



Policy Number

## **Haxby Road – Behaviour and Relationships Policy**

Signed:

Date: November 2021

Review Date: September 2024

Review Period: Every 3 years  
(by Local Governing Body)

## **Policy Statement:**

This Behaviour and Relationships Policy is an Appendix to the Ebor Academy Trust Behaviour (including Anti Bullying) Policy. The following information is specific to Haxby Road Primary Academy.

A copy of the Ebor Academy Trust Behaviour (including Anti Bullying) Policy can be found on our school website.

Haxby Road Primary Academy is a school community built on the foundations of **trust, kindness** and **self belief**. Our values are central to our ethos and learning. Our core values are lived everyday of our school life by everyone in school. Our school curriculum is built on the pillars of 'Heritage,' 'Health and Happiness' and 'Hopes and Dream'. We recognise that a child's happiness and well-being are the foundation for their success and that it is essential to nurture, not just the academic progress of the child, but to look after and care for the whole child. We prioritise the building of positive relationships between children and their peers, as well as with the school and the wider community. We aim to promote qualities of self-discipline, respect for others and positive attitudes to learning and each other. We believe that, in partnership with parents and carers, we can teach children to regulate their own emotions and behaviour and promote an environment in which everyone feels happy, safe and secure.

## **Rationale**

A clear framework for promoting pro-social behaviour is essential for effective teaching and learning and enhances the mental well-being of children and staff. It is a prerequisite for maximizing academic and wider life outcomes and builds relationships with children and their parents based on mutual trust and cooperation.

We believe that it is essential to maintain clear boundaries and expectations so that children feel safe in our school. This provides a secure system in which children can thrive in a nurturing, structured environment with predictable routines, expectations and responses to behaviour.

Rewards and consequences that follow certain behaviours are made clear to the children and discussions following certain behaviours are seen as opportunities to help children understand what is right and wrong.

At Haxby Road Primary Academy, however, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching using Zones of Regulation and being attachment aware, both children and adults are able to manage their behaviour and create a positive learning environment. We understand that part of our role, in partnership with home, is to help our children understand what is right and wrong.

We also recognise that for children whose emotional development age doesn't match their chronological age, or who are identified as having SEND, a behaviourist model of behaviour management is unhelpful. Children who are particularly vulnerable present with attachment difficulties, development trauma or have experienced other adverse childhood experiences. For these children, a behaviourist system may cause further trauma and does not teach how to self regulate and manage one's own emotions.

In particular, "consequences" that may cause shame and ostracise children can provoke further negative behaviour and fail to develop the child's capacity for emotional growth and development. Therefore, in line with being an inclusive school, we recognise the need for flexibility within the system and differentiation to meet specific and individual needs and experiences.

Underpinning the Behaviour and Relationships Policy is the belief that everyone can learn to self-regulate their own emotions and behaviours at a developmentally appropriate level. Adults and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation. We believe positive behaviours must be modelled, explained, taught, supported and recognised. At Haxby Road this is delivered throughout an integrated topic based curriculum, weekly PSHE lessons, wellbeing sessions, assemblies and focus weeks. These lessons include elements of behaviour regulation, self awareness and reflective thinking. Ultimately, we wish to give our children confidence about their capacity to think for themselves and make sense of their own lives and experiences, hopefully beyond school and into adulthood.

This policy is based on guidance provided by the educational psychologist, from research and from the book "When the Adults Change, Everything Changes," by Paul Dix.

## **Aims**

- To create a safe, happy, calm and purposeful working atmosphere, conducive to learning and emotional well-being
- To enable children to develop a sense of self-belief, trust and kindness towards others and themselves
- To develop trusting and positive relationships between staff and children, children and their peers and between school and all stakeholders.
- To prioritise the development of relationships which provide traumatised children with attachment, co-regulation and support to develop appropriate communication, cognitive and emotional skills.
- To work in partnership with parents to maintain high levels of pro-social behaviour throughout the school.
- To help all children to understand and acknowledge their emotions and learn strategies for self-regulation.
- To help all children accept responsibility for their own behaviour.
- To develop empathetic responses and an awareness of and respect for the needs of others.
- To use emotion coaching to understand emotions and restore relationships.
- To maintain an environment in which respectful, positive relationships thrive and where all members of the school community take responsibility for reporting and tackling any form of bullying or discriminatory behaviour.
- To offer differentiated behaviour support for children with social, emotional or mental health needs or other SEN who require additional support to meet our behaviour expectations.

