

WINTON PRIMARY SCHOOL



Good Behaviour Policy

2025-2026

Status	Current	Approval	Governing Board
Maintenance	Headteacher	Role(s) responsibility	HT/SLT
Date effective	1 st September 2015	Date of last review	September 2025
Date of next review	September 2026	Date withdrawn	n/a

Winton Primary School

Good Behaviour Policy

At Winton Primary School, we are committed to a positive approach towards all aspects of the children's learning and development, supporting them to be treated equally and with dignity. Our approach is underpinned by the values of the United Nations Convention on the 'Rights of the Child' (UNCRC). Building the self-esteem of all children and giving everyone a chance to express themselves is fundamental to our approach. We try to 'catch children being good'.

All children share the same emotional need for a positive self-image created through having:

- Chances to make real choices and decisions, to share opinions and to have those opinions and decisions valued.
- Someone to listen and respond to the emotions and ideas they express.
- Genuine achievements rather than artificial praise. Having a say in what those achievements might be.

We believe good behaviour needs to be carefully developed. It is too important to be left to chance. This policy is designed to help staff to understand and practice our approach so that we can work together with parents in the best interest of the children.

What do we mean by good behaviour?

We believe that good behaviour is about working together within the framework of **RIGHTS, RESPONSIBILITIES** and **RESPECT**. This is explained later in more detail.

At Winton Primary School, EVERYONE has RIGHTS

Children have a right to work, play and learn in a friendly, safe and helpful school. We want children to grow to be responsible citizens in the community.

Parents have a right to feel welcome and to know that their children work, play and learn in a friendly, safe and helpful school.

Although adults have the ultimate responsibility for the welfare of children, we believe that staff and parents should model Rights Respecting Behaviour.

Our five pillars of practice:

1. Consistent, calm, adult behaviour
2. First attention for best conduct
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow-up

Consistent, calm, adult behaviour

This is our whole school charter which we follow:



This should be displayed in every classroom for consistency so that all children are familiar with the charter and the responsibilities we share. Using 'circle time', the children are encouraged to devise their own class responsibilities based on the overall school framework shown above. (This is done within the first week of the school year and reviewed as necessary during the year). The responsibilities should be phrased positively to facilitate the use of positive behaviour techniques. Rather than writing 'No bad language' as a rule the class could decide to say, 'We have the responsibility to be kind, caring and polite to others'.

Guidance for Staff

The following points are our current school policy. They will not resolve every issue, work for every child and neither are they an exhaustive list. They do provide guidance for all staff, to ensure there is consistency across the school. For new staff, both teaching and non-teaching, they provide our practical strategies and approaches which can be added to their existing repertoire of strategies.

- Each classroom should have a class charter display with responsibilities.
- At the start of the school year PSHE curriculum time should be used as required to establish class charters, discuss and re-affirm rights & responsibilities and to construct a class code or set of rules which help to keep these. Children will be reminded regularly of the elements of the behaviour plan, including through assemblies. Weekly PSHE & Circle Time are an integral part of our positive behaviour policy, and the development of self-esteem is a key focus of this time.
- Zones of Regulation: The Zones of Regulation is an approach geared towards helping students gain skills in consciously regulating their feelings which in turn leads to increased control and the ability to problem solve in a range of situations and eventually allow them to return to learning. We encourage staff to follow this approach and use the language consistently in their practice. See Appendix I for further support with this.

- Staff should encourage good behaviour. Staff should praise those that behave appropriately. Both verbal and non-verbal feedback is given a high priority both in and out of the classroom. It is particularly important in the corridors and playground.
- We encourage children to line up, move quietly and keep to the left when possible.
- All learning environments are expected to be well organised, well managed and well planned. They should foster independence and independent learning and children should be clear what is expected of them. The range of abilities should be planned for and accommodated. We recognise that when classrooms meet these conditions that they are most conducive to positive learning and good behaviour.
- We listen to children and speak to them calmly and quietly. They are never belittled, and criticism should never damage self-esteem; conversations focus on the behaviour, not the child. Staff take the time to explain the reasons for children being asked to do something. Every opportunity is taken to keep respect for others, and their property, in high profile.
- When disputes between children arise, all children involved are given the opportunity to explain their version without interruption. They are encouraged to find a solution. No blame is given to one child more than the other until the facts are determined.
- Children are consulted on issues, behaviour management and the school environment. This is done through the school council, which is supported and promoted by all staff. All children have the chance to raise issues through class council and to have discussions to seek solutions. This helps them take responsibility for the behaviour of themselves and their peers. At the beginning of the year, the school council work together to adapt a list of rewards and sanctions alongside example behaviours. An example of this can be seen in Appendix A. While these are to be used consistently across the school, adults are also encouraged to use professional judgement to adapt them to the needs of the child.
- Pastoral Care is the responsibility of all staff, led by the class teacher. Efforts are made to build a relationship with and an understanding of the child and their family. All staff have the support of the Pastoral Team who are trained to work on individual programmes with children as required. Outside support agencies will be accessed through the SENCO or SLT as required.
- At Winton Primary, we accept that children develop at different rates and have a range of experiences, both in and out of school, that may have an impact on their potential to learn. Some children need support to develop their Emotional Literacy skills, and we provide 1:1 and small group work to meet these emotional/ behavioural needs. Our 'Learning Hub' is used as a base for some of this work.
- Lunchtime staff award raffle tickets for good behaviour and one ticket is chosen to receive a prize in the weekly celebration assembly. There is a set of lunchtime rules in the hall and playtime rules on the playground. (See Appendix B). Any incidents of inappropriate behaviour are recorded in the lunchtime logs, dealt with at the time and shared with the class teacher for follow up.

