

# **Self-Regulation and Behaviour Policy**

**St. Lawrence CE (VA)  
Primary School**

With  
Little Lawrences & Larks 'n' Owls

**Napton**

*A happy church school that nurtures the unique talents of individuals and brings them together so that 'they will soar on wings like eagles' (Isaiah 40:31)*

Revised  
September 2021

## **INTRODUCTION**

The following document outlines the common approaches and strategies used within our school as we embrace a move towards self-regulation supported by co-regulation as may be needed on occasions.

The Behaviour Policy goes hand in hand with our Anti-Bullying, Teaching and Learning Policy, RE teaching, Online Safety and our Child Protection Policies. It is the focus of discussion with all pupils on an annual basis, as part of ongoing PSHE and in our first assemblies. A copy of class expectations is displayed in each classroom.

**All in school play a vital part** in promoting the spiritual, cultural social, mental and physical development of our pupils **so that all ‘will soar on wings like eagles’**. Assemblies also address issues related to these on a regular basis: they aim to create and reinforce a sense of community for the children – a knowledge of belonging. As a church aided school we feel we have a particular responsibility to link expected behaviour with Christian values. We believe that all people are made in the image of God and are unconditionally loved by God. Everyone is equal and we treat each other with dignity and respect.

Good behaviour in school is essential to build up a positive culture of successful teaching and learning – we believe that this is best achieved with encouraging children to self-regulate. If children are allowed to misbehave, they prejudice their own educational chances and those of other children, and we feel strongly that this must not be allowed to happen. On these occasions, co-regulation may well be needed. Politeness and positivity count for a lot at St Lawrence’s.

### **Aims and purpose of the policy:**

At St Lawrence’s, our overriding aim is to provide a quality education for all the pupils in our care knowing that each is loved by God. We work towards the education of the whole child, where each individual has the opportunity to reach their potential, academically, socially and spiritually. We aim to create an environment where children enjoy learning and are challenged, motivated and see education as a lifelong process. We aim to create an environment where children and their opinions are valued. We make expectations clear and give clear reasoning for them.

- We aim to ensure a secure and happy learning environment free from threat, harassment, discrimination or any type of bullying behaviour.
- We aim to create an environment where all are treated with dignity and respect and where all members of the school community understand that good behaviour is expected. We are proactive in support of those who may need additional support to self-regulate and will use Behaviour Action Plans to ensure consistent support where they might be deemed necessary - for example, where monitoring highlights patterns and arising issues. We aim to ensure a consistent approach to preventing, challenging and responding to incidents of poor behaviour that occur.
- We inform pupils and parents of the school’s expectations and aim to foster a productive partnership which helps to maintain a happy learning environment.
- We encourage respect and tolerance and take every opportunity to acknowledge the children’s achievements both inside and outside school. It is part of what makes this school a special place for children to learn in.
- We value the very important part parents have to play in the shared education process and actively encourage their involvement in the life of the school. We very much welcome the wider community into school as we are able, and also give our children access to the richness of experience that the local environment has to offer them.

We aim to give children firm foundations on which they can build in later life.

### **Teachers and staff aim to:**

- create an inclusive classroom environment where all children are able to succeed regardless of needs: with an awareness of those needs and abilities so that we are able to nurture the unique talents of individuals.
- provide a challenging and stimulating programme of learning;
- provide and direct pupils to pastoral support to enable self-regulation to be fostered for those who are experiencing anxieties: colours associated with self-regulation are taught to children to support their awareness – see Appendix I.
- provide continuity and progression;
- be good role models in all respects e.g. punctuality, appearance and our own self-regulation;
- be confident in their teaching approaches e.g. by being clear, precise, consistent and calm in their manner at all times;
- be aware of potential self-regulation issues and provide opportunities to discuss appropriate strategies and ways forward;
- provide a safe environment;
- be clear about and share classroom and playground expectations;
- teach the principles of how children are able to take responsibility for themselves through the ‘Taking Care’ programme in partnership with the Local Authority;
- build strong relationships with parents and outside agencies in order to have a shared understanding and common aims and values;
- implement the principles of Team Teach as outlined in the training and ‘Team-Teach Workbook’ 2018: [www.teamteach.co.uk](http://www.teamteach.co.uk)

