

## **Behaviour Regulation Policy**

### **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 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		
Our three-year rolling program of values		
2019-2020	2020-2021	2021-2022
Service Endurance Kindness thankfulness Compassion Friendship		

### **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 groups**

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 family 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. Verbal praise
2. Class Dojo points
3. Sharing good work with others
4. Achievement assemblies
5. Notes/calls/emails home

### **Monitoring behaviour**

To track behaviour and ensure the appropriate action is taken to reduce further disruption a daily tracking sheet is completed for the following:

Session 1 (AM1): Start of the day up to break time Session 2 (AM2): After break up to dinner time Session 3 (PM): The afternoon is broken into 2 1 hour sessions; these will be sessions 4 and 5.

Staff on duty at break time should inform the child's class teacher of any concerns at break time and a Behaviour Individual Form 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.

Teachers are responsible for recording Sessions 1,2,3.

Judgements recorded on the class tracking sheet are either a 1, 2 or a 3:

1 (Some minor support needed – minor disruption to learning)

2 (Repeated support needed on a few occasions - disruption on a few occasions)

3 (Lots of support needed - ongoing or serious disruption)

A comment should be made on the daily tracking sheet for any 3s.

A Behaviour Incident Form would be completed in the case of a major incident or where an investigation was needed.

The class tracking sheets are given in once a week (Thursdays after school) and the details transferred to a central electronic tracking system. HT will review the data on a Friday and check in with any children needing this, and agree with teachers any contact arrangements with parents. Any contact with parents should be noted in the comments section of the tracking sheet. A colour code is used on the electronic tracking version

### **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"> <li>1. Awareness of emotions and empathising with the child.</li> <li>2. Label and validate the emotion</li> <li>3. Set clear limits on behaviour</li> <li>4. Problem solve with the child</li> </ol>	<ol style="list-style-type: none"> <li>1. Calming</li> <li>2. Developing emotional awareness</li> <li>3. Developing reflection skills</li> </ol>	<ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking about at the time?</li> <li>3. What have your thoughts been since?</li> <li>4. Who has been affected?</li> <li>5. What were other people's feelings?</li> <li>6. How can we make the situation better?</li> </ol>

**What happens when things go wrong?**

Every class has a Sunshine chart. Every day, each child is on the sunshine. If the child makes great choices, they move up to the star/rainbow. If they do not follow the Code of Conduct, they move down to the grey cloud and then the black cloud. Flexible consistency is applied for children who have an attachment barrier. In this case, their names will not be placed on the grey/black cloud but they will be spoken to and this will form part of their IBP.

1. Teacher having a restorative conversation in class
2. Regulation station in class- inform parents
3. Restorative chat with MLT
4. Restorative chat with Headteacher

5. 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 Head Teacher’s 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.
10. All classes have a behaviour log so that we can monitor behaviour closely. This will be looked at by MLT every fortnight.

### **Regulation station**

This is a space in the classroom where children to regulate their behaviour. Each class is responsible for setting one up. The reasons for a Regulation station are below.

- 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.
- This 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.
- Every class have a regulation ambassador/s – these children have excellent empathy skills and communication skills.

### **Celebration assemblies**

Friday:

1. Writer of the week
2. Value star
3. Class Dojo points
4. Superstar of the week

### **Roles for the children**

Regulation ambassadors

School council

Worship Wizards



## 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, 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.

### Head teacher's 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			

## Examples of classroom approaches when looking at behaviour – daily behaviour log

Level :	1	2	3
Concern:	Some minor support on more than one occasion	Needed support on a number of occasions	Significant support required
Teacher response or actions	<p><b>Re-focus child</b></p> <p><b>Quiet word</b></p> <p><b>Offer of support</b> – “You okay, do you need anything”</p> <p><b>Cue name</b> – “Bob – all okay?”</p> <p><b>Nip in the bud:</b></p> <p>“James, you’re talking and we are working quietly in this lesson.”</p>	<p><b>Direct an adult or give extra support</b></p> <p><b>Wondering question:</b></p> <p>James, I’m wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you.”</p> <p><b>Distraction/ Redirection:</b> James – please pop next door and ask and Miss if I can borrow a xxx – Thanks.</p> <p><b>Name the need:</b></p> <p>You’re very cross because you wanted to go in the ipad group. I can see that is hard. Everyone will get a go this week.</p> <p><b>What do you need options:</b></p> <p>- Learning break - Busy box -regulation station - go and see someone - work in a different place</p>	



## 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

**IBP evaluation and next steps:**

How effective is the plan?

Record suggestions to be considered when this plan is reviewed.

## Addendum to Behaviour policy – Returning to school, June 2020 (COVID-19)

### Expectations of parents / Carers

- ONLY 1 Parent/Carer to enter school site to bring child(ren) to school
- Pre-school children to stay with Parent/Carer at all times (e.g. buggy, holding hands, reins)
- Ensure social distance from other adults whilst waiting for doors to open – as per government guidance (please do not arrive too early to avoid congregation)
- Parents/Carers not to enter school building
- Collect your child -As Soon As Possible (ASAP) if called regarding illness/symptoms
- Parents/Carers to collect child if not adhering to NO TOUCHING rules (reminders given prior to this)

### Expectations of children

- Normal behaviour rules/rewards/sanctions apply
- Children should stay at a social distance as much as possible (adults in school to remind children when necessary)
- Children should not play games that include touching others (e.g. tag, stuck in the mud etc...)
- Children not sticking to the NO TOUCHING rules will be reminded and parents informed to support with reinforcement
- Children to line up at a social distance in school when asked
- Children to enter the building separately and patiently
- Children to wash hands/sanitise when entering the building and at regular intervals throughout the day
- Avoid touching your mouth, nose and eyes and follow the 'catch it, bin it, kill it' advice
- Any coughing/spitting on another pupil will result in being sent home
- Children to follow any signs in place with teacher support in place
- Children should not use other children's resources e.g, share pencils etc
- Only use your own water bottle and do not share food
- If children are repeatedly not following the above rules there will be a phone call home to inform parents.

Note:

If children persistently cannot follow the rules a risk assessment will be undertaken to ascertain and advice taken from the LA whether the child can return before September

- Positive handling will only take place if the safety of the child and others is compromised. If child's behaviour repeatedly requires positive handling (more than once) they will be sent home for the rest of the day. If this happens on more than 2 occasions a risk assessment will be undertaken to ascertain and advice taken from the LA whether the child can return before September