

**LORD DERAMORE'S PRIMARY SCHOOL**  
**School Behaviour and Relationship Policy**

**'Striving to be the best we can be—nurturing learners for life'**

As an Attachment Aware school, Lord Deramore's prioritises building positive relationships between children and staff and children and their peers. We aim to promote qualities of selfdiscipline, respect for others, and positive attitudes to learning and each other. We believe that, in partnership with parents, we can teach children to regulate their own emotions and behaviour and to develop the lifelong relational competence that is associated with positive holistic life outcomes.

**RATIONALE**

A clear framework for promoting pro-social behaviour is essential for effective teaching and learning, and enhances the physical safety and mental well-being of pupils and staff. It is a pre-requisite for maximising academic and wider life outcomes and builds relationships with pupils and their parents based on mutual trust and cooperation. Concordant with our school's ethos, it develops sound core values with an emphasis on respect for others, mutual understanding and the celebration of diversity.

We believe that it is essential to maintain clear boundaries and expectations and that children feel safe and are most likely to thrive in a nurturing, structured school environment with predictable routines, expectations and responses to behaviour. Rewards and consequences that can follow certain behaviours should be made clear and children should be led to understand what is right and wrong. However, our evidence-based policy— informed by neuroscientific and psychological frameworks—acknowledges that behaviour is linked to emotional states, may communicate an unmet emotional need (conscious or unconscious) and that an ability to recognise and regulate emotions is a key aspect of understanding and managing behaviour.

We recognise that for children whose developmental stage or identified SEN causes them to struggle with cause and effect thinking, impulse control and emotion regulation, the exclusive use of a simple behaviourist model of behaviour management is unhelpful. Children who are particularly vulnerable in this respect are those with attachment difficulties, developmental trauma or other adverse childhood experiences for whom behaviourist approaches often cause further trauma and do not teach how to express emotions in a more appropriate manner. In particular, 'sanctions' that shame and ostracise pupils can provoke more negative behaviour and fail to develop the child's capacity for self-discipline. Therefore, in line with our commitment to attachment friendly and inclusive practice, and in accordance with DfE Mental Health and Behaviour Policy November '18, this policy acknowledges the need for flexibility and differentiation and advocates approaches that are tailored to meet specific individual needs and experiences.

By promoting practice which is underpinned by central principles of empathy, connection, attunement, trust, co-regulation, reflection, correction and/or reparation, we believe that this policy is authentically inclusive and beneficial to the whole school community.

## **AIMS**

- To work in partnership with parents to maintain high levels of pro-social behaviour throughout the school
- To create a safe, happy, calm and purposeful working atmosphere which is conducive to learning and emotional well-being
- To help all children develop self-discipline by learning to acknowledge and regulate their emotions and to accept responsibility for their behaviour
- To support the development of empathetic responses and an awareness of, and respect for, the perspectives and needs of others
- To help all children to develop non-abusive strategies for conflict resolution and to engage with restorative practice techniques
- To maintain an environment in which respectful, positive relationships thrive and where all members of the school community take responsibility for reporting and tackling any form of bullying or prejudicial discriminatory behaviour
- To offer differentiated provision for children with Social, Emotional and Mental Health needs or other Special Educational Needs who require additional support to be able to meet behaviour expectations
- To prioritise the development of relationships which provide traumatised children with attachment, co-regulation and support to develop interpersonal, intrapersonal, cognitive and emotional competencies (in line with attachment friendly practice recommendations)

## **ESTABLISHING EXPECTATIONS**

At the start of the school year each teacher works with their pupils to devise class rules based on the following whole school expectations:

### **At Lord Deramore's we expect adults and children to:**

- Use words and actions that help and do not hurt
- Listen to each other and respect the views, beliefs and needs of others
- Show consideration for others when moving around school (walking and using indoor voices)
- Try to calm themselves when things are difficult and to ask for help with this when needed
- Do their best and follow instructions promptly and without arguing so that we can make the best use of learning time and stay safe □ Look after and respect their own and other's property.

If you do not show good learning behaviour or you treat others disrespectfully your teacher will remind you of our expectations.

If you need more than one reminder, the teacher will warn you that you will need to give up some of your own time to reflect on your behaviour or work on a solution to the problem.

If your learning behaviour is a regular problem or if you use very unkind words or actions, you may have to reflect on your behaviour and work out a solution to the problem you have caused with the head teacher and your parents.

Always remember to ask for help to calm down if you are finding it difficult to make good choices.

