BEHAVIOUR REGULATION POLICY

Updated by	Lisa Allen
Updated when	May 2024
Next Review Date	September 2024
Statutory Policy	Yes
On school website	Yes

INTRODUCTION

Ings Primary is an Attachment Aware and trauma-informed school which means that our behaviour policy is based on evidence-based approaches that are found to work with all children including those with Social, Emotional or Mental Health (SEMH) needs. Our policy is based on a relational approach which strives to develop positive and trusting relationships. Positive relationships together with clear and consistent boundaries help children to feel safe and secure.

At Ings, we believe that good behaviour occurs when children feel they are in a stable and secure environment and when their learning is pitched at the correct level. We take a preventative approach to behaviour management. Every adult in our school is encouraged to look beyond behaviour and to be curious about children's needs. All children will be treated with **kindness and compassion** no matter how challenging their behaviour is. We actively teach children how to make the right choices and how to build relationships with others. We have a positive and inclusive approach to managing emotions and well-being, which is built on recognising that behaviours are driven by emotions and that children need help in learning how to identify and manage their emotions.

The relational approach is based on the belief that children need consequences that teach, rather than punish. Logical consequences, rather than arbitrary ones, are fairer and help children to understand the effect their behaviour has on others.

We recognise that understanding our emotions is a key aspect of managing behaviour. The aim of our Attachment Aware Behaviour Regulation Policy is to bring our whole school community together to adhere to some basic key principles and practices:

- To provide a safe, comfortable and caring environment where optimum learning takes place;
- To provide a clear guide for children, staff and parents/carers of expected levels of behaviour;
- To provide a consistent and calm approach;
- All adults take responsibility for behaviour and follow-up personally;
- Adults use consistent language to promote positive behaviour;
- To use restorative approaches instead of punishments;
- We acknowledge that different children have different SEMH needs and we support them accordingly.

LEARNING MUSCLES

Our Learning Muscles are referred to throughout school and we launch a different muscle each week. We celebrate children who have displayed the weekly muscle around school in our Special Mention assembly on a Monday.

THE INGS WAY

- **Consistent, calm adult behaviour**
- **First attention for best conduct**
- **Relentless routines**
- **Scripted interventions**
- **Restorative Follow-Ups**

EXPECTATION OF ADULTS AT INGS

- Meet and Greet at the classroom door
- Refer to 'Ready, Respectful and Safe'
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Use visible recognition (through recognition boards)
- Be calm, give 'Take up time' when going through Steps-Prevent before consequences
- Follow up every time, retain ownership
- Never ignore or walk past learners who are not following rules
- Use PIP and RIP (Praise in public, reprimand in private) where possible

THE SCHOOL RULES

There are three school rules which all children are expected to adhere to. They are displayed prominently in every area of the school and reinforced positively at every opportunity. Children are taught what each of these rules mean and how they can follow them in school.

What the rules mean

Ready	Respectful	Safe
• Come to school on time. • Look at and listen to the person talking. • Follow instructions the first time. • Start work straight away. • Wear the correct uniform. • Line up promptly. • Come to school with the correct equipment. • Show READY straight away when asked.	• Greet adults politely when we arrive each morning. • Thank the adults that we work with at the end of the day when we leave. • Pick up after ourselves and others. • Do things for others because it feels good. • Work hard in lessons. • Notice when others have done something for me. • Hold doors open. • Win gracefully. • Respecting other people's opinions. • Hands up. • Look after school property. • Using good table manners. • Using the correct 'voice'. • Kind words.	• Move calmly around the school and outside. • Use play equipment properly. • Kind hands and feet. • Tell an adult if something is wrong. • Staying in the correct space. • Use technology responsibly. • Wash hands regularly. • Catch and bin coughs and sneezes. • Sitting correctly on your chair. • Telling adults about any dangers. • Following online safety rules.

POSITIVE STRATEGIES USED AT INGS

REWARDS:

- **Class Dojo points**
- **Special mention certificates**
- **Postcards Home**
- **Positive phone calls home**
- **Golden Table**
- **Hot Chocolate with the Head**

Positive phone calls homes

Adults should try and make one phone call weekly to a parent to give a positive message of what their child has been doing well.

