



Porchester Junior School



Respect Aspiration Responsibility Confidence Resilience

We are the **PRIDE** of Porchester



Relationship and Behaviour Regulation Policy

Reviewed September 2024

Aims and Expectations

Porchester Junior School is a positively driven school with a primary aim to ensure that every member of the school community feels valued, respected and aspires to be the PRIDE of Porchester. We are driven to ensure that all our children grow socially, emotionally, personally and academically during their time with us to prepare them for the next stage of their journey and beyond.

Porchester's Relationship and Behaviour Regulation Policy is reflective of the way in which all members of the school community, staff, pupils and families, work together to build positive and effective relationships which are both supportive and collaborative. This positive climate is at the heart of the school's ethos and PRIDE vision. We aim to create a safe, happy and supportive environment in which all children can play an active role in their education and which promotes confidence and self-image.

Our behaviour plan is based on the Pride of Porchester values, which are:

- Respect
- Aspiration
- Responsibility
- Confidence
- Resilience

These expectations underpin everything we do to become The PRIDE of Porchester. They are displayed in every classroom and around school.

At the beginning of the academic year, each class discuss their understanding of Respect, Aspiration, Responsibility, Confidence and Resilience. In this way, every child in the school knows the standard of behaviour that is expected in our school.

Our behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best and provide life-long skills and strategies. This policy supports our community in aiming to allow everyone to work together in an effective, consistent and mindful way.

Working Together

At Porchester we firmly believe that positive relationships, between all members of the school community (Governors, all staff, families and pupils) form the foundations for excellent behaviour. Working together with families is an important part of our school ethos and this is reflected in our Home/School Agreement. The Home/School Agreement forms part of the new starter information kit for children. By signing the agreement, families are assenting to support the school and work collaboratively with us to provide the best provision for their child in line with the Porchester values.

The PRIDE of Porchester





Our aim is to develop responsibility, independence, self-discipline and a positive attitude towards the life of our school. At Porchester, we actively encourage pupil leadership. We value our children's ideas, involve them in decisions and provide them with the skills to effectively reflect on school systems and their ideas. As children progress into Year 6, they are given the opportunity to lead a key area of responsibility in school, one of these areas being behaviour. The Pupil Behaviour Team work alongside the Behaviour Lead by ensuring they have regular meetings together. These meetings encourage the children to discuss what is going well in school and also anything that they feel needs to be changed. The behaviour team are involved in designing the behaviour policy and deciding on rewards/ sanctions, with support and training from the Behaviour Lead. The Behaviour Team also lead the house point system and make any necessary announcements in assemblies.

The Pride of Porchester Values are an integral part of school life and referred to with regards to behaviour expectations but also for celebrations and rewards. Through assemblies, class times and PSHE, pupils are taught the expectations of the school. They are taught the skills they need to get along together, encouraged to discuss difficulties, their feelings and possible solutions to problems and to play a part in the running of the school.

How we celebrate the positives at Porchester

At Porchester, our children are rewarded for demonstrating the Pride of Porchester Values in the classroom and around school. We believe it is important to reward appropriate behaviour and actions significantly more than we impose consequences. We use the following awards:

- ✚ **House Points-** All children will be allocated to a house at the beginning of each academic year. The houses are mixed year groups across school to support the building of relationships and peer role modelling. Children are able to earn house points and are given a house point token. House point tokens are a whole school award system; any member of staff in the school can give a child a single token for displaying positive behaviour towards the values. Children will be able to add these to their name slot in the class behaviour display chart. Completing homework and reading at home (book signed) will also gain the child a house point token. At the end of the day two children from each class will be able to transfer the house point tokens to the whole school boxes.

Every Friday, the Behaviour Team will count how many points each house has and announce it in the Friday celebration assembly.

The winning house at the end of each half term will have an afternoon reward, which the behaviour team will help to decide on and organise.

- ✚ **Golden tokens-** Mrs Welsby also gives out special golden tokens when they notice a child exhibiting the values around school. These tokens will be worth 5 house points.

- Class Dojo** – Class Dojo is used to replicate the house points with the children to allow them to see their individual running total.



- House Point/Dojo certificates** – When children receive a ‘milestone’ with their house points, they will receive a certificate in assembly. Points will be reset at the end of each academic year.

