



Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. They learn and achieve through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and full breadth of skills required to take an active and fulfilling role in society.

Behaviour Regulation Policy

Date	September 2023
Review Date	September 2024

To be read in conjunction with:

Anti-bullying Policy

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Think Big

“A student’s experience in school remains one of the most insightful indicators of later life success in any one of a number of metrics. For many it is the best chance they will ever have to flourish. How they conduct themselves at school is crucial to that experience. Helping them develop good behaviour is therefore one of the most important tasks a school faces.”

Tom Bennett, Lead Behaviour Adviser to the Department for Education

When schools are safe, disciplined and positive environments, teachers can teach and pupils can learn- free from disruption. School Behaviour Hub

Behaviour is a form of Communication:

At Mile Oak, we recognise that behaviour is a form of communication. Behaviour can communicate how a child is feeling and they can show this through negative or positive actions. It can be triggered from feelings, which stem from the deeply rooted needs. We recognise the importance for children to have the social and emotional language to express their feelings and to communicate them so that we can support them to self-regulate.

Vision

Our overarching ambition is to create an inclusive school, where every child feels like they belong. We celebrate diversity and differences within a modern community. Our children’s behaviour is not only managed but their attitudes changed so that they thrive academically in a school setting developing positive learning behaviours; social and emotional language to help them express themselves effectively. Our vision is to work to use de-escalation techniques and for our children to develop a range of strategies to help them self- regulate their emotions. We aim for our children to become citizens that contribute positively to the communities they live in. Through a therapeutic approach, we will understand barriers children may have and empower them to take responsibility and find solutions to help them to grow and flourish.

Our aims:

To create a calm, positive environment.

For all children who feel nurtured, respected and listened to.

For all children to feel they belong.

For children to have the skills to develop secure friendships with their peers.

For children to have the social and emotional language to express themselves, their emotions and strategies to self-regulate.

For children who take a pride in their learning and their school environment.

For staff to be positive role models to children.

For staff to have a consistent approach.

Mile Oak Primary School Vision, Values and Pledge:

These values are talked about daily, displayed across the school and used when providing feedback to our children about their learning behaviours, relationships and general behaviour. It ensures all staff are consistent in their aims and use of language with all children. We promote a caring, nurturing atmosphere with the understanding that these relationships can face difficulties and provide the children with the knowledge and strategies to overcome these difficulties.

Think Big

Our children leave Mile Oak thinking big with no limit on their potential. The school family works together to inspire and support every child. We unlock their potential through inspirational teaching in a lively, ambitious environment. Every child is nurtured to gain the creativity, responsibility and skills necessary to take an active and fulfilling role in society.

School Values



Ambition: *I have the energy, desire and determination to achieve success*



Respect: *I embrace difference and consider the feelings, wishes and rights of others while cherishing the environment*



Pride: *I am passionate about my school - I always try my best and celebrate my own and others' achievements*



Courage: *I relish being challenged and demonstrate resilience when making brave choices in my life*

The Mile Oak Pledge

We pledge that every child will leave Mile Oak having;

- experienced an enriched curriculum
- enjoyed their journey through our school
- achieved and celebrated success
- embraced a healthy lifestyle
- had their individuality nurtured and celebrated
- an understanding of their responsibility as an engaged citizen

Our children leave Mile Oak **THINKING BIG!**

Relationships:

Every day, in lots of different ways, our children ask: Do I matter to you? Do you notice me? Do I belong here? Yes, they do matter. Yes, we do notice them and yes, they do belong and we show it every day.

At Mile Oak School relationships underpin everything we aim to achieve. Building respectful, nurturing and welcoming relationships so the children feel valued, safe, motivated and ready to learn. Through building relationships we are able to understand our child and ensure their needs are met.

Parents and Children are welcomed:

A member of staff will be at the gate at the beginning of the day and the end of the day in order to greet families. We have a strict no phone policy on site so parents are not distracted.

Welcoming each child at the door:

All teachers will positively welcome the children at the classroom door at the beginning of the day, after play and after lunch. This will give time to check in personally with each child to make them feel welcome and allows the adult to gauge the zone they are in. By standing at the door, teachers will be able to ensure behaviour in the corridor is calm and quiet as well as in the classroom. Children will have a task to complete while the teachers welcome the children.

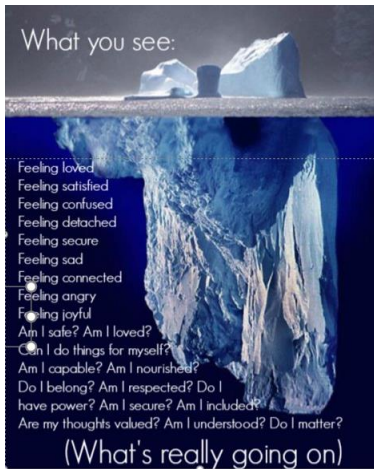
Learning Mentors:

There are times when our children need some extra support. At Mile Oak School, there is a dedicated pastoral team who use a wealth of resources and strategies to support our children. They help them to understand their emotions and give them time to talk so that when they return to class they are ready to learn.

Family Champion:

Our family champion's role is to provide impartial support, advice and information to the families within our school community so that relationships are nurtured with individual families.

A Therapeutic Approach:



In order to support our children’s social and emotional wellbeing, we use the therapeutic approach to behaviour. We recognise that each child is unique and come from different settings. We recognise that behaviour is triggered from feelings, which stem from the deeply rooted needs of a child such as I need to feel:

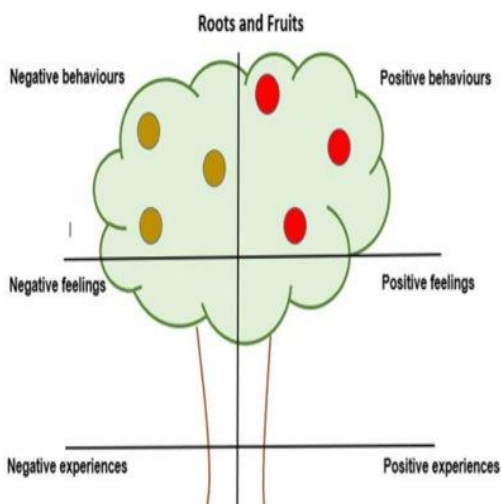
- safe,
- secure
- trust
- empathy
- understanding

Their basic need for sleep and nutrition, are being met. When children’s needs are met, a child will feel secure, confident and connected.