### **Pupils aim to conduct themselves according to the code of self-regulation but specifically:**

- understand that self-regulation is about retaining control for the benefit of themselves and of those around them.
- be considerate and respectful of others;
- be responsible;
- be prompt and calm for the start of each lesson;
- care for equipment and resources;
- follow the principles as outlined in our ‘taking care’ and PSHE lessons.

### **We expect parents to:**

- provide support for the actions necessary within the school and for the teacher’s role;
- take an active part in the partnership between home and school;
- ensure responsible internet use at home and reinforce the school messages regarding online safety.

### **RESPONSIBILITY**

We work to develop children’s independence and encourage them to be responsible for themselves and for those around them. We do this in a variety of ways, for example by using:

- classroom monitors/assembly monitors/wet playtime monitors/admin monitors at lunchtime/librarians – this may be reduced in breadth for Autumn 21+ due to Covid19;
- Playground Leaders (volunteered for by the children);

- prefects who will be recommended by the Headteacher and Class Teacher;
- running tuck shop/stationery shop;
- school council (both in a formal and informal capacity).

## **REWARDS AND SANCTIONS**

We endeavour to develop children's self-esteem by acknowledging and rewarding patterns of good behaviour and by giving praise whenever and wherever it is deserved: rewards for acknowledgement rather than as an incentive. The awareness of colours associated with self-regulation is referenced to support the children. We also place emphasis on strengths rather than weaknesses. Personal qualities are highlighted and given as much importance as academic achievement.

The Headteacher, Senior Lunchtime Supervisor and Caretaker reward good behaviour outside of the immediate learning environment and in the corridors, dining hall and on the playground. Personal praise and acknowledgment will always be key but Raffle tickets may also be awarded and drawn each Friday. Small but attractive prizes are won!

The Headteacher Tea Party reward for children from each class who consistently strive to follow the Behaviour Policy is held on the occasional Friday afternoons as restrictions allow.

**We praise and encourage good choices through:**

### **Public praise at our regular Achievement Assemblies**

- A weekly Achievement Assembly is held on Friday mornings/ Weekly Journal as restrictions allow. Parents and friends are usually invited to join us but again this is curtailed until restrictions are lifted. The Star of the Week award for each class, team point awards and the team cup are awarded. Many other sorts of achievements are also shared with the whole school community at this time.
- A termly Headteacher's Merit Assembly is held at the end of each term. Individual pupils (2) are presented with special certificates and badges, and again parents are invited to share the presentations with us. (subject to restrictions)
- Annual prizes are awarded for a full range of talents at the end of the academic year.
- Regular tea parties are to be held with the head teacher and children from each class in recognition of the sustained fine qualities that are displayed in school.
- Little Lawrences and Reception staff share praise through the use of 'Tapestry' and parents are encouraged to share good news through this too. Face to face is always most welcome.
- The special qualities of at least 4 Little Lawrence children each week are recognised in mini (achievement) assemblies. These are the 'Kind', 'Star', 'Happy' and 'Special' Awards.
- Stickers will be awarded daily to reward and encourage the positive behaviour that is expected. This applies also to children in LnO.

### **Public praise in other ways**

- Displaying children's work, including acknowledgment of achievements in the School Journal and celebrating it together;
- Informing parents of significant successes e.g. through postcards that are sent home by post, emails or Google Classroom.

### **Public praise through the Achievement Board**

- The achievement board in the reception area is updated regularly. The display includes items such as photographs of prefects and team captains, weekly team point total, Star of the Week, copies of certificates and awards earned by the school or by

individuals, and results of inter school matches. A PE notice board also recognises the achievements of our children.

