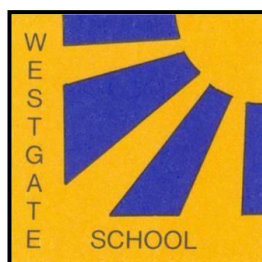


# WESTGATE PRIMARY SCHOOL

"United in Life-Long Learning"



## Relationships and Behaviour Policy

December 2023

Consulted with staff January  
2024

## **Policy Statement**

Westgate Primary School has a holistic approach to education, valuing all learning in and out of the classroom. We focus on building positive relationships between children, staff, parents and the wider community.

We recognise understanding our emotions is a key aspect of managing behaviour successfully. Through the strategies outlined in this policy, we aim for both adults and children to understand and regulate their own behaviour, creating a secure environment that is conducive to learning. As a school, we believe it is our role to educate all as to how to recognise and regulate our emotions effectively. Through this, we encourage reflective thinking and restorative approaches. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences into the world beyond the school gates.

This policy is for all staff, pupils, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

It is acknowledged that members of the school community may have very different lived experiences and views on behaviour. However, the aim of our Relationship and Regulation policy is to bring us all together to adhere to some basic principles and practices that reflect our school ethos.

## **Policy Aims and Objectives**

- To maintain a happy, caring, safe community in which effective learning can take place and where there is mutual respect between all.
- To help children to develop a sense of worth, identity and achievement.
- To help all staff, children and their families to become emotionally aware and, through restorative approaches, repair harm and restore relationships.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

## Roles and Responsibilities:

### Staff

Building and maintaining trusting relationships with children and each other is an expectation for all staff at Westgate. Here are the non-negotiable systems we have in place to promote a happy, caring and safe environment in school.

- Daily Meet and Greet for children and parents/carers
- Focus on catching expected behaviours and positive reinforcement to raise self esteem: eg. Corridor Kindness and Westgate Walking.
- Clear consistent routines and expectations in class and school (including transitions & lining up)
- Visual Timetables in class and individual (where required)
- Use of consistent, positive language, actions and keeping calm.
- Acknowledgement and validation of feelings through emotional coaching
- An emphasis on relational repair through restorative approaches
- Encourage pupils to recognise they can and should make good choices (expected behaviours).
- An ethos where mutual respect for all is an expectation.
- Follow the protocols of rewards and the graduated response of consequences.
- Make children aware of expected behaviours in all situations and the consequences for not expected behaviour.
- Ensure work is adapted appropriately to meet the children's needs.
- Act as a role model for expected behaviours treating all members of the school community with respect.

### Pupils

- Keep themselves and others safe.
- Be respectful of themselves and others.
- Be emotionally aware of themselves and others.
- Build and sustain happy and healthy relationships.
- Use restorative approaches to repair harm and restore relationships.

### Parents/Carers

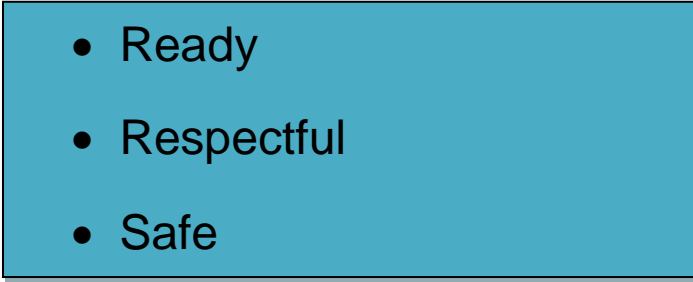
- Work in partnership with the school to ensure the best outcomes for their children
- Be respectful of themselves and others.
- Be positive role models for their children, building happy and healthy relationships
- Acknowledge their own emotional well-being and support their own child's emotional development
- Develop an awareness of Emotional Coaching

### **Positive home-school relationships**

At Westgate, we pride ourselves on developing strong and supportive relationships with parents and carers. We ensure our processes of communicating to parents are two-way through being proactive and positive rather than reactionary and punitive.

