



## **Positive Behaviour Policy**

### **Supporting pro-social and pro-learning skills**

Led by	Ryan O'Hearn / Sarah Robinson
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Date for review	September 2025

***Insistent, persistent, consistent, with a bucketful of kindness.***

# Introduction

## A Culture Shift

At Freegrounds Junior School, we have adopted a therapeutic approach to behaviour called the Empowerment Approach. Implementing a therapeutic approach across our school requires a cultural shift – it is not just about changing some of our approaches and methods. As with any school improvement strategy, it will take time to bring about long-term change, several years rather than several months. As a result, this behaviour policy is likely to evolve and develop as our staff team and school community become really proficient with the approach.

## The Empowerment Approach is built on three key principles.

1. all young people (and the adults around them) will benefit from learning about themselves: finding out how their brain works and understanding their needs and stressors
2. all young people need plenty of opportunities to learn and practise skills that will help them to manage well whatever challenges life throws their way
3. the way in which adults respond when things go wrong for children and how they follow up incidents are crucial factors in determining whether a child has a great outcome or a poorer one.

The Empowerment Approach teaches everyone:			
	About the brain and how it works		How to help children prepare to be at their best for learning and play in ways that work for everyone
	A way to help a child work out the unmet needs behind their difficulties and know ways to fill these needs in helpful ways		The best way to react and help someone get back on track when things go wrong
	How to help a child build the skills needed to manage well in learning and play - even when their needs aren't being met		How to follow-up and problem-solve with children so they manage better next time and make good progress over time

## Therapeutic approaches

The Empowerment Approach adopts the principles of a therapeutic, attachment and neurodiverse-informed approach to working with children. It is underpinned by the belief that when a child presents with challenging behaviour, the first step should be to work **with** the child to identify the stressors and missing skills. Once the stressors are identified, adults should work with the child to reduce these stressors and build the skills they need to respond better next time.

New skills need to be taught and practised. Change will not necessarily be quick as new neural pathways take time to build; the child may therefore require additional supports whilst they build skills and new strategies.

## Putting the child at the centre

At the core of the approach is ensuring the young person's voice remains central. In order to have a genuine voice, it is crucial that children are supported to understand their behaviour and develop strong metacognitive skills. Knowledge is power. By understanding their own responses to situations and the responses of others, we give children an authentic opportunity to voice their thoughts, concerns and develop solutions that last.

## Our Ambition

Our overarching ambition is to create an inclusive school where children are supported to become confident, prosocial members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching.

We recognise that, as with all learning, children will enter our school gates at very different stages. Some children will already have developed a good level of pro-social and pro-learning skills due to the support and experiences they have enjoyed. It will be easy for them to learn and play successfully. Other children will not have developed those skills and may have greater needs and difficulties than their peers. This means it will be much harder for them to follow routines, work with others and meet the daily demands of school and they will need greater support. Our inclusive school needs to be a place where **every** member feels safe, content and able to learn; as such, our approach ensures that, whilst we meet the needs of the most vulnerable, those of the group also holds paramount importance.

We want to inspire children to set aspirational goals for themselves and be intrinsically motivated to achieve them. We know that a person never rises to low expectations and so we will always insist children work hard to become the best they can possibly be, in every way. We also know that some children will find meeting our high expectations much harder; as such we will always combine our very high expectations with equally high support.

We recognise that learning means children will not always get things right. This is true of the skills associated with behaviour as it is with reading, writing, swimming or maths. We are educators, not controllers. When children do not meet expectations, we will therefore focus on working **with** them so they can do better next time. We do not just 'manage' children, solving issues on a transitory basis by sitting an adult by their side to 'keep them on task'. We will keep working with

a child to build their skills and ensure they make ongoing progress until they can succeed independently. At the same time, we will make sure things are in place to ensure all those around them are safe, content and able to learn.

## **Our Goals**

### **For all children to:**

- Build the learning skills needed to achieve well in the classroom and beyond.
- Develop strong pro-social skills so they talk and act in ways that are good for those around them and contribute positively to the groups and communities in which they belong.
- Become strong and positive self-advocates so they secure their individual needs successfully and in ways that work for others.

## **Aims of the Policy**

- To secure a calm, supportive and enjoyable environment for children and adults alike.
- To support all children in meeting their physical, emotional and learning needs fully and with increasing independence so they feel great and can learn and play at their best.
- To support all young people in developing the skills needed to learn and play successfully and with increasing independence.
- To have a consistent approach to behaviour throughout the school community and beyond so that all adults supporting our children use a shared language and a consistent approach.
- To establish clear procedures for agreeing expectations with children, supporting children to prepare and plan to meet them and for responding and following up when they do not manage to do so.
- To ensure that all members of our school community are aware of these procedures and follow them consistently.
- To agree clear expectations with children ahead of tasks and events and provide opportunities for them to plan and prepare to be at their best.
- To teach children about pro-social and pro-learning behaviours through our PSHE programme and to promote British values.
- To recognise and celebrate progress in all areas of learning, including pro-social and pro-learning behaviour.

## Key elements of our approach

- Teaching children about their brains
- Agreeing high expectations
- Supporting children to prepare and plan to be at their best for learning and play
- Responding by connecting when things go wrong
- Following up every incident and solving problems together
- Coaching young people to resolve unhelpful behaviour patterns

## Language Shift

Language is so important – words have the power to build self-esteem or to destroy it. The Empowerment Approach is strength based focused. Adults will avoid the language around choice and simplistic labels – e.g., talking about ‘good/bad choices’ when referring to behaviours or incidents. The approach set out in this policy is based on the premise that not all behaviour is simply a matter of choice. Making a ‘positive choice’ usually requires being in a calm or ‘thoughtful’ frame of mind to do so. ‘Bad choices’ (or ‘inappropriate behaviours’) are usually the result of feeling emotionally dysregulated. With support to self-regulate, children, young people and adults can be helped to behave in more socially acceptable/appropriate ways and to make better ‘choices’ and to develop more helpful pro-social and pro-learning skills.