Dojo points are awarded to pupils who follow our school rules and also demonstrate our Learning Muscles. Dojo points are individual to each pupil and are cumulative. Certificates are awarded at the milestones of 250, 500, 750 and 1000 points.

Praise Postcards should be given out to children who consistently behave in an exemplary manner or who do something that really impresses the staff. Praise Postcards can be given for: quality of work, effort put into work, exemplary behaviour, demonstrating the school's values, etc. The idea behind the Praise Postcard is that they raise the bar in terms of what we expect of our children - they should not be awarded for mediocrity.

Special Mention Certificates are handed out in the Special Mention Assembly each Monday. Teachers must choose a child from each class who have demonstrated the learning muscle that week. In the assembly, the child will come to the front of the hall and the class teacher explains to the school the reasons that he/she chose the child. Teachers must complete the list sent by Mrs Farr with the name of the child and the reason for the award in case of absence.

ADVERSE CHILDHOOD EXPERIENCES (ACEs)

ACEs are traumatic life experiences that occur before the age of 18. For children who have experienced trauma and loss, including vulnerable groups such as children looked after (CLA), children on the edge of the care system, and previously looked after, traditional behaviourist approaches often serve to re-traumatise them and do not teach them how to express their emotions in a more appropriate manner. Opportunities to build resilience, a pupil's emotional literacy and positive restorative conversations are constructive steps to build a connection with traumatised pupils.

Adverse Childhood Experiences (ACEs) are "highly stressful, and potentially traumatic, events or situations that occur during childhood and/or adolescence. They can be a single event, or prolonged threats to, and breaches of, the young person's safety, security, trust or bodily integrity." (Young Minds, 2018).

ACEs can affect a child's learning and behaviour in the classroom. **Children with three or more ACEs are 5x more likely to have attendance issues, 6x times more likely to have behaviour problems, and 3x times more likely to experience academic failure**.

Impact of ACEs

Just like attachment, experiencing ACEs can have an impact on our future physical and mental health, and often ACEs can be barriers to healthy attachment relationships forming for children. Some of the effects of ACEs on our physical and mental health are:

- An increase in the risk of certain health problems in adulthood, such as cancer and heart disease, as well as increasing the risk of mental health difficulties, violence and becoming a victim of violence;
- An increase in the risk of mental health problems, such as anxiety, depression, and post-traumatic stress. 1 in 3 diagnosed mental health conditions in adulthood directly relate to ACEs;
- The longer an individual experiences an ACE and the more ACEs someone experiences, the bigger the impact it will have on their development and their health.

Some of the other things exposure to ACEs can impact, are:

- The ability to recognise and manage different emotions;
- The capacity to make and keep healthy friendships and other relationships;
- The ability to manage behaviour in school;

- Difficulties coping with emotions safely without causing harm to self or others.

An ACE (or many ACEs compounded) can trigger a survival-mode response, causing a child's stress levels to physically escalate and diminish their ability to utilise adaptive strategies in the face of challenge or unknown.

In the classroom, this may look like a child exhibiting clingy or isolating behaviour, passive/quiet behaviour, frequent somatic symptoms like tummy aches, headaches, or fevers, regressive behaviours like bedwetting or baby talk, aggressive and/or mean behaviours, or "fight or flight" after a teacher gives a direction.

