

Newburgh
Primary School

Good Relationships and Behaviour Regulation policy

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Rationale:

'We consider the best way to encourage high standards of behaviour in school is a clear code of conduct backed by a balanced combination of expectations and consequences within a positive community atmosphere. We strongly believe that maintaining good behaviour is the responsibility of all staff, governors and parents. We expect staff and parents to be good role models for the children as we develop their attitudes for all aspects of life. The social, emotional and mental health needs of the children is everyone's responsibility and we place a strong emphasis on the well-being of all members of the school community.'

Aims and objectives:

All of us need to feel safe and cared for and enjoy a sense of belonging. Children achieve well and enjoy their learning when relationships are at the centre of all they do.

Teachers create an atmosphere where all feel valued and respected, where the life chances of all children are improved and where children take with them the ability to form meaningful and caring relationships. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our ethos is based around inclusive and compassionate principles which are beneficial to the well-being of all children. Our child centred approaches, where their voices are central and where plans utilise their strengths, resources and qualities, are central to the success of the systems.

We provide clear boundaries, predictable routines, expectations and regulated response to behaviour.

We use a high level of nurture and empathy, with containment and structure, to support all our children to feel safe.

Newburgh Primary School has one rule: consideration. The school expects every member of the school community to behave in a considerate manner at all times. We would expect everyone to be considerate of their impact on one another, equipment and the environment.

We help children develop a sense of worth, identity and achievement. We help all our children become self-disciplined, able to accept responsibility for their own actions and to make positive choices.

We support children to develop the life-long skills to cooperate and to appreciate other ways of thinking and behaving.

Each child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need. We understand that behaviour is often a form of communication and an expression of a child's underlying needs.

We promote learning and repair through the use of restorative approaches.

This policy aims to provide children with a framework and environment in which they feel happy, safe and secure. It is the responsibility of the school to provide that environment in order that teachers and children can make the most of lesson times for the real purpose of education. This will also enable learners to become positive, responsible and increasingly independent members of the school community.



Thought For The Day: Challenging Behaviour

"If a child doesn't know how to read, we teach"
"If a child doesn't know how to swim, we teach"
"If a child doesn't know how to multiply, we teach"
"If a child doesn't know how to drive, we teach"
"If a child doesn't know how to behave, we.....
teach?.....punish?"

"Why can't we finish the last sentence as automatically as we do the others?"

(Tom Hemer (NASDE President)
Counterpoint, 1998, p. 2)



Safe and secure

Children learn best when they feel safe and secure, they first look to the adults around them to provide this sense of safety. Staff feel empowered to respond in a way that is empathetic but structured, firm but kind.

Staff aim to be predictable, reliable and trustworthy. If things change they acknowledge and validate the difficult emotions that this may evoke in children.

They provide safety cues through facial expressions, frequency and modulations of their voice and use an open and friendly body language.

They look to contain any emotions by listening carefully to the children and organising their thinking into manageable chunks.

They provide a clear structure and boundary within their classrooms and the school environment which is communicated in an age appropriate manner so that all children fully understand this structure.

They endeavour to anticipate things which could be perceived as danger and cause high anxiety to children such as unfamiliar people, sudden changes or changes to routines.

Connections

Children perform best when they make good connections to others and develop a sense of belonging.
(Appendix 2 PACE)

Staff support these connections by:

- Being physically and emotionally available -greeting children as they enter the room, giving them time and attention;



- Attuning to the child by mirroring their tone and mood – asking them about how they feel, colouring a traffic light system, letting them know you get how they feel;
- Being responsive, expressive and interactive – using facial expressions to show emotion, experiencing turn taking activities, sharing enjoyment and anticipation;
- Being playful in their interactions – having fun, stimulating shared joy and joint laughter, playing games, singing songs, repeating events;
- Showing children that they are interested in them- doing things together, exploring, making things and learning about things together;
- Supporting wider connections- providing opportunities for connections with their peers and school community. Providing opportunities to support the development of skills needed for positive relationships such as valuing one another, acknowledgement, encouragement, listening, sharing ideas, acceptance, tolerance and compassion.

Understanding

At Newburgh Primary school, we understand that children benefit from understanding and our everyday interactions with children need to show acceptance, curiosity and empathy. Children will need additional interventions to support them to regulate when they have difficulty processing their emotions. Each classroom uses the Zones of regulation poster, to support children understanding their emotions.

