

Behaviour Regulation Policy

Preston Park Primary School

Learning Today, Leading Tomorrow



Our Why

Our children have the right to a world class education

Our children have the right to be safe

Our children have the right to be valued as an individual

Our children have the right to play

Our children have a voice

Our Vision

We are safe, happy and kind at Preston Park
We ignite a love of learning that will last a lifetime
We are curious learners confident to take risks
We are world changers!



Our Values

Resourceful
Reflective
Responsibility
Resilient
Reciprocity
Respect

Our vision, our values and our rights underpin all of our policies and the education we deliver. Article 3 of the United Nations Convention on the Rights of the Child states that: The best interests of the child must be a top priority in all decisions that affect children. This policy has been created to keep the children at Preston Park safe and happy, igniting a love of learning that will last a lifetime.

Statutory Policy			
Last review	Approved by GB	Next Review	Next Approval by GB
September 2023	September 2023	September 2024	September 2024

Application of the Policy

The policy applies to all staff employed by the school.

Purpose

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and engage pupils to support their skills and understanding and engagement with school.

Aims

At Preston Park Primary School, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. The school's Behaviour Regulation Policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The Behaviour Regulation Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best. This policy supports the school community in aiming to allow everyone to work together in an effective and mindful way.

The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others. Pupils should be treated impartially and with the Behaviour Regulation Policy being applied in a consistent and attuned way.

It aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community. It is designed to recognise, encourage, and promote positive behaviour. In part, through the ongoing development of pupil emotion regulation.

Rationale

At Preston Park we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Regulation Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

Staff Responsibility

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm but fair limits on behaviour. Staff will help pupils to develop a range of strategies to manage expectations.

The Role of the Class Teacher

It is the responsibility of class teachers to develop empathic relationships with pupils and ensure that school expectations are applied fairly in their classes. They expect their classes to behave in a responsible manner whenever the pupils are in their care. The class teachers have high expectations of the pupils with regard to behaviour, and strive to ensure that all pupils work to the best of their ability. The class teacher is a social, emotional, and learning role model for pupils.

Additionally, they help pupils to co-regulate to achieve high expectations when necessary. Teachers treat all pupils in their classes with respect and understanding.

The Role of Parents and Families at Preston Park

Parents agree to a Home School Agreement when enrolling their child at the school. The expectations are that parents adhere to the Home School Agreement and support the actions of the school. Parents are able to address any queries regarding Emotion Coaching, co- and self-regulation and restorative approaches firstly to the class teacher, then to a member of the Senior Leadership Team. We aim to work with parents to achieve a shared approach and consistent messages between home and school to support their child's emotional and behaviour development.

Promoting Pupil Engagement and Self-Regulation

Class Expectations

- Class expectations are generated by the pupils. They are displayed in each classroom and should be revisited with the pupils at the beginning of each term and at other times when necessary.
- Class teachers, support staff and pupils devise these at the beginning of the academic year. They are intended to be guidelines of behaviour expectations that both pupils and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Expectations are prominently displayed in the classroom
- All classes use Circle Time sessions as a tool for promoting positive behaviour. Circle Time sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss and reflect upon situations that have been difficult to manage, to then consider ways in which the situation can be managed more successfully in future.

