



Billingshurst Primary School

Emotional regulation/positive behaviour policy:

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| Lead member of staff | Helen Williamson |
| Chair of Governors | Nicola Waters |
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'Unrelenting Care'

At Billingshurst Primary School our aim is that our children should be successful and learn to lead independent and fulfilling lives; positive relationships at school are a key in achieving this for our children. We build mutually respectful relationships with every child and show them how to have respectful relationships with each other and with other people. We help them to reflect and take responsibility for themselves. We achieve a high standard of conduct through clear behaviour expectations and unrelenting care for them.

At Billingshurst Primary school we take full responsibility for the right of each child to learn and be happy. We know that the quality of our work has a direct impact on behaviour and will constantly strive to ensure our teaching is of the highest quality. By valuing each individual, without discrimination or judgement about academic ability, family or social background, sexuality, religion, race or personality we will meet our aims, make our values visible and do the job we are here to do: the very best for each child.

At Billingshurst Primary School being 'fair' is not always about everyone getting the same (equality) but about everyone receiving what they need (equity). Each child is unique. Therefore, we often have to treat pupils differently in order to meet their individual needs. For us, a consistent approach does not mean "one size fits all"; we consistently focus on meeting all the needs of the individual and unique child.

The aims of this policy are underpinned by following principles.

- Every child is a **unique child** who is constantly learning and can be resilient, capable, confident and self-assured
- Children learn to be strong and independent through **positive relationships**
- Children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers

These principles are fundamental to the culture, practices and ethos of the school.



Through assemblies, RHSE lessons and class discussions we discretely teach our defined set of **Values**:

- **Kindness** – Care, Equality and Respect
- **Love of Learning** – Excellence, Ambition, Pride in Ourselves and our School, Curiosity
- **Happiness** – Trust, Safety, Positivity and Responsibility

These values are reflected in the excellent relationships between all members of the school community.

Our practice

We take a non-judgmental, empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with difficulty managing and regulating their emotions need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

All pupils are encouraged to feel part of the school community. They should participate in consultation, decision-making and in projects to improve school life through the School Council. They should be encouraged to promote good behaviour in their peers and to support as well as challenge others who are learning how to manage their emotions and resulting behaviours that has been deemed unacceptable to the school community.

We provide predictable routines, structure, expectations and responses to behaviour. These are modelled appropriately, within the context of a safe and caring school environment.

The rewards and consequences that can follow certain behaviours are made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour. Sanctions are never used as retribution but instead as part of supporting a child to manage their emotions more appropriately.

We:

- Build relationships -that are trusting, secure, safe and supportive
- Want all children to be safe and to learn how to keep other children and adults safe
- Integrate Attachment Aware and Trauma Responsive interventions into our everyday practice
- Develop understanding- by knowing their needs and those of each other
- Understand that Adverse Childhood Experience (ACEs) impact on the nervous system of the child and can affect three key areas: regulation, attachment and executive function



- Know that over-compensatory, rich relational interventions can bring about recovery so children can function well at home and at school, and in their communities
- Will not discriminate how we relate to the children in our care as we believe each child is worthy of our time, energy and patience.
- Develop a sense of belonging with the children- connecting with our school, being motivated to take ownership of our environment and with their learning and development.
- Show resilience- by looking after themselves and each other and persevering through difficulties.
- Use creativity -looking for and finding new and different ways to engage with learning and make progress.
- Start with the child: learning should fit around the child, not the child be made to fit a narrow or rigid model of learning.
- Believe that anti-social behaviours come from an unconscious, fear based state of stress and are a form of communication
- Aim to be attentive to children when they are getting it right and support them when they get it wrong.
- Be wise with our words, ensuring we do not label, shame or stress children who are struggling to regulate their emotions
- Will set secure boundaries but not fixed ones. Some children will require a differentiated approach but one that never breeches their safety or the safety of others
- Are gentle with our strength and strong with our gentleness – children can have a very fragile sense of self
- Use all and any opportunity to communicate delight to the children in our care, rather than relying on conditional acceptance
- See it as our responsibility to remain regulated during the day
- Try really hard to remember not to take insults and rejection personally as we know some children do not trust adults – we need to build that trust through relentless care
- Let other staff know if we are struggling and need their support
- Demonstrate high expectations of every child, though high quality learning experiences based on a sound knowledge and understanding of each child's needs.
- Believe that our focus on developing self-esteem, self-regulation and emotional literacy will enhance an individual's ability to make positive learning and social choices.
- Have a passionate conviction that all our children are able to achieve.
- Are optimistic about success and accept no restriction on what is possible in our school.



