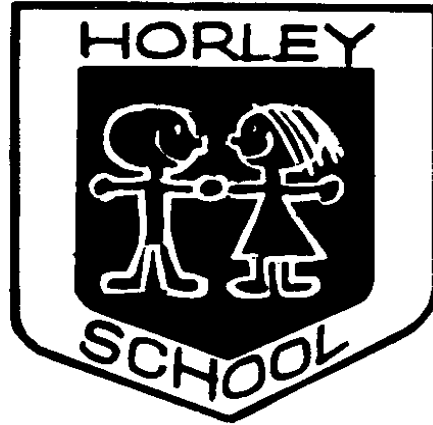


HORLEY INFANT SCHOOL



BEHAVIOUR REGULATION POLICY

Initially Approved On:

Spring 2009

Reviewed On:

Spring 2023

Staff Link:

Deputy Headteacher

Next Review Date:

Spring 2024

Policy Status				
Statutory (Work Programme) ✓	Non-Statutory	Annual Review ✓	Biennial Review	Triennial Review

FGB Review (statutory policies only):

Resources

Link Governor (statutory policies only):

Richard Rogerson

THIS POLICY IS BASED ON GUIDANCE PROVIDED BY BRIGHTON AND HOVE LOCAL AUTHORITY AND HAS INCLUDED INPUT FROM MEMBERS OF STAFF, THE GOVERNING BODY, PARENTS AND CHILDREN.

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School Behaviour Vision

At Horley Infant School, our vision is to embrace and nurture every individual within our school. We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.



Policy Scope

This policy is for all staff, children, parents, governors, visitors and agencies working within the school. The policy provides guidelines and procedures as to how our school supports and responds to behaviour. At Horley Infant School, we consistently and fairly promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn as well as possible. This Behaviour Regulation policy applies to all children, including those with Special Education Needs and/or Disabilities.

Policy Aims and Objectives

Horley Infant School aims to provide a safe, secure environment in which children feel part of a community; where they are valued and nurtured. We aim to develop positive attitudes and acceptable behaviour within a supportive environment which encourages children to respect themselves and others.

- We believe that being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- We view behaviour as a form of communication and understand that not all behaviours are a matter of 'choice'.
- We believe in putting relationships first and we follow the key principle of Emotional Coaching, 'connecting before correcting'.
- We believe in maintaining clear boundaries and expectations around behaviour providing rewards and consequences without the need to enforce sanctions that can shame or ostracise children.
- We want our children to be self-disciplined and independent.
- We will encourage children to take responsibility for their actions and recognise the consequences of all behaviour. This policy is designed to promote good behaviour rather than merely deter anti-social behaviour.

Policy Links

This behaviour Policy links to the following other policies we hold in school:

- Accessibility Plan
- Anti-bullying Policy
- Behaviour Principles
- PSHE Education Policy (upon request)
- E-safety Policy (upon request)
- Equality Information & Objectives
- Health, Safety and Welfare Policy
- Restrictive Physical intervention Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disability (SEND) Policy
- Suspensions and Exclusions Policy

The curriculum and learning

An appropriately structured curriculum and effective learning, contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning and prompt and structured feed-back all help to avoid the alienation and disaffection which can lead to poor behaviour.

School Values

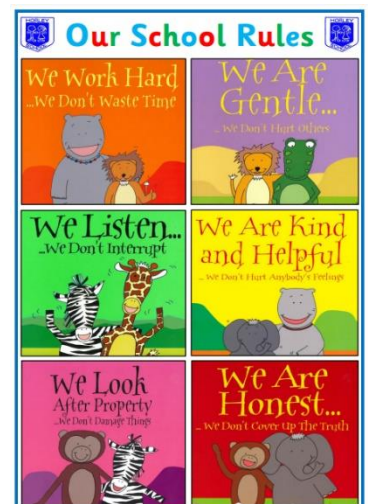
At Horley Infant School we have an agreed set of values which the children are encouraged to live by. They are: Thoughtfulness; Cooperation; Respect; Patience; Resilience; Responsibility; Trust; Morality and Honesty. The values are introduced to the children through school assemblies and are displayed within each class. They are referred to throughout the year to promote good behaviour.



