



Relational Behaviour Policy

Sharing strategies we use at BJS that can be used at home



Belong



Joy



Succeed

Overview of the policy

This can be found on our website.







We want our children to:

Belong at school

Encounter Joy

Feel Success

Relational Behaviour Policy

 BJS Behaviour on a page		
 ready	 respectful	 safe
<p><u>Visible Adult Consistency</u> We</p> <ol style="list-style-type: none"> 1. Meet and Greet 2. Follow-up 3. Teach routines 4. Build relationships 5. Praise in public, reprimand in private 6. Promote and teach self and co- regulation 	<p><u>Reliable Routines</u> We expect staff to teach</p> <ol style="list-style-type: none"> 1. Team stop - class ready 2. Magnet Eyes 3. Wonderful walking 4. Legendary lines 5. Marvellous Manners 6. Talk partners 7. Settling routines morning 8. Class movement breaks 9. Tidy up 10. Dismissal routine 	<p><u>Over and Above</u> We recognise with</p> <ol style="list-style-type: none"> 1. Verbal and non-verbal praise 2. Dojo points 3. Dojo winners weekly 4. Positive phone calls home 5. Positive emails home 6. Positive note
<p><u>Stepped Sanctions</u></p> <p>Reminder /Redirection - relate to R.R.S Eg point out correct . I am reminding you to ..</p> <p>Warning - this is a verbal warning that I need to ..</p> <p>Last chance</p> <p>Take time to self-regulate</p> <p>Reflection and repair</p>	<p><u>30 sec Scripted intervention</u> I have noticed that you are .. (<i>having trouble getting started, distracting others, getting upset</i>)</p> <p>You are not being ...respectful/ safe or ready . State which one Or At BJS we are ready, respectful and safe are you are not being... I wonder if you are feeling ..</p> <p>You need to ... (refer to action to support behaviour eg move to another table, have a movement break , take time to calm, look at your work to ..) or You can complete the work now or you will need to complete it at lunchtime.. Thank you..</p>	<p><u>Repair with restorative questions</u></p> <ul style="list-style-type: none"> • What happened? • What were you thinking or feeling/ • Who has been affected? • What are you thinking or feeling now? • What needs to happen to repair and put it right? • Next time I could ... 
<p><u>Zones of Regulation</u> We use this in the whole school in every class</p> 	<p><u>Emotion Coaching</u> We use emotion coaching to help us respond and calm</p> <p>C Connect to the child and label the emotion</p> <p>A acknowledge and & empathise with the emotion</p> <p>L set limits to the behaviour</p> <p>M Make a plan to problem solve</p>	<p><u>Child Stop It Script</u> We teach children to get themselves safe. Hold up hand with stop gesture Stop it , I don't like it. Stop it, I don't like it, it makes me feel ... Stop it! I will need to tell an adult</p>



Aims of this session

In the next 30 minutes we will give you background to the **relational approach to behaviour**