## **PROMOTING PRO-SOCIAL BEHAVIOUR AND DEVELOPING RELATIONAL COMPETENCE**

## Universal approaches

At Lord Deramore's, we endeavour to create an environment/culture that is conducive to pro-social behaviour by:

- talking to new parents about the importance of our behaviour expectations and asking them to sign the Home/School Agreement to encourage collaborative working between home and school
- providing feedback on individual pupil behaviour in parent consultation meetings and school reports
- developing community spirit (e.g. Engaging in awareness/fundraising for days such as Jeans 4 Genes Day, homegrown charity projects such as the Pop-Up Café and School Council initiatives).
- initiating whole school days/weeks to focus on specific aspects of behaviour e.g. Anti-Bullying Week, Manners Week
- maintaining a quiet and calm school environment and using mindful activities to ground children at the start of lessons
- prioritising the development of positive relationships with children
- promoting high expectations and developing clear and consistent routines in classrooms and around the school including routines for transitions from playground to the school building
- the modelling of pro-social behaviour by adults
- using The Secure Base and PACE ((Playfulness, Acceptance, Curiosity, Empathy) model to support children with attachment needs

## Positive Reinforcement Strategies for Individuals and Groups

- Saying thank you and using positive body language (smiling, thumbs up, nod)
- Classroom praise – 'catching being good' - can be public or private dependant on individual needs – *some children including those with attachment needs can find praise unsettling*
- Using children's work as an example
- Stickers/GGs to give instant recognition for work/ behaviour - always make the reason for giving a sticker explicit – individual sticker charts should not be on display
- Notes/emails/calls home - especially important when behaviour has been a concern
- Special mentions for examples of pro-social behaviour (being a good friend, good problem solving after conflicts, always being ready to learn etc.)
- Taking a child to Head Teacher or another member of staff for praise
- Praising whole class or group - "Great yellow table—all settled down to work well" – avoid picking out a group which is not working well (may have children who struggle with organisation etc.)

- Marble in the Jar (“Great cooperation in PE today—well done—add a marble to our jar”) and/or Jar of Positive Behaviours – examples noted down and collected – shared at regular intervals or shown to head teacher for acknowledgement or small reward
- Praising individuals for personal progress in test scores (emphasise that all learning is about individual progress and not about comparing to others. Test results to be given individually, not to be read out or put on display).

## RESPONDING TO UNACCEPTABLE BEHAVIOUR/SUPPORTING RELATIONAL DIFFICULTIES

### Examples

Type of Incident	Type of Response (use natural consequences as far as possible)
Incident that disrupts learning.	Child uses some of break to catch up or to problem solve with teacher—considering strategies which could be used improve engagement in the next lesson.
Incident against another person—hurting with words (including speaking to others in a disrespectful way, controlling behaviour, racist comments) or with actions.	Emotion Coaching and restorative approaches (reflection and reparation).
Incident relating to property (damage, theft, not leaving as found).	Where possible – a natural reparation should be used e.g. cleaning up the mess, paying for replacement of item (parental involvement).
Incident relating to participation in a specific activity e.g. football at break time.	Adults to work with children to resolve conflicts e.g. different demands on playground space. Limiting time for children who struggle to play by the rules and supporting them with this.

## A Graduated Response

<b>Incident Level</b>	<b>Behaviour examples</b>	<b>Response examples</b> (responses will depend on context, the adult's knowledge of the individual, and on what is practicable in the moment but should be 'Authoritative' (adults are in control) rather than an 'Authoritarian' (adults are controlling))
<b>One</b>	<p><b>Low level disruption or unkind behaviour e.g.</b></p> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Ignoring instructions</li> <li>• Talking during a listening time</li> <li>• Pushing in</li> <li>• Isolated unkind comment</li> <li>• Isolated disrespectful response</li> </ul>	<p><b>Re-focus child</b></p> <p><b>Quiet word</b></p> <p><b>Offer of support :</b> <i>"You okay, do you need anything"</i></p> <p><b>Cue name:</b> <i>"Adam—all okay?"</i></p> <p><b>Nip in the bud:</b> <i>"Helen, you're talking and we are working quietly in this lesson."</i></p> <p><b>Model or prompt an appropriate response:</b> <i>'Would you like to try saying that in a different way?' or 'Did you mean to say please may I have that book?'</i></p>

