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Behaviour and Relationships

Dear Parents and Carers,

Over the last few years we have been developing our approach to behaviour and relationships in school to encompass the latest research into trauma-informed and attachment-friendly responses. We are now pleased to be able to share with you our new and revised [Behaviour and Relationships policy](#). (click to view). Alongside this, we have been updating our Shirley Schools vision and values to create the culture we believe is right for our children; we believe children do well when they can.

We are an emotionally literate school where pupils develop the skills of self-regulation and learning from mistakes by reflecting and repairing. We foster a sense of belonging and acceptance, so children grow to become honest, responsible citizens of their community.

What's changed?

- We no longer use behaviour chart or ladders of any kind
- We have moved away from any punitive language and any kind of naming and shaming
- Assuming children learn behavioural skills without being explicitly taught
- Consequences that are disguised as punishments

What we will do:

- ★ We will foster and build positive relationships
- ★ We will support and teach children behaviour skills, including self-regulation
- ★ We will recognise children's feelings and validate these through labelling them
- ★ We will set limits on behaviour if needed
- ★ We will welcome every child, to give them every chance, every day
- ★ We will ensure children feel they have a secure base at SIS with reliable adults who believe in them
- ★ We teach a robust PSHE curriculum, rooted in wellbeing
- ★ We adopt a trauma informed practice
- ★ We will recognise and celebrate positive behaviour

Will there be consequences?

We understand that further punishing or shaming someone for their behaviour has very little impact on their future actions. However, there will be times that children will need clear boundaries to be set in order for everyone to be **kind, safe and respectful**. If boundaries are not kept to then actions may need to be put in place, but these will come from a supportive place. A consistent approach will be followed at these times:

- ★ Explain : to be clear about what you need to do
- ★ Remind : you may need to cooperate with an adult for support
- ★ Action : an action is needed when your big feelings are affecting others

Reflective Action	Restorative Action	Protective Action
 <p>A chance to stop, think and reflect</p>	 <p>Restorative Practice with an adult or a peer</p>	 <p>When we are not being kind, safe or respecting</p>

Coming on board...

Zones of Regulation: helps us to identify how our body and brain feels. You learn to regulate your body to feel comfortable and safe. We will teach the children the four zones across the curriculum and create both class and individual toolkits to support children with self-regulation.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
 <p>How might you feel?</p> <p>sad tired bored moving slowly</p>	 <p>How might you feel?</p> <p>happy okay focussed ready to learn</p>	 <p>How might you feel?</p> <p>nervous confused silly not ready to learn</p>	 <p>How might you feel?</p> <p>angry frustrated scared out of control</p>
<p>What might help you?</p> <p>Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes</p>	<p>What might help you?</p> <p>The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?</p>	<p>What might help you?</p> <p>Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break</p>	<p>What might help you?</p> <p>Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help</p>

CREATE TOOLBOXES

_____s **Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools

Collaborative conversations: in general, all children want to be doing well and pleasing the adults around them. Instead of assuming that children are wilfully choosing not to do what they are asked, and then using consequences to modify concerning behaviours, Collaborative Problem Solving assumes that the child's intent is positive and recognises that they are currently lacking the skill(s) they need. It gives them the chance to work with an adult to find a way forward that takes into account the needs of everybody involved (which builds empathy), and it empowers the child to be part of the solution, rather than being blamed for the problem. This method is non-punitive, non-adversarial, non-exclusionary, and trauma-responsive and has a track record of dramatically improving behaviour and dramatically reducing or eliminating issues caused by problematic behaviour.



Where can I go to find out more?

Zones of Regulation: <https://www.zonesofregulation.com/index.html> as well as the 'Understanding Zones of Regulation' leaflet shared this week

Collaborative problem solving: <https://livesinthebalance.org/our-solution/>

Workshops: we will be offering parent workshops on these topics in the near future and will provide more information about these in due course.

Supporting your little ones at home:

- ★ Label and validate feelings
- ★ Use a shared language of big and small feelings
- ★ Reset after big feelings (as hard as it may be)
- ★ Practice mindfulness
- ★ Well-being journals
- ★ Share stories to support children with their feelings



Thank you for your continued support and collaboration,
Mrs Watts

A handwritten signature in black ink, appearing to read 'Mrs Watts'.

Deputy Headteacher