



Welcome

Isambard

Kingdom

Brunel Primary

School

(IKB)



Achieve . Belong . Participate



IKB Values

The principles of IKB (and shared with the Trust) are that every child has the right to a high quality education, to see themselves as successful, to participate in enrichment and learning and to be full citizens locally, national and globally.

Our commitment is that:

- Every child achieves
- Every child belongs
- Every child participates

OUR IKB ATTRIBUTES

We are
RESPECTFUL

to everyone we meet and to the property and resources that we share.



OUR IKB ATTRIBUTES

We are
POSITIVE

in our relationships with others and the values that we share



We are
RESILIENT

when things might not go the way we want and come back stronger.



We are
ENGAGED

in our learning, our wider school activities and our community.

We rise to
CHALLENGES
to learn more about ourselves and to strive for further achievement.



We are
RESPONSIBLE

for the way we conduct ourselves in school and amongst the community.



National Minimum Expectation – ‘Good’ (Ofsted)

- High expectations that are commonly understood and applied consistently
- Visible leaders that support staff to follow the policy
- Measures and interventions are in place to improve behaviour
- Behaviour does not normally disrupt teaching, learning or routines, and disruption is not tolerated
- Bullying is not tolerated, and the environment is safe and respectful
- Incidents of bullying, aggression and discrimination are dealt with quickly and effectively.



Setting behaviour expectations - Corridors

Calm

Quiet

Walking

In straight lines

Please use these as a script:

“We are calm, quiet and walking in a straight line through the school”



Setting behaviour expectations – Dinner Hall

Manners

Walking around the hall

Finish food (and mouthfuls) and have adult permission before getting up to ‘scrape’

Timings

Please use these as a script:

“Thank you for walking”

“Calmly join the line ready to go outside”



Setting behaviour expectations – Playground

No play fighting or fighting

Staff placement and boundaries

Engaging in play and conversation

Please use these as a script:

“Thank you for playing so kindly with one another”

“Thank you for letting other children join in”



Setting behaviour expectations – Classrooms and Clubs

Listening to adult instructions

Best sitting – children should not be wandering around the classroom

Not talking over others

Tidying up after yourself – ‘We are responsible’

Please us these as a script:

“1, 2, 3, eyes on me” (hands on head)

Each class design their own classroom rules

Emotion Coaching & Restorative Justice Approach



<https://www.youtube.com/watch?v=QT6FdhKriB8>



Emotion Coaching and Restorative Justice

- Emotion coaching is helping children to understand the different emotions they experience, why they occur and how to handle them
- Gives practical steps for responding to behaviour
- Form part of our toolkit in developing a relational approach to behaviour





Emotion Coaching and Restorative Justice

Why do we need emotion coaching?

Physical and mental health and wellbeing is an 'ongoing balancing act' between 2 systems:

Stress Regulation System = PROTECTION

- Ability to regulate stress
- Ability to regulate social interaction
- Ability to regulate positive and toxic stress

= Emotional Regulation



Social Engagement System = CONNECTION

- Ability to interact with others
- Ability to understand others
- Ability to make sense of social relationships
- Ability to enjoy social relationships

= Social Cognition

From birth, children are learning to recognise and regulate their emotions, particularly difficult ones, and to interact with others.



Emotion Coaching and Restorative Justice

Why do we need emotion coaching – the science bit?

- Moderate amount of stress can be good for us
- But trauma and stress can impact on later health
- Learning to cope with emotions may encourage better long term health
- New experiences change our brains and increase the number of connections
- Through repetition of experience or action, these connections can become stronger and faster

• The more opportunities we have to experience strategies that help us to regulate our emotional world, the better we will be at regulation because our brains will have made the necessary connection



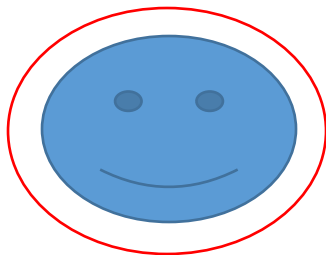
Six Seconds - The Emotional Intelligence Network - 6seconds.org



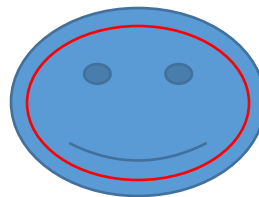
Emotion Coaching and Restorative Justice

A relational approach which develops internal regulation

External regulation
(sanctions and rewards)



Internal regulation
(emotion coaching)





Emotion Coaching and Restorative Justice

Underlying Concepts:

- A *belief* that talking with children about their concerns and feelings helps them
- *Actively observing, listening to and perceiving* what the child is saying or doing. Being aware of where the child is in the here-and-now
- *Re-stating* rather than asking questions (you look cross)
- The *use of reflection of feeling* which is deeper than a re-statement, and shows the child that you understand how he or she feels (you are cross because you didn't get a turn at the game)
- *The use of self* (when I see you climbing on the tables like that it really worries me)
- *The use of effective limits*. Setting clearly defined limits and the consequences if these are violated