### **Private praise**

- Through marking or talking to the child;
- With visits to show the head teacher work that a child is proud of.

### **The team point system and stickers**

We believe that it is important for children to develop a sense of belonging, so during their time with us they experience belonging to a variety of groups. One of these groups is their 'team'.

The children from Reception to Y6 are divided into 4 teams inspired by our Vision Statement.

**Falcons – Red**

**Buzzards – Blue**

**Kestrels – Green**

**Eagles – Yellow**

Team representatives are chosen from the Y6 pupils to collect the weekly cup. Team points are awarded regularly for a variety of reasons. These are totalled up at the end of each week and a cup is presented to the winning team.

A record is also kept of the team points earned by individual pupils and an award system has been devised after consultation with staff and pupils. The awards are as follows.

<b>No of Team Points</b>	<b>Award</b>
<b>30</b>	<b>KS1 Bronze Certificate</b>
<b>50</b>	<b>KS2 Bronze Certificate</b>
<b>60</b>	<b>KS1 Silver Certificate</b>
<b>100</b>	<b>KS2 Silver Certificate</b>
<b>100</b>	<b>KS1 Gold Certificate</b>
<b>200</b>	<b>KS2 Gold Certificate</b>
<b>300 (200 KS1)</b>	<b>KS1/2 Platinum Certificate of Recognition.</b>
<b>400 (300 KS1)</b>	<b>Star Team Certificate of Recognition</b>

All teaching staff and Educators/Teaching Assistants can award team points for high achievements, effort or thought for others.

Where a child is struggling to self-regulate due to anxieties relating to long term absence, children will be directed and encouraged to attend pastoral support.

### **ACTIONS (for when issues arise)**

As a high standard of self-regulation is expected, it is important that children know what is expected of them and what course of action may be taken if they misbehave. The following procedure was agreed after consultation with staff, pupils and parents.

See separate procedures for Little Lawrences and for those in our Reception Class.

**For low level self-regulation issues** e.g. constant fiddling, distracting others, low level disturbance, classrooms operate their own reward and sanctions systems that may include:

- Eye, signal or verbal communication to an individual or group to find out what the issue is about and how they might be helped.

- Movement of a child to another part of the classroom;
- Use of time units, for example 5 minutes, being owed by individual children;
- Discussion of what the next steps will need to be.

**For persistent and higher self-regulation issues** e.g. noncompliance when asked to move to time out area, or *general non-compliance*, bullying including HBT bullying and language, aggressive incidents the guided hierarchy would be:

- On those rare occasions that a child is having specific difficulties and an instruction for something to stop is not working, co regulation may be employed to help the child understand what might happen next and provide one to one support as is required to allow a child to recalibrate.
- The child is asked to go to a workstation or alternative classroom (or quiet area for LL and LnO children) - until the end of the session/set period of time (a letter will be sent home to parents – signed by parent with copy going to the Inclusion Manager (see appendix 1).
- The child being escorted to a quiet area by a Teaching Assistant/Playworker with parents again being informed (if available).
- A red card/message going to one of the Senior Teachers/Club Supervisor who will work with the individual child. This could be to get the child to work in their room or to get the Head Teacher involved. A Teaching Assistant will supervise the senior teacher's class during such time (when available) – and the senior teacher will inform parents with a letter. A serious incident letter to be filled in also – see appendix 2 - and copy given to the Inclusion Manager. Where there has been bullying a Behaviour and Prejudice Form will be filled in. **Red cards are available in all teaching spaces but teachers are expected to message the office whilst restrictions on movement are in place.** When filled, ABC behaviour forms and Behaviour and Prejudice Forms should be placed in Lotte's tray for monitoring.
- Red card/Message to Head Teacher via office who will deal with the situation. Serious incident form to be filled in and given to the Inclusion Manager. Parents are likely to be called in by the Head Teacher and where there are persistent issues the Inclusion Manager will need to monitor behaviour using target sheets linked to a Provision Plan.
- Poor self-regulation may well be indicative of problems that a child or family might be experiencing. 'Early Help/Pathways' (as coordinated by our Early Help Officer) involving external agencies is then an option that is considered in full consultation with parents.
- Deviations from this policy may be implemented by the school after receiving specific guidance from specialists if and when needs arise for individuals. These must have already been agreed and acknowledged with a Behaviour Action Plan (BAPS) in liaison with parents. This is coordinated by our Inclusion Manager.
- These are used in evidence in the pursuit of specialist support and/or implementation of fixed term exclusions.
- Restriction of computer use/disabling e-mail account.

