



Willow Wood Community Primary School

Emotional Regulation And Behaviour Policy.

Purpose

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and engage pupils to support their skills and understanding and their engagement with school.

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's self-regulation and behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive manner.

It aims to promote an environment where everyone feels happy, safe and secure. The school has a small number of rules (Ready, Respectful, Safe), but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way. Staff model the policy at all times, not only to the children but in their daily interactions with each other, parents and visitors. This policy aims to help children to learn and grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community. It is designed to recognise, encourage and promote positive behaviour through the on-going development of pupil's emotional regulation and staffs understanding of ACEs (Adverse Childhood Experiences) and their effect on pupil's ability to feel safe and self-regulate. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. Children are supported to think about their actions and choices and use restorative practice to understand the impact of these on others around them. This policy is designed to promote good behaviour and positive choices; rather than merely deter anti-social behaviour.

Rationale

At Willow Wood Primary we recognise that behaviour is communicative and often reflects an emotion or feeling. Our behaviour and self-regulation policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour although we also accept that there are circumstances that affect this. Adult and pupil relationships are integral for this to occur. Through

co-regulations of feelings, pupils learn to become more independent and develop self-regulation.

Staff Responsibility

Developing supportive relationships with pupils is the responsibility of all staff. Staff will seek to understand the pupil's perspective of the situation, strive to understand the pupil's feelings whilst maintaining firm but fair limits of behaviour. Staff will help and support pupils to develop a range of strategies to manage expectations and to self-regulate when required. These will be modelled to them also.

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and self-regulation, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The role of the Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher, keeps and monitors daily, records of all reported serious incidents of misbehaviour using CPOMs.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour following local authority guidelines. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

These actions are taken only after the school governors have been notified.

Role of the Class Teacher

It is the responsibility of the class teachers to develop empathic relationships with pupils to ensure that school expectations are managed fairly in their classes. Teachers expect their classes to behave in a responsible manner whenever the pupils are in their care. The class teachers have high expectations of the pupils with regard to behaviour and strive to ensure that all pupils work to the best of their ability. The class teacher is a social, emotional and learning role model for the pupils. Additionally, they help pupils to co-regulate and achieve high expectations when necessary. Teachers will treat all pupils in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher deals with incidents in the normal manner using and applying the emotional coaching model. However, if misbehaviour continues, the class teacher seeks help and advice from the Headteacher, SENDco and Well-being and Family Worker. The class teacher is responsible for recording information on CPOMs so that senior leaders can identify patterns. They are also responsible for liaising with external agencies, as necessary, to support and guide the progress of each child.

The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child or if behaviour becomes repeated or disruptive or appears to be out of character so that school and home can work together to support the child. Where behaviour is not settled and this impacts on learning in class, teachers have the discretion to get the child to complete a restoration sheet where they reflect on their choices and to send any unfinished work home to be completed that day. This will then be returned to school the following morning so that learning can continue and children start the next day as a fresh day. Parents will be informed of the behaviour incident and will be asked to support with the completion of the work missed in school that day.

The Role of Parents and Families

Parents agree and sign a Home School Agreement when their child starts school at Willow Wood Primary. The expectation is that parents adhere to the Home School Agreement and support the actions of the school. Parents are able to address any queries with the class teacher, a member of the senior leadership team and the headteacher at any time. We aim to work with parents to achieve a shared, collaborative and consistent approach to self-regulation and behaviour. We believe that communication between school and home is key to supporting the pupil's emotional and behavioural development.

If the school has to use reasonable sanctions to deter a child from behaving in an irresponsible way, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher. If these Behaviour and Discipline Policy discussions cannot resolve the problem - a formal grievance or appeal process can be implemented.

Our expectations.

We aim for all children to

- Be kind towards others
- Have empathy towards their peers
- Recognise the validity of feelings of others
- Have good manners
- Show self-control and self-discipline
- Work and play co-operatively
- Show care and tolerance towards each other
- Respect their property, the property of others and their environment
- Show self-motivation in all aspects of school life

We plan to achieve these aims by

- Regularly discussing acceptable models of behaviour with individuals, groups and the whole school
- Regular staff training and updates
- PSHE lessons
- Respecting each child and what they can offer
- Applying a consistent approach
- Being role models
- Rewarding and praising good behaviour including through the consistent use of class recognition boards
- Star award assembly
- Sanctioning bad behaviour; including through the completion of restorative conversations and record sheets
- On-going contact with parents