Emotion Coaching and Restorative Justice

Our restorative justice techniques for dealing with behaviour:

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)

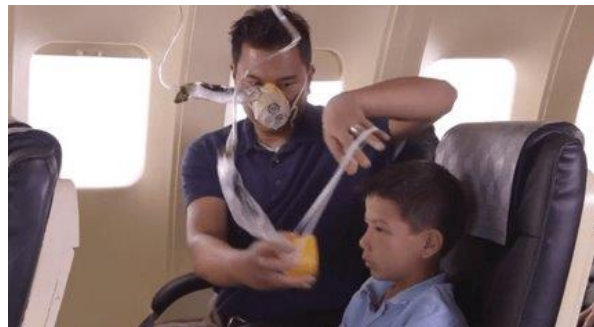
Step 4 - Problem solve with the child – 'making amends'





Step 1: Recognising the child's feelings and empathising with them

- Does not need a physical action
- This is internal acknowledgement that the child is experiencing an emotional moment
- Pause for thought
- Gives the adults time to tune into their own empathy and get ready to act





Step 2: Validating the feelings and labelling them

- Get down to the child's level
- Think about your facial expression and tone of voice
- Name the emotion (if you can)

E.g. “I understand you don't want to be here and you are scared and anxious about joining the group”

“I can see you are frowning and kicking the wall. I would be feeling like that too if I didn't want to do something”

“I can see you looking around at what the others are doing. I think you might be feeling nervous right now about whether your work is ok. Have I got that right?”

“It's normal to feel like this”

“I think that something is not quite right – can you tell me about it?”



Step 3: Setting limits on behaviour

- Recognising the importance that just because you have demonstrated empathy and validation, Emotion Coaching isn't about ignoring the fact that some behaviours aren't acceptable
- This step allows you to put some limits on the behaviours if necessary
- The key to this step is making clear which behaviours are and are not acceptable, when the child is calm

E.g “I understand you are feeling sad today, but one of our attributes is being positive in our relationships with others, so hitting your friend isn't an ok thing to do”

“We can't behave like that even though you are feeling annoyed because one of our attributes is being responsible and what you have done is not safe”

“There are school attributes that we all have to demonstrate. Doing that is not ok”



Step 4: Problem-Solving – ‘making amends’

- This step is important to reinforce the idea that children have the capacity within themselves to develop skills to cope with their own emotional worlds
- In this step the Emotion Coaching practitioner works with the child to consider what they could do when they feel those strong emotions next time
- If possible, solutions should come from the child but there are times ideas need to be given

E.g. “I wonder whether it would be a good idea to go to the special beanbag in the corner next time you feel like this? Then I can come and help”

“This is not a safe place to be angry. Let’s go to a safe space and then we can talk”

“Next time you are feeling like this what could you do?”

“How could we make this situation better for you and _____?”

“How do you think you will react next time if this happens again?”



So how will RJ fit into the behaviour structure at IKB?

Our 7 step approach...

The 7-Step Approach		
1	Disruptive behaviour	1st Warning: reminder of expectations
2	Disruptive behaviour continues	2nd Warning: reminder of expectations
3	Behaviour continues	Initial restorative justice conversation begins to assist the child in realising the problem with their behaviour and amending it - logged on school monitoring system
4	Behaviour continues	Further restorative justice conversation to reiterate that the behaviour is not acceptable and assist the child in coming up with possible solutions to make amends as they are struggling to find these themselves - logged on school monitoring system
5	Behaviour continues	Final restorative justice conversation ensuring the child understands that the behaviours displayed are unacceptable with the staff member giving the child the next step to make amends as the child has failed to engage in this themselves – this can include 15 minutes away from the class to cool down and reflect - logged on school monitoring system
6	Behaviour continues	Pupil to be taken to phase leader with learning to complete and can return for the next learning session if they are ready and are no longer displaying the disruptive behaviour (phase leader to contact parents) - logged on school monitoring system
7	Behaviour continues persistently	Child to be taken to the Headteacher and meeting with parents to be arranged - logged on school monitoring system



Positive Behaviour Policy – How Do We Consistently Promote Positive Behaviour?

- **Non-verbal praise:** This includes: a smile, pat on the back, thumbs up, applause
- **Verbal praise:** This is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to the IKB attributes and can be given to and by everyone
- **House points:** Each child is a member of one of four house teams which have links to STEM, mathematics, the environment and physical activity:

House points are earned daily and celebrated half termly. The house with the most house points at the end of each half term will receive a reward. House points can be given by any member of the school staff for any great learning, demonstrating the IKB attributes and values, positive behaviour, etc.

- **Sharing success:** Positive behaviour in classrooms and around school
- **The Personal, Social, Health and Emotional (PSHE) Curriculum** is devoted to developing social, emotional and behavioural skills. There is a focus on encouraging a positive attitude towards school and a disposition to learn.
- **Celebration Assemblies**