and Empathy
- ❖ **Social Engagement** (Dr Stephen Porges): Use of facial expression, tone and volume of voice (prosody) body language and gesture, physical proximity.
- ❖ **Affect Attunement:** Meeting the energy and intensity of the child without the emotion to be with them in their feelings
- ❖ **Empathetic & Reflective Listening:** connecting to the child in ways that makes them feel heard and validated. Supporting them to solve problems

We believe in equity. We recognise that our children are individual, and some will require additional support in order to achieve the high expectations we have for behaviour via an individual Three R plan (Appendix 5). It is important to ensure children who display internalising behaviours are recognised in the same way as children who display externalised behaviours and do not fall through the net because their behaviour is easier to manage. They must be seen as equally vulnerable.

Externalising behaviours: those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries

Internalising behaviours: those who present as withdrawn, isolated, disengaged and/or distracted, who avoid risks, who appear very anxious, who refuse to accept praise, are reluctant to speak

3. Aims

Through this policy we aim to:

- ensure a consistent and trauma informed approach for managing behaviour; ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents
- ensure that all adults take responsibility for behaviour and follow-up any actions personally; to promote the use of restorative approaches in place of sanctions
- promote pupils' self-esteem by providing safe and trusting relationships, use of specific praise and when deemed necessary for the child use of an effective system of rewards and praising effort in both learning and behaviour
- ensure our pupils feel safe and regulated so they can be polite, happy and considerate of others' feelings
- encourage our pupils to respect their own and others' property
- foster good citizenship and self-discipline through the explicit teaching of and coregulation of emotions, and accessibility to a calm space to regulate
- encourage a positive, calm and purposeful atmosphere where pupils can learn without limits

4. Behaviour for Learning:

Our Expectations

Everyone at Earlham Primary School expects that

- we will treat each other with respect
- we will always try to do our best
- we will treat all property with respect
- we will help to keep each other safe
- we will behave in a responsible way

Our Golden Rules

- Treat everyone with respect and kindness
- Tell an adult if someone upsets you
- Look after our buildings and equipment
- Walk on the left sensibly and quietly
- Use good manners and behave sensibly
- Follow instructions given by all members of staff

Adult Strategies to Develop Excellent Behaviour

At Earlham, adults apply the following principles in all interactions with pupils:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour
- REMAIN in social engagement and always use PACE

5. Approaches and Practice:

A Neurosequential Approach

Our Neurosequential model to preventing and de escalating behaviour is based on the Dr Bruce Perry's work on trauma and the Triune (3 part) Brain

-*Brain Stem*: sensory and physical

-*Limbic System /Emotional Brain*: attachment and relationships

-*Neo Cortex / Thinking Brain*: Executive Functioning & speech/sound processing centres

Key concepts:

- for children to display behaviour for learning they must be regulated.
- a 'bottom up approach' is required to support a dysregulated child enable them to learn or think about their behaviour
- physical or sensory stimulation must occur within a *positive trusting relationship* to move children into their Thinking Brain.
- Conversations about behaviour must only take place once a child is regulated.

Psychoeducation

Children are taught basic psychoeducation via

- assemblies, displays, class behaviour charts, consistent use of modelling and language by adults and use of the Calm Area/Calm Box.
- the characters The Wise Owl and the Guard Dog to represent children's Thinking Brain and their Stress Response
- Year 6 children explore differing neurochemicals that impact behaviour and how to manage them.

Delivering Sanctions with Dignity

Behaviour management begins at classroom level with a positive and proactive approach. For many children a gentle reminder of the expectations, or nudge in the right direction is all that is needed. This could include:

- redirection
- non-verbal strategies
- rule reminder
- gentle encouragement
- sitting with a teaching assistant or other adult
- peer led approaches – changing groupings, encouraging positive pairings

Additionally

- Adults do not use relational withdrawal (being cold and distant) to show disapproval.
- Adults do not insist on eye contact
- Adults are not drawn into and/or respond to any secondary behaviour.
- *low level inappropriate behaviour* that has been dealt with during playtime or lunchtime does not require communication to class teacher.
- Adults only intervene in an incident unless specifically requested to.
- A child does not need to be reminded of their past 'bad' behaviour as a motivator e.g. 'Let's not have a repeat of yesterday'

Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning how to behave. Trauma Informed language to describe a vulnerable child can create compassion instead of blame and connection instead of misconnection.

unacceptable behaviour		understandable behaviour
tantrum/kicked off		anxiety meltdown / overwhelmed
attention seeking		attachment seeking
distracted/disruptive/fidgety		in flight mode
avoidant/refusing		in flight mode
disengaged		in freeze mode
defiant/challenging		in fight mode
aggressive		frightened
withdrawn		cautious
rude		self protecting

Restorative Practice

Adults will hold an effective restorative conversation with a child once they have had a Take a Breather or been involved in an incident. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate their behaviour. Five key questions (4 for Phase 1 and 2) are used to ensure the conversation is reflective yet is not detrimental to a child's view of themselves. (Appendix 3)

The Restorative Five

1. I'd really like to understand. Can you tell me what happened?
2. I wonder what you were thinking or feeling at the time
3. What have you thought or felt since?
4. Who else has been affected? I wonder how they might be thinking or feeling?
5. Let's think of something you can do to make this better

Restorative Actions

When a child has been sent to SLT for behaviour (or at the class teacher's discretion) there will be an agreed sanction via a Restorative Action using the Restorative Action chart.

