

Where individuals flourish

Emotion and Behaviour Regulation Policy

"I have set you an example that you should do as I have done."

John 13:15

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|--------------------------------|--------------|
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Our Mission and Vision Statements

Loxley C of E Community Primary School Mission Statement

- To provide a safe, happy, inclusive, deeply Christian learning environment that nurtures the preciousness of each child as an individual
- To empower all children to fulfil the unique potential of their creation: emotionally, academically, physically, socially and spiritually
- To provide our pupils with memorable lessons and experiences that ignite curiosity about our wondrous world, inspire ambition to protect its beauty, and foster a lifelong love of learning

Loxley C of E Community Primary School Vision

Our Vision at Loxley C of E Community Primary School is rooted in
Jesus' teachings from *'The Parable of Christ the Sower'*:

We will provide the **good ground** for our children to **flourish** into **confident young learners** who **embody Christian values** and possess all the **knowledge, skills and growth mind-set** they need in order to **lead happy, fruitful lives** and to **have a positive impact on their communities and the wider world**.

Introduction

At Loxley Church of England Community Primary School, we recognise that understanding emotions is a key aspect of managing behaviour. All behaviour is an indicator of emotions and thus it is most effective to respond to behaviour in an empathetic, firm, but kind manner. We understand that a key part of our role, working in close partnership with home, is to help pupils to understand how the manner in which they manage their emotions can impact themselves, others and the wider world. Through an Emotion Coaching approach and by being attachment aware both children and adults at Loxley Primary are better able to regulate their behaviour. This helps us to create a setting which enables all to flourish to their full potential.

Underpinning our Behaviour Regulation Policy is the belief that everyone can learn to self-regulate their own emotions and behaviour, with the right coaching and support along the way. Through all our work within school, we encourage others to think reflectively about themselves, and about behaviour. It is our ultimate aim to seek to empower our children to think for themselves and to make sense of their circumstances and experiences, so that they can live happy and fruitful lives.

Scope

The policy is for all staff, children, parents, carers, governors, volunteers, visitors and partner agencies working within school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Objectives and Aims

Loxley C of E Community Primary School is committed to the emotional and mental health and well-being of all its staff, children and parents/carers. We have high expectations for both adults' and children's behaviours in school. Our school prides itself on the quality of our relationships at all levels and the high level of nurturing care we provide. We know that positive behaviour can be taught and this is best done through modelling by others. We also understand that negative behaviour can signal underlying emotional distress and a need for further support, which we will provide whilst not diluting our expectations.

We aim to:

- Create a calm and consistent environment that encourages and reinforces positive behaviour
- Foster healthy self-image and self-esteem through developing trusting and respectful relationships
- Ensure all staff and children have high expectations for their own and others' behaviour
- Outline the responsibility of all adults and children to treat each other with the same level of respect as they wish to receive themselves

- Make clear the agreed systems for rewarding positive behaviour to ensure that these are applied fairly and consistently
- Make clear the agreed systems of consequences for unwanted behaviours and ensure that these inspire improvement and recognise that these are also applied fairly and consistently
- Make clear that bullying will *not* be tolerated in any form and will *always* be investigated
- Encourage strong and successful partnerships between home and school to promote children's social, emotional and mental health
- Explain the procedures for responding to serious incidents/persistent negative behaviour, including the involvement of outside agencies
- Achieve a safe, happy and nurturing environment for every member of our school community

Key Roles and Responsibilities

Responding to the social, emotional and mental health needs of others, and their resulting behaviour, ***is everyone's responsibility.***

Children should:

- Learn that all human emotions are natural, and that none are 'bad'
- Learn to understand their emotions and develop the appropriate language and/or successful strategies for communicating these emotions to others
- Understand that it is important to develop appropriate strategies for regulating their emotions, through co-regulation and eventually self-regulation
- Know and understand school and class expectations for behaviour, rooted in Christian values and the teachings of Jesus and the Bible
- Understand that **positive behaviour** will be rewarded and to understand these various school systems for rewards
- Understand that **unwanted behaviours** will result in appropriate consequences to enable self-reflection; to understand school systems for these consequences
- Take ownership of their behaviour
- Encourage positive behaviour in others

All Staff will:

- Promote the message that all human emotions are natural, and that none are 'bad'
- Enable children to understand their emotions and develop the appropriate language and/or successful strategies for communicating these emotions to others
- Help children to develop appropriate strategies for regulating their emotions, through effective co-regulation
- Be excellent role models to children through their own conduct and behaviour
- Involve children in agreeing expectations for behaviour through the shared drawing up of Class Charters/Contracts at the beginning of each new academic year, informed by our school's Christian values and rooted in the teachings of Jesus and the Bible
- Recognise, encourage and promote good behaviour in lessons and around school
- Use positive language when talking to children about their behaviour, redirecting unwanted behaviours into more positive choices, e.g. 'Walk in the hall, thank you' rather than 'Don't run/No Running'
- Always use a calm voice and manner when responding to children's behaviour; *Staff will only use a raised voice where poor behaviour choices are causing immediate concern for safety*
- Consistently and fairly apply both the rewards and consequences outlined in this policy when responding to children's emotions and behaviour
- Seek support from colleagues and senior leaders where a child's behaviour or emotions are causing particular concern, or proving difficult to manage
- Liaise with any external agencies involved in supporting children's behaviour and emotions

- Keep parents, the Head of School/SEND/CO and Executive Headteacher informed of any serious behaviour incidents or any ongoing concerns around a child's behaviour or emotions
- Challenge the behaviour of any member of staff who may pose a risk to children through the appropriate whistleblowing and reporting procedures (YELLOW FORMS)

In addition to fulfilling the responsibilities outlined for all staff, the **Head of School** should also:

- Set the standards for behaviour outlined in the policy
- Ensure this policy is applied consistently throughout the school
- Report to governors, when this is requested, on the effectiveness of this policy
- Provide support and guidance to staff on the implementation of this policy
- Keep clear records of all reported serious incidents of poor behaviour, including bullying
- Where all other alternatives have been exhausted, support the Executive Headteacher in imposing fixed-term suspensions, and possibly permanent exclusion/s, to any child who has repeatedly demonstrated very serious acts of misbehaviour in line with local authority guidelines; this action can only be taken following notification to the governing body

Parents should:

- Know, understand and support the school's Emotion and Behaviour Regulation Policy
- Provide the practical support outlined in the Home School Agreement (see Appendix 1), *e.g. ensuring that children are punctual into school; ensuring children's good attendance; helping children with home learning etc.*
- Keep the school fully informed of any personal circumstances that may be relevant to a child's behaviour, or may result in behavioural changes for a child
- Work in close partnership with the school, putting into place home-based rewards or consequences where appropriate, to encourage **positive behaviour**
- Be positive role models to children through their own conduct and behaviour when on the school site or when attending school events (*see Warwickshire Staff Code of Conduct*)

Governors should:

- Fulfil the requirements of the law, in relation to governors' responsibilities regarding behaviour management in the school
- Support the school and all staff in applying this policy
- Receive any representations from parents regarding the fixed term exclusion/s of their child
- Ensure a fair and consistent application of this policy regarding permanent exclusion

Any other adults working or volunteering in school should:

- Read the Emotion and Behaviour Regulation Policy as part of their induction process
- Volunteers should always be working under the close supervision and therefore should refer any incidents of poor behavioural choices to school staff
- Be a positive role model to children through their own conduct and behaviour when on the school site or when attending school events (*see Warwickshire Staff Code of Conduct*)

Our Guiding Lights

To encourage all to flourish at Loxley C of E Community Primary School, we attempt to follow these guiding principles in all we do:

- *"Love your neighbour as yourself." (Matthew 22.37-39)*

We show kindness towards all others - kind words *and* actions – always treating others the way we expect to be treated ourselves.

- *"Live in harmony with one another." (Romans 12.16)*

We show respect for all others and value their uniqueness. We demonstrate good manners towards others; always tell the truth to and about others; listen carefully to others and always value the contributions they make.

- *"Blessed are those who find wisdom." (Proverbs 3.13)*

We demonstrate good learning behaviours – taking responsibility for our own learning, striving to improve, managing any distractions, persevering with challenge, learning from our mistakes and always working to the best of our abilities.

- *"Rejoice with those who rejoice." (Romans 12.15)*

We seek to build up those around us, celebrating in their achievements, without comparing ourselves to them.

- *"My peace I give you." (John 14.27)*

We try to take time out of each and every day to reflect in stillness and quiet.

