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**The Federation of Skelton Newby Hall CE Primary  
School and Sharow CE School**

**Pupil Behaviour Policy**

<b>Document Status</b>			
<b>Date of Next Review</b>	Jan 2020	<b>Responsibility</b>	<i>FGB</i>
<b>Date of Policy Creation</b> <i>Jan 2019</i>	<b>Adapted school written model</b>	<b>Responsibility</b>	<i>James Bradley (Chair of Governors)</i>
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<b>Method of Communication (e.g. Website, Noticeboard, etc.) website</b>			

**AIMS**

**We aim to provide a calm, purposeful and happy atmosphere within school where all achievements are valued.**

We will do this by:

- Ensuring that all adults will be welcoming and positive at each session and model a positive, caring attitude and appropriate behaviour in the class and around the school
- Ensuring that mutual respect is fostered in all lessons by using appropriate forms of assertive communication and valuing everyone's contributions
- Taking positive steps to develop good relationships with pupils by listening to and taking a personal interest in pupils
- Setting appropriate learning targets for pupils in classrooms that are bright and attractive where children enjoying their learning
- Sharing and celebrating personal achievement
- Working actively to develop self-esteem and self-awareness.

**We aim to encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour.**

We will do this by:

- Teaching rights and responsibilities
- Teaching children to accept and appreciate differences
- Systematically teaching social and life skills that enable children to develop independence and self-discipline
- Teaching children to appropriately express their feelings and emotions



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**We aim to have a consistent approach to behaviour throughout the school by providing clear boundaries for acceptable and unacceptable behaviour.**

We will do this by:

- Applying a consistent Emotional Coaching approach
- Having a systematic and positive approach to recognise appropriate behaviour which build upon restorative practice principles
- Providing clear boundaries by having a clear set of rules and consequences understood by all
- Sharing the rules, routines rewards, sanctions with pupils, parents, all staff and governors

**We aim to encourage and value parental involvement and co-operation**

We will do this by:

- Informing parents early about their child's behaviour in a constructive way in order to work in partnership to improve behaviour
- Encouraging older pupils in year 5 and year 6 to take responsibility for their own behaviour and encourage discussion with parents prior to school involvement to prepare for secondary transition
- Welcoming parents who wish to discuss their own child's behaviour with school

**We aim to provide a school environment where everyone feels emotionally and physically safe**

We will do this by:

- Being aware of and implementing Child Protection, SEN, Anti-bullying, Teaching and Learning and Attendance Policies

**We aim to provide additional and different behaviour support and guidance for pupils with specific needs (linked to other policies)**

We will do this by:

- Identifying early those pupils with behavioural, emotional and social difficulties and provide support through Individual Education Plans (IEP) and appropriate strategies outlined on the vulnerable learners list
- Ensuring that all staff are aware of pupils strengths and difficulties
- Liaising with appropriate outside agencies

**Positive recognition**

Teachers will actively seek to recognise positive behaviour in order to encourage all children

Whole class rewards are used to teach specific behaviours related to the rules

Non-verbal and verbal signs are used to redirect off task behaviour in all lessons

Teachers will scan the class to find and praise pupils on task in all lessons



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## Communication

Communication is of upmost importance between all staff. Some children may require additional support in order to maintain their emotional balance and therefore it is essential that this is communicated clearly. All consequences given will be shared with other staff members where transition of staff occurs through the day, including lunchtimes.

## Rules

Class rules are created collaboratively by the whole class at the start of the school year

Rules are related to clearly observable behaviours

Rules will be taught to pupils systematically

Clear routines underpin the rules

When pupils break the rules they receive consequences after being given the opportunity to make a choice. The consequences are sequential and accumulative over the period of one day.

Rules	All rules are reviewed with staff and pupils every September and displayed in each class.
Rewards	Praise/stickers Positive notes home through Tapestry and Marvellous Me Phone call to parents Variety of class rewards including cotton reels or credits for collective/team rewards
Consequences	<ol style="list-style-type: none"> <li>1. Warning and discussion</li> <li>2. Time out in class</li> <li>3. Loss of privileges and discussion with another staff member</li> <li>4. Go to the headteacher</li> <li>5. Contact parents</li> </ol>

## Severe Behaviour

In cases of severe behaviour; disruptive or harmful behaviour, children will be designated a safe place to calm down. For de-escalation purposes, the child may be removed from the class by staff members, using recognised restraint strategies. The child will be taken to a quiet place to have chance to calm down under the supervision of a member of staff.

