



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 pupils fairly and apply this behaviour policy in a consistent way. Staff model the policy at all times, not only to the pupil, but in their daily interactions with each other, parents and visitors. This policy aims to help pupils 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. Pupils 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 pupils 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 pupils 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 pupil.

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 pupil 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 Inclusion Manager. 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 pupil.

The class teacher reports to parents about the progress of each pupil 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 pupil 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 pupil. Where behaviour is not settled and this impacts on learning in class, teachers have the discretion to get the pupil 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 pupils 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 pupil starts school at Willow Wood Primary. The expectation is that parents work with school staff, 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 pupil 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 pupils 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 pupil 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

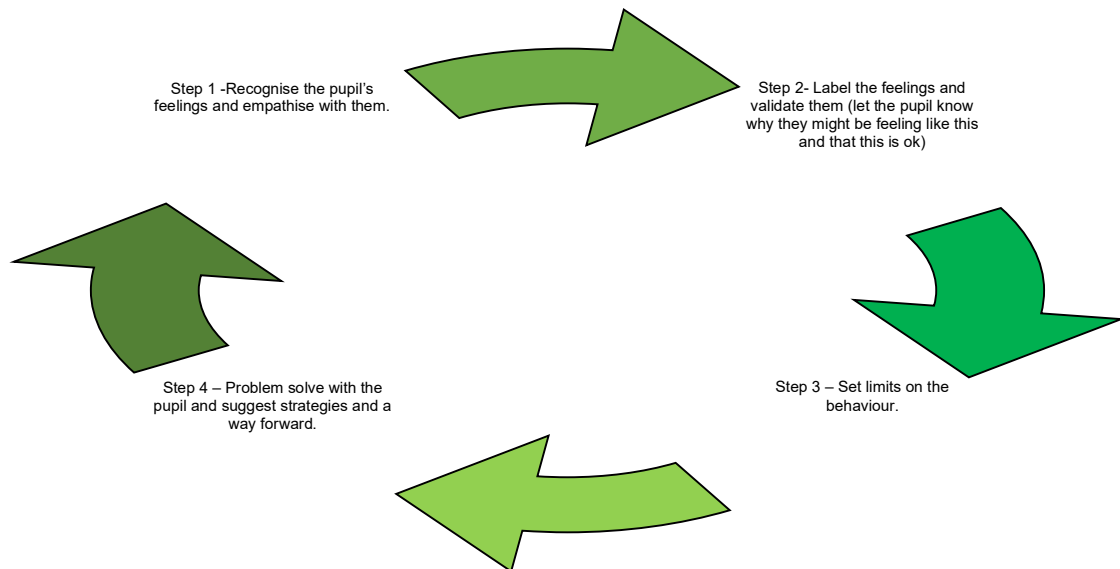
There are three school rules in operation – Ready, Respectful and Safe. This prevents any confusion between classes.

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 pupils to understand, regulate and reflect on their behaviour. We advocate that parents use this approach too.



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



Rewards.

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

- Staff verbally praise pupils
- Names and photographs on classroom recognition boards
- Staff give pupils stickers, certificates and postcards home
- Phone calls of praise made to homes
- Each week we nominate a pupil from each class to receive a Star 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 pupils 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 pupils, both in and out of school. Assemblies celebrate pupil's achievement out of school, for example, music or swimming certificates.

Sanctions.

Sadly, there will be times when pupils do not behave in the manner that we expect them to and it is difficult to regulate them using the strategies outlined above. Pupils 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 a pupil as far as sanctions are concerned with emotional coaching being the preferred option to deal with any issues.

Each case is treated individually. Pupils 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, pupils 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 pupils 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 pupil'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

Pupils 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 pupil / pupils 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>	
<u>How have I behaved?</u>	
What would have been seen / heard / felt?	What are yo
<u>Think of 3 people affected by your behaviour and how did you make them feel?</u>	
1	
2	
	Name _____

Key Stage 2

My Behaviour Reflection

Description of my behaviour.

What would have been seen / heard / felt?

Repair—what are you

Consequences

How do I feel and why?

How are you going to
aspire, believe, challenge

Think of 3 people affected by your behaviour and in what way.

1

Name

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 pupil to start afresh the next day.

Due to inappropriate behaviour in class today _____ has not completed
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
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

There are times when the use of restrictive interventions and reasonable force is lawful and necessary; for example, to keep individuals and the wider community safe. This policy is written following the guidance issued by the Department for Education which came into force in April 2026.

All members of school staff have a legal power to use reasonable force in certain circumstances. To prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise.

Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent if they believe that there are reasonable grounds to suspect that a pupil may have a prohibited item. Items include:

- 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.

Determining the Use of Restrictive Interventions and Force

There are times when school staff may need to use restrictive interventions and force and staff at Willow Wood Community Primary School are aware that this is an option available to them; however, they also know that this should be a last resort. To make the assessment, members of staff should consider the following:

- Is it necessary?
- Is it proportionate?
- Have they considered the pupil's welfare e.g. has the pupil experienced ACEs / medical conditions / sensory impairment etc where the intervention could lead to further escalation of the behaviours.
- Respect for the dignity of the pupil
- Whether calm communication would be a better intervention
- Language and communication issues
- How the pupil is feeling

Consideration of Pupils with Special Educational Needs and/or Disabilities

Some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves or others. Triggers may include:

- Pain
- Sensory overload
- Unfamiliar situations or people
- Environments
- Fear and anxiety.

Staff need to understand the underlying triggers of challenging behaviours so that they can provide support, create an inclusive environment and consider the impact of school policies on pupils with SEND.