### **Three Simple Expectations**

At Westgate, children follow 3 simple expectations.

- 
- Ready
  - Respectful
  - Safe

The school expectations are discussed with children regularly in class, and are displayed in every classroom (see Appendix III) and across the school.

When dealing with any inappropriate incidents, it is important to refer to the school expectation that has not been adhered to as an anchor point. Similarly, where appropriate, when acknowledging a positive action or response it is important to also refer to the school expectation or core value that has been demonstrated.

These expectations are reinforced through positive reinforcement of all the fantastic things that happen on a daily basis. At Westgate, the following strategies or responses are implemented consistently across school to promote a positive approach to managing emotional regulation as well as developing and maintaining healthy, strong relationships. Positive reinforcement takes place in the following ways:

- Acknowledgment of 'expected' behaviour and actions through positive praise.
- Boards of Recognition in each classroom.

- Wonderful Westgater sheets highlighting pupils' strengths
- Class Dojo with weekly certificate
- Child visiting Year group lead, Deputy or Head teacher to celebrate above and beyond behaviour.

### **How we develop self-regulation:**

To support pupils to make the correct choices and to regulate their behaviour, all staff are trained in emotional coaching and using the

### **Zones of Regulation**

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

At Westgate School, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. See Appendix IV for further details.

### **Emotional Coaching**

When dealing with an 'unexpected' or inappropriate behaviour that is clearly due to an emotion, staff will use emotional coaching to address the situation. Emotion coaching is all about:

- Teaching the child 'in the moment' about the world of emotion.
- Supporting the development of strategies to deal with emotional ups and downs.
- Accepting all emotions as normal and valid.
- Using moments of both negative and positive behaviour as opportunities for teaching and reflecting.
- Building trusting and respectful relationships.

Staff will use the 4 step approach:

- Step 1 - Notice and empathise

- Step 2 - Name and validate it
- Step 3 - Set boundaries and expectations
- Step 4 - Problem-Solve and learn

If a child is in an emotionally heightened state, the member of staff may need to give the child time to regulate before beginning to emotionally coach. This enables the strategy to be more successful as the child will be in an emotional state for learning to take part. It may be appropriate for a 'change of face' to take place and another member of staff may swap to support the child's regulation. This is provided throughout the graduated response and will be expected during restorative conversations at points 4 onwards.

### Consistency of language:

Through the systems we have here at Westgate, language used across the school is consistent when dealing with poor or dysregulated behaviour. This also includes body language as well as use of voice.

### Adult Language (including body language and use of voice):

- We are careful what we say and how we say it.
- We are respectful and nonjudgemental.
- We use positive language, where appropriate saying what should be done rather than what shouldn't (eg walk down the corridor rather than stoprunning)
- Voices remain calm and in control.
- Language is kept to a minimum when a child is in fight or flight.
- Adults are aware of their body language and use appropriate non-verbal cues.
- Language shows empathy towards a child.
- Our language engages pupils in learning about the effects of their actions making sure the reason for a decision is always understood, using our three simple expectations.
- We set clear expectations for the future.
- Restorative approaches are used to help pupils understand the effect of their actions and the importance of taking responsibility to make things right.
- Scripts are available and used by staff to ensure children have consistent responses to unexpected behaviours across school.

## Red Path/Green Path in EYFS

In the EYFS at Westgate we use consistent language when talking to the younger children in our school about expected and unexpected behaviour. We share with the children that they are either on the green or red path. We use a visual to support this as appropriate. Children, who are making expected behaviour choices, are on the green path- ready for learning, respectful and safe. Children who are on the red path are not ready for learning, might not be respectful and not necessarily safe or all of these. Children are then 'stuck' and unable to move on to their next step- this might be an activity of their choice, playtime, outdoors etc. Children have to work at resolving and repairing or 'fixing' and therefore moving back onto the green path again. 'Fixing' would involve a restorative conversation, maybe sharing a personalised social story/visual or thinking time and space to consider what might be next.