Children who persistently refuse to do work or disrupt lessons may be kept in class to complete work during break times or be given the work to complete at home.



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Reactive interventions (at the moment). Remember every situation is different.

- Stay calm
- Take a view of the situation
- Reduce the observers
- Send for assistance
- Watch from a distance

If a pupil leaves the school premises staff are instructed to not pursue them but to attempt to maintain visual contact and report to home and external agencies if necessary.

Physical and verbal abuse, bullying, offensive and derogatory behaviour by anyone in school will not be tolerated under any circumstances.

### **Force and restraint**

Only in exceptional circumstances will physical restraint be used on a pupil by any trained adult employed by the school. Staff must not put themselves in physical danger in any circumstances.

Trained teachers are allowed to use “reasonable force” to control or restrain pupils. The term “teachers” in this instance also refers to Teaching Assistants and Nursery Nurses and other persons who have been trained and authorised by the Head teacher to have control or charge of pupils.

### **Definition of “Reasonable Force”**

There is no legal definition of “reasonable force” so it is not possible to set out comprehensively when it is reasonable to use force, or the degree of force which may be reasonably used. It will always depend upon the circumstances of the case.

The degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. Any force used should always be the minimum needed to achieve the desired result.

Whether it is reasonable to use force, and the degree of force that could reasonably be employed also depends on the age and understanding of the pupil.

Teachers should seek the help of a colleague at all times and there should always be two staff present.

The law forbids any teacher “to use any degree of physical contact which is deliberately intended to punish a pupil, or which is primarily intended to cause pain, injury or humiliation”.



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## **Types of Incidents**

There are a wide variety of situations in which reasonable force might be appropriate, or necessary, to control or restrain a pupil. They will fall into three broad categories:

- Where action is necessary in self-defence or because there is an imminent risk of injury
- Where there is a developing risk of injury or significant damage to the property
- Where a pupil is behaving in a way that is compromising good order and discipline, i.e. a pupil behaving in a way that is seriously disrupting a lesson and does not respond to counselling

## **Reporting Incidents**

If any incident occurs which requires physical restraint, the teacher should report it as soon as possible to the Head teacher who will prepare a detailed report of the incident with those involved. Parents will be informed as sensitively as possible and given an opportunity to discuss the situation.

## **Physical Contact in Other Circumstances**

There are occasions when physical contact with a pupil may be proper or necessary for example, some physical contact may be necessary during PE for demonstration purposes or if a member of staff has to give first aid. Young children may need physical prompts or help. Young children often become distressed and need physical contact for comfort. Teachers should use their own professional judgement when they feel a pupil needs this kind of support.

## **Procedure for investigating and dealing with bullying**

- **Remain objective.** Staff will take a calm, unemotional problem solving approach when dealing with incidents of bullying behaviour reported by pupils, staff or parents/guardians
- **Conduct interviews to establish the facts.** In any incident of bullying the teacher will speak separately to the pupils involved in an attempt to get both sides of the story. All interviews will be conducted with sensitivity and with due regards to the rights of the pupils concerned. Pupils who are not directly involved can also provide useful information
- **Maintain written records.** Teachers who are investigating cases of bullying behaviour will keep a written record of their discussion with those involved. It may be appropriate or helpful to ask those involved to write down their account of the incident.
- **Involve parents/guardian.** In cases where it has been determined that bullying behaviour has occurred, teachers will meet with the parents/guardians of the parties involved to explain actions that have been taken and the reasons for them and to discuss ways in which they can reinforce or support actions taken by the school



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- **Take appropriate action.** Mild sanctions can be useful in responding to one off incidents of bullying that do not result in actual physical harm. A 'problem solving' approach will be used giving each pupil the opportunity to talk and keep the discussion focused on finding a solution and stopping the bullying from recurring. For bullying of a more serious nature, which results in damage to property or persons, a more serious response is needed. The involvement of parents at an early stage is essential. Exclusion as response to bullying should be used sparingly and as a last resort.

