

Relationships and Emotion Coaching Policy

(Previously known as Behaviour Policy)



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RELATIONSHIPS AND EMOTION COACHING POLICY

The title of this policy has been carefully considered with a move away from 'behaviour' policy. This relationships and emotion coaching policy encompasses deeper thinking and understanding based on current research of neuroscience, child development and how children (and adults) behave based on their emotional responses. The practice described within this policy is based upon the following key understanding

- ALL children are vulnerable.
- Some children are 'particularly vulnerable'.
- Basic physiological and emotional needs (Maslow's Hierarchy) must be met before a child feels safe enough to relax, play and learn.
- Behaviour can indicate the developmental stage of a child.
- Acceptance - staff recognise that for some children the behaviour seen was possibly the only option for the child.
- Pro-social behaviour and emotional regulation need to be explicitly taught across school.
- Raised voices, angry faces and body language create fear and stress.
- Children who are identified as particularly vulnerable need specific approaches tailored to their individual needs and experiences, strengths and difficulties. These are planned in conjunction with parents/carers and relevant professionals, and shared sensitively, as deemed appropriate.

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress”

INTRODUCTION

The staff at Headlands School are committed to ensuring that all of our pupils acquire and develop the skills, knowledge and understanding that will allow them to thrive and 'live life in all its fullness' (John 10:10). We have a duty to equip our children with the communication and social skills that will support them to build positive relationships and flourish within our local and global community. It is also fundamental that everyone has a right to be safe, healthy and feel a sense of positive wellbeing.

Our teaching is built upon the Christian foundation and values of our school; whilst we seek to love God and love our neighbours as ourselves (Matthew 22), we understand that children, and adults, make mistakes. Therefore, restoration, forgiveness and understanding of others underpin this policy. We support all members of our school to live out our vision of 'growing a loving, happy and flourishing community'.

At Headlands, we recognise the children (and adults) communicate their emotions and needs through their behaviour. Therefore, we support every adult in our school to look beyond behaviour and think about what is being communicated.

LEGAL FRAMEWORK

The school will fulfil its legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children.

All members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010

The Teachers' Standards (2012) makes clear the expectation for all teachers to "manage behaviour effectively to ensure a good and safe learning environment." Teachers must "have clear expectations and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy." They must "manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them." (Standard 7)

ETHOS

At Headlands CE (C) JIN School, we recognise that a pupil's happiness and well-being are the foundation for their success. It is essential to nurture, educate and care for the 'whole person', rather than focus solely on academic achievements. At Headlands, children are explicitly taught about health and well-being and how to look after their social, emotional, mental and physical health. We want our children to develop a set of values that will stand them in good stead now and in later life. Children are encouraged to be kind and considerate, and to have respect and show tolerance for all. The promotion of Christian and British values is at the heart of all we do. We take every opportunity to teach strategies for building social skills, resilience and to raise self-esteem; this is vital in preparing our pupils for the opportunities, responsibilities and experiences of life.

As a church school, our Christian Values of love, friendship and forgiveness are embedded in our whole school curriculum. We are committed to providing an attachment and trauma informed environment where all children can feel loved and safe. Children who are securely attached have higher self-esteem and can deal with stress more effectively so they are resilient to change. Therefore, it is crucial that all forms of communication at Headlands, including more challenging behaviours, receive calmness and connection. This supports compassionate learning and the building of empathy and self-esteem as well as helping pupils to develop a range of strategies to help them to manage their emotions and self-regulate their behaviour, rather than merely deterring anti-social behaviour.

WHOLE SCHOOL PRACTICE AND EXPECTATIONS

The procedures and guidance in this document ensure a consistent approach across our school and enables students, parents and staff to understand our approaches to the management of behaviour resulting from children's non-verbal communications.

