

Behaviour Regulation Policy 2021-2022

Croft Church of England Primary School

The Croft why.

Our children have a right to the best education

Our children have a right to be who they are.

Our children have a right to have a voice.

Our children have a right to be safe.

Our restorative community equips pupils with the skills to recognise and manage their own feelings and nurture their relationships within the school. Daily community circles and family groups along with lesson structures ensure ALL pupils have a voice and thrive in an environment that promotes respect and appreciation of differences, so that the school is a safe and happy place to be where pupils learn to resolve their problems in an effective and mature way.

The Croft Vision

We are a restorative, caring Christian community where everyone thrives and develops the courage to be the best that they can be so that they can let their light shine.

The Croft Values

Curiosity
Respect
Opportunities
Future
Togetherness

Aims

- *To promote a safe and structured environment where pupils are responsible for their own behaviour.
- *To encourage consideration for others in the community by promoting respect, courtesy, tolerance, teamwork, trust and honesty.
- *To support the development of self-esteem and self-respect by distinguishing between a pupil and the pupil's behaviour.
- *To develop pride in the school, in their work, and effort as well as achievement.

Restorative Practice

Restorative practice enables the building, maintaining and repairing of relationships. The philosophy embodies a set of values and principles and a way of working with people that provides a common language and approach and enables the practice to be taught.

Key principles

Restorative practice is underpinned by values of empathy, respect, honesty, acceptance, responsibility and mutual accountability.

Restorative practice main goals are:

- *Building and repairing relationships to work in ways that are respectful and engaging, enabling participants to develop understanding and empathy and the impact of their behaviour, both positive and negative. Additionally, to work in ways that enable participants to put right their relationships when harm has been caused.
- *Empowerment of individuals, groups and communities. Restorative practices aim to support these groups to build confidence and control over their own lives. Restorative practice tries to meet the needs of community through strategies that build relationships and empower families, schools and communities to take responsibility for the well-being of its members.
- * Mutual accountability, providing opportunities for wrongdoers to be accountable to those they have harmed and enable them to repair the harm they caused to the extent possible.

*Respecting difference of race, culture and disability, enabling participants to conduct processes which are in line within their own traditions, cultures and abilities.

* Shared responsibility – the approach builds upon the knowledge, skills and resources in both formal helping agencies and services and informal family and community networks to work together; sharing responsibility, knowledge, skills and resources for the well-being of children and adults.

*Outcome and solution focus, aiming to focus on outcomes and solutions using the results for children as the basis for all action. The work is solution focused, concerned primarily with using knowledge and strengths of participants to find solutions and get good outcomes for children. Restorative practice scaffolds our conflict resolution.

Family time

Every child at Croft is a member of a family group. We meet once a week and develop strong relationships which help us to support and challenge each other to continually improve. All the adults have a community group. Everyone in our school is responsible for helping us grow and learn. We talk about the plans for our week, what we are hoping to achieve and what we are looking forward to. We reflect on our choices and other issues that are important for helping us grow and learn. Our family groups are an excellent place for us to develop socially, morally, spiritually and culturally. We talk about how to keep ourselves and others safe. This time is a time to share our voices.

Staff responsibility

As staff, we have the restorative approach at the heart of our communication – verbal and non-verbal. We treat all pupils fairly and with respect. We maintain a friendly, professional and secure environment. We use rules and sanctions clearly and consistently. We endeavour to form good relationships with parents/carers so that all children can see that the key adults in their families share a common aim. We have high expectations of ourselves and the children with regards to behaviour. It is vital that we share information regarding behaviour with members of staff.

Emotion coaching = high empathy, high guidance.

1. Recognising the feelings of the child, empathising, validating and naming the emotion.
2. Setting limits on the behaviour while maintaining empathy with feelings.
3. Problem-solve with the child

The role of the child

We expect appropriate behaviour both in and around school which will be explicitly spoken about and modelled by the adults so that children hear and see it is part of our Croft culture.

