



Doxey Primary School

Behaviour Regulation Policy

Date of Policy creation	September 2019
Policy lead	Tracey Wynn
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Frequency of review	Annually
Review due	Autumn 2021

Our Vision:

Doxey Primary School is an inclusive, positive learning environment that is part of the wider community. It delivers a values based curriculum that is inspirational and creative, providing children with exceptional opportunities to develop a love of learning for life. Ensuring that all our pupils leave with a strong set of values and the belief that they can, and will, achieve.

Learning values, achieving goals.

Our Values:

- Respect
- Self-belief
- Curiosity
- Perseverance
- Pride

Our vision and values underpin all of our policies and the education we deliver. This policy has been created to keep the children of Doxey Primary School safe, happy and to ignite a love of learning that will last for life.



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Behaviour Regulation Policy

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 Doxey 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 Doxey Primary 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 Governing Board

The monitoring and implementation of this Behaviour Regulation Policy and of the behaviour procedures at the school.

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The Role of the Headteacher

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Regulation Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified.

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.

It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour on the school's Management Information Systems. (SIMs)

The Role of Non-Teaching Staff

The staff at this school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. All non-teaching staff treat each child fairly and consistently and treat all children in their group with respect and understanding.

Support staff should report any significant incidents back to the class teacher.

The Role of Parents and Families

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 behaviour, 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.

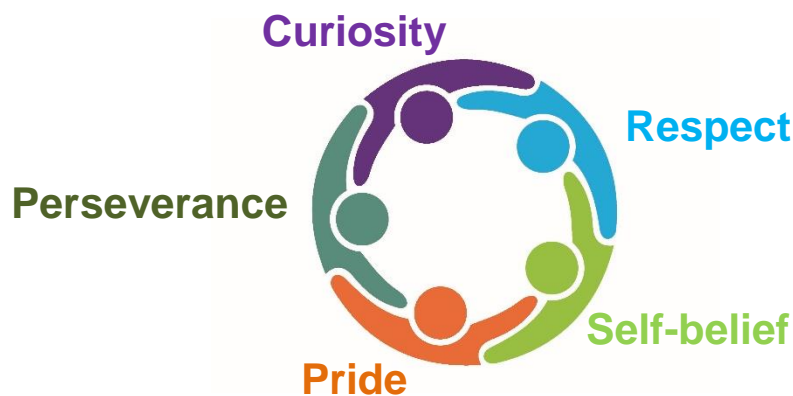
Promoting Pupil Engagement and Self-Regulation

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
- Each class has a 'Regulation Station' a table where pupils can go to use the calm box and timers to choose a suitable self-regulation activity to ensure they are ready to focus on learning.

Supporting pupils to develop the school values

Through praise and encouragement, we aim to emphasise the following positive values:



We also use the term 'Visible Values' to remind our pupils that these values can be seen and heard.

Positive teacher-pupil relationships are key to combatting challenging behaviour. All staff will use a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Creating a positive environment where every pupil feels comfortable and respected.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and break time.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.



Rewards

We aim to reward positive rather than emphasise negative attitudes to behaviour and work. 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 can include:

- Verbal praise and personal feedback on behaviour and engagement
- Class Dojo Points - Every child at Doxey has a Dojo 'monster' avatar and parents can see the points their children earn. Dojo points are given for showing the school values and other positives. The dojo points are counted weekly, converted into house points and announced in celebration assembly.
- Sharing work with other teachers, the senior leaders and the headteacher
- Kindness leaves to add to our kindness tree
- Achievement assembly certificates. Every week a child from each class is nominated to be Star of the Week
- Golden time activities
- Postcard home
- Children who have remained 'green' for 2 weeks have an extra enrichment session
- Children who consistently show the values are invited to 'Hot Chocolate with the head'

Managing Behaviour

At Doxey Primary School we believe that most behaviours are correctable via good learning and teaching. There are a number of behaviours which may signal the need for special provision. Most obviously these include bullying, disruptive behaviour and poor temper management. Less obviously these include poor motivation, poor organisational skills and poor concentration.

Behavioural difficulties in school may, sometimes, need to be dealt with by the use of sanctions. In the short term, sanctions can stop inappropriate behaviour. However, they must be used sensitively, and the emphasis should be on supporting and rewarding pupils instead. We will start each day afresh and with a clean slate in order to give new opportunities to change and develop.

