

Behaviour Regulation Policy

October 2022



Our Values:



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 engagement with school.

Aims

At Boney Hay Primary Academy, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. The Academy's Behaviour Regulation Policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The Behaviour Regulation Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best.

Pupils should be treated impartially and with the Behaviour Regulation Policy being applied in a consistent and attuned way.

It aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of our school and the wider community. It is designed to recognise, encourage, and promote positive behaviour. In part, through the ongoing development of pupil emotion regulation.

Rationale

We recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Regulation Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

Staff Responsibility

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to manage expectations.

The Role of the Class Teacher

It is the responsibility of class teachers to develop empathic relationships with pupils and ensure that school expectations are applied fairly in their classes. They 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 pupils. Teachers treat all pupils in their classes with respect and understanding.

The Role of Parents and Families

The expectations are that parents support the actions of the Academy. Parents are able to address any queries regarding Emotion Coaching, co- and self-regulation and restorative approaches firstly to the class teacher, then to a member of the Senior Leadership Team. We aim to work with parents to achieve a shared approach and consistent messages between home and school to support their child's emotional and behaviour development.

Promoting Pupil Engagement and Self-Regulation

Whole School Expectations

All pupils are expected to:

- Try their best
- Follow safety rules
- Follow instructions
- Use proper manners
- Use appropriate language
- Respect school equipment
- Respect personal space
- Share equipment as needed
- Respect the efforts and contributions of others
- Line up quietly outside learning spaces
- Move quietly and calmly around the building
- Wait their turn
- Help keep the school clean/free of litter
- Practise good sportsmanship
- Applaud when appropriate

Class Expectations

Additional class expectations are generated by the pupils. They are displayed in each classroom and should be revisited with the pupils at the beginning of each term and at other times when necessary. They should focus on the positive rather than the negative.

All classes will allocate time for promoting positive behaviour. These sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss and reflect upon situations that have been difficult to manage, to then consider ways in which the situation can be managed more successfully in future.

Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour.

Steps of Emotion Coaching

Step 1

- **Recognising the child's feelings and empathising with them.**

Step 2

- **Label the feelings and validating them**

(validating = let the child know why they might be feeling like this and that this is okay)

Step 3

- **Set limits on the behaviour (if needed)**

Step 4

- **Problem-solve with the child**

The Regulation Station

Each class will have a Regulation Station. This may be inside or outside of the classroom and will be personalised to the individual class. A regulation station is a base that children can access when they become overwhelmed and dysregulated, to help them to calm.

The station should contain resources and materials to support pupils to identify and describe their feelings e.g. scales, faces, writing materials, as well as resources and materials for calming e.g. colouring, creative activities, sensory tools. The station can be supported by adults or peers as appropriate.

Use of this station should help raise awareness of the need to self-regulate, and promote the development of independence in identifying and using coping strategies.

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

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From The Zones of Regulation® by Leah M. Kuypers • Available at www.socialthinking.com

Emotion Coaching	Regulation station	Restorative chat
<ol style="list-style-type: none"> 1. Noticing, being aware of pupil feelings and empathising with them 2. Labelling and validating pupil feelings 3. Set limits on behaviour 4. Help pupil to problem solve 	<ol style="list-style-type: none"> 1. Physical, grounding and calming (up-regulation) 2. Developing emotional awareness 3. Developing reflection skills (see in manual) 	<ol style="list-style-type: none"> 1. What happened? 2. Who was affected? 3. What were you feeling? (You may need to Emotion Coach.) What were others involved feeling? 4. How can we make things right?

Rewarding Positive Behaviour

Positive awards are available for pupils linked to the Academy values. These aim to promote confidence, competency, motivation, help pupils to develop growth mind-sets and promote social behaviour.