School will always endeavour to utilise staff who know the individual pupil well to help to identify and manage risk such as trigger points when challenging behaviour is most likely to occur and to develop proactive strategies to reduce the likelihood of restrictive interventions being used. They should also work with parents and other professional agencies to develop preventions and de-escalation strategies.

Strategies could include:

- Removing stimuli that could be causing distress
- Removing stimuli from the environment which is over stimulating or is contributing to cognitive overload
- Changing body language, facial expression and/or tone of voice
- Supporting the pupil to express their emotions before getting overwhelmed
- Engaging the pupil in an activity which can help them to manage their feelings e.g. time in the Cubbie
- Distracting the pupil in something that interests them or by introducing familiar objects and activities to redirect their attention.

School staff should always endeavour to work with parents to co-produce any necessary behaviour support plans. Behaviour support plans should outline any adjustments which the pupil finds challenging and outline ways for pupils to communicate their needs effectively. Any plans should be reviewed periodically with the pupil and the parents so that changes can be made based on the evidence of what has worked or not worked for the individual pupil.

Where the pupil has a disability, the school has a duty under the Equality Act 2010 to take reasonable steps to avoid disadvantage so that the pupil can fully participate in the education and enjoy the other benefits, facilities and services that the school provides for pupils.

The use of force is not used as 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 pupil and that it is a proportionate and reasonable response.

Recording and Reporting

Any incidents during which restraint is used must be recorded as soon as is practicable after the event on CPOMS and the Headteacher alerted. This is to ensure there is an understanding of why reasonable force was used, the impact on pupils and staff and so any patterns or trends can be identified. The information recorded on CPOMS must be brief and factual. Information must contain:

- Names of pupils and staff directly involved
- Any relevant needs or circumstances of the pupil, including whether the pupil has an identified special educational need or disability and the SEND status code e.g. K / EHCP etc
- Time, date, location and approximate duration of the intervention
- Brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used and (where relevant) what type of reasonable force was used, the degree of force, and details of any physical injuries sustained
- Brief account of why the use of force was assessed as necessary in that instance
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- Any accounts from witnesses of what happened
- When parents were notified and how they were notified (this should be done on the same day)
- Any follow-up that has taken place

Any behaviour support plans will be reviewed or amended in relation to the information from the event. The headteacher will then de-brief with the staff members involved and the pupil and will take appropriate actions in relation to the behaviour strategies outlined within this policy. Staff and pupils will continue to be monitored and provided with additional well-being support if required; including counselling.

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

Reporting to Parents

Parents should be informed of any incident as soon as practicable after the event. This must be completed via direct communication and followed up in writing (via email / online messaging system) As a minimum the report to parents must include:

- Time, date, location and approximate duration of the intervention
- Brief account of why the intervention was assessed as necessary in that instance
- Brief account of what type of force or intervention was applied and the degree of force
- Details of any physical injuries sustained.

The requirement to report applies even when the use of restrictive interventions in certain circumstances is agreed with the parent as part of the pupil's behaviour support plan.

In all circumstances, parents will be invited to have a follow-up discussion about the incident and next steps. Discussions should include:

- Any behavioural triggers or warning signs of an impending incident
- Whether the agreed behaviour support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in future.

Appropriate Pupil Contact

There are circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to any question over the use of reasonable force and other restrictive interventions. This will depend on the circumstances, but examples of occasions when physical contact is generally appropriate include:

- To give first aid
- To guide or escort pupils (such as holding the hand of a pupil at the front or the back of a line when going to assembly, walking around school, on a school trip or when helping a pupil to a space they have chosen to access to self-regulate)
- To comfort a distressed pupil
- To congratulate or praise a pupil (a pat on the back or a handshake)
- To demonstrate how to use a musical instrument

- To demonstrate exercises or techniques during PE lessons or coaching sessions.

When assessing whether physical contact is appropriate in each situation, the member of staff should use their judgement and have regard to the following:

- The school's child protection policy and other relevant policies
- The applicable circumstances e.g. whether other adults are present etc
- The individual pupil's age
- Any other material factors, including but not limited to whether the pupil has SEND or other vulnerabilities or any other strategies that do not include physical contact could be used.

Seclusion

Seclusion, a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving, will only be used as a safety measure to protect others from harm when a pupil is experiencing high levels of behavioural or emotional dysregulation.

The place for seclusion will always be safe and not feel intimidating or threatening to the pupil and the pupil must be supervised at all times. As soon as the immediate risk of harm has reduced, the pupil should be allowed to leave.

Any incidents of seclusion must be recorded and reported on CPOMS and follow the guidance on Recording and Reporting Duties.

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 pupil 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 pupil 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 pupil is treated unfairly because of race or ethnic background.

Complaints and Allegations

Any complaints regarding the use of restrictive interventions, force or the application of schools Self-Regulation and Behaviour Policy will be dealt with in accordance with the school's normal complaints procedure.

If an allegation regarding the inappropriate use of force and/or other restrictive interventions is made against a member of staff, the procedures in *Keeping Children Safe In Education* should be followed. This includes the provisions regarding the suspensions of staff.

Self-Regulation and Behaviour Policy

This policy should be read in conjunction with the following:

- Safeguarding policy,
- Peer on Peer 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 and Inspections Act 2006 (especially sections 93 and 93A)
- Behaviour and Discipline Including the Use of Reasonable Force in Schools Guidance 2026
- Schools (Recording and Reporting of Seclusion and Restraint) England Regulations 2025
- Health and Safety at Work Act 1974
- Human Rights Act 1998
- Equality Act 2010: Advice for Schools
- Reducing the Need for Restraint and restrictive Interventions
- Searching, Screening and Confiscation in Schools Guidance

- Suspension and Permanent Exclusion Guidance
- Mental Health and Behaviour in Schools
- Keeping Children Safe In Education
- Mobile Phones in Schools