If children’s needs are not met, this may lead to a feeling of insecurity, shame and anger. We recognise children may experience life changing experiences which they may struggle to adapt to. These can include, divorce and bereavement. Our approach supports their changing needs.

Roots to Fruits:

You can’t teach children to behave by making them feel worse. When children feel better they behave better. Pam Leo



<p>Negative behaviour: Shouting out Swearing Hitting Running away</p>	<p>Positive behaviour: Sharing with others Following instructions Staying in a lesson</p>
<p>Negative feelings: Labelled Blamed Shamed Ignored Humiliated Targeted Rejected Unimportant</p>	<p>Positive feelings: Comfortable Respected Included Safe Motivated Involved Consulted Rewarded Needed Inspired Liked Appreciated</p>
<p>Negative experiences: Bullied Bereaved Abused Poverty Inconsistency Not a learner</p>	<p>Positive experiences: Success as a learner Safe place Listened to Given responsibility Making a friend</p>

ZONES of Regulation:

As a school, we recognise the importance of self-regulation and teach our children about the fight, flight, freeze response so they understand that how they are feeling is not unique and are emotions we can all experience. What is important is how we regulate those emotions. We teach the children about the phrase '*Flipping their lid*'.

<https://www.youtube.com/watch?v=gm9CIJ74Oxw>

**'Life is 10% what happens to us
and 90% how we react to it'**

Charles Swindoll



We use the zones of regulation to teach our children about feelings and give them strategies to regulate their emotions. The zones of regulations. They learn about facial recognition, which is particularly beneficial to our children who have ASC traits.

Blue Zone: sad, sick, tired or bored (*low state of alertness –brain and/or body is moving slowly or sluggishly*).

Green Zone: in control, calm, happy and ready to learn (*regulated state of alertness*).

Yellow Zone: more intense emotions and states but able to maintain control, worried, frustrated, silly, excited, scared or overwhelmed (*heightened state of alertness but you still have some control*).

Red Zone: elated, angry, wild, terrified. (*heightened state of alertness and out of control*).

Each class has a zones of regulation display and the adults in the school uses the zones language to teach children about how they are feeling. Children have a bank of strategies to support them to move to the green zone. (see appendix 1)

Children have been taught a bank of phrases to help them support their regulation such as:

I am feeling overwhelmed please can you help me to resolve ...

Please may I have some time out as....

Please may I have a brain break as ...

Self-regulation Plans:

For some of our children, who need additional support to help regulate their emotions they have a self-regulation plan, which has been written by the teacher and support staff with the child. The plan is shared with all adults who teach and work with that child as well as their parent/ carer and relevant practitioners.

The self-regulation plan help adults to recognise when a child is struggling and their antecedents. The class teacher and child put in place to support them to manage these difficult times. It enable the child to move to the green zone and to regulate their emotions so they are ready for learning. These are working documents which are reviewed and adapted regularly.

“Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress”

Emotion Coaching:

At Mile Oak, we use emotion coaching to coach children through a situation as they arise. We have a script which we use so there is consistency across the school. **(The emotion coaching script is in appendix 2)**

- Connects with children
- Encourages them to use language
- Diffuses a situation
- Gives them time to reflect
- Gives them the support to self-regulate.
-

Adults will:

- Use an empathic tone of voice
- Be curious not furious
- Neutral stance
- Calm face
- Pause to listen to children
- Use nurturing language
- Label and validate children’s feelings
- Help children find alternative ways to regulate their emotions
- **Ask them: Has this happened before?**

Collective responsibility:

Staff have a collective responsibility to all the children in the school not just the children in their class. If there is a child not following the school values then all adults have the responsibility to positively remind them of what they should be doing. For example, if a child is running in the corridor, they must be positively reminded to ‘walk in the corridor.’

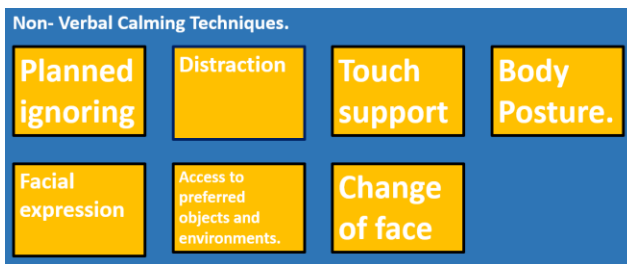
Collective responsibility for staff with HNC: As a school, we recognise that some children find it more challenging to self-regulate than others and may have times of dysregulation. Strategies have been put in place for these children and can be found on their self-regulation plan. Please do not engage with the child at this time but please ensure that their assigned adult feels supported. Sometimes a change of face is needed for the child or support staff may need a break. Calmly and quietly ask the support staff. **‘Are you okay? Is there anything you need me to do to help?’**

Positive phrasing:

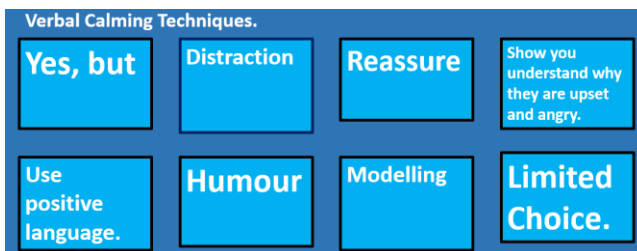
Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviour. Keep your behaviour positive because your behaviour becomes your habits. Keep your habits positive because your habits become your values. Keep your values positive because your values become your destiny. -Mahatma Gandhi

Strategies for Prevention and De-escalation:

Every effort will be made to resolve conflicts positively and without harm to pupils or staff, property, buildings or the environment. Good classroom organisation, clear boundaries that are consistently maintained and interesting lessons will be effective in preventing incidents with almost all pupils. De-escalation techniques should be used wherever possible and appropriate to defuse a situation and prevent an incident from occurring – a non-confrontational, calm but assertive approach is generally most effective. Diverting the pupil's attention and distracting them from the "trigger" or a third person intervening can also help to prevent incidents. **De-escalation techniques should all be used before resorting to restrictive physical interventions, unless safety is at risk.**