House Point Certificates



Award	House Points
Bronze	50
Silver	100
Gold	150
Platinum	200
Emerald	250
Sapphire	300
Ruby	350
Opal	400
Pearl	450
Diamond	500

- Golden cards**- Every two weeks, the children vote for and nominate a member of their class that they feel have displayed the Porchester expectations, worked incredibly hard or achieved something amazing. The class need to be able to explain to that person why they have been awarded the Golden card. This child will be able to take their golden card for a special Friday afternoon treat with Mrs Welsby.
- Celebration assembly**- Every Friday the school takes part in a celebration assembly where certificates are given out from teachers, MDSAs and Miss Mrs Welsby.
- House Treat** – At the end of each half term, the Behaviour Team will announce the winning house. They will have a one hour ‘House Treat’ as a reward.

Behaviour Expectations

To promote positive relationships and behaviour at Porchester, we focus on being Ready, Respectful and Safe. These three key words create a nurturing, supportive, and successful learning environment.



Ready: Encourage children to be prepared for learning and willing to engage in the activities and lessons.

Respectful: Promote an atmosphere of mutual respect where children value themselves, others, and their environment.

Safe: Ensure that children understand the importance of safety, both physically and emotionally, within the school environment.

Our behaviour expectations align with our school values and serve as a foundation for fostering a positive school culture. Each interaction with children is guided by these principles, helping to create a space where all children feel safe, supported and ready to succeed.

When discussing learning and behaviour with children, our Behaviour Expectations should be consistently referenced to create a positive climate and ethos for staff and children. Staff should aim to develop consistent responses to challenging behaviour to reduce the likelihood of challenging emotional responses from our young people.

The Zones of Regulation

At Porchester, we use The Zones of Regulation as an approach to supporting the development of self-regulation in children. Teaching the zones gives children a shared language to talk about their emotions by associating them with highly visual, coloured zones. The approach is based on research and is highly respected as a systematic, cognitive behavioural technique leading children to greater independent regulation. It helps to teach children to identify their feelings, their levels of alertness, to understand how their behaviour influences those around them and gives them the tools they can use to manage their feelings.



The zones can be likened to traffic signs:

Blue: Rest area where you should pull over when you're tired and need to recharge

Green: You're 'Good to go!'

Yellow: Slow down or take warning of how you're feeling

Red: Stop and regain control



A core belief of The Zones of Regulation is that all the Zones are okay and it's really important we reiterate this to our pupils. All of us routinely experience several of the Zones across a day.

Emotion Coaching

At Porchester, all staff have been Emotion Coaching (Appendix 1) trained and we use this strategy to support our children to understand, regulate and reflect on their behaviour. We recognise that this is important for children to be able to internally regulate their emotions and behaviour, which is a vital life skill.

Steps of Emotion Coaching:

Step 1

- **Recognising the child's feelings and empathising with them.**

Step 2

- **Label the feelings and validating them**

(validating = let the child know why they might be feeling like this and that this is okay)

Step 3

- **Set limits on the behaviour (if needed)**

Step 4

- **Problem-solve with the child**

The relationship between school staff, especially class teachers, is key to this approach working successfully. Our staff have positive relationships with the children and this is central to the pupils' personal, social and emotional development. Staff in our school are calm when dealing with any element of behaviour and ensure the needs of the child is met.

We recognise that there are occasions when children need time to calm down and return to baseline before being in the right place emotionally before step 3 and 4 can begin (Appendix 2- Breakwell assault cycle). Therefore, as a staff, we ensure we nurture and give the child the time needed to regulate before beginning to reflect on the incident together.