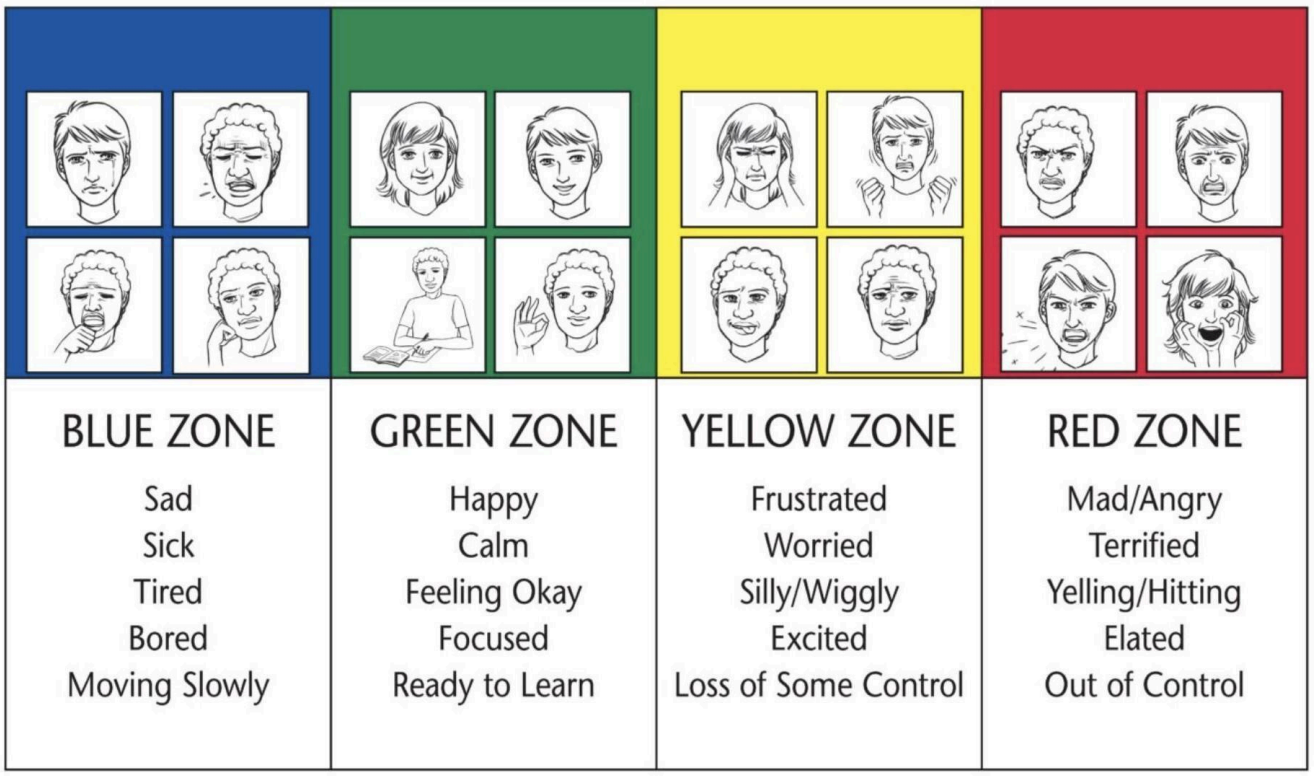
EMOTIONAL COACHING

Emotion Coaching is a way of helping people, children and adults, to understand the different emotions they experience, why they occur and how to handle them. Adults tune into the child's emotion and give them guidance on how to cope with the feelings and what to do. This approach provides opportunities for learning and reflection and, over time, leads to improved internal self-regulation. Adults have been trained in using PACE.

ZONES OF REGULATION

All children are taught how to identify and manage a range of emotions through the Zones of Regulation programme. The Zones of Regulation teaches regulation by categorising all the different ways we feel and states of alertness into four concrete-coloured zones

The ZONES of Regulation®



The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.

The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

At Ings, all children are taught about the different zones through PSHE lessons and assemblies. Visuals to support children to identify their emotional state are displayed in each classroom. The zones are revisited every term and children are adults regularly model to children how to use the zones to describe and regulate their behaviour and emotions.

STEPS TO SUPPORT

Before moving to the **STEPS TO SUPPORT,** adults should use the toolbox of non-confrontational strategies to get children on task. Using positive language and praise should be the focus.

A toolbox of non-confrontational behaviour management strategies

Strategy	How it works
Use praise	Use praise - it is your most powerful tool! When giving out worksheets, if a child says "Thank you." say "Thank you for using such lovely manners" See how many children will then start saying thank you. Praise the behaviours that you want to see. Make the praise explicitly linked to the behaviour that you see. When students are praised their brains release dopamine - they will want to do it again and again. Make sure that your praise is sincere - children will see straight through false praise.
Giving positive direction	Change instruction language to make it positive. Instead of "Stop speaking when I'm speaking." change it to "Face the front, silent voice, thanks." "Stop running" becomes "Walk quietly on the left, thanks".
Focus on students who are making good choices	Always look for and praise the children who are making the right choices and use specific praise with them. This does not mean that we ignore negative behaviours - keep an eye on them and praise the child when they start making the right choices.
Think about how best to praise individual children	Most children will thrive on public praise. Some might prefer a more subtle approach like: a nod, a smile, a thumbs up.
Expect compliance and act as if you will receive it.	Act with complete confidence that your instructions will be followed. Walking around the class is a good way of displaying confidence (you are sending the message that this is your territory). This is a non-confrontation approach and you should use "thank you" rather than "please". Once you have given the instruction with a "thanks", break eye-contact and move away and praise someone who is following the instruction - this gives the message that you expect the instructions to be followed.