First attention for best conduct

We have agreed that there should be positive incentives for good work and good behaviour in the form of a range of rewards. Everyone at Winton Primary has agreed to:

- recognise and verbally celebrate good behaviour as it occurs
- ensure that all children are praised for behaving well. Once a week, children can receive a driver certificate for showing Aspiration, Community or Enquiry. This is presented in celebration assembly.
- explain and demonstrate the behaviour that we wish to see
- encourage children to be responsible for their own good behaviour
- let parents know about their child's good behaviour

- reward individual children and groups of children for behaving well using WOW points, class rewards and driver certificates. Then exchanging individual '**WOW**' points for rewards.
- positive comments when marking children's evidence
- sharing achievements with other members of staff and parents
- in-class reward systems, such as working towards a class treat and team-based activities, such as 'table of the day'
- giving special responsibilities, 'Star/special person of the day/week'
- R Time

Wonders of the World (WOW) award scheme.

Each child has a WOW award card in their home/schoolbook on which they record their WOW points. The system is for rewarding good behaviour of the majority of pupils.

The expectation in terms of effort or behaviour to earn a point should be the same for every child.

WOW points:

- **10 WOW points:** When a child gains 10 WOW points, or a multiple of 10 points they are awarded with a certificate by the class teacher, and they earn a house point for their house.
- **50 WOW points:** At 50 WOW points children earn an award which is presented in Celebration Assembly.
- **100 WOW points:** At 100 WOW points they earn an award presented in assembly with a prize.
- **150 WOW points:** At 150 WOW points their parent is invited to assembly and they are presented with a book or token (year 5 and 6) for our book vending machine.
- **200 WOW points:** If a child earns 200 WOW points their parent is invited to assembly and they receive a special prize.

Children can earn 1 WOW point for a piece of quality homework. 1 WOW point can be earned for reading at home 3x in a week on 3 different days. The reading log must be signed at home by an adult to confirm this has happened. Adults should only sign if the child has read for a reasonable period of time. The expectation for this will vary across the school and dependent on the ability of a child but as a guide a child should read for about 20 mins to count as one of these times. The system should allow children to be awarded WOW points by all staff, as they move around the school and on the playground.

Those children who have a behaviour or emotional element to an IEP should have an additional and separate programme in place. This should avoid the situation where a child who requires additional support for EBD earns more WOW points than a child who normally behaves appropriately. The school believes that the system loses value in the eyes of pupils and their parents if such a situation arises.

House Points

Every member of the school is placed in a house. There are four houses and siblings will be in the same house. Pupils earn a house point for every 10 WOW points they collect. The system is also used for whole school events such as Sports Day. The house captains count the number of tokens each week and the running total is announced in Celebration Assembly.

R Time

Every child will have a regular weekly 'R Time' for one afternoon, this is a reward for good behaviour. Every child starts the week with 30 minutes of R Time.

During this time, children are able to choose from a range of fun and rewarding activities. These are run and organised by all members of staff, are refreshed termly and discussed at class and school councils.

Once the list of activities is decided it is shared on Monday morning for children to sign up. This is important for two reasons:

- children can look forward to the activity they have chosen.
- staffing can be arranged around the number of pupils requesting an activity i.e. if the whole school wanted to cook it would be organised so that they could.