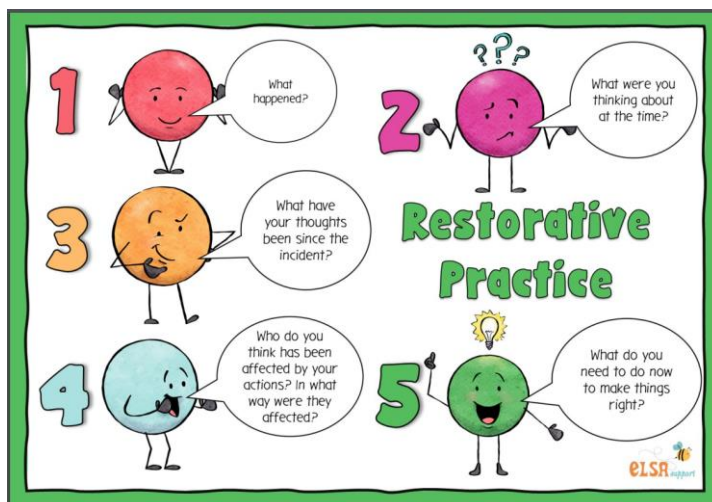
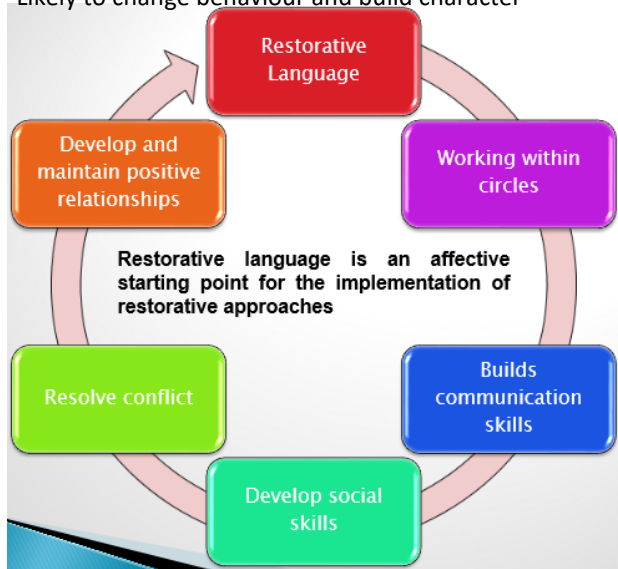
When dealing with behaviour staff are **curious not furious.**



Restorative Justice:

What is restorative justice?

- A process for resolving conflict
- A common language to resolve conflict
- Focuses on the needs of the victim
- Allows the wrongdoer(s) to understand the impact of their actions
- Encourages wrongdoer(s) to take responsibility for their actions
- Therefore creates accountability
- Likely to change behaviour and build character



Learning Mentors:

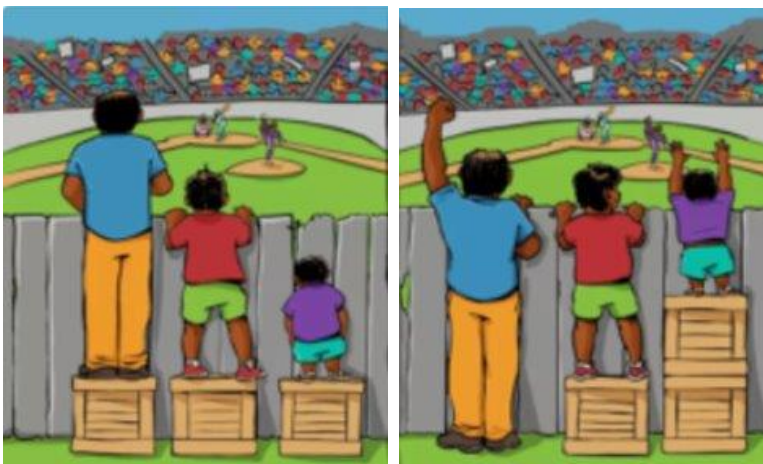
Our learning mentors will facilitate restorative sessions as they are needed. They will be on playground every lunch time apart from Friday to support children with their interaction and play as the playground some children can find challenging. They will coach children, who may need extra support using our shared emotion coaching and restorative practice scripts. This in turn will nurture relationships, form bonds and teach children how to play.

Learning behaviours:

- S**it up straight
- L**isten carefully
- A**sk and answer questions
- N**o interrupting
- T**rack the speaker

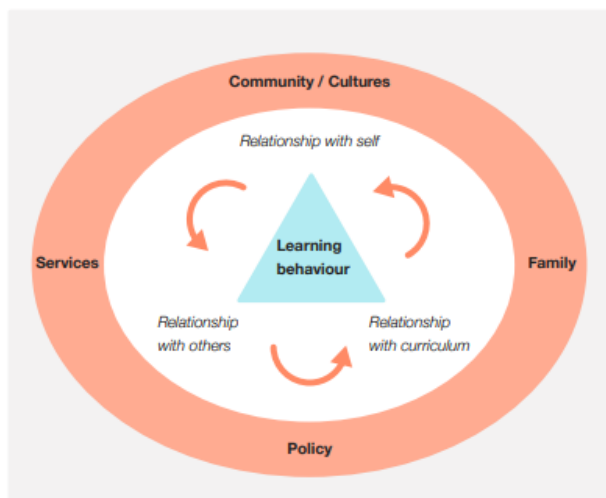
- S**peak in full sentences
- H**ands away from mouth
- A**rticulate, don't mumble
- P**roject your voice
- E**ye contact

Scaffolding up: We have high expectations of all of our children and in order to meet their needs may need to give them scaffolds to support them in order to achieve and feel success. We aim to develop ambitious learning behaviours and respectful relationships with themselves and others.



Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Figure 3: The behaviour or learning conceptual framework adapted from Powell and Tod 2004.



What do we expect from pupils?