This language shift is similar to an Emotion Coaching approach already used in school based on the principle of empathetic engagement with the child’s emotional state being verbally acknowledged and validated. This supports the child’s sense of security and feeling ‘felt’ which helps de-escalate the child’s big feelings. Adults will always react with connection when things go wrong, staying calm and responsive.

<b>Responding needs the cool, calm of a paramedic!</b>	
<b>Skill</b>	<b>What this looks like</b>
	<p><b>I can stay calm, modelling skills I want them to build:</b></p> <p>I can stay calm, even when the young person is saying and doing things which are hurtful, worrying or even dangerous.</p> <p>I work out my own triggers so</p> <p>I can 'Prep4Best' – planning and practising ways to stay calm.</p>
	<p><b>I can 'Connect to Calm' to help them regulate:</b></p> <p>I say things which help the young person feel understood and supported.</p> <p>The things I say help them to feel I'm there for them and understand what they are experiencing.</p>
	<p><b>I can offer support to help them get back on track:</b></p> <p>I can offer something that might help, even when the young person is being anti-social.</p> <p>I stay calm and kind.</p> <p>I give the child choice wherever possible so they feel a sense of control over the situation.</p> <p>I stay focused on the fact that this is the 'Paramedic' stage. Later will be the time to address any concerns.</p>

## Trick Box

Trick Box is an emotional management approach that we use in school to develop children's ability to cope and develop life skills, focusing on confidence, calmness, communication and creativity to cope with all kinds of life situations. It is an emotional management and personal development programme for all of our children. It's simple, fun and effective. It is based on developing 4 key areas Confidence, Communication, Creativity and Calmness.

Trick Box helps children and adults to:

- Recognise and self-manage emotions
- Develop mindful awareness around mind-body connection
- Build awareness and choices around body language signals
- Create confident, mindful decision making
- Set and achieve positive goals
- Develop communication skills to enhance interpersonal relationships
- Problem solve and create solution thinking
- Create intrinsic motivation and the confidence to try new things in new ways
- Develop a positive mindset building long-term resilience and autonomy



Adults in school will use the Tricks alongside the Empowerment Approach when supporting children in how they can help themselves.

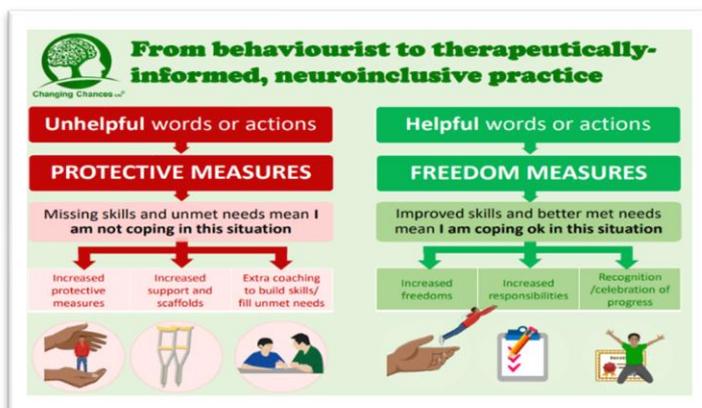
## Clear Expectations

Our School Expectations are:

- \* **Be Kind**
- \* **Be Polite**
- \* **Be Respectful**
- \* **Be Hardworking**

Adults will work with children to agree how to speak and act at different times to ensure everyone feels safe, content and able to learn. We agree expectations and boundaries with children, with a focus on it being 'Good for you, good for me, good for everyone.' We help children have a sense of control over what happens to them. Adults will support children to understand their own needs and the needs of others to ensure that life in the classroom and around the school is '**Good for me, good for you and good for everyone**'.

## When children meet expectations:



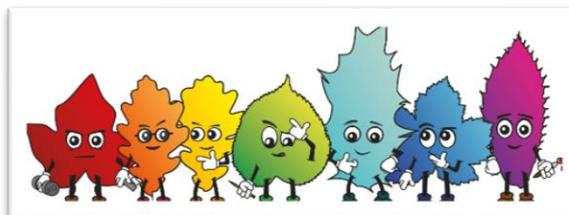
**Open measures:** Open measures will be agreed with children depending on their year group. For children who are able to meet the high expectations in place, it will be assumed that they can be independent and responsible and there will be more open measures available to them with increased responsibilities. These may vary but can include: choice over who to sit next to in class, leave the classroom to go to the toilet without having to ask, visit the library on their own, come straight into class after break without lining up and so forth as decided by the class teacher.

**Recognising achievement:** There is a huge difference between recognition and rewards. Recognising achievement motivates children as they can notice and feel good about their specific skills, attitudes and knowledge. Adults giving specific recognition focusing on specific skills and how the child must be feeling – ‘you put so much effort into your writing – you must feel so proud of what you have achieved’. Adults will recognise when a child has improved in a specific skill, or gained new knowledge or understanding and will give directed praise focused on effort.

**Effort marks:** Children can earn an effort mark for demonstrating the school’s learning behaviours. Effort stickers are collected on a record chart in children’s home school diaries and will be marked by a coloured dot. This will give children the opportunity to visually keep track of how many Effort Marks they have received, as well as reflecting on which learning behaviours they are strongest in and need further practice.

The learning behaviours are:

- \* Resilience (red)
- \* Teamwork (blue)
- \* Critical Thinking (Green)
- \* Creativity (purple)
- \* Reflection (dark blue)
- \* Independence (light blue)
- \* Pro-Social (gold)

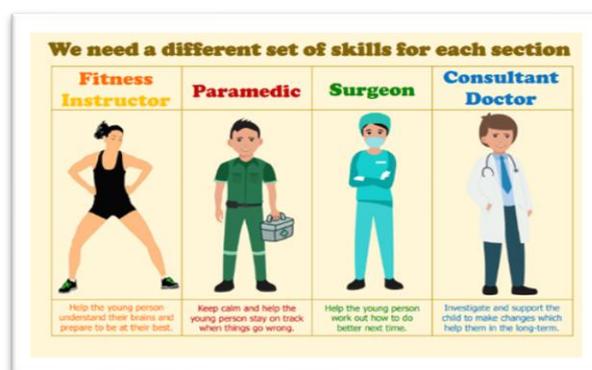


**Star of the Week:** Every week, each class teacher will choose one child in their class who has shown exceptional behaviour linked to one of learning behaviours; Resilience, Creative, Critical Thinking, Reflective, Team Work, Independence, Pro-Social. This particular child will have their certificate presented by the teacher in celebration assembly on Friday.