Loss of R Time

- If a child does not keep one of their responsibilities, they are given a warning.
- If the child breaks any of their responsibilities in the same session, after being given sufficient warning, they lose up to a maximum of 5 minutes of their R Time for each offence.
- The teacher must keep a **private** record of any time lost, loss of R Time should never be recorded publicly or where other children can see.
- If a child initiates a discussion with the teacher about earning back their time they can enter into an “earning back contract” The conditions of the contract should be that they keep their responsibilities, they broke for the rest of the week. If they are successful in doing this, they can earn back up to half of what is lost.
- A child can only lose half of their R time. If a child is in a situation where they may lose more than this they need an individual behaviour plan.

EVERYONE has a fresh start after the R time afternoon.

Relentless routines

Occasionally, children may forget our aims for good behaviour and be inconsiderate towards others. Everyone at Winton Primary School has agreed to try to stop this happening by:

- Reminding children of our school charter and expectations
- Noticing good behaviour as it occurs.
- Using ‘Time Out’ systems.
- Using a clear sanctions system. This system should be developed with the help of the school council and reviewed throughout the year.

Stopping inappropriate behaviour

Every class must have a whole class reward system that can be used to reward individual and collective good behaviour or improvements. This could take the form of marbles in the jar, sticker charts, sliding scales etc. Once the class reach an agreed number (e.g. the jar is full) then they earn a pre-agreed whole class reward such as 5 minutes of extra play.

What is ‘Time Out’?

‘Time Out’ means supervised time away from the group or class. This can take place in the classroom and can also take place in a different room with another partner teacher. See Appendix H for your partner class. The child must be accompanied to that partner teacher and supervised at all times.

Time Out:

- The primary purpose of ‘Time Out’ is to protect children’s and teachers’ rights.
- Time out gives the child time to cool down, to regain control and relative composure.
- It gives the rest of the class and the teacher the necessary time to cool.
- It can be used *before* something happens to give those involved time to calm down.

Teachers make professional judgements about whether a child needs regular time out/ regular support with their behaviour.

Internal Exclusion

Teachers can use the time out system for short periods of time (e.g. 10 minutes). Some more serious behaviours may warrant an internal exclusion. This is when a child works for a longer period of time in another phase. This will normally be for a half or full day or even for several days. This consequence will be used for more serious or repeated behaviours. If a teacher feels this is warranted they will liaise with duty senior staff and the school will ensure the behaviour is recorded and parents are informed. During an internal exclusion the child is not isolated. They will carry out work in another classroom and have social times with the phase they are in. This means they do not get to interact with peers for the duration of the consequence.

Extremes of Behaviour

Occasionally, for children who might not respond to the usual levels of sanction or whose behaviour is more extreme, an individual behaviour plan (IBP) will be drawn up with parents to help the child to understand what is expected of them and to help the child to behave well. This can be discussed with the SENCO or another member of SLT as required.

The IBP should use separate rewards which may or may not include WOW points or R Time. When an individual earns rewards using the IBP, the class should also earn rewards. For example, if the child earns 10 minutes computer time for themselves they must also put a marble in the class jar. By doing this, there is a collective benefit to supporting the child with their additional needs, rather than fostering resentment in children who behave well that the individual gets more rewards than the average child. Examples of standard charts for behaviour are attached to this policy (Appendix C) and available on the shared drive and from the SENCO.

IBPs will be completed in partnership with parents because we find a strong home/school partnership is extremely beneficial for the child. For more information/advice about dealing with ongoing behaviour issues, please speak to the SENCO.

Use of Force to Control or Restrain

The School and Governing Body recognise that teaching staff have the legal right to intervene physically in certain circumstances. However, we have a number of policies and procedures in place to try and prevent the need for physical intervention when dealing with behaviour or discipline issues. We believe physical intervention should only be necessary to prevent serious injury or damage to property and where there are no alternatives to such action.

We encourage staff to remove other pupils from the situation/classroom rather than trying to physically remove one pupil.

Reasonable Restraint

Reasonable restraint may be considered if a child were to be involved in a serious incident, for example:

- attacking and hurting another child or member of staff
- putting themselves in a position where they could hurt themselves
- causing serious damage to property

In such an incident, staff would intervene, where appropriate, and use reasonable restraint. This might mean for example, holding the child's hand or arm, putting arms around them, putting a hand on their back or blocking their path.

If there is a need to use physical intervention with pupils with complex Special Educational Needs (SEN) then an individual plan would be drawn up with parents and relevant professionals. No staff should use physical intervention with an SEN pupil without reference to the plan and relevant training from external professionals. Please talk to the SENCO if you believe that a plan needs to be considered for a child.

DfE restraint terminology:

It is helpful to be aware of the latest government guidance as to what these terms mean. Please refer to Appendix D.

Using Physical Intervention

The school has a number of procedures which must be followed if physical intervention is deemed to be necessary by a member of staff.