- To know and understand our school values: Pride, respect, ambition and courage.
- To uphold these values in class and in the playground.
- Walk around the school silently in a line on the left hand side.
- Hold the door for each other and stop to let adults through.
- Respect people and belongings.
- Take a pride in their school environment ensuring the playground, corridor and classes are tidy.
- Express feelings with words and using zones of regulation.
- Wear school uniform and P.E. uniform with pride.
- Mobile phones should not be seen apart from to store in the class locker during the day.
- Go to the toilet at break times.
- To learn that actions have consequences.
- Display a range of learning behaviours; communication and teamwork, contributing in lessons, challenging themselves, independence
- Active learners who learn from mistakes.
- SLANT: (sit up straight, Listen carefully, Ask and answer Q, Never interrupt, Track the speaker)
- SHAPE: (Speak in full sentences, Hands away from face, Articulate, Project your voice, Eye contact)
- Speak in full sentences.
- Complete homework tasks to the best of their ability

What do we expect from staff?

- Take a collective responsibility for upholding the school expectations.
- Follow the code of conduct policy.
- Greet each child at the classroom door and build relationships
- Display and teach our children the school values: Pride, respect, ambition and courage. Use these when feeding back learning and behaviour.
- Use the emotion coaching script to develop respectful trusting relationships.
- Display and use the zones of regulation in each class to promote self-regulation.
- Ensure each self-regulation plan is shared with staff, used and reviewed.
- Model expected behaviours and reinforce expectations
- Praise at every opportunity: Good conduct is recognised, seen and rewarded with one house point/ ambassador/ Writing star.
- To have consistent boundaries and routines.
- Deal with incidences using the school procedure and use the flow diagram as point of contact.
- Ensure children go to break, lunch and home on time.
- Use SLANT and SHAPE.
- Deliver high quality engaging lessons.
- Challenge barriers to learning and work to overcome these.

What do we expect from parents and carers?

- Uphold the school expectations.
- Support school in teaching that there are consequences for actions.
- Support their child/children with homework/reading.
- Respect school staff in communication.
- Discuss children out of earshot of other parents/carers/children.
- Transparency from parents/carers about home issues
- Positive attitude with child towards school and learning
- Ensure your child is at school on time every day.
- Ensure the school uniform policy is followed.
- Mobile phones are not used on sit.

Think Big

Recognition:

Ambassadors

- Teachers to select one person from the class, who has gone over and above.
- Teachers to keep a record of Ambassadors to ensure the children achieve Ambassador over the academic year and feel success.
- Teachers to give named certificate to the children in the Friday Celebration Assembly
- they can wear their own clothes on the agreed day and their name will go into the bulletin

Writing Stars:

- Each week one child is presented with a writing certificate to celebrate their achievements in the writing process.
- This is presented in the celebration assembly and they are named in the weekly bulletin.

Reading Star:

- Each week one child is presented with a reading star certificate for their achievement in reading.
- They will be automatically entered to a raffle and each half term three children from each year group will win a book voucher.

House System:

All children and staff are incredibly proud to belong to one of our four school houses which are all named after local castles:

Arundel **Bodiam** **Bramber** **Lewes**

House Captains and Vice Captains are Year 6 pupils, voted for by the House at the start of the year. They help to organise the House and run the House meetings

Housepoints are rewarded for:

- Excellent learning behaviours.
- Ambitious achievements
- Respectful behaviours and relationships.
- Taking a pride in ourselves and our school
- Demonstrating the school values in class and around the school.
- Only one Housepoint should be given at a time

Adults in the school may reward house points verbally or reward them in the children's exercise books as 1HP.

Each week, the house points are counted up and recorded onto an excel spread sheet. These are collated and rewarded in the Friday celebration assembly,

Think Big

Consequences: At Mile Oak, staff build relationships with the children and their families to ensure that behaviour management is tailored to the need of the child. We know that one strategy does not fit all. The message given to each child centres around being in class learning and establishing learning behaviours, which will help children to regulate and embed our expectations. Children must also know that hurting someone either emotionally or physically is never okay. This section must be read along with **Appendix 1a/b**.

Prevention is key to diffusing situations and preventing escalation. Staff will use many of the invisible stages to support this listed **on p.9**.

Minor incidents may include, for example:

- calling out
- not engaging with learning
- causing disruption in class
- answering back
- unkind comments to other children
- Ignoring direct questions/instructions
- Leaving seat without permission

Stage One: 1st Incident – Verbal Reminder referring to the rules and clearly identifying which has not been met. This may make the difference between escalation and the child getting back to work. No consequences for this.

Calm, quiet directly to the child and if possible, not in front of peers.

Script: I notice that you are..... (explain what it is...eg. Having trouble getting started. Suggest the zone they are in)

It was the rule about... (relate to the school values or classroom charter) That you broke. You have chosen to.....

Do you remember last week when you (identify a positive behaviour) so I know you can do it. Can you remember how proud that made you feel?

Remember work must be finished so it is best to complete it in this time when you have my support.

Thank you for listening. (Then allow them some time to turn it around.)

If the behaviour continues, we expect staff to see a behaviour, see the child, gauge the context and act using professional judgement. Continue to follow 'De-escalation' stage of behaviour support flow-chart (appendix 1a).

Depending on the scenario, talk around this:

I know that you (explain what you know e.g. didn't have much sleep last night, find Monday mornings difficult, are worried about next year etc...).

It is important that you use your words to communicate your feelings and identify which zone you are in. How can you regulate your emotions, so you are in the green zone and ready for learning?

It is important that you are in class learning. I am here to support you if you need extra support. You must make the choice: Will learning be completed now in the time specified, which is the best option, or will you complete it in your own time such as lunchtime?

Think Big

Medium severity incidents must be recorded on cpoms, passed to a Phase Leader and followed up with an educational consequence. Unacceptable behaviour in this category may include:

- persistent minor incidents as above
- rudeness to staff
- verbally aggressive behaviour to another pupil
- being continually off-task
- leaving classroom

Refer to 'Support' stage of behaviour support flow-chart (appendix 1a).

Serious Incidents can be dealt with by the teacher, must be recorded on cpoms and raised with a senior leader if it is very serious.

- extreme rudeness to staff,
- aggressive behaviour,
- refusal to comply with other sanctions,
- theft,
- bullying,
- racist language (*racist incidents will **always** be passed to SLT*).

