



NERROLS  
PRIMARY SCHOOL  
AND NURSERY

# Nerrols Primary School and Nursery

## Behaviour and Relationships Policy

Signed:  Headteacher

Signed:  Chair of Governors

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## Contents

- Intent
- Implementation
  - Explicit teaching and planned opportunities – the behaviour curriculum
  - Emotion Coaching and Zones of Regulation
  - Rewards
  - Trauma
  - Reparative support work
  - Providing support for big emotions
  - Sanctions
  - Suspension and Exclusion
  - Off-site behaviours
  - Use of reasonable force
  - Screening, searching and confiscation
- Impact



## Intent

We want the children of Nerrols Primary School and Nursery to be happy, kind, thoughtful, resilient and successful individuals who are able to relate to others, make responsible decisions and build healthy, positive relationships with those around them. We want our children to have emotionally rich lives, to have a positive sense of self and to be giving members of society who treat others with kindness, patience and understanding.

At Nerrols Primary School and Nursery, we work hard to develop children's ability to understand their emotions and those of others. We support children to regulate their emotions and to be resilient when things are difficult. At Nerrols, adults are attuned to children's needs and respond sensitively so that our children thrive socially, emotionally, physically and academically.

We want children at Nerrols to be kind, work hard and try their best.

## Implementation

At Nerrols, we spend time intentionally developing children's behaviour and relationships in a number of different ways:

1. Through everyday interactions
2. Through explicit teaching and planned opportunities – the behaviour curriculum
3. Through reparative support work

All interactions are valued as opportunities to help children become the responsible, caring people we would like them to be. We are committed to creating a nurturing environment where all members of our community value kindness and empathy, where people are treated with compassion and consistency and are able to thrive.

We believe 'good' behaviour is more than compliance. It involves how to conduct oneself in a discussion, how to behave in unfamiliar social circumstances, how to forgive, how to understand another perspective, to share and much, much more. This doesn't come naturally to everyone and not all children start from the same baseline.

We aim to make expectations as clear as possible and provide consistency and predictable structure. Throughout our everyday interactions, adults will be noticing and narrating using positive scripting, making explicit the expectations and actions we would like to see. 'Thank you for waiting'. 'When we would like to use the scissors we can say please could you pass the scissors when you are finished'. 'I noticed that you managed to calm yourself in a difficult situation'.

## The behaviour curriculum

At Nerrols, behaviour is an integral part of the curriculum. In addition to our everyday interactions, we consciously and explicitly teach behavioural and relationship skills.

We utilise curriculum opportunities such as PSHE and pretend play as powerful contexts for children to develop their understanding of themselves and others and to develop the skills needed for self-regulation.



In our curriculum work, we encourage our children to consider moral questions about hypothetical situations in order to provide children with opportunities to think about how they might act in similar situations and the implications of these decisions. Opportunities to reflect on personal development and our interactions with others are built into regular assemblies which focus on core values and social and emotional aspects of learning.

At various stages throughout their childhood and time with us, children will display a range of behaviours, this is part of typical healthy development. We recognise, at this young age, that experiences, even difficult ones, allow children to grow and learn. Rather than shelter children from difficulties we support children through these and help them to learn from these. We believe that the development of language is central to self-regulation and provide children with the language and strategies they need to overcome the situation next time. Through supported interaction with other children, they learn how to make good friendships, cooperate and resolve day to day conflicts peacefully.

### *Emotion Coaching and Zones of Regulation*

Adults at Nerrols Primary School and Nursery are trained in Emotion Coaching and Zones of Regulation. Throughout our everyday interactions, we actively support children to name their emotions, recognise how they are feeling, develop the ability to articulate reasons, and support them to develop a personal 'toolkit' to manage this and consider possible solutions, using a range of strategies to regulate their emotions.

### *Rewards*

At Nerrols, the use of noticing, narrating and scripting provides children with an ongoing feedback loop that provides a scaffold. Children may also receive recognition of their actions through:

- Sincere and specific praise (we recognise that not all children enjoy public praise, for these children we offer praise indirectly without a drawing undue attention to them, mentioning them within earshot, mentioning briefly and moving on, or non-verbal recognition such as a nod, smile or thumbs up)
- Rewards such as house points, stickers or a Head teacher's award
- Public recognition – sharing and celebrating with other pupils, other members of staff or via the class Twitter page.
- Notes home
- Award of special privilege – such as leading the lunch queue or choosing the class story

### *Trauma*

We are proud to be a trauma informed school and we aim to keep trauma informed approaches at the forefront of our whole school approach to behaviour and relationships. We take account of trauma and Adverse Childhood Experiences (ACEs) and recognise the importance of meeting children's basic needs.

We seek to understand children's threat responses and know that these responses can trigger an overwhelming response which overrides other thoughts and feelings and may cause someone to react disproportionately to something which, to others, may seem small. Adults at Nerrols seek to steady these feelings, offering predictability, understanding and fairness. We understand that adverse circumstances can make it more difficult for some children to develop self-regulation skills and know that stability, consistency and high-quality provision can make a powerful difference.