Appendix 1 Zones of Regulation

When we work with all children, and especially those who have experienced trauma or who have had interruptions in their relationships, we use emotion coaching techniques to help them understand themselves.

There are 5 steps to emotion coaching:

- 1 Recognise the child's emotions- recognising, empathising, soothing to calm and connect with the child.
- 2 Validating or labelling that feeling.
- 3 Communicate empathy and understanding to the child by building a place of respect, trust and a safe haven.
- 4 Setting limits to their behaviour.
- 5 Problem solving with the child.

Appendix 3 Helpful scripts for emotion coaching

This shows the type of language that staff will use with your child to support them understanding their emotions and will be beneficial for parents to mirror this language.

Appendix 10 Flipping the lid

We use the language with the children that enables them to understand how they are feeling and that some behaviour is not a simple matter of choice. The children are introduced to the concept of "flipping the lid" which is usually the result of feeling extremely emotionally dysregulated.



Repairing and Restorative Approaches

After incidents and as part of daily interactions staff will work with those children affected to facilitate restorative encounters to resolve conflict and harm and to support change. (Appendix 4)

Restorative conversation:

- What has happened?
- Who was affected?
- What were you feeling?
- What were other involved feeling?
- How can we make things right?

Rewards:

The school has high expectations for behaviour, as it believes that this will develop an ethos of kindness and cooperation and encourage the children to learn to self-regulate and co-operate with each other.

Children receive verbal praise and personal feedback on behaviour and engagement with their learning throughout the day.

Children can receive class marbles so that they build up to fill the class marble jar which is rewarded with 5-10 minutes treat, decided with the class, each time the jar is full.

Children are also given individual house points for their teams; Sapphire Bear, Golden Lion, Emerald Dragon, Crimson Phoenix.

Children will normally receive 1 house point or in exceptional circumstances 2 house points for:

- positive contributions,
- a positive attitude,
- outstanding commitment or
- making the right choice.

House points are counted each week by the House Captains and announced in Friday assembly.

Headteacher and DHT Awards and Merits are given to individual children for exceptional achievements – work, progress, attitudes, resilience. Merits build up for an individual reward at the end of the year.

Consequences

Every child knows the standard of behaviour that we expect in our school. Class expectations are generated by the pupils and the class teacher and will be revisited as appropriate throughout the year. They focus on clear structures and boundaries and are written in a positive manner.

Classes use their PSHE lessons as a tool to promote positive behaviour and to teach the skills of responsibility, respect, reflection and reciprocity. If there are incidents of anti-social behaviour, the class teacher discusses these with the individual child and reflects upon the class rules with the whole class.

Rules around our school are based upon consideration. (Appendix 5)

The school does not tolerate bullying. We recognise the impact of bullying can have a long-term effect on a pupil's well-being and attainment. If we discover that an act of bullying or intimidation



has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear (please refer to our Anti-Bullying Policy).

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with Government guidelines on the restraint of children. Please refer to the DfE document 'Use of Reasonable Force: Advice for Headteachers, staff and Governing Bodies' (July 2013).

Members of staff have been 'Team Teach' trained and attended refresher training.

A more comprehensive overview of our rules and consequences can be found in Appendix 2 and 3 of this policy.

The role of the class teacher:

It is the responsibility of class teachers to provide a safe and secure environment where children will learn best. Children benefit from clarity around boundaries and expectations. Agreements about behaviour should be meaningful, clearly communicated and regularly discussed in the classroom.

They build connections with their pupils so that they can best adapt the learning environment to facilitate good quality learning for **all** pupils.

Children also need to trust that when the agreements over behaviour are broken that there are processes in place to repair the harm, ensure that those harmed feel safe and able to learn and support those who have broken agreements to ensure there are not ongoing difficulties.

They provide clear boundaries, predictable routines, expectations and regulated responses to behaviour in their classrooms. The class teacher treats each child fairly, and treats all children in their classes with respect and understanding.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children work to the best of their ability and will challenge pupils who do not meet the school's expectations and maintain the boundaries of acceptable conduct.

