



## **Willow Fields 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 behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. The school has a number of rules, 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.

This policy aims to help children 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. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

#### **Rationale**

At Willow Fields 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 pupils to develop a range of strategies to manage expectations.

### **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 discipline, 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 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.



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 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 SENCO and Headteacher. 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.

### **The Role of Parents and Families**

Parents agree and sign a Home School Agreement when their child starts school at Willow Fields 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 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 modes of behaviour with individuals, groups and the whole school
- PSHE lessons
- Respecting each child and what they can offer
- Applying a consistent approach
- Being role models
- Rewarding and praising good behaviour
- Sanctioning bad behaviour
- On-going contact with parents

## **Promoting Pupil Engagement and Self-Regulation**

Class expectations are generated by the pupils and are displayed in the classroom and they should be revisited by the class at the beginning of each new term and at other times when necessary.

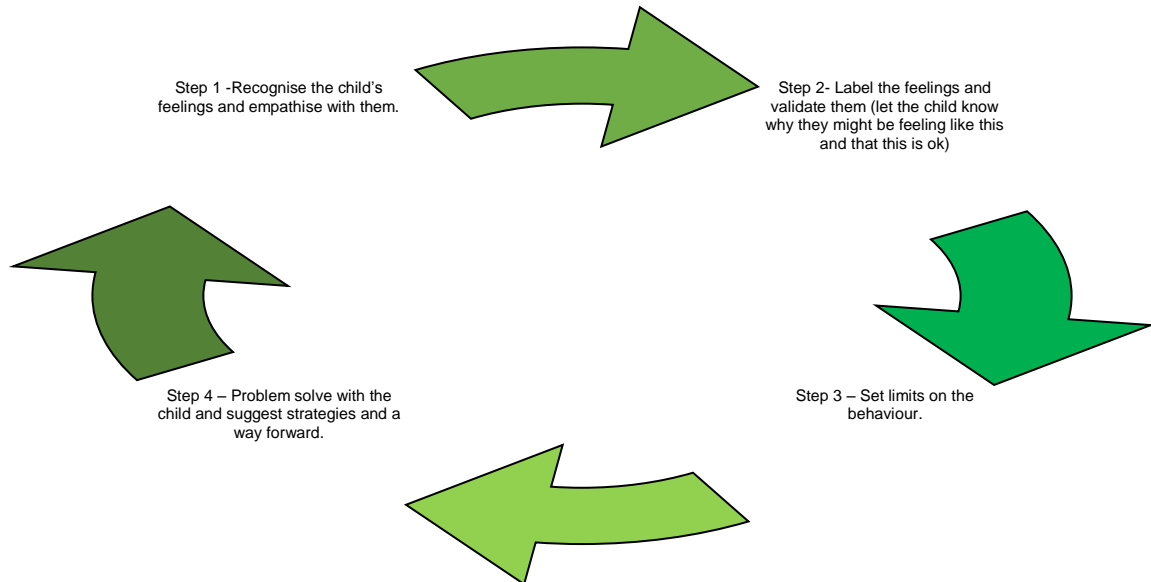
When discussing behaviour and self-regulation teachers should refer to the main aims of the school to aspire, believe, care and achieve.

Classes to use circle times as a tool to promote positive behaviour and attitudes.

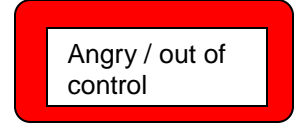
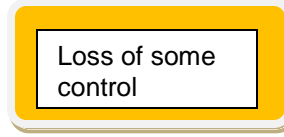
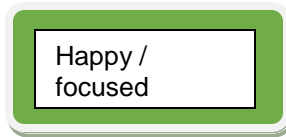
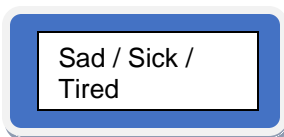
They may take the form of games but should be an opportunity to respond positively to each other in a safe, friendly environment.

## **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.
- Staff give children stickers, certificates and token points
- 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
- In key stage 2 a token system operates and a cup is presented at the end of the week
- We distribute stickers and tokens 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 are badly behaved 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, loss of free time such as playtimes, moving to sit alone sending work home, letters of apology and loss of responsibility.

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.

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 Fields and it is the responsibility of the Headteacher to deal with it severely, 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.**

## **Behaviour Ladder**

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

SEE BEHAVIOUR LADDER APPENDIX 1

Children start at the bottom rung of the ladder each day and will climb the ladder each time there is a poor behaviour choice and consequences have to be given. This behaviour is recorded on a class sheet and recorded on CPOMs every Friday so that behaviour can be tracked and monitored.



If behaviour is severe, children will go out with a WASP teacher, away from their class and will complete work with a TA once they have settled down and are making the correct behaviour choices. There is a different WASP teacher each day who is responsible for withdrawing children who need time out.

Support may be requested from the Behaviour Support Team based at the Link School who will come and work with the child in school or a VPP referral may be made for the child to attend the Link School as a 12 week placement.

### **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 or others or damaging property and to maintain good order and discipline in the classroom.

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 head teacher 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 LADO (Local Authority Designated Officer) and 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 bad behaviour.

We also keep a record of any incidents that occur at break or lunchtimes.

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.

### **Behaviour and Discipline Policy**

This policy should be read in conjunction with the school's 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 Act 1996
- Behaviour and Discipline Including the Use of Reasonable Force in Schools 2012
- Use of Reasonable Force 2013



Appendix 1

# Behaviour Ladder

Spoken or written warning

Time away from the group

Loss of your own privileges

Time away from class / WASP

Speak to parents/internal  
exclusion