



Behaviour Policy
Regis Manor Primary School

Agreed - July 2022
Next Review - July 2023

Contents

1. Statement of Intent
 2. Inclusivity and Equality
 3. Restorative Justice
 4. The Peg System
 5. Merits
 6. Class Rewards
 7. Zones of Regulation
 8. Sanctions
 9. Gold Award
 10. Playtimes and Lunchtimes
 11. Educational Needs and Disability (SEND) and Vulnerable Individuals
 12. Adult Support for Behaviours that Challenge
 12. Risk Assessments and Risk Reduction Plans
 13. High Level Behaviour
 14. Positive Handling
 15. Exclusions
- Appendix 1 - Scripts

1. Statement of Intent

Our belief at Regis Manor is that every child can succeed when given the right opportunities and a purposeful atmosphere to learn in. We believe that a positive approach to behaviour management is the key to this alongside a restorative approach when things go wrong. The following policy outlines the school's approach to behaviour management which is endorsed within the ethos of the school and its staff.

All children, staff and other members of the school community have the right to feel safe at all times whilst in school. We expect all members of the school community to behave responsibly and to treat each other with respect. They should be aware that bullying or harassment of any description is unacceptable even if it occurs outside of normal school hours.

At Regis Manor we strongly believe that high standards of behaviour lie at the heart of a successful school. Good teaching and learning promote good behaviour and good behaviour promotes effective learning. Children have the right to learn and to achieve their potential in all aspects of their lives and staff have the right to teach.

High expectations of behaviour which are required during the school day can have a positive effect on the life of young people outside school in encouraging them to become successful citizens.

2. Inclusivity and Equality

We are an inclusive school, we believe in equality and in valuing the individual.

We believe all members of the school community should be free from discrimination, harassment and bullying and will not tolerate them in any form. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.

The school's legal duties in order to comply with the Equality Act 2010 and which are described in the school's Equality and Diversity Policy are reinforced through the Behaviour and Anti-Bullying Policies and seek to safeguard all members of the school community. We recognise that some children may need additional support to meet behaviour expectations.

The governing body, the leadership team and staff will ensure there is no variation in the application of this policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of children are listened to and appropriately addressed.

3. Restorative Justice

We believe that the systems set out below will help most of our children learn

in a positive environment. However we accept that children sometimes make negative choices that can affect not only their own learning but the learning of others. We do not believe that just giving a child a sanction is the key to helping this child to change their behaviour; rather we believe in the need to educate the children about the implications of their actions. This restorative approach often involves the children talking to each other about what happened, how it made them feel and therefore help develop their emotional intelligence. By developing an understanding of how their behaviour affects others we believe that children will begin to act more positively.

4. The Peg System

Each class has a peg system similar to that pictured below which children can move up and down with 5 steps (3 steps for Year R). Children begin their journey in the middle of the system at 'ready to learn' and can be moved up for showing positive behaviour choices, showing personal excellence in their work or managing to turn around negative choices. Equally children can be moved down the ladder through poor behaviour choices and given clear expectations and opportunities to move back up the ladder. The focus is always on reinforcing positive behaviours.



5. Merits

Merits can be earned in a variety of ways such as:

- *Reaching the top of the peg ladder.
- *Completing learning activities above and beyond expectations.
- *Going above and beyond to contribute positively to the school community.

Children collect merit stickers in their own reward chart aiming to complete their booklet (30 merits in total). When children complete their merit book they will be awarded a certificate in assembly and can take home completed merit charts to their parents to share and celebrate their success.

Every child is in one of the school houses (ruby, diamond, sapphire and emerald) and each week the merit points are added up across the school to see which house has won and they get to fly their flag in the KS1 or KS2 hall. There is also an overall term house winner.

The school houses play an important part in everyday school life and are celebrated both in weekly assemblies but also in classroom displays.

6. Class Rewards

Each class can have an individual class reward scheme where children collect points towards a reward – this can vary from class to class and could include

things like marbles into a jar, coins or stickers. As a class, children aim to reach their class target to achieve a class reward (this is for the whole class regardless of how much input they have had into collecting).