- 1) A support card must be sent to the office as soon as is reasonably practical so that senior staff can help to manage whatever situation has arisen.
- 2) The Headteacher must be notified as soon as possible and always on the same day.
- 3) A use of force form should be completed as soon as possible, always on the same day, and passed to the Headteacher before being filed on the pupil record. The form is in Appendix D.

Support Card System

We have a Support Card System that staff can use if they require assistance in managing a pupil or situation. Each room in school has a support card and this should be sent to the school office. The support card is not a consequence and should not be referred to as a sanction when talking to children.

Should there be no alternative to prevent serious injury or damage to property staff are advised to use reasonable force only to prevent such an incident. This would normally involve containing or restraining a pupil.

The Support Card System should only be used in an “emergency” situation. This would include where someone may be hurt, there may be serious damage to property or serious disruption to learning. Staff can ask for senior staff to assist in the classroom in a less urgent situation as well. Two senior members of staff are always on duty to assist staff in managing situations or behaviour. A message can be sent to the office in these situations and duty staff will attend as soon as they can. Preserving the Support Card System for emergencies will ensure that response times remain quick in such circumstances.

Scripting difficult interventions

Advice For All Staff

The following advice has been taken from research on the Anger/Assault cycle. For further detail, please refer to Appendix E.

Be Consistent

Children have the right to experience a consistent approach from staff.

Obviously, where different personalities are involved, no two people will have exactly the same response, but at Winton we try to do the following:

Generally

- Always speak politely to children
- Be warm and friendly
- Speak to the child at eye level using a calming tone
- Don't let children get too clingy and over-dependant.
- Support children in finding and developing effective friendships.

Reprimands

- Use reprimands sparingly
- Be firm, not aggressive. **Use a tone of voice, don't shout**
- Target specific behaviour e.g. “We don't hit people in this school. At Winton, hands are used for being good”.
- Address behaviour, not the child, e.g. “that was an unkind thing” not “You are an unkind child”.
- If you have to tell off a child or several children, take them to one side. This prevents other children from chipping in with their comments. It also prevents other children from ‘enjoying’ seeing others in trouble.
- Avoid sarcasm and idle threats.
- Don't allow your anger to show
- If a child is rude, ask them to repeat what they have said. This gives them the opportunity to reflect and retract their statement. It also gives them a chance to apologise.

Avoid confrontation

- Try not to get into a bad-tempered confrontation with a child where you are both becoming angrier and less likely to resolve the situation
- Stop and speak quietly
- If necessary, tell the child that you will speak to him/her in a few minutes
- Allow time for you both to calm down
- Mentally rehearse what you are going to say and follow through calmly.

Remember...

- The way we behave towards each other as adults acts as a powerful example to the children.
- The way we behave towards the children can have a profound and lasting effect on them.
- There is an example of a detailed de-escalation script to use in Appendix F.

When conflict arises among friendships, we feel it is important to give children the strategies that will enable them to resolve some situations independently. Children are encouraged to use the SORT strategy. This acronym stands for:

- **Space** – take time away from the situation or other person(s) involved in the conflict to allow emotions to re-set.
- **Opinion** – Once emotionally ready, seek the other person's opinion. What is their perception of what happened? How do they feel about the situation?
- **Resolution** – Consider the options moving forward. How could the situation be resolved?
- **Take action** - Agree on the resolution and carry it out.

Restorative follow-up

Following certain behaviour incidents, it may be necessary to use a restorative approach. The following script should be used as the basis of this conversation.

The Restorative Five

As you address each question together remember that in-between your truth and their truth is *the* truth.

1. What happened?

At this stage it is important to listen to the child attentively without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement.

2. What were you thinking at the time?

This helps children reconsider their actions and replay their thought processes.

3. Who has been affected? How did it make them feel?

This gives the child the opportunity to consider others and think about the impact of their behaviour. The child might be unaware of how other people reacted to their behaviour. It is important to shine a light on this. This step encourages reflective routine and allows them to use their conscience.

4. What should we do to put things right?

It is important that an apology is not demanded as a forced apology is worthless. Try not to criticise as they may need time and support to get it right. If an apology is given, accept it with enthusiasm and reciprocation, regardless of tone or if you feel it could have been given with a little more feeling.

5. How can we do things differently in the future?

Forward thinking and prior planning to help the child recognise when their behaviour pattern begins.

Here are some examples of options you could follow:

- "Ok imagine if there were... (people affected/ a way of putting it right/ things you could do differently). What would they be?"
- 1-10 scales e.g. "On a scale of 1 to 10 how angry were you?"
- Offer a postponement and/or support if the child is struggling to talk. E.g. "I can see you're not quite ready to talk. Do you need 5 minutes, or would you like to talk after..."