The role of families at Croft Primary School

Parents agree to a Home School Agreement when enrolling at Croft Church of England Primary School. Parents/Carers have a vital role in fostering good behaviour. The school collaborates actively with parents/carers, so that children receive consistent messages about how to behave in school. We aim to build a supportive dialogue between home and school and we verbally inform parents/carers immediately if a serious incident occurs. If the school has to use reasonable sanctions then it is an expectation that this will be supported. If parents/carers have any concerns about the way their child has been dealt with, they should contact their child's teacher. If concerns remain, parents/carers should contact the Headteacher. If a complaint needs to be taken further then the point of contact is the Chair of Governors in accordance with the school's complaints policy.

Code of conduct.

*Ready *Respect *Safe

We will ensure that the following praise is given for positive behaviours.

1. Recognition board.
2. Verbal praise
3. Sharing good work with others
4. Achievement assemblies
5. Notes/calls/emails home

Staff on duty at break time should inform the child's class teacher of any concerns at break time and a behaviour incident form (BIF) completed where appropriate. At lunchtime, a separate set of tracking sheets are kept in the first aid area and lunchtime supervisors record any issues on these.

Unacceptable behaviour

For school to create and maintain a positive learning environment, the child must be aware of sanctions and to understand that for all actions there are consequences. The school uses a number of sanctions to enforce school rules and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation. Sanctions will be used in a balanced way and will focus on the act and not

the child. Pupils should be helped to understand why their behaviour is not acceptable. Some children, including those with SEN who have specific needs relating to behaviour, will find it continually difficult to follow the Code of Conduct. Individual strategies will therefore need to be implemented to support them. This is our flexible consistency. The use of safe spaces would be used with the children. This may also include the use of clear targets with specific things to motivate them, and the use of outside agencies. Parents will be encouraged to support the school in managing their child's behaviour issues and appropriate support and guidance will be provided if necessary. Unacceptable behaviour should be monitored and assessed using tools such as an Antecedent Behaviour Consequence ABC chart. Once assessed, an Individual Behaviour Plan can be drawn up by all parties concerned.

Process

Emotion coaching	Regulation station	Restorative chat – this needs to happen in the classrooms as part of the classroom culture. The class are expected to continue working quietly.
<ol style="list-style-type: none"> 1. Awareness of emotions and empathising with the child. 2. Label and validate the emotion 3. Set clear limits on behaviour 4. Problem solve with the child 	<ol style="list-style-type: none"> 1. Calming 2. Developing emotional awareness 3. Developing reflection skills 	<ol style="list-style-type: none"> 1. What happened? 2. What were you thinking about at the time? 3. What have your thoughts been since? 4. Who has been affected? 5. What were other people's feelings? 6. How can we make the situation better?

What happens when things go wrong?

1. Teacher having a restorative conversation in class
2. Regulation station in class – a short timed slot (sand timer)
3. Restorative chat with a staff member in the room
4. If behaviour persists – child is moved to another class for a short period of time to reflect. They are then welcomed back into class by their teacher.
5. If behaviour continues, child removed from class – work in Head's office and restorative conversation with Headteacher and parents. This is a chance to get it right.

6. If the child repeats poor behaviour choices the child will go onto Headteacher Report card. A home school communication book will be set up. This will include an IBP which will be named an 'I CAN' card.
7. If the behaviour continues – an internal exclusion will be put into place. Number of days will be decided on due to the behaviour and child's needs.
8. If behaviour does not improve when the child goes back into class, we will put in a fixed term exclusion.
9. When the child returns to school, they will be welcomed back.

Regulation station

This is a space in the classroom where children to regulate their behaviour. Each class is responsible for setting one up.

High structure (strong routines and boundaries) - High nurture. The use of emotion coaching will provide the children with the opportunities for reflection, using wondering in order to explore the potential cause of behaviour. It will give children time, space and support when dysregulated before attempting to deal with the behaviour. Engaging children at an emotional level. Regulate our own emotions. Use staff presence to help regulate. Naming need. Empathetic commentary. The use of calm boxes or spaces. Understand that any traumas in a child's life can impact on behaviour.