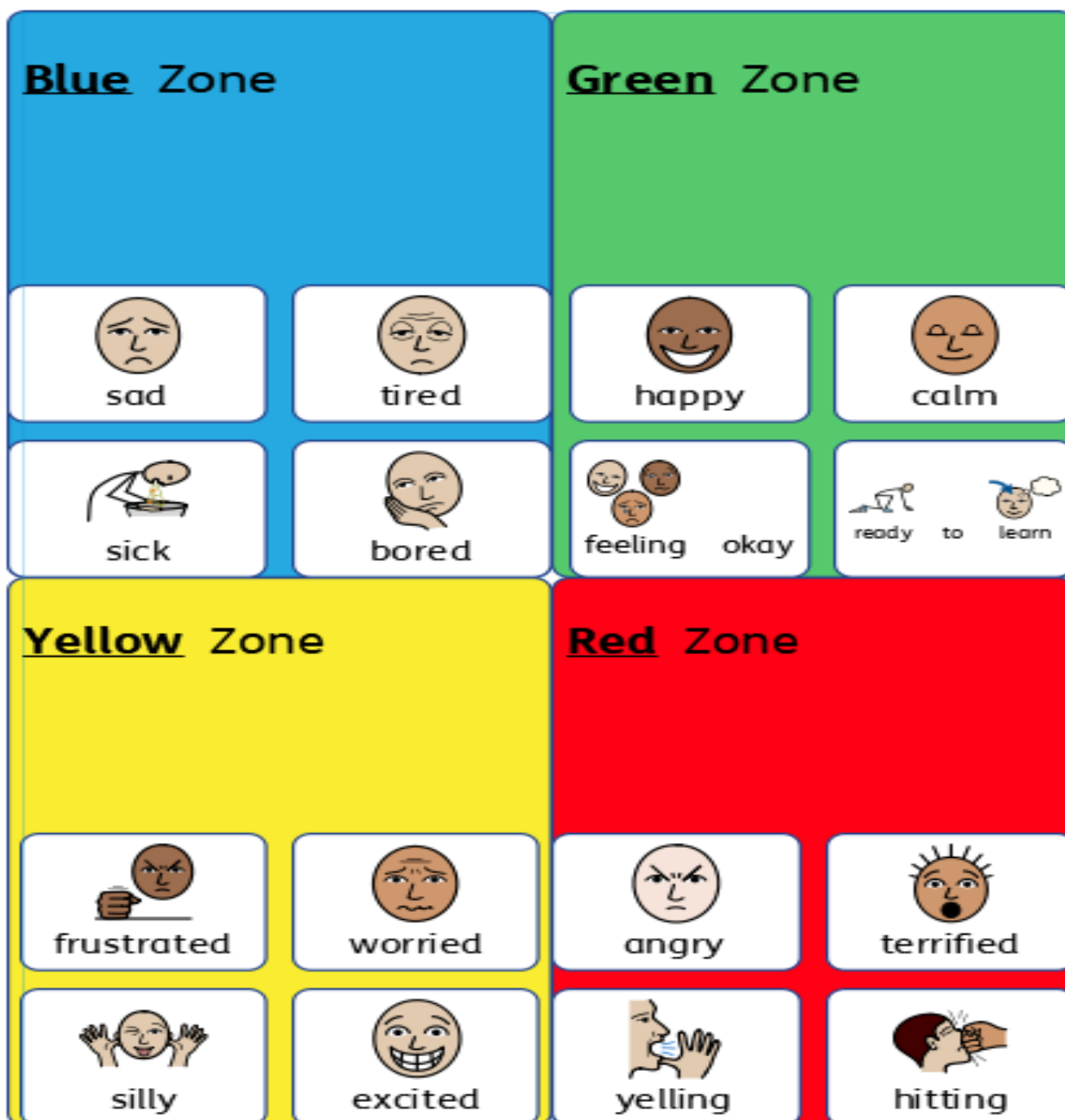
Supporting pupils to develop the school vision and values



Emotion Coaching Zones

We use Emotion Coaching Zones which is based on the Zones of Regulation curriculum to support children to understand, regulate and reflect on their behaviour. We take a whole school approach to this and advocate that all staff use this approach when supporting children with regulation and behaviour incidents.

The Emotion Coaching Zones is designed to support children to tap into strategies or tools to assist them with self-regulation. This type of system is used to categorise the complex feelings and states students' experience, which has been proven to improve their ability to recognize and communicate how they are feeling in a safe, non-judgmental way.



To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.

Blue Zone: is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, lonely, hurt or bored. This is when ones body and brain is moving sluggishly.

Green Zone: is used to describe a calm alert state. The nervous system feels safe, organised and connected in the Green Zone, helping us be primed for learning. We can learn in other Zones too.

