



Shirley Junior School

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Changes to our behaviour policy

As you will be aware, we have been reviewing our behaviour policy, looking at how it impacts on the relationships between staff and children, and how we can incorporate the latest research into trauma-informed and attachment-friendly responses in order to enhance these relationships.

We believe that, in the same way children need different types of adult support with their learning, they need varying support with how they behave in response to uncomfortable feelings. We need to differentiate how we respond to different children and how we support them with their behaviour, and children need different levels of scaffolding for this just like they do in lessons.

What are the changes?

What's new?	What's staying	What's going?
<ul style="list-style-type: none"> Understanding that children are lacking skills rather than motivation Assuming and praising positive intent Knowing we get more of what we focus on Zones of Regulation Explain, remind, action Collaborative problem solving Values certificates in assembly Children identifying work they are proud of and sharing it with peers, teachers, senior leaders and their parents 	<ul style="list-style-type: none"> Praise for effort House points (these are staying, and also replacing effort stars) Headteacher awards Certificates in assembly - these are now for Personal Skills 	<ul style="list-style-type: none"> Assuming children can overcome intense emotions instantly in order to meet the adult's expectations Consequences (that are actually punishments in disguise) - we will put protective, reflective or restorative actions in place instead Language and actions that shame or cause anxiety Behaviour ladders/charts Effort stars

What are the new strategies?

Zones of Regulation

Zones of Regulation is a simple and effective way to help children identify their emotions, using coloured zones, and to begin to use strategies to regulate these.

Headteacher : Mrs. A Hixon BA Hons NPQH

Deputy Headteacher: Mrs. J Tearle, PGCE





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sad bored tired sick	calm happy focused ready to learn
excited silly frustrated nervous hyper	out of control anger rage terror

It provides a common language and compassionate framework to support positive mental health and skill development for all children, including those with additional learning, emotional or behavioural needs, and those who have experienced trauma.

Zones of Regulation gives a systematic way to teach emotional regulation by categorising all the different ways we feel (and states of alertness we experience) into four concrete coloured zones. The idea is that this system helps children develop the skills to independently regulate and calm themselves while also honouring and respecting each student and their unique self - what works for one may not work for all.

Explain, remind, action

If children are not meeting the expectations in class or on the playground, a member of staff will explain how their actions are impacting those around them and what they need to be doing instead. If the behaviour continues, a reminder will be given and help offered to discover the barrier to making the right choice.

If this does not help the child modify their behaviour then an action will be taken. This action may be protective for the child or their peers, either as a one-off or longer term while a solution is found to the issue; it may be restorative, or it may be reflective..

Collaborative Problem Solving

This is an approach based on the belief that children do well when they can. When there has been a conflict, Collaborative Problem Solving involves the adult taking the time to explain the issue calmly to the child, then listening and making sure they understand the child's experience before explaining the impact of the incident - then they both work together to come up with a solution. This means the child feels that the adult is an ally to them, and is therefore more likely to want to work with them, and to carry on learning afterwards.



The foundation for this is an understanding that children are not trying to do the wrong thing, instead something is stopping them from having the specific priority, in the moment, that we would like. The adult's priority might be for them to follow an instruction - whereas, due to something that has upset the child (that we may not be aware of), their priority is to feel better - and the way they try to achieve this can be maladaptive or unhelpful in the situation they are in.

In addition to this, children's skill in any particular situation is not constant and fixed - it **varies** according to **CE** the *conditions*, the *environment*, and their *feelings and resilience* in that moment:





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Conditions:	The learning or behaviour that is expected of them in that moment, how much sleep they have had, whether they are hungry/thirsty,
Environment:	The people and things around them, the noise, lighting, temperature etc
Feelings and resilience:	How their morning was at home, how their break/lunchtime was, whether they are worried about something that has happened or anxious about something coming up

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. We think it is amazing, and we are really excited about the improvements to relationships that are already evident.

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 both of these topics in the near future and will provide more information about these in due course.

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