**Class & School Responsibilities:** Positions of responsibility can make a really strong contribution to a child's emotional need to belong and feel valued. Positions of leadership and responsibility not only give children the opportunity to learn skills for life, they also help to fulfil emotional needs by creating opportunities to feel skilled, capable, important and valued.

**General Classroom Approaches:** To encourage children in a class to work as a team and support one another, various approaches may be used by class teachers such as; tidy table points, marble jar for noticing pro-social skills, sending a child with their work to show the headteacher etc. There is an understanding that these approaches support external motivation whilst we work on supporting children to understand themselves and develop intrinsic motivation.

## All of the time Support – Universal (Fitness Instructor)



## How adults will follow this approach

- \* **Be Curious Not Furious: in your tone, words and actions** maintaining a calm, solution-focused mindset towards behaviour that can be unhelpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the behaviour, rather than focusing on the behaviour itself.
- \* **Positive, kind, unconditionally positive relationships:** prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position

themselves **for** rather than **against** the child, with the core belief that when people **feel** better, they **do** better.

- \* **High expectations, high support:** expecting all children to achieve their very best and make good ongoing progress; providing high quality, systematic and carefully planned support.
- \* **Support (with the child, not done to the child)** for any children who are not yet able to meet those expectations. High expectations should always be teamed with a spirit of kindness and unconditional support.
- \* **Teach children (and adults) about their brain:** placing a high priority on developing children's understanding of themselves and their brains; recognising that knowledge of oneself is empowering and is the first step towards progress – one cannot change what one doesn't know or understand.
- \* **Understand needs:** when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well.
- \* **Follow-up is essential** – 'without follow-up, there will always be mopping up'. We believe that, like all other areas of learning, we must have a systematic and rigorous approach to improvement and consistently follow-up any times when a child does not meet the agreed expectations. Consistent follow-up is essential in securing good progress.
- \* **Children's voice at the centre** – supporting children to understand their behaviour and decide on goals and how to achieve them should be at the heart of our work; by doing so, we secure intrinsic motivation and positive self-advocacy.
- \* **Teach Executive Function Skills:** attention control, impulse control, processing speed, working memory; cognitive flexibility and emotional regulation are key skills for life. They need to be taught and practised.

## What this approach looks like in school

1. **Teach children about their brain (Brain Fit)** – All classes will follow teaching plans which ensure children learn about their brains, their needs and are taught the skills needed to learn and play successfully on their own and with others.
2. **Agree expectations** with children so they feel a sense of control over what happens to them and an ownership of boundaries. We believe our expectations should be the same for everyone. It is important for everyone to feel safe, happy and to be able to learn at their best. This will only happen if every person in the class (including adults) keeps to these expectations. However, we also know that there will be genuine reasons why some children find it much harder to keep to the expectations agreed and these children will need adjustments and additional support and scaffolds to ensure they can succeed.
3. **Bright Spots:** we help children notice times when they manage well and are at their best. We notice when they use strengths in helpful ways. We plan experiences that maximise children's strengths.
4. We help children to recognise, track and celebrate their progress – however small. We make sure goals are broken down so they feel success on a daily basis and help them get their **Daily DOSE**.
5. We agree expectations and boundaries with children, with a focus on it **being 'Good for you, good for me, good for everyone.'** We help children have a sense of control over what happens to them.
6. **Help children to plan and prepare to be at their best (Prep4Best)** – All adults will follow a routine in which expectations are agreed ahead of a task or event and children are given the opportunity to consider what they may need in order to work at their very best.
7. **Show unconditional support** – work with children and put preserving good relationships first. All adults will work hard to establish secure, positive relationships with children. If the relationship is not positive, the adult will take responsibility to put this right.

## Shared language to use with children for Calm, Connect, Support

Connect to Calm Scripted Phrases to de-escalate	
<b>Notice their emotions</b>	'I can see....' 'I notice that....' 'Tell me more about that...'
<b>Feel their emotions</b>	'I understand you are struggling...' 'I can see that this is really hard for you' 'It's okay to feel like that'
<b>Name their emotions</b>	'I can see that you're feeling really worried/angry/frustrated right now' 'It needs to be good for everyone...'
<b>Calm Connect Support</b>	'What can you think of to do which is good for you but also good for everyone else?'

### When children do not meet expectations:

**Protective measures:** Children who are missing skills and have unmet needs and are finding it hard to meet expectations will need protective measures with increased support and scaffolds until they learn the skills required and can show greater independence. Protective measures are focused around **Supervision, Safety and Skills**. Adults will work to connect with the child's experiences and look to get to the core of what is stopping the child feeling good and doing well.

### Non-verbal and verbal cues

Prior to using a 'Coaching Prompt', adults can use a range of skills and strategies to make clear their expectations to all children. These can include the following:

- **Positioning within the classroom** – not engaging with but moving to an area where there is low level disruption or where children are talking/not meeting expectations
- **Prolonged waiting/silence** – giving the opportunity for expectations to be met
- **Positive reinforcement to those meeting expectations** – genuine and specific praise
- **General class reminder to all** – stopping everyone and making clear the expectations. This could be used if there are a number of children not meeting expectations.
- **Individual prompts** – EG 'Name, you know that I am waiting for you to meet our school expectations. I am being patient and it's important that you make a change to what you are doing as at the moment it's not good for me while I'm trying to teach and it's not good for everyone else who is trying to concentrate'.

- **Suggest an adaption** – do you think it might help if you swapped seats/ put the fiddle tool down for a while/ turned your chair right around to face the board?