## **Expectations:**

Our school approach to managing behaviour and relationships is based on the model of equal rights and responsibilities. All members of the school community model these rights and responsibilities and reflect our core values. This includes adult to adult, adult to child, child to child and child to adult interactions. Children are greeted in the morning on the playground by their teacher or assistant teacher. Members of the Leadership Team or Web team will greet children and parents at the gate or in other areas of school.

Our school rules are displayed in each classroom and around school:

1. Be respectful to everyone and everything
2. Move calmly and quietly around school
3. Be the best that you can be

Our school values will also be displayed in each classroom and around school:

1. Trust
2. Kindness
3. Self Belief

## **Core Agreement:**

In our school, we place a significant emphasis on understanding that all behaviour is a form of communication. Every adult in our school is encouraged to look beyond the behaviour and think about children's needs. All children will be offered compassion and cooperative learning with a caring adult. All children will be treated with respect. For all behaviour every child and adult will receive:

### **calmness, connection, cooperation**

to enable compassionate learning and the building of empathy for themselves and others.

## **Rewards**

The school rewards good behaviour, as it believes that this will develop a climate of kindness and co-operation and help strengthen relationships. Positive rewards are available for our children throughout the day. These aim to promote confidence, competency, motivation, help pupils to develop growth mindsets and promote prosocial behaviour. these include:

- Verbal praise and personal feedback on behaviour and engagement

- Sharing work with other teachers, the SLT and Headteacher
- Going on the WOW board
- Headteacher stickers
- Assembly certificates each week, which link to learning qualities, school values and community work
- Parental contact/phone call home

## **Emotion Coaching**

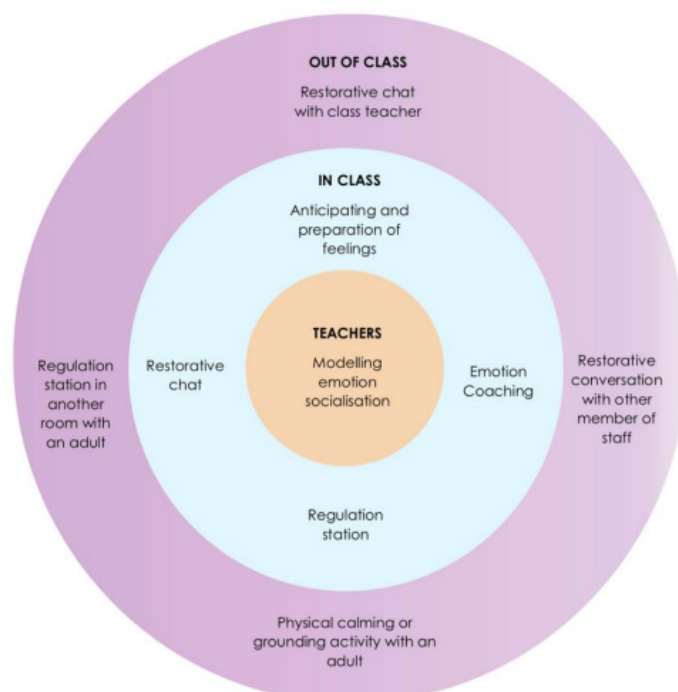
We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of their behaviour. Emotion coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection. Emotion coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.

The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' is needed first 'Connect before re-direct' (Sigel, 2013)
- Children cannot successfully self-regulate their emotions unless they have experiences and internalised co-regulation. This involves explicit teaching and modelling.

## **What Emotion Coaching means in practice (how co-regulation works)**

All members of staff must follow the four-step procedure, when needed, to simulate emotional resilience, empathy and problem solving skills within children.



Step	What we do...	What we say...
1	Recognise, empathising, soothing to calm	'I understand how you feel, you're not alone (eg it's really upsetting when someone tells yo no)'
2	Validating the feelings and labelling	This is what is happening (e.g. you're kicking the wall), this what what you're feeling (e.g. because you're cross)
3	Setting limits on behaviour	We can't always get what we want (e.g. It's not ok to hit/kick)
4	Problem-solving with the child	We can work it our and find another way...

We have a highly trained Web team, who offer additional support regarding children's emotions and social skills. They utilise their additional knowledge surrounding bereavement, social stories, therapeutic stories, anger management, self-esteem, and counselling skills such as solution office and friendship to support children who have extra needs or difficulties.

