



CHOLLERTON CHURCH OF ENGLAND AIDED FIRST SCHOOL

Be the best you can be through:

*challenge, nurture, inspiration, respect, happiness, inclusion, in a safe,
loving Christian family.*

BEHAVIOUR POLICY

Chollerton C of E First School is a safe, nurturing environment where pupils are calm, purposeful and happy. It is expected that everyone is treated with fairness and respect. We aim to reinforce the sense of pride pupils have in themselves and their school. We wish to create confident, cooperative and caring pupils. We want each child to feel valued for their unique contribution to their school. We are proud of the children.

The Chollerton Church of England First School Code

Our policy is also based on The Chollerton C of E First School Code (Appendix A). These guidelines are put into practice by being:

- Displayed in the hall and in all classrooms.
- Discussed with pupils at the beginning of each school year so that pupils agree, feel involved and committed to them.
- Discussed during collective worship, class worship and PSHE.
- Actively referred to by adults in the school to reinforce good behaviour.
- Discussed with staff during staff meetings and whole school training sessions.
- Shared and discussed with parents.

Looking for Positive Behaviour

The best form of behaviour intervention acknowledges and enhances the positive. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those children who are the hardest to reach.

The guidelines we follow are:

- Looking for the positive and being explicit in our praise helps pupils understand exactly what behaviour is appropriate.
- Adults need to model positive behaviour and relationships for pupils at all times.
- Anticipating and planning for positive behaviour works better than waiting for poor behaviour to happen.
- Children should be taught to make good choices.

Steps for managing behaviour positively.

Best practice is always to promote positive behaviour by stating the behaviour you want to see in positive terms e.g. "Eyes on me, ready to learn." It is vital that knowledge of the child's social

and emotional development and any Special Educational Needs are taken into account. Steps should always be gone through with care and consideration, taking individual needs into account, where necessary. All children must be given time in between steps to make good choices. It is not possible to leap or accelerate steps for repeated low-level disruption. i.e. jump steps. This is not a system of consequences to race through and children may move up and down through stages over the course of a session/day.

Stage	Action
1. Attunement	Read the room and redirect using PACE (Playful, Accepting, Curious, Empathetic), VRFs (Vital Relational Functions - attuning, validating, containing and soothing) and small acts of kindness. Children may be interrupting the adult, talking or disturbing others or exhibiting other low-level behaviours. Adults should refocus the child in a positive way that does not single them out e.g. a light touch on the shoulder, a point to a book or gesture to refocus their attention or the quiet removal of any objects that might be distracting them. The adults may also draw attention to other children who are on task and praise them openly.
2. Refocus	A clear conversation delivered privately to the child making them aware of their behaviour and clearly outlining the consequences if they continue. Children will be reminded of their unique positive qualities and previous examples of positive choices to separate the behaviour from the child. This should be done quietly without drawing attention to them. Adults should focus on the behaviour that needs correcting and not be drawn into addressing secondary behaviours as this may lead to escalation. Once the script has been followed, the adult should walk away calmly and without emotion and not be drawn into discussion.
3. Co-regulation in class 1:1 - 'Time in'	A child may move between Stages 1 and 2 multiple times over the course of a lesson. At Stage 3, they will need adult support to regulate as their behaviour may be beginning to escalate and/or impact on the learning of others in the class. The child will have a 'time in' for regulation – in a space within the classroom. Allow them to use the calm box until an adult can speak to the child privately as a co-regulator. Use WIN – I am wondering, imagining, noticing. Reset expectations. If this is at playtime, the child should have 'time in' by having a restorative conversation with the adult before joining playtime.
4. Co-regulation out of class - Repair	This stage applies when a child's behaviour has escalated or they have become dysregulated. At this stage, co-regulation should occur out of class in a familiar and safe space for the child. Strategies can be applied according to the individual needs of the child such as a weighted blanket, breathing exercises, sensory circuits or proprioceptive movement. The goal here is