How long it takes children to collect their class reward can be dependent on the age of the class and their individual needs. The challenge/target set by the class teacher should be challenging for their class but not unreachable. The children may also be involved in conversations with their teacher as to what rewards they would like to earn to ensure they are engaged. This could include (and is not limited to) film afternoons, extra playtime, cooking, etc.

7. Zone of Regulation

At Regis Manor Primary School, we have launched the Zones of Regulation throughout the whole school. We recognise the importance of **all** our children developing good coping and regulation strategies so they can help themselves when they experience anxiety and stress.

From time to time, everyone will find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn (the green zone). These coping strategies are called 'self-regulation'.

We aim to help children to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them (known as their personal 'toolkit').

8. Sanctions

While every effort is made by staff to turn negative choices around and prevent children from reaching the bottom of the behaviour ladder we accept that this isn't always possible. When children reach the bottom of the behaviour ladder individual class teachers will make the decision about an appropriate sanction for that child based on their behaviour choices. These consequences may be necessary without the use of the peg system

depending on the behaviour displayed. This could include (and is not limited to):

- Staying in to complete work
- Time out within partner class
- Being sent to a phase leader
- Missing part of a break or lunchtime
- Alternate break or lunchtime provision
- Alternate provision during lesson time

All pupils will be given the opportunity to have a restorative conversation to help them take responsibility for their behaviour, understand the impact their choices have had on themselves and others and find ways to think of an alternative behaviour choice in the future. The conversation will take different forms depending on the age of the child.

Class teachers will inform parents where needed, either verbally or through contact books, when a sanction has been put in place. We will work collaboratively with parents to try and ensure that the behaviour does not become a regular occurrence by putting in place structures to support the child.

There are times when children cannot work within the peg system as they find it difficult to turn around negative choices and so may have an individual reward/consequence system setup by the class teacher in discussion with the child's parents.

9. Gold Award

Each week in our celebration assembly each class will nominate a child to receive the gold certificate (staff nominate a child weekly by completing an online form). This is a chance to celebrate a child's personal achievement – it could be an excellent piece of work, putting in extra effort or something that they have achieved that week (e.g. making more positive decisions).

The children get presented with their Golden certificate in assembly and where possible have their piece of work attached to share with the rest of the school and take home to share with their parents.

10. Playtimes/Lunchtimes

During playtime MDMS encourage positive behaviour using a variety of strategies. Children will be given specific stickers that highlight a key skill that they have demonstrated during their lunchtime. (E.G. Today I have been caught sharing, today I have been caught tidying up!)

Alongside a restorative approach we accept that children can make

negative choices during these unstructured times and when this happens children have 5 minutes timeout at an appropriate location. Each class is allocated a lead MDMS who record incidents in a class book and inform the class teacher at the end of each lunchtime. If this is unsuccessful then lunchtime staff will contact the class teacher, a member of the inclusion team or a member of the senior leadership team as appropriate.

For children who find the lack of structure at lunchtimes challenging, 'Lunch Bunch' provision is in place to provide structured adult-led activities in a calm setting. Access to Lunch Bunch provision is monitored by the inclusion team in coordination with teachers.

11. Educational Needs and Disability (SEND) and Vulnerable Individuals

We fully appreciate that some children will find it more difficult to respond to the rewards and consequences in this policy. In particular, pupils with SEND may require reasonable adjustments to be made in line with their primary and secondary needs. These individuals require a carefully planned and personalised response involving parents or carers and the inclusion team. We also understand that a child may require increased support and care when they experience trauma and loss in their lives. The school may use a number of different strategies and also consider how the involvement of external agencies can support a child with additional needs such as:

- Behaviour charts to enable celebration of good behaviour.
- Scripts to scaffold interactions and support from adults when children are in crisis and/or exhibiting behaviours that chart (see appendix 1)
- Increased communication between home and school.
- Individual behaviour plans.
- Timetabled Thrive Practitioner intervention.
- Support from the special educational needs coordinator (SENDCo) or identified teaching assistants.
- Lunchtime nurture group sessions.
- Additional literacy or mathematics support where this is identified as a barrier to learning and impacts on the pupil's behaviour.
- Adjusted curriculum provision.
- An adapted/reduced timetable with an agreed timescale.
- Pastoral support meeting with parents and carers
- Facilitate multi agency meetings to plan next steps for a child's SEND provision

- Involve external professionals such as Specialist Teachers, Provision Evaluation Officers and Inclusion and Attendance Officers.
- Strategies recommended by professionals are consistently implemented.
- Referral to outside agencies such as: ISEND Front Door Education Support, LIFT, Behaviour and Attendance Service (ESBAS), the Educational Psychology Service, Child and Adolescent Mental Health Services (CAMHS), the local paediatric unit, (CLASS) or the Virtual School for Children in Care.