## Zones of Regulation

Every class must utilise Zones of Regulation. We want children to understand how a feeling relates to an emotion. The Zones of Regulation uses four colours to help children self-identify how they are feeling and categorise it based on colour. Pupils are encouraged to reflect on which 'zone' they are in at several points throughout the day. Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people (Kuypers, L.M., 2011). **Green Zone** – a calm state of alertness **Yellow Zone** – a heightened sense of alertness **Red Zone** – an extremely heightened state of intense emotions **Blue Zone** – a low state of alertness of arousal Class teachers must ensure they have strategies in place to support children to return to the green zone.

What I look like in Fight ...

- × Hot & bothered
- × Angry & aggressive
- × Controlling
- × Lie or blaming
- × Shouty & argumentative
- × Pushing away friends
- × Demanding
- × Inflexible



You can help me feel safe with the following ...

- ✓ Give me a role
- ✓ Support me socially
- ✓ Match my energy
- ✓ Make things predictable
- ✓ Deep breathing
- ✓ Connect & show empathy before exploring the consequences of my behaviour



These images are taken from [www.innerworldwork.co.uk](http://www.innerworldwork.co.uk)

Zones of Regulation			
Blue	Green	Yellow	Red
Bored Lonely Sad Tired Unwell	Calm Content Focused Happy Ready to learn	Anxious Confused Excited Frustrated Worried	Angry Aggressive Terrified I need time and space

## **HUB: Helping Us Belong**

Our wellbeing team have a number of effective support systems in place to help promote good behaviour. The HUB is our calm space and provides an alternative environment for any child who is upset, distressed or acting in an unsafe manner. It is a place where the wellbeing team may take individual children to talk about their concerns or worries or just to calm them down if something has upset or angered them. This is used in conjunction with emotion coaching and zones of regulation.

## **Haxby Road Primary Academy Behaviour and Relationship System**

Our behaviour system is based on a relational approach and if challenging or concerning behaviour is displayed, the response may be tailored to meet the needs of individual children.

There are 4 levels of behaviour – Wow, Good, Wobbly and Unacceptable. All children begin each day on Good – even if they have displayed concerning or challenging behaviours on previous days. The system is fluid and at the Wobbly and Unacceptable stage opportunities are given to children to turn behaviour around and to reflect and repair and move, once again, to Good or beyond.

The principle behind the system is:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- That children realise the connection between how they are feeling and how they are behaving.
- That staff integrate a system within their daily teaching in order to promote positive behaviours.

See below for what behaviours and responses look like in each level

<p><b>WOW</b> behaviour looks like...</p> <ul style="list-style-type: none"> <li>• I have made an adult in school proud of me for doing something extra special.</li> <li>• I have represented the school in a positive way.</li> </ul>	<ul style="list-style-type: none"> <li>• I will get a certificate, sticker or phone call home.</li> <li>• <b>I will make my family, friends and myself proud.</b></li> </ul>
<p><b>Everyday</b> Behaviour</p> <ul style="list-style-type: none"> <li>• I always follow the school rules</li> <li>• I always produce work that I am proud of.</li> <li>• I am always a polite and positive member of the school.</li> </ul>	<ul style="list-style-type: none"> <li>• I will make the children and adults in school happy.</li> <li>• I will be happy and enjoy coming to school.</li> <li>• I will make school a happy and safe environment</li> </ul>
<p><b>Wobbly</b> Behaviour</p> <ul style="list-style-type: none"> <li>• I have stopped other children in my area from learning.</li> <li>• I am not working as hard as my teacher expects.</li> <li>• I am not thinking about how my actions are affecting people's feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• I will be given a warning and emotion coaching will be used to help me talk about my behaviour.</li> <li>• I will think about how to improve my behaviour.</li> <li>• I will feel disappointed with myself.</li> </ul>
<p><b>Unacceptable</b> Behaviour</p> <ul style="list-style-type: none"> <li>• Kicking and hitting at anybody in school.</li> <li>• Swearing in anger at anybody in school.</li> <li>• Using racist language.</li> <li>• Refusing to take part in a lesson.</li> <li>• Throwing things in anger that could harm or frighten people in school.</li> </ul>	<ul style="list-style-type: none"> <li>• I will be taken to a place away from other children to ensure everyone feels safe.</li> <li>• Emotion coaching will be used to help me understand my behaviour.</li> <li>• My behaviour will be explained to my parents/carers and recorded on cpoms.</li> <li>• I will have to face the consequences of my behaviour.</li> </ul>