## Appendix 1

### Five Steps to Emotion Coaching

#### Step 1: Being aware of the child's emotions – tuning in

The first step towards helping a child learn about emotions is being aware of what a child is feeling. This awareness begins with you. Adults who understand their own emotions are better able to relate to the child's feelings. Sometimes it's hard to figure out children's emotions. Your job is to try to see the world through the child's eyes and to uncover the emotion. Watch body language and listen closely to identify feelings. Help the child learn about their feelings.

#### **EMOTIONAL AWARENESS** What can you do?

- ❖ Recognise when a child is upset, sad, afraid or happy
- ❖ Stand in the child's shoes when they are struggling with an emotion and see things from their perspective
- ❖ Listen during playtime to find clues about what makes the child anxious, scared, proud or happy
- ❖ Share your emotions, when its appropriate
- ❖ CAUTION: children learn emotions by watching YOU and how you handle your own feelings!

#### Step 2: Recognise that emotions are an opportunity to connect – normalising

Emotions are new and sometimes overwhelming for young children. They need adults to teach them how to handle their emotions in a healthy way.

The best time to teach children about emotions is *during the experience* when the feelings are real. This means sharing the moment of feeling sad or feeling angry with a child *before* those feelings grow to a high level. Talking about feelings helps reduce their intensity. "Talking it out when you are upset" teaches children that issues can be handled when they are small, which is a key problem solving strategy. If children can learn this skill when they are young, they will be better able to manage stress later in life.

#### **CONNECTING** What can you do?

- ❖ Pay close attention to the child's emotions – don't dismiss or avoid them!
- ❖ Think of emotional moments as "opportunities to draw closer" to a child
- ❖ Encourage the child to talk about their emotions and try to share in the feeling yourself.
- ❖ Share your own feelings, when it's appropriate.
- ❖ Tell the child their feelings are okay...and then offer guidance in sorting out those feelings. Example; Adult says: "I understand..." *"Tell me how you feel."*



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*I've felt that way, too. But you can't hit somebody when you're angry. Let's think together about other things you can when you feel this way."*

Child feels: Accepted and Safe

A child feels valued and comforted when all of their emotions are accepted. They feel emotionally contained by the adult. At the same time, they learn that there are limits on their behaviour when they experience strong feelings. The child receives empathy when upset or angry and guidance in learning to deal with their emotions. They feel comfortable in expressing their emotions and learn to trust their feelings and solve problems.

### **Listening with empathy**

Two of the most important steps we can take to help children deal successfully with their emotions are *listening with empathy* and *supporting a child's feelings*.

Comforting children with their feelings reassures them that they are not alone and lets them know their feelings are okay.

The best way to help children understand their feelings is to put their feelings into words with simple statements. Reflecting children's feelings back to them is extremely comforting (*"Oh, that made you really sad."*) It also helps them feel like someone is 'on their side.' Using reflective listening puts the adult in a better position help the child find a solution to the problem.

### **LISTENING** What Can You Do?

- ❖ Encourage the child to share what they are feeling. (*"Tell me what happened/Tell me what you're feeling..."*)
- ❖ Reflect the child's feeling back to them by saying, "It sounds like you are feeling \_\_\_\_\_."
- ❖ Don't dismiss emotions as silly or unimportant. Never criticize a child's feelings.
- ❖ Listen in a way that helps the child know you are paying attention and taking them seriously. (*"You didn't like it when he said that to you. That really hurt your feelings."*)
- ❖ Find a way to show the child that you understand what he or she is feeling. (*"So you don't want to play with him any more today. You just want to play by yourself."*)

### **Step 3: Help the child name emotions - labelling**

Children don't always know the words to talk about what they are feeling. They don't know how to make sense of complicated emotions that overtake them, like jealousy, hurt, fear, or worry.

Research shows that when children can name their feelings, they can handle them better. Naming emotions helps different brain areas communicate with each other, which in turn helps children calm themselves. This process is called learning "emotional regulation," which is a critical coping skill needed for managing life's ups and downs.

