

## Upholding the Highest Expectations for Success

- When teachers greet children they expect a positive response e.g. when greeted with good morning, children respond with good morning.
- 1,2,3 eyes on me (KS1) 1,2,3 (KS2) – there is an expectation that all children stop and look at the adult. All teachers to stand centrally in the front of the classroom, in silence, to communicate that they want children’s attention following this mantra.
- Teachers only address their class/group when all children are silent and listening.
- Teachers ensure eye contact is gained and a reminder of expectations is given when necessary.
- Teachers use a look of disappointment when required.
- Teachers ensure that drinks are not accessed during didactic teaching.
- When equipment is dropped it is picked up quickly - we look after ours and others belongings.
- Chairs are always tucked under tables when moving away.
- Bags and coats are always stored away neatly.
- When sitting on the carpet, legs are crossed, arms / hands are in laps.
- When sitting at tables, chair feet always remain on the floor.
- When moving around the classroom, walking is always expected.
- We remain in our seats when we are expected to.
- Permission needs to be sought from the class teacher if someone wishes to leave the classroom. (One child at a time to leave class for the toilet during learning time).
- No party bags, sweets, cake or other food stuffs brought in from home will be distributed from school. Teachers will not give children these as gifts.

**CLASSROOM / LEARNING**

- 1,2,3 eyes on me (KS1) 1,2,3 (KS2)
- Voices off please
- My turn to talk, your turn to listen
- We listen on the first time of asking
- In our school we are active listeners
- In our school we don’t disrupt others learning
- In our school we wait to be asked

- before sharing an answer
- In our class we are ambitious learners
- In our school our behaviours are *ever-respectful*
- Let’s be curious / ambitious together
- This is a reminder
- Let’s discuss this together at breaktime
- In our school we demonstrate our ACE values at all times

**MANTRAS**

## Whole School Approach to Supporting Pupil Behaviour

- Teachers expect children to **walk** around school in single-file and **on the left**. Children should **give way** to adults and hold doors open as appropriate.
- Noise around school: Silence, voices off when not in classroom or on playground.
- Teachers will lead classes from the front and TAs will follow from the back.
- Once outside, children remain outside, entering only to use ground floor toilets.
- Only healthy snacks / lunches are permitted
- Teachers create a line order so that all children are successful when lining up.
- Lunch boxes will be stored appropriately in the allocated boxes / trolley.
- Football can be played on the school field but only against members in the same class and in line with the lunchtime overview document.
- Children enter the KS2 hall via the external hall doors.
- Children enter the KS2 building from the side entrance of KS2 (not through the internal hall doors).
- SOFT balls to be used at ALL times.
- Whistles are only used outdoors. 1st whistle children stand still.
- 2<sup>nd</sup> whistle, children **walk** to their lines, carrying, sensibly, any equipment.
- Year 5 and 6 can walk home with written permission.

### MOVEMENT / PLAYTIMES

- We enter assembly silently, in line order set by the teacher (staff model this by not talking).
- Before entering, children remove their coats, hats, gloves and tuck in their shirts.
- Once seated children remain seated.

- Children clap, when appropriate, ever-respectfully. Teachers will not accept cheering or chanting.
- If children have items with them or awarded to them during an assembly they place these in front of them, on the floor.

### ASSEMBLIES

- No phones permitted in school.
- Jewellery is not permitted with the exception of one small pair of stud earrings, jewellery for religious reasons and a watch.
- Long or shoulder length hair should be tied up fully.
- School uniform to be worn at all times and teachers will ensure this is the case.  
*Grey skirt, grey pinafore, grey trousers or grey shorts (black cycling shorts can be worn underneath skirts if preferred), bottle Green polo shirt, grey jumper or cardigan, green gingham summer dress, white or grey socks or tights, black shoes (pupils are not permitted to wear boots), small green or grey hair accessories are permitted. For P.E. Plain black tracksuit bottoms, leggings or shorts; grey hoodie - plain grey – no graphics; plain black pumps, plain black or white trainers (no football boots), white or grey socks. **All uniform and equipment to be named.***
- No make-up should be worn to school (including nail art, tattoo transfers), except when worn for religious purposes.

