



# Sanday Community School

‘Keeping Cool in Sanday School’

Behaviour Regulation Policy – March 2024



## Rationale

Here at Sanday School, we are dedicated to the promotion of positive relationships. We aim to equip all our pupils with the skills and understanding to successfully develop and maintain positive, healthy relationships. We aim to promote mental wellbeing and create a learning environment which takes account of the whole child and their mental, emotional and psychological readiness to learn.

We recognize that children are not born with the ability to control their behavioural responses to the situations they encounter or the emotions they are experiencing. This is often referred to as the ability to **self-regulate**. We know that children learn self-regulation through interacting with adults who themselves can model good self-regulation, and who are able to teach this skill through conscious co-regulation with the child.

The Scottish Government agrees with this understanding, which is why it has moved over the years to a message that schools and childcare settings must focus on **building strong, empathic relationships with children**. It is through these relationships, rather than through sanctions and



*Buddy reading - sharing our new diversity books*

rewards, that we are best able to teach children to take control of their own behaviour. Children who have been coached in this way will grow into teenagers and adults who are better able to remain calm and cope with the stresses and frustrations of life, and who will become the responsible citizens and parents of the next generation.



*Inter-generational projects – links with the Afternoon Club*

## Values based approach

We held workshops with pupils, staff and families on what values they thought were most important for our school. Our values are celebrated in class, during whole school assemblies and in all aspects of school life. They are key aspects in enabling our pupils to become successful learners, confident individuals, responsible citizens and effective contributors.

### Our School Values:

To trust

To include

To commit

To consider

To collaborate

### Examples of visible consistencies from staff...

- Daily meet, greet and welcome at registration
- Identifying children who are failing to meet expectations
- Appreciation in public, reminding in private
- Staff modeling appropriate social and emotional skills during interactions and responses
- Persistently noticing children doing the right thing
- Consistent language and expectations



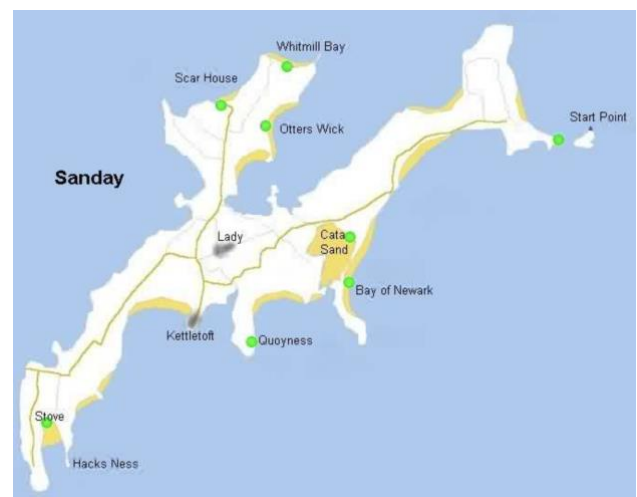
*Parent workshops – redefining our values, visions and aims*

## Our motto and vision:

***Sanday School - the heart, soul and future of our island community***



We are a community school in every sense of the phrase and aim to foster meaningful links with all aspects of our island community.



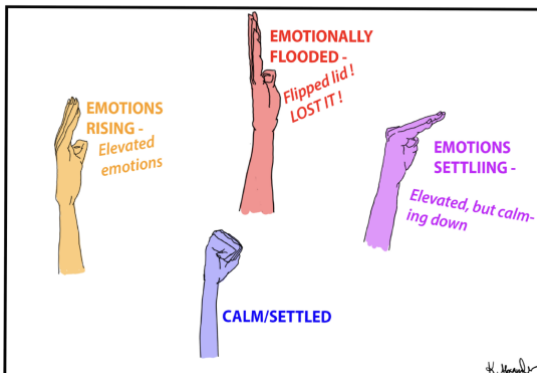
*‘Community is an attitude and feeling of connectedness. When educators, parents, other citizens, and organisations work together to help students succeed, they strengthen the sense of community and beyond the school.’*

Epstein & Sheldon, *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (3<sup>rd</sup> edition) 2022

## Emotion Coaching™

The staff at Sanday School have worked closely with our Educational Psychologist to develop our skills in Emotion Coaching™. Using this approach, we respond to dysregulated or undesirable behaviour in two phases. First, we focus on helping the child to find calm. Only once the child is calm will they be able to re-engage their rational brain and consider how to change their behaviour to stay within the agreed boundaries as they move forward. Emotion Coaching Conversations will form the framework for the way we address behaviour in Sanday School.

