



Relationship Based Positive Behaviour

School name: Horrington Primary School

Policy lead(s): Susan Ham and Charlotte Kaveh

Review date: September 2027

1. Values & Aims

Horrington Primary School is a small rural school at the heart of its community. The behaviour and social/emotional development of the children is an essential factor in facilitating positive access to their learning, and the overall quality of lives. We are committed to creating an environment where exemplary behaviour is at the heart of productive learning. We recognise the importance of children developing emotional intelligence, the ability to effectively communicate how they are feeling, recognise feelings in others, and have the skills to respond to their emotions. We believe this is possible by creating a whole school culture that values and supports each child and member of staff, by promoting an understanding of behaviour as communication, and by actively promoting good physical and mental wellbeing for all.

Through this we will create the right conditions for positive behaviour to flourish and children to reach their potential. The school has three core Behaviour for Learning values to be followed by all members of the Horrington Primary family: Be **Ready**, Be **Respectful** and Be **Safe**.

2. Theory and Research

“You can be strict without being nasty, maintain boundaries without cruelty and correct children without aggression”. (Paul Dix, Pivotal Education)

“I strongly believe that deep down in every child, however invisible, hostile or rejecting they may seem, is a deep longing to be seen, known and truly understood” (Louise Bomber 2007)

“As adults we have a shared ethical responsibility in ensuring that all children and young people are experiencing safety, security and stability – whatever our role or context” (Louise Bomber, 2012)

At Horrington we ensure there is an awareness of relevant research, and successful practices related to the field of positive behaviour support in planning for a relational approach to positive behaviour. We recognise that challenging behaviour, however it manifests itself, is communication. At Horrington we are very mindful of the increasing and worrying statistics around mental health both nationally and locally and as a result have implemented a whole school relational approach using the Jigsaw PSHE curriculum and strategies from The Zones of Regulation, and Emotional Coaching research and practice. We understand that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.



"When adults change, everything changes" (Paul Dix, 2017)

"When learners are struggling, they need support, not red lines and stern faces. They don't need dark suits of doom, but rather a learning coach, detached from any process, to support, mentor and guide." (Paul Dix, When Adults Change, Everything Changes, 2017)

3. Developing Relationships

In order to fulfil their potential at school all children need to build relationships which enable them to feel safe, secure and develop a sense of belonging

Expectations

We expect everyone at Horrington Primary School to exemplify behaviour that reflects the school's values of Be Ready, Be Respectful, Be Safe.

At Horrington Primary School we know that consistent adult behaviour will lead to pupils consistently conforming to our expectations:

We expect adults to:

- Take time to welcome children in the morning.
- Refer to 'Being ready, being respectful, being safe'.
- Model positive behaviours and build relationships.
- Praise and reward positive behaviours through the use Class Dojo.
- Help our pupils to find ways to recognise and manage difficult emotions in an appropriate way supported by adult emotional co-regulation.

- Support them during time in sessions to help them calm and regulate both within and outside the classroom depending on the available space
- Use a calm, well-regulated tone and respectful language appropriate to the needs of the child
- Provide routine in lessons and classrooms so pupils know what happens next
- Use an attachment / trauma informed approach to understand behaviours
- Remain curious and demonstrate the desire to understand a behaviour and what it communicates.
- Record incidents of behaviour on CPOMS.
- Use our Recognition Board displays in every classroom to collaborate on a shared goal to foster a positive environment in which all can flourish.

We expect our children to:

- Follow the school core values of Be Ready, Be Respectful and Be Safe; try their best, making positive choices and showing respect.
- Share their views, understanding the value of them, using the channels available to them – eg. worry boxes, PSHE lessons, calm spaces and talking to adults.

Be Ready - Every pupil in every class is expected to demonstrate behaviours that show they are Ready to Learn; this means they will value theirs and others learning by:

- Being ready to listen when asked.
- Contribute positively and respectfully.
- Listen to others when they are speaking.
- Completing tasks as instructed. Adaptions are available where appropriate.

Be Respectful - Every pupil is expected to be respectful of each other, their trusted adults, their school and their equipment by:

- Being careful with the way they handle their things and their equipment.
- Respecting the school site and its property.
- Say please and thank you and communicate politely.
- Behave in respectful ways when moving around school, opening doors and acknowledging others politely.