Our school practice is based on:

- Alex Timpson Attachment and Trauma Awareness in Schools Programme
- Emotion Coaching
- Paul Dix '5 Pillars of Pivotal Practice'
- DFE guidance on Mental Health and Behaviour in Schools

Creating an inclusive and positive school ethos around behaviour is driven by the Headteacher and SLT so that it is endorsed by, and embedded across, the whole school community. We all need a secure base in life. School is an important secure base for all children and young people, but for some, it may be the only secure base that they have experienced. We strongly believe that responding to the SEMH needs of a child is not the responsibility of a few staff in school; it is everyone's responsibility.

All staff at Headlands understand that:

- Behaviour is a form of communication
- We adopt an 'authoritative' rather than an 'authoritarian' approach where adults are 'in control' versus 'controlling'.
- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need in order to be successful (equity)'.

Our job is to teach the pupils we have,
NOT those we would like to have,
NOT those we used to have,
But those we have right now
ALL of them

We have a non-judgemental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural needs are regarded as vulnerable rather than troublesome, and we are aware that we have a duty to explore this vulnerability, connect with the child and provide appropriate support.

We actively promote strong relationships between staff, children and their parents/carers. Our positive school culture and climate fosters connection, inclusion, respect and value for all members of the school community. Relationships are central to our sense of belonging and to our emotional well-

being. This includes: staff-pupil, pupil- pupil, staff- staff, staff-parent/carer, child-parent/carer relationships. We encourage parental engagement and involvement and see this as absolutely crucial when addressing and planning support for children's SEMH needs.

We maintain clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, we ensure that their educational environment is rich in both nurture and structure. We have consistent, predictable routines, expectations and responses to behaviour. These are in place and modelled appropriately, within the context of our safe and caring school environment. Relevant rewards and outcomes (consequences) that can follow certain behaviours are made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more dysregulated behaviour.

“Why crush behaviours with punishment when you can grow them with love? Visible consistency with visible kindness allows exceptional behaviour to flourish.”

It is important that indicators of SEMH are clearly recognised to ensure that it is not just pupils who are displaying observable and active 'acting out' behaviours (e.g. those who are non-compliant, show mood swings, verbal and physical aggression, those who abscond, who lack empathy or personal boundaries) that are identified. Pupils who display more passive behaviours (e.g. 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) are equally vulnerable and sometimes go unnoticed because their behaviour can feel less challenging to manage. Early intervention is imperative for addressing both active and passive behaviours to ensure that low level features/ difficulties can be addressed early. It is essential to be aware of the tendency to make judgements around behaviour (e.g. 'bad') and important to see all behaviour as an indicator of emotions to which we must respond in an empathic and caring manner. This can be particularly hard to do when a child acts in a way that hurts or frightens others. Our Relationship and Emotion Coaching Policy ensures that the emotional needs of all pupils are responded to, particularly where the emotional response of one pupil impact upon another.

What we sometimes see as a failure to 'behave properly' is actually a difficulty to communicate effectively. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. We recognise that children need support to keep emotionally regulated and cope in everyday social situations and in more challenging interactions. It is important that all adults working in our school understand the needs of all our children and families and we provide our children with emotionally available adults and a safe place to learn and grow.

We support all children to be Ready, Respectful and Safe; these are the only school rules and they are referenced consistently, in all areas of school and by all adults. This allows everyone to work successfully, safely and happily. These expectations are displayed in the classroom with examples/images. These behaviours are taught explicitly, rewarded and used as good examples for other children. Behaviours which indicate that a pupil is not 'ready, respectful or safe' are dealt with calmly, quietly and privately.

WHOLE SCHOOL PRACTICE AND EXPECTATIONS: ATTACHMENT AWARENESS

At Headlands, we value the power of relationships and understanding behaviour in context. All staff consider the context when interpreting behaviour. All behaviour, however bizarre it may seem, makes sense at some level. We ask ourselves 'What is the story?' There can be a tendency to look for within-child factors - i.e. 'What is wrong with the child?' This can often lead to a search for a label or diagnosis, which is not always helpful, especially when planning effective SEMH interventions. At Headlands additional support for pupils is not dependant upon a child having a diagnosis, but is based upon the presenting needs of our pupils. Thinking about the child systemically, within a risk and resilience framework (e.g. child/young person, family, community) is both helpful and important. Applying an Attachment Aware Approach, Jones and Bouffard (2012) and Banerjee, Weare and Farr (2014), suggest that interventions for pupils' social and emotional learning should be integrated into the daily life of the classroom rather than provided through discrete programs. Headlands advocates an integrated Whole School Attachment Aware Approach. Through sharing information on CPOMS,

during pupil progress meetings, team meetings and through individual inclusion plans, strategies are in place to support children’s individual differences and attachment needs. More information about Attachment Theory can be found [here](#).