<p><b>Two</b></p>	<p><b>Repetition of the above</b></p> <p><b>More significant hurting or unkind behaviour</b></p>	<p><b>Quietly remind the individual of expectations:</b></p> <p>Remind them of their choices—warn that if they repeat the behaviour they will miss some playtime</p> <p><b>Emotion Coaching:</b></p> <p>Where a significant reflection/problem solving/restorative element is required this should be done during a break - 'Time in'.</p> <p><b>Direct an adult or give extra support:</b> Staff presence for the child/ containment</p> <p><b>Wondering question:</b></p> <p>Suzie, I'm wondering if sitting too close to Rachel is making it difficult for you to concentrate on your work. Come and sit here where I can help you.</p> <p><b>Name the need:</b></p> <p>You're very cross because you wanted to go in the painting group. I can see that is hard. Everyone will get a go this week.</p> <p><b>Direct to regulation activities Distraction/</b></p> <p><b>Redirection:</b></p> <p>Mark – please pop next door and ask Miss Barns if I can borrow a stapler – Thanks.</p> <p>Incidents which result in loss of breaktime should be recorded in the behaviour book</p> <p><b>Key Attachment Friendly Notes</b></p> <p><b>If teachers need to write down names as a reminder to follow through consequences this should be done discreetly and not where others can see it</b></p> <p><b>Follow 'time in' rather than 'time out' approach</b></p>
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<b>Three</b>	<ul style="list-style-type: none"> <li>• Persistent repetition of above behaviours</li> <li>• Melt down leading to significant physical or verbal assault or damage to property</li> <li>• Racist, sexist, homophobic abuse</li> </ul>	<p><b>Report to Senior Leadership Team and SENCo</b> (Special Educational Needs Coordinator)</p> <p><b>Record on CPOMs</b> (school’s software application for monitoring child protection, safeguarding, pastoral and welfare issues)</p> <p><b>Report using City of York Council racial incident protocol</b></p> <p><b>Devise individual behaviour plan, monitor and review (See table below for possible approaches)</b></p> <p><b>Involve parents</b></p> <p><b>Involve well-being service</b></p>
<b>Four</b>	<p>Child does not respond to tailored approaches and their behaviour becomes physically aggressive, threatening the safety of that child or another person.</p>	<p><b>Use of reasonable force (see below)</b></p> <p>Staff will work as a team to prevent anyone being hurt or put in danger. This is a last resort approach and is used only if other approaches such as moving other children to safety are not possible.</p> <p><b>Exclusion (see exclusion policy)</b></p> <p>Every effort will be made to prevent a situation developing where this becomes necessary.</p>

### **Tone and Approach**

When dealing with unacceptable behaviour adults should use a calm but firm tone of voice. Shouting or using derogatory or demeaning language to or about a child is never acceptable.

### **Use of Reasonable Force**

Very rarely, it may be necessary for staff to use physical intervention. When this is the case, our practice is informed by the 2021 OFSTED Guidance: *Positive environments where children can flourish*. In line with this, physical intervention will be reasonable, proportionate and necessary. If the behaviour of a child becomes physically aggressive and threatens the safety of that child or another person, the staff will work as a team to prevent anyone being hurt or put in danger in accordance with the Education and Inspections Act 2006. This states that all members of school staff have a legal power to use reasonable force (‘no more force

than is needed.')

 to control or restrain. This applies to any member of staff at the school. Reasonable force can also be used to prevent a child damaging property.

The decision to use reasonable force is down to the professional judgment of the staff member concerned and depends upon the individual circumstances. It is the duty of the Head Teacher to ensure that adequate training is provided for staff. Staff at Lord Deramore's are trained to use Team Teach techniques. However, in an emergency staff may have to intervene in circumstances outside of their previous training or experience. This would only be in exceptional circumstances to prevent injury. As soon as possible after an incident of physical intervention, the member of staff involved will log a report of the incident on CPOMS using a record of physical intervention form. Parents will always be notified of a physical intervention. Staff may request the opportunity to access personal support, including counselling, from the Head Teacher.

## **SUPPORTING CHILDREN WITH SOCIAL, EMOTIONAL and MENTAL HEALTH NEEDS**

Some children may have persistent difficulties meeting behaviour expectations because of identified Social, Emotional and Mental Health Needs. It may be helpful for adults to think of such children as struggling to handle something difficult and therefore needing support to manage distress, rather than thinking of them as choosing to behave badly and concluding that they should be 'punished'.

