




*Love Life  
Love Learning  
Grow in Faith*

LINBY-CUM-PAPPLEWICK PRIMARY SCHOOL  
**Promoting Positive Relationships and Supporting Behaviour Regulation  
Policy**

Date policy agreed:	March 2023
Date of next review:	March 2024
Headteacher signature:	<i>R Hodge</i> (Head of School)
Chair of Governors' signature	

1) **Introduction**

**School Motto:**  
**Love Life, Love Learning, Grow in Faith.**



**At Linby, we value LIFE GIVING EDUCATION**

**Our values are rooted in our relationship with Jesus. (See Christian Ethos Statement).**

Because of our values, that include valuing every person with respect and prioritising relationships, we believe that God's love should permeate everything we do. This includes how we treat one another when we make mistakes in our behaviour.

Three key ideas of our relationship-based approach to inclusion philosophy:

1. **Unmet Need:** Behaviour communicates an unmet need. Therefore, to change behaviour, we must respond to the unmet need.
2. **Individual Influences:** Children's behaviour cannot be fully understood in isolation, without considering their individual influences.
3. **Relationship-based, restorative approaches** offer an evidence-based alternative to zero-tolerance behaviour management systems.

*The basis of achieving good behaviour is through positive, caring and respectful relationships between adults and children. Our expectations are high and boundaries are clear.*

*Good behaviour means that everyone in school is:*

- *Caring and kind.*
- *Polite and friendly*
- *Helpful to each other*
- *Calm and hardworking*

## **2) Policy Statement**

This policy was based on guidance provided by Nottinghamshire County Council and the School Behaviour Partnership.

## **3) Policy Scope**

This policy is for all staff, pupils/students, parents and 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 and emotional distress.

## **4) Policy Aims and Objectives**

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

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

We aim to:

- *Develop a positive, stimulating and caring environment where each individual is valued and respected.*
- *Promote self-discipline and proper regard for authority among pupils.*
- *Develop self-esteem in individuals.*
- *Work towards a collective commitment (pupils, staff, parents, governors) to maintain and develop positive attitudes in school.*
- *Children's contributions valued and displayed in hall.*
- *A restorative approach to discipline as opposed to a behaviourist approach.*

## **5) Policy Links**

This Behaviour Regulation Policy links to the following other policies we hold in school:  
*Add links to relevant statutory and non-statutory policies, and delete any aspects of this policy which are covered in other policies e.g.*

- Relationships and Sex Education Policy
- Anti-bullying Policy
- Equality Policy - including management of prejudice-based incidents
- Health and Safety Policy
- Safeguarding Policy - including Contextual Safeguarding, linked to Keeping Children Safe in [Education](#)
- Physical Intervention/Coping with Risky Behaviour Policy
- Online e-safety and cyber-bullying policy
- Teaching and Learning Policy
- SEND Policy
- Staff handbook
- Extra-curricular policies and guidance

#### **6) Roles and Responsibilities**

Dealing with the behaviour in school is a **shared responsibility**. The relationship-based approach applies to all relationships within the school community between all adults and young people.

#### **7) Details of Our Approach**

Please refer to 'Understanding Behaviour in Schools: A relationship-based approach to inclusion'. We use a strengths-based approach include relationship-based practice and restorative practice. This is not really about what we do but *how* we do it, everything we do starts with relationships - building, maintaining and repairing relationships.

Key models and approaches include:

- Responding in the Moment (Notts EPS 2020)
- Emotion Coaching [www.emotioncoachinguk.com](http://www.emotioncoachinguk.com)
- The Restorative Classroom: Using restorative approaches to foster effective learning by Belinda Hopkins (2011)
- When the Adult Changes, Everything Changes by Paul Dix (2017)
- Maslow's Hierarchy of Need (1954)
- The whole school approach to behaviour regulation is in line with the [Education Endowment Foundation recommendations on Improving Behaviour in Schools \(2019\)](#).

All children love to be noticed. We recognise that children can use their behaviour to help ensure that they are noticed. At Linby, we use Class Dojo as one way of recognising hard work, teamwork, persistence and doing the right thing. Each class has a slightly different, tailored system of recognising the achievements, effort and behaviour of the children, which is adapted to the age and stage of the child.

Where a child has gone 'over and above', children can come to show the HoS their work, come for a sticker, receive an email or note home, or may be given an "I heard a Whisper" award and Wispa chocolate bar.

In line with the Pivotal approach, Emotion Coaching and Responding in the moment, we follow a levelled approach to help re-focus and support the children.