## Graduated Response in the classroom

Our graduated response is sequential and should be followed by all staff to support expected behaviours and emotional regulation within the classroom. This will be displayed in all classrooms in a child-friendly format (Appendix II). At all points throughout our Graduated Response, staff will be curious regarding the causes for children's behaviour, consistently refer to our three simple expectations and address children in a calm, respectful manner. They should also ensure they are using targeted, specific praise to support the children in showing expected behaviours. Where appropriate, they will utilise emotional coaching and Zones of Regulation strategies.

### **Relate:**

1. As mentioned in the class teachers expectations, class staff are expected to provide a safe, consistent learning environment. There should be proactive adaptations provided for those who need them and teaching should be adaptative and responsive to meet the varying needs in class. Various positive incentives through use of specific, targeted praise and Class Dojos should be utilised to highlight expected behaviours.

### **Reminder:**

2. When children are not showing expected behaviours, staff in classes should issue reminders. These could be verbal or non-verbal to encourage the child to self-correct their behaviour followed by praise if corrected. No more than 2 reminders\* before escalating onto point 3 on our graduated response.
3. If the unexpected behaviour continues, the child will be moved to a different place in the

classroom for them to reflect on their choices and correct their behaviour. This will be a further chance for the child to self-correct their behaviour whilst potentially limiting the distractions to other children. Ensure precautions are taken to not publically shame the pupil.

## **Stop and Think**

4. If unexpected behaviour continues, child is moved next to an adult who can model the correct behaviour and provide support. Emotional coaching language to be used to support child and expectations outlined with three simple expectations. A short, restorative conversation between class adult and child addressing unexpected behaviours and making clear expectations for the next lesson/day. See restorative conversation guidance (Appendix I)

## **Consequence and Repair (Log on CPOMs)**

5. If unexpected behaviours continue, time out of class for reflection as 'stuck'. 5-10 minutes. (Logged on CPOMs by class staff) Script to encourage child to self correct behaviour. Child still has to complete expected work.
- When you come back in \* minutes, I want to see your wonderful [...]. If you feel ready to come back in and show this before then, that's great. Thank you for listening. Now walk away but remember to return at the given time with non-verbal/verbal acknowledgements to encourage the correct choice!
  - Return at agreed time and inform of further consequence. Script to reflect continued disruption and potential next step - stuck as work will still need to be done.
  - Repeat expectation and phrase as a choice. 'You either do (expectation) or you are choosing to spend some time in another class, completing your work. This means we will contact your parents.'
  - Give child time to reflect on this potential consequence and to encourage them to make the correct choice.
  - Staff to consider any adaptations moving forward (next lesson / next day) that may be put in place to support child in showing expected behaviours.
6. Child sent to a different classroom (year group lead or senior member of staff) to complete the rest of the lesson or work not completed. If this is going to go into the next lesson, playtimes or lunchtimes will be used. Restorative conversation to be used before returning to the next lesson where unexpected behaviour has been addressed. Child has fresh start at the beginning of the next lesson. Parents informed by class teacher.
7. If child is regularly or frequently reaching steps 5 and 6, SLT/Pastoral staff to organise observation of class time to provide support and advice. If deemed appropriate, Individual



Behaviour Plan meeting with class team to adapt provision. This may also be the case if this graduated response is not proving effective with individuals.

In cases of children showing violence, unsafe or inappropriate actions or language, staff may move to 'Step 6' on the Graduated Response. If this is not effective, staff should call on the pastoral team / SLT to assist.

