

Bushbury Hill Primary School



Behaviour and Relationships Policy

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Promoting positive mental health, behaviour and relationships

Our School motto at Bushbury Hill is 'To be the best we can be.' The school, governors, parents and children believe that by working together in a happy and safe environment we will enable each child to fulfil their potential. We want our children to be safe and happy. Through self-reflection and understanding their own feelings and those of others, children learn to regulate their emotions, develop empathy and manage behaviours. This helps to form positive relationships with others and promotes positive mental health.

Policy Aims

- To ensure that the school community is kept safe at all times.
- Children will be able to recognise their own and the feelings of others.
- Children learn to manage behaviour and build / rebuild relationships.
- To ensure that all children can learn in classrooms which are not disrupted by others.
- A whole school consistent approach and encouragement to adopt at home will promote positive mental health and behaviour at home and at school.

School Rules and Values

At Bushbury Hill Primary School our school rules are:

1. Work hard.
2. Have a good attitude.
3. Follow instructions

We teach the following core values:

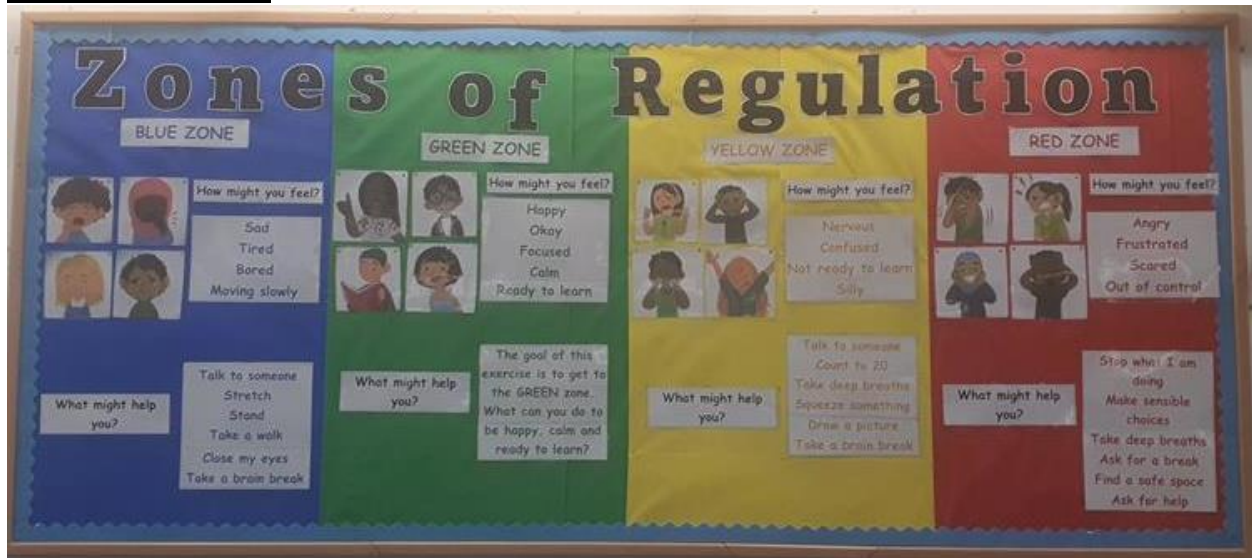
1. Respect
2. Honesty
3. Determination
4. Resilience
5. Positivity

Staff will directly teach the school rules and core values as an integral part of the curriculum. School rules will be prominently displayed throughout school and children know the school rules and values as are taught and reminded about these regularly in assemblies.