WHOLE SCHOOL PRACTICE AND EXPECTATIONS: EMOTION COACHING

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 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. More information about Emotion Coaching can be found [here](#).

The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional ‘first aid’ (calming, soothing) is needed first ‘Connect before re-direct’ (Siegel, 2013), ‘Rapport before reason’ (Riley, 2009)
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus ‘containing’ - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling.

‘Emotion coaching builds a power base that is an emotional bond - this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries’ (Rose and Gus, 2017)

What Emotion Coaching means in practice



Step	What we do...	What we say...
1	Empathising Create an emotional bond - recognising, soothing to calm.	I’ve noticed you and I understand how you feel. For example, <i>‘I can see that you get angry when that happens. I would feel angry if that happened to me. It’s normal to feel like that.’</i> <i>‘I can see that your unhappy. It’s really upsetting when someone tells you ‘no’’</i>
2	Validating the feelings and labelling	This is what is happening. For example, <i>‘You’re kicking the wall because you’re cross’</i> <i>‘You walked away from the adult because you’re feeling frustrated.’</i>
3	Setting limits on behaviour (if needed) Have clear boundaries but help children to keep their self-dignity	That behaviour isn’t safe / we can’t always get what we want. For example, <i>‘It’s okay to feel angry, but it’s never okay to hit someone’</i> <i>‘These are the expectations that everyone needs to follow, doing that is not okay’.</i> <i>‘Even when we’re annoyed we can’t shout in the classroom, that’s not okay’.</i> <i>‘The adults are here to keep you safe, it’s not respectful to walk away when someone is talking to you’.</i>

4	Problem-solving with the child/ young person - only when they are calm and regulated Explore the feelings that resulted in the behaviour/incident/event. Scaffold alternative ideas and actions that could lead to more appropriate or productive outcomes. Empower the child to believe they can overcome the behaviour and manage their feelings.	We can work it out together. For example, <i>Next time you're feeling like this, why don't you try...</i>
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Language Use

We are very careful with the language around choice and avoiding simplistic labels - e.g. talking about 'good/bad choices' when referring to specific behaviours or incidents. It is important to remember that not all behaviour is simply a matter of choice. Although actions do have outcomes (consequences), children do not always act out of choice, they are sometimes engaging in survival behaviours that are mediated by unconscious processes. Therefore, caution should be used with the word 'choice'. Making a 'positive choice' usually requires being in a calm or 'thoughtful' frame of mind to do so. 'Bad choices' (i.e. often meaning 'inappropriate behaviours') are usually the result of feeling emotionally dysregulated and therefore the child is unable to reason. With support to self-regulate, children can be helped to problem solve and consider alternative responses to their emotional state.

We use:	Instead of:
Outcome (consequence)	punishment or sanction
expectations	rules
connection or care seeking	attention seeking
emotionally dysregulated	meltdown
(Language to explain situation) E.g. 'you were very cross and you hit X. That's not okay.'	good/ bad choice

WHOLE SCHOOL PRACTICE AND EXPECTATIONS: FIVE PILLARS OF PIVOTAL PRACTICE (Paul Dix)

1. Calm and consistent behaviour

- There is a no shouting policy in school. On the rare occasions that this happens, it will only be when there is a need to alert a child who may be at risk.
- All adults in school use Emotion Coaching to support pupils to understand their emotions.
- Classrooms are tidy and free from chaos. Resources are clearly labelled to support independent learning.
- When a child is exhibiting a behaviour which is not 'ready, respectful or safe' the member of staff with the child must follow the agreed policy rather than defer to another adult. This is important as it develops the adult child relationship and allows for restoration and repair, if needed. **See Table 1**
- Staff must never join in to express their feelings or comment to a child when a situation has been dealt with.
- Relationships, emotional regulation and behaviour management must be supported and developed consistently and appropriately to support all learners and staff. **See Table 3**