School Rules and Class Rules

We have an agreed set of School Rules which help us to work together to ensure Horley Infant School is a successful school. The rules are positive and clear for the children to follow. The rules are reinforced through PSHE lessons and school assemblies. We have six key school rules, which are:

- We work hard... we don't waste time
- We are gentle... we don't hurt others
- We listen...we don't interrupt
- We are kind and helpful... we don't hurt anybody's Feelings
- We are honest... we don't cover up the truth
- We look after property... we don't damage things



In the Autumn term, each class discusses the importance of rules in keeping them safe and in being important for their learning. Children are asked to work together to explore what each rule means. Each child signs their own set of Class Rules to say they understand and agree to follow them. The School Rules are displayed around the school and pupils' Class Rules are displayed in every classroom.

Roles and Responsibilities

School staff

All adults within school, including teaching staff, support staff, administration, volunteers and governors have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we aim to:

- Create a positive climate with realistic expectations;
- Understand that being 'fair' is not necessarily about everyone getting the same (equality) but about everyone getting what they need (equity);
- Ensure that all are treated fairly, regardless of age, gender (presentation or identity), race, ability or disability;
- Emphasise the importance of being valued as an individual within the group;
- Provide a caring and effective learning environment; taking a non-judgemental, curious and empathic attitude towards behaviour
- Promote, through example, honesty and politeness;
- Encourage relationships based on kindness, respect and understanding of the needs of each other; fostering connection, inclusion, respect and value for all members of the school community.
- Encourage parental engagement and involvement when addressing and planning support for children's social, emotional and mental health needs.

All adults in school have a responsibility for dealing with incidents in and around school. If a staff member is in doubt as to how an incident should be handled, they can refer to the class teacher, Pastoral Team, Behaviour and Safety Leader, Senior Leadership Team and Headteacher. School staff also have access to "Behaviour Ladders" which give a suggested framework to follow within a "one size fits *most*" approach. An example of one is included within this policy.

Headteacher

It is the responsibility of the Headteacher:

- To oversee and support the implementation of the behaviour policy consistently throughout the school;
- For ensuring the health, safety and welfare of all children and adults in the school;
- For giving suspensions to individual children for serious acts of misbehaviour;
- To permanently exclude a child for repeated or very serious acts of anti-social behaviour. The Chair of Governors will be advised if a child is suspended or excluded.

Parents /Carers

The school works collaboratively with parents and values their contribution in addressing any behaviour concerns. Parental engagement and involvement is absolutely crucial when addressing and planning support for a child's social, emotional and mental health needs.

Our Home School Link Agreement identifies the importance of the school promoting high standards of behaviour and the parent's responsibility of advising the school of any concerns that may affect their child's behaviour. We provide an open-door approach between home and school, and always inform parents immediately if we have concerns about their child's welfare or behaviour. Questionnaires are sent home annually so that parents' views on behaviour and the welfare of their child can be shared. A booklet explaining how behaviour is managed is sent to all new parents at the beginning of the school year.

Governors

The governing body supports the Headteacher in implementing the day-to-day authority of this policy. In cases of any complaint, the governors should follow the normal grievance procedure.

Approach

This policy supports approaches that promote an Attachment Aware Approach. For example, taking a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for reparation, especially following suspension. We also understand that certain practices can be emotionally harmful (e.g. public shaming – both verbal and non-verbal – including the use of sad faces against names on classroom displays, removal of shoes etc).

Key premises of our approach

- Being fair is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- Behaviour is a form of communication
- Taking a non-judgmental, curious and empathic attitude towards behaviour: *We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behaviour difficulties need to be regarded as vulnerable rather than troublesome.*
- Putting relationships first: *The school endeavours to promote strong relationships between staff, children and their parents/carers thus creating a positive culture that fosters connection, inclusion, respect and value for all members of the community.*
- Maintaining clear boundaries and expectations around behaviour: *Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children feel safe, their educational environment needs to be high in both nurture and organisation. Children need predictable routines, expectations and responses to behaviour and these must be in place and modelled appropriately, within the context of a safe and*

caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit.

- Understanding that not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of a child are within their control. The school recognises this and understands that using language linked with choices is not always helpful.
- Behaviour must always be viewed systematically and within the context of important relationships (a relational communication rather than an internal problem).
- Encouraging parental engagement and involvement is crucial when addressing and planning support children with SEMH needs.

Attachment Aware and Emotion Coaching

We apply Attachment Aware Approaches, in our practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation. This includes careful consideration and awareness-raising of both verbal and non-communication. We also recognise that there is a strong link between emotions and learning and that understanding our emotions is a key aspect of understanding and managing behaviour.