If a serious incident occurred which is considered unsafe (aggression, defiance or abusive language) the HT, DHT or AH for phase is contacted to decide an appropriate course of action. The parents would be involved as soon as possible. Reset behaviours and expectations. Does the child have a self-regulation plan? Update and share with adults.

It is the responsibility of the Phase Leader to monitor pupils' behaviour across their team using weekly monitoring on cpoms. They will become involved if a pupil's behaviour is causing concern. They may then take appropriate action to support the class teacher. This may be a phone call home to explain behaviours to parents as a means of seeking reasons for their conduct, which may support how it is addressed; meeting with the child's family to reset expectations and seek to unpick the pattern of behaviours. A home school communication book may be set up (this should have positive and negative records). If work completion is an issue, it should be agreed with parents that work may be sent home if it is not completed at school. Families may be called in to support their child to regulate particularly if behaviour is unsafe.

CPOMS:

All members of the school staff have access to our online school monitoring system, CPOMS (Child Protection Online Monitoring System.) We will record significant behaviours and those of a low level but persistent nature, (*See Appendices– CPOMS Guide*). After a behavioural incident has occurred, the member of staff who addressed the issue will record the event on CPOMS, alerting the Head Teacher, Deputy Head, Assistant Head and SENDco. This enables behavioural incidences to be monitored and tracked and provide support as required.

See Cpoms Top tips Appendix 4

Positive touch:

Touch and development

- Biologically, touch is the first sense to develop and the last to leave us. By the 7th week of pregnancy, the baby reacts to touch.
- Feel good chemicals are released in the brain through caring interactions.
- The body and brain will stop growing if there is a lack of touch- some animals even die!
- Families and cultures that express warm physical affection have fewer issues with anger and aggression.
- Many children often learn best through touch and movement.

There is a biological need for touch, an actual hunger for touch that can be met only in contact with another human being. This was first discovered during the nineteenth century, when children who had been abandoned at birth and transferred to foundling homes died by the thousands. Despite the fact that they were fed, kept clean, and protected from danger. We now understand that abstinence of touch is would should considered be inhumane, unkind and potentially psychologically or neurologically damaging to a young person. More recent research shows that babies who stop crying because their cries go unanswered continue to experience activated pain centres in the brain and their levels of stress hormones remain elevated. The reason they stop crying is because they seemingly 'give up'. In young people, during prolonged bouts of crying and distress, stress hormones can reach toxic levels, pain circuits are activated and there is an agonising withdrawal from the hormones that promote positive feelings. Young people who experience intense uncomforted distress can develop a shrunken hippocampus, a part of the brain involved in long term memory and verbal reasoning.

Some forms of touch are generally agreed as tools to intentionally and strategically used to enhance a sense of connection with a young person to sooth, greet, relax, quiet down or reassure them. Following are examples of different types of touch in therapy that you may see at Mile Oak:

Conversational Markers such as a light touch on the arm, hand, back or shoulder to enhance other forms of communication.

Consolation touch: providing a comforting hug, holding hands or shoulders in response to grief, sorrow, distress, anguish, agony, sadness or upset.

Reassuring touch: a pat on the back or shoulders encourages and reassures

Grounding or reorienting touch: touching the hand or arm to help reduce anxiety or dissociation by helping a young person be aware of his or her physical body.

Task-Oriented touch: offering a hand to help someone stand up or stopping the young person from falling.

Instructional or modelling touch such as demonstrating how to give a firm handshake or how to respond to unwanted touch.

Think Big

Celebratory or congratulatory touch: "high-fives," a pat on the back or a congratulatory hug for the young person who has succeeded with a goal or good effort toward a goal.

At Mile Oak School we recognise during periods of distress, touch can often be the only means of maintaining a connection with the young person when he or she can no longer hear or make use of words: or soothing tone/eye contact and therefore is in danger of dissociating, with all the detrimental effects that this can bring. Research also suggest that people who are deprived of touch early in life may have a tendency toward violent or aggressive behaviour.

The impact of positive touch or access to physical proximity and positive touch has been shown to:

- improve concentration
- improve co-operation
- increase a stronger sense of self and higher self-esteem/confidence
- reduce aggressive behaviour
- encourage a calmer classroom environment
- encourage empathy and respect for their peers
- encourage a more relaxed and focused feeling in the school
- discover differences between people
- encourage and develop the imagination
- improve communication

Reasonable Force and Positive Handling:

In extreme cases, there may be times when some of our children are unable to regulate their feelings and may act out their emotions physically. Limits and boundaries can be a vital corrective experience. Our policy is about **de-escalation** but once these strategies have been exhausted, restrictive physical intervention, in the form of guidance, holding or restraint, maybe necessary to calm a child who is emotionally dysregulated and to keep them safe. The staff at Mile Oak School are trained in restrictive physical intervention in order to minimise risk and to ensure staff are empowered to act in the best interests of the child at all times Team Teach is an accredited provider of positive behaviour management training, equipping our staff to deal with challenging situations and behaviours in ways that lead to desirable outcomes and positive relationships in daily life.

All members of staff have the legal power to use reasonable force as a last resort, which means that a staff member will use some kind of physical contact with a pupil to ensure they are safe and those around them are safe. The staff and governors work in compliance with the guidelines published in the Department for Education Use of Reasonable Force 2013. Staff must also consider evacuating other pupils from a situation, as an alternative strategy, whilst further support is called for.

All incidents involving restraint must be recorded on CPOMS and shared with parents on the same day as the incident.

A report form must also be completed recording strategies of de-escalation that were used before any positive handling.

Team Teach Techniques the staff are trained in:

One Person

Show and Go

Elbow Guide

Caring C

Help Hug

Gather and Guide

<https://www.teamteach.co.uk/my-account/useful-resources/technique-videos/single-person-holds/>

Two Person:

Response to Dead weight.

<https://www.teamteach.co.uk/my-account/useful-resources/technique-videos/two-person-holds/>

All staff have access to the Team Teach resources through their account log in.

Focus on growing the 95%

Crisis Management

Diversion De-escalation

Positive Behavioural Supports



Exclusions

All avenues of support will have been exhausted before exclusions is considered. Mile Oak Primary School follow the guidance set out in The School Discipline Regulations 2012

(<http://www.legislation.gov.uk/ukxi/2012/1033/made>). Exclusions will only be put in action when there has been a serious breach of the Behaviour Policy.