Restorative Actions /sanctions are:

- developmentally appropriate and in proportion to the behaviour or incident
- are designed to support children to learn about both their physiological response to challenge and difficulty and how better to manage this in the future.
- make it clear that unacceptable behaviour affects others and it has an affect on the wider school community;
- avoid being applied to a whole group for the activities of individuals;
- be consistently applied by all staff to help to ensure that children and staff feel supported and secure at all times.
- an emphasis should be placed on restoration, not punishment or blame, and should aim to reduce feelings of guilt in the child or young person.

6. Our Behaviour System:

We have created a trauma informed approach based on a traditional traffic light system (Appendix 4)

GREEN:

- appropriate behaviour for learning
- low level behaviours managed using empathetic boundary setting as warnings and use of the Calm Area / Calm Box

AMBER:

- persistent low level behaviour requires a Take a Breather
- opportunity to regulate in another classroom for an allotted time dependent on *emotional age* not chronological age.
- regulation via sensory and physical resources
- Restorative Conversation on return to class

RED:

- more than 1 Take a Breather required in a day (at adult discretion)
- extreme behaviour
- child sent to SLT for Take a Breather
- SLT conduct Restorative Conversation
- SLT agree Restorative Action with child

Class Behaviour Charts

Each Phase has a Behaviour Chart using The Wise Owl and The Guard Dog characters to help children recognise when they are dysregulated and need to use the Calm Area or have a Take a Breather.

- used in a non-shaming manner e.g. not getting a child to get up and move their name or face in the middle of teaching with everyone watching.
- used in private conversation with staff and child using PACEful and socially engaged interaction
- children remain on Green whilst using the Calm Area
- names/photos to be moved back to green as soon as return from Take a Breather
- no other member of staff is to comment on where a child is on the chart
- staff will use their discretion as to when to use it. NB: it should not be used with any child with known trauma or who is on the VP list as is likely to trigger toxic shame and have the opposite effect as intended

Calm Area / Calm Boxes

Each class will have a Calm Area or a Calm Box (depending on size of classroom). Adults will direct a child to use the space for an allotted time to regulate when displaying low level behaviour or in response to dysregulation.

Use of the Calm Area / Calm Box will enable them to move from their brain stem up into their neocortex – supporting them to refocus and return to their desk ready to learn. Long term, children will begin to learn what being dysregulated / regulated feels like and develop the autonomy to request to use the space when they self-identify as needing it.

- areas / boxes contain a range of physical and sensory resources e.g dough, fidget toys, breathing cards, therapeutic stories, resources to write or draw their feelings etc and sand timers (maximum times Phase 1: 3 mins, Phase 2&3: 5 mins, Phase 4: 10 mins)
- are used to regulate or co regulate with an adult where possible not sent to as a 'punishment'
- additional adults can take children to the 3R trees in the main corridors
- areas are screened yet visible and consider health and safety e.g. not behind doors)
- classes will take the time to make their Calm Area special and chose a name

Take a Breather

Take a Breather is a significant warning about behaviour and the child will be sent to a paired classroom for the allotted time according to Phase or emotional age whilst further given the opportunity to regulate. Phase 1 will remain in their setting.

- child will collect a Take a Breather card and a sand timer (other resources at adult discretion)
- other adults in the paired classroom will not show any judgement or make any comment at their need to use the Take a Breather.
- paired class teacher can use their discretion to send the child back sooner than their allotted time if it is clear they are regulated and calm before their time is over.
- if a child is disruptive in their paired class they will be escorted back to their class for their class teacher to send them to SLT.
- SLT will conduct the Take a Breather should a child require more than 1 in a day or due to extreme behaviour
- adults should not jump the sequence. As a general principle, it should not be possible to go straight to 'Take a Breather'.
- use of take a Breather will be recorded on the Tracking Behaviour Chart on Google Drive.

The adult who gave the Take a Breather will meet with the child to conduct a Restorative Conversation. Ideally this should happen as soon as possible within the same lesson, but this is not always possible. In this instance, Restorative Conversations are to happen as soon as feasible.

Script

A consistent script is used as a guide across the school to follow the sequence of using the Calm Area and Take a Breather. Adults have the discretion to adapt the wording to make it feel genuine, but it must follow the principles of Empathetic Boundary Setting:

- 1) Notice the behaviour without judgement e.g. “I can see you are...” (describe their behaviour or emotions)
- 2) Show genuine empathy “I am sorry you are...”
- 3) Set the boundary for expected behaviour “Remember our rule about...”