Be Safe - Every pupil is expected to conduct themselves in a way that keeps themselves and others safe by:

- Moving around the school and into classrooms calmly and quietly.
- Make good choices to keep themselves and others safe.
- Have kind hands, kind thoughts, kind feet and use kind words.

We also expect our Parents and Carers to:

- Promote positive attitudes towards school and preschool and support children with home learning.

- Ensure children are ready to learn, which includes eating breakfast before school starts, a good night's sleep, being dressed in appropriate school uniform and have the correct equipment/resources they need for school.
- Ensure children arrive to school on time and are collected at the end of the day on time.
- Communicate any concerns or important information to the school.

4. Responding, Repairing and Restoring

All staff consistently promote the three core Behaviour for Learning values through displays in classrooms and around the school and through regularly referring to them.

Universal – provision for all

All classes use the Jigsaw PSHE programme (see appendix 3) sessions to promote positive behaviour. These sessions are a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment.

We understand that every interaction has an impact and at Horrington we use these approaches to remove barriers and make a positive difference.

Through The Zones of Regulation programme (see appendix 3) we recognise the link between emotional regulation, behaviour and the impact differing emotions can have throughout the day in a response to events as they occur and the behaviours that are displayed. If we are able to recognise when we are becoming less regulated, we are able to do something about it to feel better and get ourselves in a better place. This comes naturally for some but for others it is a skill that needs to be taught and practised. Therefore, we provide regular opportunities for children to share how they are feeling as a preventative measure for unwanted behaviour. These opportunities are built into the school routine and adults respond to all pupils attempts to communicate their feelings. We do this by using The Zones of Regulation alongside an emotion coaching approach.

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone Overjoyed/Elated Panicked Angry Terrified

Class Dojo (see appendix 5) is used to share learning and success and bring the school community together through family engagement. It is an opportunity for children to develop an understanding of what they are doing well and promotes sharing this with home. There is a strong focus on rewarding children when they adhere to the school beliefs building on a culture of praise to support children to make good choices rather than on sanctions. Through this tool staff are able to promote and encourage positive behaviour and address more challenging behaviour as a form of communication.



Emotion coaching (see appendix 6) encourages all adults in school to look for indicators of low-level negative emotions (often reflected through a child's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach does not ignore or minimise the behaviour (or the emotions or feelings) but does look for the communication behind the behaviour and does set limits on what is safe and acceptable redirecting challenging behaviours.

Where challenging behaviour continues the adult will make a judgement call on whether the child can be supported to regulate their emotions within the session they are in or if the child needs increased co-regulation within another area of the school. This is most likely to occur when the safety or learning of others is compromised.

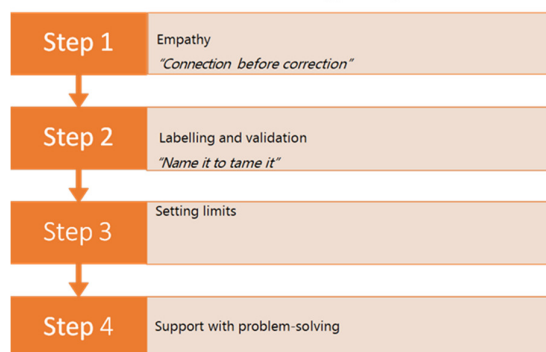
Where emotions have been heightened and especially where limit setting has been needed staff always ensure they take time to problem solve find solutions with the child. This is always done when they child is regulated and able to manage this. This can involve sharing alternative ideas and actions which would be more appropriate and productive or empowering the child to believe they can overcome difficulties and manage their own feelings and behaviours. As part of this the child will be supported to understand the natural consequences of their behaviour and repair relationships which may need restoring.

Following any challenging behaviour or heightened emotions adults ensure all children feel safe and understand their feelings are valued.

Expectations for positive behaviour during unstructured times (e.g. on the playground) reflect the expectations in the classroom. All learning from Jigsaw and The Zones of Regulation contribute to the children's understanding of how to manage their feelings and emotions during these times. To support the children in applying their strategies staff on playtime duty spend time encouraging games and opportunities for children to respond positively to each other. In addition, we also ensure there are plenty of options for the children at playtimes through the OPAL play approach which we are currently working towards achieving accreditation.