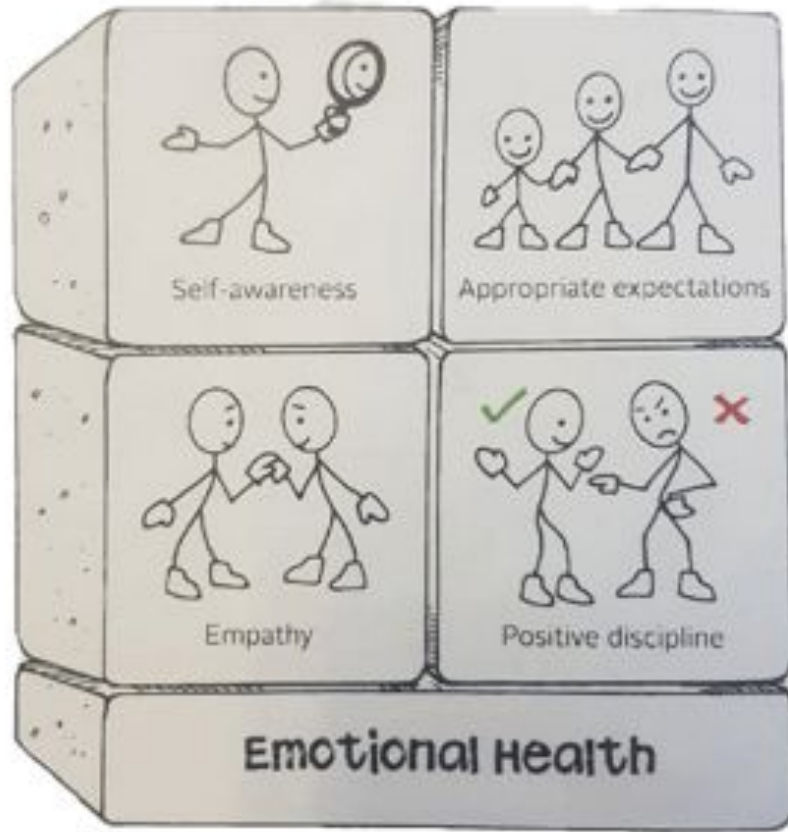
Share a few ways to develop emotional health in our children

Develop an **understanding of the neuroscience** behind the relational approach to behaviour

Give you some ideas for **regulation and understand the zones of regulation**

Show a snapshot of **emotion coaching**

Awareness of how we use **restorative justice** to develop problem solving



A relational approach has a positive impact on emotional health

What is a relational approach to behaviour ?

This is a key part of an attachment aware and trauma informed school ... where relationships are at the heart of a school

Adverse childhood experiences - can be supported by a relational approach to behaviour

What kind of experiences are adverse?



Maltreatment
i.e. abuse
or neglect



Violence & coercion
i.e. domestic abuse,
gang membership,
being a victim of crime



Adjustment
i.e. migration, asylum
or ending relationships



Prejudice
i.e. LGBTQIA+
prejudice, sexism, racism
or disablism



**Household or
family adversity**
i.e. substances misuse,
intergenerational trauma
destitution, or deprivation



Inhuman treatment
i.e. torture, forced
imprisonment or
institutionalisation,
or genital mutilation



**Adult
responsibilities**
i.e. being a young
carer or involvement
in child labour



**Bereavement
& survivorship**
i.e. traumatic deaths,
surviving an illness or
natural accident

There are many forms of adversity, which can be a single event or prolonged experiences. These are some examples of common adverse childhood experiences (ACEs).

[Understanding trauma
and adversity |
Resources | YoungMinds](#)

Source

How common are ACEs?

52% experienced 0 ACEs



23% experienced 1 ACE



16% experienced 2-3 ACEs



9% experienced 4+ ACEs



Almost half of children and young people living in the UK have experienced one or more forms of adversity.

Protection wheel



Not all young people who face childhood adversity or trauma go on to develop a mental health problem.

There are personal, structural and environmental factors that can protect against adverse outcomes, as shown in the protection wheel.

The Relational Approach

Source: Devonshire county council

Key Approaches

1. Developing Relationships
2. Responding and calming
3. Repairing & restoring



Targetted to the individual

1. Developing relationships - connection currency



- Connection is the most influential factor in achieving overall success and happiness.
- We can build connection in everyday interactions
- Every interaction is an intervention
- It's not about getting it right all the time - we are only human