Parent involvement

We aim to work as constructively with families as possible. The use of the home-school agreement and regular meetings facilitates good communication and builds the partnership working necessary for more positive behaviour.

In **rare cases** it may be necessary to suspend a child from school on a fixed term or exclude a child permanently. When the Headteacher decides this is the appropriate consequence DfE guidance on suspension and exclusion is followed. Examples of the sort of behaviour that may lead to suspension or permanent exclusion are:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This is not an exhaustive list and should be seen as examples rather than a complete or exhaustive list.

If suspension or permanent exclusion is necessary we will let parents know what has happened and, with parents' co-operation, we will work together to develop a behaviour plan to help the child to behave more appropriately in future and avoid such consequences if possible.

Anti-Bullying

What is bullying?

Bullying may be seen as deliberate, hurtful behaviour, usually repeated over a period of time, often where it is difficult for those bullied to defend themselves.

Children need to know that all kinds of bullying are wrong because they affect the rights of others.

It is important to recognise that bullying may take the form of:

- Physical abuse – hitting, kicking, pinching, hair pulling etc.
- Verbal abuse – teasing, name calling, sarcasm, threats, racist or sexist comments
- Emotional abuse – ridicule, tormenting or humiliation

Bullying will not be tolerated in our school.

Please see Winton Primary School's Anti-Bullying Policy

And finally...

At Winton Primary School, we want to make sure children are happy. Children are happy when they are learning how to do things. Our children have a right to learn to read and write, to play together, to discover, to make things and enjoy social times.

We seek to work alongside parents to encourage children to develop as fully as possible.

Our children have a right to:

- Grow socially, so that they learn to live well with others
- Grow personally and learn to understand themselves
- Grow academically and do their best.

At Winton Primary School we believe that because staff, parents and children value good behaviour then...

Children will:

- Learn what good behaviour means
- Understand their rights and their responsibilities
- Learn to care for each other
- Develop self confidence
- Learn the value of friendship
- Do as well as possible in their school work

Staff will:

- Work effectively to address friendship problems
- Meet the needs of children
- Make positive contacts with parents

Parents will:

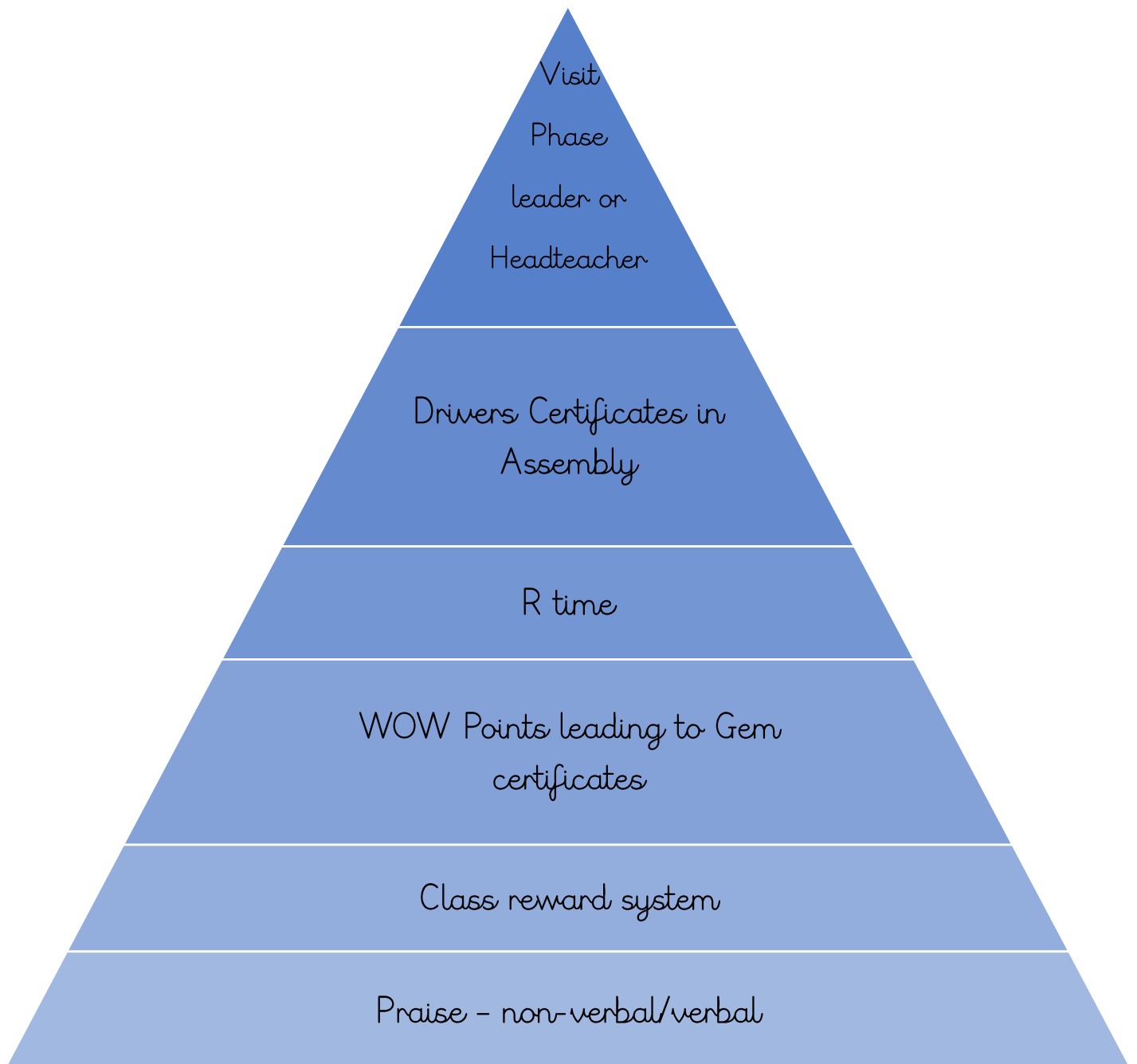
- Support the school in its efforts
- Know that their children will receive support when they need it
- Feel welcome in school to discuss their child's progress
- Feel confident about what is happening in school.