The Behaviour Sequence is as follows:

Warning 1 / Empathetic Boundary Setting: notice behaviour and remind children about expectations

Warning 2 / Empathetic Boundary Setting: acknowledge continued behaviour, reset expectation for behaviour and direct child to Calm Area/ Calm Box to regulate (with adult where possible for co-regulation)

Consequence / Empathetic Boundary Setting: identify continued behaviour, validate emotions, reset expectation for behaviour and direct child to Take a Breather

7: Our behaviour pathway

Our Behaviour Steps

- 
- *Empathetic Boundary Statement / Warning 1
 - *Empathetic Boundary Statement / Warning 2: Calm Area or 3R Tree
 - *Empathetic Boundary Statement / Consequence: Take a Breather
 - *Restorative Conversation
 - *Restorative Action (if appropriate) to take place during Golden Time

Repeated Take a Breather in 1 day or extreme behaviour, child is taken to a member of the Leadership Team (SLT)



Take a Breather is conducted with SLT
Restorative Conversation with SLT
Restorative Action conducted as soon as possible
Parents contacted
Parents called to school/telephone conversation
Internal Exclusion
If appropriate for ongoing negative behaviours, explore respite at another setting
Short Fixed Term Exclusion (1-2 days)
Longer Fixed Term Exclusion (3-5 days)
Permanent Exclusion (will be avoided at all costs)

5. Above and Beyond Recognition

Children will be recognised for their good behaviour. Class teachers have the flexibility to use whatever rewards work for their classes- teachers use Dojo points, table points, marble jars etc. Rewards range from class parties, lunch with the teacher and prizes from a prize box.

Every week the Star of the week and Star learner of the week are celebrated with badges and certificates in assembly along with certificates for Kindness and time tables awards. There are additional awards which remain with the children in school such as hero capes and trophies. At the end of the year in the annual achievement assemblies a variety of awards are handed out for above and beyond recognition for the year.

7. Extreme Behaviours:

Some children may exhibit extreme behaviours and we understand that a child may need to feel a level of safety before they do so. Where possible, we use our most skilful staff to build relationships with each individual child. These children may have bespoke 3R plans (Appendix 5) and 'Positive Handling Plans' that detail additional support, strategies, and expectations.

Extreme behaviours will be expedited through our system to be dealt by a member of SLT. In this instance, a child will have their Take a Breather and Restorative Conversation immediately with a member of SLT who will decide next steps including Restorative Actions to take place on the same day or as soon as possible.

If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance/rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour

- Stealing
- Spitting
- Swearing

It is crucial that all attempts are made to understand the why behind the behaviours. What needs are not being met? What is the child feeling that is driving the behaviour?

Restraint

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe.

- only be used as a last resort and by experienced, trained staff only
- all incidents of extreme behaviour are recorded by SLT on the Google Drive
- exclusions will only occur following extreme incidents at the discretion of SLT.

Exclusions

A fixed-term exclusion will be enforced under these conditions:

- staff and children need respite after an extreme incident.
- the child needs time and is supported to reflect on their behaviour, possibly at another setting for respite.
- to give the school time to create a plan which will support the child better.

If these conditions are not met, other options may include a day withdrawal with the Headteacher or another member of the Leadership Team based in another part of the school. We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

8. Physical Attacks on Adults

At Earlham, we take incidents of violence toward 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 Positive Handling Policy and call for additional support if needed.
- Staff who defend themselves will have the full support of the Leadership Team and the Local Governing Body, as long as their actions are in line with our policy and do not use excessive force.
- Only staff who have been trained in physical restraint (TeamTeach) should restrain a child unless there is an immediate risk to that child or another person.

- All staff should report incidents directly to the Headteacher and/or Designated Safeguarding Lead and should be recorded on the google drive.
- We appreciate these incidents can also cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults, we still need to show compassion and care for the child. Exclusion will only happen once we have explored all options and have created a plan around a child.

9. Use of Reasonable Force

All school staff are enabled to use reasonable force to prevent a child hurting themselves or others, damaging property or to maintain a productive learning environment.

10. Positive Handling

Will be used as a last resort only. De-escalation strategies will be employed first, but if positive handling is required, trained staff will use simple team teach techniques to deal with any challenging behaviour that means they are hurting themselves, property or others.

11. Exclusion (Fixed Term & Permanent)

Exclusion 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 pupil may be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy.
- 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.

13. The role of the parent

At Earlham, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- understand and reinforce the school language as much as possible;
- share in the concern about standards of behaviour generally;
- support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour; this must be done in private and in a supportive and non shaming manner. However, staff will not routinely contact or inform parents of minor incidents.

14. Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

16. Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy. All concerned parties will be kept informed of any review and action that will need to be taken.

Appendix 1: Understanding the Neurosequential Model & The Three R's

The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a vulnerable child to learn, think and reflect, we need to intervene in a simple sequence.

Heading straight for the 'reasoning' part of the brain with an expectation of learning, will not work so well if the child is dysregulated and disconnected from others.