Rewards

All staff will acknowledge, reward and encourage positive behaviour, following our guiding principles and the appropriate regulation of emotions using the following:

- Verbal praise, preferably in front of others, so that the behaviour can be used as a good example to others
- The award of **House Points**, via our whole school house point system
- The award of stamps for individual 'Catch Me' cards to celebrate the use of Christian Values – *wisdom, community, compassion, forgiveness, joy, courage, truthfulness, perseverance, peace, respect, thankfulness, generosity*
- Giving out stickers, stampers or other small prizes
- The award of certificates, e.g. **Superstar Awards**, celebrated by the whole school community via fortnightly school newsletters and Celebration and Sharing Worship
- Whole class rewards/treats, such as extra playtime or a choice of 'fun' activity – classes may have their own systems for such rewards, such as marble jars

How We Support and Respond to Challenging Behaviours

'Time to Reflect' Discussions

At Loxley C of E Community Primary School, we accept that all young children will demonstrate poor behaviour from time to time, particularly when they are finding it difficult to regulate their emotions. These instances will be viewed as important teaching opportunities. Our system of using our **'Time to Reflect'** discussions will be consistently and fairly applied by all staff, to ensure that any consequences imposed for poor behaviour provides opportunities for the child to be supported in:

- Having age-appropriate conversations to explore the reasons/emotions behind their behaviour and how their behaviour has affected them and may have impacted others
- Making restorative actions, where appropriate
- Exploring and learning a range of strategies for responding to and regulating their emotions and behaviour better next time

Time to Reflect discussions can only take place once the child is back in control of their emotions, but should always take place as soon after the event as possible, and ideally on the same day, especially for the youngest pupils. Staff will use their professional judgement to decide whether the **Time to Reflect** discussions will be more effective if carried out with themselves or another member of staff. During the discussion activity, children may respond in a variety of ways appropriate to their age, needs and level of understanding. This may involve drawing, writing, the adult scribing, the use of social stories/Comic Strip conversations, the use of symbols/pictures (e.g. InPrint3) or *any* other means

thought most appropriate and effective for that child.

Supporting Positive Learning Behaviours

Staff model, promote and celebrate positive learning behaviours in every classroom across the school. As part of our 'Guiding Lights' for behaviour, we expect all of our children to:

- Take shared responsibility for their own learning
- Strive to improve, from their own starting points
- Manage any distractions to focus on the task at hand
- Work as independently as possible
- Persevere with challenge
- Learn from their mistakes
- Give of their best, at all times

Teachers will make expectations for children's effort and outcomes for any learning clear at the outset of each lesson. These expectations will of course take into account each child's age, level of understanding and any individual needs or circumstances known to the teacher.

If a child demonstrates poor learning behaviours in lessons, staff will always use their professional judgement, based on their expert knowledge of the individual child, in deciding how best to support. This may involve suggesting that the child moves to a new learning space within or outside of the classroom to complete a task. It also may occasionally involve asking the child to stay in for part of a break time to 'catch up' with their learning. This is part of normal classroom practice in ensuring that all of our children make optimum progress and reach their full potential. Parents will not normally be informed about children moving seats or staying in to catch up with their learning *unless this is becoming a regular occurrence or is of particular concern to the teacher.*

Managing More Serious Behaviour Incidents/Persistent Behavioural Concerns Over Time

Some isolated incidents of poor behaviour, or a persistent difficulty with emotional regulation leading to consistently poor behaviour, may cause more serious concern. These types of behaviours may include outbursts where there is: the use of bad language; arguing with or being disrespectful to members of staff; deliberately hurting themselves or others through words or physical actions; damaging school property or the belongings of others; stealing; dishonesty; showing prejudice or bullying others.

For all forms of serious behavioural incidents, parents will always be contacted, by whatever method is deemed most appropriate/convenient at the time. This may be a telephone call or a face-to-face chat/meeting. A record of the behaviour and any follow-up conversations with parents will be kept in the Head of School's Office and the Head of School must be kept fully informed. If a pattern of serious behaviour incidents is causing concern, parents will be asked to come in for regular meetings, at mutually convenient times, to discuss a package of behaviour support for their child with the SENDCO. This may involve the drawing up of a BAP (Behaviour Action Plan) with clear targets for improvement. Where there is serious cause for concern about a child's behaviour, external agencies such as SEND Supported may also be involved in this process. Again, parents will always be kept fully informed and involved if this is to be the case.

Physical Intervention

The school follows the Department for Education guidelines and Warwickshire Safeguarding for the use of physical restraint. ***Physical restraint will only ever be used as a last resort and then only if the probability of harm to others, self-harm or damage to property is very high and ALL other de-escalation procedures have been unsuccessful.*** TEAM TEACH is the accredited method supported by the school and will be used where staff have been trained in this

approach. Staff will be required to record any incident and parents will be notified.

If such circumstances become more frequent, a risk assessment will also need to be devised.