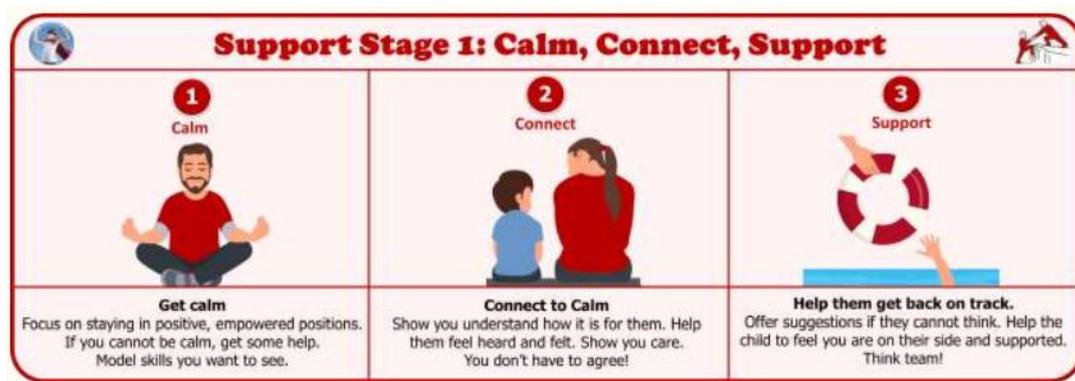
The following Response Plan will be used when children present with challenging behaviours:

## Stage 1

### Coaching Prompts - Responding in the moment (Paramedic)

Whenever a child is not meeting the expectations agreed, the adult should respond through Calm, Connect, Support:

1. **Calm:** the adult needs to find their own calm. All adults will model self-regulation at all times, helping the child to regulate their own emotions.
2. **Connect:** acknowledge and empathise with their feelings, you don't have to agree. When things go wrong, the adult will say things which help the child to feel supported and understood.
3. **Support:** Help them to get back on track for the moment. Working out steps for next time comes later. Adults will always offer ways to help the child get back on track, such as a different space to learn or other available supports.



### Why should adults use this approach when responding to unhelpful behaviours?

We know from neuroscience that when children deregulate, the areas of the brain responsible for rational thinking, reasoning and problem solving are inhibited. This means that the first priority is to regulate the child. We know that, when someone is given support and empathy, oxytocin is released into the body which in turn speeds up the regulatory system. Adults should therefore always respond with support and empathy, even when a child has done things we don't agree with. Showing support and empathy does not mean we have to agree with or condone the action.

Another reason for responding with Calm, Connect, Support is that we know that responsive, positive relationships are crucial to long term well-being and success. When adults respond in cross or disappointed ways, the child begins to feel adults are not on their side. Relational safety is crucial for children and if this is damaged, it becomes a significant unmet need which can further exacerbate the stressors contributing to unhelpful behaviours.

In addition, negative responses from adults can lead the child to self-identify as 'bad' or 'naughty' (and for her / his peers to label them as 'naughty'). When a child 'feels naughty', they feel worse about themselves and their responses can spiral downwards; in many schools, children become trapped in the 'punishment cycle'. It is therefore crucial that adults always respond calmly and supportively so that a child's self-concept is protected. When people feel better, they do better!

**However, embracing a spirit of support and empathy does not mean lowering expectations and holding children to account.** Maintaining high expectations is crucial; it is therefore vital that there remains a consistently tight focus on the importance of pro-social and pro-learning skills and there is always follow-up when a child does not meet expectations. Every member of the school community should know that children who aren't managing to keep to expectations will be given lots of extra help, just like someone in reading might receive if they are struggling, and they may have to work harder and give extra time until they can manage successfully.

**Adults will:**

- \* **Use set scripted phrases to validate and connect with a child**
- \* **Refer to School Expectations & Class Charter**
- \* **(After two prompts) – give a child reflection time outside the classroom (10 mins)**
- \* **(After two prompts) – support a child with short term changes to open measures (if this will help) EG the child moves where they are sitting for the session**
- \* **Use the Support Card if a child is struggling to regulate and a change of face/adult is required to support them to feel calm and regulated**
- \* **Keep an informal record of coaching prompts each day**
- \* **Be clear with the child that a prompt has been given**
- \* **Ensure that coaching prompts that take place during lunch or break time are passed on to the class teacher**
- \* **Give up to three Coaching Prompts over a day before moving to Stage 2**

## Stage 2 Coaching Conversations (Surgeon)

Follow-up involves two elements: Coaching Conversation and Repair Time.

Repair Time is different to a Coaching Conversation and they have very different purposes: the purpose of the Coaching Conversation is to problem-solve the concerns and needs of all parties and find a solution to enable the child to do better next time. Repair Time on the other hand is about reflecting on any amendments that should be made and building the skills of social cognition and empathy.

Every time a child does not meet the expectations agreed at the start, it should be followed-up at a time when everyone is calm using a 'Coaching Conversation'.

Coaching Conversations are a problem-solving technique which focus on understanding needs, building skills and planning how to do better next time.

We use this method because we know that punitive consequences are good at making children feel bad but are very poor at helping children to:

- a) work out how to meet their needs better next time
- b) build their Executive Function skills
- c) develop their Emotional Intelligence.

Coaching Conversations support children in all these vital areas. During a Coaching Conversation, the concerns of the child and the adult are explored and ways to meet both are discussed.



### Stage 2 Support: The Coaching Conversation

4. **Introduce the concern** in a way that keeps the child regulated and feeling supported

5. **Listen to the child** – listen to understand, not to respond. Ask questions until both you and the child really understand the needs and missing skills behind the issue. Ask questions in a way the child feels heard and their perspective understood.
6. **Share your concerns** and your point of view using the ‘Speak Up for Better’ technique (start with evidence and how you are interpreting it, use ‘I’ rather than ‘you’).
7. **Problem-solve** together – always ask for the child’s ideas first; expect the child to work hard at thinking of solutions which are ‘Good for Me, Good for You, Good for Everyone’. If they really cannot think of solutions, despite trying hard, the adult should make suggestions and encourage the child to decide which would be best. The principle is that the child feels authorship of the solution as this will make it more likely they will follow it through.