Beacon House

Therapeutic Services and Trauma Team

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Children's brains develop from the bottom up.

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Appendix 2: Relational Skills



REFLECTIVE & EMPATHETIC LISTENING

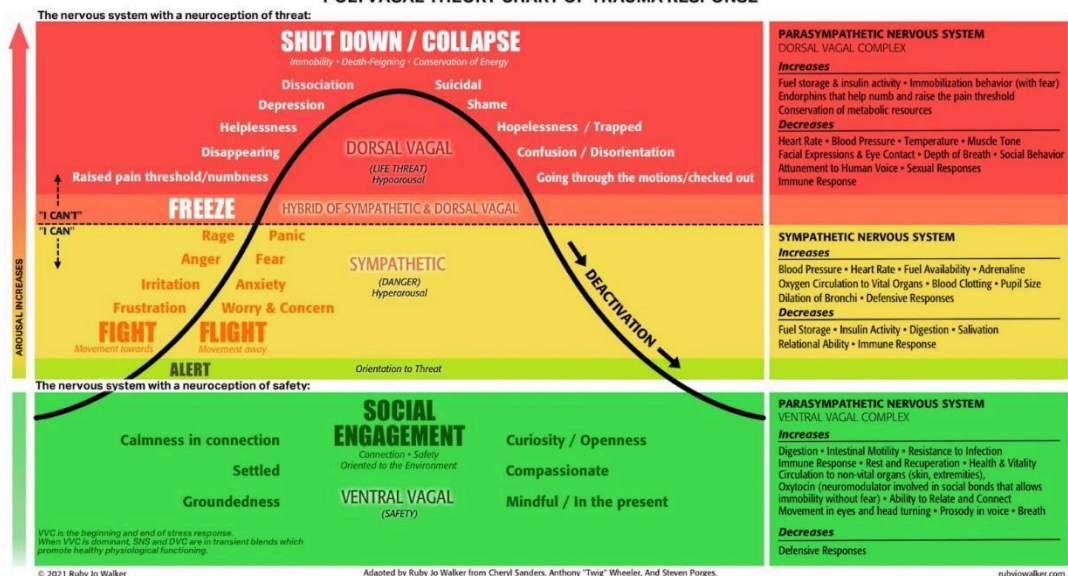
VERSUS

NORMAL LISTENING

COMPARING THE 2 TYPES OF LISTENING

 Full focus, eye contact, open body language, nodding, non verbal gestures Listen with your heart and your mind - show empathy. Label emotions. Make statements NOT ask questions Reflect back key information to help child make sense of their emotions and experiences. Be curious and 'wonder' to further explore Encourage child to problem solve to make them feel empowered and competent	 Distracted, attention elsewhere, closed body language Dismissing or distracting from worries. Asking lots of questions, taking control of the conversation Talking about self or other people in same situations. Giving advice and telling child what to do. Taking control of problem solving to 'fix', making it about you rather than the child. Child feels powerless
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POLYVAGAL THEORY CHART OF TRAUMA RESPONSE



Appendix 3: Restorative Practice



Reflect & Repair: EYFS & Phase 2

Restorative 4

The child must be regulated & calm
BEFORE USING RESTORATIVE 5

Use the Breathing Cards, the class Zen Den/Calm Cave or the 3R Trees

Remember **PACE**
Remember **social engagement**
Interactions are **non shaming & private**

1

I'd really like to understand, can you tell me what happened?

2

I wonder what you were thinking or feeling at the time?

3

Who else has been affected? Can you imagine how they might be thinking or feeling?

4

Let's think of something you can do to make this better

Staff discretion

Some consequences can wait until Golden Time on a Friday e.g. sorry cards etc.

Other actions may need to take place on the same day as the event occurred to help the child link the consequence to their behaviour.

Agree on a consequence.

If appropriate, use the Restorative Actions chart to help the child repair the situation.



Consequences should be appropriate to the child's emotional age.

Take a Breather

Phase 1 3 mins
Phase 2 & 3 5 mins
Phase 4 10 mins



Reflect & Repair

Restorative 5

The child must be regulated & calm
BEFORE USING RESTORATIVE 5

Use the Breathing Cards, the class Zen Den/Calm Cave or the 3R Trees

Remember **PACE**
Remember **social engagement**
Interactions are **non shaming & private**

1

I'd really like to understand, can you tell me what happened?

2

I wonder what you were thinking or feeling at the time?

3

What have you thought or felt since?

4

Who else has been affected? Can you imagine how they might be thinking or feeling?

5

Let's think of something you can do to make this better

Agree on a consequence.

If appropriate, use the Restorative Actions chart to help the child repair the situation.



Consequences should be appropriate to the child's emotional age.