### UNIFORM / PERSONAL PRESENTATION

Teachers expect our children to be deferential and respectful in all of their conversations with adults.



### VISION AND INTENT

At Hill West, the vast majority of children behave impeccably. This is because their early pre natal and post natal experiences have prepared them well to succeed in school. We know and understand that all behaviours are a form of communication

For those children whose early life experiences, or indeed diagnosis of additional needs, have not equipped them to manage their strong sensations or emotions, it is incumbent upon us to support them systematically through excellent relationships to learn strategies to reduce their anxieties and manage their feelings and emotions. Over time, it is our intention to equip all children with the skills they will need for success in later life.

We do this through:

- **Our high expectations for ALL**
- Embedding vital relational functions (VRFs)
- Targeted social and emotional developmental intervention strategies
- Embodying PACE
- Highly attuned relationships
- Allocation of a key worker where necessary

Children and adults who are able to regulate themselves physiologically have what is called a large 'window of tolerance'. This means they are able to tolerate both high and low levels of arousal without dysregulating (tripping into a survival 'flight', 'fight' or 'freeze' response). Our core purpose is to support all children to increase their window of tolerance and thus their capacity to regulate themselves physiologically. This takes time and many repetitions.

### Tool for Success: Responsibility

At Hill West, we know that children relish the opportunity to be trusted and hold roles of responsibility. An individual with a highly developed sense of personal responsibility is more likely to succeed in school, in the workplace, and in society at large. Therefore we assign a number of roles / responsibilities to our children over time. **Star Students** are appointed in Year 2 and **Senior Students** are appointed in Year 6. **House Captains** are assigned from Year 6 and **ACE Champions** are appointed from Year 2 through to Year 6; we have a **Rights Respecting School Committee** of pupils and a **Sustainability Committee**, both elected to from classes across school.

### Motivation and Celebration

At Hill West, we have the highest expectations in terms of behaviour and support all children to conduct themselves impeccably. This includes being able to control their behaviour, emotions, and thoughts in the pursuit of long-term goals. **Our aim is to help all of our children to do this.**

We know that it is important to develop children's intrinsic motivation, so that they are able to do something for the sake of personal satisfaction and the primary motivator is internal (i.e. they don't expect to get anything in return). This is opposed to extrinsic motivation, where pupils choose behaviours not because they enjoy them or find them satisfying, but in order to get something in return or avoid an adverse outcome. Studies have shown that "External incentives are weak reinforcers in the short run, and negative reinforcers in the long run." (Benabou & Tirole, 2003). That said we do utilise a limited number of extrinsic rewards to celebrate and recognise positive behaviour through ensuring that children are always praised and congratulated.

#### Star Cards

Children will receive stamps on their star cards in KS1 and their achievement will always be celebrated. Star cards are numbered 1-18 and children work through them consecutively from Reception to the end of Year 2 (1-6 in Reception; 7-12 in Year 1; 13-18 in Year 2).

#### House Points

On entry to KS2 focus for rewards turns to the collection of house points. House points are awarded for collective and individual endeavour that encourages a sense of identity and belonging. A sense of camaraderie, teamwork and healthy competition is nurtured, which contributes to our thriving school culture.

#### Certificates

Certificates are awarded to children in celebrations assembly one every week (two children per class). A certificate is awarded to one child in each Key Stage per week in celebration assembly for exemplary behaviour.

### Meeting Basic Needs

We understand that building and maintaining healthy, loving and nurturing relationships with children is imperative. We also know (Berne, E. 1970) we can meet basic human needs through:

**Recognition:** eye contact, smiles, comments, encouragement, attention, being noticed and valued

**Contact:** non-intrusive touch (see safe touch policy)

**Stimulation:** sensory stimulation: auditory, visual, kinaesthetic, tactile, olfactory, taste

**Structure:** predictable routines, order, followed through plans, recognition of special events and anniversaries

**Incident:** novelty, drama, excitement; fresh new experiences; challenges and risks

**Sexual:** acceptance of sexual and physical being including recognition of states of arousal and physical needs

**Spiritual:** deep connection, wonder at life; desire to share special moments with others

### 500 Repetitions

Our capacity to learn new habits and skills is possible because of the neural plasticity of the brain. Children who struggle to manage their behaviours need specific and repeated relational experiences which lead to the building of new neuronal pathways, which takes time, effort and repetition. Our staff know and appreciate that it takes about 500 or more repetitions to learn something new.