If a child struggles to adhere class expectations or disrupts the learning for themselves or others repeatedly, the class teacher keeps a record of all such incidents on our electronic system (CPOMs). In the first instance, the class teacher deals with incidents themselves in the normal manner. However, if the child continues to struggle to adhere to class expectations, the class teacher will seek help and advice following the Escalation of Behaviour regulation. (Appendix 7) If incidents involve an escalation to the Senior Leadership team, then they will record those incidents using our electronic behaviour system. Measures will be put in place which are both general and targeted interventions to improve a child's behaviour and support them to meet the behaviour standards, making reasonable adjustments for pupils with a disability.

The class teacher liaises with internal and external support, as necessary, to guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the SENDCo, Senior Leadership team, and/or the education social worker. The Headteacher will be consulted prior to any external conversation.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.



The role of the Headteacher:

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school good relationships and behaviour regulation policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. Our online behaviour monitoring system ensures the Senior Leadership team can monitor patterns of behaviour and implement strategies to suit the class or individual child's needs. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. Pupil behaviour does not normally disrupt teaching, learning or school routines. Disruption will not be tolerated and proportionate action will be taken to restore acceptable standards of behaviour.

The Headteacher supports the staff by implementing the policy, by setting the standards of expectations, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents.

If none of these consequences work, the Headteacher will consider suspensions and/or exclusion. This decision will have been reached having exhausted all available avenues of support such as Educational Welfare, the Educational Psychology Service and behavioural support service. DfE and LA guidance will also be considered.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of unacceptable behaviour, the Headteacher may permanently exclude a child.

The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Under the Equality Act 2010 (the Equality Act), schools must not discriminate against, harass or victimise pupils because of: sex; race; disability; religion or belief; sexual orientation; or gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids. Schools should consider the fair treatment of pupils from groups who are vulnerable to exclusion such as children with Special Needs, Looked After Children and children under the Child Protection System.

The role of parents:

The school collaborates actively with parents, as a shared understanding, ownership and personal responsibility is best achieved through working with children through a process to develop a clear picture of what is needed in order to establish a calm and harmonious environment where there are positive relationships and children feel safe, included and able to learn. Parents working alongside us ensure the children receive consistent messages about how to behave at home and at school.

This policy states our aims and the procedures that the school will follow to ensure a consistent and good level of behaviour is maintained and have shared resources with parents to further support them.

We endeavour to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the school office who will contact the Phase leader or the Deputy Headteacher. If the concern remains then parent may request a meeting with the Headteacher. Should the problem remain unresolved, they should



contact the school Governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of Governors:

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Governors are informed of serious behaviour via the Headteacher's report to Governors.

Suspensions and permanent exclusions:

We do not wish to suspend or exclude any child from school, but sometimes this may be a necessary sanction when warranted as part of creating a calm, safe and supportive environment where children can learn and thrive. Updated national guidance (July 2022) in relation to exclusions can to be found at:

[DFE Suspension and Permanent Exclusion from Maintained schools](#)

Only the Headteacher (or the acting Headteacher) has the power to suspend or exclude a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. The law does not allow for extending a fixed-period suspension or 'converting' a fixed-period suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further fixed-period suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Forcing a pupil to leave the school or not allowing them to attend school on disciplinary grounds is a suspension and must be done in accordance with the School discipline regulations 2012.

If the Headteacher suspends or permanently excludes a child, they inform the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the Governing Body about any suspensions or permanent exclusion, which would result in the pupil being suspended or permanently excluded for a total of more than five school days(or more than ten lunchtimes) in a term.

The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher, however, the Governing Body is required to review the Head Teacher's decision to exclude the child.

The Governing Body has a discipline committee which is made up of three members. This committee considers any exclusion appeals on behalf of the Governors. This committee would be convened as and when required.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.



If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

When the child returns to school, the school will offer a reintegration strategy that offers pupils a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them how to meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the community; and builds engagement with learning. This reintegration strategy should be clearly communicated at the reintegration meeting before or at the beginning of the child's return to school.

Drug and alcohol-related incidents:

Please refer to our Drugs Policy for guidance in this area.

Monitoring and review:

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, make recommendations for further improvements.

The school keeps a variety of records concerning incidents where a child struggles to adhere to class or school expectations. All incidents which involve repeated disruption, physical contact with peers, inappropriate verbal language and violence in school are recorded on our electronic behaviour system. Alerts will be sent to the senior leadership team to ensure that they can track patterns of behaviour and monitor intervention strategies. Incidents during lunch are reported to class teachers, who will record the situations as appropriate. Serious incidents will be referred to the Headteacher who will record said incidents as appropriate.