The OPAL Primary Programme rationale is that "... better, more active and creative playtimes can mean happier and healthier children, and having happier, healthier, more active children usually results in a more positive attitude to learning in school, with more effective classroom lessons, less staff time spent resolving unnecessary behavioural problems, fewer playtime accidents, happier staff and a healthier attitude to life."

Emotion Coaching Style:



Universal into SEND Support (Responding, Repairing and Restoring continued)

Our approach to promoting positive behaviour works for the majority of the children most of the time helping them to develop good attitudes and keep to acceptable standards of behaviour most of the time. In rare instances a child may have barriers that make it harder for them to always follow school expectations.

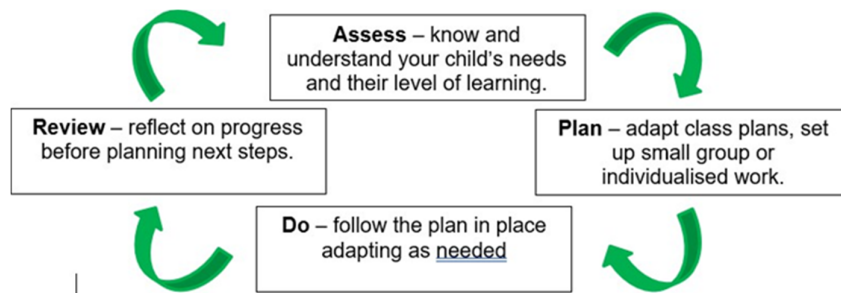
In such circumstances, the staff working with the child will keep records of persistent or serious behaviour as a way to discover what the child is trying to communicate and look for triggers and patterns.

Alongside this, it will also be recognised that the child needs further support and guidance both within the classroom and outside. This support may include one or more of the following:

- Emotional Literacy Support Assistant (ELSA) 1-1 support sessions. This is 6-8 weekly personalised programme with a specially trained ELSA to enable the child to have time with a familiar trusted adult in school and help them to understand their feelings and emotions and introduce appropriate support strategies.
- Parent Family Support Worker (PFSA) within The Partnership Trust: Our PFSA can support families who are dealing with challenging behaviours at home and her intervention may include some emotion coaching strategies and signposting for further support and/or 1-1 work with the child concerned (usually at school).
- We are currently in the process of becoming a Mental Health Support Team (MHST) linked school whereby we can access a range of support for low to moderate mental health concerns.

It is also important to note that children displaying withdrawn and anxious behaviours would also be raised and assessed for this intervention in the same way. Parent consent is always gained before any of the above additional support is accessed.

Children accessing individual support will be initially monitored for SEND under SEMH and potentially added to SEND Support. These children will have a pupil passport and where appropriate a risk assessment and/or positive handling plan, in place outlining their needs for all staff which will be regularly reviewed. The graduated response will be followed (see SEND policy and information report) and where appropriate an Education Health Care Plan may be applied for.



The use of physical intervention by staff is always a last resort and would only be used where there is significant risk to themselves, others or valuable property. Any incidence of physical intervention will be recorded and shared with parents.

When a child's behaviour is deemed by the senior leadership team to be serious or persistently negative the exclusion policy will be followed. This is always done as a last resort and in line with our consistent approach to view behaviour as communication.

5. Rewards

Staff use a range of rewards to encourage children's positive behaviour:

- Verbal recognition, praise and encouragement

- Class Dojos are used to reward behaviours in line with our aims and values; ready, respectful and safe.
- House points – for every 10 dojos received, a house point is gained. The house with the most amount of points at the end of a half term will receive a reward.
- Opportunities to share excellent work with an adult of choice when they have demonstrated exceptional learning skills such as perseverance or to receive recognition for kind and helpful acts around the school
- Weekly Celebration Assembly that includes presentation of certificates and a group photo in the weekly 'Round Up' newsletter.

6. Behaviour De-escalation Strategies - Consequences Flow Chart

Inappropriate behaviour is dealt with consistently, using a calm stance and a calm dialogue. We refer to our 'Be Ready, Be Respectful, Be Safe' values as dialogue throughout and then consider a consequence.

For some children who are showing signs of dysregulation, it will be important to try various de-escalating/emotional regulation strategies before or alongside some stages of the flow chart below to ensure that the child is able to be receptive to reflection on their behaviour. This may involve reference to the Zones of Regulation toolkit visible in classrooms, access to a calm space within the class or an alternative space out of the classroom with access to activities such as reading books, cuddly toys, Theraputty, mindful colouring, Lego, weighted blanket and the opportunity to talk with an adult when calm and ready to do so.