Pupil Exclusion

This school seeks to promote inclusion with the use of reward systems and behaviour support programmes. Exclusion will always be avoided, wherever possible. However, when exclusion is felt to be necessary, the Head of School and the Executive Headteacher *do* have the right to enforce this. Procedures for exclusion are laid down in the handbook, 'School Governors – A Guide to the Law'. The governing body will always be kept fully informed of any decisions around pupil exclusion.

The Search and Confiscation of Pupil Property

The DfE has published 'Screening, Searching and Confiscation' guidance (2018) which the school will refer to if a pupil or group of pupils are suspected of being in possession of banned items or stolen goods. In a rapidly changing world, it is not possible to have an exhaustive list of items. However, we can be clear that alcohol, drugs, cigarettes, knives and other weapons are included. The school is not required to inform parents before a search takes place and does not need to seek consent.

Poor Pupil Behaviour Off-Site

Teachers have a statutory power to discipline pupils for poor behaviour choices that take place outside 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'. When considering whether the school will implement a consequence for a reported poor behaviour choice outside of school, the Head of School and Executive Headteacher will take into account the context of the situation and the action that would have been taken if the reported poor behaviour had taken place on school premises. Relevant external agencies, such as the police or Children's Social Care, may be informed if there is evidence of any behaviour that is thought to be particularly dangerous, anti-social or of a criminal nature.

Monitoring and Evaluating

In evaluating the success of this policy, the views of parents, children, teachers and external agencies will be considered along with any logs for serious behaviour incidents. The policy will be reviewed at least annually by the Head of School/SENDCO, Executive Headteacher and Governors. However, as this policy functions as a practice guide, it may also be reviewed more frequently, if issues arise which generate opportunities to reflect upon and rearticulate our approach.

January 23

- *Pupil Voice – Vast majority of children (93%) felt safe in school and all children felt that their teachers were supportive and helped them. All children had someone they could talk to. 20% of pupils were unsure about the Guiding Lights, so we plan to have regular recaps.*
- *Staff Voice – Vast majority of responses were very positive about children's behaviour and how it was encouraged, rewarded and monitored. Staff were not confident in using the Guiding Lights – lots of new staff. Staff want more training re: safe reasonable force if ever necessary.*
- *Parent Voice – some families felt that poor behaviour was not adequately addressed – this is likely to be linked to specific incidences and individual children with specific needs where dysregulation can be a problem.*
- *In addition, the School Council reviewed The Guiding Lights. They decided to simplify them so all children can remember them. They are preparing a school assembly to re-introduce them to the whole school.*

Other Relevant Policies

This Emotion and Behaviour Regulation Policy should always be read in conjunction with all our other school and federation policies. It also links to other Local Authority policies and local and national guidance.

Policy Appendix

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Guiding Lights Charter

*To help us to **flourish** at Loxley C of E Community Primary School...*

We promise to follow these

GUIDING LIGHTS:

"Love your neighbour as yourself." (Matthew 22.37-39)

Be kind and fair

"Live in harmony with one another." (Romans 12.16)

Use good manners and tell the truth

"Blessed are those who find wisdom." (Proverbs 3.13)

Always do your best: learn from your mistakes

"Rejoice with those who rejoice." (Romans 12.15)

Be happy for others

"My peace I give you." (John 14.27)

Take time to reflect

Agreed Rewards

- ✓ Verbal Praise
- ✓ House Points
- ✓ Certificates
- ✓ Extra Playtime

- ✓ Catch Me Cards
- ✓ Stickers and Stampers
- ✓ Small Prizes
- ✓ Whole Class treats

Signatures



STRATFORD RURAL SCHOOLS FEDERATION

LOXLEY C OF E COMMUNITY PRIMARY SCHOOL

SNITTERFIELD PRIMARY SCHOOL

WILMCOTE C OF E PRIMARY SCHOOL

Small schools, big ambitions...

Home School Partnership Agreement

All Loxley C of E Primary School will staff aim to:

- Work in close partnership with parents/carers, at all times, to ensure that children have the best possible school experience
- Provide a safe, happy and inclusive environment in which all children can *flourish* as individuals
- Promptly share with parents/carers any concerns that the school has about a child's wellbeing, learning or behaviour
- Provide regular feedback on children's progress and attainment, including providing an annual written report
- Be open, respectful and welcoming to all, and offer lots of opportunities for parents to be involved in the life of the school
- Act as excellent role models in the way that they conduct themselves, when interacting with all stakeholders in our school community (*see Warwickshire Staff Code of Conduct*)

Signed..... Date.....