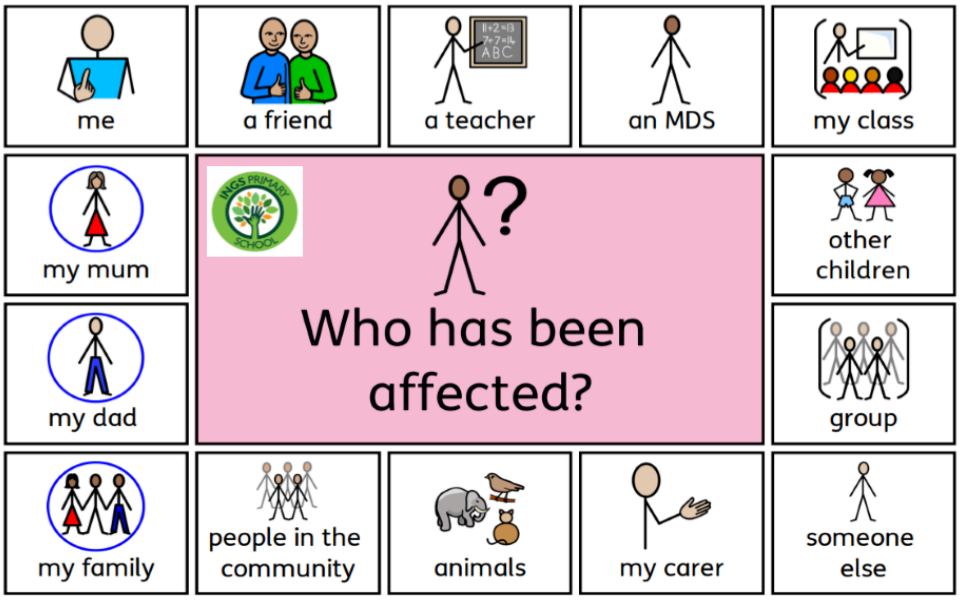
Classroom Steps
Playground Steps

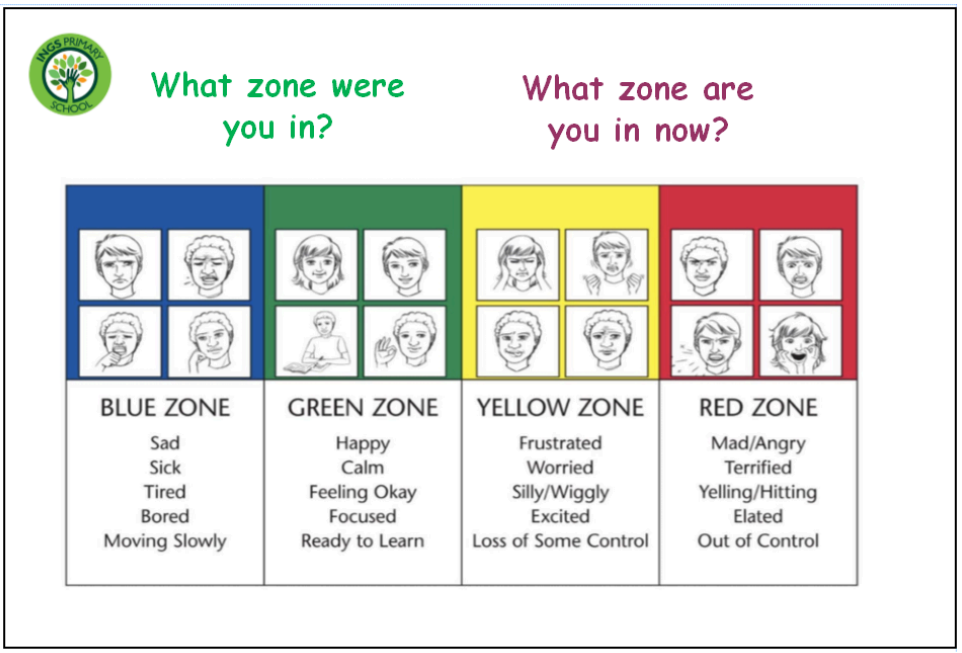
Step	Action
1) Redirection/Reminder	Non-Verbal cue Gentle reminder of 'Ready, respectful and safe' Praise the behaviours you want to see
2) Positive reminder (RIP)	Making the child aware of their behaviour (in private where possible) clearly outlining the behaviour that is not wanted. **Script** 'Stop, think…make the right choice' '….is not ready/respectful/safe, please make the right choice.
3) Warning (RIP) –Final opportunity to engage.	Making the child aware of their behaviour (in private where possible) clearly outlining the behaviour that is not wanted and the consequences if they continue. Remind of good previous conduct to prove they can make good choices. **Script (Use 30 sec scripted intervention)** 'I have noticed that you are continuing to…' 'At Ings we… (refer to Ready, Respectful, Safe) 'Because of this you need to… 'Yesterday/last week I remember when….' (refer to previous positive behaviour)
4) Calm area in classroom	If behaviour continues, direct child to calm area within classroom for 5-10mins. Have Zone of Regulation resources available for the child to use for communication purposes and to enable them to regulate. On the playground, encourage children to use the bench as a calm area for reflection.
5) Partner Classroom	If child is still not calm or refusing to use calm area, direct to a partner classroom for regulation. (Zone of Regulation resources to be available in all calm spaces.) On the playground, the child should walk/stand with a member of staff for reflection. If a child refuses to leave, seek support from SLT if needed. A restorative should be held when calm and parents/carers informed.