## Whole School Approach to Supporting Pupil Behaviour

### Building Supportive Reciprocal Relationships

At Hill West, we know that there are important ways to be in a relationship with a child that contribute positively to the development of a significant relationship, and to the development for the child of a healthy sense of self. These are known as Vital Relational Functions (VRFs) and are comprised of: Attunement, Validation, Containment, Soothing/Regulating. In addition, all staff understand the principles of PACE; Playfulness, Acceptance, Curiosity and Empathy (Dan Hughes). PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. PACE is an approach of four personal qualities which allow adults to support a child to develop their own self-awareness, emotional intelligence and resilience. Over time and with practise, children can gain strong tools to better understand and regulate their emotions.

#### Attunement

All staff working in school are alert to how a child is feeling, demonstrating attunement to their emotional state and articulating this through: facial expressions, body language, gesture and noises such as 'aah', 'ooh', 'oh', 'mmm', 'eek'. Staff demonstrate they understand the intensity, pitch, pace, volume, expansiveness or special experience of the child's emotional state.

#### Validation

At Hill West all staff are alert to the child's experience. They validate their perspective / experience / feeling, for example: 'whoah that noise was loud, it made me scared!' 'It is really hard when someone you get on with leaves; it is sad to see them go'. Staff understand that this needs to happen before we can move to help the child regulate. Staff know to avoid reassuring, persuading otherwise or contradicting.

#### Containment

Staff are alert to how a child is feeling, and demonstrate containment by showing that they can catch and understand the pitch / intensity / quality of their feeling or mood and can bear it. Staff make their deep distress, raging anger, or painful sorrow a survivable experience. This shared experience builds trust for the child in the adults around them and in the adults in the wider world.

#### Soothing and Regulation

Being alert to how children feel, soothe and calm a child's distress. We know that pupils will need to repeatedly experience being calmed before they can do it for themselves. **At all times staff model regulation by managing their own emotional states and remaining calm, in charge, and positive.**

#### PACE

**Playfulness** – an open, ready, calm, relaxed and engaged attitude. When children laugh and giggle, or believe they're participating in a game, they become less defensive and more reflective. Play can diffuse a difficult or tense situation and turn an instruction or command into a fun activity.

**Acceptance** – unconditionally accepting a child makes them feel secure, safe and loved. This involves actively communicating to the child that we accept their wishes, feelings thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting without judgement or evaluation the child's inner life.

**Curiosity** – without judgement, children can become curious and more aware of their inner life. Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child. For example, 'I was wondering if that made you feel scared'

**Empathy** – a sense of compassion for the child and the child's feelings. Ensuring the child knows that we understand that their behaviour is a way of communicating with us that they feel dysregulated and for them to know that at times everyone dysregulates.