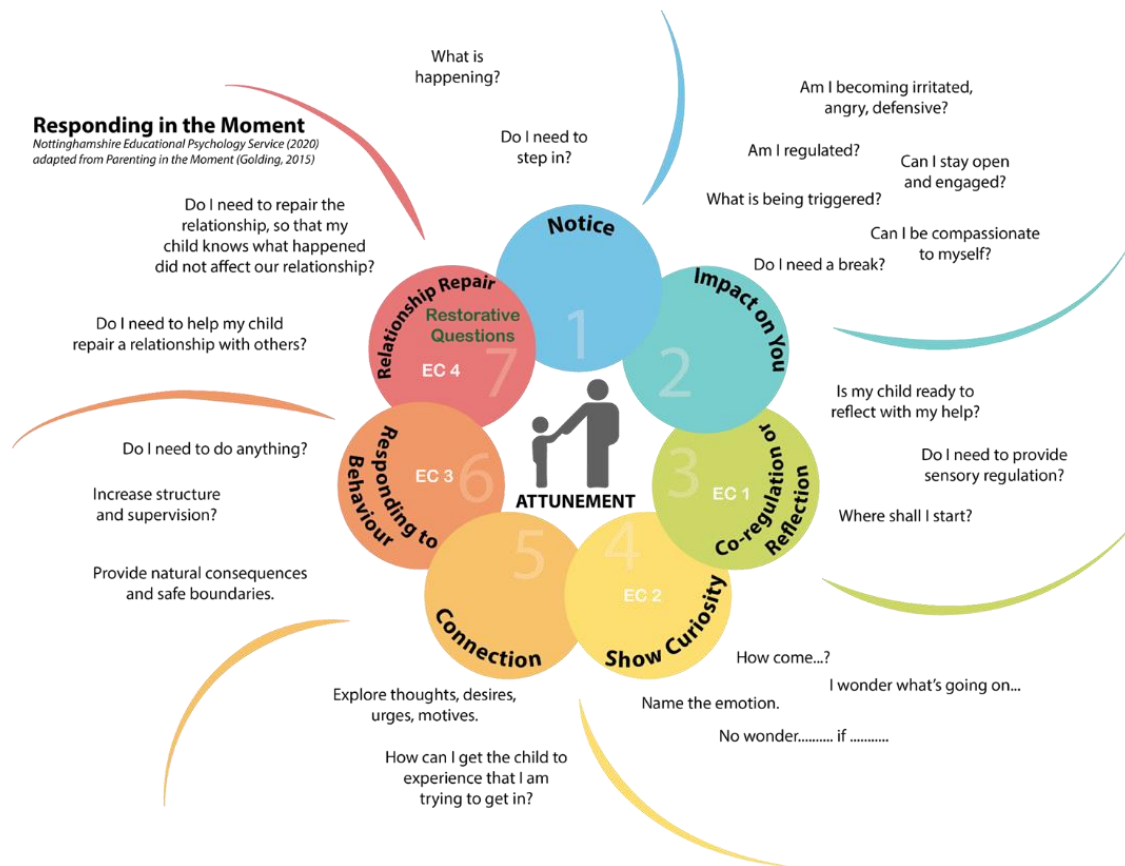
Step 4 of this approach will involve restorative questions to guide the child to reflect on the incident and to work with an adult to think of an appropriate way to 'repair' what has happened. These questions are:

- What happened?
- What were you thinking about/ feeling at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think needs to happen next?

All classes use PSHE sessions as a tool for promoting positive behaviour and relationships. Children discuss and reflect upon situations that may have been difficult to manage in school, they then consider the emotions happening and how the situation could be managed for a positive outcome.

Consequences

At Porchester, we use the 'Responding in the Moment' model (Appendix 3) as this is a model for relationship-based conversations and interactions particularly in the face of strong emotions and challenging behaviour.



The majority of incidents will be dealt with in the immediacy, through the relationship between the staff member and the child involved in the incident, through this process.

There are processes in place to support children, where there is an increased frequency of challenging behaviour which is detrimentally impacting on the child's learning and engagement with the school community (See below).

Stepped consequences:

The majority of incidents will be dealt with through the 'Responding in the moment' model, however there may be times when the following stepped model will need to be used.

In all classes, the stepped ladder of consequences would look like this. These steps have been created with the support of the Pupil Behaviour Leadership Team.

Whole class reminder of expectations

Whole class reminder of behaviour expectations/rules



Verbal Reminder

Specific to child. Explain which expectation/ rule is being broken



Discussion with staff member

Teacher discusses behaviour with child- restorative question: What is going on? What is needed?



If required, move place within the classroom

Teacher to provide a timed move to a quieter space in the classroom

Record low level behaviour on Low Level Behaviour Log



Time out in partner class

This needs to be recorded on CPOMS.

Restorative questioning time needed with staff member involved with the behaviour.*



CFSW/Phase Leader to become involved, if the situation continues to escalate

CFSW/Phase Leader : Emotion Coaching (recorded on CPOMS)

Class Teacher: Restorative questioning during missed break.

Phone call with family (recorded on CPOMS)

If this stage is reached persistently, a 5 Point Scale plan will be put in place with the child (Appendix 4)



Request support from the Headteacher to become involved, if the situation continues to escalate.