Celebration assemblies

Friday:

1. Writer of the week
2. Value star
3. Superstar of the week

Roles for the children

Mentors

Head girl and head boy

School council

Appendix 1

Emotion coaching is a three-step approach to supporting a child to regulate their behaviour and is practiced by all adults in the school. It enables children and young people to manage their own behaviours through helping them to understand the different emotion they experience, why they occur, how they handle them.

Step 1 – validate feelings

I can see that you get angry when that happens. I would feel angry if that happened to me. It's ok to feel like that. You look like you're frowning and your hands are all tight and clenched. I would be feeling like that too if I didn't want to do something. I think you might be feeling fed up about not being able to play football now. I wonder if you are not feeling ok about that.

Step 2 – establish boundaries

State boundaries. Make it clear certain behaviours cannot be accepted. Retain child's self-dignity

These are rules that we have to follow. Doing that is not ok. We can't behave like that even though you feel annoyed, because it is not safe.

Step 3 – problem solve

When a child is relaxed and calm and in a rational state

Explore feelings that give rise to behaviour. Scaffold alternative ideas and actions that could lead to more appropriate outcomes – empower the child to believe that they can overcome the feelings.

This is not a safe place to be angry. Next time you feel like this, what might help you calm down? You need to decide what to do about this.

Headteacher report card

Name:

Year group:

Class:

Date:

Reason for this card.....

Target:

	session 1	break	session 2	lunch	session 3	session 4
1						
2						
3						
4						
5						

	Staff comment	Headteacher/ Deputy comment	Parent / Carer comment
1			
2			
3			
4			
5			

Behaviour Incident Form

<u>Name of person completing form</u>					
<u>Date:</u>		<u>Time of incident:</u>			
<u>Names of children involved</u>					
<u>Full name</u>	<u>Class</u>	<u>p/v/w</u>	<u>Full name</u>	<u>Class</u>	<u>p/v/w</u>
<u>p – perpetrator v-victim w- witness</u>					
<u>Where did this take place?</u>					
<u>Physical intervention needed?</u>					
<u>Homophobic?</u>					
<u>Racist incident?</u>					
<u>Brief summary of incident</u>					

Action taken by member of staff

Further actions

Parents informed?

BEHAVIOUR PLAN

PUPIL NAME:

CLASS:

YEAR GROUP:

Date of birth:

Medical conditions/needs:

Date plan starts:

Staff working with the pupil:

Date of next review:

Challenging behaviour

What does it look like?

What triggers it?

Targets

What are we working towards?

How do we get there?

Strategies for positive behaviour

How do we maintain positive behavior?

- Phrases to use
- Rewards, motivators

Early warning signs

How do we prevent an incident?

- What to look out for
- How to respond (reminders, alternative environment)

BEHAVIOUR PLAN

PUPIL NAME:

CLASS:

YEAR GROUP:

Reactive strategies

How do we diffuse the situation?

- What to do and what not to do
- Phrases to use
- Calming techniques

At what stage should another member of staff be informed? Who should this be?

Support after an incident

How do we help the pupil reflect and learn from the incident?

Is there anything that staff can learn about working with this pupil?

Agreement:

Parent name

Parent signature

Date

Staff name

Staff signature

Date

Head teacher's / Deputy's signature:

BEHAVIOUR PLAN
PUPIL NAME:

CLASS:

YEAR GROUP:

Skills and Talents

Achievements

Likes

Dislikes

BEHAVIOUR PLAN
PUPIL NAME:

CLASS:

YEAR GROUP:

Log of incidents:

Date	Description of behaviour	Trigger for incident	Action taken

BEHAVIOUR PLAN
PUPIL NAME:

CLASS:

YEAR GROUP:

IBP evaluation and next steps:

How effective is the plan?

Record suggestions to be considered when this plan is reviewed.

Behaviour Monitoring Sheet

Child's name:

Week commencing:

	Session 1	Break	Session 2	Lunchtime	Session 3	Session 4
Monday						
Tuesday						
Wednesday						

Thursday						
Friday						

GS - Good session

PC - Physical challenge

VC - Verbal challenge

DP - Destruction of property

TA - Task avoidance