1. A pupil may be at risk of exclusion for:
 - Verbal or physical assault of a pupil or adult
 - Persistent and repetitive disruption of lessons
 - Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions
2. A Fixed Term Exclusion from the school can only be authorised by the Headteacher or the Deputy Headteacher acting on their behalf. If neither are available to authorise the exclusion a decision should be deferred until the opportunity for authorisation is available.
3. In the case of a Permanent Exclusion this can only be authorised by the Headteacher and must only be done after consulting the Chair of Governors of the intention to impose this sanction, although the final decision rests with the Headteacher of the school.
4. The school seeks to reduce the number of incidents leading to exclusions by promoting a positive atmosphere of mutual respect and discipline within the school as set out in this policy.
5. The school regularly monitors the number of Fixed Term Exclusions to ensure that no group of students is unfairly disadvantaged through their use and that any underlying needs of individuals are being fully met.

Notification of an Exclusion

1. Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
2. In the case of a Permanent Exclusion parents will be notified by the Headteacher or Head of School in a face-to-face meeting.
3. A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
4. The school will also provide pupil with work for home learning and put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

Think Big

5. The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.
6. On return to school, there will be a reintegration meeting held with the headteacher, deputy headteacher or Inclusion manager along with the child and their parents/carers.

Permanent Exclusions

A school will only permanently exclude a child as a last resort, after trying to improve the child's behaviour through other means. However, there are exceptional circumstances in which a Headteacher may decide to permanently exclude a pupil because of ongoing issues or even for a 'one-off' serious incident.

If your child has been permanently excluded, be aware that:

- the school's governing body is required to review the Headteacher's decision and you may meet with them to explain your views on the exclusion
- if the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- the school must explain in a letter how to lodge an appeal
- the local authority must provide full-time education from the sixth day of a permanent exclusion
- work will be set by the teacher and the expectation is that it is carried out at home and will be reviewed as part of their reintegration meeting upon the pupil's return
- There is a legal requirement to hold a review of fixed term exclusions of the total number of days in a term goes over 15 days, whether in one instance or cumulative.
- A parent can request a meeting if the total number exclusion days exceeds 6 days in a term

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

Appendix 1a

Stages of behaviour support:

High quality, nurturing environment

- Know your children and their needs
- Relationships and belonging
- Classroom environment
- Routines
- High expectations
- School values
- Class Charter
- Learning Behaviours and zones of regulation
- Appropriately pitched learning
- Recognition and celebration

De-escalation

- Early identification of behaviour/recognise triggers/ link to zones of regulation
- Use emotion coaching/ nurturing approach
- Prevention or de-escalation strategies as in policy or Self -regulation plan for HNC
- Time and space to self-reflect in class
- Positively recognise de-escalation
- Use of partner class
- Use of limited choice

Support

- Year group adult used dynamically
- If child leaves class, adult tracks or if no adult, SLT informed
- If situation is dangerous or unsafe, children evacuated from the space
- SLT member contacted via main office- telephone or call card as appropriate
- If the child, other children or adults safety is at risk, **any** staff member can use positive handling.
- SLT member dynamically assess situation. Decision to support in class or remove child for a short or prolonged period of time.
- Child to return to class and their learning when in the green zone.

Post incident

- Behaviour incidences reported on CPOMS. (see appendix 4)
- If positive handling is used, immediately recorded on CPOMS and recorded in the bound book (completed with SLT)
- Any incident where a child/ adult physically harmed, HS2 completed with SLT member
- Time for resolution between the adult and child.
- Follow up educational and/or protected consequences (see appendix 1b)
- Parents to be informed or met with
- Learning mentor session to be arranged to restore relationships with peers
- Referral for self-regulation plan or SEND support through phase leader
- Risk assessment considered

Appendix 1

ZONES TOOLBOX

Below are some tools we use in school to support children with moving between zones, to the expected zone for that time.

There are lots of ideas for 'tools' to use and can be found when you google 'Zones of Regulation'. Different children find different tools work better for them.

BLUE ZONE	GREEN ZONES	YELLOW ZONES	RED ZONE
Positive thinking (inner coach - you can do this)	I feel happy, focused and calm.	Positive thinking (inner coach - you can do this)	Lazy 8 breathing - draw figure of 8 on palm: breath in on the circle, out as you cross over the midline).
Drink water		Size of the problem - is it really that big?	Hexagon - draw hexagon (in air, on hand) and child takes 1 breath per side.
Stretches		Do a job - hand books out, deliver a message	Big belly breath
Star jumps		Big belly breath	Big belly breath
Run		Squeeze hands together	Talk to an adult
Eat something		Push palms together	Time out
		Sit and count to 10/other breathing activities	Size of the problem - is it really that big?
		Talk to an adult	Standing push ups against a wall
		Standing push up against a wall	

Appendix 2

Emotion Coaching Script:

Connect:

You are (describe how they present) it looks to me like you are ____ am I right?

Give child time to respond.

Validate and label feelings:

I can see how being ____ can make you feel _____. Has this happened before?

Give child time to respond.

Limit Set

It is not okay to _____ even if you are feeling _____ because it _____.

Give child time to respond.

Problem Solving:

Once a child is calm and receptive, we explore alternative ways to express and manage feelings (e.g. finger breathing, scaling his emotions, give them assertive language to respond to children.)

Do you feel better? Has this helped you to feel better equipped if this happens again? Remember it is important to use your words to show how you are feeling.