Headteacher to complete emotion coaching and restorative conversation.

Meeting with parents with Phase Lead/ Class Teacher. (Headteacher if more than once)

Class Teacher: If reaching this stage more than once, All About Me profile completed with strategies identified alongside child and parents. Advise sought from SENCO and behaviour lead.



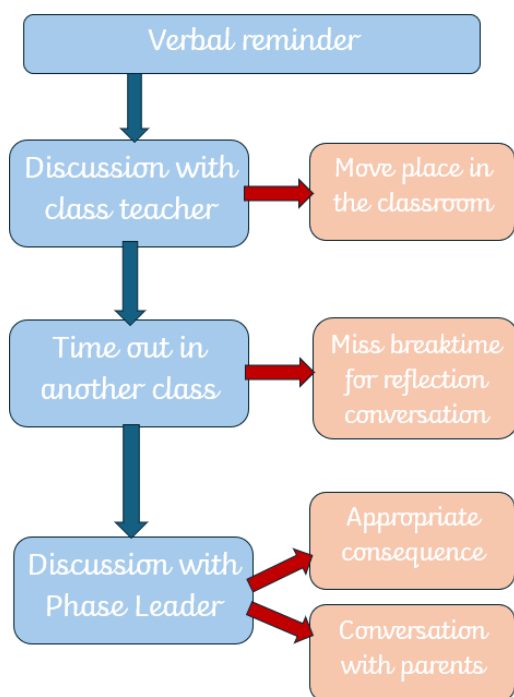
Relevant External agency support

Class Teacher: Follow and update all about me profile with strategies recommended from professionals involved.

* If a child is asked to leave the classroom it is important that they have time to reflect on their behaviour with a member of staff. It is important that the staff member, that the behaviour affected, reflects with the child to ensure that 'repair' is carried out. Emotion Coaching and restorative questions will be used at this point.

- ✚ There will be a fresh start each session- restorative questioning time will be used after every incident, however this will be at a time when the child emotions are regulated to minimise emotional crisis again. This may mean that a restorative conversation needs to happen early the next day.
- ✚ Recorded behaviour incidents are monitored by SLT. If behaviour patterns occur, class teachers will follow the graduated response and will work alongside the SENCO and behaviour lead, in agreeing further actions and support required.

Child-Friendly Flowchart



Beyond challenging behaviour

At times, a child's behaviour may escalate to a point where immediate action is needed in order to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g. serious verbal/physical abuse, racism, bullying (see also Anti-bullying policy which includes details of prevention of bullying), malicious allegations. In this case, the teacher will request the support of SLT or the Head Teacher straight away. SLT/the Head Teacher will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature. Members of staff can use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at school or among children (see also Physical Intervention policy).

SEND

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. In this circumstance, staff will be guided by the SENCO and/or relevant external agencies. All children on the SEND register have an All About Me profile that outlines their needs, personalised strategies and targets. When appropriate, children may also have a personalised behaviour plan based on the 5-point scale. These are reviewed termly and discussed with parents.

The SEND policy should be read for how additional needs are supported in the school.

CRB

Under very exceptional circumstances physical intervention may be required to restrain a child's physical behaviour where it is physically endangering the child, other children, adults or serious damage to property. When physical intervention is necessary it should be conducted in a way that shows care and concern for the child. All teachers and support staff have yearly CRB (Coping with Risky Behaviours) training, which is provided by the Local Authority.

Any incident of physical intervention should be reported to, and logged by, the Head Teacher or Deputy. After an incident the child's parent/carer should be informed. See separate physical intervention policy.

Suspensions and Exclusions

A decision to suspend or exclude a pupil, either for a fixed period or permanently, is seen as a last resort by the school. The school communicates to pupils, parents and staff its expectations of standards of conduct and a range of policies and procedures are in place to promote good behaviour and appropriate conduct. No suspension or exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation.