The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The Governing Body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

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.

Signed:

Date:



THE ZONES OF REGULATION®

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools
Stretch	Drink water	Deep breaths	Take a break

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HOW CAN YOU HELP YOURSELF?

The BLUE Zone	The GREEN Zone	The YELLOW Zone	The RED Zone
HOW MIGHT YOU FEEL?	HOW MIGHT YOU FEEL?	HOW MIGHT YOU FEEL?	HOW MIGHT YOU FEEL?
SAD TIRED BORED MOVING SLOWLY	HAPPY OKAY FOCUSED READY TO LEARN	NERVOUS CONCERNED SILLY NOT READY TO LEARN	ANGRY FRUSTRATED SCARED OUT OF CONTROL
WHAT MIGHT HELP YOU?	WHAT MIGHT HELP YOU?	WHAT MIGHT HELP YOU?	WHAT MIGHT HELP YOU?
TALK TO SOMEONE STRETCH TAKE A BRAIN BREAK STAND TAKE A WALK CLOSE MY EYES	THIS IS THE GOAL! WHAT CAN YOU DO TO GET TO THE GREEN ZONE? HOW CAN YOU BE HAPPY, CLAM AND READY TO LEARN?	TALK TO SOMEONE COUNT TO 20 TAKE DEEP BREATHS SQUEEZE SOMETHING DRAW A PICTURE TAKE A BRAIN BREAK	STOP WHAT I AM DOING MAKE SENSIBLE CHOICES TAKE DEEP BREATHS ASK FOR A BREAK FIND A SAFE SPACE ASK FOR HELP





Appendix 3 Emotion Coaching script

Helpful Scripts

Labelling - 'Name to tame'

- "I wonder whether you are feeling...right now?"
- "I wonder what was going on there for you... I think you were feeling...?"
- "If I was to make a best guess I would say that you were feeling..."
- "I wonder if you were feeling really anxious about...so you..."
- "It sounds as though you were feeling really angry with...?"
- "something seems not ok with you"



If in doubt: Joy, Sadness, Fear, Anger, Disgust

Empathising and validating - 'fuel connection'

- "I'm sorry that happened to you, you must feel very..."
- "I would feel sad/angry too if that happened to me"
- "That would make me feel..."
- "It is normal to feel sad/angry about that"
- "It is ok to feel..."
- "I might feel angry too if I felt I had been treated unfairly"



Limit setting (if needed) and problem solving - 'find solutions'

- Separate the feeling from the behaviour: "it is not ok to behave like that because..." "these are the rules we have to follow to keep safe"
- "Next time you're feeling like this, what could you do?"
- "Let's think of what you could of done instead"
- "I can help you think of different ways to cope"
- "Have you thought about doing this instead"
- "Let's decide what you can do next time you feel like this"



Restorative Practice in School

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think has been affected by your actions? In what way were they affected?
5. What do you need to do now to make things right?

www.elsa-support.co.uk

Images from My cute graphics



Appendix 5 General Rules within school

In the classroom:	Around the school environment:	In the assembly:	At lunch:	Out of school and online:
Following the visual timetable and responding calmly to changes	Walking quietly and calmly, in an orderly manner	Entering and leaving the assembly quietly and in an orderly manner	Walking quietly and calmly from zone to zone	Treating others with respect, politeness and consideration
Listening to the adult with respect and without interrupting the flow of teaching	Holding the door open for others	Listening quietly to the music whilst waiting for the assembly to begin	Lining up when asked quietly, facing forwards and waiting calmly	Being aware of your impact on the general public and the environment
Treating others with respect, politeness and consideration	Being helpful and kind	Engaging with the assembly	Maintaining a tidy eating area by eating over the table and carefully clearing up.	Always using appropriate language.
Maintaining a tidy working environment.	Looking after personal and school property, using it appropriately such as sitting on benches and keeping the quiet areas quiet.	Sitting appropriately by keeping our hands and feet to ourselves	Following the directions of the sports coach and support staff	Treating our neighbours with due regard and consideration.
Calling everyone by their preferred name	Keeping cloakrooms tidy by taking responsibility for own possessions and respecting other's belongings	Show respect and consideration to the adults/ children taking the assembly	In the lunch hall, maintaining an appropriate noise level by talking quietly to the	



			children at their table.	
Following directions from all adults			Engaging with the activities in a respectful and considerate way	
Sitting at the required work space and concentrating upon the task.	Washing hands and using the toilets in a safe and orderly manner		Supporting peers with kind words and inclusive actions	
Being polite and well-mannered at all times. Wearing your uniform smartly.				