Appendix 3 : Positive Behaviour Management Strategies

Non verbal messages	Visual prompts/ Makaton such as finger to lips, good sitting hand gesture or tapping your ear or eyes to indicate what a child should be doing or where they should be looking. Moving in closer to the pupil who is not behaving appropriately. If a child is not touch sensitive a gentle hand on shoulder to gain eye contact.
Tactical or planned ignoring	The adult decides not to notice specific behaviour from a specific child as long as the behaviour is not dangerous.
Positive directed praise	The adult acknowledges the good choice that another child sitting close by is making/ catches when the child is making the right choices and verbalises what the child did correctly.
Description of reality	A simple statement of fact, describe the inappropriate behaviour- <i>"Jack you are talking", "Kate you're pushing Tom."</i> This is a calm statement of what is happening. This should then be followed with a statement of the required behaviour 'Jane, turn around thank you.' 'James give Tom his pencil, thank you.' The use of thank rather than please is showing you expect compliance rather than asking for it.
Rule reminder	Restate the relevant rule – 'Scott our rule is that we put our hands up to answer.'
Question and feedback	Asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here boys?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour.
Blocking/Assertive statement	Where a child does not immediately comply with lower level interventions it may be necessary to insist firmly on what is required. You can use the 'broken record' technique where you repeat the instruction until the child complies, or is there is resistance and argument acknowledging the child's point of view but reiterating the instruction can be effective <i>"Kate put your pencil down, I understand you haven't finished but you need to put your pencil down now, thank you"</i>
Choices and Consequences	Enable a pupil to take responsibility for his or her own actions 'Shane I have asked you to move away from Billy, if you continue to sit there you're choosing to stay in at playtime. It's your choice.'
Forced choice	A forced choice can be used in a situation of non-compliance to put control back with the child under adult guidance. A situation can be defused when the adult can think of some good solutions to the problem at hand and then offer the child a choice of these solutions. "It's not safe for you to be bouncing that ball in the corridor Louise, you can give it to me or put it in the table over there... Thank you " Forced choices can help children feel empowered and safe to make and learn from mistakes. It also offers the opportunity for adult and child to avoid power struggles
Take up time	After giving an instruction or forced choice give the child a limited amount of time for reflection and making a good choice. "I'm going to give you a couple of minutes to think about it"
Collaborative Language	For children with high stress levels or who need extra support use collaborative language to emphasise your role in supporting them and to reduce anxiety "Let's see if we can do this", "Shall we have a go?"
Blame a higher authority	For children that reject authority, have demand avoidance or go into shame mode, show empathy and blame a higher authority for rules and instructions. Thus avoiding arguments and power struggles and deflecting their emotions towards an absent party. "I felt tired this morning too but the Government/ King says everyone has to go to school".

Appendix 4

CPOMS – Top tips

- Entries should be short and to the point – summaries. Bullet points can be used
- Entries should be non-biased
- Appropriate language should be used at all times – language of zones of regulation (i.e. Regulated, overwhelmed, dysregulated) rather than negative language (i.e. tantrum)
- Entries must be factual, do not say i.e. “Child looked sad” – state the facts only
- Entries should use names, not initials
- Check your spellings, grammar and punctuation
- If you can action an incident – do this then record on CPOMS
- Ensure the relevant team is alerted, as well as the teaching team

NB: staff will be asked to go back and edit any entries not in line with the above

Examples

Do's	Don'ts
<ul style="list-style-type: none"> • NAME arrived at school today hungry and told me they had had no breakfast. • TA NAME gave the child breakfast from our breakfast club food supply and I spoke to Mum at the end of the day. • The family are struggling financially and I have offered the school food bank, which they accepted. I have notified the office and they will receive their first food bank parcel this week. <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Teaching team to continue to monitor and check in with family 	<p>NAME arrived at school today hungry and told me they had had no breakfast.</p>
<p>NAME hit me on the leg with a ruler in the classroom.</p> <ul style="list-style-type: none"> • I asked NAME to stop and explained they had hurt me • NAME had some reflection time • We spoke about using kind hands and appropriate behaviours moving forward • I have spoken with the class teacher <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Class teacher will speak with parents after school • Teaching team will monitor use of kind hands and praise positive behaviours 	<p>NAME hit me on the leg with a ruler.</p>
<p>NAME threw his lunch tray at NAME 2 in the junior dinner hall.</p> <ul style="list-style-type: none"> • I spoke to NAME and they had some reflection time. • NAME told me they found the dinner hall too noisy and NAME 2 was tapping their spoon, which made them fizzy • NAME apologised to NAME 2 and cleaned up the food • I spoke with the class teacher <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Class teacher will speak with both sets of parents at the end of the day <p><u>Follow up action by teaching team:</u></p> <ul style="list-style-type: none"> • I spoke with both sets of parents. They were understanding but requested this is monitored moving forward. • Teaching team to consider lunchtime provision for NAME – use of ear defenders/quieter table? • Liaise with MDSAs around what works/doesn't 	<p>NAME threw his lunch tray at NAME 2.</p>

Appendix 5: Brighton and Hove Behaviour Thresholds

Levels of Need	Possible Behaviours	School Interventions	School Actions
<p>Level 1: Causing Concern</p> <p>Action: Monitor & Assess - Log behaviour and carry out early assessment of need</p> <p>-Identified lack of progress and attainment -Poor attendance - 94% -BESD presentations – beginning to infringe school policy -Incidences of poor social communication and integration difficulties</p>	<p>-Lateness and absence -Non-engagement with learning -Not completing tasks -Not able to keep to expected behaviour expectations -Low level disruption – calling out/noise making/not following instructions -Withdrawing from rated social integration problems</p>	<p>-Discussions with other school staff – School Children Causing Concern Register (1 x week – more for larger schools) -Establishing expectations with pupil – early identification of concerns and need -Parent/Carer meeting with class teacher -Clear, consistent behaviour policy in place (class charter, rules, scripts etc.) -Celebrating individual successes – catching the good, peer recognition and involvement e.g. Roles and Responsibilities, Spotting talents -Learning support – key worker attached -Investigation into learning – Pupil Progress meetings discuss lack of progress, barriers to learning and appropriate agency support e.g. BILT, SALT, EMAS -Individual visual timetable -Use of Buddies, alternative lunchtime clubs, match right child to right adult -Current and up to date Staff Training</p>	<p>1. Meet with parents/carers – Build a picture of the child 2. Evidence of Quality First Teaching (by HT/Ofsted) 3. Peer teaching support & SLT Observations and Action planning 4. Weekly (more often in larger school) ‘Children Causing Concern’ register 5. Class environment modifications e.g. work stations/visual timetables 6. Auditory/visual/sensory needs analysis 7. Use of Nurture Intervention 8. Friendship/Social communication groups</p>