We believe that through being Attachment Aware and using Emotion Coaching, both children and adults are able to both effectively manage their behaviour and to create an environment that is conducive to learning. We recognise that some of the systems used in school may not be appropriate for children who have experienced adverse childhood experiences, early trauma, loss and who have attachment difficulties. As a school, we know our children well and understand when systems such as 'star of the week' and the rainbow reward system may not be appropriate and modify these based on individual needs.

For further information about attachment and its impact on behaviour:

<https://learning.nspcc.org.uk/child-health-development/attachment-early-years>

Classroom management

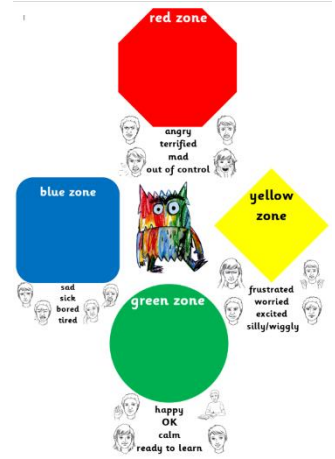
Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment, arrangement of furniture, displays, access to equipment and children's comfort (temperature, light, seating etc), can all influence how valued a child feels and so have a bearing on how they behave.

- Classrooms are organised to develop independence and personal initiative.
- Displays should help to develop self-esteem through demonstrating the value of every individuals' contribution.
- Praise and reward for good behaviour is the key to creating a positive atmosphere where the children have the opportunity to succeed.
- Rules and procedures are designed to make clear to the children how they can achieve acceptable standards of behaviour.
- Every classroom will display the agreed whole school rules.
- Every classroom will display their class rules.
- The Rainbow system rewards children for good learning and behaviour and links to our whole school rules and values. It is important that children are recognised for following the rules and living our school values and the Rainbow enables children to visually see what they have done well so they can replicate it again. The Rainbow system is designed to avoid 'shaming' practices and therefore once on the rainbow, a child should



not be removed for a later misdemeanour. Each classroom will display and use the Rainbow and all children will return to the sun the next morning.

- As well as responding to positive behaviour, it is important that children learn from negative behaviour. When responding to such behaviour teachers will not 'shame' children by placing their name/ picture next to sad or happy faces, ticks or crosses. We recognise that teachers will need to respond to classes and individuals quickly to ensure that learning is not disrupted and a safe learning environment is maintained. Follow up conversations, restorative approaches and consequences should not take place in front of everyone and be a forum for sharing misdemeanours.
- The Zones of Regulation (ZoR) is used to support all children in understanding their emotions and making links between how they are feeling and their readiness to learn. All classrooms have the ZoR poster displayed; the language and use of the tool is part of our universal offer as all children benefit from understanding emotions. All children are encouraged to reflect on how they are feeling, making links to the different zones and using shared strategies to regulate their feelings so they are in a better place to learn.
- 'Star of the Week' assembly provides an opportunity to reward children's positive behaviour. Children receive a certificate and their photograph is displayed on the 'Star of the Week' board so their achievement is visible to the school family. For children in KS1, two stars of the week are chosen (one by class staff and one by the children so that they take ownership and responsibility for recognising positive behaviours).
- Behaviour Ladders, created with contribution by all staff, should be referred to in order to ensure consistency of rewards, sanctions and escalation. The behaviour ladders should be used when appropriate and are available for children and parent to see. They are available for staff on the shared drive.
- Each class teacher will keep an individualised behaviour log, 'STAR Analysis' or make use of CPOMS where necessary, to record individuals more extreme behaviour. This is used to analyse behaviour to identify patterns and triggers.
- If a child's behaviour is a cause for concern, then the class teacher will seek advice from the SENDCo and/or the Headteacher.
- If a child's behaviour continues to be a cause for concern and the school has made use of/ analysed behaviour logs without success, a referral for support from the Specialist Teachers for Inclusive Practice Team/Multiagency assessment will be sought.



Removal from a classroom/space in school

On the rare occasion where a child needs to be removed from a class or a space in school*, this will be carried out in accordance with our Restrictive Physical Intervention Policy. The removal from a classroom or space in school will be as a last resort and only used when a child presents as a danger to themselves or others. All staff have completed Positive Touch Training and are aware of the legal frameworks relating to moving a child and de-escalation strategies.

***This refers to any instance in which a teacher or other adult authorised by the Headteacher has to, in specific circumstances, use "reasonable force" to control or restrain pupils. This is not to be confused with a change of environment to support regulation and/or reflection.**

Child on Child abuse

We believe that all children have a right to attend our school and learn in a safe environment. Children should be free from harm by adults and other children in Horley Infant School. We recognise that children are capable of abusing other children and their peers and this will be dealt with under our child protection and safeguarding policy.