Appendix A – Our Behaviour Plan

**Our most important message is
“You own your behaviour...you make the choices”.**

The following should be present in all classrooms.

- Whole school charter
- Class charter
- Reward and sanctions pyramids (below)





Below is an example of school council generated examples, which are developed in each year group, to support consistency of rewards and sanctions.

Example behaviour	Reward
Reading 20 mins x 3 weekly	WOW point
Completed homework	WOW point
Showing our school values	Driver certificates
Topic challenge	WOW point/Headteacher award

Example behaviour	Sanction
Refusal to complete work or follow adult instructions	Loss of up to 5 minutes of R time
Continued refusal to complete work or follow adult instructions	Work in partner classroom followed by restorative conversation
Verbal abuse/ swearing	Playtime - Loss of minutes at playtime Classroom - Loss of R time
Physical abuse	Playtime - Loss of playtime and restorative conversation with a member of SLT Classroom - Work in an alternative year group through SLT.

If the behaviour occurs at a playtime, the sanction should also occur at a playtime.

If the behaviour occurs in learning time, then the sanction should occur in R time or be discussed with a member SLT.

Appendix B: Lunch time behaviour guidelines

At lunch time, we adhere to the following rules:

- We walk in the corridors
- We use quiet voices in the corridor and lunch hall
- We sit down in the lunch hall
- We are tidy
- We put excess rubbish in the bin
- We walk in calmly from the playground

Appendix C:

Name:

Targets: 1.

Class:

2.

w/b:	Break time	Lunch time	SLT signature
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			

My reward is:

Signed: (child)

Signed: (class teacher)

Name:

Targets: 1. To make sensible choices when choosing who to play with at break time.

Class:

2. To respect the views of others during lessons and not interrupt.

w/b:	Morning lessons 08.50 – 10.00	Break & assembly 10.00 – 10.40	Morning lessons 10.40 – 11.50	Lunch 11.50 – 12.50	Afternoon lessons 12.50 – 15.15	SLT signature
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

My reward is:

Signed: (child)

Signed: (class teacher)

Appendix D: DfE restraint guidance and Use of force form

The following guidance has been issued by the Department for Education (DfE)

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Staff should read the full guidance "Use of reasonable Force - Advice for headteachers, staff and governing bodies" July 2013.

The Governing Body will support staff if they have used reasonable force in a situation that necessitated it.

Use of force form

All details must be recorded within 24 hours of the incident.