**Things adults should keep in mind to secure sustained ongoing progress:**

- \* Real, long-term change takes time – our job is to help children and young people to create new neural pathways, and to recognise that they can’t do this overnight. This means that the first Coaching Conversation is unlikely to lead to instant change – ‘Change needs more than a chat’.
- \* Scaffolding pathways to independence: Children and adults need to be clear about the end goal. Small steps should be planned with the child, and successes recognised and celebrated.

It may be necessary to put scaffolds in place for a while, but it is essential that over time these are reduced and removed as the child develops the skills to function independently. When supports and scaffolds remain static, children become dependent.

**Adults will:**

- \* **Use the Coaching Conversation (CC) slip as a prompt if needed to shape conversations with children**
- \* **Consider changes to open measures as well as the use of protective measures (scaffolds) that could be put in place depending on the low-level disruption or specific issue that is arising**
- \* **Inform parents/carers through Home School Planners of any CC that has taken place**
- \* **Email the child’s parents/carers if two CC have taken place in a short period of time**
- \* **Record on CPOMs all CC that take place**
- \* **Arrange a Coaching Time session if a child has needed three CC within three weeks (Stage 3)**
- \* **Discuss and consider natural consequence with the child**

*A Coaching Conversation may be used for a one off more serious behaviour EG persistent refusal to follow an instruction, significant rudeness to a member of staff, repeating the same low-level behaviour without clear effort to make a change*

**Repair Time: a restorative justice technique (used at all stages):**



Repair Time should **always** take place if a child's words or actions have had a negative impact on anyone or anything.

Repair Time has a different focus to the Coaching Conversation and has a distinct and separate purpose.

8. Repair Time should be scheduled to take place as soon after the incident as possible but only once the child is calm (this can take place during the Coaching Conversation). It is preferable that the adult first involved in the incident leads Repair Time, wherever possible.

During this stage, the child is supported to consider the perspectives of others; they are helped to think through whether the needs of other people were compromised in any way – the natural impact that their words or actions may have had. By exploring this in a matter-of-fact way and in a spirit of support, the 'repair stage' supports improved skills within the areas of social cognition and empathy.

### **Stage 3 Coaching Time (Surgeon)**

Coaching Time should take place in the event that a Coaching Conversation has been used three times yet not led to any noticeable improvement.

It is vital that the child does not see Coaching Time as a punishment but rather as a commitment to wanting them to do better so they can achieve well. This message should

be emphasised to the child and everything should be done to ensure the experience is a positive one for the child, whilst also firmly holding them to account for making progress.

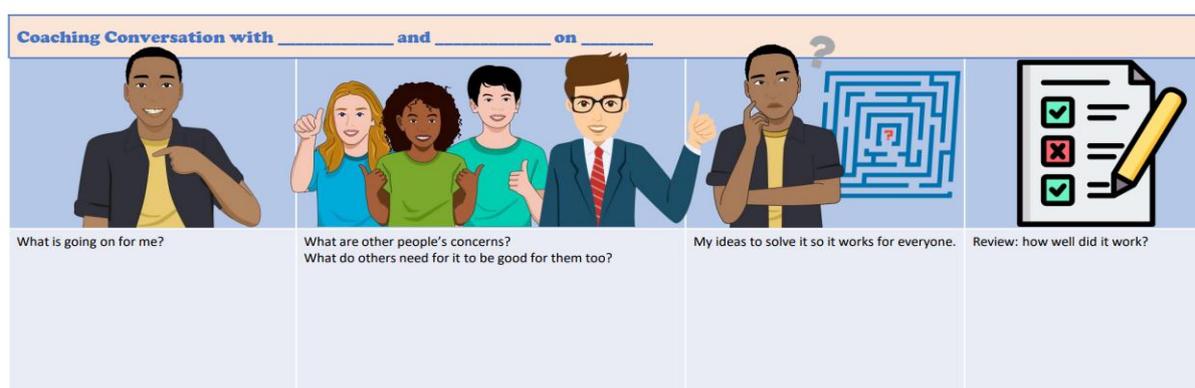
Coaching Time should be carried out in a spirit of support with an adult with whom the child has a good relationship. It is ideal if this is the adult who teaches the child most. Coaching Time can take place in groups, if necessary.

Coaching Time incorporates the following different elements:



Adults will:

- \* Spend around 20mins meeting with the child and a member of the senior leadership team to develop a plan of support to ensure support is in place so children can meet expectations in the future (during this time they will discuss expectations and address skills difficulties)
- \* Inform parents/carers what has been agreed during the meeting and will send paperwork that has been completed during the meeting home
- \* Record Coaching Time (CT) conversation on CPOMS
- \* Set a measurable time frame (approx. three weeks) for a child to demonstrate they are meeting the agreed expectations successfully
- \* Set out longer term protective measures/scaffolds in place
- \* Begin a period of monitoring around two key targets which have been agreed with the child. A monitoring report will be sent home with the child each day to parents/carers to communicate how well expectations are being met during this time and to monitor progress
- \* Not continue with CC when a child has a monitoring report in place



If Coaching Time conversations have taken place and these have not led to a change to the unhelpful behaviour, an individual plan and a coaching programme should be put in place (monitoring periods may be extended or repeated if it is felt that this will be beneficial).

## Support Stage 4 Coaching for Change Programme (Consultant)

9. Fill needs
10. Build Skills

If Coaching Time has taken place and sufficient progress has not been achieved, the child should be placed on a Coaching Programme. The Coaching Programme is a more intensive level of support for children who have higher levels of difficulty; it involves a series of sessions which should ideally take place outside of the school day and it is expected that parents/carers attend these planning meetings with their child.

The Coaching Programme involves the following elements:



At Support Stages 3 & 4 a child will always have an individual plan which identifies and plans for unmet needs and the building of any lacking Executive Function Skills. Individual plans will be overseen by SLT at Stage 3 and the school's SENCO and the inclusion team for Stage 4. The class teacher is responsible for identifying key skills and areas of need which need support around and will meet with senior leaders.