Only the Head Teacher, or acting Head Teacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Head Teacher will only use permanent exclusion as a last resort and will be fully in line with the DFE's suspension and exclusion guidance.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Head Teacher will:

- Consider all the relevant facts and evidence on the balance of probabilities
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves

If a pupil is at risk of suspension or exclusion the Head Teacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

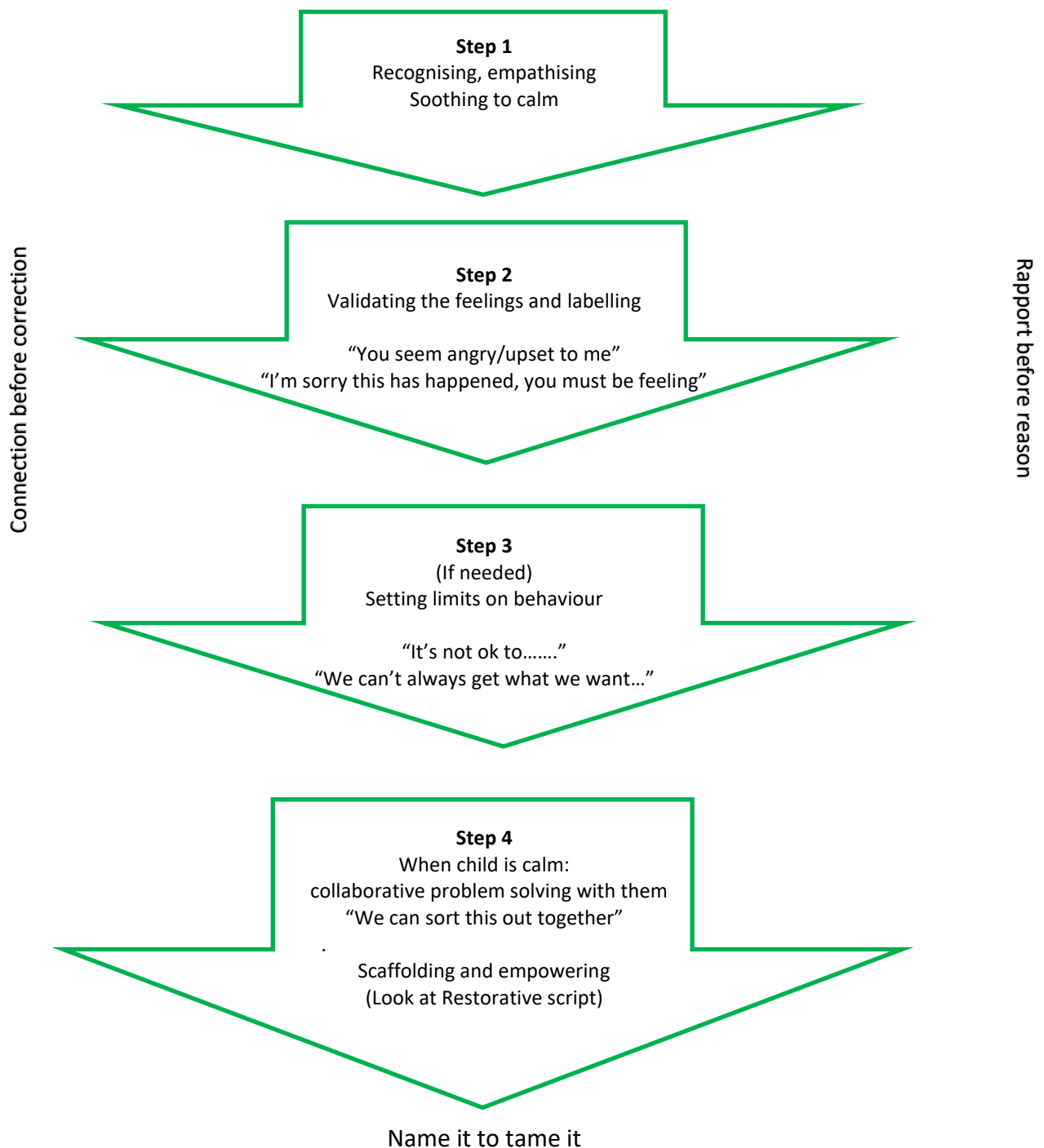
If the Head Teacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

Summary

At Porchester, we are passionate about providing our children with the necessary life skills for their future. Our Relationships and Behaviour Regulations policy does this by encouraging pupils to consider how their actions affect both themselves and others, in preparation for becoming responsible and caring citizens of the future.