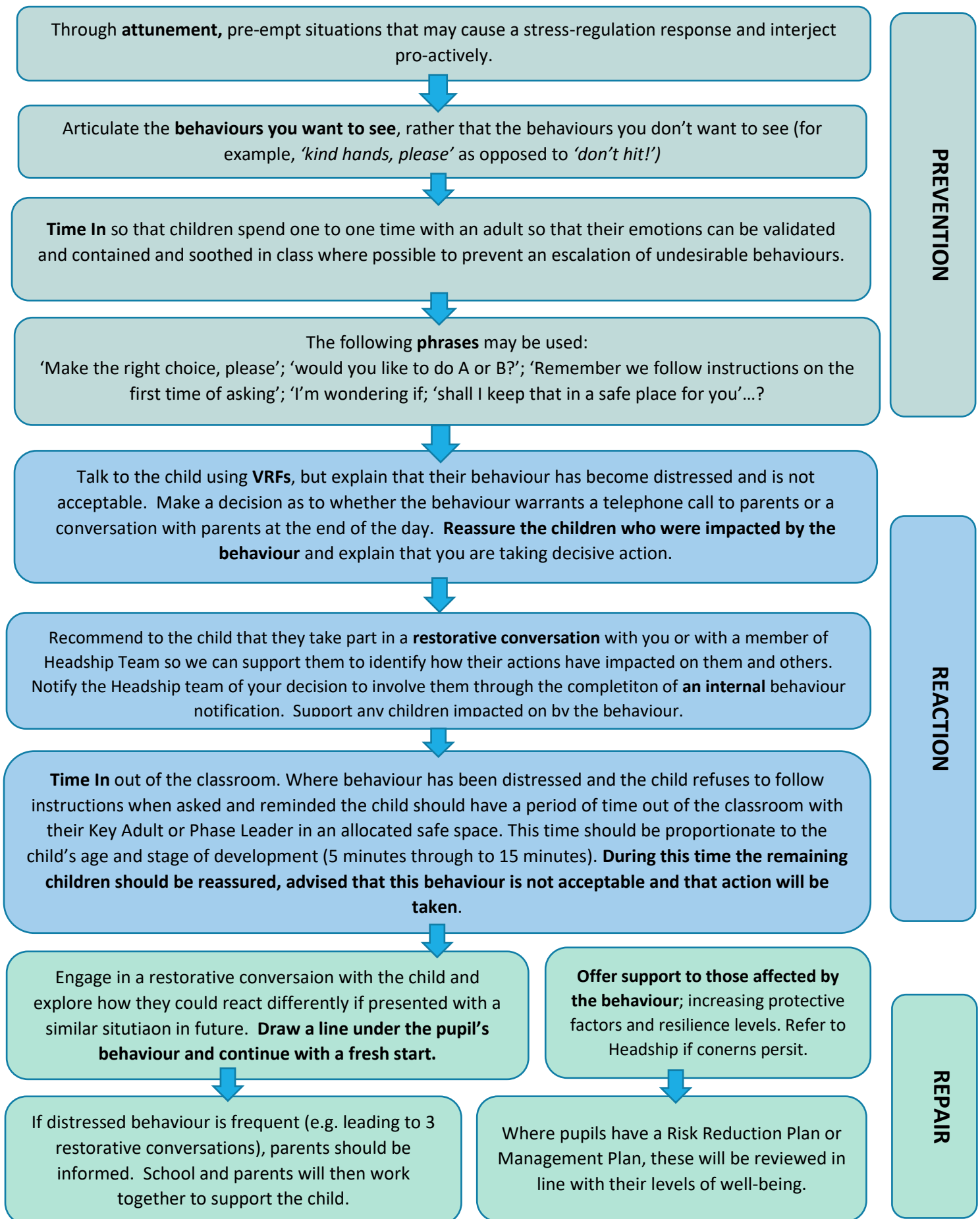
#### Shining a light on behaviour

At Hill West we know it is not enough to be kind and nurturing; we need to help the child to widen their window of tolerance. We know that distraction, denial, reassurance or ignoring will not work, and although we may succeed in temporarily stopping the symptom, we will not be addressing the underlying cause of the behaviour that is shaping the child's stress-regulation system.

Our aim is to begin to understand their own behaviour by constant and sensitive use of: Attunement, Validation, Containment and Regulation (VRFs). Through a progressive approach, we want to: help them make the links between emotion, sensation and behaviour, to lend our thinking brain to help them name, sequence and make links between cause and effect, actions and consequences, to move a child that is dysregulated back to a position where they can access their thinking brain and over time, to reduce the number and intensity of learners' dysregulations. Our restorative conversations aid this process and work very much like a teaching intervention. In these conversations we encourage the child to recognise how they are and were feeling, who was impacted by their behaviour and what they should do not only next time but to put it right.