Naming emotions can be tricky. Children can feel mixed emotions, just like us. It takes a little detective work to identify exactly what a child is feeling. Ask 'door-opening' questions, look for clues in a child's tone of voice, and watch body



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language. The wonderful thing about children is that they are very, very forgiving. If you try naming an emotion and you're off-base, they'll let you know ("No, I'm not sad...I'm mad!") Children desperately want to be understood, so if you just keep listening, they'll keep trying to make clear to you what they are feeling.

### **NAMING EMOTIONS** What Can You Do?

- ❖ Start to name emotions early—even before a child can talk. ("Oh, you're really mad!")
- ❖ Work very hard to identify the emotions the child is feeling, instead of telling them what they ought to feel
- ❖ Listen in a way that helps children know you are paying attention and taking them seriously
- ❖ Find a way to show the child that you understand what he or she is feeling—don't judge or criticize the emotion

### **Steps 4 and 5: Set limits and find good solutions**

Learning positive ways to express emotions is an important life lesson. The challenge for adults is to accept children's emotions while setting limits on children's inappropriate behaviour.

Setting limits is the first step in any good problem-solving. Once adults have made clear what children shouldn't do, the next step is helping kids come up with what they can do to solve their problem. This teaches children to find their own solution to problems.

Problem-solving can take some practice. First, help the child figure out what their **need** is or what they want. Next, help them **generate their own ideas** about how they could solve the problem: "What do you think you could do? How could you get someone to play with you?"

Try not to judge the child's ideas at this point. Lastly, talk about how their ideas will work. Try to **ask 'thinking questions'** rather than making critical comments. ("How do you think that would work?" rather than, "That will never work!") Then, help the child **pick an acceptable solution**.

**Example:** Child makes a hurtful comment to another child in the sandbox. Adult pulls child aside, out of the sandbox.

Adult to child: "That hurt Timmy's feelings! We don't use hurting words. You sound pretty upset."

Child: "I wanted to play with that truck but he got it first."

Adult: "You really want a turn with that truck."

Child: "Yes!! I saw it first, but he got it. It's not fair! I want a turn!"

Adult: "I can see that you're really frustrated! You don't think it's fair that he got it first."

Child: "Yeah..."

Adult: "You want to play with that truck, too. What could you do to make that happen?"

Child: "I could go take it from him."

Adult: "Well, that's one idea...do you have any other ideas?"





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Child: *"I could see if he wants to share it...or I could ask him if he wants to see my new hot wheels car."*

Adult: *"Or, you could ask him if you could play with the truck when he's finished....?"*

Child: *"I guess so..."*

Adult: *"Let's see...which do you think you want to try?"*

Child: (Child starts to walk away...towards the other child in sandbox) *"I'm going to see if he wants to play with me. ....Hey, Timmy, do you want to see my new car?"*

In this example, the child has solved his problem with facilitation from an adult. The adult has named and accepted his emotions, while giving a clear limit on his negative behaviour. The adult encouraged him to figure out what he wanted to do, without imposing her solution. In fact, he showed he felt "finished" by seeming satisfied and walking away from the adult, and no longer feeling upset.

#### **FINDING GOOD SOLUTIONS** What Can You Do?

- ❖ Discipline misbehaving children for what they *do*, not for how they feel.
- ❖ Use misbehaviour as a 'teaching time' to help your child understand his emotion: give that feeling a name and explain why the behaviour was unacceptable.
- ❖ When the child has a problem, help them: (1) think about what they want to see happen, (2) think of several ideas for doing this, and (3) pick a solution.