Rewarding positive behaviour – Class Dojo

Actions and rewards				
Procedures and Guidance for Staff				
1 Class Dojo Point awarded	2 Class Dojo Point awarded	3 Class Dojo Point awarded	4 Class Dojo Point awarded	5 Class Dojo Point awarded
<p>Everyday positive actions:</p> <p>Being polite or kind Holding doors open Good manners Positively completing tasks Additional reading over the 3 reads expected each week ...Other positive acts of this nature.</p>	<p>Specific behaviours or actions identified within the child's class:</p> <p>These are negotiated with the children and are specific to each class as per their class code - for example, a class may award 2 Dojo Points for children who present their work beautifully or tidy the reading corner without being asked.</p>	<p>Positive actions greater than those which are awarded 1 Dojo point.</p> <p>These may involve: - outstanding contributions to school life Outstanding pieces of work Positively representing the school Circle-time Superstar Being a positive role model</p>	<p>Demonstrating one of the school's core values:</p> <p>Honesty Adventure Resilience Teamwork</p>	<p>Completing Family Learning Projects at home.</p> <p>Five Dojo points may also be rewarded for positive behaviour in exceptional circumstances.</p>
Other Positive Rewards				
Verbal Praise – specific to behaviours	Sharing work with other adults in school	Messages to parents on Class Dojo	HART Assembly Certificates	Additional Rewards decided before hand by Class Teachers, i.e. 'Summer Madness tokens'

Managing Poor Behaviour

Where adults encounter poor behaviour, they have a range of consequences to



Managing poor behaviour

Actions and consequences		
Procedures and Guidance for Staff		
Stage 1 - Gentle	<p>Actions including: - fidgeting - swinging on chairs - distracting others - shouting out - talking at the wrong time - bickering - silly behaviour</p>	<p>Give teacher look Use Proximity Use non-verbal hand signals/visuals Ask the pupil a question to engage them Comment on other students who are on task Say students name Point to class rules State class rules out loud to the entire class Verbal redirect (stop inappropriate behaviour or redirect to appropriate behaviour)</p>
Stage 2 - Mild	<p>Actions including: - repeated incidents identified at Stage 1 - unkind remarks/ telling lies – pushing - not looking after equipment</p>	<p>Private conversation Befuddle (drink of water, etc) Temporary seat change TA Task/Special Delivery Brief time out (regulation station/bench outside) Name written on the board – indicates a loss of free time should behaviour continue</p>
Stage 3 - Moderate	<p>Actions including: - repeated incidents identified at Stage 2 - fighting - refusal to cooperate stealing - being disrespectful to staff - bullying behaviour - inappropriate language - physical or verbal threats - racist or homophobic remarks</p>	<p>Loss of break time/ Reflection time Rehearsal of expected behaviour – teach/model expected behaviours Privileges temporarily revoked Write letter of apology Permanent seat change Time out in another location with work to complete (consider carefully) Parents informed Phase Leader made aware and will follow up with pupil Red behaviours – Headteacher must be informed</p>
Stage 4 - Extreme	<p>Actions including: - repeated incidents identified at Stage 3 - intentionally damaging property - serious assault - leaving the school grounds without permission - repeated bullying</p>	<p>Referral to Pastoral Care Lead/SENDCo Internal Exclusion Suspension Meeting with parents – behaviour contract Exclusion</p>

Support for adults to ensure consistency

All new staff attend induction training which includes the ethos of our Academy and this policy is outlined and explained along with Emotion Coaching. All staff will receive training which is reviewed regularly.

Staff will be given feedback on learning and other forms of pupil encouragement/engagement/motivation following lesson observations and good practice will be shared between colleagues.

All staff are encouraged to take responsibility for their own development in this area and to seek support/guidance where they feel a need is arising.

Additional Needs

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. The SEND policy should be read for how additional needs are supported in our Academy.

Exclusion

Our Academy will only use exclusion as a last resort. However, our Academy does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour.

It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, and violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied.

We abide by the DfE guidance on this and report any exclusions routinely following local and national guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/2017083

Risk assessment

At times it may be necessary to conduct a risk assessment for the particular behaviour displayed by a child. We will attempt to reduce risk by managing:

- The environment
- Our body language
- The way we talk to the children
- The way we act
- And by personalising curriculum and other learning programmes

This policy has been supported by information/materials provided by Emotion Coaching UK.

<https://www.emotioncoachinguk.com/>