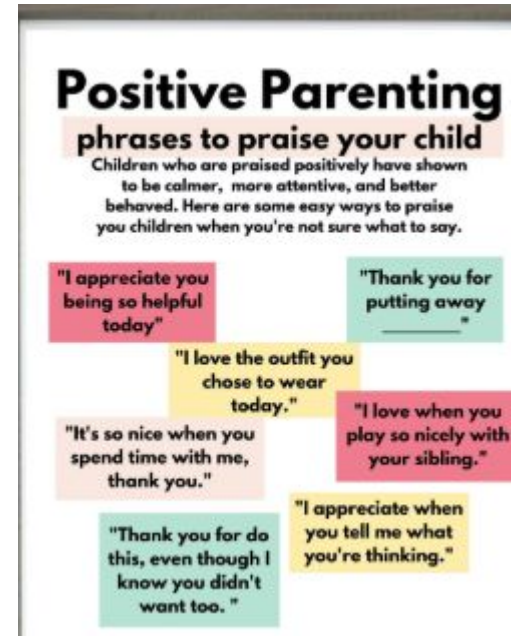
Positive noticing

What we pay attention to we get more of...

Notice the **effort**

Give and accept **praise**

Get your **children to notice** positive things as well



Setting boundaries

 ready

 respectful

 safe

Reaching agreement and having a common sense of expectations

In school - we have a **class charter**, we use **ready**, **respectful** and **safe** as our key messages and children know the expectations and boundaries. We use positive discipline to guide them in learning how to behave.

At home - you can try to come up with **family rules** based on the **feelings** you want everyone to have in your home - make this a **collaborative task**.

Think of the **dos** you want to see eg do listen when someone is talking to you .. rather than don't' interrupt a person

Routines - help our children feel safe and secure


School	Home
Lining up	Morning routine
Morning routine	Breakfast
End of day routines	Coming home
Transitions around the classroom	Getting dressed
Talk partners or talk trios	Tidying up


What kind of routines do you have at home?
Share with the person next to you?

Understanding How the Brain works - Dr Bruce Perry


The 3 R's (Bruce Perry Model): Regulate, Relate, Reason

This helps us to understand how
to respond .


Understanding dysregulation: How to Support a Highly Emotional Child 

Dysregulation occurs when the brain responds to sensory input in a manner that triggers the alarm state.  When a child is dysregulated, it is harder to listen, comprehend, and cope.

Remember the Three "R"s

Regulate
focus on soothing your child. Make them feel calm, safe, and loved. 

Relate
Validate their feelings with your words and tone of voice. "I know you're upset right now." "This is very hard". Focus on connecting with your child.

Reason
Once your child is calm, now it is time to talk about alternatives to behaviors while reinforcing limits you set before. You can reassure them you love them but that the behavior they're exhibiting is not ok. 

Until a child is regulated, they are unlikely to relate to you (feel connected & comfortable). And until a child is related, they are unlikely to have the mental capacity to reason with you.

3. Responding & Calming @BJS

Use of emotion coaching

Using relational skills to help to calm a child.

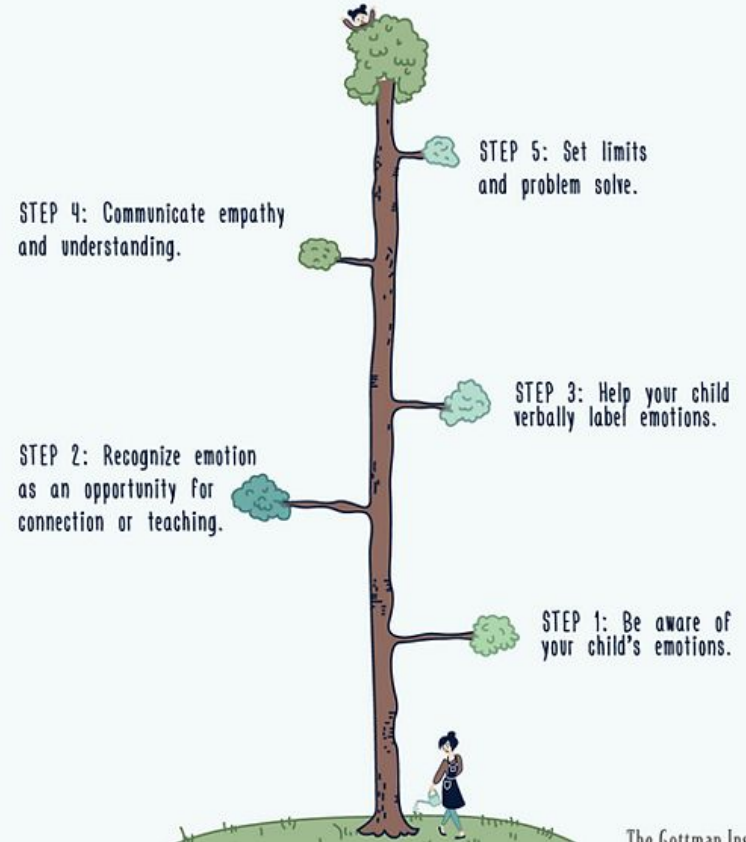
1. **C** Connect to the child & label emotion
2. **A** acknowledge & empathise the emotion
3. **L** set limits to the behaviour
4. **M** make a plan to problem solve a solution