	de-escalation. If a child is exhibiting significant dysregulation or is not responding to the adult working with them, a different member of the staff team may be called for support. Resist the temptation to deal with minor indiscretions with high-level sanctions as this will give the wrong message to the children. A pointy finger, looming presence or sarcastic tone will undermine the technique. Everything about your physical and tonal approach must say, "I haven't come here for an argument." Pull up a chair or get on your knees. Take away every nuance of anger, every drop of anger fuel that some children crave. Strip out the negative reinforcements and leave the child feeling that they can have control of their behaviour themselves. A record should be made on CPOMS of any Stage 4 behaviour and contact made with parents at the end of the day.
5. Safety Intervention	This is the most extreme of the stages and should only occur rarely and during bouts of extreme dysregulation. At this stage, a child may be deemed to be risking their own safety or putting others at risk. They should be removed from a potentially dangerous situation and supported to regulate alongside staff with Safety Intervention Training. Restraint may need to be used at this stage, in line with school policy. A formal meeting with the child, parent, teacher and Head teacher will take place and a CPOMS record will need to be made. A personal support plan or risk assessment will be put into place in collaboration with families.

Stage 1 - Praise in Public and Remind in Private

Praise the positive behaviours you want to see. Where behaviour does not meet your expectations, a reminder of the expectations for children is delivered privately to the child. The teacher makes them aware of their behaviour through use of PACE and VRFs (see relational policy).

Stage 2 - The 30 second script (get to the child's level)

The script then involves a conversation with the pupil that goes to redress their behaviour in the first instance. This will be undertaken at all levels. The key to these conversations is framing the pupil in the positive light we know they can exhibit:

- I noticed you are having trouble with (state the behaviour you see in order to separate the behaviour from the child.)
- I am wondering if you are feeling...
- You know we have a ready/respectful/safe rule in the classroom. It was the rule about ... (lining up/bringing toys into school/allowing others to learn) that you broke.
- Do you remember when you... (did that really kind thing for...?)
- That is who I need to see today...

- When I come back in ... minutes, I want to see your wonderful.... Thank you for listening. (Now walk away – remember to return at the given time!).

The 30 second script can go a long way to reduce the disruption in lessons, build a positive relationship and enable children to reset their behaviour.

Stage 3 - Time In

The child will be asked to go to the wellbeing space in the classroom where they will access a calm box containing items to support the child's regulation. Items within the box will help the child to re-engage their prefrontal cortex, such as breathing and grounding techniques.

- The teacher or additional adult will have a chance to speak to the child away from the class.
- Boundaries are reset.
- Child is asked to reflect on their next step. Again they are reminded of their previous positive behaviour for learning.
- Child is given a final opportunity to re-engage with the learning / follow instructions.

The child should only be moved to a safe space if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. If a second adult is available, they may choose to take the child to this area and support them.

Stage 4 – Co-regulation out of class

If the step above is unsuccessful, or if a child refuses to take 'time in' within the classroom or becomes dysregulated, then the child will be given time out of class. Staff will always deliver sanctions calmly and with care. It is essential the adult is regulated and, if they are not, they must ask for another member of staff to step in.

Restorative Conversations

"I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel." (Maya Angelou, 2015)

Restorative approaches teach behaviour. Where a child's behaviour needs to be addressed, holding a restorative conversation can reframe their behaviour, allow the pupil to reflect on changes that can be made and ensure that everyone starts the next lesson with a clean slate and without judgement. Done correctly, they can be incredibly powerful and create a positive relationship between staff and children.

We understand that children who are dysregulated do not have access to their prefrontal cortex. The key with a restorative conversation is to only engage in the conversation when the child and adult are emotionally regulated – only then can the learning take place. Offer a postponement and some support if the child is not ready to speak: 'I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet later today?'

It is important that the repair takes place with the member of staff involved in the incident and relevant peers, in order to complete the rupture – repair cycle.

If a child is dysregulating regularly, then they will have an individualised plan. Strategies that help a child to regulate vary according to the child, in order to meet their individual needs.

Shining a light on the behaviour using a restorative approach

Once the child is regulated, the child needs an adult to lend them their thinking brain. The following questions will allow learning to take place:

1. Can you show me what happened (using the arts will allow the child to express the incident - this may involve acting it out with puppets/using a sand tray.)
2. Tell me if I'm wrong but I'm wondering if you felt a bit.....angry/frightened/scared etc Use language of Zones of Regulation to support here.
3. I imagine that it is really difficult to have those big feelings.... but it's not ok toand I can help you with that....
4. How do you think... is feeling?
5. How can we repair it?
6. Imagine if there were... (a way of putting it right/things you could do differently). What would they be?