At step 7, some of the strategies to support the child may include some or all of the following:

- ABC charts for approx 2 weeks highlighting successes and challenges. (class staff)
- Meeting with parents and relevant parties. (class staff/pastoral/SENCO/SLT)
- SNAP assessment tool A and B to highlight learning needs / concerns / relationship disruptions. (class staff)
- Thrive - profile to identify disruptions and action plan if applicable. (pastoral team)
- Meeting with parents / carers possibly offering support through EHA or school nurse. (class and pastoral staff)
- Teaching explicit learning behaviours around class rules, class seating.
- Individualised timetables. (class and pastoral staff)
- Specialist teacher input if appropriate which could include sensory assessments, and advisories from the Inclusion Hub. (pastoral staff)
- Intervention tracking (pastoral team).
- ITAC meeting - individualisedbehaviour/regulation plan. (pastoral team)
- Educational psychologist input. (SENCO)
- Risk assessment (pastoral team)
- Part time timetable (SLT).
- Educated offside for a fixed period of time (in agreement with parents/carers)

### **Playtime Responses**

Children who do not show expected behaviour on the playground will be initially reminded about expected behaviours. Following this, if the behaviour is not corrected, they will be directed to stand next to adult who is on duty. This is the child's opportunity to reflect and adjust their behaviour. Emotional coaching and zones language. If this continues, class teacher to be informed and suitable consequences could include:

- Missed playtimes
- Not being allowed to participate in contact sports
- Earning the right to go back onto the playground
- Differentiated playtimes including playing with other playtimes.

If violent or aggressive behaviour occurs, children will be removed from the playground and taken to a senior member of staff. A restorative conversation will take place following the guidance outlined in this document.

## **Behaviour outside of school**

We encourage children to show our expectations of 'Ready, Respectful and Safe' in the wider community as well as in school. If behaviour incidents occur while children are travelling to or from school, we will investigate and respond appropriately. It may not always be necessary for school to become involved as this could be deemed 'outside of school' behaviour and therefore the responsibility of the parents. The Headteacher will make this decision based on the situation and parents will be contacted by a member of school staff. If it is deemed appropriate for school to become involved, suitable consequences may include and are not limited to:

- Contact with parents
- Parents to pick up their child from school
- Amended drop off and pick up arrangements agreed with parents
- Police/other agency involvement if deemed appropriate.

## **Use of reasonable force**

Although every opportunity will be taken to diffuse a situation and support pupils to regulate, there will be occasions when pupils lose control a physical intervention may be necessary to keep themselves and others safe. There are a small number of staff at Westgate School who are certified in the Team Teach and follow the policy and procedures for Physical Intervention.

These situations may include (as referenced 'Use of Reasonable Force' document)

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts.

Where a child has identified SEND, the school will make all reasonable adjustments to reduce use of reasonable force. Parents will be informed if their child is involved in a significant incident. Please refer to the DFE document "Reducing the need for Restraint and Restrictive Intervention in School" (June 2019) Physical intervention must be recorded as a Physical Intervention log on CPOMS. This will be monitored by the inclusion team and SLT and where appropriate, a meeting will be held to discuss the intervention, debrief and put in appropriate

adjustments to provision. It is important that, at an appropriate point, the member of staff initiating the intervention meets with the young person to debrief, discuss the need for the intervention and, most importantly, restore the relationship.

### **Searching and Confiscating Property**

As a school, we reserve the right to use searching, screening and confiscation powers appropriately to ensure pupil and staff welfare is protected and to establish an environment where everyone is safe.

We adhere to the guidance outlined in the document 'Searching, Screening and Confiscating - Advice for Schools July 2022'.

### **Suspension/Permanent Exclusion**

Owing to our inclusive ethos at Westgate, the decision to internally exclude, suspend or permanently exclude will be as a last resort. However, if a serious incident occurs where staff or children are put at risk, a consequence may be that the child is unable to return to their class (internal exclusion) or school (suspension) for a fixed period of time or in extreme circumstances, may be subject to a permanent exclusion which case we will refer to the Statutory DFE Guidance 'Suspension and Permanent Exclusion Policy ' (from DFE- Sept 23).