Take a Breather

Phase 1 3 mins
Phase 2 & 3 5 mins
Phase 4 10 mins

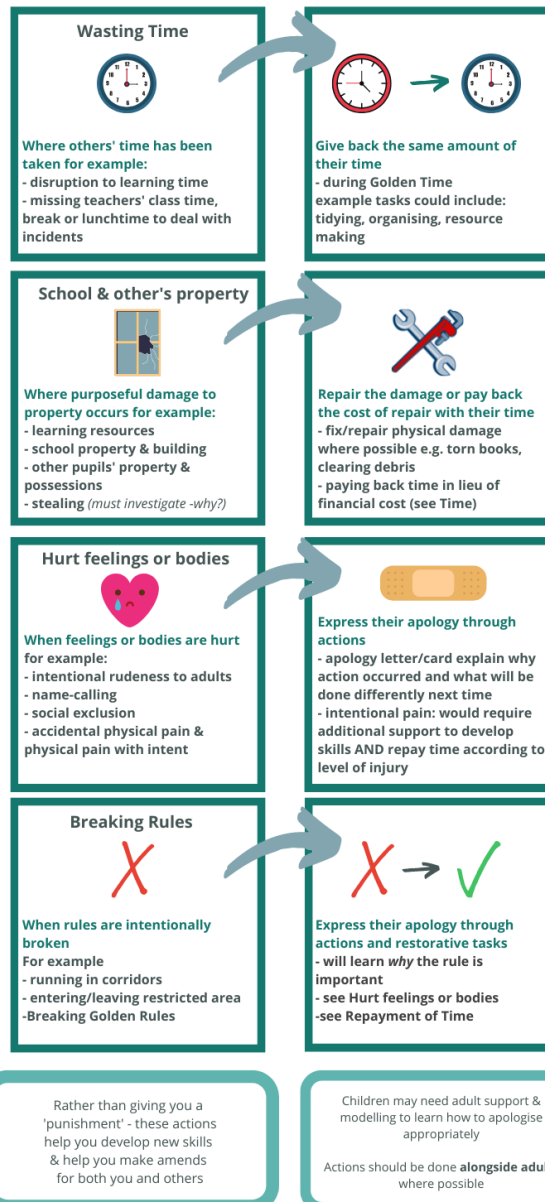


Reflect & Repair

Restorative Actions ✓

Use this chart to decide the best way to make you & everyone else feel better

Any response to a child's behaviour should be informed by the principle,
'what is the child learning from my response & how does this support them to behave well in the future?'





Green Behaviour	Amber Behaviour	Red Behaviour
All children start each day on Green Dysregulated / low level behaviour requires PACEful conversations with a socially engaged and curious adult Low level behaviour includes but is not limited to - o being active on the carpet - o calling out/talking on the carpet - o being distracted / disengaged - o unable to follow instructions e.g. tidy up time, small group work - o disagreements with peers e.g. calling names / not sharing / pushing / taking items - o unable to line up appropriately - o incorrect displaying of frustration towards an adult e.g. huffing, stamping, tongue out - o accidental breakages/ harm - o difficulties with transitions - o big emotions e.g. happiness, sadness, anger, disappointment, excitedness Low level behaviour receives -Empathetic Boundary /Warning 1 -PACEful & socially engaged adult -adult can repeat this warning at their discretion considering child's needs. -Empathetic Boundary /Warning 2 child goes to Calm Area -PACEful & socially engaged adult -adult can repeat this warning at their discretion considering child's needs. Aims: -develop regulation skills -link emotions to behaviour -regulate child and move them back into their Thinking Brain	Dysregulated / low level behaviour continues despite at least x1 use of Calm Area Child moves to Amber/Raincloud on Class Behaviour Chart -Empathetic Boundary /Warning 3 child has Take a Breather -PACEful & socially engaged adult -child sits on Take a Breather 'spot' (rubber circles) near adult Adult conducts Restorative 4 questions with child -PACEful & socially engaged adult -help child understand their behaviour Child returns to Green/sunshine on Class Behaviour Chart If necessary, a Restorative Action (consequence) is decided upon using the Restorative Actions Chart -PACEful & socially engaged adult -child to conduct action as soon as possible that day - Aims: -develop meaningful understanding of impact of their behaviour -understand that actions and relationships can be repaired -develop sense of worth via Restorative Actions -develop deficient skills	Red behaviour may include but is not limited to: - o deliberately & violently hurting another child through actions or words - o vandalism resulting in permanent damage to school or personal property. - o verbal abuse of a racist or sexist nature or abuse linked to disability or sexuality NB: it is highly unlikely that children in EYFS or Phase 1 will reach this stage as ALL behaviour will be dealt with using Green and Amber. Should the above behaviour be displayed it indicates support for the child and family is required rather than punishment. The aim of EYFS is to help children to regulate and develop their understanding of appropriate behaviour. A child demonstrating extreme behaviour requires support, nurture and specific skill building through the use of Green and Amber with PACEful and socially engaged adults.. Adults use their discretion and knowledge of the child whether a move to Red / thunder cloud on Class Behaviour Chart would be helpful or not

Phases 2 -4



Green Behaviour

All children start each day on Green.