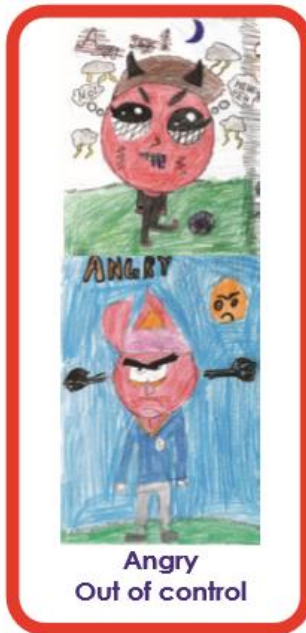
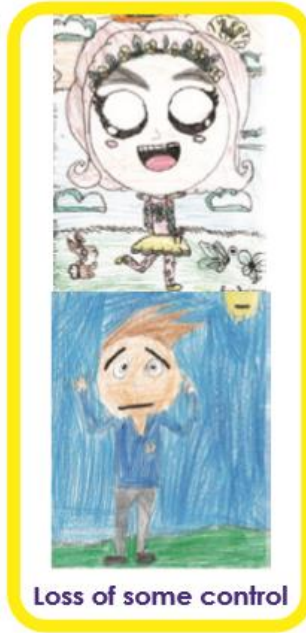
Yellow Zone: The Yellow Zone is used to describe a heightened state of alertness; however, a person has some control when in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness and many mores slightly elevated emotions. Less in control.

Red Zone: The Red Zone is used to describe a state of extremely high energy and intense overwhelming feelings that are harder to control. A person may feel elated euphoric, anger, rage, devastated panicked or terrified when in this Zone.

Monitoring behaviour management is also vital in order pinpoint flashpoints and the school has methods to support this. Children with special needs may display behaviours that are connected to their conditions. This may mean that they display behaviours as a way of communicating, or to let an adult know that they are distressed, bored, scared or hungry. SEND children will have a passport profile which will indicate their needs.

To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.