Our one school rule is '**consideration**'. We are working together to achieve this by:

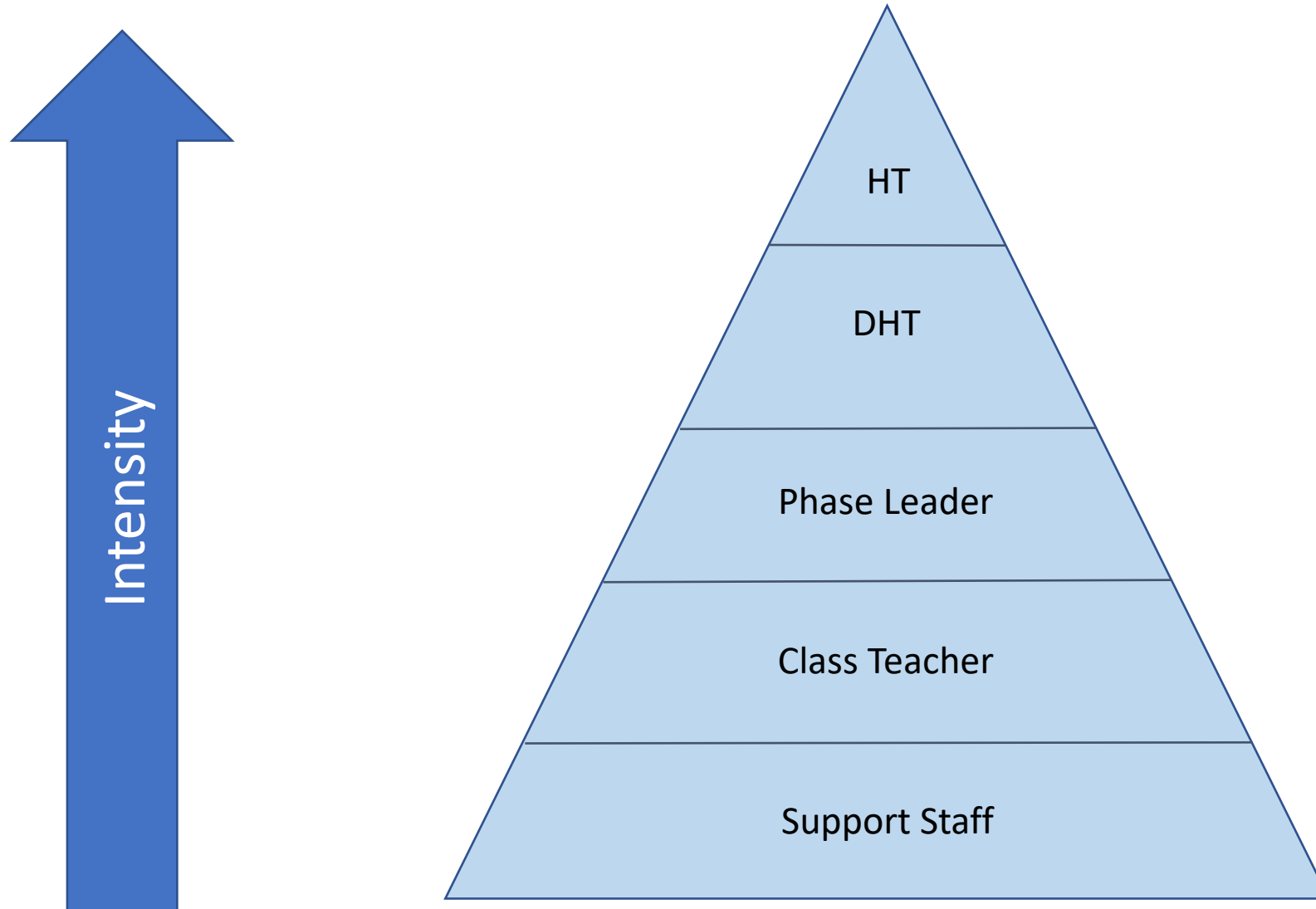
If a child feels that someone is doing or saying something to them that upsets them they are encouraged to take control and say "**stop it, please**".