### Teachers will:

- \* **Arrange to meet with parents/carers after school with child and/or SENCO/SLT**
- \* **Needs and Skills central to planning with clear outcomes identified**
- \* **Coaching programme provision to be agreed with measurable time frame i.e; a six-week period of intervention support, x2 30min sessions per week.**
- \* **Agree with parent's clear support to be put in place at home as well as school for positive outcome**

- \* **Review protective measures in place and skills developed at end of provision.**
- \* **Includes bespoke individual plans for children with SEND with SEMH as main barrier of need – developed by the SENCO including IBMPs**

### **Natural Consequences:**

The consequences of keeping and not keeping to each school expectation or the class charter are focused first on the natural impact i.e. If we are kind and calm in how we respond to others, they will feel safe. If we respond unkindly and aggressively, others will feel unsafe and may feel scared. They may then not wish to spend time with us or we may be asked to not spend time with them until they feel safe and secure again.

### **The reason for this is that a focus on the natural impact supports the development of:**

- \* Emotional intelligence
- \* Empathy
- \* A strong moral compass
- \* Intrinsic motivation to do the right thing

### **We know that, if consequences are focused on the rewards children will get or the punishments they will suffer, it leads to children:**

- \* Thinking about what's in it for themselves rather than developing social and emotional intelligence
- \* Doing things because they think they may be seen or get caught rather than developing a strong moral compass
- \* Becoming dependent on authority rather than developing the independence to think through the right thing to do for the well-being of themselves and others
- \* Relying on extrinsic motivation rather than feeling internally motivated to make moral decisions.

Internal motivation, independence and a clear moral compass are crucial for children's futures; by building these early, they will be better equipped to avoid the common pressures experienced in teenage hood and beyond which lead to substance abuse, risky behaviours and crime.

At Freegrounds Junior School, we hold children tightly to account by always following-up every incident of unhelpful behaviour through Coaching Conversations and, if the unhelpful behaviour continues, supporting ongoing progress through a programme of coaching.

### **What makes this different from a previous behaviour management strategy?**

Much of what happens will be the same; it is **how** it happens and the intentions and focus behind the adult actions that will be different.

#### **a) Supportive Intentions**

When a child isn't managing, the 10 Point Response Plan will be used to help get them back on track and they will be reminded of the needs of the adult and others in the class. The focus will be on regulation, protecting self-esteem, developing emotional intelligence and collaborative problem-solving.

If a child's actions are stopping others from learning or putting others at risk, of course it isn't appropriate for the child to remain in the class. However, how this is communicated will be very different – it will be in a supportive and calm manner emphasising that the adult needs to help the child find a place to be where they and others around them can feel good and successful. The intention will be to secure the best achievement for all children – the child and the rest of the class.

#### **b) A Skills Focus**

This approach is also far more concerned and rigorous in recognising and addressing any unmet needs and making progress in the skills that are preventing them from meeting the class charter in the first place. This differs from traditional behaviour policies that assume sanctions or rewards alone will help children to make progress.

### **What happens if a child continues to fail to meet expectations?**

Every child deserves to feel safe, happy and be able to learn. It is therefore vital that, if a child in the class is putting this at risk, the right support is put in place so that other children are protected.

If the use of Calm Connect Respond, Coaching, support on skill building and scaffolds and adjustments to help whilst these are still developing, isn't proving sufficient, it may be the child needs some different provision within the school whilst they develop the necessary skills.

Those children who have continued unmet needs despite high levels of support in place, will be monitored closely and placed on the Cause for Concerns list where the SENCO can look closely at what is in place to support the child's needs. A child will be placed on the SEND register if, despite a graduated approach of assess, plan, do, review the child is not making expected progress – see SEND policy for more detailed information.

The inclusion team, led by the school SENCO offers a range of social, emotional and mental health provision (SEMH) which children can access depending on specific unmet needs or skills they need to develop. This will be agreed by the inclusion team along with the class teacher. Provision offered currently consists of the following:

- \* ELSA – adult-led emotional literacy sessions to teach specific skills in identifying and managing emotions. A six-to-twelve-week programme offered either 1:1 or small group based;
- \* TALA – child-led therapeutic active listening sessions for individual children who need a safe space to play or chat with a trusted adult;
- \* Lego / Jewellery Therapy – small group led sessions over a six-week period to teach active listening skills and social skills such as turn-taking, collaboration;
- \* Social Skills Programme – small group sessions for neuro-diverse children who need to develop specific skills such as initiating conversations, making eye contact, taking turns etc
- \* Thrive activities – play based sessions for individual children to meet unmet early developmental emotional needs
- \* Sensory Circuits – support for children to understand their sensory needs and how to help themselves regulate.
- \* Breakfast club / Lunch provision – to support 5C needs as well as supporting the development of pro-social skills

Depending on need, the SENCO will decide which provision will suit a child best and the class teacher will agree a specific area of need or skill for the child to work on. In all contexts, the specific skills which will be a focus to build should be **explicit, decided with the child and progress tracked.**

### **Responding to serious behaviours**

Serious behaviours will be responded to by a member of the senior leadership team and may consist of:

- \* Showing extreme and threatening aggression
- \* Physically hurting another child or an adult
- \* Bringing in weapons (real or imitations) or paraphernalia that may hurt others or intend to threaten others

### **Internal Suspension**

- \* Depending on the severity of the behaviour, the senior leader in charge may decide on an immediate short-term suspension or an internal class suspension. Length of short-term suspensions will depend on several factors at the Headteacher's discretion. All

exclusions must be agreed by the Headteacher and in line with the school's Exclusions Policy.

- \* If suspension is not deemed to be appropriate, there will at least be a phone call home by a senior leader to inform the parents/carers of their child's behaviour and to arrange a coaching plan conversation with the class teacher and parent/carer where protective measures will be agreed for a set period of time whilst the child develops the skills required.
- \* The adult who was with the child at the time of any serious behaviour must complete a CPOMs record as soon as possible following the incident using the 'high level behaviour' tab. If the child has brought on to the school premises a weapon, drugs or other paraphernalia that may cause harm to others, the school will follow the guidelines in place.
- \* Following a short-term suspension, the provision and needs of the child will be assessed. A reintegration meeting with parents, child and senior leader will be held to discuss the planned provision for the child.