[Emotion Coaching](#)

Extra information can be found on our website
[Special Educational Needs and Disability](#)

Five Steps of Emotion Coaching

Dr. John Gottman

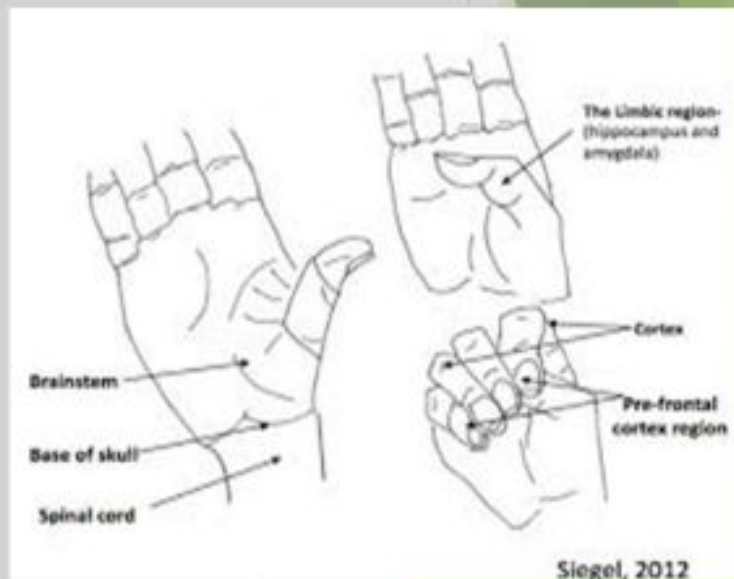


Emotion coaching: the importance of steps 1 and 2

- 'Downstairs' lower emotional brain (limbic system) - responsible for fight or flight behaviours.
- 'Upstairs' or higher thinking brain (prefrontal lobes) responsible for rational balanced thought
- Steps 1 & 2 help us soothe the "emotional" brain and reconnect with the "thinking" part of the brain.

"Connect before you re-direct"
(Siegel, 2013)

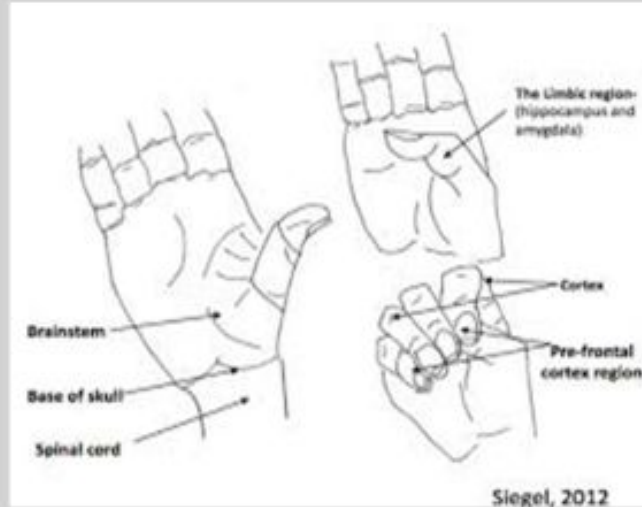
The brain - our hand held (Siegel, 2012)