Such children may require specific provision which is in addition to / different from most of their peers. Such provision should be planned with the SENCo and may include:

- Regulation times – access to a quiet area/sensory room, in class 'regulation station' (Busy boxes, stress balls, fidget toys, social stories, drawing pads), self-withdrawal, specific 'safe' places (e.g. tent)
- Anger management interventions – use of Five Point Scale
- Support from City of York Council Well-being Service and/or ELSA (Emotional Literacy Support Assistant)
- Individual Short-Term Targets – written with child to address a specific issue and usually reviewed at the end of each lesson/break (not suitable for all)
- Theraplay type activities with key worker.

## **POLICY STATEMENT**

This policy has included input from school staff and representatives from the governing body and parent/carers. It is based on:

### **Training from the CYC Educational Psychology Service**

*Behaviour Policies (developing attachment friendly policies)* – Dr Cathy Arden

*Emotion Coaching* - Dr Cathy Arden and Dr Danielle Hoyle

### **Publications**

Bombèr, L. M. (2007) *Inside I'm Hurting: Practical Strategies For Supporting Children with Attachment Difficulties in School*. London: Worth Publishing Ltd.

Bombèr, L. M. (2011) *What about me? Inclusive strategies to support pupils with attachment difficulties make it through the school day*. London: Worth Publishing Ltd.

Bombèr, L. M. (2015) *Attachment Aware School Series: Bridging the gap for troubled pupils. Book 1: The Key Adult in School*. London: Worth Publishing Ltd

Geddes, H. (2006) *Attachment in the Classroom: The Links Between Children's Early Experience, Emotional Well-Being and Performance in School*. London: Worth Publishing.

Golding, K.S., Fain, J., Frost, J., Mills, C., Worrall, H., Roberts, N., Durrant, E. and Templeton, S. (2013) *Observing Children with Attachment Difficulties in School: A Tool for Identifying and Supporting Emotional and Social Difficulties in Children Aged 5 – 11*. London: Jessica Kingsley Publishers.

Gore, E. and Boy, K. (2017) *Becoming an Adoption Friendly School. A Whole-School Resource for Supporting Children Who Have Experienced Trauma or Loss*. London: Jessica Kingsley Publishers.

Siegel, Daniel J., and Tina Payne Bryson (2014) *No-drama Discipline: The Whole-brain Way to Calm the Chaos and Nurture Your Child's Developing Mind*: 1st. ed. New York, Bantam

### **Online Resources**

Bath Spa University (2017) *Somerset Emotion Coaching Project: Full Evaluation Report*. Available from [https://www.bathspa.ac.uk/media/bathspaacuk/education-research/attachment-aware/Emotion-Coaching-Full-Report-July-2017-\(1\).pdf](https://www.bathspa.ac.uk/media/bathspaacuk/education-research/attachment-aware/Emotion-Coaching-Full-Report-July-2017-(1).pdf) [Accessed 22/04/19]

Beek, M., Schofield, G., University of East Anglia (no date) *Providing a Secure Base*. Available from <https://www.uea.ac.uk/providingasecurebase/resources> [accessed 21/04/19]

Brighton and Hove City Council (2018) *Developing an Attachment Aware Behaviour Regulation Policy: A Relationship-Based Approach to Inclusion* Available from [https://docs.wixstatic.com/ugd/623336\\_65a88c73401945f7aa344b9d9facd28b.pdf](https://docs.wixstatic.com/ugd/623336_65a88c73401945f7aa344b9d9facd28b.pdf) [Accessed 20/04/19]

Colebourne Primary School (2017) *Behaviour policy*. Available from [file:///E:/Downloads/Behaviour%20policy%20-%20Sept%202017%20in%20development%20\(1\).pdf](file:///E:/Downloads/Behaviour%20policy%20-%20Sept%202017%20in%20development%20(1).pdf) [Accessed 17/04/19]

Gilbert, L., Gus, L., Rose, J. (2015) *Emotion Coaching UK What is Emotion Coaching?* Available from [www.emotioncoachinguk.com](http://www.emotioncoachinguk.com) [Accessed 20/04/19]

Greene, R. W. (2019) *Lives in the Balance Walking Tour for Educators*. Available from <https://www.livesinthebalance.org/walking-tour-educators> [Accessed 20/04/19]

Hughes, D. (2019) *What is meant by PACE?* Available from <https://ddpnetwork.org/aboutddp/meant-pace/> [Accessed 20/04/19]

## **POLICY LINKS**

This Behaviour Regulation Policy links to the following other school policies:

- Abusive or Threatening Behaviour
- Anti-Bullying
- Code of Behaviour for Adults in School
- Community Cohesion
- Exclusion
- PSHE
- SEND & Inclusion

**Approved by Full Governing Body**

**September 2022**

**Due for review: September 2023**