### EMOTIONAL AROUSAL and the HAND MODEL OF THE BRAIN



Emotion Coaching Conversation Steps (not all conversations will require all 4 steps):

- Step 1. **Recognising the child's feelings and empathising with them**
- Step 2. **Validating the feelings and labelling them**
- Step 3. **Setting limits on behaviour (if needed)**
- Step 4. **Problem-solve with the child**

Emotion Coaching Conversations are often invisible to the other pupils, and never involve public shaming. Pupils should be aware that just because they can't see 'Consequences' for behaviours, these situations are being addressed in an effective way that will tune into each individual child's needs.

Sanday School keeps a log of incidents and the school's response, and the response may very well not be visible to onlookers.

## Restorative approaches

Students learn to be accountable for their actions, but not by being shamed into submission. Students who act out have often experienced shame and have low self-esteem, so must demonstrate a different way of managing how they handle their emotions.

Restorative approaches are a set of principles and practices that encourage children to take responsibility for their behaviour by thinking through the causes and consequences.

*'It's all about developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behaviour.'*

Chris Straker, *Restorative Justice Council*, 2019

Where there has been an issue, restorative conversations will be facilitated between those involved working towards a resolution.

Resolution means coming to terms with what happened and collaborating to find alternative ways of acting to prevent future disruptions of the same type. This process involves addressing the questions:

- *How do we keep this from happening again?*
- *What can we do differently to ensure that this will not happen again?*
- *Are there other people we need to involve so that they, too, can know how we hope to act differently?*

When we believe we are being heard and understood, we are far more inclined to engage in healthy conversations that lead to positive resolutions. We all need to be able to process our feelings of stress and frustration, and know that others understand what we are experiencing.

<https://education.gov.scot/resources/restorative-approaches-to-support-positive-relationships-and-behaviour/>

## Unwanted behaviours

What happens if...

We have high expectations for all our pupils but realise that there are times when these expectations fall short. Research confirms that all behaviour is communication, and we need to understand why children are displaying the behaviours they sometimes do.

*'[Adults] are patient, encouraging and kind. Through the fog of anger they keep everyone safe. In the calm light of day they build rapport and emotional currency. Their expectations are always high and they never drop their own standards because of the poor behaviour of a learner.'*

Paul Dix, *When the Adults Change, Everything Changes*, 2017

For low-level behaviours, teachers should refer to their classroom behaviour management strategies and restorative approaches (see appendix for Behaviour Pathway). If this does not result in a positive change, the following may be considered:

- \* Planned ignoring or moving seats
- \* Target sheet to promote positive behaviour
- \* Time-out with another adult
- \* Informal conversation with parents (at end of day or via telephone during the day)
- \* Alternative breaktime arrangements



*Strings performances – cello and fiddle tutors visit weekly*

If the behaviours being displayed continue, and all the strategies described above and outlined in Risk Assessments have been exhausted, the following may be considered:

- \* Formal meeting with child and parents
- \* Support with targeted interventions
- \* Multi-agency support referrals
- \* Internal exclusion (following OIC policy)
- \* External exclusion (following OIC policy)

*'If we can provide consistency, positivity, and integrity in all our interactions with our students, we'll establish a relationship that is safe enough for them.'*

Kristen Souers, *Fostering Resilient Learners*, 2016

### Pupils with Additional Support Needs

We understand that for some children, following our behaviour expectations is beyond their developmental level. In this case, these children will have bespoke behaviour regulation plans.

### Extreme Behaviour

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by trained staff only in accordance with OIC policy and the child's individual plan.

### Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors at all times.

We expect:

- Good behaviour to and from school, on educational visits or during other learning opportunities.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- The same behaviour from pupils off-site as we would on the school premises.

# Monitoring and Review

## Monitoring

The Head Teacher will monitor the effectiveness of this policy throughout the school year.

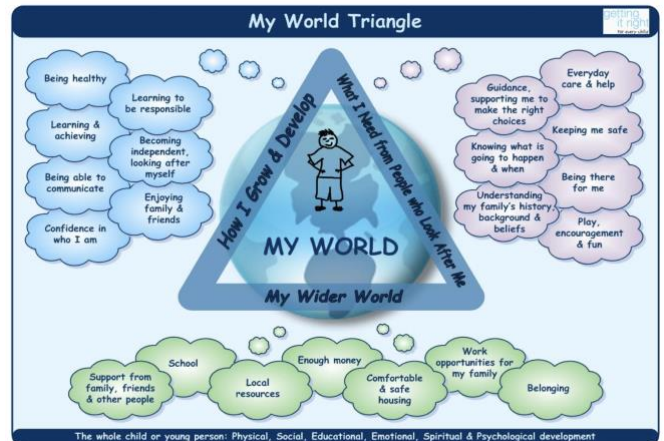
Class teachers keep a record of minor behaviours and monitor this to ensure appropriate support and inform parents.