The adult 'lends' the child their thinking brain to problem solve and find an appropriate solution. Think about your positioning in the room, focus on the issue at hand (do not bring up previous incidents/events that are not relevant) and plan the conclusion. Use WIN (wondering, imagining, noticing).

All staff will take responsibility for leading restorative conversations. SLT will support, when requested.

Formal Meeting and Monitoring

Where a child continues to struggle with showing improved behaviours in school, we will put in place further support structures to ensure they can improve. This will be a holistic approach by putting in wellbeing interventions alongside monitoring. Decisions to place children on any formalised behaviour monitoring should be taken by the class teacher, in the first instance, in collaboration with parents and the Head teacher. The extent of the monitoring should be subjective depending on the individual child.

Stage 5 - Specific Unacceptable Behaviour

Some behaviours are totally unacceptable. These incidents are very rare but procedures must be in place, understood and followed.

Examples include:

Physically hurting others with intent;

Inappropriate language, aggression, damage to property or anger displayed towards any other person in school.

Child/ren must go to the Head teacher. Staff must complete an incident report on CPOMS noting all facts. The Head teacher will complete the actions on the CPOMS report. This will be a record for staff outlining the actions taken.

In cases of persistent poor behaviour, the Headteacher may:

- Call a meeting with the child's parents;
- Consider internal exclusion;
- Implement an Early Help Assessment;
- Consider exclusion.

Internal Exclusion

As a consequence of behaviour, children may complete their learning out of class for a set period of time – this may be a lesson, a half day or a full day. Parents will be fully aware of the situation.

Suspension and Exclusion

Northumberland County Council's agreed Exclusion Policy will be put in place, when appropriate. Outside agencies will be contacted to review the situation. It is always our aim to work collaboratively with parents and families from the earliest stage in supporting children with significant behavioural and/or emotional needs. Suspending or excluding a pupil from school will only be used as a last resort and can only be done by the Headteacher.

Where suspension or exclusion is considered seriously as a major option, the following factors are always considered very carefully:

- The severity of the behaviour in terms of the safety of other children, staff and other adults and the individual themselves;
- Significant damage to property;
- Specific background.

Safety Intervention

It is our statutory duty to keep all children and our workforce safe. This means that there may be occasions when staff need to intervene physically in order to ensure the safety of individual children and others. This follows the Department for Education guidance. Staff (Glenda Glenwright and Georgina Ritson) have received Safety Intervention Training to learn deescalation techniques as our primary response. If a physical intervention is required, staff are trained to use positive handling techniques. Please see our Safety Intervention Policy for further information.

The Power to Discipline beyond the School Gate

The school will work with parents to review any behaviour related issues which take place out of school. No consequences or sanctions will be applied in school related to behaviour out of school. Any serious or unlawful behaviour would be reported to the police.

Outside Agencies

When appropriate, school will contact outside agencies to support children with specific challenging behaviour. Decisions regarding referrals are only made with the support of parents/carers.

Monitoring and Review

On-going monitoring and review of behaviour ensures that our excellent school ethos is maintained.

Early Years Behaviour Management

The EYFS teacher leads behaviour management throughout the EYFS with the support of the Head teacher. The **Calm School Code** is used and modelled by staff to help children understand positive behaviour and choices. The Colour Monster is used to help children learn to recognise and manage their feelings and emotions.

Support Available for Staff

All staff no matter how experienced or inexperienced need support with behaviour issues. We assert the principle that to ask for help is a professional strength and create an atmosphere where staff see seeking help as part of the solution.

- Head teacher/Special Educational Needs Co-ordinator
- Professionals from external agencies e.g. NCC Emotional Well-Being and Behaviour Team
- Education Mutual Counselling Services
- Peer Supervision and mentoring
- Courses & Staff Meetings.

This policy is written in conjunction with KCSIE. This policy links to our Relational, Anti-Bullying and Safeguarding policies. Reference is made to the Chollerton C of E First School Code and the Stages of Behaviour Management document available to all staff and displayed in each class.

Date approved by the Governing Body:

Signed by -

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Reviewed: Spring 2025

Date of next review: Autumn 2025