If the behaviour or comments do not stop this should be reported to a member of staff, who investigates the allegation.

The meaning of '**consideration**' and '**stop it, please**' are reinforced in assemblies and in class throughout the year



Appendix 7 Escalation of behaviour regulation



Concern	Consequence	Support	Monitoring
<p>Occasional Inappropriate Behaviour</p> <ul style="list-style-type: none"> - Interrupting, calling out, ignoring instructions lack of effort in work 	<p>Warm and curious look from staff member, reminding/refocusing followed by a thank you when they have complied.</p>	<p>Praise improved behaviour and positive role models to support and 'buddy up'</p>	<p>In class with the class teacher Recreational times Noted in formal and informal observations</p>
<p>Regular Inappropriate Behaviour</p> <ul style="list-style-type: none"> - Interrupting, calling out, ignoring instructions lack of effort in work – INCREASED and more REGULARY noted in class despite class positives 	<p>Recording in individual log (CPOMS)</p> <p>Stepping out of the classroom to for a brief conversation to understand how to comply with the class rules. Discussion with the class teacher during break or lunch or social time to ensure the child understands the class rules and how to comply. Informing parents in a curious, collaborative manner to support their child to comply with high standards of behaviour.</p>	<p>De-escalation through calming and co-regulation. Attuning to the child's emotional level. Accepting and validating the child's experience Setting clear boundaries calmly Soothing the child's stressed state</p>	<p>Class Behaviour monitoring Regularly shared with Phase Leader and/or SENDCo</p>
<p>Persistent Inappropriate and/or disruptive behaviour</p> <p>Refusals and defiant behaviours, verbal or physical with peers, inappropriate language Persistent lying</p>	<p>Recorded on the online behaviour system.</p> <p>Discussion with a Phase leader or DHT during break or lunch or social time to ensure the child understands the class/school rules and can express their barriers to complying. Loss of privileges, such as use of certain treats or responsibilities. Teacher involves SENDCo and/or DHT to escalate more formal individual monitoring of the child through CPOMS.</p>	<p>As above in support</p> <p>Discussion with the parent to initiate a personalised behaviour plan that is shared with all relevant staff.</p> <p>SEND Provision on the SEND Register for Emotional, social and mental health.</p> <p>Access to more regular pastoral support through use of class TA's and Pastoral provision.</p>	<p>Online monitoring system CPOMS Involvement of the SENCO for more bespoke strategies</p>
<p>Extreme behaviours - racism, homophobic language, targeted violence to peers, damage to property, stealing, bullying. Refusal to work or engage with support.</p>	<p>Removal from the classroom to be educated in the Pastoral area for a morning or afternoon session.</p> <p>Restorative conversation with DHT/HT/SENDCo.</p>	<p>SENDCo involvement, regular contact with teacher to inform parents of child's progress with complying with the high standards of behaviour. Parents to be informed of a removal from the classroom. Pastoral or SLT support to allow the pupil to regain calm in a safe space and facilitate</p>	<p>Involvement of agency for 1:1 input and support via SENDCo</p>












<p>Extreme behaviour in the classroom which impacts on learning or safety of pupils.</p>	<p>DHT/HT/SENDCo meet with parents to discuss further support.</p>	<p>reflection by the pupil on the behaviour that led to removal. CPOMS to reflect a removal from the classroom to allow analysis of the underlying factors of the disruptive behaviour. Adapt the Positive Intervention Plan(PiP)</p>	
<p>Extreme violence towards staff Frequent or extreme violence to peers Danger to themselves or others Challenging all levels of authority</p>	<p>HT– Suspension (fixed term) Permanent Exclusion – given nature of the behaviour exhibited Contact with parents Contact with support agency, if involved Governors informed</p>	<p>SEND Provision EHCplan discussion Review the Positive Intervention Plan(PiP)</p>	<p>WCC Exclusions Procedures</p>



Appendix 8

The ABC Lunchtime Record – Name:

Date / Time	Activity / Lesson	Antecedent	Behaviour	Consequence
	What activity was taking place when the behaviour occurred	What happened right before the behaviour that <u>did or may</u> have triggered the behaviour	What the behaviour looked like? Circle	Please circle those staff who are aware of the incident
	Lining up		Calling out  <input type="checkbox"/>	MDS Teacher Phase leaders DHT HT Please add brief notes:
	Lunch hall		Ignoring instructions  <input type="checkbox"/>	
	Playground		Pushing in the line  <input type="checkbox"/>	
	Other- please state		Physical with peers  <input type="checkbox"/>	
			Defiant behaviour /lying  <input type="checkbox"/>	
			Inappropriate language  <input type="checkbox"/>	
			Racism/homophobic  language <input type="checkbox"/>	
			Targeted violence/bullying  <input type="checkbox"/>	
			Damage to property  <input type="checkbox"/>	
			Violence to staff /Danger to others/ Extreme behaviour <input type="checkbox"/>	

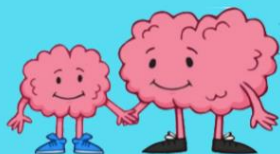




Attachment and Trauma Treatment
Centre for Healing (ATTC)
Healing life's hurts through awareness,
compassion, & self-care

Big Brain, Little Brain: "Flipping Your Lid"

Adapted from Siegel, D., & Bryson, T., 2012



INFORMATION AND STRATEGIES

WHAT IS "FLIPPING MY LID"

Let's learn how your brain works. When you "flip your lid" it means that your feelings get so big that you lose control of your ability to think and act clearly. You may start:

- kicking, screaming, pushing, throwing things
- fidgeting, acting restless, trying to run away from a situation
- feeling numb, unable to move, find it hard to speak.
- feeling unable to control your reactions

SO HOW DOES THIS HAPPEN?

"HAND, BRAIN MODEL"

Pretend your hand is a brain. Your wrist is your brain stem. It helps you with life functions like breathing, your heart beating, and sleeping.

1



2

Place your thumb across the palm of your hand to make a number 4, pointing your fingers straight up. Your thumb is your "little brain" and is where emotions, memories, and senses are stored. It is the feelings part of your brain.

Put your four fingers over your thumb. That is your "big brain" and it hugs your "little brain". The "big brain" helps you to think, reason, problem solve, and have self-control. It is the thinking part of your brain.

3



Your "little brain" is like a security guard. When it feels like you are in danger, it reacts and goes into protection mode. It takes over your "big brain", and puts you in a "fight, flight, or freeze" response. Fight, flight or freeze is a way your body acts during stress, by fighting back, or running away from the danger, or losing the ability to move or talk, like mentioned before.

4



5

Your "little brain" also activates your brainstem. This means when it feels in danger, you may feel your heart and breathing speed up, your face getting warmer, or your tummy aching. When your "little brain" and "big brain" stop talking to each other, you "flip your lid". Now, put your four fingers back up straight. When your lid is flipped, it makes it very hard to control your feelings, or think clearly.

To help get your thinking brain back on track, and have all three parts of your brain communicating together again, you need to calm your big feelings, and ease your overwhelming emotions. By doing this it will help your "big brain" to hug your "little brain", and you will feel calm again.

6



STRATEGIES: ABOUT TO "FLIP YOUR LID"

When you feel like you are close to "flipping your lid" because your feelings are getting bigger and are becoming overwhelming, you can help keep your thinking brain and emotional brain together by first noticing how you are feeling. This will help keep you calm and respond to big emotions. By noticing the big feeling that is overwhelming you – mad, sad, or scary, for example, you can recognize the big feeling growing inside, and help it not overwhelm you, so you don't "flip your lid". Try some of these strategies.

- Take a break from the activity
- Hug a person or a teddy bear
- Deep Breathes in your mouth and out your nose
- Listen to calming music
- Think about a relaxing place
- Blow Bubbles
- Find five things you can see in the room
- Hold something cold or warm
- Squeeze a stress ball or something squishy
- Colour
- Chew some gum
- Push against a wall

References: <https://shella-vick.com/2016/07/21/big-brain-little-brain-teaching-kids-about-self-regulation/>
https://www.sharonseelby.com/wp-content/uploads/2012/07/Adapted-from-Dr.-Daniel-J.-Siegel's-Hand-Model-of-the-Brain-found-in-Mindsight_-The-New-Science-of-Personal-Transformation-Bantam-Books-2010-500x225.jpg
Siegel, D., & Bryson, T. (2012). *The Whole-Brain Child*. New York: Bantam Books.