Emotion Coaching

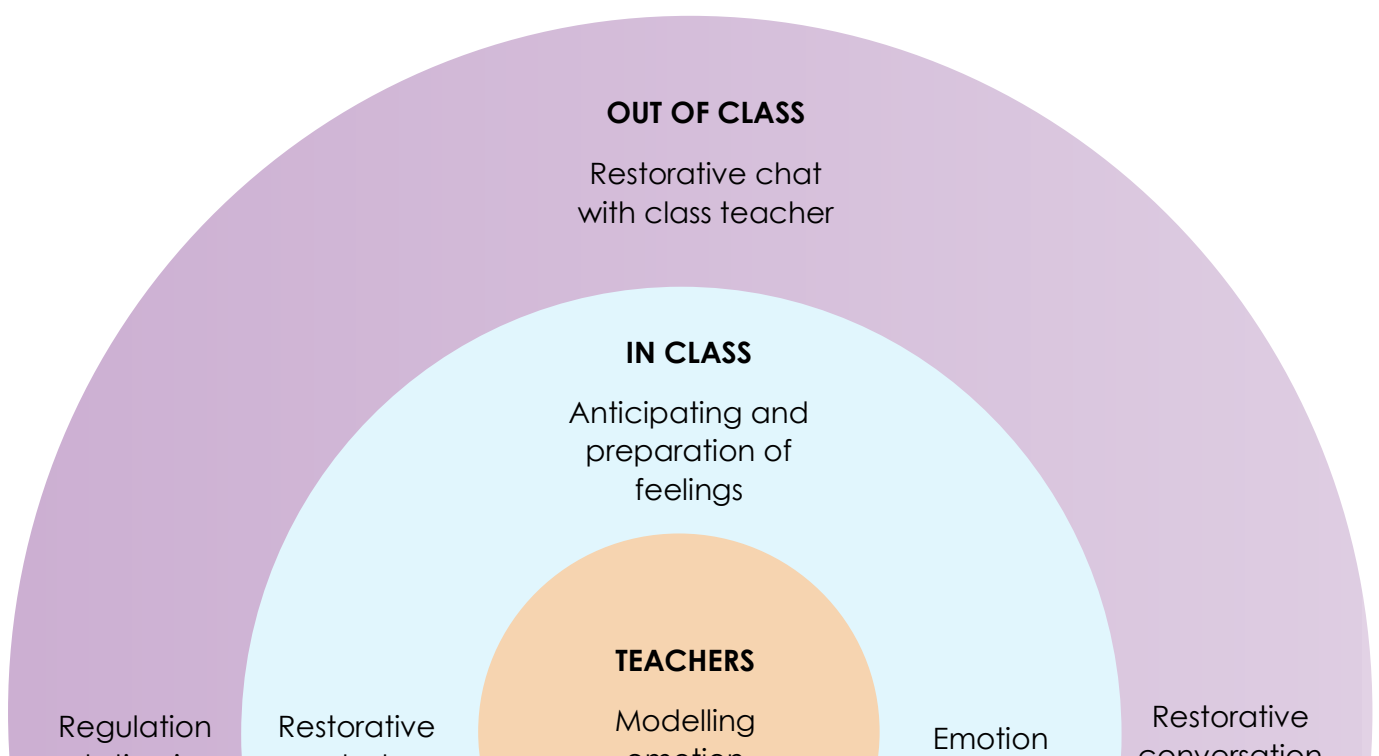


All staff wear a lanyard attachment which outlines the steps of Emotion Coaching and the Zones of Regulation to support conversations with children. Parents and families are able to purchase these for use at home if they wish.

Emotion Coaching Provision Map

The relationship a class teacher forms with pupils is central to the pupils personal social and emotional development. Class teachers are expected to use a range of approaches set out in the provision map to support the development of pupil self-regulation, as set out on the following page.

Teachers work collaboratively with each other and their Emotion Coaching Ambassador identified in each year group. The teachers have guidance on how to support the activities in the Regulation Station.



Emotion Coaching	Regulation station	Restorative chat
<ol style="list-style-type: none"> 1. Noticing, being aware of pupil feelings and empathising with them 2. Labelling and validating pupil feelings 3. Set limits on behaviour 4. Help pupil to problem solve 	<ol style="list-style-type: none"> 1. Physical, grounding and calming (up-regulation) 2. Developing emotional awareness 3. Developing reflection skills (see in manual) 	<ol style="list-style-type: none"> 1. What happened? 2. Who was affected? 3. What were you feeling? <p>(You may need to Emotion Coach.)</p> <p>What were others involved feeling?</p> <ol style="list-style-type: none"> 4. How can we make things right?

Positive awards are available for pupils throughout the day. These aim to promote confidence, competency, motivation, help pupils to develop growth mind-sets and promote prosocial behaviour. These include:

a. Verbal praise and personal feedback on behaviour and engagement

b. House Points Every child at Preston Park belongs to a house; Earth, Wind, Fire or Water. The children can earn house points for improvement and challenging themselves, demonstrating the school's values and for good sportsmanship and team work. The house points are counted weekly, where there is a celebration in assembly for the winning team that week. The winning house gets a reward each half term e.g. a trip to play in the park.

c. Sharing work with other teachers, the senior leaders and the headteacher

d. Achievement assembly certificates Every week a child from each class is nominated to receive an achievement award. Parents are invited to this assembly.

e. Postcard home

Where an individual needs persistent adult support to regulate behaviour, they will be placed on a year group leader report card which is carefully monitored and used to the review of a week's worth of behaviour. Parents will be informed. Following the review, the child has reflected and is able to come off the report card and therefore would not be escalated to a headteachers report card.

Monitoring and reporting behaviour patterns

Every adult is able to report behaviour using our online monitoring system. This system is monitored by the senior leaders. The Assistant Headteacher produces a record of any behaviour patterns emerging to the senior leadership team where strategies are implemented and adapted to suit the children's needs.

Patterns, trends, actions and impact are reported to the Governing Board termly. No individual pupils are identified.