Consequences Flow Chart

Stage 1	Low level disruption Reminders of good behaviour and consequences through use of positive scripts (see appendix 1):
Stage 2	Repeated Stage 1 behaviours results in a verbal warning: "This is your verbal warning. You need to, thank you."
Stage 3	Repeated behaviour from Stage 2 results in: • 5 minutes reflection time in an age and needs appropriate way with an adult. • Reflection time: Kingfisher Class 5 minutes during continuous provision. Rest of school 5 minutes during next break or lunchtime. • Contact with parents/carers via Dojo or verbally at end of the day. • Log on CPOMs.
Stage 4	Continued unacceptable behaviour results in: • Thinking time in an alternative class for 10 minutes • Contact with parents/carers via Dojo or verbally at end of the day. • Log on CPOMs.
Stage 5	Persistent behaviour from Stages 1-4 or an incident of significantly unsafe or offensive behaviour. Examples of this are fighting with the intention of harm, swearing with intention to offend, racist language/racism, sexism, homophobia. • A member of SLT informed • Staff use physical intervention (Team Teach) only as a final strategy if required to ensure safety • Reflection time with member of SLT • SLT may consider an internal exclusion for part of the day • SLT to contact parent/carers • SLT to log on CPOMs

	• SLT liaise regarding expectations and actions to move forwards • Individual positive behaviour plan may be utilised • TAC/TAF meetings may be utilised • Outside agency support may be utilised.
Stage 6	Repeated significant incidents of unsafe behaviour or persistent low-level behaviour • As for Stage 5 • SLT to consider fixed term external exclusion rather than internal exclusion
Stage 7	Permanent Exclusion – This would be a last resort and only occur when all interventions for support have been exhausted and staff believe that the school is unable to meet the child's needs. See TPT Exclusions Policy.

Lunchtimes

Lunchtimes are important for children to refuel, socialise and play. Expectations for positive behaviour during unstructured times reflect the expectations in the classroom but with a few amendments to reflect the time of day.

Stage 1 & 2	As per main flow chart.
Stage 3	Repeated behaviour from Stage 2 results in: • Reflection time in the hall before going outside. • Repeated incidents of behaviour will be logged on CPOMS. • Class teacher notified at end of lunchtime • Class teacher to contact parents/carers via Dojo or verbally at end of the day.
Stage 4	Continued unacceptable behaviour results in: • Behaviour slip completed and sent with child to 'The Roost'. • Reflection time of 10minutes in 'The Roost' with member of teaching staff on duty. • Class teacher to contact parents/carers via Dojo or verbally at end of the day. • Staff on duty in 'The Roost' to log on CPOMS.
Stages 5-7	As per main flow chart.

Wraparound Care provision

Stage 1	Verbal warning delivered through positive scripts
Stage 2	Reflection time Logged on CPOMS Parents spoken to at pick-up
Stage 3	Reflection time Logged on CPOMS Families phoned by Wraparound Care Manager

Stage 4	Continued unacceptable behaviour results in: Families phoned by Wraparound Care Manager Logged on CPOMS SLT informed Member of SLT to follow up with child/children concerned the next day and contact parents/carers if felt necessary. Stages 5-7 will be followed as appropriate. This may include a fixed term exclusion from wrap around care provision.
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School Trips

School trips offer students valuable educational experiences. All students have the opportunity to attend school curriculum trips and visits. Year 5 and 6 are also able to attend residential visits.

However, a student's behavioural record may affect their eligibility. Each case will be considered individually and the final decision will be made by the Senior Leaders within the school, in consultation with the trip leader. The school reserves the right to refuse or withdraw a student's place based purely on behavioural concerns, either prior to or after the allocation of places. Parents/carers will be informed in writing if a place is refused or withdrawn.

In line with the SEND Code of Practice, all children are included in all school activities, including trips, alongside those without SEND. We conduct detailed risk assessments and provide appropriate support for children with SEND to participate safely and fully in educational visits, whether they are routine or more complex. We make reasonable adjustments to support students with additional needs, in accordance with the Equality Act of 2010.