Screening and searching children

Any prohibited items found in pupils' possession, will be confiscated and these items will not be returned to children. A list of prohibited items can be found within the appendices. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to families after discussion with Headteacher and parents, if appropriate. Searching and screening children is conducted in line with the DfE's latest guidance on [Searching, Screening and Confiscation](#).

Managing behaviour beyond the gate

The school behaviour regulation policy also covers the school's response to all noncriminal behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school.

This includes when the child is:

- taking part in any school-organised or school-related activity
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a child at the school.

or, misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public

This policy does **not** respond to management of behaviour/incidences that occur as part of family/home life; however, we will support families with strategies and signposting to local support groups, agencies and training.

Suspensions and Exclusions

In rare cases, it may be necessary to suspend or exclude a child. The decision to suspend or exclude, can only be taken by the Headteacher. A decision to exclude would be in line with our Suspensions & Exclusions Policy. At all times, the Surrey Exclusion and Suspensions guidelines would be followed.

Training

To ensure all staff feel confident in the delivery of this Behaviour Regulation Policy, school arranges a variety of training and development opportunities in the form of whole school INSET days, twilights, outreach support and refresher training.

Monitoring

In order to monitor behaviour throughout the school several times a year, members of staff, governors and children conduct 'Behaviour Walks', whereby they observe and record different types of behaviour and attitudes.

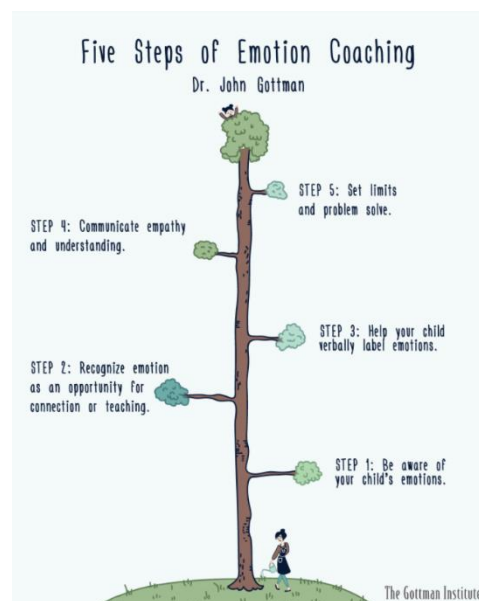
The policy is monitored by the Governors on an annual basis. The Headteacher will keep records on any child who is suspended or excluded. It is the responsibility of the Governing Body to monitor the rate of suspensions to ensure the policy is administered fairly and consistently.

Appendices

Emotion Coaching Principles and example Language

Emotion coaching was first introduced by John Gottman and his colleagues in the USA. Emotion coaching is about helping children to become more aware of their emotions and to manage their own feelings particularly during instances of misbehaviour. It entails validating children's emotions, setting limits where appropriate and problem-solving with the child to develop more effective behavioural strategies.

In effect, emotion coaching techniques instil the tools that will aid children's ability to self-regulate their emotions and behaviour. It enables practitioners to create an ethos of positive learning behaviour and to have the confidence to de-escalate situations when behaviour is challenging. Emotion coaching provides a value-added dimension to behaviour management strategies and creates opportunities for longer-term solutions to children's well-being and resilience



Examples of Language script – taking an emotion coaching approach

Labelling

- "You seem [emotion] to me"
- "I can see you're feeling [emotion]"
- "I can tell you are [emotion]..."
- "The way you are feeling is making you [emotion]"
- "You're [emotion] about..."
- "I wonder if you're feeling [emotion] because you are [action]..."

Empathising – validating

- "I'm sorry that happened to you, you must feel very [emotion]"
- "I can see that you get [emotion] when that happens/when I do this"
- "I would feel [emotion] if that happened to me"
- "I would feel [emotion] too"
- "That would make me [emotion]"
- "I understand why you are [emotion]"
- "It's normal to feel [emotion] about that"
- "It's OK to feel [emotion] about that"

Limit Setting

- "It's OK to feel [emotion] but it's not OK to [action]"
- "[Pupil name] it's not OK to behave like that"
- "that behaviour is not acceptable"
- "[Pupil name] the rules are that we do not..."
- "[Pupil name] these are the rules that we have to follow"
- "[Pupil name] doing that is not OK..."
- "[Pupil name] behaving like that is not helpful"

Exploring:

- "How were you feeling when that happened?"
- "What did it make you feel like?"
- "Have you felt that way before?"
- "What were you trying to achieve by [action]...?"

