

Behaviour Regulation Policy

Preston Park Primary School

One World Under One Roof



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
January 2018	February 2018	January 2019	February 2019

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

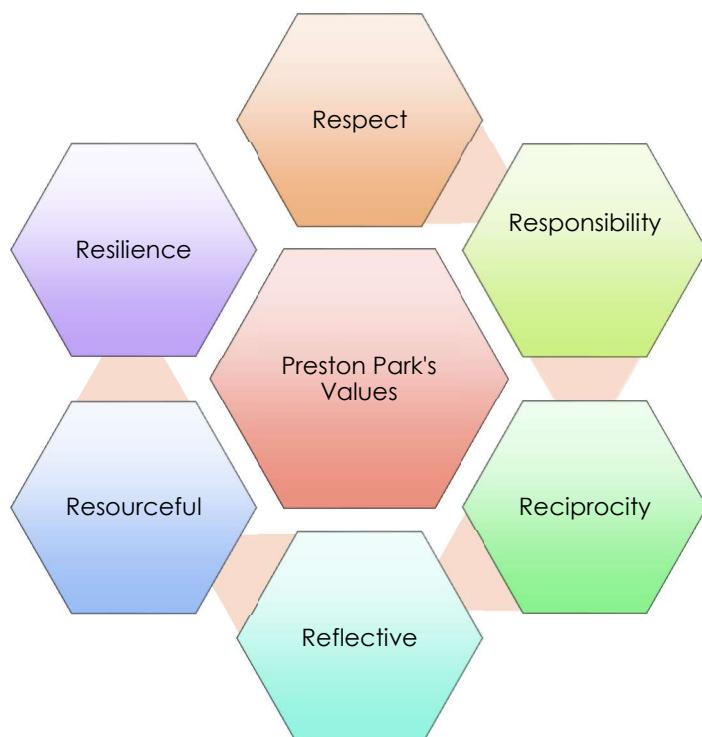
Parents agree to a Home School Agreement when enrolling their child at the school. The expectations are that parents adhere to the Home School Agreement and support the actions of the school. Parents are able to address any queries regarding Emotion Coaching, co- and self-regulation and restorative approaches 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

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too and regularly hold training and coffee mornings for parents to learn this approach and share their own experiences.

Steps of Emotion Coaching

Step 1

- **Recognising the child's feelings and empathising with them.**

Step 2

- **Label the feelings and validating them**

(validating = let the child know why they might be feeling like this and that this is okay)

Step 3

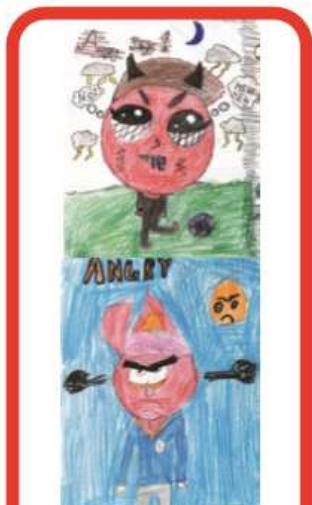
- **Set limits on the behaviour (if needed)**

Step 4

- **Problem-solve with the child**

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

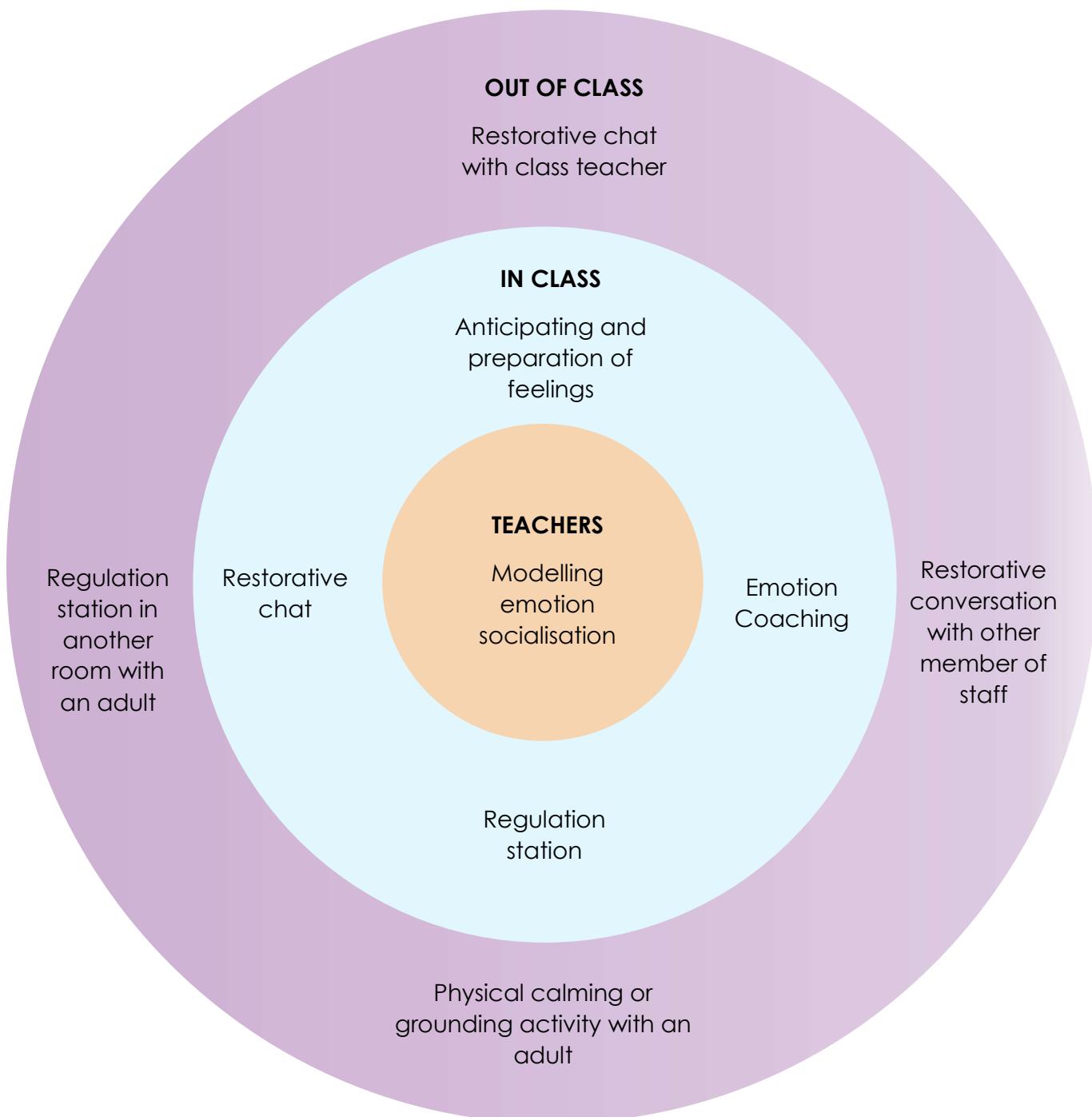


All staff wear a lanyard attachment which outlines the steps of Emotion Coaching and the Zones of Regulation to support conversations with children. Parents and families are able to purchase these for use at home if they wish.

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? (You may need to Emotion Coach.) What were others involved feeling? 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.