Pupils with low self-esteem can be very demanding and many of their behaviours can alienate those who are trying hardest to support them. However, the need to adopt positive behaviour management strategies is central to helping them acquire more appropriate patterns of behaviour.

Concentrating on pupils' failings is likely to damage their self-esteem and have a negative effect on their development. Reinforcing good behaviour or celebrating achievements by giving pupils your time, approval and attention is likely to have a positive influence on their global development within and beyond their school years.

Sanctions

The School Council discussed the 'Good to be Green' system in use. They agreed that it was good but needed to be fair. Much discussion took place about verbal warnings and consequences. Everyone decided on the system:

Each class will have a display that has warnings (1 and 2) and then yellow card (3) another verbal warning (4) before red card (5)

Children's names will move to number one (this is a verbal warning) if behaviour/bad choice stops their name is removed. If it continues their name is moved to 2. If it continues once more then a yellow card is issued. Continued bad choice means a verbal warning of a red card and continued once more is a red card.

An instant red card is given if a child has physically hurt another child on purpose. (Punch, bite, kick)

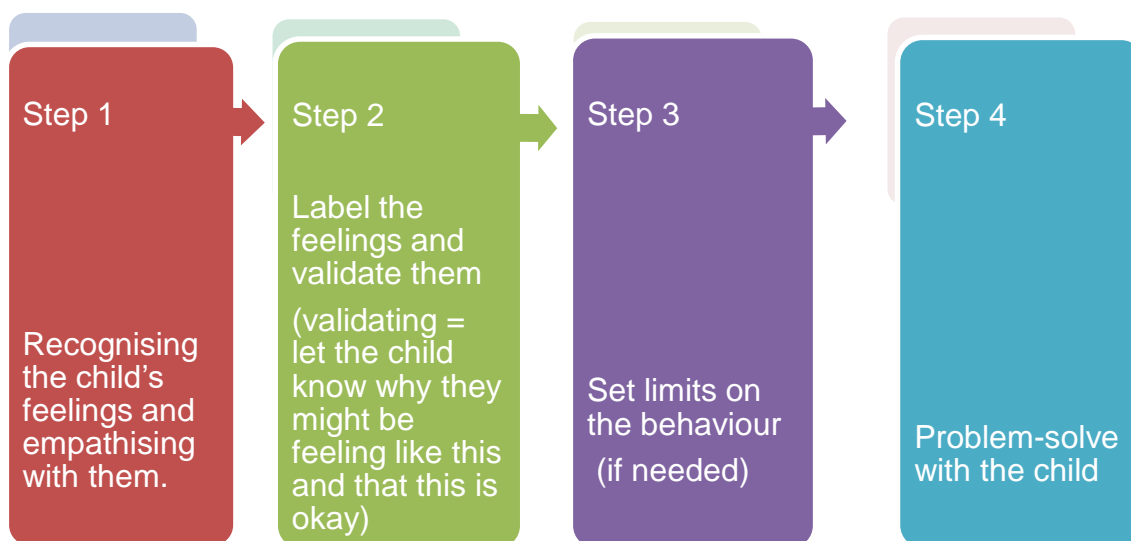
If you get a red card

- you will lose 10 minutes of Golden time.
- Your teacher will decide if you need some time to calm down.

If you receive 3 red cards in a week Mrs Wynn will contact your parents.

Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour.



Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with a Senior Leader and Special Needs Coordinator.

- Ignoring or planned ignoral i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- Positive Questioning e.g. what are you doing? what should you be doing? Good you know what to do so can you do it,
- Positive Choices If you do this, then this will happen (positive outcome). If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- Distraction i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- Time Out Support i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.
- Use of a behaviour contract or plan Setting targets with the pupil in consultation with parents and reporting weekly.

In line with the school's Use of Reasonable Force Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort and as a method of restraint. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury.

Additional need

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.

Behaviour off school premises

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. *Section 89(5) of the Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the school's behaviour policy, the teacher may discipline a pupil for any misbehaviour when the child is:



- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil 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 or
- could adversely affect the reputation of 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 Staffordshire LA following local and national guidance.