2. Praise and Recognition

- We recognise the importance of celebrating effort and achievements. Pupils have been consulted on ways they would like to be recognised for trying their best. This relates to all aspects of school life, not just academic success.
- **See Table 1**

3. Relentless Routines

- We operate a ‘soft start’ to the school day where children come into school up to 10 minutes before the start of the school day and are given time to settle before registration. All staff meet and greet the children in the morning. There are senior leaders on the playground at the start of every day, teaching staff stand just inside the classroom door to greet and welcome children.
- All classes have visual timetables up in the classroom; these are used appropriately for the needs of each class. Some children have their own visual timetables or a Now and Next board.
- All classes have an ‘I would like my teacher to know....’ box.
- Expectations and outcomes (consequences) are consistent. The school supports all pupils to be **Ready, Respectful, Safe**; these expectations are displayed in the classroom and around school.
- As much as possible, the daily timetable is consistent across the school.
- Expectations are the same in all classes including expectations of uniform. Support is offered where appropriate.
- Supportive outcomes are followed consistently. **See Table 3**

4. Scripted Interventions

- Expectations are clear and routinely modelled. When a child is seen not meeting expectations, emotion coaching is used to support the child following the 4-step approach. **See Emotion Coaching Steps 1-4 (on page 5 of this policy).**

5. Restorative Conversations (also see Emotion Coaching Step 4 - Problem Solving)

- When there is a significant incident, we seek to use a restorative practice approach, to restore and rebuild relationships. It should be noted that this must happen after Emotion Coaching when the child has already experienced the guided 4-step approach to understanding and reasoning about their own emotions.
- Restorative conversations seek to support children to understand an incident from the perspective of a peer and to support restoration of this relationship.
- Each child should be spoken to individually initially. **See Emotion Coaching steps 1-4 (on page 5 of this policy).**
- Following this, children should be spoken to together, if appropriate, so they can begin to understand how others feel and the differing viewpoints that may be held about the same incident.
- Children may need help and support with their interactions. Adults need to offer support to the children around naming feelings (anger/sadness and knowing it is ok to have such emotions) and being able to help consider ways in which any wrong doing can be repaired.
- When dealing with an incident, we consider:
 - Knowledge and understanding of the back story and how that might impact upon behaviour
 - When considering the child’s viewpoint, adults need to see this from the child’s perspective, rather than with the logic, cognition and emotional response of an adult.
 - Basic needs - not only are they met today, in this moment, but have they been met developmentally and historically? This links with knowledge of the back story.
 - Is the curriculum sensitive to the child’s learning needs?
- An apology shouldn’t necessarily be the outcome of the conversation. ‘A forced apology doesn’t teach humility, it simply underlines obedience’ (Paul Dix) and isn’t helpful in the long run. Although actions have outcomes (consequences), children are not always acting out of choice. Sometimes they are engaging in survival behaviour and it is an unconscious process.

TIME IN and SUPPORTIVE HOLDING

To support the mental health of a child who is dysregulated, school opt for a policy for **time in** with a key emotionally regulated adult. This allows a child who is in crisis to co or self-regulate enough to be able to discuss how they have behaved or what has happened to them. Bernard Allen writes about children not being born with the capacity to care for themselves and the need for adults to protect them in a supportive and nurturing way. School staff considering supportive holding do so based on a rationale of action as if it were their own child. Supportive holding can be the opportunity for the child to realise they are not alone in their emotional pain. It is a developmentally, appropriate and necessary response to a child behaving in ways that are unsafe or are in emotional distress.

MONITORING AND REVIEW

School staff and pupils have been involved in the development of this policy.