Dysregulated / low level behaviour requires use of Calm Area to regulate.

The child remains on Green.

Low level behaviour includes but is not limited to

- o talking in class
- o calling out
- o being distracted/disengaged
- o unable to follow instructions
- o disagreements with peers
- o line up inappropriately
- o indirect displaying frustration towards an adult e.g. muttering under their breath, rolling eyes
- o accidental breakages/harm
- o difficulties with transitions
- o difficulties with unstructured times e.g. playtimes

Low level behaviour receives:

-Empathetic Boundary /Warning 1
-PACEful & socially engaged adult
-adult can repeat this warning at their discretion considering child's needs.

-Empathetic Boundary /Warning 2
child goes to Calm Area
-PACEful & socially engaged adult
-adult can repeat this warning at their discretion considering child's needs.

Aims:
-develop regulation skills
-link emotions to behaviour
-regulate child and move them back into their Thinking Brain

Amber Behaviour

Dysregulated / low level behaviour continues despite at least x1 use of Calm Area

Child moves to Amber on Class Behaviour Chart

-Empathetic Boundary /Warning 3
child has Take a Breather
-PACEful & socially engaged adult
-child goes to paired class for allotted time

Child returns to class
-child awaits adult in the Calm Area
-NB: child may need to be welcomed back to join class if adult unable to meet in Calm Area within 5 mins

Adult conducts Restorative 4/
Restorative 5 with child in Calm Area
-PACEful & socially engaged adult

Child returns to Green on Class Behaviour Chart

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Aims:
-develop regulation skills
-link emotions to behaviour & impact on others
-regulate child and move them back into their Thinking Brain

Red Behaviour

Dysregulated / low level behaviour continues despite x1 Take a Breather

Child moves to Red on Class Behaviour Chart and recorded on monitoring system

Take a Breather & Restorative 4/
Restorative 5 process is repeated again

Restorative Action (consequence) is decided upon to be conducted during Golden Time. *NB: Parent to be informed*

If Low Level behaviour is repeated, child is sent to SLT.

Child engages in serious / high level behaviour from Red Behaviour list eg.
o deliberately & violently hurting another child through actions or words
o vandalism resulting in permanent damage to school or personal property.
o verbal abuse of a racist or sexist nature or abuse linked to disability or sexuality

System is bypassed and child sent straight to SLT.

SLT to conduct Take a Breather, Restorative 4/5 and decide upon Restorative Action to take place asap.

Aims:
-develop meaningful understanding of impact of their behaviour
-understand that actions and relationships can be repaired
-develop sense of worth via Restorative Actions
-develop deficient skills



Traditional Behaviour Management

VERSUS

Trauma-Informed Behaviour Management

WHAT HAPPENS WHEN
YOU **REPLACE** A
TRAFFIC LIGHT SYSTEM
OR BEHAVIOUR CHART
WITH A
TRAUMA INFORMED
APPROACH?

establishing safe
relationships
developing key skills
supporting lasting change

SOCIAL ENGAGEMENT

Thinking Brain **ON**
Stress Response **OFF**

SOCIAL DEFENCE

Thinking Brain **OFF**
Stress Response **ON**

COMPARING THE SEQUENCES

WARNING: YELLOW

- push child/young person further out of their Window of Tolerance
- increase likelihood of inappropriate behaviours as child/young person in fight/flight/freeze response
- trigger shame and social defence through public display thereby increasing the stress response
- child/young person's Thinking Brain begins to switch off. Become driven by the unconscious emotional brain- the ability to *choose* different behaviour drastically reduced

WARNING: EMPATHETIC BOUNDARY SETTING

- brings child/young person back into their Window of Tolerance through an empathetic relationship
- decrease likelihood of inappropriate behaviours as child/young person's fight/flight/freeze response turned off
- activates social engagement and sense of belonging thereby decreasing the stress response
- child/young person operating within their Thinking Brain - the ability to reason, reflect and *choose* different behaviour drastically improved

CONTINUING INAPPROPRIATE BEHAVIOUR: RED

- relational withdrawal from adult to show disapproval. Pushes child/young person (and adult) further into social defence.
- isolation via Time Out, Isolation Booths etc. child/young person's stress response on FULL. Thinking Brain switched OFF. Driven by unconscious emotional brain - unable to reflect or reason.
- shame & internal negative beliefs about child/young person confirmed - likelihood behaviour will be repeated
- whilst child/young person may say 'sorry' - unlikely to take responsibility for own actions due to inability to make sense of what happened. Likely to lead to a breakdown in peer and adult relationships as perceived to be 'other's fault'.
- Punitive consequences such as detentions, missing breaks and isolation, without restorative/reparative actions can lead to disconnect and feeling emotionally unsafe in school. Likely to lead to further repetition of behaviour.