Problematising:

- "Let's think of what you could have done instead"
- "Can you think of a different way to deal with your feelings?"
- "I can help you to think of a different way to cope"
- "Can you remember feeling this way before and what you did?"
- "Have you thought about doing this instead?"

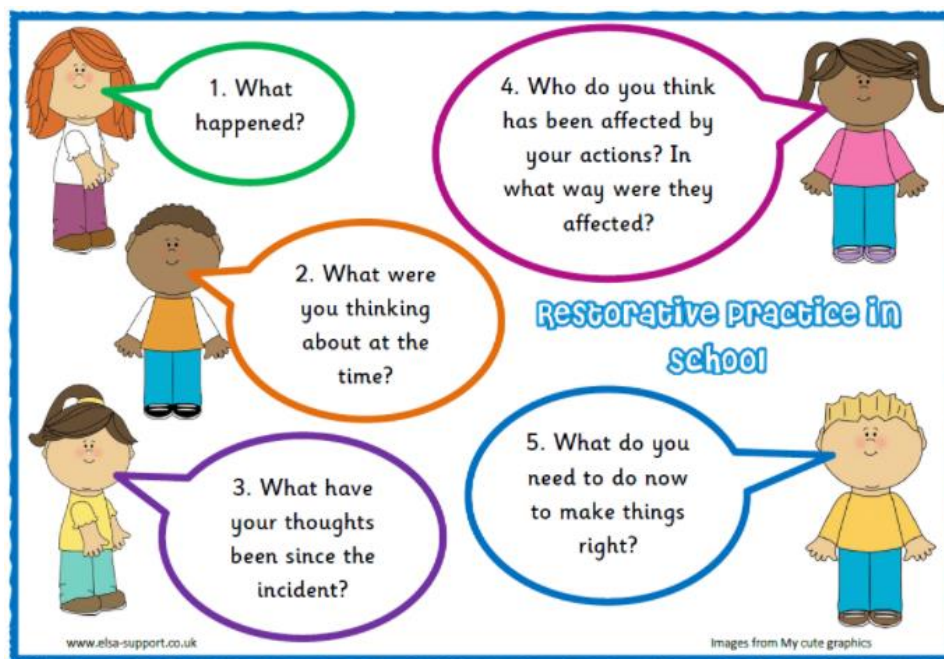
Restorative Approach Principles and 5 key questions

A restorative approach in schools looks to give children more responsibility over their behaviour and learning. The aim is to develop a healthier learning environment. Where incidents have occurred, restorative approaches look to help the victim convey the impact this has had on them to those responsible and then those responsible take steps to put things right.

Relationships are key in restorative approaches and one aim of restorative approaches is to strengthen the bonds between all involved. Key skills needed for this include empathy and listening. Pro social behaviours are nurtured where children are given the opportunity to assess the impact of their actions without being shamed.

The overall aims of restorative approaches are to:

- Develop emotional literacy, responsibility and empathy
- Create a more positive learning environment with better attendance and fewer incidents
- Raise children and young people's awareness of the impact of their actions / choices on others
- Reduce the number of suspensions



De-escalation Strategies

Structuring the Environment	Where we choose to speak to the child, whether we sit or stand, can communicate the nature of the discussion, e.g. warm and friendly or cold and business-like and may help the child to modify their own behaviour.
Planned ignoring	By not giving the attention to minor, harmless attention seeking behaviour, these behaviours are likely to die out. Don't forget that it is equally important to praise appropriate behaviour.
Prompting	Gentle reminders to a child of what they need to stop doing or to prepare for can help the child to adjust to a change. This can be verbal or sensory input. Be careful to avoid "nagging" the child.
Active Listening	Sometimes listening to what the young person has to say and exploring and acknowledging their feelings through the use of reflective responses can help a young person to feel that someone else acknowledges the reality of their feelings, that they are not alone and that someone cares. Sometimes this can be enough for a young person to stay in control.
Backing Away	This is not the same as backing down; you are not giving in, simply giving the young person time to calm down before you discuss the situation with them. Staying and continuing to challenge someone who is already aroused is likely to exacerbate the situation. Alternatively, allow the young person to back away through offering them a verbal or physical way out.
Humour	Often suggested as a way of taking the heat out of a situation, but care is needed. Humour can be experienced as critical, demeaning and a superficial reaction to real feelings. If this is the case the young person is likely to become more annoyed rather than less. Use humour with great care.
Affection	If a child's behaviour is motivated by fear, anxiety or uncertainty, a big injection of affection, verbal or physical, can help to head off a crisis. Children do not always appreciate the care that is provided for them on a daily basis and need additional affection to understand how much the adults really care for them. NB: Be aware of the meaning of touch for the child.
Hurdle Help	Where the child is stuck then providing assistance can help overcome feelings of failure or inadequacy.
Non-verbal Interventions	Nods or looks to signal a change of behaviour is needed. Proximity control is using an adult's physical presence to help children modify their own behaviour. Touch control – a gentle touch on the arm may be enough for the child to stop.