The decision to exclude sits with the Head teacher and in their absence, the Deputy Head.

Where suspension is necessary, an effective action plan is put in place in consultation with the parent/carer to establish steps moving forward. Alternatively, or in addition, the child's time in school may be adapted to limit the reoccurrence of any incident or to maintain safety.

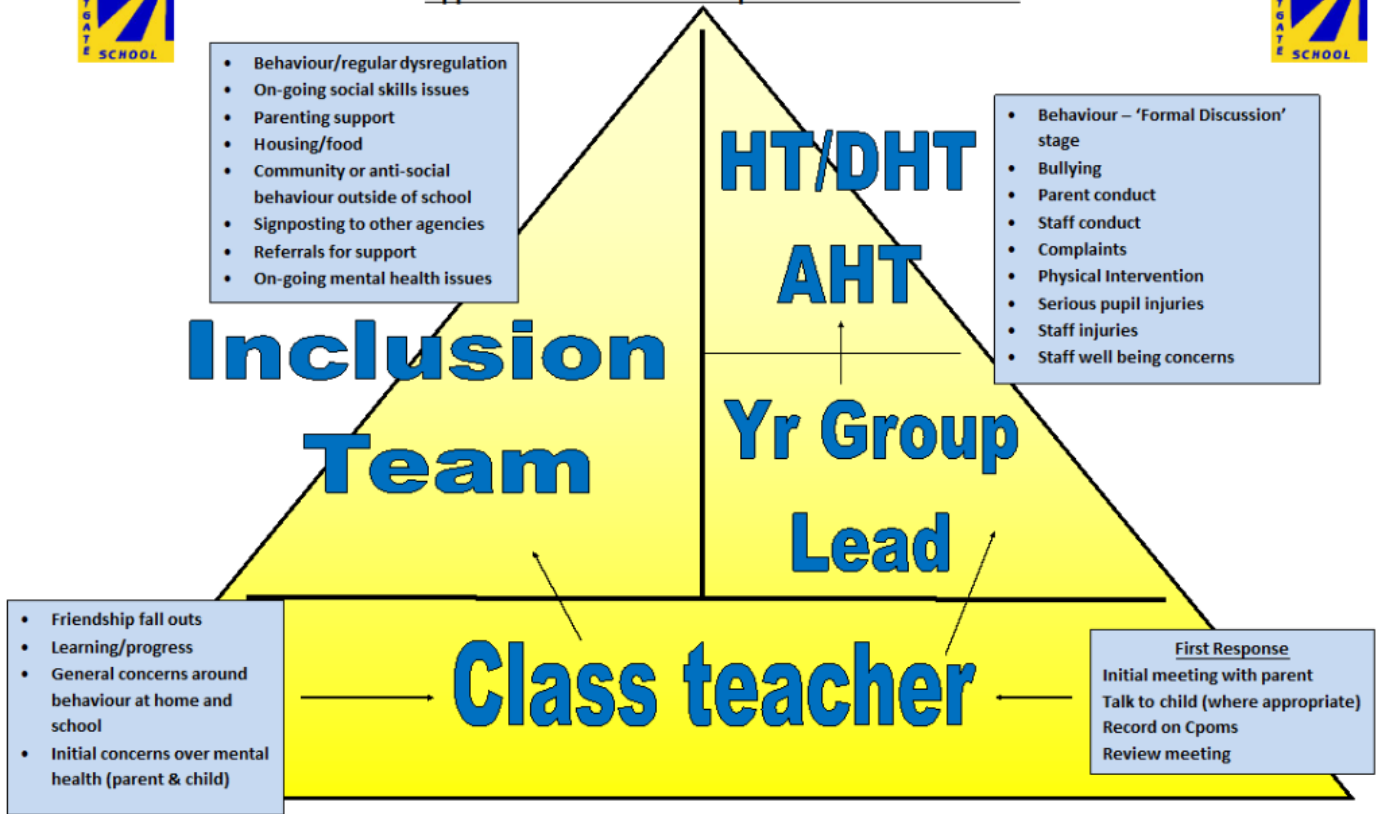
Where a child has identified SEND, the school will make all reasonable adjustments to reduce the risk of exclusion or further exclusions.