12. Adult Support for Behaviours that Challenge

At Regis Manor, we will put in place appropriate provision to support pupils who have difficulty regulating their emotions / moderating their behaviour.

We recognise that some children are unable to self-regulate and with these children, the adult's role is co-regulation. Adults know the importance of respecting a child's personal space and of communicating *C.A.L.M.

The behaviour policy applies to all pupils, regardless of need. We put in place provision to support them to follow the school rules. If, despite the supportive measures being consistently in place, a child breaks the rules, then they are subject to the same consequences as any other pupil.

Physical assault against school staff will not be tolerated. A member of SLT (Assistant Headteacher, Deputy Headteacher or Head of School) must be informed in the event of a physical assault against a member of staff as soon as possible after the event.

If a child has been in the red zone, they should not be returned to the classroom environment. An alternative, quiet location and suitable calming activity should be found to support the child's de-escalation. The members of staff (inc 1:1s) supporting the child should be involved in decision making.

It is recognised that 'Code Red' situations can be highly stressful and members of staff may need to use the 'cup of tea' script to request time-out (appendix one). Requests will always be honoured but it is the individual's responsibility to make the request.

13. Risk Assessments and Risk Reduction Plans

The leadership team may judge it to be necessary to construct a risk assessment or a risk reduction plan for identified children.

These will be constructed in collaboration with key members of staff and parents/carers. The information recorded will then be disseminated to staff.

The plan will be reviewed at the end of each term or sooner if circumstances change, e..g as part of a reintegration meeting following a fixed term

exclusion.

A whole school overview is updated to reflect the number of children on these plans and with their review dates.

If the behaviour of a child escalates suddenly, then a member of the senior leadership team will carry out a dynamic risk assessment as stated in the individual risk assessment/risk reduction plan. This is to ensure that alternative provision with specific supervision is agreed for the next session or the afternoon so that the child does not resume their scheduled, timetabled activities. This is to allow a continued period of quiet reflection for the child in an alternative, safe space. Parents/carers will always be updated.

13. High Level Behaviour

In some cases children may present with extreme behaviour that does not fit within the boundaries outlined below. In the first instance staff will try to distract the child and redirect their attention to deescalate the situation.

In every circumstance every effort will be made to intervene before a child gets into crisis. As a school we will look at each child individually to try and identify the triggers for children and then avoid these and/or provide the children with strategies that will help to support them to make positive choices.

Some responses that staff may use to approach these situations are outlined below. This is not an exhaustive list and are just an example of some strategies used within school.

Low Level Behaviour – Anxiety, Refusing to Cooperate, Disruption etc
<ul style="list-style-type: none">-Read body language and behaviour-Intervene early to remove sources of frustration-Offer reassurance including physical prompts,-Explain clearly what is happening and what will happen next-Communicate – ‘Talk and I’ll listen’-Use appropriate humour-Display CALM body language-Talk slow and quietly-Assess the situation-Divert and Distract by introducing another topic or activity
Medium Level Behaviour – Higher tension, belligerent/rude/verbally aggressive, aggressive postures, persistent disruption, challenges ‘I will not...’

- Continue low level responses
- State desired behaviours clearly
- Use distraction to refocus attention on something positive
- Set clear enforceable limits
- Offer alternatives and options
- Offer clear choices
- Give a get out with dignity
- Remove audience
- Seek support from experienced staff as needed

High Level Behaviour

– Physically aggressive behaviour, endangering themselves and/or others

- Continue low and medium level responses
- Make the environment safe
- Guide assertively (hold only when necessary)
- Ensure face, voice and posture are supportive and not aggressive

Any child who has needed any of the above will need time to recover and calm down – they will need space and time. This is often not the correct time to explain to the child the mistakes they have made – this will need to happen later. They will need a safe place and the adult with them should look for signs that they are ready to communicate.