Promoting Pupil Engagement and Self-Regulation

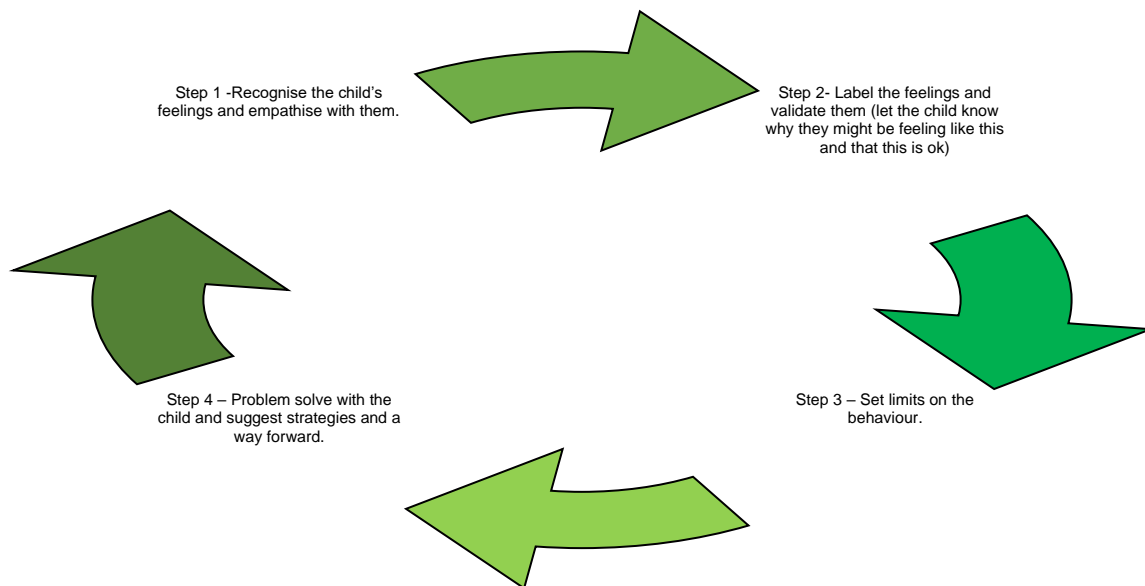
There are three school rules in operation – Ready, Respectful and Safe. This prevents any confusion between classes.

When discussing behaviour, choices and self-regulation teachers should refer to the main aims of the school to inspire, believe, challenge and achieve.

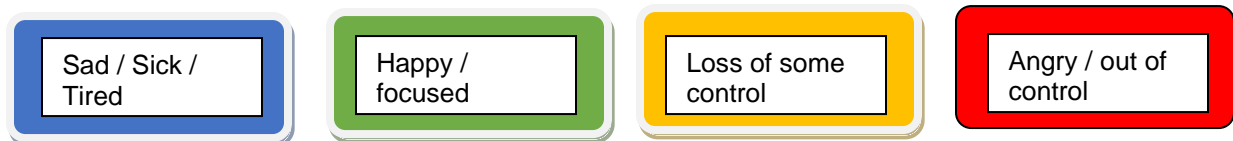
Classes are to use class discussions as a tool to promote positive behaviour and attitudes. They may take the form of games but should be an opportunity to respond positively to each other in a safe, friendly environment.

Emotional Coaching

We use the model of emotional coaching to support children to understand, regulate and reflect on their behaviour. We advocate that parents use this approach too.



To help children to learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.



Rewards.

We praise and reward children for good behaviour in a variety of ways:

- Staff verbally praise children
- Names and photographs on classroom recognition boards
- Staff give children stickers, certificates and postcards home
- Phone calls of praise made to homes
- Each week we nominate a child from each class to receive a Pupil of the Week award for their good work or behaviour in our assembly

- Key stage 1 and 2 pupil achievements are rewarded by the presentation of certificates in assembly (or photographs on Facebook)
- We distribute stickers to children for good work and good behaviour and to acknowledge outstanding effort or acts of kindness in school
- The school acknowledges all the efforts and achievements of children, both in and out of school. Assemblies celebrate children's achievement out of school, for example, music or swimming certificates.

Sanctions.

Sadly, there will be times when children do not behave in the manner that we expect them to and it is difficult to regulate them using the strategies outlined above. Children need to discover where the boundaries of acceptable behaviour lie. These boundaries are firmly and clearly outlined below and are fairly and consistently applied.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of child as far as sanctions are concerned with emotional coaching being the preferred option to deal with any issues.

Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking rules will lead to consequences.

Normal sanctions include a verbal reprimand and reminder of expected behaviour, completion of an age appropriate restoration sheet, loss of free time such as playtimes, moving to sit alone, sending work home, letters of apology and loss of responsibility. Sometimes, a combination of these sanctions will be applied.

Parents will be involved at the earliest possible stage. If problems are persistent or recurring, children then may be placed on a daily or weekly report to monitor their behaviour with parents' support. We also have our well-being and family support worker who will spend time with children 1-1 or as part of a nurture group to support them in developing self-regulation and their ability to communicate their feelings effectively.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the premises without permission, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is extremely rare at Willow Wood and it is the responsibility of the Headteacher or the senior leadership team to deal with it appropriately, especially if the problem keeps recurring. The standard procedure for this sort of problem follows a set pattern. Failure to improve leads automatically to the next stage.