Behaviour Education

- Behaviour education is an integral part of teaching at Bushbury throughout the school day and by all staff. All staff role model expected behaviour at all times, for children. See also code of conduct.
- All staff will use PSHE resources to teach and reinforce behaviour and social skills as part of our PSHE Curriculum linked to Kapow.
- Staff teach learning behaviours alongside managing misbehaviour.
- Zones of regulation are used by all staff to help children recognise feelings and emotions relating to behaviour and how to regulate these.
- Staff and learning mentors use restorative conversations and discussions to improve pupils' understanding of their feelings, behaviours and attitude.
- Targeted approaches which meet the needs of individuals in the school are supported by our Learning Mentors.
- All staff will encourage positive behaviour and effective classroom and breaktime / lunchtime management.
- These will be applied consistently across the school.

Zones of Regulation



Zones of Regulation is an approach used to support the development of self-regulation in children. It teaches children scaffolded skills toward developing a metacognitive (thinking about one's thinking) pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. All the different ways children feel and the states of alertness they experience are categorised into four coloured zones.

Children who are well regulated are able to be in the appropriate zone at the appropriate time and they recognise which zone they are in at that time.

The Zones provide strategies to children to become more aware of and independent in managing their emotions and impulses and to help manage their sensory needs.

The Blue Zone is used to describe low states of alertness and down feelings.

Emotions in this zone may include when someone feels sad, tired, sick and bored.

The Green Zone is used to describe a calm sense of alertness.

Feelings in this zone include happy, focused, content and ready to learn.

The Yellow Zone is also used to describe a heightened state of alertness and intense emotions. However, children experiencing yellow zone levels of alertness will feel more in control of their emotions than those feeling red zone emotions.

Emotions in this zone include stress, frustration, anxiety, excitement, silliness and nervousness.

The Red Zone is used to describe an extremely heightened sense of alertness and intense emotions.

The emotions in the red zone include anger, rage, devastation and fear.

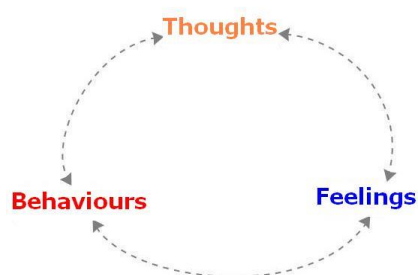
The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone Overjoyed/Elated Panicked Angry Terrified

Teaching children to self regulate

Zones of Regulation provides children with strategies for each zone to manage their feelings and behaviour.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
<p>How might you feel? Sad Tired Bored Moving slowly</p>	<p>How might you feel? Happy Okay Focused Ready to learn Calm</p>	<p>How might you feel? Nervous Confused Silly Not ready to learn</p>	<p>How might you feel? Angry Frustrated Scared Out of control Panicked</p>
<p>What might help you? Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes</p>	<p>What might help you? The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?</p>	<p>What might help you? Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break</p>	<p>What might help you? Stop what I am doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help</p>



Restorative Conversations

Restorative means healing, having the ability to restore health, strength, or well-being. It encourages all to reflect, repair and reconnect. Through the use of restorative conversations, we can teach / guide children to think about their feelings and those of others and self-regulate their responses now and in the future.

Bushbury uses the same script throughout the school

1. Tell me what happened?
2. How do you feel / how has it made others feel?
3. What can you do to make it better?

The 5 Core Beliefs of Restorative Practice

1. Everyone has a unique perspective and a valued contribution to make – we need to hear what people have to say.
2. Our thoughts influence our feelings and both influence what we do and say – we need to unpick what is going on behind behaviour.
3. Our actions and deeds impact on those around us – we need to consider the consequences of our actions.
4. All our actions are strategies we have chosen to meet our needs at the time – we need to be part of identifying what we need and identifying how our needs will be met.
5. The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – we need to be enabled and empowered to make positive and sustainable changes for ourselves.

Class Dojo

We strongly believe in working closely with parents and keep parents informed about the school's policy on behaviour and about ways to support their own children in this respect. The learning mentors are happy to support parents with managing children's emotional wellbeing at home and can offer support in terms of Early Helps and strengthening family workers. A Dojo reward and messaging system in school allows parents to be connected to all aspects of school life and celebrating rewards with the children. Pupils are grouped in one of four dojo teams, which each year are linked to the theme. Pupils can earn dojo points for themselves and their team.