Support for adults to ensure consistency:

All new staff attend induction training during which includes the ethos of our school and this policy is outlined and explained along with Emotion Coaching. All staff have received training which is reviewed regularly. Supply or short term staff are inducted into school systems on arrival through the class supply information sheet. Staff get feedback on learning and other forms of pupil encouragement and engagement and motivation in lesson observations and sharing best practice with colleagues.

All staff are encouraged to take responsibility for their own development in this area and to seek support/guidance where they feel a need is arising.

Additional Needs

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. The SEND policy should be read for how additional needs are supported in the school.

Exclusion

In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour.

It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied.

We abide by the DfE guidance on this and report any exclusions routinely to Brent LA following local and national guidance.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Risk assessment

At times at Preston Park it may be necessary to conduct a risk assessment for the particular behaviour displayed by a child. We will attempt to reduce risk by managing:

- The environment
- Our body language

- The way we talk to the children
- The way we act
- And by personalising curriculum and other learning programmes

Our staff have been trained on positive safer handling.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

Deliberately hurtful

Repeated, often over a period of time

Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: Racial Faith-based Gendered (sexist) Homophobic/biphobic Transphobic Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Peer on peer abuse

At Preston Park we recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

We also recognise the gendered nature of peer-on-peer abuse. However, all peer-on-peer abuse is unacceptable and will be taken seriously.

Technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)

Children can abuse their peers online through:

- Abusive, harassing, and misogynistic messages
- Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
- Sharing of abusive images and pornography, to those who don't want to receive such content

All staff should recognise the indicators of peer-on-peer abuse, know how to identify it and respond to reports.

All staff should recognise that peer-on-peer abuse may be taking place, even if not reported.

All staff must understand their role in preventing it and responding to it if they believe a child may be at risk.

All staff should understand the importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse.

Abuse can take place inside and outside of school or online.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

The following applies to all staff:

- You do not need to wait for a child to make a disclosure, you should act on any concerns immediately.
- You may overhear a conversation that suggest a child may have been harmed or a child's behaviour may be an indicator.
- You may confiscate devices for evidence to hand to the police, if the report includes an online element.
- You can ask children outright if they've been harmed and what the nature of the harm was.
- You should keep in mind that certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation.
- You should reflect back, using the child's language, when hearing a report.
- You should recognise it may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse.

The DSL & safeguarding team will:

- Be aware of, and respond appropriately to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school
- Balance the victim's wishes against your responsibility to protect other children
- Remember that sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Think about other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation, and take the potential for sexual violence and harassment in intimate personal relationships into consideration

- Keep victim and alleged perpetrator(s) a reasonable distance apart on school premises includes at before and after-school activities
- Regularly review the actions you take to respond to reports. In response, update relevant policies with lessons learnt and consider whether there are wider cultural issues at play
- Record all concerns, discussions and decisions made, and the reasons for those decisions, in writing
- Preston Park's response will be underpinned by the principle that "there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated"

If a pupil makes an allegation of abuse against another pupil:

- Report this to the DSL immediately and record the allegation on CPOMS, but do not investigate it.
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed.
- The DSL's risk and needs assessment in response to a report of sexual harassment WILL also consider whether there have been any other victims
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate.
- The DSL will offer all children Place2Be sessions.

We will minimise the risk of peer-on-peer abuse by:

- Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any child to raise concerns with staff, knowing that they will be listened to, believed and valued.
- Have relevant policies in place (e.g. behaviour policy).
- Offer a space for children to talk and therapeutic services e.g. Place2Be, Place2talk
- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images

- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by highlighting this in assemblies, posters around the school, circle times in class and PSHE lessons.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
- Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Should an incident occur, it is essential that all such incidents are treated seriously. The needs of the victim must be addressed, in addition to ensuring that the perpetrator is dealt with in such a way that they acknowledge the seriousness of their action.

Social Services will be informed of all incidents. Parents or carers of both young people will be contacted to give them an opportunity to support their child. It must be remembered that a criminal offence may have been committed and the victim has the right to pursue a complaint against someone who has assaulted them.