Parents need to be aware that school will follow the exclusion procedures as laid down by the local authority if a child's behaviour is severe or recurring which could lead to fixed term or permanent exclusion from the school.

Restoration

In school we operate a consistent system across the school to support behaviour management.





Scripts

All staff follow consistent behaviour scripts so that matters of behaviour and dis-regulation are dealt with swiftly and consistently so that learning time is not lost.


Restoration sheets

Children reflect on their behaviours by responding to a series of questions which make them think about their choices and who they have affected. These sheets are then collated by the headteacher and members of the SLT who speak to the child / children about their behaviours and what they should have done differently as well as what they need to do to put it right.

Key stage 1

<u>My Behaviour Reflection</u>		
How have I behaved?		
What would have been seen / heard / felt?	What are you going to do now?	
Think of 3 people affected by your behaviour and how did you make them feel?		
1		Name _____ Date _____ Signed _____
2		
3		

Key Stage 2

<u>My Behaviour Reflection</u>	
Description of my behaviour. What would have been seen / heard / felt?	 Repair—what are you going to do and by when? How are you going to show our school values? Inspire, believe, challenge and achieve? Name _____ Date _____ Signed _____
Consequences How do I feel and why?	
Think of 3 people affected by your behaviour and in what way. 1 _____ 2 _____ 3 _____	

Imposition slips

Where work has not been completed due to inappropriate behaviour the work will be sent home for completion with the parent to enable the child to start afresh the next day.

Due to inappropriate behaviour in class today _____ has not completed their work. Therefore, to be ready to learn tomorrow the work needs to be completed tonight.

Please can you make sure that your child completes the work tonight and returns it to school tomorrow morning. If work is not completed then it will be completed at break and lunchtime tomorrow.

Mrs Robertson

Signed: _____ (Parent / Carer) Date : _____

Discipline in schools- teachers' powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006)

- The power also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school.
- Teachers have the power to impose detention outside school hours. If this were to happen – parents would be contacted.
- Teachers can confiscate pupils' property however a discussion would take place with the pupil re when they would get their property back or what would happen to it. Parents may be requested to come and collect it.

Power to use Reasonable Force

Members of staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves, others or damaging property and to maintain good order and discipline in the classroom. Reasonable force may be used to support a child who is also dis-regulated.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco or cigarettes, fireworks or articles that have been or could cause harm.

De-escalation strategies will always be used to manage inappropriate behaviour before any 'reasonable force' is considered. During any time when reasonable force has to be implemented it is accepted that injury could be caused either to the pupil being restrained or to the adult restraining.

In our school, all staff have current de-escalation and Team-Teach training which is refreshed periodically. While some physical injury could potentially occur, Team- Teach techniques seek to avoid injury to those concerned but it is possible that minor injury may occur.

The use of force is not used a punishment. The decision of whether or not to physically intervene is down to the professional judgement of the staff member concerned and will always depend on the individual circumstances. The headteacher authorises all school staff to use reasonable force provided that staff have made the judgement that they are acting in the best interest of the child and that it is a proportionate and reasonable response.

Reasonable force can be used in the following circumstances –

- Self-harming
- Injury to other children or adults
- Damage to property

- An offence being committed and
- In school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of its pupils.

Any incidents during which restraint is used must be recorded immediately on CPOMs and the Headteacher alerted. The information recorded on CPOMS must be brief and factual. Information must contain:

- The name of the child and linked pupils
- Time
- Place
- All de-escalation techniques applied prior to the physical intervention
- The physical intervention and the reasons why it was applied

The headteacher will then de-brief with the staff members involved and the child and will take appropriate actions in relation to the behaviour strategies outlined within this policy.

Records relating to behaviour would be kept in line with GDPR policy guidelines.

Malicious Allegations

Any malicious allegations made towards any member of our school community, either written or verbal or through social networking sites, will be taken very seriously. These allegations will be recorded, reported to the Local Authority Designated Officer (LADO) for Together for Children for consideration and investigation and where appropriate, information will be passed to any future schools.

Monitoring and review

The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of unacceptable behaviour choices.

We also keep a record of any incidents that occur at break or lunchtimes and it is the expectation that lunchtime supervisors share any information with teaching staff. Members of the SLT are also available over lunchtime to support and intervene in any behaviour incidents and discussions.

The Headteacher keeps a record of any child who is excluded.

It is the responsibility of the governing body to monitor exclusions and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools*, and that no child is treated unfairly because of race or ethnic background.

Self-Regulation and Behaviour Policy

This policy should be read in conjunction with the following:

- Safeguarding policy,
- Child on Child Abuse Policy and
- Weapons Policy.

The governing body reviews this policy annually. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

References & Linked Documents - >

- Education Act 1996
- Behaviour and Discipline Including the Use of Reasonable Force in Schools 2012
- Use of Reasonable Force 2013