Rewards

We use a range of rewards to encourage and promote positive behaviours:

- ✓ Verbal praise – staff will look for the positive at all times and ensure that all children are praised when they 'do the right thing'.
- ✓ Stickers to recognise various aspects of good work/behaviour are provided.
- ✓ Marking of work will reward pleasing effort and achievement, by giving stickers or dojo points.
- ✓ Dojo Points can be given for work or behaviour. These are recorded as part of the weekly total. Each week the team who has earned the most dojo points will be recognised in the celebration assembly.
- ✓ Weekly awards for demonstrating our 3 rules or 5 core values are presented in celebration assembly on a Friday to 3 children in each class.
- ✓ Star of the week party.
- ✓ Progress in reading, spelling and maths certificates.
- ✓ Pupils who come to share good work or show a great attitude to the Headteacher, will be presented with a Headteacher's award.
- ✓ Deputy Headteacher awards.
- ✓ Beehive rewards – children are not all treated equally, but are treated with equity; they are provided with what they need to thrive. Some children require a personalised reward and consequence pathway that is bespoke and designed to meet the child's needs. A Beehive reward might be chosen by a child.
- ✓ At the request of staff, the head teacher will write an individual letter outlining outstanding effort or achievement to parents.

- ✓ Teachers can ring, class dojo or email parents to recognise good behaviour.
- ✓ Teachers can give treasure if they wish. (See also code of conduct policy)
- ✓ Lunchtime stickers can be awarded by lunchtime staff recognising excellent behaviour.
- ✓ We will provide a range of attendance and punctuality rewards.

What is positive phrasing and affective language?

At Bushbury Hill Primary School, we tell the children what we want, not what we don't want. Although this may need to be adapted for some younger children or those with SEN, at Bushbury, staff try to avoid the words NO and DON'T as children can become angry and frustrated by continually being told what they cannot do. At Bushbury, we try to teach children how to change their behaviour by giving clear, positive instructions.

For example instead of: 'Don't throw the sand everywhere', we say, 'Leave the sand in the sand pit'.

Instead of: 'Don't run in the corridor', we say, 'Show me how sensibly you can walk'.

For example, in PE, instead of: 'Be careful, or you will fall' (picture of falling in head), we say, 'Hold on tightly and concentrate'.

Affective language is a powerful skill to model ways of expressing our feelings and needs. Naming feelings helps children develop a larger vocabulary to use words vs. acting out emotions. It also helps children understand the impact of their actions and helps them to develop empathy towards others.

Affective language examples

Default Statement	Affective Statement
Great work	I'm delighted to see what you have produced here.
Never speak like that in my classroom	Hearing language like that in the class makes me really sad.
That's right	I'm really impressed with that answer.
How many times do I have to tell you?	I am feeling frustrated at how many times I am repeating this instruction.
Good to see you are helping out.	I am so proud to see you helping others.
You'll be in at breaktime if you don't finish your work.	I care enough about your learning to give you extra time at breaktime if you need it.
Now you've got it.	It's so exciting to see you take on new challenges like that.
You've been hitting people at lunchtime again?!	I'm upset to hear you have been hurting others again.
Great to see you taking turns.	It makes me so happy to see you waiting your turn so maturely and patiently.
I'm not going to tell you again!	This ongoing behaviour is making me feel that I need some support with this.

Why do we not use the word 'naughty'?

Children learn to live up to their labels. This is the same if you call them lazy or stubborn too, they will behave accordingly. It is therefore a self-fulfilling prophecy. At Bushbury, we also have to be careful with some children who can't accept positive labels such as 'good' or 'clever' as these too can be damaging for a small minority who feel they must always be good or clever to gain your approval. Positive labels also teach children to rely on others for judgement of their behaviour or achievements. Trusting that they can judge themselves increases their self-esteem. At Bushbury we separate the deed from the doer, as the child is not bad, they may have made a bad choice.