The Headteacher and the other school leaders will monitor the effectiveness of this policy regularly and, if necessary, make recommendations for further improvements.

The headteacher monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

TABLES AND APPENDICES

Table 1: Rewards

The following approaches are used at Headlands to celebrate effort and achievement. Any additional approaches must be discussed with Phase leaders, the Inclusion Leader or Head Teacher. If in any doubt about any aspect of this - support must be sought from the Head Teacher.

	Purpose	What it looks like	Notes
Individual			
Use of child's work as an example	To celebrate the child To help promote learning	Sharing of work on the board Reading out of child's work.	Be mindful of using the same child all the time.
Classroom praise	To give feedback/ celebrate the child To help promote learning/ conduct	Specific feedback "James, super clear reading - your use of intonation for the characters really helped me to understand how they were feeling at different points in the story."	This can be public or private dependant on the circumstances and the individual needs of the children. Be mindful of using the same child all the time.
Celebration Worship	Weekly worship to share effort and attainment in all aspects of school life. Demonstration of school ethos, vision and Christian values Star of the Week Christian Value Award Peace and Service Award Writer of the Week	Every child must have the opportunity to be recognised in one of these worships (recognise individuals who this may be difficult for or who may not want this type of recognition - for these children, look at an approach that is appropriate - liaise with Inclusion Leader	
Golden Ticket Award	To provide positive recognition for excellence - effort, attitudes to school values	Child sent to HT office with golden ticket. Child invited to 'Hot Chocolate Friday'.	Ensure awards are awarded with equity.
Group class			
House Points	To support children to work collaboratively and create a sense of community.	Any member of staff can award a 'house point' to a pupil. These will be collected in classroom tubs and added to the school total tubes weekly. Half termly celebration for winning team.	Families to be placed in same house. Ensure all staff are awarding house points including lunchtime, admin and catering staff.

Table 2: Agreed Daily Routines

Behaviours	Expectations	Consistent Staff Actions
Entering the building (in the morning and after playtime and lunchtime)	Children should walk into classroom quietly. Respond to morning greetings. Bags and coats to be hung up on pegs. Lunch boxes to be quietly and tidily put on trolley.	Staff to greet at classroom door giving morning welcome. Adult collecting from playtime give instruction on playground e.g. sit on carpet/chair, before entering school Adults check uniform and make a note to speak to parents where required. Quiet calm music playing
Morning Registration	Calmly and quietly carry out morning tasks/learning/interventions. Complete self-registration (if appropriate) answer name politely for registration.	Activities are ready for children to complete. Quiet calm music playing
In lessons	When sitting on a chair all 4 legs need to be on the floor Quiet working voices to be used. Listen when an adult/child is talking Remain on task and use 3BMe if stuck.	Be clear about expectations during the lesson (working independently / in pairs / in a group) Ensure children's attention is on you when speaking. Raise an arm to manage noise levels / use proximity praise to gain attention / count down from 5. TAs to be used effectively for support. Challenge work and presentation if not good enough.
Going into/leaving collective worship	Children should be escorted to the hall by their class teacher/TA. Children should walk in silence. Enter hall and remain standing in line until told to sit down in silence by teacher/TA. Children should walk in single file on the left-hand side of the corridor (without touching the walls) Use good manners to thank those pupils who are holding doors open for them.	Children to be reminded about walking silently down the corridor before leaving the classroom. One adult from each class to remain in hall for duration of assembly - add class points(?) for rewards and follow Table 3 for managing behaviours.
Coming in for lunch	1 st whistle blow children to stop and stand still. 2 nd whistle blow children to listen to instruction and walk to the dining hall as directed by a LTSA.	All staff to ensure consistency of routines at all playtimes e.g. children must stand still at 1 st whistle Use arm up to request silence in circle if needed. Staff remind children of expectations on corridors coming into school.
Lining up for lunch and in the dinner hall.	Line up in corridor, some quiet chat is allowed. Take their coats off when sat down to eat their dinners Put their hands up if they want a drink or to ask a member of staff for something.	Any child moving out of line should be reminded to stay in line. Any child who does not comply with reminder to stay in line should be moved to the back of the line. Staff to use hand bell to manage noise levels when too loud Staff on duty managing pupils into dining hall should ensure consistency of expectations. Staff should only challenge children in a quiet professional manner (no shouting). Follow table 3 if needed.