14. Positive Handling

Good professional relationships between staff and pupils are vital to ensure good order in school. It is recognised that the majority of pupils in school respond positively to the discipline practised by the staff. This ensures the well-being and safety of all pupils and staff. It is also acknowledged that in exceptional circumstances staff may need to take action in situations where the use of positive handling may be required.

Every effort is made to ensure that all staff at Regis Manor Primary clearly:

- i) understand the Positive Handling Policy and their responsibilities in the context of their duty of care in taking appropriate measures where positive handling is necessary and
- ii) are provided with appropriate training to deal with these difficult situations should they occur.

The DfE Use of Reasonable Force Advice for headteachers, staff and governing bodies 2013 states that: All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

Staff seek alternative strategies wherever possible in order to prevent the need for positive handling. Positive Handling will only be used as a last resort when all other behaviour management strategies have failed or when pupils, staff or property are at risk.

15. Exclusions

Exclusion will only be considered after all possible strategies and resources have been explored. Please see the exclusions policy for further information on exclusions. Exclusions can take the form of 3 types:

- Lunchtime Exclusion

There are times where a child may need to be excluded from lunchtimes. Parents are required to collect children at the start of lunchtime and return them to school at the end. This ensures that children do not miss any lesson time.

- Fixed Term Exclusions

Serious or persistent breaches of the behaviour policy will result in a fixed term exclusion from school which can be the school day and/or for lunchtimes. The Head of School may exclude a child for one or more fixed periods for up to 45 days in any one school year. A record of fixed term exclusions is kept and the governing body and local authority are informed each term.

- Permanent Exclusion

The Head of School has the right to permanently exclude a child from school in accordance with Local Authority guidelines. The Head of School may permanently exclude a child for persistent or serious misbehaviour. It is also possible for the Head of School to convert a fixed term exclusion into a permanent exclusion.

Appendix 1 - Positive behaviour support: Scripts

Starts with the adults' communication

- Stance, posture and gestures
 - Facial expressions
 - Eyes, voices and words
- The 'shut up' script

Consistency

Simple positive messages

Scripts

Careless words:

- Don't
- Stop
- No

Present Tense Directions

- One voice
- On task
- In seats
- Books away
- Lips closed
- Walking
- Heads down
- Tools down
- Facing me
- Eyes looking this way

Language of choice

- I need you to make a good choice here
- You need to take some time before making the right choice
- I am disappointed with some of the choices you have made
- I am surprised by some of the choices you have made
- Think about your choices and make a good one
- This is the result of a bad choice
- Your choice

Scripts

- I can see something has happened ... we have a problem ... something is up
- I'm here to help
- Talk and I'll listen
- I'm here when you're ready to talk
- Come and let's ...

YES scripts

- YES you need time to think before you decide
- YES you want to make a choice that is right for you
- YES we both want to get away early today
- YES you are the sort of person who does not like to be rushed into things

- YES I know you want to go over this with ...
- YES your mum is going to be really pleased when I tell her that you have sorted this out

Diversion scripts

- Let's take a walk
- Let's go outside and get some fresh air
- Let's go inside and warm up
- Let's find somewhere more private
- Let's go and get a drink

The 'shut-up' script

- Sometimes, saying NOTHING is the best course of action

Low level responses

R.E.A.D. (Recognise, Evaluate, Assess & Decide)

- Read the body language
- Read the behaviour- Assess the situation
- Intervene early
- Communicate – “Talk and I’ll listen”
- Inform of desired behaviour
- Use appropriate humour
- Display CALM stance & body language
- Talk low and slow and quietly
- Offer reassurance
- Divert and distract by introducing another activity or topic

***How Do We Communicate C.A.L.M?**

- We consider the body language we use
- We consider the words we use
- We consider the tone of voice we use
- We are careful with the messages we convey
- Thinking of behaviour as a language in other words - remember what's driving it...

Staff seeking help is a sign of professional strength

- How can I help Miss?
You can help by ...
- More help Miss?
What do you suggest?

- Do you want a cup of tea Miss?	Offer of time out for member of staff
- Go and get a cup of tea Miss ...	STRONG suggestion that member of staff takes time out
- I'd like a cup of tea please / I need to use the loo	Request from member of staff to take some time out