CONTINUING INAPPROPRIATE BEHAVIOUR: 3R PLAN

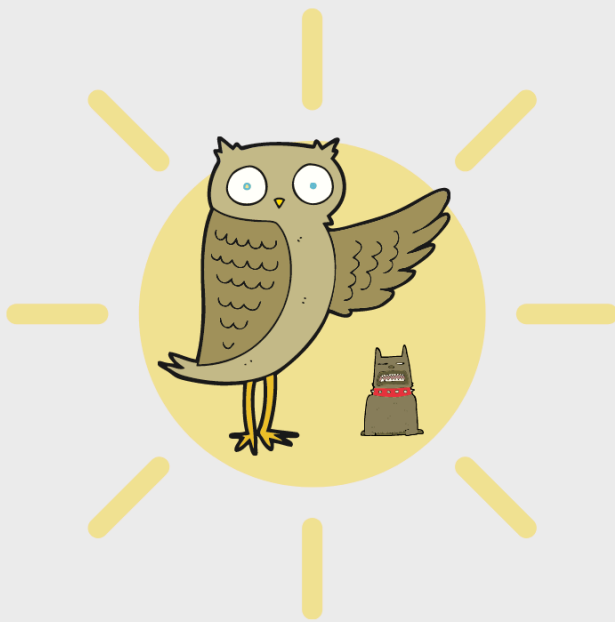
- adult uses their relationship to bring child/young person into social engagement
- adult uses PACE & Empathetic Boundary Setting to clarify the inappropriate behaviour whilst helping child/young person to feel safe
- adult activates the 3R plan:
Regulate: child/young person has time to regulate through short physical or sensory activity to calm their brain stem and begin to turn OFF the stress response.
Relate: interactions with, and regulation activity alongside adult, promotes felt safety through relationship bringing child further into social engagement and into their Thinking Brain.
Reflect & Repair: when both adult and child/young person are fully in social engagement, adult supports child/young person to make sense of their emotions & behaviour. Using Restorative Justice Principles, adult supports child/young person to reflect on the incidence and how they can make things better through a Reparative Action.
- child/young person feels connected, begins to repair ruptures to relationships and feels emotionally safe. Likely to lead to significant improvement in behaviour.

Long Term Outcomes

- child/young person feels emotionally unsafe with more frequent and prolonged periods in social defence
- child/young person unable to THINK about or make connections between emotions & behaviour
- leading to more frequent and intense behaviours

Long Term Outcomes

- child/young person feels emotionally safe with more frequent and prolonged periods in social engagement
- child/young person able to THINK about emotions & behaviour & CHOOSE different behaviours
- Reparative Justice/Actions develops key skills



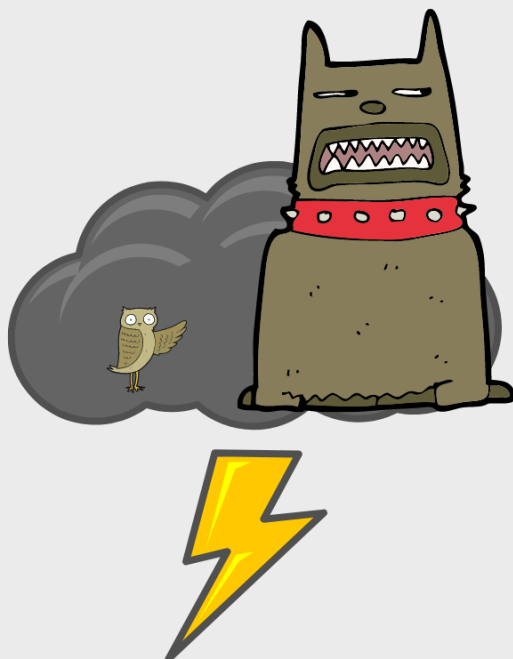
**I can play and
learn**

**My Wise Owl is in
control**



I have big feelings

**My Guard Dog
is awake**



**My feelings are
REALLY BIG**

**My Guard Dog
is barking**



Phase 2 – 4 Behaviour Chart



- ✓ I am regulated
- ✓ My Thinking Brain is ON
- ✓ My Wise Owl is in control
- ✓ My Guard Dog is small & sleepy



I am getting dysregulated



My Thinking Brain fuzzy



My Wise Owl is smaller



My Guard dog is awake



I am dysregulated



My Thinking Brain OFF



My Wise Owl is tiny



My Guard dog is in control





Reflect & Repair

Remember **PACE**

Remember
social engagement

Interactions are
non shaming

Script

Take a Breather

Phase 1 3 mins

Phase 2 & 3 5 mins

Phase 4 10 mins

Warning 1

I can see that you are.....

(describe their behaviour or emotion e.g. finding it hard to learn/ are upset/ are distracted / having a difficult day etc)

I'm sorry you're feeling like that. Remember our rule about....

(set the boundary e.g. walking in the corridors, working quietly, listening when someone is talking etc)

Warning 2

I can see that you are still finding it difficult to....

(describe what you have previously asked them to do)

I think this a great chance for you to calm down your Guard Dog in the Calm Area / 3R tree

(If possible do alongside adult. Give a sand timer and specify activity if required)

I'm going to remind you to....

