



### Spotlight on Behaviour

This September we have been refreshing and relaunching our behaviour policy with both staff and children—and we wanted to include you too! The basis of the policy remains very much the same, with adaptations and revisions to more fully embed changes in the way we now work at King Athelstan. This includes: use of The Zones of Regulation, our school PRIDE values, the SRP and the use of more attachment/trauma informed approaches. We have also been busy refreshing some of our resources over the summer break so hopefully you will be seeing some new look awards appearing in book bags soon! Read on for more detailed information...

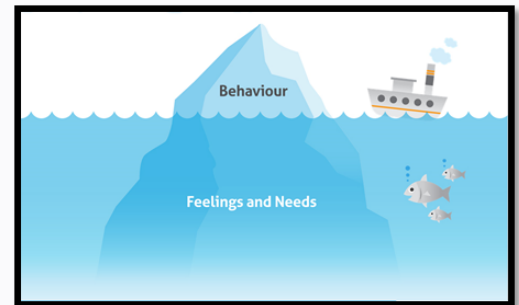
#### Whole School Ethos - At King Athelstan we:

- Understand behaviour as communication, in the context of children's emotional, social and cognitive development;
- Believe that rewards should specifically reinforce the core values of the school and expected behaviours in the school context;
- Believe that consequences must be meaningful and relevant to the individual child in question;
- Focus on modelling and teaching expected behaviours along with tools to support children's emotional and sensory regulation;
- Teach children that all feelings are OK but that the type or size of their reaction to a trigger may be unexpected in that context;
- Help children to **recognise** what has happened and take responsibility;
- Support children to **reflect** on the impact of unexpected behaviours on their own and others' wellbeing;
- Allow children to **repair** the situation as part of the natural and logical consequence to their actions;
- Believe in equity - everyone getting what they **need**
- Provide a nurturing and supportive learning environment;
- Believe that children must be emotionally 'ready to learn' in order to reach their academic potential;
- Seek to develop children's self-esteem and confidence;
- Encourage relationships and interactions based on kindness, honesty and respect.

On the right are some visuals that help explain our approach. Our 'no shouting policy' remains.

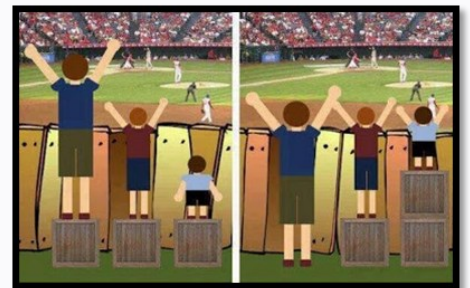
#### Remember, behaviour is just the tip of the iceberg

The behaviours are what we see but it is important to consider what is happening 'underneath the surface'.



#### Equality vs Equity

Fair isn't everybody getting the same thing; fair is everybody getting what they need in order to be successful.



#### The Zones of Regulation

The Zones of Regulation was created by Occupational Therapist Leah M. Kuypers and is designed to foster self-regulation and emotion control. We have used the curriculum across the whole school for a while now, with teachers sharing its content flexibly in line with the children's age and stage of development. Some individuals and small groups work more intensively with the materials to support their particular needs and some content is covered through assemblies. All classrooms have the Zones on display and all staff wear Zones cards on their lanyards to support communication. The Zones of Regulation teaches children that there are no 'bad' feelings, just 'expected' or 'unexpected' behaviours. This is the language we use in school. For example, running would be expected in the playground but not in the classroom.

#### The Zones divide feelings into four colours:

**Blue:** the low, slow feelings (e.g. sad, shy, sick, tired, bored)

**Green:** feeling 'good to go' (e.g. happy, proud, focussed, calm)

**Yellow:** the 'fizzy' feelings (e.g. excited, nervous, frustrated)

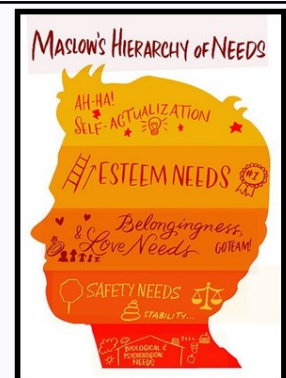
**Red:** feeling out of control (e.g. angry, aggressive, elated, terrified)

Inspired by its use in the SRP (Haring), we have also just introduced The Colour Monster alongside the Zones. This character, from the story of the same name by Anna Lenas, can be used by the children to indicate that they are feeling 'mixed up' inside, experiencing many emotions at once or are not sure how they are feeling. The book will also be used as a way of introducing the idea of matching colours to feelings with our EYFS children.