Why we have a no shouting policy at Bushbury

A 'no shouting' policy is in operation and shouting must not be used as a classroom management technique. This is because children learn this is acceptable behaviour and will shout back. Sometimes silence speaks louder than words. However there may be occasions when it is necessary to use a stern voice, without shouting - i.e. in order to re-establish control, be heard on the playground etc.

I ESCAPE – Giving a 'get out with dignity' clause

I – Insulate (rather than isolate) for a private conversation.

E – Explore the young person's point of view about what happened together without judgement

S – Summarise the feelings and share an account of what happened.

C – Connect feelings and behaviours discussed and explored.

P – Plan what to do differently next time and practice alternatives.

E - Enter back into circulation when ready

Sanctions

Although the focus is on positive management of their emotions and increasing self regulation, this non-exhaustive list of sanctions exists to support children who are repeatedly getting behaviour logs.

- Verbal warning
- Reflection time
- Work to be completed at break or lunchtime
- Time out from class
- Pupil Learning Mentor (PLM) meeting
- Class dojo, face to face or phone calls home to parents
- Behaviour contract
- Behaviour chart
- Behaviour consequence pathways
- Referral to Headteacher
- Head / Pupil / Learning Mentor review meetings
- Insulation
- Fixed term exclusions / modified timetable
- Permanent exclusion

Behaviour Pathway

Behaviours	Action to be taken	Record to be kept	Outcome
LOW LEVEL:			
Being silly Not following instructions Distracting others Being unkind	Encourage to get back on track and make good choices Distraction		
If no change from above or: Antagonising	Use de-escalation techniques Remind of good choices Affective language (e.g. when you do this, I feel sad). Offer access to zones Give verbal warning		
If behaviour continues:	De-escalation techniques Choices Zones of regulation <u>Restorative conversation</u> (at suitable time)	Record as B1 in behaviour log	
HIGH LEVEL:			
Violent Inappropriate language Disrespectful attitude Disrespectful to property Sexualised behaviour	Teacher/TA/LLPL to do debrief with pupil(s) and then hold restorative conversation – Learning Mentor (LM) support if needed Access to zones.	Record as B2 in behaviour log	Parent/carer to be contacted making them aware of incident and outcome on the day by dojo / face to face – if unable to do it, please tell a LM If repeated incidents: Miss break/ lunchtime (whichever is first) and complete reflection journal with LMs in Beehive.
If poor choices continue over time:	1) PLM Meeting (Pupil and Learning Mentor)	Note of meeting outcomes to be logged in CPOMS	May instigate behaviour charts / behaviour plan. Contact will be made with parent/carer.
	2) Referral to headteacher	Note of meeting outcomes to be logged in CPOMS	May instigate loss of privileges or additional sanctions / strategies. Meeting with parent/carer.
	Fixed term exclusion	LA Form	
	Fixed term exclusion	LA Form	

Behaviour Logs

The staff team, comprising of Teachers, TAs and LLPLs will keep records of B1 and B2 incidents in class. At the end of each week, behaviour tracking will be sent to the Beehive team and all incidents will be collated and analysed to identify children causing concern and possible triggers and/or patterns of behaviour. This analysis is used to put further strategies into place to support children with self-regulating their behaviour. It identifies patterns so that we can use measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.

B1 Form

Name	Date	Lesson	Incident					De-escalation techniques			
			NFI	Silliness	Unkind	Distracting	Antagonising	Reminder of choices	Affective language	Access to Zones	Restorative conversation
			NFI	Silliness	Unkind	Distracting	Antagonising	Reminder of choices	Affective language	Access to Zones	Restorative conversation
			Comments:								
			NFI	Silliness	Unkind	Distracting	Antagonising	Reminder of choices	Affective language	Access to Zones	Restorative conversation
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			NFI	Silliness	Unkind	Distracting	Antagonising	Reminder of choices	Affective language	Access to Zones	Restorative conversation
			Comments:								
			NFI	Silliness	Unkind	Distracting	Antagonising	Reminder of choices	Affective language	Access to Zones	Restorative conversation
			Comments:								