Returning to the building from Playtime	1 st whistle blow children to stop and stand still. 2 nd whistle blow children to listen to instruction and walk to their line (R-Y2) / classroom (Y3-6)	Teachers must be outside on time to collect their class to ensure prompt start of the lesson. All staff to ensure consistency of routines at all playtimes e.g. children must stand still at 1 st whistle Use arm up to request silence in circle if needed. All Y3 - 6 doors to be open on first whistle so children can walk straight into class/cloakrooms. All R - Y2 children form a line and are reminded to wait quietly. Staff remind children of expectations on corridors coming into school.
Toilets	Children should be discouraged from going to the toilets during lesson time where possible. If the toilet is needed during lesson time children should not be allowed to go in pairs.	Staff to remind children to use the toilet at playtimes Staff to use band system to monitor how many children are in the toilets at playtimes. When children enter the building staff issuing the bands should remind of expectations: Use the toilet properly, flush the toilet, wash hands, return onto the playground Members of support staff to supervise toilet/cloakroom areas in Y3/4 and Y5/6 at playtimes as directed by SLT
Cloakrooms	Coats are hung up at the start of the day and after every break time. Bags are hung up on pegs.	TA to be allocated duty to check cloakrooms at start of day/break. Staff should remind children that there should be nothing on the floor. Children to be challenged and returned to hang up any coats/belongings that have not been hung up
Lunchbox trolleys	Lunchboxes to be put onto the trolley in an orderly way	TA to check trolley. Monitors assigned to the role.
End of day routine	Class book to be read at the end of the day. Children collect coats and bags quietly and come back to chairs / places. Collectively say end of day prayer.	Send children for coats and bags a group at a time. Remind children about behaviour in cloakrooms. Use additional adults effectively to ensure standards of behaviour are met in the cloakrooms and by the lunch trolleys.

Table 3: Levels of Outcomes/Consequence

Category	Level 1	Level 2	Level 3
Member of staff	Class teacher, lunchtime supervisor	KS AHT	DHT/HT/Inclusion Leader
Examples of behaviour	Talking (non-disruptive), distracting others, arguing with peers, calling out, rudeness to staff, throwing small equipment	Second 'Level 1 outcome' within a week. Hurting others in disagreements Refusal/non-compliance Swearing directly at someone	Repeated level 1 outcomes within a half term Absconding Discriminatory incident Violence towards another person Damage to property
Outcomes consequence	Follow Outcomes in Table 4	See Table 5 Restorative conversation with relevant response Parents informed Possible meeting with parents/ carers	See Table 6 Intensive support SLT/ Inclusion team meet with teacher to plan actions/ interventions to support behaviour - recorded on CPOMS. Targets/ interventions recorded on child's individual inclusion plan <i>As appropriate: Restorative meeting with child/ parents to share actions and work together moving forward.</i> Internal exclusion Lunchtime exclusion Suspension Permanent exclusion

Table 4: Response to Level 1 Incident

Steps	Action
<p>STEP 1 Recognising, notice, wonder, empathising, soothing to calm</p>	<p>I've noticed you and I understand how you feel For example, <i>'I can see that you're not able to focus on your work at the moment, I know it's hard to concentrate sometimes.'</i> <i>'I can see that you're struggling with this work. We all find some things difficult'</i> <i>'I can see that you are proud that you know the answers to these questions, it's good to feel proud.'</i></p>
<p>Validating the feelings and labelling</p>	<p>This is what is happening For example, <i>'I wonder if...you're making others laugh / flicking that piece of paper / taking to those around you because you're haven't been able to attempt the work independently.'</i> <i>'You're shouting out because you want others to know that you have the answer, it's nice to feel confident in your learning'.</i></p>
<p>Setting limits on behaviour (if needed)</p>	<p>That behaviour isn't safe / impact on other pupils learning / we can't always get what we want. For example, <i>'It's not okay to rock on your chair / call out / flick pieces of paper because it disrupts other people's learning'</i> <i>It's not okay to shout out because it doesn't give other people a chance to think things through for themselves'</i></p>
<p>Problem-solving with the child / young person (when they are calm and regulated)</p>	<p>We can work it out together. For example, <i>Next time you're feeling like this, why don't you try...</i></p>
<p>CPOMS Class teacher records on CPOMS (where pupil has reached Step 3/4)</p>	