<b>Stage</b>	<b>Description</b>
<b>1. Redirection / Reminder</b>	<i>Gentle encouragement, a 'nudge' in the right direction. A subtle approach. A reminder of our three simple rules - Safe, Caring and Respectful, Hardworking - delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the child is able to model good behaviour as a result of the reminder.</i>
<b>2. Warning</b>	<i>A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue. The child has a choice to do the right thing. Children will be reminded of their previous good conduct to prove that they can make good choices: use the phrase "stop, think make the right choice, think carefully about your next step" [For children who are continually warned, a Restorative Meeting may be called without repeating steps 4 and 5*]</i>
<b>3. Last Chance / Time Out</b>	<i>Speak to the child privately and give them a final opportunity to engage. Use the 30 second scripted intervention</i> <ul style="list-style-type: none"> <li><i>• I have noticed that you are... (having trouble getting started, wandering around etc.) right now.</i></li> <li><i>• At Linby, we... (refer to the 3 school rules - Safe, Caring and Respectful, Hardworking)</i></li> <li><i>• You have chosen to ...(shout out, ignore instructions, bang the table)</i></li> <li><i>• Because of that you need to... (refer to action to support behaviour e.g. moving to another table, complete the learning in silence, in the next 5 minutes, work alone)</i></li> <li><i>• "Take up Time" - See me for 2 minutes during break/lunch (this is a short sharp imposition for the child and doesn't take up much teacher time)</i></li> <li><i>• Do you remember yesterday/last week when you... (refer to previous positive behaviour) • That is who I need to see today...</i></li> <li><i>• Thank you for listening.</i></li> </ul> <i>If the warning is not heeded and the behaviour continues, or happens frequently this must be recorded. At this point, the child will have been informed that they will have to 'take up time' This should be during the next break/lunch time (reflection time).</i>

	<p>Children will be expected to have a reflective dialogue and reflect on what has happened with the member of staff dealing with the behaviour.</p> <p>For serious breaches that mean children lose their whole breaktime / lunchtime, the child will be expected to stay inside near the HoS's office for the remainder of their break, staff will be timetabled to supervise this.</p>
<b>4. Cool Down</b>	<p>This step is only used after step 3</p> <p>Cool Off might be a time on a thinking spot, at the side of the field or playground. It might be a walk, outside pushing a large object or can be a short time away from the classroom with another class / TA/ Blue Room/ or calm space.</p> <p>It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. It may require just a few minutes.</p>
<b>5. Triage</b>	<p>If you get to this stage please use a TA to escort the child to the blue room or outside the HoS office.</p> <p>Triage should only be used if you feel time away from the classroom is the only option.</p> <p>The aim of triage is like a revolving door to get the child calm and back to learning.</p> <p>This should be about 10 minutes and will be a maximum of 30 minutes out of the class- see info on triage.</p> <p>Staff will only supervise the child and not get involved in the behaviour - class teachers follow up with the behaviour at Step 6 and not involve triage team with discussion or consequences.</p> <p>Children can be given work to take and complete if appropriate.</p> <p><b>Pick up your own tab.</b></p>
<b>6. Repair / restorative conversations</b>	<p>This step should only take place when the child is calm.</p> <p>This might be a quick chat at breaktime in the yard, walking down the corridor or a more formal restorative meeting.</p> <p>In the case of a more formal restorative meeting this should take place on the same day where possible.</p> <p>If needed, you can ask a member of SLT or another teacher to join you.</p> <p>5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought since?</li> <li>• How did this make people feel?</li> <li>• Who has been affected?</li> <li>• How have they been affected?</li> <li>• What should we do to put things right?</li> <li>• How can we do things differently in the future?</li> </ul> <p>Natural Consequences given if needed</p> <p>A natural consequence is a consequence that puts right the error in a natural way. For example, work that was not completed must be</p>

	<p>completed that evening, or during break or a lunchtime. If completed at home it should be countersigned by parent/carer and returned first thing. If a child hurts another with words, a letter could be written to build that person up. This is to help the child to understand that there are consequences and the responsibility for making up the lost learning is with them not the teacher.</p>
7.	<p>If a child has two incidents in a week requiring time out of the class or is persistently being warned, the class teacher must inform parents/carers. This must be recorded. If a child has three or more incidents in a week (or regular incidents over a half term) a meeting with the HoS and parents/carers should be arranged. This must be recorded. Children who regularly receive more than 3 reflections in a week will have weekly monitoring meetings (during lunchtime) to discuss their behaviour. A Positive Behaviour Support Plan may be necessary with strategies and steps to promote and support positive behaviour such as specific lunch time, opportunities to work in another class at a quiet table</p>

*Restorative Justice and Emotion Coaching (RJ and EC) - Staff will receive training on how to administer RJ and how to use EC. Some pupils may need some extra support at a given time to follow our school rules. When providing this support, we must always remember we want restitution not retribution and reconciliation not revenge. We will create a supportive culture where all those affected by an incident are involved in finding a mutually acceptable way forward. RJ allows opportunities for pupils to reflect on, take responsibility for and learn from their own behaviours.*

*During reflection pupils will be encouraged to think about:*

- *How has your behaviour affected others?*
- *What could you have done differently?*
- *How can you make amends/move forward?*

#### **8) How the school supports staff well-being and reflection**

We acknowledge the link between emotions and learning ([EEF](#)) and we prioritise the adults' emotional needs ([Anna Freud Centre](#)).

We also understand the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout.

The teaching and non-teaching staff in our school are the most important resource that we have. There is an understanding that respect and care is between the adults as well as towards the children. Any member of staff who is struggling with their wellbeing should, in the first instance, discuss concerns with the Heads of School and Trevor Raaf, who can chat, look at solutions (if these are school based) and pray. They can also signpost to

places of support. Staff supervision models can be used to support the development of reflective practice, a key protective factor for staff wellbeing.