B2 FORM

Name	Date	Lesson	Incident						Steps to resolve	Any further action/referral
			Violent	Disrespectful attitude	Disrespectful to property	Sexualised behave/lang	Deliberate lying	Inappropriate language	Debrief	Restorative Conversation
			Violent	Disrespectful attitude	Disrespectful to property	Sexualised behave/lang	Deliberate lying	Inappropriate language	Debrief	Restorative Conversation
			Comments:							
			Violent	Disrespectful attitude	Disrespectful to property	Sexualised behave/lang	Deliberate lying	Inappropriate language	Debrief	Restorative Conversation
			Comments:							
			Violent	Disrespectful attitude	Disrespectful to property	Sexualised behave/lang	Deliberate lying	Inappropriate language	Debrief	Restorative Conversation
			Comments:							
			Violent	Disrespectful attitude	Disrespectful to property	Sexualised behave/lang	Deliberate lying	Inappropriate language	Debrief	Restorative Conversation
			Comments:							
			Violent	Disrespectful attitude	Disrespectful to property	Sexualised behave/lang	Deliberate lying	Inappropriate language	Debrief	Restorative Conversation
			Comments:							

Learning Mentor Support

For children who are regularly getting B1 and B2 logs, support will be provided. How this support looks will be bespoke to each child. Just as every plant needs different things to help it grow, so do children and therefore '1 size' does not fit all. 'Time in' as opposed to 'time out' may see children learning specific things to help them. These may be evidenced in their reflective journals.

Every plant has its own requirements to grow...



Bushbury Hill Primary School Reflection Journal KS2		
Name:	Date:	Class:
Year Group:		
School Rules The 3 school rules are:	Taking Responsibility The school rules that have been broken are:	Impact How have my choices made me and other people feel?
Reflection A better choice would have been:	Next steps This is how I am planning to make things better:	Support: Do I need help from anyone?

Bushbury Hill Primary School Reflection Journal KS1			
Name:	Date:	Class:	Year Group:
How I was feeling at the time: (circle) ○		How I feel after completing this journal: (triangle) △	
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone Overjoyed/Elated Panicked Angry Terrified
School Rules The school rule I did not follow (circle)	Actions What happened:	Support: A better choice for next time would be:	
Work hard Have a good attitude Follow instructions		Do I need help from anyone?	

Restraint and Positive Handling

Bushbury Hill Primary follows Wolverhampton LA guidelines on physical intervention and restraint. Physical restraint is only used when other non-physical strategies have failed and a child is in 'crisis' and there is a 'significant' likelihood of; violence to others, self-harm, damage to property or behaviour that compromises safety, good order and discipline. Named members of staff including the Headteacher and staff who support children with additional needs, have received the 1-day foundation Team-Teach training which focuses on an approach which allows 95% of situations to be resolved without the need for physical intervention. The Team-Teach approach focuses on the minimum amount of force for the shortest amount of time and the physical techniques that have been developed rely on bio-mechanical efficiency rather than physical force, which could cause unnecessary injury and damage the positive relationships that we have in school. If physical restraint is required then the incident is logged after all parties involved in the incident have had time to fully recover. Parents will be informed when physical restraint has been used.

Our **Positive Handling and Physical Restraint Policy** should also be referred to as additional guidance for children who require the restraint as a last intervention.

Children with more extreme behavioural difficulties.

For a few individuals, an individual behaviour plan / risk reduction plan is necessary. This plan will be written by the behaviour team with the class teacher, in conjunction with SENCO and a range of alternative rewards and consequences may be required. The aim of this plan is to ensure equal access to the curriculum. The liaison with parents and external agencies, will be key to ensuring success.