7. Restraint/Positive Handling

In some circumstances, staff may use reasonable, proportionate and necessary restraint to prevent a pupil:

- Hurting themselves or others.
- Making themselves or others unsafe, including the environment.

Incidents of Physical Restraint must:

- Always be used as a last resort and if reasonable, proportionate and necessary.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded and reported to parents.

If a child is angry or aggressive, we help them to de-escalate and then resolve problems. If there remains a risk to others or himself/herself, staff may in accordance with training and guidelines, positively handle a child. In addition, should the actions of a child be prejudicial to the education of others, positive handling strategies will be considered and employed where deemed appropriate.

8. Child on Child Abuse/Anti-Bullying

Child on child abuse/bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful.
- Repeated, often over a period of time.
- Difficult to defend against.

Bullying happens when someone tries to hurt someone else physically or emotionally.

Our school's policy for the prevention of child on child abuse/bullying is based upon four views:

- Bullying has no place in our school.
- When bullying happens, it is always right to tell.
- We will not ignore bullying and swift action will be taken by all staff to support the victim and then supporting the perpetrator towards improved behaviour.
- We will use preventive anti-bullying behaviour strategies to avoid bullying happening in the first instance.

Type of child on child abuse/bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Preventive anti-bullying behaviour strategies:

- Ensure that the supervision of children in our care is effective.
- All staff to encourage positive play during break times.
- Incorporate a mindful approach to Physical Social Health and Emotional Education (PSHE) with emphasis on emotional literacy and mental health through the use of the Jigsaw PSHE programme and The Zones of Regulation.
- Tackle bullying openly through direct teaching.
- Provide and develop, through the delivery of the curriculum, pupils' understanding of diversity. This may include visits, visitors and media.
- Celebrate diversity within classroom environment and assemblies.
- Use the school's Be Ready, Be Respectful, Be Safe as dialogue resource to support positive and constructive language

- Adults to role-model challenge and negotiation in the classroom.
- Provide a safe environment that allows children to share concerns and worries with children and adults at an early stage.
- Educate children about the impact bullying has on others.
- Undertake pupil conferencing to support review of pupil voice in school.

Bullying Response Strategies:

- All staff adhere to this relationship based positive behaviour policy.
- Tell everyone involved in our school about our attitudes to bullying and our procedures for dealing with it.
- Deal with any incident of bullying by talking to everyone involved keeping written records and informing parents.

9. Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools.
- The Equality Act 2010.
- Use of reasonable force in schools.
- Supporting pupils with medical conditions at school.
- Special educational needs and disability (SEND) code of practice.

In addition, it is based on:

- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.
- Behaviour in schools Advice for headteachers and school staff September 2024 states that Keeping Children safe in Education (KCSIE) is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. The school behaviour policy should be designed to bear this in mind. As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another.

10. Related Policies & Procedures

- SEND Policy and Information Report
- Exclusion Policy
- Safeguarding & Child Protection Policy

11. Monitoring and review

This policy will be reviewed by the Senior Leadership Team on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

Appendices

Appendix 1 – Examples of positive scripts that are used (whilst in a calm stance with a calm voice and at a lower level)

Appendix 2 – Jigsaw Overview

Appendix 3 – The Zones of Regulation Overview

Appendix 4 – Class Dojo / House Points overview

Appendix 5 – Emotion Coaching Overview

Appendix 1: Examples of positive scripts that are used

(whilst in a calm stance with a calm voice and at a lower level)

- Remember our school values, Be Ready, Be Respectful, Be Safe.
- We use kind hands/keep our hands to ourselves.
- We use kind words.
- We keep our feet on the floor/hands to ourselves.
- I can see you are feeling sad/upset/angry/anxious/excited.
- We are starting our learning now, thank you.
- First, we are going to do our learning and then we can...
- We are going to make a positive choice and...
- I'm thinking that you are finding this tricky.
- I'm wondering if you are feeling...
- Let's move to a space where we can...
- Why don't we try this instead?
- Let's stop and think and make the right choice.
- Thank you for making the right choice.
- Thank you for listening.
- We sit our bottom on a chair.
- We walk calmly down the corridor, thank you.
- We don't throw things, thank you.
- We use listening ears and looking eyes, thank you

Appendix 2 – Jigsaw Overview

At Horrington Primary School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development. The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area. Jigsaw also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