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Levels of Need	Possible Behaviours	School Interventions	School Actions
<p>Level 2: First Response</p> <p>Action: Plan & Record - Action plan and Build a picture of the Child and their needs. Keep formal records, Children Causing Concern reports, class learning and behaviour logs that are forwarded to Head teacher/SENCO and Early help</p> <p>-Continued poor progress and attainment -Patterns of non-attendance – 90%? -BESD presentations – patterns and frequency of poor behaviour increasing -Continued poor social integration</p>	<p>-Persistent lateness or absence -Frequent refusal and lack of engagement -Regularly disrupting lessons -Increased levels of conflict – arguing with staff and pupils/ swearing/physical incidents -Frequent attention needy behaviours -Ongoing social integration problems e.g. Teasing, stealing spoiling game playing etc.</p>	<p>E.g. on De-escalation/Conflict resolution and Positive Handling/Restraint where appropriate</p> <p>-Add to VPR/ CPOM -- Early Help – Behaviour (BILT) & Family Support -Further investigation into social, family and learning needs -Parent/carer meeting with SLT/SENCO -Home/school agreement plan -Individual behaviour plan – clear rewards and consequences (adaptation of main policy if necessary) -Intervention group e.g. Nurture Support, Friendship and social communication group etc. -Triple P parent support -Create safe spaces around the school -Develop shared scripts for all staff to use (Regular and continued staff training appropriate to the needs of the children and the roles of the adults)</p>	<p>1.Meet with parents/carers – Relationship building 2.Early Help Assessment 3.Individual Behaviour Plan (IBP)AND/OR Individual Education Plan (IEP) 4.Use of internal isolation as required 5.BILT referral 6.Use of Learning Mentor/key worker 7.Tier 2 CAMHS referral</p>
<p>Level 3: Specialist Support</p> <p>Action: Refer - Review school action plan of support and refer for specialist (multi-</p>	<p>-Persistent lateness or absence -Behaviour is a serious barrier to learning -Regular refusal -Often in 'fight/flight/freeze mode'</p>	<p>-Counsellor (child & Parent/Carer) -Personalised learning programme – bespoke approach -Use of Breakfast clubs and After school clubs as incentives and provide</p>	<p>1.Meet with parents/carers – keep informed, alleviate anxiety and outline next steps 2.Use of INA or other individual adult support</p>

Think Big

<p>agency) advice and investigation</p> <ul style="list-style-type: none"> -Increasingly poor behaviour - may lead to internal and FT exclusions -Lack of response to support and intervention -Personalised support and behaviour plan required -Regular involvement of SLT required 	<ul style="list-style-type: none"> -Needs high levels of individual support -Greater levels of conflict – overreacting to small incidents -Temper outbursts -Use of abusive and threatening language -Bullying behaviours -Leaves classroom at will/hides/puts themselves in unsafe situations 	<p>alternative positive hooks to the school environment</p> <ul style="list-style-type: none"> -Family support worker/coach – ITF (Mentoring Team) -EP consultation – school and Parent/carer -Provide individual provision map on what the child has /hasn't received to establish next steps <p>Draw up individual profile of child, their needs, trigger points, 'soothers', key adults etc. so all adults supporting them understand the needs of the individual - including Supply staff.</p>	<ol style="list-style-type: none"> 3.Refer to Early Help Hub/ MASH (depending on threshold) 4.EP referral 5.Professionals Meeting (PARMS) 6.Personalised Curriculum and/or Timetable 7.BILT individual pupil support and supervision for teaching staff 8.ITF referral 9.Use 'buddy' or partner school in place of FT exclusion
<p><u>Level 4: Intensive Support</u></p> <p><u>Action:</u> <u>Do & Review</u> - Put in place specialist recommendations and review impact and progress</p> <ul style="list-style-type: none"> -Embedded patterns of non-attendance -Emerging patterns of fixed term exclusions -Persistent lack of response to school policy and expectation -Intense level of support required in order to access school at all 	<ul style="list-style-type: none"> -High SLT involvement -Regular outbursts towards staff and peers -Relationships with key adults deteriorates -Frequent bouts of destructive behaviours – throwing furniture and objects in temper rages -Works to own agenda -Unpredictable and unsafe behaviour patterns – putting themselves and others at risk -Spits at staff and peers 	<ul style="list-style-type: none"> -INA attached to child for class/playground or both -Creative, personalised and integrated timetables (working to the child's strengths) -Investigate other additional settings to improve school engagement and raise self-esteem e.g. forest schools, links to local businesses, tailored to specific skills sets if appropriate such as car maintenance, gardening, brick laying etc. -Ongoing multi agency meetings – specialist reviews and 	<ol style="list-style-type: none"> 1.Meet with parents/carers – help to make informed choices for their child's education and well-being 2.Ensure curriculum and school routine works 3.Refer to BAP 4.Tier 3 CAMHS referral 5.Managed Move to another school (not automatic referral to the PRU)

Think Big

	<ul style="list-style-type: none"> -Self-harms or threatens to hurt themselves -Steals on a regular basis -Damages school property (brings dangerous items into school) -Runs off site -Behaviour impacts on wider school community e.g. Police involvement is required 	<p>supporting next steps e.g. Managed Moves</p> <ul style="list-style-type: none"> -Withdrawal into Nurture/Calm Space if appropriate to sustain school attendance, educational opportunity and social integration – prior to slow return and re-integration into school routines -Draw up Risk assessments around child's needs and levels of provision required over the course of a school day – share with all staff and adults working with the child 	
Levels of Need	Possible Behaviours	School Interventions	School Actions
<p><u>Level 5: Critical Need</u></p> <p><u>Consultation with LA</u></p> <ul style="list-style-type: none"> -All previous interventions have been unsuccessful -Grave concerns from school and outside agencies of suitability of current school setting -Behaviour leads to critical incidences 	<ul style="list-style-type: none"> -No improvement after considerable and sustained input and support from all agencies -Ongoing serious and unsafe levels of behaviour risking harm to both themselves and others -Staff and pupils regularly hurt – requiring Health and safety incident reports -Very little of any academic progress is being made 	<ul style="list-style-type: none"> -Intensive multi-agency action planning meeting -Parent/carer involvement in appropriate placement discussion -Bespoke individual specialised provision required – LA to advise 	<ol style="list-style-type: none"> 1.YOS and Police involvement 2.PRU/ Specialist provision required