#### **A Fixed Term Suspension**

- \* Suspension is a final resort. This is considerably more severe than an internal suspension, where a child is asked to stay at home for an agreed period of time.
- \* Only the head teacher can suspend (formerly exclude) children externally. A child can be suspended for a maximum of 45 days in any school year. When deciding upon the fixed length of the suspension the head teacher will take into account the incident, previous suspensions and all strategies used prior to the incident. Work will be provided for the suspended child to complete at home. The child is not permitted to be in public areas in school hours during the suspension.
- \* Following a fixed term suspension, there will be a reintegration meeting involving the school, child and parent/carer(s). The purpose of the meeting is to work in partnership with the school, in order to assist the child in ensuring an understanding in what unmet needs or skills their behaviours are communicating. These meetings support reintroduction.
- \* Specific targets to support unmet needs or skills will be set for the child and agreed with the parent/carer and captured through either a coaching plan or individual behaviour management plan (IBMP).
- \* Suspensions (formerly Exclusions) are at the discretion of the head teacher and they can exclude a child for the reasons listed below although this list is not exhaustive and there may be other situations where the head teacher makes a professional judgement that a suspension (formerly exclusion) is the appropriate sanction:
  - A serious violent act towards other children

- A serious violent act towards a member of staff
- For posing a serious threat to others
- Consistently disrupting learning, despite interventions put in place
- Consistently ignoring instructions by adults and therefore making it impossible to return to class
- Repeated acts of aggression toward other pupils
- Repeated acts of bullying towards another child including acts of racism, homophobic bullying etc.
- Theft
- Damage to property
- Indecent behaviour
- Leaving the school building without permission

Parents will be contacted and informed in writing about the behaviours relating to and the decision regarding to any suspension (formerly exclusion).

The Governors will review promptly all permanent suspensions (formerly exclusions) from the school and all fixed term suspensions. This will be reported on in the head teacher's report to Governors.

In line with the school's Inclusion Policy and Exclusions Policy, permanent exclusion would only be considered after extensive use of behaviour support and in discussion with a range of agencies. It will be used if deemed necessary in consultation with the Local Governing Committee and Local Authority.

### **Conduct of children outside the school gates**

In line with Department for Education guidance – Behaviour and Discipline in Schools – January 2016 the school has the power to discipline children for “misbehaviour when the child is”:

- Taking part in any school-organised or related activity
- Travelling to and from school
- Wearing school uniform
- Guilty of potentially damaging the reputation of the school

### **Behaviour on school trips**

The expectations in this policy apply whilst children and staff are involved in any off-site school visit.

Class teachers will carefully plan visits to ensure all children can experience success on their trip with whatever adaptations may be needed to be put in place for individual children's

needs. This may mean adapting the programme to suit the needs of individuals or preparing individual children beforehand to ensure they are prepped for best and a pre-mortem of what will happen on the day is explained to them. Class teachers should share social stories with individuals/ groups and carry out an individual risk assessment for children with SEMH needs who present with challenging behaviours.

For residential visits, an individual behaviour plan and/or contract may be devised at the discretion of the class teacher and SLT with adaptations put in place to ensure the child has a successful experience.

The school behaviour policy should be followed during all times, although these additional points need to be considered. On school outings and in public places the children will be expected to behave in a calm and sensible manner and following the school expectations.

For children with challenging behaviours, the school will always consider other ways to help a child attend the trip safely. However, in some cases it may be reasonable and necessary to prevent a child from coming on the trip to protect their safety and the safety of the other children attending. Reasonable adjustments will always be considered as part of a risk assessment and this may include asking a parent/carer to accompany the child on the trip.

Teachers accompanying trips carry enormous responsibility for the children in their care. The Senior Leadership Team reserve the right to withdraw children from the trip at any time should a child's attitude or behaviour not meet our expectations as a school. The Senior Leadership team will also consider whether allowing a student on a trip will cause concern with regards to safeguarding for them, other children or staff, and will make a decision based on this should it be necessary.

Please read this Positive Behaviour Policy alongside the following policies:

- School Suspensions & Exclusions Policy
- SEND Policy
- Physical Intervention Policy

# Glossary

**Explanation of how the school is using terms and phrases within this policy.**

## **Coaching**

Conversations held with children which explore solutions to issues or barriers

## **Pro-social skills**

Actions which are to the benefit, help or care of someone else E.G an individual or the class

## **Protective measures**

Adaptions which are put in place as a scaffold until children develop the necessary skills to manage themselves or a situation

## **Open measures**

Increased levels of freedom or responsibility for children who can manage situations with greater independence

## **Daily DOSE**

A child friendly way of remembering and understand the feel-good chemicals which we experience in our brains (Dopamine, Oxytocin, Serotonin, Endorphins)

## **Bright Spots**

Noticing when children manage well or when they use their strengths in helpful ways

## **Stressors**

Uncomfortable feelings which children experience and which can lead to being de-regulated. We acknowledge and teach different types of stress to the children which are Growth stress, Tolerable stress and Toxic stress (page 19 of the Home School Planner)