### **Complaints**

If there are any complaints from members of the school community regarding any content in our Relationship and Behaviour Policy, first follow the school's graduated response (below)



## Appendix 9 - Graduated Response for Pastoral Needs



If necessary, use the Westgate Primary Complaints policy (available on the school website).

### Related Policies

This policy should be read in collaboration with the following policies and documentation:

- Westgate Values and Ethos
- Keeping Children Safe in Education
- Complaints Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Home-School Agreements

This policy should be read alongside this document:

- Suspensions and Permanent Exclusion 2023
- Behaviour in School - Advice for Headteachers 2022
- Use of Reasonable Force in Schools 2013
- Searching, Screening and Confiscating - Advice for schools July 2022

## Appendix I - Restorative Conversation

The restorative conversation is an opportunity for the individual to reflect on what has happened and why it occurred. More importantly it is also an opportunity to identify what the impact of their actions might have been and what they can do to put it right. This discussion is based upon 5 key questions which are detailed below.

**1) What happened?** It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally important to give your account from your perspective without judgement.

**2) What were you thinking/feeling at the time?** This reflection helps the pupil to reconsider their actions and replay their thought processes.

**3) How did this make people feel?** It is important that the child has the opportunity to consider others and to think about the impact of their behaviour on peers who were worried, visitors who were shocked or other children who were scared for example.

**4) What should we do to put things right?** An apology should not be demanded. Ideally the child should come to this conclusion themselves. An apology may not be in a tone that you favour, however it is important you don't criticise. Accept the apology with enthusiasm and reciprocation.

**5) How can we do things differently in the future?** This is an opportunity to review what the child could do more positively to manage themselves and self-regulate should they find themselves in a similar situation in the near future.



Appendix II - Classroom display

**Relate**



1. Consistent high-quality teaching, adapting where necessary.  
Spotting children showing expected behaviour using Class Dojos and praise.

**Remind**



2. Verbal or non-verbal reminder (no more than 2 occasions).
3. Move to a different place.

**Stop and Think**



4. Move next to an adult.
5. Class adult to have a conversation to reset.

**Consequence and Repair**



6. Time out of class for reflection as 'stuck'. (Mrs Henderson and Mr Clarke informed)
7. Sent to a different classroom for the rest of the lesson. (Parents informed)

Three Simple Expectations



# Westgate Primary School



At Westgate Primary School, we show expected behaviour by being...

# Ready

We follow instructions from adults and are ready to learn.

# Respectful

We speak kindly and respectfully to each other.

# Safe

We keep ourselves and others safe.





## Appendix IV - Zones of Regulation

The Zones of Regulation is an internationally renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'.

Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At Westgate School, we use the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

In the classroom, sometimes children panic when faced with a tricky learning problem or challenge. By teaching them how to cope with these feelings might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty. We want children at Westgate to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.

- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

### What are the different Zones?

**Blue Zone:** low level of arousal; not ready to learn; feels sad, sick, tired, bored, moving slowly. **Green Zone:** calm state of alertness; optimal level to learn; feels happy, calm, feeling okay, focused.

**Yellow Zone:** heightened state of alertness; elevated emotions; has some control; feels frustrated, worried, silly/wiggly, excited, loss of some control.

**Red Zone:** heightened state of alertness and intense emotions; not an optimal level for learning; out of control; feels mad/angry, terrified, yelling/hitting, elated, out of control

We will teach the children that everyone experiences all of the Zones. The Red and Yellow zones are not 'bad' or 'naughty' Zones. All of the Zones are expected at one time or another. We will show them that the Blue Zone, for example, is helpful when you are trying to fall asleep.