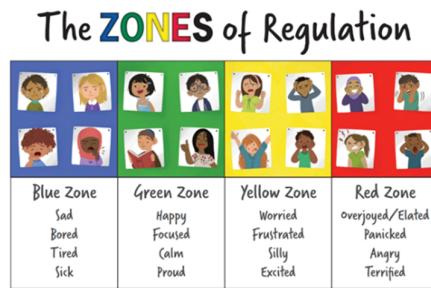
Secretary of State Foreword DfE Guidance 2019 p.4-5

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

At Horrington Primary School we allocate 1 hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

Appendix 3- The Zones of Regulation



The Zones of Regulation® is a framework for teaching children strategies for emotional and sensory self-management. The zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four colours or 'Zones'; blue, green, yellow and red.

- Blue Zone - used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.
- Green Zone - used to describe a calm state of alertness. A pupil may be described as happy, focused, content or Ready, Respectful and Safe to learn when in the Green Zone. This is the zone where optimal learning occurs.
- Yellow Zone - also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the Yellow Zone. A pupil may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- Red Zone - used to describe extremely heightened states of alertness and intense emotions. A pupil may be elated, euphoric, or experiencing anger, rage, explosive behaviour, devastation, or terror when in the Red Zone.

At Horrington Primary, we use the Zones of Regulation in different ways according to the needs of the children, for example:

- Whole class check ins – as part of class registration and/or at the end of the day
- Check-ins during circle times
- Zones of Regulation small group intervention
- Zones of Regulation 1-1 support

Appendix 4 – Class Dojo / House Points overview



ClassDojo is a global community used by over 50 million teachers and families. It is a platform that has a focus on encouraging positive behaviour and supporting the children to feel good about what they are doing in class.

Below are a few ways in which Horrington use this tool to support the children in their positive behaviour, celebrating the learning in the class and providing any additional information that the teacher may feel is important for parents to have.

Dojo Points: ClassDojo encourages positive choices throughout the school, from helping others to being ready to learn to respecting the school. Parents are able to see this; including what their child has achieved this point for. As children reach a total of 10 dojo points, they will receive a house point. The dojo points will be reset when the class teachers feel it is appropriate.

Class Story: ClassDojo provides a similar feature called the 'Class Story' where teachers can post pictures, links, files and events specific to that class. This is simple, secure, and gives parents a window into their school day and what the children are doing well!



House points are used to encourage and celebrate positive behaviour, effort, and achievement. Pupils earn ClassDojo points when they demonstrate our school values of being ready, respectful and safe.

- 10 Dojo points = 1 House point.
- House points are totalled each week and added to the four school Houses: **Willow, Maple, Oak, and Beech.**
- The winning house for the week is announced in Celebration Assembly, and the cumulative totals are also shared.
- At the end of each term, the House with the greatest number of points receives a special reward. The reward is selected from three options via a vote.
- House points reset to zero at the start of each new term.

Appendix 6 – Emotion Coaching Overview

Emotion coaching is a whole-school approach to supporting sustainable emotional health and wellbeing (Rose et al 2015).

Emotion coaching encourages all adults in a school to look for indicators of low-level negative emotions (often reflected through a pupil's behaviour or body language) and to empathise with, label and validate those emotions as they occur. This approach is contrasted with ignoring or minimising the behaviour (and emotions or feelings) or solely applying consequences to the behaviour.



STEP 1 – Empathy

- Observe and listen
 - Watch for changes
- Tune in to the child's feelings
 - *How does the child express different emotions?*
- Tune into your own emotions:
 - *How am I feeling?*

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graph LR; 1[1. Empathy  
"Connection before correction"] --> 2[2. Labelling and validation  
"Name it to tame it"]; 2 --> 3[3. Setting limits]; 3 --> 4[4. Support with problem-solving];
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STEP 2 – Labelling and validation

- Listen carefully
- Respect the child's feelings
- Label the emotions
- Model emotional language
- Build vocabulary

Step 3 – Setting limits

- State the boundaries of acceptable behaviour
- *"I can't let you do that. I need to keep you safe"*
- Redirect challenging behaviours (e.g. what they do, not what they feel)

Step 4 - Problem Solve

- Explore solutions to problems together.
 - **Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes.
 - **Empower** the young person to believe they can overcome difficulties and manage their own feelings and behaviour.