6) SLT/Pastoral support/Head of School	If the child is still not calm or the behaviour was any of the following: • Use of swearing/threatening/sexualised language/racism/bullying • Intentionally through anger or as a result of heightened anxiety/stress uses inappropriate physical response hurting another pupil • Throwing object to hurt someone Refer directly to Tina Walton or a member of SLT/Head of School
7) Restorative conversation to repair.	**This must happen if steps 4 onwards have been used.** Use visuals/script to aid 5 step conversation (Below) **What happened?** **Who has been affected?**

	What zone where/are you in? **What needs to happen to put it right?** **Next time I could…** This should be recorded on CPOMS. When 2 or more restorative conversations have been conducted in a week, class teacher to inform parents. If more than 5 held in a half term period seek advice from SLT who can arrange to meet with parents.
8) Consequence (Related/Respectful/Reasonable/Helpful) SLT (SLT Safe Space/Catch up club)	If a consequence is needed due to steps 5 and 6 being used, ensure that this is related to the behavior where possible. This could be picking up any mess/items thrown, writing a letter/card of apology etc. If a child does any of the actions in step 6 or repeatedly is using steps 2-5 they can be sent at lunch or break to SLT 'Safe Space'. This must be logged on the 'Safe Space' register. If a child has not completed their work, they should be sent to 'Catch up Club' with SLT at the next break/lunchtime to complete the missed work. This must be logged on the 'Catch up Club register'