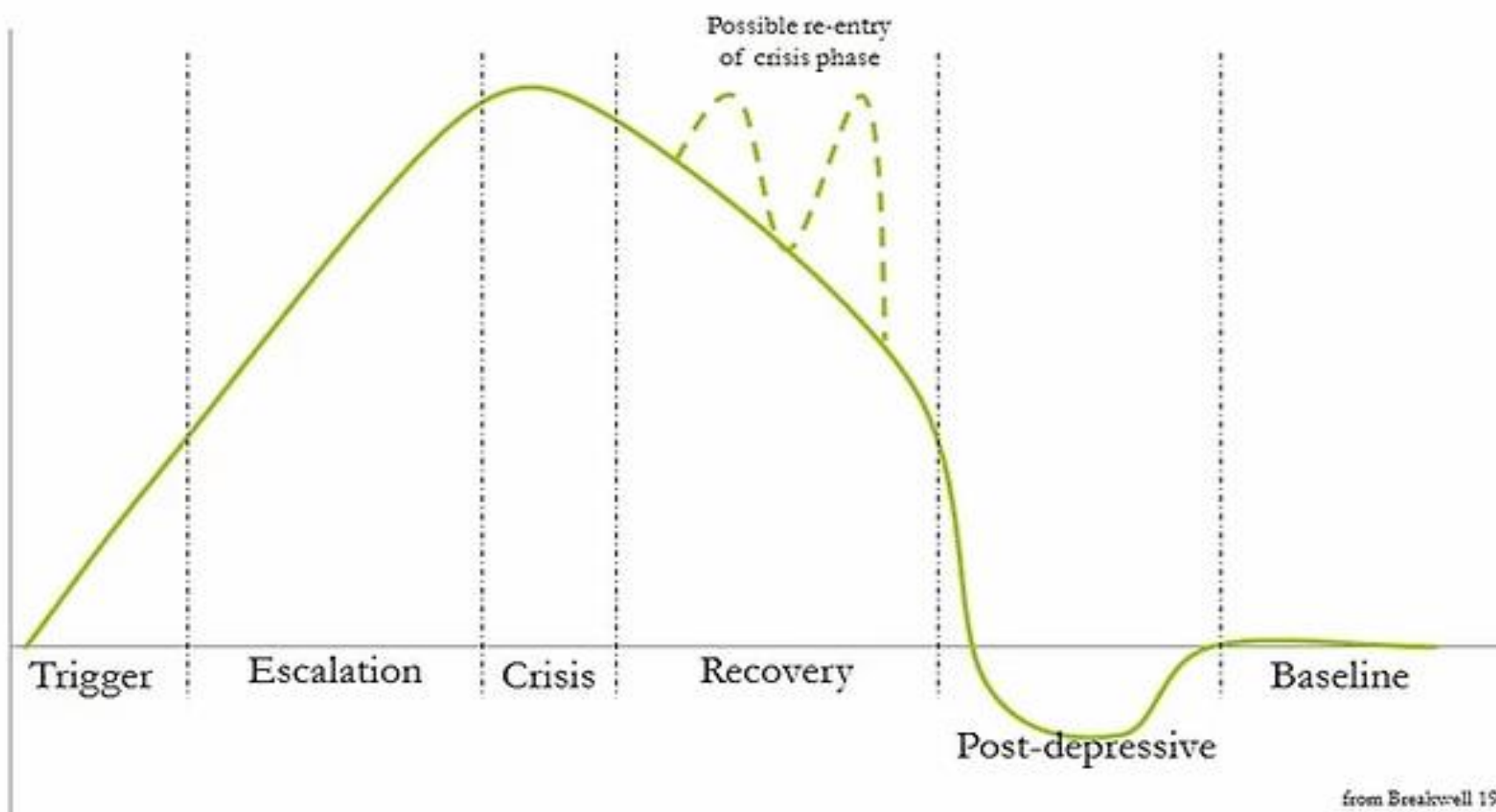


Emotion coaching is a practical 4-step approach to responding to behaviour in the moment
(based on Gottman, 1997)



The assault cycle

the **root** of it
changing lives, accessing education





1. The Triggering Events - Occurrence perceived by the individual as a serious threat to him/her.

TWO TYPES:

- Fear Inducing Events – Give the person the perception he/she is under threat or about to lose something of value.
- Frustrating Circumstances – Give the person the idea that his/her efforts or demands have been useless.