Additional Support / Alternative Educational provision

If a child's behaviour is not improving, a multi-agency meeting will be sought to provide further support to school and home.

- Support from our school health nurse.
- Early Help / Strengthening Families Worker
- Outreach team
- Referral to ISAPP (Inclusion Support and Alternative Provision Panel)

A child may be excluded from the site and access an alternative educational provision provided.

Fixed term and Permanent exclusion

If a child continues to disrupt the education and learning of others, for themselves and/or there is a serious breach of the behaviour policy then a fixed term exclusion or a permanent exclusion may be considered.

Permanent exclusions may be considered, if:

1. The child has seriously breached the school behaviour policy on many occasions;
2. They are disrupting both their own education and that of others;
3. The school has implemented a range of appropriate strategies to meet the individual needs of the pupil and,
4. The welfare of others, both pupils and staff, are at risk.

Then, the Headteacher may acknowledge that we have exhausted all available strategies for dealing with the child and that the Headteacher now needs to permanently exclude the child from Bushbury Hill, to protect the education and welfare of both themselves and others.

In the case of a serious physical assault then, at the Head's discretion, a child may be permanently excluded immediately.

DfE Reasons for Exclusions

New Exclusion Codes	New Pupil Exclusion Reason
OW	Use or threat of use of an offensive weapon or prohibited item
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
MT	Inappropriate use of social media or online technology

PH	Wilful and repeated transgression of protective measures in place to protect public health
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The table below provides a full set of the descriptors of reasons for exclusions. This is to be used as a guide and is not intended to be used as a tick list for exclusions.

Exclusion Code	Pupil Exclusion Reason	Includes
OW	Use or threat of use of an offensive weapon or prohibited item	<p>Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns,</p> <p>Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property</p> <p>Use of an offensive weapon</p>
LG	Abuse against sexual orientation and gender identity	<p>Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender)</p> <p>Homophobic, biphobic and transphobic bullying</p> <p>LGBT+ graffiti</p> <p>LGBT+ taunting and harassment</p> <p>Swearing that can be attributed to LGBT+ characteristics</p>
DS	Abuse relating to disability	<p>Derogatory statements or swearing about a disability</p> <p>Bullying related to disability</p> <p>Disability related graffiti, Disability related taunting and harassment</p>
MT	Inappropriate use of social media or online technology	<p>Sharing of inappropriate images (of adult or pupil)</p> <p>Cyber bullying or threatening behaviour online</p> <p>Organising or facilitating criminal behaviour using social media</p>
PH	Wilful and repeated transgression of protective measures in place to protect public	<p>Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.</p>

	health	
PP	Physical assault against pupil	Fighting Violent behaviour Wounding Obstruction and jostling
PA	Physical assault against adult	Violent behaviour Wounding Obstruction and jostling
VP	Verbal abuse / threatening behaviour against pupil	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	Threatened violence Aggressive behaviour Swearing Verbal intimidation
BU	Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability
RA	Racist abuse	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
SM	Sexual misconduct	Sexual abuse Sexual assault

		<p>Sexual harassment</p> <p>Lewd behaviour</p> <p>Sexual bullying</p> <p>Sexual graffiti</p>
DA	Drug and alcohol related	<p>Possession of illegal drugs</p> <p>Inappropriate use of prescribed drugs</p> <p>Drug dealing</p> <p>Smoking</p> <p>Alcohol abuse</p> <p>Substance abuse</p>
DM	Damage to property	<p>Damage includes damage to school or personal property belonging to any member of the school community</p> <p>Vandalism</p> <p>Arson</p> <p>Graffiti</p>
TH	Theft	<p>Stealing school property</p> <p>Stealing personal property (pupil or adult)</p> <p>Stealing from local shops on a school outing</p> <p>Selling and dealing in stolen property</p>
DB	Persistent or general disruptive behaviour	<p>Challenging behaviour</p> <p>Disobedience</p> <p>Persistent violation of school rules</p> <p>Raising of fire alarms falsely</p>