The importance of steps 1 and 2

The brain - our hand held (Siegel, 2012)

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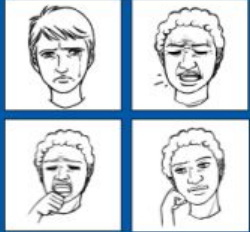


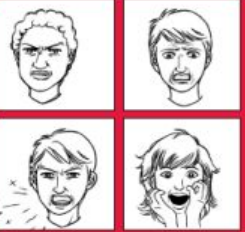
Step 3 and 4
need to use
thinking brain
...

Refer back to
Ready
Respectful
Safe

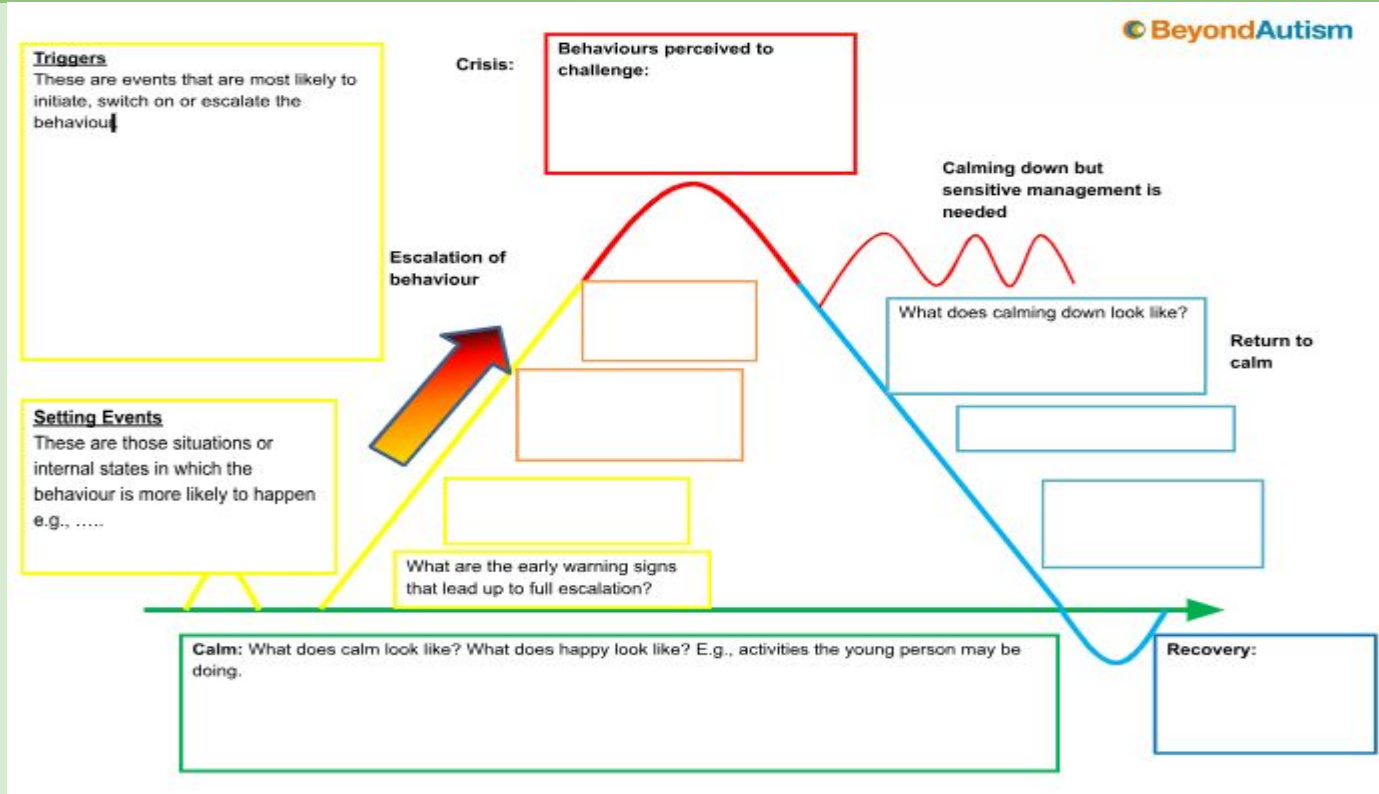
Regulation and Zones of Regulation

The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control





The emotional cycle - see link with zones



What zone would you be in?