### **Specific Arrangements for Little Lawrences and our Reception Class.**

Within the EYFS Unit, indoor and outdoor expectations are discussed and regularly reinforced with the children. Children develop through different stages and this is acknowledged in how children are managed. Positive affirmation and recognition of good behaviour and kindness are the main tools for helping children to learn and enjoyed as is outlined earlier in the policy. Behavioural expectations are also a natural part of the PSED provision in the unit though specific lessons may on occasions be taught as is appropriate. This planned learning is tailored to suit the needs of the individual. For example, the classroom has an attractive sensory room for children to have a quiet moment in when they have become tired and need to take a little reflection time from the activity within the main classroom. An adult will regularly check on them on such occasion and chat with them as is appropriate.

- Eye, signal or verbal communication to an individual group

- WOW moments are used to record great work or behaviour.
- Children are given two interventions when poor self-regulation is observed as an issue so that the issue can be understood by those supporting.
- A child may be asked to move from where they are sitting to another part of the carpet or classroom to allow space away from an area of tension to aid self-regulation. Movement breaks are used as is appropriate for the child's development.

On those rare occasions that a child is having specific difficulties, co regulation may be employed to help the child understand what might happen next and provide one to one support as is required. These may include withdrawal to a quiet place, a verbal discussion - to establish if the child understands their behaviour - and a talk about the effects on others. Parents will be informed when children have had to work in an alternative part of classroom. Senior teachers will be informed via the Incident Forms and may be asked to assist.

Individual children will be dealt with according to their needs with advice being sought from both parents and outside agencies as is appropriate. BAPS are implemented if poor self-regulation was to be persistent as noted in the monitoring.

### **Specific Arrangements for LnO**

In line with Early Years arrangements.

**During lunchtimes and break times, good self-regulation is expected** – rewards and actions are in place. Raffle tickets used by the Senior Lunchtime Supervisor and the Head Teacher/Senior Teacher are used to acknowledge great behaviour. All staff can recommend children to receive a raffle ticket which are drawn in the achievement assembly. **Verbal praise is of course the most important way of recognising good behaviour.**

Where **self-control issues** arise they must be dealt with. Staff should use verbal instructions to stop and find out how they might provide assistance. Getting children to move away from difficult situations is also a strategy used to ensure resolution to problems. Lunchtime staff, through the SMDS need to know arrangements for specific children as outlined in the previous section.

When there are more serious incidents, the following sanctions will be used:

- Verbal guidance of what is likely to happen next because of the effects of incidents.
- Time out in a designated point – eg Class 2 (supervised). Such a time is recorded and if this happens 3 times in a week, a Senior Member of staff is notified.
- Red card to be sent to Senior Teacher or Headteacher for them to assist. Parents will be informed and a serious incident form will be filled in and a copy given to the Inclusion Manager. ABC behaviour and Behaviour and Prejudice forms are filled in as required and placed in Lotte's tray for monitoring.

We avoid pointless punishments and we are aware that the giving of extra work as a punishment may be counterproductive. It is also important that we never threaten anything that we are not prepared to carry out.

### **During extracurricular club times, good self-control is also expected.**

Positive, proactive and constructive participation in clubs is always promoted and encouraged in line in common with all other aspects of school provision. Leaders might for example recommend raffle tickets or award their own certificates, cups or rewards as they see fit.