Child's name:	Date:	Time (when use of force was used):
Report completed by:	Use of force witnessed by:	
Location of incident:		
1. De-escalation techniques used:		
2. Why was the decision made to use restraint/force?		
a) To prevent child / young person from committing a crime		
b) To prevent child / young person from causing injury to themselves		
c) To prevent child / young person from causing injury to others		
d) To prevent child / young person from running away		
g) Other (please specify)		
3. Description of physical restraint holds/ force used: (Please include the approximate time span of any holds)		
Signature of person completing the form:		
Signature of Headteacher:		

Appendix E: The Anger Assault Cycle

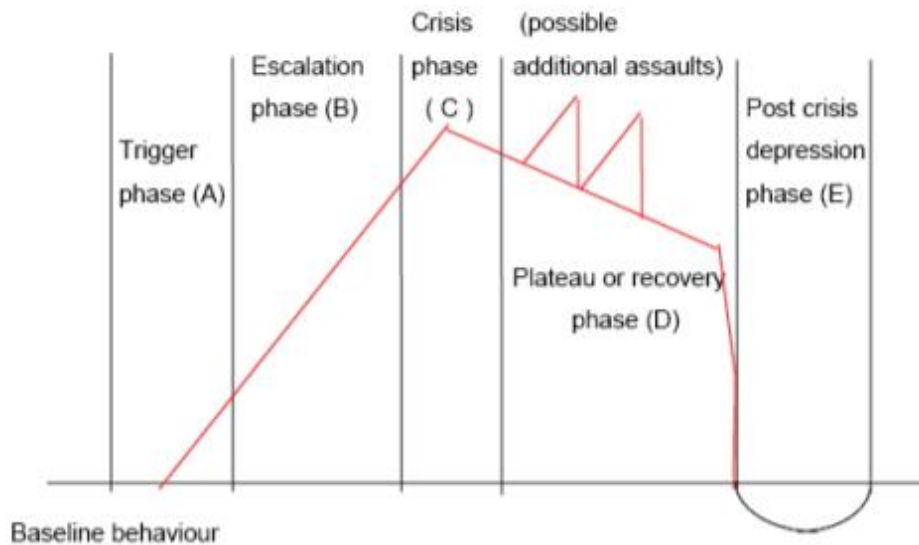


Figure 1: Amended from Faupel et al. 2010, p.6

The Anger Assault Cycle – a case study from practice

The sections of the Assault Cycle can be looked at through Dreikur's theory of behaviour (1968) and the emotional rational brain theories.

Phase A: Trigger Phase - Attention Needing Stage

At this stage people begin to show behaviours that could be interpreted as 'attention seeking'. It is perhaps more helpful to view this as 'attention needing', as opposed to attention seeking, as the behaviours displayed are driven by a need for attention which if unacknowledged may well escalate the behaviour further. It is important to remember that every behaviour communicates a message. At this point, the behaviour needs to be acknowledged and validated as their expression of how they are feeling or coping, as this enables the person to feel that their message has been noticed. "I can see that...."

Phase B: Escalation Phase – Power Seeking Stage

At the beginning of Phase B, the ignored attention-needing behaviours become power seeking behaviours. At this phase, people will try to dominate their environment and you as their needs have not been met. This is when you see argumentative behaviours, refusal or aggression developing. At this point, it is important to give two clear choices and state that a decision needs to be made by the count of three. If the behaviour continues to escalate, then around halfway through phase B is where the rational brain 'flips its lid' and the emotional brain is left in control. This results in three things:

1. The person will be unable to think rationally or make good choices or decisions
2. The person may not remember what they have done
3. Chemicals are released into the body that can last up to five hours

Phase C: Crisis Phase – The Emotional Brain is in Control

At this point, when the rational brain has 'flipped its lid' and left the emotional brain in control, our job is to get the person to turn the rational brain back on. We do this by making the person think with a technique of questioning and distraction. When you ask someone acting in their emotional brain questions, you should avoid questions that are related to what is happening in the moment or any

questions that may elicit an emotional response from that person. Questions such as, “What are the colours of the rainbow?” (sometimes referred to as the rainbow technique) or, “How many players are in a football team?” usually provide safe areas that will not gain an emotional response, will distract the person long enough to get them thinking and enable the rational brain to start to switch back on. Keep asking questions about any safe topic until you start to receive some calm answers or until the person is clearly thinking rationally again.

Distraction activities could be requesting the person run an errand with you e.g. “Can you help me take this stick over to the forest outside area?” This can serve to remove the person physically from the situation and the physical task – with comments or questions that are unrelated to the situation along the way – can also serve to start to switch the rational brain back on. In this crisis phase, distraction and / or questioning is one of the few strategies that will work. When a person is thinking in their emotional brain, feeding the emotional

brain in any way will heighten the person further. For this reason, it is essential that we remain calm and do not shout, that consequences are not discussed at this point, that we delay the time for reflecting on the behaviour until later and that we avoid being empathetic. Any of these actions will feed the emotional brain and escalate the person further. The only focus at this point is turning the rational brain back on. A person that is in their emotional brain will not understand consequences until their rational brain re-engages.