(re-set the boundary e.g. walking in the corridors, working quietly, listening when someone is talking etc)

Consequence

You are still....

(describe inappropriate behaviour)

It's ok to feel....

(name or guess emotion)

But it's not ok to....

(Describe inappropriate behaviour)

You need to 'take a breather' to help you follow our rules

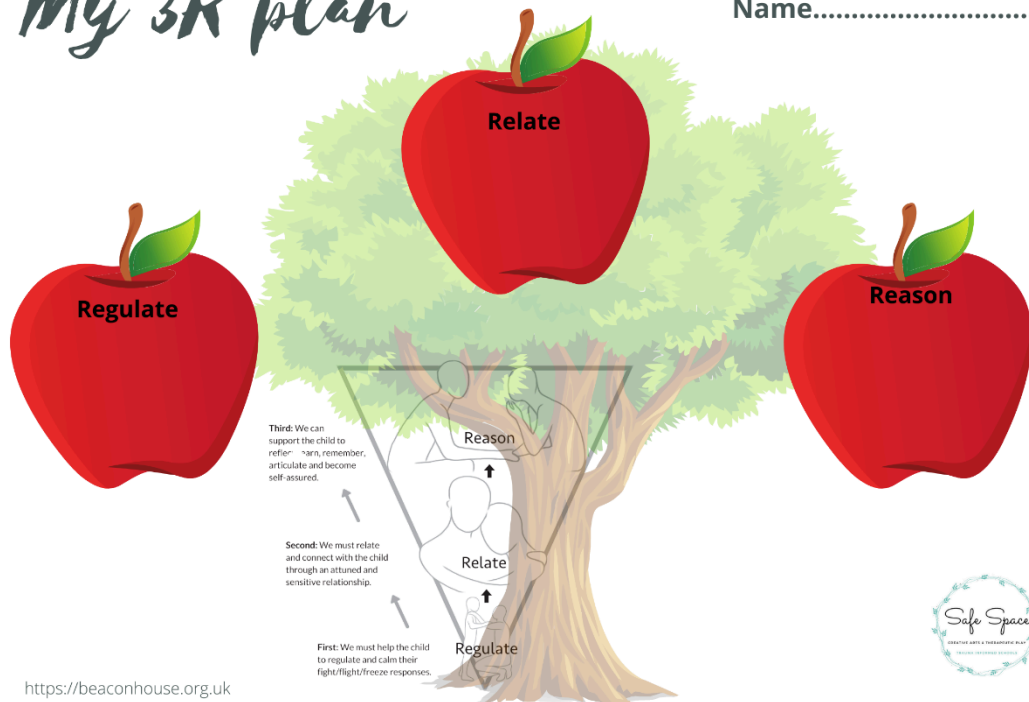
Take a Breather

- Child takes a Take a Breather Card to agreed class / area in playground
- Child sits in the reading area for allotted time & can do mindful breathing on card to regulate
- Adult returns child to class / child returns to playleader in playground
- Child goes to Calm Area and has a Restorative Conversation with adult using the Restorative 4 or 5 / Playleader uses Restorative 4 or 5 with child in playground
- Child returns to work / child returns to play
- If behaviour continues, child is sent to SLT for Restorative 4 & 5 and agreed Restorative Action to be completed at Golden Time

Appendix 5: Individual 3R Plans

My 3R plan

Name.....



3R plan Activities

Remember to use PACE & stay in Social Engagement



Safe & screened place to self soothe
Warm blanket & pillows
Repetitive & easy task e.g sorting, jigsaw
Playdough, stress balls, elastic bands
Eating crunchy carrots / apples
Drinking warm milk / hot chocolate
Drinking cold water
Washing hands with scented soap & fluffy towel
Hanging, swinging, climbing, bouncing
Shaking out body / jumping jacks
Safe Touch massage or squeeze,
Walking with a trusted adult



Keep me close by
Tell me I'm safe
Mindful breathing with adult
Power On / Power Off with adult
54321 Grounding technique
Inhale calm, exhale emotions
Repeat together "My feelings don't control me"
Help me visualise my Safe Space
Read me a story
Do a jigsaw with me
Play a board game with me
Find a job to do together



Use Emotions Cards to explore how I (& others) may be feeling
Draw what happened, how I feel (freehand or comic strip)
Read a therapeutic story / watch film clip / poem that illustrates the point
Comic Strip conversations - model how I could have responded / acted etc



Documents used to create this policy

Castle Hill Primary (2019) *Behaviour and Relationship Policy*.

City of York Council Educational Psychology Service (2019) *Trauma Informed Behaviour Policies and Approaches: A Guide for Schools and Settings*.

Kaizen Primary School (2021) *Positive Behaviour Policy*.

Penryn Primary Academy (2021) *Managing and Supporting Positive Behaviour Policy*.

Shropshire Council (no date) *The Shropshire Attachment Aware Behaviour Regulation Policy Guidance for Shropshire schools*.