Using the Getting It Right For Every Child principles (GIRFEC, Scottish Government policy, refreshed 2022), the approach to considering children’s wellbeing should be rights-based, strengths-based, holistic and adaptable enough to take account of stage of development and the complexity of each child or young person’s individual life circumstances.

At Sanday School we consider each of the eight wellbeing indicators (SHANARRI) in collaboration with children, young people and their families.



SHANARRI wellbeing indicators wheel



## Policy review

Our behaviour regulation policy will be formally reviewed once per year to ensure that it reflects current guidance from Orkney Islands Council and the Scottish Government.

Next review date - May 2025.



Fundraising days – the Pupil Council decide what and how to support, usually by having lots of fun!

# Appendix

Behaviour Pathway - Gentle Approach, use child's name, child level, eye contact, deliver message	
<p>1.</p> <p>REMINDER</p> <p><i>Emotion Coaching</i></p> <p><i>Steps 1-4</i></p>	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is a REMINDER that we need to be (respecting ourselves, respecting others and respecting property)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p> <p><b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
<p>2.</p> <p>WARNING 1</p>	<p>I noticed you <b>chose</b> to ..... (noticed behaviour)</p> <p>This is the second time I have spoken to you.</p> <p>You need to speak to me for two minutes after the lesson.</p> <p>If you <b>choose</b> to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another space/ go to the quiet area)</p> <p>Do you remember when ..... (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of "being ready". You have now <u>chosen</u> to catch up with your work at another time. Do you remember yesterday, you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
<p>3.</p> <p>WARNING 2</p>	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>This is the third time I have spoken to you.</p> <p>Now you need to..... (Come to quiet area / Come to sit with other class / Come to another table etc)</p> <p>Playground: You need to ..... (Come and stand by other staff member/ me / Come and sit on the picnic bench/ Come and stand by the wall etc)</p> <p>You need some time to think carefully about your behaviour and make plans for improvement, so this doesn't happen again.</p> <p><b>Example - 'I have noticed <u>you chose</u> to use rude words. This is disrespectful behaviour. You need some time to think carefully about your behaviour and make plans for improvement, so this doesn't happen again. Thank you for listening.'</b></p> <p><b>*DO NOT describe and/or discuss the child's behaviour with another adult in front of the child*</b></p>

<p>4.</p> <p>REFLECTION, REPAIR &amp; RESTORE WITH PT/HT</p>	<p>Teacher notes names and incidents on a record sheet and notifies PT/HT.</p> <p>PT/HT may contact parent or carer at this time via email or phone call.</p> <p>Discussion Points:</p> <ul style="list-style-type: none"> <li>● What happened? (Neutral, dispassionate language.)</li> <li>● What were you feeling at the time?</li> <li>● What have you felt since?</li> <li>● How did this make people feel?</li> <li>● Who has been affected? What should we do to put things right? How can we do things differently?</li> </ul> <p>PT/HT logs incident into Seemis.</p>
<p>5.</p> <p>HOME COMMUNICATION</p>	<p>Step 1: Parents or carers invited to discuss high incidence or patterns of unacceptable behaviour with the class teacher and contribute to a behavior plan. An individual plan may be issued.</p> <p>Step 2: PT/HT and class teacher meet with parents or carers to discuss OIC policy and school expectations.</p> <p>PT/HT logs record of communication into Seemis.</p>
<p>6.</p> <p>EXCLUSION</p>	<p>Excluded from school following OIC policy.</p> <p>Exclusions can occur following extreme incidents in accordance with OIC policy. A fixed-term exclusion can be enforced under these conditions:</p> <ul style="list-style-type: none"> <li>● The child needs time to reflect on their behaviour</li> <li>● To give the school time to create a plan which will support the child better</li> <li>● The child being at home will have a positive impact on future behaviour</li> </ul> <p>If these conditions are not met, other options may include a planned intervention with a member of the SLT. It is imperative that we explain what is happening and why to parents and arrange meetings to discuss.</p> <p>PT/HT logs exclusion into Seemis.</p>
<p>BULLYING</p>	<p>If an incident is perceived as a bullying then the OIC Anti-Bullying Policy should be followed and must be recorded in Seemis.</p> <p>The Anti-Bullying Policy can be found here  <a href="http://sandayschool.weebly.com/school-policies.html">http://sandayschool.weebly.com/school-policies.html</a></p>