Phase D: Plateau or Recovery Phase – The Rational Brain is Regaining Control

When the rational brain has re-engaged, there may well still be chemicals remaining in the body that can easily trigger another escalation, shown by the two peaks in this phase in Figure 1. A person needs to come all the way through the cycle, into the post crisis phase shown in E, before repair and restoration are tackled. At this stage, time is needed to allow the chemicals to fully leave the body.

Phase E: Post Crisis or Depression Phase – The Rational Brain is in Control

Some form of emotional response in the form of tears, depression, exhaustion or floppiness signals the post crisis phase. Once the person has been through the emotional response and plateaued out, the chemicals have left the body and the rational brain is back on. This is the time to go through the repair and restoration phase where consequences are discussed (repair) and relationships rebuilt (restoration).

Appendix F: Conflict resolution script with guidance:

When delivering scripts, it is important to be at the child's eye level and to use a calming tone.

Use the child's name when you begin to speak to them - it addresses them and shows them that they have your full attention and that you mean to sort the situation out for and with them.

"I can see something is wrong/ I notice you are..." – a phrase like this acknowledges their feelings and helps to reduce the emotion so that you can move on to a more logical conversation.

"I can see that you are really upset. Would you like to tell me about how you are feeling?" - this acknowledges their feelings and helps them move on emotionally, so they are ready to solve the problems themselves.

"I am here to help you" – a phrase like this offers the child a safe and constructive environment where they know that the point is to resolve the problem that led to the behaviour and not just to punish them for it (though note that while this is important and is most likely to address the issue effectively, it may still be necessary for the adult to issue a consequence so that the child is clear that regardless of the reason for the behaviour, the behaviour itself was not acceptable).

"Talk and I will listen" - this tactic provides children with a calm option to explain what's on their mind and again is most likely to address the issue that the child had/has effectively, so that the unacceptable behaviour won't be repeated in the future.

"Come with me and we'll talk about it..." – quite often it will be useful to remove the child from their current setting, gently encouraging them to walk with you or using open arm movements to guide them to sit somewhere quiet and calm. You should always use this tactic if they're in an unsafe place (e.g. on a wall or on the roadside).

"Let me see if I have got this right. You said ..." - Reflecting back the child's voice further validates their feelings and shows that you are taking the time to listen to them.

Appendix G: Flight Path Reward Chart

Flight Path: Reward Points

A child who works really hard and behaves exceptionally well should achieve 200 points by the end of the year.

Please be aware of the cut off date for certificates each year.

End of term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Number of points	35	70	105	140	175	200

[illegible]

KS1 and KS2 Partner Classes 2024-2025

1SC	1HT
1KB	1TG
2FC	2KL
2GD	2KM
3BW	3JC
3DP	3JE
4EG	4ML
4LC	4EW
5EG	5EH
5MS	5SK
6AB	6SH
6HP	6HE

Please ensure that any child is taken back to their usual classroom with supervision **at 3pm** in any afternoon session. Partner classes are to be used for a **short time out**. If a child requires an internal exclusion for a long period of time/day, please refer to SLT.

Appendix I: Zones of Regulation

Zones of Regulation

***More resources available in General>SEN**

What is Zones of Regulation?

Zones of regulation is an approach used to support the development of self-regulation in children. All the different ways that children feel and the states of alertness are categorized into 4 coloured zones:



Things to remember:

- Every zone is a good zone and appropriate at different times
- At school, the ideal zone for learning is the green zone
- Your zone will often mirror your child's zone, so try and think about what zone you are in before helping your child to move zone

Why use zones of regulation?

To teach children how to identify feelings, be aware of what zone they're in and start to use tools to be in the appropriate zone.

Introducing the zones:

- Throughout the day, model recognising when you are in each of the zones using the correct vocabulary to describe how you're feeling which zone you're in. E.g. "I'm frustrated, I'm in the yellow zone"
- Model talking through which tool you are going to use to move back to the appropriate zone e.g. "I am going for a walk, I need to get back to the green zone".
- Label what zone your child is in throughout the day e.g. "You look sleepy, you are in the blue zone"
- Reference visuals when talking about each zone

Top tips:

- The emotional vocabulary can be quite abstract. Use these key phrases to describe the zones

The Blue Zone= Slow

The Green Zone= Just right

The Yellow Zone = Speeding up

The Red Zone = Out of control

This is more accurate than using one basic emotion e.g. 'happy' for green and 'angry' for red.

- Watch this video together to try and identify each zone [Disney/Pixar Zones of Regulation - YouTube](#)
- Create resources together. These must be personalised to the child's interests and understanding e.g. photos of you acting out emotions, cartoons, minecraft or characters.
- Together, find strategies for each zone that can be used in the classroom/base area to help the child move to the green zone (ready for learning).