## **Scaffolds**

Support given or adaptions made to enable a child to become more independent

# Appendices

# The Empowerment Approach

## Building the Foundations (before things go wrong)



## Responding in the Moment

## Follow-Up for Progress (Coaching Conversations & Repair)

## Coaching for Change



## FOLLOW-UP STAGE SUMMARY

NAME	DURATION	WHEN	WHO	WHERE	WHAT / CONTEXT TO USE
<b>Coaching Prompt</b>	Brief 1 or 2mins chat  X3 over a day	During class if the lesson allows or a quick chat on the way to break/assembly	Class teacher LSA Other adult in class	Classroom <i>(informally)</i> recorded but able to be passed over to another adult)	<b>Focused on a specific problem happening right now. Keeps high expectations even for low level issues.</b> a. For small, Level 1 struggles that don't happen regularly. b. Only if the child is regulated and able to think rationally about a way to manage better c. If the CT has time and feels this is only minor.
<b>Coaching Conversation</b>	10mins conversation (max)  X3 over a two-week period	Break or Lunch	Class teacher Year leader for third conversation (if needed) <b><i>Parents/carers are informed that a coaching conversation has taken place and why via planner</i></b>	Classroom or Year leader room	<b>Focused on a specific problem that has happened today Keeps high expectations and makes sure low-level issues do not persist</b> a. For small struggles that are happening more regularly. b. For a more significant (Level 2) one-off incident e.g., pushing Someone c. Natural Consequence discussed
<b>Coaching Time</b>	20-30mins  Monitor over measurable time period (up to 2 weeks)	During the school day	Class teacher SLT (whilst implementing policy – this may change in future) <b><i>Parents/carers are called to inform of what has been put in place</i></b>	Classroom, meeting room, leadership office.	<b>Focused on a specific problem that has happened in the last couple of days Keeps high expectations and ensures skill difficulties are addressed early.</b> a. For a persistent low-level problem e.g., calling out / getting distracted. b. For a more significant incident e.g., hitting someone c. Protective measures in place for short period of time
<b>Coaching Plan</b>  <b>Coaching Programme</b>	Planning stage with school staff first (2,4,6-week plan)  Meet with parent/carers and child after school	After school scheduled with parent/carers, child and class teacher.  School leader to attend	Inclusion lead and SEMH support team Class teacher	Chestnut room – SEMH provision in afternoons (x2 PMs per week for up to 6 weeks)  Parent to attend meeting at start and end	<b>Intervention focused on wider unmet needs and lagging skills for children with persistent or high-level difficulties Ensures insistence, persistence, consistency with a spirit of support</b> a. Following two or more Coaching Times for a Level 3 or 4 incident. b. Also, for children presenting with persistent Level 1 / 2 unhelpful responses or those who have significant unmet needs (and may present with threat-based or neurodivergent responses such as anxiety, attendance issues etc. which are less intrusive yet a significant barrier to achievement).

## FOLLOW-UP STAGE SCRIPTED PHRASES      (Don't ask WHY questions)

NAME	SCRIPTED PHRASES
Coaching Prompt	<p><b>Keeps high expectations even for low level issues. Use 'Connect to Calm' to help children regulate. Offer support to help them get back on track quickly</b></p> <p>'I noticed...What was up?'</p> <p>'I can see you're feeling upset – that must be really hard for you'</p> <p>'Don't worry – you're not in trouble. What is it like for you when you.....?'</p> <p>'I'm wondering why that it is...'</p> <p>'I wonder if doing that is good for you because..... it helps you feel needed and in control?'</p> <p>'Can you think of what you can do instead which is good for you, me and everyone?'</p>
Coaching Conversation	<p><b>Coaching Conversations put higher expectations and greater responsibility and accountability on to the child.</b></p> <p>'It needs to be good for you, me and everyone – let's have a think at how you could do that'</p> <p>'That must be so horrible for you to think like that.... would you like it to stay the same or would you like it to be different?'</p> <p>'I wonder if you can work out a way in which you feel good and I/others do too?'</p> <p>'The thing for me is...it makes a noise and then other people can't focus on what I am saying. So, it means it doesn't work for me /everyone''</p> <p>'I noticed.....What was going on for you?'</p> <p>'So, we need to find something that is 'Good for you, for me and good for everyone'</p> <p>'Which would be best for you? Which do you want to try?'</p> <p>'How could it be solved so everyone's needs are met?'</p>
Coaching Time	<p><b>Introduce issues in a way that helps children to stay calm and feel supported. Listen to understand – be curious and ask questions to find out more. Share your concerns using 'I' not 'you' to stay as a Positive Challenger not blamer.</b></p> <p>'I've noticed that you really struggle to sit and concentrate...tell me what you are finding difficult?'</p> <p>'That's okay.... have a think for a bit longer'</p> <p>'Any ideas? – Have a think'</p> <p>'How can we help you stay on track?'</p> <p>'I notice that it is really hard for you to.... with practice, you can strengthen your brain pathways and it will get easier'</p> <p>'Okay, so when you feel she picks on you and shouts, how do you want things to be better? What could you do?'</p>
Coaching Plan  Coaching Programme	<p><b>Intervention focused on wider unmet needs and lagging skills for children with persistent or high-level difficulties</b></p> <p><b>Ensures insistence, persistence, consistence with a spirit of support</b></p> <p>'I notice it is still hard for you to ... We will keep helping you to build that skill. It will get easier with practice and be better for everyone around you too.'</p> <p>"So, let's work together so that you can find ways to manage really well'</p> <p>'I can understand that you are finding this difficult'</p> <p>'I'm not willing to let you down by failing to support you to develop the skills you need to be happy and well'</p>

## Procedure for Children Experiencing Difficulty In Meeting Agreed Expectations

**Key purpose: to help child regulate & get back on track.**

### RESPONDING IN THE MOMENT:

**Child does not meet one of the pro-social or pro-learning expectations....**

#### Calm Connect Support

**A. Adult uses Calm, Connect Support to help the child get back on track**



**If not successful, move to Step B**

**If high or extreme level behaviour, move to Step D (see notes)**

**B Adult repeats Calm Connect Support**

**If not successful and disrupting others, move to C.**

**C. Child given limited choice of space away from main group (see notes)**

**Carry out Coaching Conversation later in day or as soon as logistically possible.**

**If not successful, move to D.**

**D Child given limited choice of space away from class (see notes)**

**Carry out Coaching Conversation later in day or as soon as logistically possible.**

**Only if a child refuses should a Senior Leader be called.**

**Dual purpose: to repair & ensure child can do better next time.**

### FOLLOW-UP FOR PROGRESS

#### Follow up with Repair

**Repair should take place at ALL stages if the young person's actions have had any impact on others around them.**



#### Stage 1 Support: Quick Coaching Prompt



#### Stage 2 Support: Coaching Conversation



**If Coaching Conversation needed 3 times or more**

#### Stage 3 Support: Coaching Time



**If Coaching Time needed 3 times or more**

#### Stage 4 Support: Coaching Programme (with child, teacher, parent & SLT member)