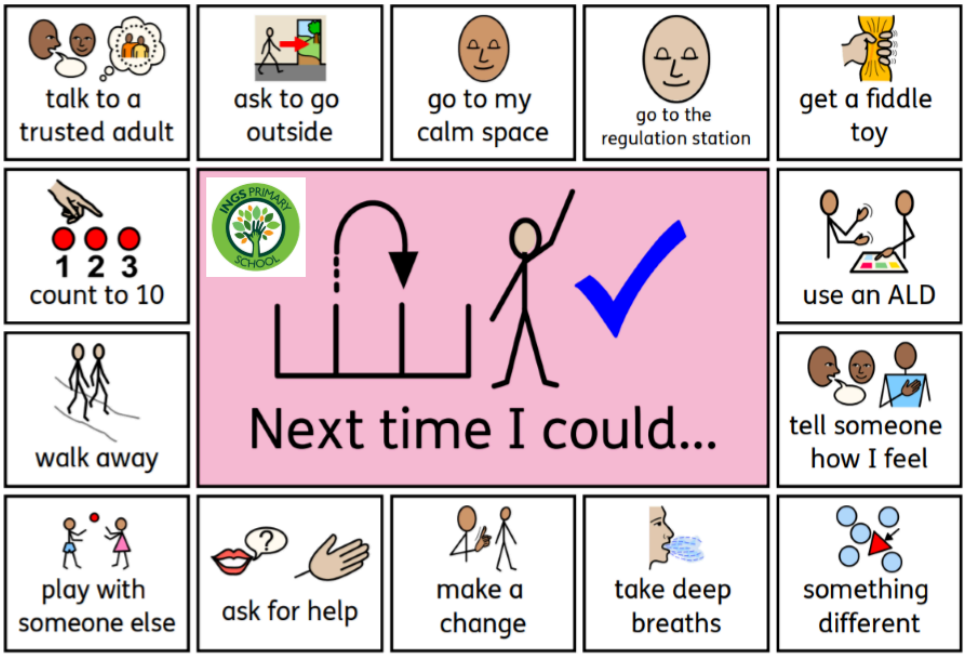
RESTORATIVE FOLLOW UP

If any adult has had to deal with a behaviour incident, they should have a restorative follow-up discussion with the children involved. The focus of these follow-ups is to educate the children about how they can improve their behaviour in school. The children should gain an understanding of: who has been affected by their behaviour, what they can do to 'put things right' and a strategy to do things differently next time the situation arises.


me
a friend
a teacher
an MDS
my class
my mum
Who has been affected?
other children
my dad
group
my family
people in the community
animals
my carer
someone else


What zone were you in?
What zone are you in now?
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

write it down
write a letter
talk with someone
say sorry to someone
fix something
have thinking time
What needs to happen to put it right?
tidy up
make a change
clean something
make a plan
practice
finish my work
get dressed
something different



RECORDING BEHAVIOUR INCIDENTS

All significant behaviour incidents are to be logged on CPOMS. SLT review all behaviour incidents on a regular basis to ensure that all incidents are properly resolved. If a child is involved in a number of incidents in a single term a meeting will be arranged with their parents to discuss their behaviour.

CHILDREN WITH SIGNIFICANT NEEDS

Some children may find it difficult to follow the school rules and be disruptive in class or in the playground. Class teachers should keep parents informed about their concerns and the actions that are being taken. If concerns persist, staff should raise this with a member of SLT. If a child's behaviour is causing a concern; a behavior support plan with agreed targets and strategies will be created and shared with parents. If behaviour is dangerous, a risk assessment will be completed and shared with staff and parents along with a positive handling plan if necessary.

If needs persist or behaviour is dangerous or highly disruptive, concerns should be discussed with the SENCO and the child may be added to the SEND Register. Outside agency support (such as Steps to Success) may be requested if appropriate.

LOGICAL/RELATABLE CONSEQUENCES

High standards of behaviour are necessary and expected in order for children to feel safe and to learn. At Ings, we understand that children need to be taught how to behave in the same way they are taught other skills. We do not punish children for their behaviour or their emotions but we do teach them how to behave in a more appropriate way. We understand that this is not a quick fix and that it can take time for children to learn and embed new behaviours. Logical consequences help children to develop understanding of cause and effect. Logical consequences may include:

- Temporarily moving the child to a different seat/calm area where they are more able to focus on their learning;
- Temporarily moving the child to an alternative learning space e.g. a partner classroom or corridor;
- Informing parents so that they can talk through the issue with the child;

- Making up time for lost learning (Catch Up Club)
- Reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship. This can be in the form of a verbal or written apology or an action, e.g. build a Lego model, make a card;
- Providing an alternative space 'Safe Space' for children to go to at lunchtimes if they are unable to follow the school rules on the playground.

The developmental age and specific needs of the child will be considered when deciding appropriate consequences, as will the child's physical and emotional state at the time. We recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence. Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.

Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred. Consequences will never involve taking away a previously earned privilege or any intervention time. Staff will avoid any consequences which lead to shaming or humiliation of the child. We understand that such approaches are detrimental to the pupil's self-esteem and wellbeing.