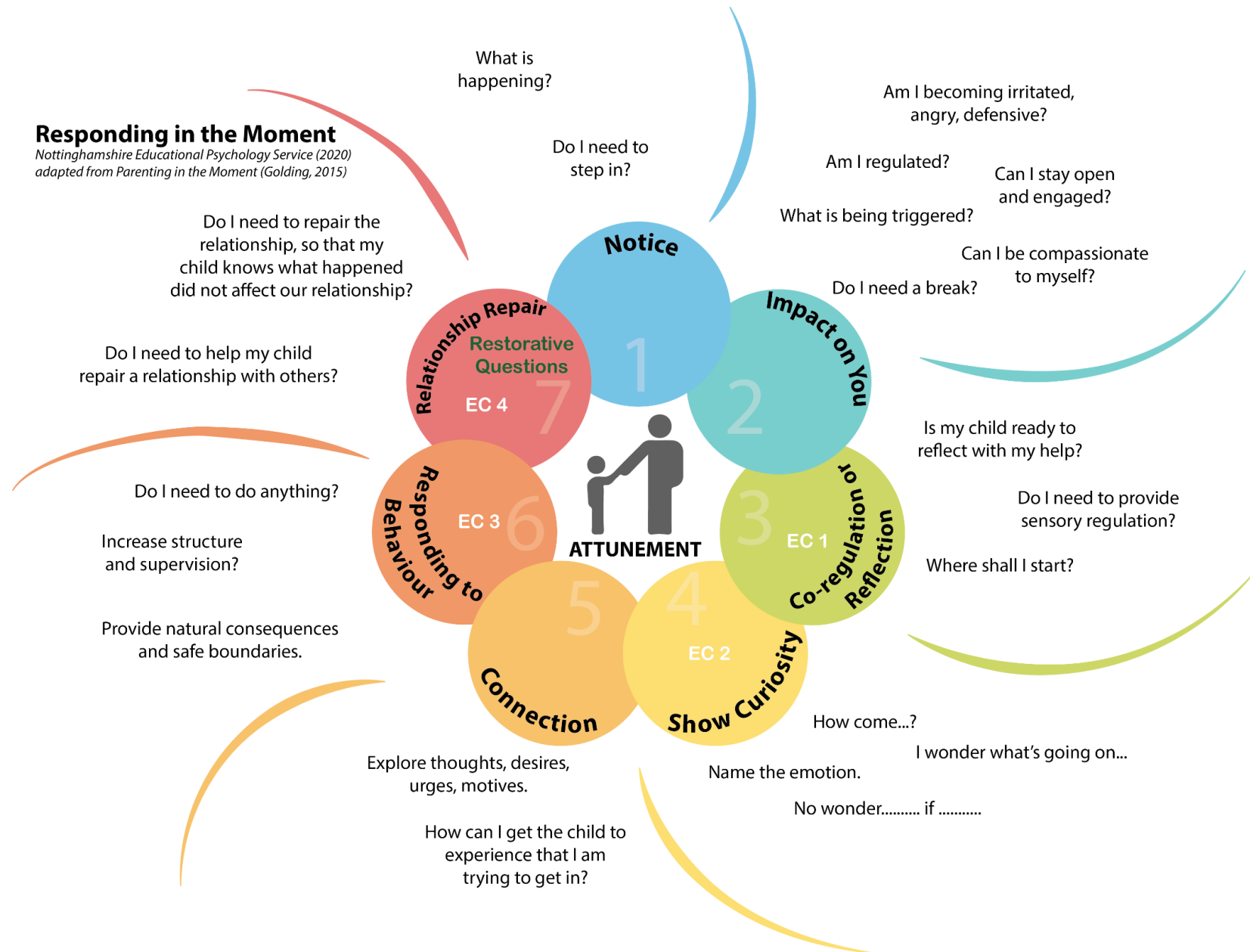
2. Escalation Phase - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.









3. Crisis Point - Aggressor explodes into violent acts against the threat.

4. Recovery Phase - Aggressor's body relaxes and mind decreases its vigilance. The confrontation is seen to be over, even if temporary.

5. Post-Crisis Phase - While aggressor tries to return to stable base level, he/she often experiences fatigue, depression, and guilt.

Appendix 3- Nottinghamshire Educational Psychology Service 'Responding in the moment model'



		<p>Explode—I feel angry and I am not sure how to calm down.</p> <p>I need an adult to help me. I can</p>
		<p>Rumbling—I feel like I am starting to lose control.</p> <p>I may need</p>
		<p>Bubbly—I am feeling frustrated or something is worrying me.</p> <p>I may need to</p>
		<p>Ok—I know something is different but I know what I need to do and I can cope.</p>



Happy—I feel good about myself and what is going on around me.