#### **SOME FINAL TIPS:**

- ❖ Be patient
- ❖ Avoid making critical, humiliating comments or mocking a child
- ❖ Build on small successes to boost a child's confidence
- ❖ Be aware of a child's needs, both physical and emotional
- ❖ Identify what a child enjoys and what they don't enjoy
- ❖ Avoid "siding with the enemy" when a child feels mistreated
- ❖ Empower a child by giving choices and respecting their wishes



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### Emotion Coaching Script

*Using the 5 Steps of Emotions Coaching and 5 Steps of Problem Solving, how would you work through this scenario with your child? (simplified to 3 steps in grid below)*

<b>Recognise</b> the lower intensity emotions, <b>connect</b> with your child, <b>listen empathetically</b> and <b>validate</b> their experience
Help child <b>label</b> their emotion
Set the <b>limit</b> with <b>problem-solving</b> :
a. Set the limit
b. Identify goal or motivation of child
c. Brainstorm solutions
d. Evaluate solutions
e. Allow child to choose their solution



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### **Teaching Children Emotional Literacy**

Using varied and complex feeling words will develop powerful feeling vocabularies for children. Here is a list of more complex feeling words that 3-5 year olds who are developing language normally know (Joseph, 2001; Ridge-way, Waters & Kuczaj, 1985).

Labelling a child's affective state allows them to begin to identify their own internal states. This is an important step in learning to regulate emotions (Joseph, 2001; Lochman & Dunn, 1993; Webster-Stratton, 1999).

#### **How many are you labelling for children each day?**

Affectionate	Enjoying	Peaceful
Agreeable	Excited	Pleasant
Annoyed	Fantastic	Proud
Awful	Fearful	Relaxed
Bored	Fed-Up	Relieved
Brave	Free	Safe
Calm	Friendly	Satisfied
Capable	Frustrated	Sensitive
Careful	Gentle	Serious
Caring	Generous	Shy
Cheerful	Gloomy	Stressed
Clumsy	Guilty	Strong
Comfortable	Ignored	Stubborn
Confused	Impatient	Tense
Cooperative	Important	Thoughtful
Creative	Interested	Thrilled
Cruel	Jealous	Troubled
Curious	Joyful	Uncomfortable
Depressed	Lonely	Weary
Disappointed	Lost	Worried



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**Which Emotional Style Do You Use?** (adapted from What Am I Feeling? John Gottman, 2004.)

**The “Emotionally-Dismissive”  
parent/ teacher**

*Says:*

“You don’t need to be sad. It’s not that bad. Put a smile on your face. There’s no reason to be un-happy.”

*The child feels:*

Ignored or disregarded when she has strong feelings. She learns that emotions are “bad” and need to be “fixed” quickly. She doesn’t learn how to handle her emotions, and has trouble with other children’s emotions.

*These children may:*

- Feel diminished or dismissed
- Are reluctant to come to you when they feel sad or angry
- Begin to dis-miss their own feelings and the feelings of others

**The “Emotionally-Disapproving”  
parent/ teacher**

*Says:*

“Stop crying! You can’t join us until you stop the crying. I can’t read the story with you crying. Do you want me to call Miss Smith (Head teacher) in to come and talk to you?”

*The child feels:*

Upset and now that you tell him that he’s wrong, he feels even worse. He feels criticized or punished for showing emotions even when he does not misbehave. He is never taught what to call the strong feelings he has or what to do with them.

*These children may:*

- Have more difficulty trusting their own judgment
- Feel something is wrong with them
- Have trouble regulating their emotions or solving their problems

**The “Emotions-Are-Good-Let-Them-  
All-Out” parent/ teacher**

*Says:*

“That’s it, just let your feelings out. You can hit and kick the pillow over there.”

*The child feels:*

Comfortable in expressing her feelings and knows that it’s acceptable to show emotions, whatever they are. But, there are no limits on her behaviour and little guidance as to how to deal with her strong emotions.

*These children may:*

- Don’t learn to regulate their emotions
- Have trouble concentrating
- Have trouble forming friendships
- Have trouble getting along with other children

**The parent/ teacher as  
“Emotional Coach”**

*Says:*

“Tell me how you feel. I’ve felt that way, too. You can’t hit somebody when you’re angry. Let’s think together about other things you can do when you feel this way.”

*The child feels:*

Valued and comforted when all of her emotions are accepted. At the same time, she learns that there are limits on her behaviour when she has strong feelings.

*These children may:*

- Learn to trust their feelings
- Regulate their own emotions
- Solve problems
- Have high self-esteem
- Learn well
- Get along well with others