- Monday morning
- Someone queue jumping
- Watching your favourite TV show or listening to music
- Someone disagreeing with you
- Friday evening
- Having your haircut
- Starting a new job

The **ZONES** of Regulation®

			
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Thinking about our own zones

Emotional discomfort makes us feel anxious,

So check in with yourself.

It is normal to feel yellow when encountering a child in yellow or red...



How can we shift the mood in at home ... ?

As adults we can set the weather in the room, playground, home etc.

What you will see in classes - calm areas & strategies to support emotional regulation



Sensory breaks

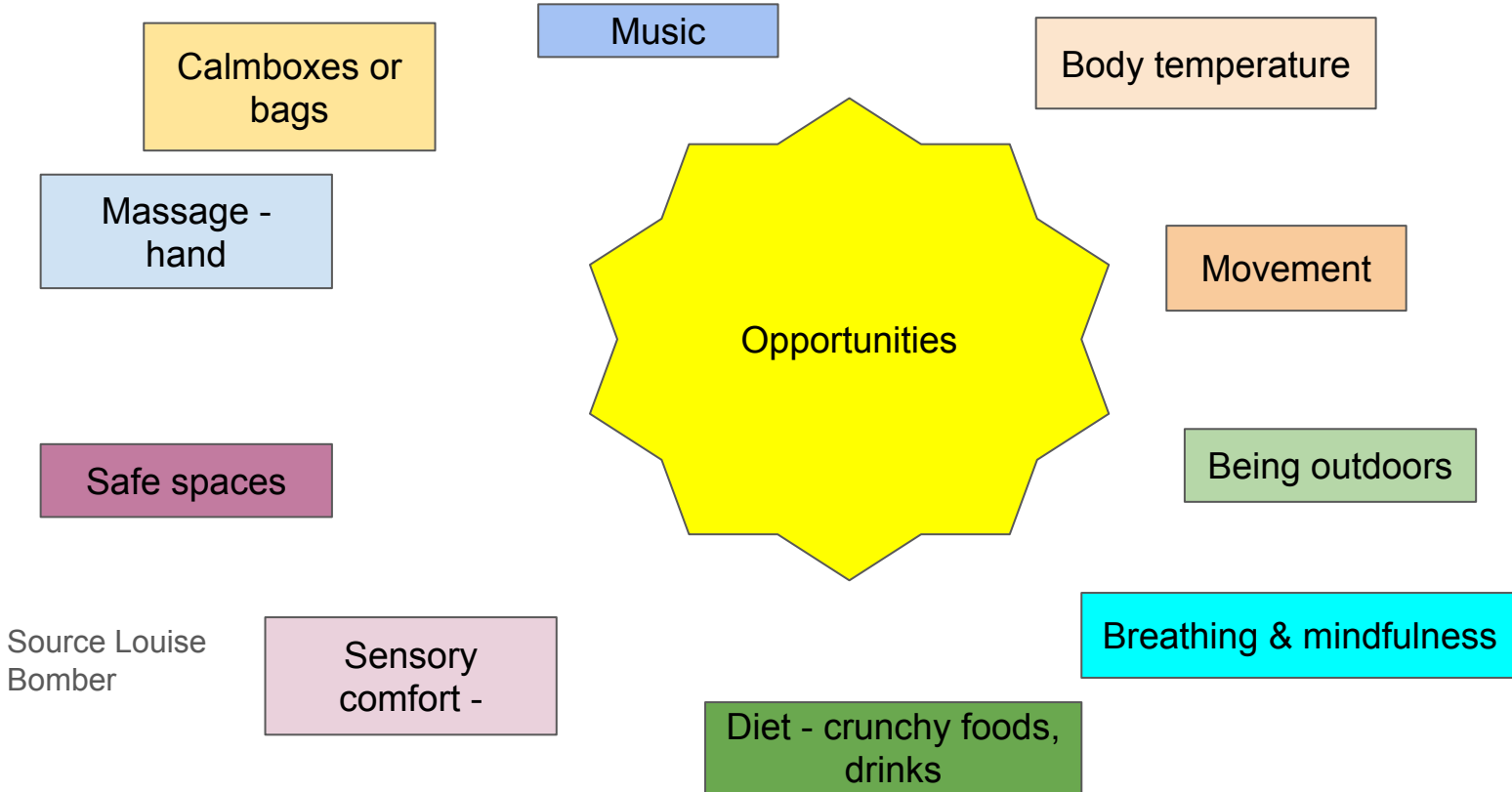
Calming	
Deep breath	
Blowing	
Foot stomp	
Animal walk	
Wall push	
Wall sit	
Down dog	
Squeeze	
Head press	