## Reparative support work

Just as with other areas of the curriculum, we recognise that not all children start at the same baseline, and some of our children may require a differentiated response or individual support with behaviour and relationships.

Some children may work with key staff where an individual assessment will be carried out to identify any interruptions to emotional and social development and regular sessions will provide support to develop these areas further.

## Providing support for big emotions

Throughout their nursery and primary years, children are learning about how to manage their feelings and behaviours both as individuals and in a group context. There will be times when children are dealing with big emotions.

At Nerrols, we seek to distinguish between occasions involving conscious choice, where firm boundaries, clear choices and discussion about appropriate and non-appropriate actions may be needed, and other occasions where this is not what is needed.

On occasions where the amygdala takes over and the child is unable, at that moment, to control emotions or use higher order thinking skills like considering consequences, solving problems or considering other people's feelings, a nurturing response is required.

In these moments, adults will follow the attune, validate, contain, regulate cycle.

### Validate

Be alert to the child's experience. Validate their perspective / experience / feeling. 'I'm wondering if...' 'that must be so hard when...'

### Contain

Be alert to how the child is feeling. Demonstrate containment by catching and matching their experience and offering it back to them in named digestible pieces.

### Attune

Be alert to how the child is feeling and their emotional state through their facial expressions, body language gestures and the noises they make. Demonstrate that you understand their emotional state.

### Regulate

Calm, soothe or stimulate the child back to social engagement. Demonstrate emotional regulation.



Adults will reduce sensory input, connect with the child letting them know that they are there to help. They will use a soothing tone of voice, empathic body language and co-regulate, and may, where appropriate, use safe physical touch such as a soothing rub on the upper back or upper arm. Adults know at this moment, the child has limited capacity to process information. They will listen without judgement or advice and utilise emotion coaching strategies and Thrive techniques.

We understand that making sustained positive changes takes time, consistency and repeated experiences. At an appropriate time, when the child has moved from a reactive to a receptive state, we encourage children to discuss and break down what happened and work together to identify a shared solution. We ask questions to help children to look beyond the surface of what they understand and draw children's attention to other people's emotions. Through repeated opportunities to practice problem solving and decision making, over time children develop the skills to make positive decisions in high-emotion situations.

### **Sanctions**

When a child is displaying inappropriate behaviours we recognise that each situation will be unique to the child and therefore the response will be unique too.

The systems of measures taken may include:

- Using the least invasive interventions first (e.g. eye contact, moving within closer proximity, or waiting).
- Recognising the positive actions of others.
- Quiet discussion with the pupil about the task or expectation, framed in a way in which the child is encouraged to think about the behaviour they should be taking rather than the one they shouldn't.
- Reminder of expectations bringing focus towards the desired behaviour.
- Prompt, clear instruction.
- Actions such as changing seats or removing distractions may be relevant.
- Completion of work at another time.
- Loss of break time, at which time support and discussion is provided.
- Loss of privilege.
- Helping to rectify (e.g. clear up a mess made).
- Separation from the area for a limited time, at which time support is provided.
- Meeting with parents / carers.
- Meeting with senior member of staff.

Where behaviours of concern continue, staff may work with other agencies to assess and support the needs of pupils.

### **Suspension and Exclusion**

In serious situations, including harming others, or serious or persistent breaches of the behaviour policy, exclusion either for a fixed term period or permanently, may be necessary. See Suspension and Exclusion Policy for further information.



## *Off-site behaviours*

The same behaviour expectations for pupils on the school premises apply to off-site behaviour and sanctions may be applied on occasions when a pupil is representing the school off site, such as:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- posing a threat to another pupil or member of the public
- adversely affecting the reputation of the school.

In the incidences above, the Headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a member of the public, the police will always be informed.

## *Use of Reasonable Force*

Members of staff are trained in de-escalation and in physical intervention. We take a proactive approach to anticipating and minimising potential triggers of distressed behaviour and provide support at the earliest opportunity. We acknowledge however that situations may arise where physical intervention and the use of reasonable force is necessary, such circumstances may include: to prevent a pupil from hurting themselves or others, from damaging property, or from causing serious disruption. Staff will always consider a range of alternative strategies before considering physical intervention. Reasonable force is not used as a method of behaviour management or discipline, only as a last resort in situations that require de-escalation to prevent harm.

## *Screening, Searching and Confiscation*

Legal provisions enable school staff to confiscate items from pupils and to search without consent for 'prohibited items' including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, any item that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

## *Impact*

Children's personal, social and emotional development is discussed at staff meetings on a regular basis. Where children require additional support to manage behaviours and relationships, monthly reviews take place where patterns, potential triggers and next steps are reviewed and considered so that occasions when children are overwhelmed by big emotions reduce over time.