Where **self-control issues** do arise they must be dealt with. Staff should use verbal instructions to stop. Getting children to move away from difficult situations is also a strategy used to ensure resolution to problems. Club leaders/staff need to know arrangements for specific children as outlined in the previous section from the class teachers.

When there are more serious incidents, the following sanctions will be used:

- In line with lunchtimes.

- With agreement of parents, it might be appropriate for a child not to take part in extracurricular club provision.

## **PHYSICAL INTERVENTION**

A duty of care exists when duties and responsibilities are imposed upon all staff within a school. In general terms this means taking reasonable care to avoid acts or omissions which are likely to cause harm to another person. School staff have been trained through Team Teach and follow the principles as outlined in law and within the training work book. Physical Intervention may be deemed as necessary when a child is a risk to:

- themselves.
- others.
- property.
- good order

or when a criminal offence is committed.

The law requires that, when dealing with a behavioural incident, force should not be considered as a first resort. It is used as a last resort: for example to separate a fight or assault. Such interventions are recorded in the Bound and Numbered Book located in the SENCO's tray and on the school's ABC form.

We would endeavour to use other practical methods to de-escalate the situation e.g. keeping calm, verbal prompts, guided steering, clearing a room.

If we have a child in school who requires complex or repeated physical management, we would produce a written handling policy within the context of an Behaviour Action Plan (BAP) or an EHCP.

We use the attached guidelines on Physical Intervention (see appendix 3) as our guidance in this area. A serious incident form will always be used to record this intervention with a copy going to the SENCO.

## **EMERGENCY ACTION**

In the case of an extreme situation, where a member of staff may need assistance in dealing with the behaviour of a child, the following procedures have been agreed:

- A red card/ message will be sent with a Teaching Assistant/Playworker directly to one of the Senior Teachers or via the office staff to the Headteacher.
- The Headteacher or Senior Teachers will aim to take the child out of the classroom without escalating the situation, but if this isn't possible the rest of the class will be removed to a safe place, and the staff involved will use professional judgement to decide which of them supervises which group.
- Parents/carers would be telephoned in the event of such an incident. They may be called to collect their child. In this case a fixed term exclusion will be issued.
- If the incident occurred in the dining hall or on the playground, the procedures would be the same, but it would be the lunchtime supervisor or duty teacher who would send for assistance.
- A serious incident (ABC) or Behaviour and Prejudice form will be filled in.
- Severe and/or persistent behaviour may result in fixed term exclusions (in line with DfE and LA guidance) of up to 15 days. The school will do everything it can (working closely with outside agencies and parents) to be inclusive and avoid permanent exclusions. The school however reserves the right to do so in extreme circumstances (in line with DfE and LA guidance).
- If a child is excluded, an interview must be held with the parents and child involved before their reintroduction into school. Children will not be reintroduced if the Headteacher does not feel that it is appropriate during this interview.

### **Morning and end of day – a note to all.**

No ball games or use of KS2 equipment are permitted first thing in the morning before 8:55am or at break times or at the end of the day. A notice is posted on the equipment.

Football and other games/activities at lunchtime are facilitated by lunchtime staff in designated areas on the KSI and 2 yards or on the school field in good weather.

### **In addition (and with specific regard to these Covid-19 times):**

All are expected to adhere to age appropriate Covid-19 measures whilst they are in place. These will have been clearly articulated to children in classes, in the modified assemblies and reinforced via parents through letters and journals.

### **Key to training that is referenced:**

**Team Teach:** nationally based training for de-escalation of dangerous behaviour that might involve the need for physical intervention.

**Taking Care:** a Warwickshire programme of teaching for children as part of the PSHE Curriculum with regard to personal safety.

## **Appendix1**

Self-Regulation – Zones.

Zones of regulation are, the exact words can vary depending on the child, but these are the basic emotions that go with them.

Green - calm, happy, ready to learn

Blue - sad, tired

Yellow - worried, poorly

Red - angry

### **Acknowledgements:**

‘The zones of regulation’ by Leah M. Kuypers.

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