We expect that children will aim to:

- **Show kindness towards all others** - kind words *and* actions – always treating others the way you expect to be treated (*"Love your neighbour as yourself." Matthew 22.37-39*)
- **Show respect for all others and value their uniqueness** – demonstrate good manners towards them, always tell the truth to and about them, listen carefully to them and value the contributions they make (*"Live in harmony with one another." Romans 12.16*)
- **Demonstrate good learning behaviours** – take responsibility for their own learning; strive to improve; manage their distractions; persevere with challenge; learn from their mistakes and always work to the best of their ability (*"Blessed are those who find wisdom." Proverbs 3.13*)
- **Build up those around them and celebrate in their achievements**, without comparing themselves to them (*"Rejoice with those who rejoice." Romans 12.15*)
- **Take time out of each day to reflect**, in times of stillness or quiet (*"My peace I give you." (John 14.27)*)

Signed..... Date.....

We expect that parents/carers will aim to:

- Work in close partnership with the school, at all times, to ensure the best educational experience for their child
- Ensure that their child attends school punctually, every day, unless the child's own illness/injury prevents this
- Refer to, and follow all school policies (*see school websites for latest policies*)
- Keep the school fully informed about any issues which might affect their child's learning, behaviour or wellbeing
- Support their child, by attending meetings arranged by the school, including biannual parents' meetings
- Act as excellent role models in the way that they conduct themselves, communicate or interact with others, whilst on school property or whilst attending school events (*see Warwickshire Staff Code of Conduct*)

Signed..... Date.....



Time to reflect...

Child's Name:

Class (Year Group):

Date:

STEP ONE

What happened?
Which GUIDING
LIGHT did you
struggle to see?



1. "Love your neighbour as yourself." (Matthew 22.37-39) - Be kind and fair
2. "Live in harmony with one another." (Romans 12.16) - Use good manners and tell the truth
3. "Blessed are those who find wisdom." (Proverbs 3.13) – Always do your best: learn from your mistakes
4. "Rejoice with those who rejoice." (Romans 12.15), Be happy for others
5. "My peace I give you." (John 14.27), Take time to reflect

STEP TWO




Why do you think
this happened?
How were you
feeling at the time?



STEP THREE

WHO ELSE was
affected? How?
What might their
feelings have
been/be?



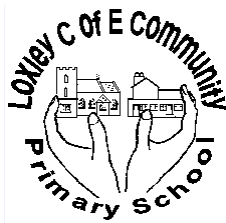
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| <p><u>STEP FOUR</u> Is there anything that could still be done to make this better?</p>  | |
| <p><u>STEP FIVE</u> What will you do differently next time?</p>  | |
| <p><u>STEP SIX</u> How are you feeling about it now?</p>  | |

SIGNATURES

CHILD:

SUPPORTING STAFF MEMBER:

Supporting Staff: Remember to 'wonder' aloud to help the child to explore/label their emotions, e.g. 'I wonder if you hit Billy because he wasn't taking turns fairly with the trains?' You can also validate their emotions by empathising, e.g. 'I would feel cross if my friend wasn't taking turns fairly with me when we were playing a game together.'



Parent Discussion Log

| | | | |
|----------------------------------|---------|--|--|
| Phone call/Face-to-face | | Child/ren: | |
| Date & Time: | | Class & Year group/s: | |
| Staff member/s: | | Parent/Carers Present: | |
| Overview of discussion | | | |
| | | | |
| (continue overleaf as necessary) | | | |
| Agreed actions | | | |
| Child: | Parent: | School (including staff member/s responsible): | |
| | | | |

Appendix A: Emotion Coaching

This guidance recognises the importance of integrating Emotion Coaching into everyday practice when working with CYP to support the development of positive behaviour, resilience and community well-being. Our training is based upon materials developed by Emotion Coaching UK, with kind permission.

- Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only CYP but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.
- Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.
- Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.
- Research also indicates that staff in schools feel more confident when managing behaviour when they have an increased knowledge of the link between behaviour and emotion.

“I now have a much better understanding of the physiological processes that take place when a young person ‘flips their lid’ and the best approach I should use to help the young people understand why and what they can do to help themselves.” Headteacher.

What Emotion Coaching means in practice (how co-regulation works)

Step 1: Recognising, empathising, soothing to calm (‘I understand how you feel, you’re not alone’)

Step 2: Validating the feelings and labelling (‘This is what is happening, this is what you’re feeling’)

Step 3 (if needed): Setting limits on behaviour (‘We can’t always get what we want’)

Step 4: Problem-solving with the child/young person (‘We can sort this out’)