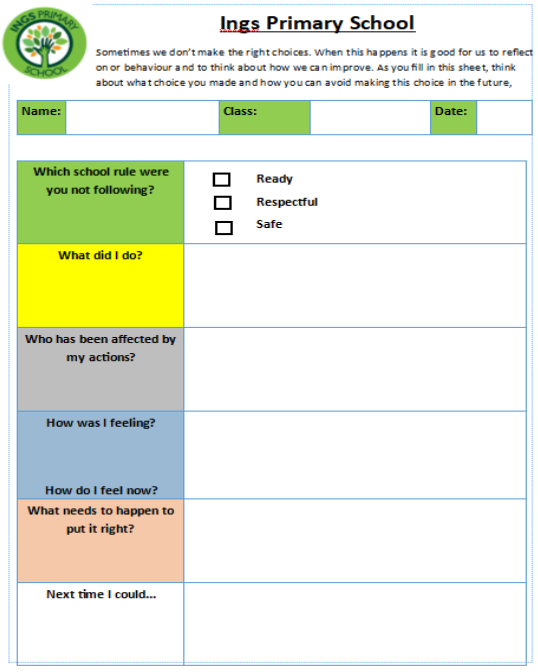
A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt. This will be supported through the use of the school's own restorative justice visuals as part of a supportive conversation between all involved parties. If the context is repeatedly problematic (e.g. assembly, playtime, music lessons), the child will work with an adult to ensure subsequent participation can be successful, e.g. having reduced time/supervision/ or not taking part in the activity. This is a protective strategy rather than a punitive one, and this should be clearly communicated to the child. Logical consequences will be:

- Related - consequence must be related to the behaviour.
- Respectful - the consequence must not involve blame, shame or pain; and should be kindly and firmly enforced. It is also respectful to everyone involved.
- Reasonable - the consequence is reasonable from the child's point of view as well as the adult's.
- Helpful —it helps rather than hurts.

After a pupil completes their logical consequence, adults should praise his or her behaviour at the first opportunity to move attention away from the inappropriate behaviour.

SLT SAFE SPACE

If a child carried out any actions listed in step 6 (see table above) they will have to attend 'SLT Safe Space'. Safe Space is overseen by a member of SLT and is held outside the leadership office every day at morning break and lunchtime. There is a Safe Space and Catch-up Club register on the Google Drive and children's attendance in Safe Space is monitored daily. If a child attends Safe Space on three occasions in a single half term, their parents will be contacted. When children attend Safe Space they will complete an age appropriate Reflection Sheet (this will be in the place of a restorative conversation). The child's parent/carer will be emailed by the school office informing them that they have attended Safe Space and the child's Reflection Sheet will be sent home at the end of the day.



Ings Primary School

Sometimes we don't make the right choices. When this happens it is good for us to reflect on or behaviour and to think about how we can improve. As you fill in this sheet, think about what choice you made and how you can avoid making this choice in the future,

Name:		Class:		Date:	

Which school rule were you not following?	☐ Ready ☐ Respectful ☐ Safe
What did I do?	
Who has been affected by my actions?	
How was I feeling? How do I feel now?	
What needs to happen to put it right?	
Next time I could...	

CATCH-UP CLUB

If children refuse to complete their learning in class, their teacher can add them to the Catch-up Club register (on the Google Drive). The child's teacher will bring them to the Leadership office at lunch with the work that they didn't complete and they will remain in the office until they have completed their work.

SIGNIFICANT INCIDENTS

This policy recognises that all children and staff have the right to feel safe and respected. Occurrences of behaviour which directly contradict this, will result in the automatic involvement of a senior leader. Parents will be informed and invited to meet with staff to discuss next steps, including consequences and plans to support their child to prevent further occurrences of this behaviour. Significant behaviour incidents may include:

- Physical aggression towards staff
- Serious or repeated aggression towards another child
- Fighting
- Bullying
- Racism or homophobia
- Vandalism/damage to property

Incidents such as these should immediately be reported to a member of SLT who will decide on next steps. Parents will be informed on the same day. Significant incidents will be logged as a Behaviour Incident on CPOMS. Children who frequently display such behaviours may be offered support from our Nurture Team. This support may include ELSA sessions, 1:1 or group work or a place in a nurture/social group. If children are involved in a significant incident they may be suspended or permanently excluded (see Exclusion Policy). Children may also be referred to an outside agency. Where there are concerns that the child may be at risk of permanent exclusion, advice will be sought from the Local Authority.

PHYSICAL RESTRAINT

Very occasionally a member of staff may need to physically intervene in order to prevent somebody being hurt or property being damaged. All instances of physical restraint must be logged on CPOMS. Positive handling plans for children who need them are updated termly by the

DSL and SENDCO.