These last two strategies can be used when the above strategies are not making a difference and the child is still agitated.

Directive Statement	A clear instruction to the child to stop a certain behaviour or start something else.
Time Out	Requiring children to move away to another or quieter area to calm down.

Whatever strategies you use, take care to **remember:**

- ❑ Talking quietly and in a low-key manner can reduce the “heat” in a situation.
- ❑ Consider your body language, avoid threatening body posture and be aware of the non-verbal messages your body is communicating.
- ❑ Be positive about the young person; do not call them names or make derogatory remarks.
- ❑ Don’t make promises you can’t keep.
- ❑ Don’t make threats you can’t keep.
- ❑ Do the things that you have promised.
- ❑ Consider the level of eye contact you make with the young person. Too much could be threatening, too little could make it appear that you don’t care or you are frightened/uninterested.

Example Horley Infant School Behaviour Ladder – Low Level Disruption

Level of behaviour	Strategies	What next?
Consistently following all our School Values	Quality First Teaching and universal approaches to behaviour management	
Child refuses to do task	<ul style="list-style-type: none"> • Check understanding and ensure pitch and match of the task • Provide a task board and clear instructions outlining how to be successful • Give visual and verbal clues • Ask if they need help (I can see you are finding this tricky today, let's work on this together) 	<p>If low-level behaviour stops, acknowledge positive choices – smile, thumbs up, move to the rainbow</p> <p>Child to miss playtime to engage in Restorative approach work to improve behaviour and the impact on their peers and the adults in class</p>
Child again refuses to do work.	<ul style="list-style-type: none"> • Provide a now and next board • Reduce the demand/ lower the pitch to ensure success • Agree a reward once completed • Explore 'why' they are refusing with the child 	<p>When work is completed give relevant praise e.g. 'Well done....', sharing with class, thumbs up, smile etc.</p>
Continued refusal (not disrupting others)	<ul style="list-style-type: none"> • Help child to get started and set an achievable target for them to work towards • Learning/ movement/ sensory break • Use a timer to show how long they need to remain on task • Emotion coaching and acknowledge feeling, solve and set limits • Provide clear choices (<i>"you can complete your learning now or we can do it together at playtime"</i>) 	<p>Class level consequence/ naturally occurring – miss playtime to complete lost learning time, time taken from golden time, removal of a privilege. The consequence must be explained and reasons shared</p> <p>It is important that consequences are non-shaming for <u>all</u> children</p> <p>Informal conversation with parents to discuss behaviour</p>
Continued refusal (disrupting others)	<ul style="list-style-type: none"> • Provide a green and red card. Explain green card means "I'm ok" and red cards means "I need a break from the classroom". • Do not allow behaviour to escalate – provide activities that will calm the child so you can work together to solve the problem and move the situation forwards • See low- level disruption behaviour ladder for strategies and 'what's next' 	<p>Child <u>must</u> complete work at next soonest opportunity e.g. playtime/lunchtime/home?</p> <p>Formal conversation with parents and a member of SLT</p> <p>Specialist Teacher for Inclusive Practice referral (STIP)</p>
Constant daily refusal. Behaviour prevents learning of other children.	<ul style="list-style-type: none"> • Specialist Teacher for Inclusive Practice involvement (STIP) to advise on further strategies 	<p>Formal conversation with parents and a member of SLT</p> <p>Involvement of outside agencies</p> <p>Internal reflection</p> <p>Suspension</p>

Example 'Dos and Don'ts

Do/Don't



DO



play with
friends



stay in your
classroom



learning



listen to
adults



play gently



have fun



DON'T



run in school



climb on
furniture



leave the
classroom



throw things



hurt people



break things

Screening and searching children

Any prohibited items found in children's' possession will be confiscated. These items will not be returned to children.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- mobile phones/cameras (returned to a family member)

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the child).

an article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images.