

A parent's Quick Guide to our new Restorative and Relationship based Behaviour Policy Autumn 2022— the full policy can be found on our Website.

- * All children will get an opportunity to speak, say what happened and how they felt.
- * They will reflect on what they could have done differently
- * The children will decide on how to repair and rebuild, it may be with sorry or mending something that has been broken.
- * We use visual prompt cards to structure and support this conversation. This enables children to really communicate how they felt, are feeling and how to rebuild the relationship.
- * If behaviours of this level persist, parents will be informed and we will work together to create a plan of support

We have already started this process in our youngest classes and have been amazed by the children's engagement and articulacy.

Like everything, new systems take time to embed but we want to invest in developing children's emotional literacy and learning.

We use the principles of Emotion Coaching to support our relationships, teaching and learning

Emotional Coaching is a practical, evidence-based, relational approach grounded in neuroscience, which develops children's self-regulation skills.

Regulating emotions through healthy relationships promotes healthy brain development while dealing with behaviour in the moment. It provides a clear model for connecting feeling, thinking and behaving.

We use the model below to structure our conversations with children who need help regulating, understanding and labelling their emotions.

Recognise the child's feelings and empathise with them	<ul style="list-style-type: none"> • Recognising, empathising, soothing to calm • e.g. 'I can see you are upset; I'm here'.
Labelling feelings and validating them	<ul style="list-style-type: none"> • e.g. 'Sounds like you might be feeling angry about that'. I might be feeling angry too if that had happened to me.'
Setting limits on behaviour	<ul style="list-style-type: none"> • If needed • e.g. 'We can't always get what we want'.
Problem-Solving	<ul style="list-style-type: none"> • With the young person • e.g. 'We can sort this out'.



Promoting the Ethos of Positive Behaviour

At the heart of achieving good behaviour at Westdale Infants we:

- ◆ Develop nurturing, caring and respectful relationships between adults and children.
- ◆ We have high expectations and clear explicit boundaries.

Good behaviour means that everyone in school is:

- ◆ Caring and kind
- ◆ Polite and friendly
- ◆ Always helpful to others
- ◆ Calm and hardworking
- ◆ Respectful and honest
- ◆ Values each other

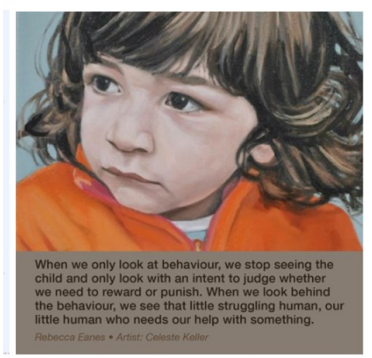
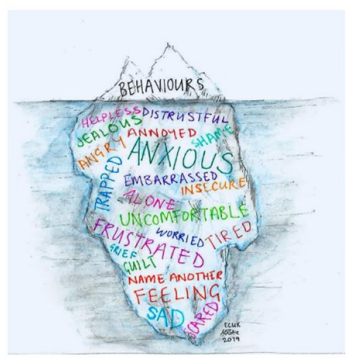


We treat people how we want to be treated and give children and adults the language and power to kindly challenge when things are not right (to be upstanders). Our Learning Power Superheroes help us to explicitly teach, role model and celebrate all these values and underpin all of our teaching, learning and day to day life in school.



We believe behaviour is communication. Behaviour is:

- 1. Unmet needs:**
Behaviour communicates an unmet need. Therefore, to change behaviour, we must connect and respond to the unmet need.
- 2. Individual influences:**
Children's behaviour cannot be fully understood in isolation, without considering their individual influences and contexts.



At Westdale ...

- * Respect is key. We strive to build strong and positive relationships with all our children
- * We explicitly teach and model positive behaviour; we talk about how this makes us and others feel
- * We recognise and highlight good behaviour as it occurs – so children explicitly know expectations
- * We only use positive language
- * Staff model good behaviour for all of our children, we explicitly make an effort to show respect and kindness to peers i.e. thanking people for kindness, giving friendship tokens
- * Kind and respectful behaviour is explicitly taught in all year groups
- * Our Learning Power superheroes demonstrate and teach positive behaviour, respect and kindness; they underpin all of our learning
- * We use the Colour Monster book and story in every year group to teach children emotional literacy
- * We use a restorative and relationship-based approach to behaviour management using current research and guidance around best practice and long-lasting impact
- * We notice and reward children when they are behaving well
- * Explain and demonstrate the behaviour we wish to see
- * Encourage the children to be responsible for their own behaviour, to reflect and think about what happened, why and how it made themselves and others feel
- * We understand that sometimes behaviours are not through choice, they may be learnt or a communication. Our role is to teach and support as we do with all our learning

We teach that we learn from our mistakes

Consider the differences between these 2 sets of assumptions and the impact of these differences...			
Common Errors	Assumptions about Academic	Common Errors	Assumptions about Behaviour
Errors are accidental		Errors are deliberate	
Errors are inevitable		Errors should not happen	
Errors signal need for teaching		Errors should be punished	
Students with learning difficulties need modified teaching		Students with behavioural difficulties should be punished	

Implementation of the Restorative Approach

We recognise that:

- * all children are unique individuals and therefore we are flexible in the way we address any incidents of negative behaviour.
- * The stages of the Restorative Approach underpin our method in dealing with challenging behaviour, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age, need and level of understanding.

What this means in practice:

In class, your child will be involved in creating class rules with their peers.

These class rules are to ensure all our children feel safe, happy and ready to learn

They are clearly displayed with visual prompts and frequently referred to.

Low level behaviours—a child will get a reminder— a visual prompt may help

If this behaviour continues— reminder 2



Continued behaviour— it may be that the child is

supported by moving their learning space. The teacher will take time with this child later during the day to tune in and see that all is well. If they have missed some of their learning, they will have to make time during the day to complete it.



If a pattern of low level disruption or behaviour continues the classteacher will log these down, looking for patterns and triggers and talk to the Behaviour Lead / Send-Co in school. Parents will be informed and it may be that a specific learning plan is put in place.



Restorative—repair—rebuild

Some behaviours may need restoration—if another child is hurt, if learning time is missed.

- * If other children are involved, this will involve a group discussion once everyone has had an opportunity to calm.
- * The restorative chat will involve all the children involved.