Alerting	
Seat bounce	
Seat twists	
Head up/down	
Arm swing	
Star jump	
Jumping	
Jogging	
Twist	
Always finish with a calming exercise	

Calming STRATEGIES

take a deep breath	count to ten	draw or doodle
read a book	hug a cuddly toy	listen to calm music
drink some water	play with modelling dough	build a tower with blocks
make a yoga pose	blow bubbles	sing a song

10 different opportunities to support regulation- to do with adults to support co-regulation



Source Louise
Bomber

3. Repairing @ BJS - supports problem solving



made a silly noise	shouted	rude to someone	walked out	tore my work up
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hid	<h2>?</h2>	broke something
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refused to do work	<h2>What happened?</h2>	hurt someone
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took something	said something mean	scribbled on my work	threw something	swore at someone
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sad	sorry	guilty	confused	scared
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safe	<h2>?</h2>	embarrassed
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which zone are you in?	<h2>What are you thinking or feeling now ?</h2>	worried
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restless	ok	thoughtful	calm	better
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worried	confused	energetic	angry	excited
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shy	<h2>?</h2>	What were you thinking or feeling ?	distracted
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embarrassed	not sure	stressed	sick	silly	scared	giggly
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write it down	write a letter	talk with someone	say sorry	minutes off play
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tidy up	<h2>?</h2>	fix something
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say sorry with someone	<h2>What needs to happen to repair it and put it right?</h2>	include that person
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make a plan	Use kind actions	use kind words	make a change	think about the zones
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me	a friend	a teacher	a member of staff	a member of the public
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My parents & carers	<h2>?</h2>	My siblings	My family	a group	a child	online people	class mates
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My parents & carers	<h2>Who has been affected?</h2>	My siblings	My family	a group	a child	online people	class mates
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talk to a teacher	ask for movement break	go to a safe place	fiddle with something	think about me in the zones
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go to the calm corner	<h2>?</h2>	count to 10 to calm
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Go to a club inside	<h2>Next time I could...</h2>	find something nice to do
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walk away	play with someone else	take deep breaths	sit next to someone else	find an adult
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What you will see in classes

 ready

 respectful

 safe



- Calm areas
- Places where children can regulate and return
- Zones of regulation used in all classes to help children develop awareness and toolkits - visuals in key areas of the school
- Children are able to talk about zones of regulation and strategies they use.
- Body Mapping where they feel emotions
- Emotion toolkits with strategies to use

We hope that sharing our relational approach to behaviour helps you to support your child.

We will be running parent workshops on using these strategies in the spring and summer term or can sign up to our next parenting class.

We are trauma informed school and these strategies are research led.

How do you fill up your cup ?