**Although the emphasis at Hill West is on developing supportive, reciprocal relationship, children do need to know when their behaviour is socially unacceptable and / or puts them or others at risk. We are committed to helping them develop an understanding of cause and effect, so for example – this action results in the following impact and we do this through restorative conversations.**

Sitting alongside our behaviour rationale is this flowchart which is aimed to support staff to help children improve their social and emotional development and well-being.





# Whole School Approach to Supporting Pupil Behaviour

## Practical Application

### Fostering connection

Eye contact, thumbs up, smile, nod, good morning/welcome, end of day goodbye, hand on a shoulder, sharing humour, assigning jobs, take an interest in their hobbies, use transitional objects, reciprocal touch, keeping close, winking, noticing change – lovely hair etc, mirroring child's emotions.

### Praise

Great work, super effort, I'm impressed with, I love the way you.., stickers on work, smiley faces, thumbs up, high five, great job, star cards, praise points, house points

### Regulating

I wonder if, I can see.., I think you need, let me help, I understand, That must be..., I know how that feels, would you like,...Let's do this together, I will help you, do you need a hug?

### Self care

Acknowledging how you feel, breathing, walking away, taking time out, swapping in, changing track, choosing when to intervene and when not to, celebrating personal successes, reflecting on practice.

### Validate

Oh dear..I can see you're feeling very frightened/scared/worried/cross/upset/angry/anxious.... goodness me – I can see you're very....I remember feeling like that when I....

### Co-regulation

Make the right choice please, I know you can, kind hands please, kind words please, inside voice please, you can do this....or this...which would you prefer? Show me good listening, I know you listen first time of asking, let's breathe together, how can we regulate together?

### When an incident escalates and a child is not responding to your instructions and reminders....

In a firm, assertive voice: No, stop now, this is not acceptable, come with me, this has to stop, let's go and see (a member of the Headship Team).

### Restorative conversation

**In a calm, quiet, low-distraction area where both participants are regulated a conversation will take place in the form of a behaviour intervention to support the child to reflect on their behaviour and the impact it has had on them and others.**

1. Talk to me about what happened
2. What were you thinking at the time?
3. How did that affect those around you?
4. What can we do to put it right?
5. What can you do differently next time?

Develop a behaviour support plan with parents and Phase Leader to support the child to recognise feelings and manage them in a socially acceptable manner.

If a relationship breaks down between the teacher, parent and child which means that the child is disadvantaged through school's inability to help them make positive change then exclusion will be considered as a last resort.

PREVENTION

REACTION

REPAIR



## Whole School Approach to Supporting Pupil Behaviour

### Physical Aggression / Indimidation / Harrassment

#### Fostering connection and Co-Regulation

**Time In** so that children spend one to one time with their class teacher (TAs to step in to support the learning of the class) so that the child's emotions can be validated, contained and soothed and they are given time to regulate and reflect on their behaviour and the impact of that behaviour on others.

#### Class Teacher makes a Phone Call Home

If this is the first instance of this behaviour the class teacher will make a telephone call home to the parent, in the presence of the child, to explain what has happened and request that the parent supports us by talking with their child at home to explain why this behaviour is not acceptable.

#### Class Teacher makes a 2<sup>nd</sup> Phone Call Home

If another incident occurs, the class teacher will make another telephone call home to the parent, in the presence of the child, to explain what has happened and request that the parent supports us by talking with their child at home to explain why this behaviour is not acceptable.

#### Class Teacher makes a 3<sup>rd</sup> Phone Call Home to invite parent into School

If the dysregulated behaviour persists, the class teacher will make a telephone call home to the parent, in the presence of the child, to explain what has happened and request that the parent supports us by attending school for a meeting with the Class Teacher and the Deputy Head Teacher (or another senior leader if the DHT is not available). This meeting will take place immediately.

#### Head Teacher meets with Parents

If the child's behaviour continues to impact negatively on other pupils the Headteacher will meet with Parents to dicuss the schools expectations and next steps.

PHONECALL HOME

PARENT MEETING