Positive Intervention Plan (example)

Name: DOB:	Start date: End date:
Concerns:	Triggers and major considerations:
<ul style="list-style-type: none"> ✓ Disruptive / defiant behaviour ✓ Violent outbursts towards other children ✓ Lack of empathy ✓ Lack of understanding of relationship between own behaviour and consequence 	<ul style="list-style-type: none"> ✓ Unstructured times ✓ Friendship group and interactions between them ✓ Unfamiliar staff (during supply and PPA times) ✓ Arriving at school agitated ✓ Perceived injustices or unfair treatment from adults
Effective strategies:	Calming Down/Debrief
<ul style="list-style-type: none"> ✓ Praise (especially following him making a wrong choice or receiving a warning) ✓ Time out of the classroom to work in more quiet area ✓ Direct instruction without choices ✓ Distraction 	<ul style="list-style-type: none"> ✓ Discuss emotional well-being of child and staff involved ✓ Opportunity for staff to take time out and record the incident ✓ Depending on level of behaviour, fixed term exclusion ✓ Reflection sheet with an adult. ✓ When back in classroom, continue as normal and discuss incident if it is felt appropriate.
Agreed by: Class Teacher:..... Pupil:..... Parent/Carer:.....	



Zone	Learning/Concern	Staff intervention	Escalation
Green smiley face	<p>Learning is calm Engaging in activities Able to follow general class management</p> <p>Can display Some Work avoidance One off calling out Facial expressions Body language</p>	<p>Familiar staff and Visual timetable Pre-warning of changes to structure or staff Social stories for special events (school trips, music day, sports day)</p> <p>Warm and curious look from staff and movement to support child. Use of PACE techniques. Agreed options for unstructured times (Courtyard, Rainbow Zone) 'Does It Really Matter?' – staff to apply DIRM</p>	<p>Gentle prompts and reminders can be applied by familiar staff to maintain a regulated approach to peer/adult relations and remain on task</p>
Yellow Anxious face	<p>Refusal to work Repeatedly calling out Refusal/avoiding returning after break or lunch Refusal/avoiding instructions from adult at break or lunch Disruption of the class learning Physical peers IN appropriate language</p>	<p>Give time out of the classroom to calm down with support and reinforce acceptable choices Use of emotion coaching language with a trusted adult Reassure other children and praise their good behaviour Use restorative practice to ensure the child can talk about the effect on themselves and others Adults not to offer different solutions from the agreed acceptable choices</p>	<p>Allow time to regulate and move to green in a safe space Complete their work within their own time.</p>
Red sad face	<p>Refusal to engage with adults or accept instructions Refusal to go to designated safe space Refusal to access agreed break or lunch provision (Courtyard/Rainbow Zone) Loud, aggressive outbursts towards other children or adults Leaves classroom without permission Physical aggression towards others Intentional damage to property</p>	<p>Use a guiding statement–<i>I notice that you are upset/angry and wonder if a walk to the special zone might help.</i> Child has 5 minutes from your guiding statement to comply, ensure you remain calm with them to support their decision but out of the danger zone. After 5 min, seek SLT to intervene and support class teacher. Child to move/work outside the classroom until they are calm enough to return to lessons.</p> <p>If above strategies are ignored: If necessary 'Team Teach' child to a safe location (record this in the Team Teach book)</p>	<p>Trusted adult to engage once the child is emotionally ready Trusted adult to support the child in moving to an appropriate safe zone Refer to calming down debrief and use restorative practice procedure.</p>



		As a last resort, if necessary for the safety of the child, and others, remove other children from area	
Black	<p>Persistent refusal to engage or re-engage in positive manner</p> <p>Persistent physical violence towards others</p> <p>Attempts to leave premises</p> <p>Leaves premises</p> <p>Serious incident of aggression towards others</p> <p>Danger to themselves</p>	<p>Fixed Term Suspension or permanent exclusion process to be initiated by HT</p> <p>Parents contacted</p>	Time out of the situation for restorative and repair