Table 5: Response to Level 2 Incident

Emotion Coaching must always be provided at the time of an incident occurring.

Following this - a pupil at 'level 2' will work with adult to understand how the incident has affected another person. This can be in the form of verbal, written, picture, or an action.

When there is a significant incident, restorative practice is used.

As part of the interaction, always ask:

- 1 What happened?
- 2 How were you feeling at the time?
- 3 How has it affected others?
- 4 How can this be repaired?

Speak to each child individually and **listen** to their views.

Speak to the children involved together if appropriate so they can begin to understand how others feel and the differing viewpoints that may be held about the same incident.

Children may need help and support with their interactions. Adults need to offer support to the children around naming feelings (anger/ sadness and knowing it is ok to have such emotions) and being able to help consider ways in which any wrong doing can be repaired.

Relevant consequence will be supported by an adult. (see Appendix 1)

Incident will be recorded as a Level 2 incident on CPOMS by AHT (Class teacher records escalation to Level 2. AHT records Level 2 actions and outcomes including conversations held with parents).

Parents informed by AHT

Table 6: Response to Level 3 Incident

The response to the incident will follow 'Response to Level 2 incident'.

SLT/ Inclusion team will then meet with the class teacher to plan actions/ interventions to support behaviour - recorded on CPOMS.

Targets and interventions will be recorded on the child's IEP/My Support Plan.

As appropriate: Restorative meeting with child/ parents to share actions and work together moving forward.

A relevant consequence will be supported by an adult.

Incidents which safeguard pupils and staff may result in internal exclusion, suspension or exclusion.

Appendix 1

Relevant Outcomes

Consequences are always given and supported by an emotionally regulated and available adult. Consequences can follow at some point after an event, when the pupil is regulated and able to reflect upon their behaviour.

Consequences will never involve taking away a previously earned privilege or any intervention time.

Staff will avoid any consequences which lead to shaming or humiliation of the pupil. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing, and can result in increased survival behaviour. **Only the adult who is involved in the event should comment.**

Outcomes may not be the same for each child

The developmental age and specific needs of the pupil will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our pupils, and this should be kept in mind when deciding upon an appropriate natural consequence, as outlined below.

A supportive conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.

Consequences need to be outcomes of behaviour, responsive to the needs of the child rather than punishing or isolating, e.g. child who repeatedly experiences difficulties on the playground does not play out with other children but does an alternative PLEASURABLE activity with an adult.

Relevant outcomes/consequences could include:

- making up time for lost learning
- *reflection time*, where the focus is upon the child's own bodily/ emotional state (to calm)
- *reparation time* (where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship). This can be in the form of verbal, written, picture, or an action, e.g. build a Lego model, offer a drink or snack, make a card. In all of these, the child should be supported by a regulated and supportive adult.

If the context is repeatedly problematic (e.g. playtime), plans are made so that the child works with an adult to ensure subsequent participation can be successful, e.g. having reduced time/ supervision / alternative activity. In these circumstances, the child is given an alternative, positive activity, supported by an adult. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child.

Children are never forced to say sorry. Children are taught to understand why we apologise and are encouraged to do so.

Appendix 2

Reflection Sheet

to be used to support restorative conversations at Level 2+ (where appropriate)

(To be scanned and added to CPOMS entry)

Name	Class	Date	Staff Member
What happened?			
What were you feeling at the time?			
How has it affected others?			
What needs to be done to put things right?			
What could you do differently next time?			