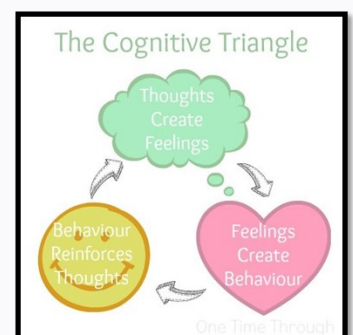
#### Readiness to Learn

Children's basic needs (including feeling safe, having a sense of belonging and self-worth) must be met in order for them to achieve academically.



#### Stuck in a Loop

Sometimes we need to help children to break this cycle so that they can find a more positive way forward.



## PRIDE Values

At King Athelstan Primary School we show



in our learning and behaviour through our school values:



Perseverance



Respect



Imagination



Diving Deeper



Excellence



Our PRIDE values were originally devised by a group of Y 6 children who researched animals that they felt embodied each characteristic. In place of Green Cards, children can now receive PRIDE Postcards for demonstrating each of the first four values. 'Excellence' awards will replace certificates in our Achievement Assembly every week. Can your child collect a full set this year?



P is for perseverance and is represented by a honey badger, known for their strength and toughness.

Children can demonstrate perseverance by:

- Keeping going, even when something is hard or takes a long time
- Bouncing back when they make a marvellous mistake
- Being determined to achieve their goal.



R is for respect and is represented by a wolf, known for working together as a pack.

Children can show respect by:

- Listening to others' thoughts, feelings and ideas
- Looking after the school and the people in it (including themselves!)
- Working together with their class to make sure everyone can learn and play.



I is for imagination and is represented by a chameleon as they are able to change and adapt to their environment.

Children can show imagination by:

- Finding creative solutions to problems
- Adapting to new situations
- Expressing themselves
- Having great ideas!



D is for diving deeper and is represented by a dolphin, known for their intelligence.

Children can dive deeper by:

- Taking risks in their learning
- Challenging themselves
- Trying new things
- Being brave.



E is for excellence and is represented by a lion, the 'king of the jungle'.

Children demonstrate excellence by:

- Being the best they can be
- Trying their hardest
- Making good choices
- Achieving their goal.

## School Rules

We have four school rules which we expect **everyone** in the school community to follow, children and adults alike:

1. We are kind.
2. We play and learn safely.
3. We listen to everyone.
4. We look after our school.

## Consequences

We use consequences as a teaching opportunity to reinforce expected behaviours and develop strategies to manage the situation better next time.

Praise loudly.  
Correct softly.

## The Helping Hand

Our 'behaviour hand' has had a makeover, with a more positive and supportive slant. Names/initials of children demonstrating unexpected behaviours will no longer be displayed. There are 5 steps to managing most behaviours:

5. **Rule Reminder**— what rule are they breaking?
4. **Chance to Change**—what behaviour is it we want/expect to see? The child is told this explicitly and given 'take up time'.
3. **Regulation Station**—time out within the classroom to self-regulate. Each classroom now has a designated area with relevant visuals, strategy cards and sensory resources to support this, in line with the Zones approach.
2. **Reflection Time**—time spent in the parallel class completing a reflection form to guide the child through reflecting on their behaviours and how to make things right.

1. **Time away** - time spent away from their year group with the SLT or Inclusion Team (depending on the needs of the child).

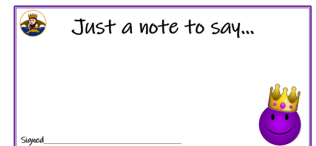
Very serious incidents can be escalated more quickly and some children may have an individualised support plan.



## Other rewards

In addition to our new PRIDE postcards and Excellence Awards, children may be rewarded using:

- Positive feedback (verbal, written or visual)
- Stickers (including WOW stickers in EYFS and new PRIDE stickers in KS1 & KS2)
- House Points
- Positive phone calls home or 'Just a note to say...' cards
- Reading dots/prizes



Each class will be introducing a positive behaviour visual to celebrate children making good choices and showing expected behaviours.

Individual class teachers may also introduce individual reward schemes to meet the needs within their class.



An average primary school class will have:

## Why adapt our approach?

19 children with no apparent needs

7 children with one type of difficulty (either social emotional, or behavioural)

4 children with high levels of needs in both domains (commonly one girl and three boys)