- Treat all children, especially those more vulnerable and displaying more challenging behaviours, positively, with care and to nurture each unique child.

We understand that negative behaviour is a form of communication. All children are taught, in an age appropriate manner, to self-regulate their emotions in a suitable manner. This is done by role models, taught strategies, support from named adults and, where needed an Individual Learning Plan to support Social and Emotional Mental Health needs.

Were a child hurts another child, damages their own, others or school property, is disruptive in or out of learning or shows disrespect towards adults caring for them, we approach all such incidents with calmness and an initial description of what we would like them to be doing. In the event of hurting another child, we listen to discover the triggers and to ensure that any victim is cared for and any perpetrator understands the impact of their actions. They will be asked to apologise and make reparation once they and their victim are regulated, calm and able to do this with care for each other.

Children presenting disruptive behaviours in class should be approached with calmness and provide the child with every chance to do the right things rather than a shaming description of what they are doing wrong. Quiet one to one interventions and reminders are what works for most children. We catch them being good, praise them when they get it right and remind them discretely when they get it wrong.

Highly dysregulated children are communicating something more serious. Distraction may help, as may time in a safe space (this may be a comfortable corner of the classroom or outside the classroom if this is safer for the child). Strategies of reassurance, distraction or supporting them quietly to calm will be used by the staff trained to support all our children. We attached additional adults to support the most vulnerable children and aim to develop their skills of emotional regulation so that they will not need that support in the longer term.

At Billingshurst Primary School, a child's behavioural progress is considered a crucial element to any sustained academic progress. We have a school wide focus on:

❖ **Learning Behaviour:**





Our 'Learning Behaviours' should:

- Be visible in each classroom – on display and talked about with and by pupils.
- Be referred to throughout lessons and an integral part of Flexible Friday
- Become part of everyday language in school.
- Feature in our curriculum planning.
- Be used to reinforce positive learning behaviours with all classes.
- Be used as an important part of pupils' reflection and review time.
- Be used with individuals to encourage specific behaviours like resilience, challenge and motivation.

Rewards

- **Merits:** Children are awarded merits for demonstrating any of our learning behaviours. We believe that this will ensure an equitable system and give every child an opportunity to achieve an award through learning and applying a skill rather than relying solely on the 'quality' of work in books. As a general rule, a child should achieve the:
 - **Bronze Award** by **Christmas**,
 - **Silver Award** by **Easter** and
 - **Gold Award** by **Summer**.
 - A few children will go on to achieve their **Diamond** and **Platinum** (100 merits) Awards.
- **House Points:** Positive social and emotional behaviour (kindness, helpfulness, being a good friend etc.) is rewarded with house points. House points are given verbally and liberally, and each child will add any house points they receive to the class tally system. On Fridays the house points are collected by Year 6 monitors and the House Cup will be awarded in Monday's assembly to the house with the most points.
- **Good Book:** Achievement in work, behaviour, demonstration of Values in school or activities outside school will be celebrated in the **Good Book**, and shared in whole-school assemblies on Mondays
- **'Pasta Jars'** (pasta, marbles, bricks in a jar) will be used to develop positive classroom environments with children working together for the common good. Rewards for achieving the class target should be no longer than half-termly and include an agreed activity chosen by the class i.e. an educational video, lunch in class/ on the field. It is expected that every class will use this system and not introduce other approaches such as table points
- **Sweets will not be used as any kind of reward**
- **Rewards may never be removed.**
- **Rewards must be given with equality, not discriminating positively or negatively in any form.**

Sanctions

These steps provide a clear structure for dealing with inappropriate behaviour, a breach of school rules or disruptive behaviour and should be followed on all



occasions unless there are reasonable grounds for acting otherwise. If the level of inappropriate behaviour is of such a significantly disruptive or dangerous level that it inhibits the learning of others, removal from class (to the year team leader) should be the immediate action. The sanctions will then proceed from Step 4.

- Step 1 A **non-verbal warning** is appropriate for low-level disturbance: making eye contact so the child knows you are aware.
- Step 2 A **verbal warning** should be given, making clear the behaviour that is expected. It is effective to do this quietly on a one-to-one basis rather than in front of the whole class.
- Step 3 The child should be **repositioned in the classroom**: moved to sit on their own where possible. On the playground, children will be asked to spend a short period of time walking beside, or holding the hand of, an adult. Adults will explain what behaviour would be expected in a calm manner
- Step 4 The child should be **kept in, for no more than 15 minutes, at playtime or lunchtime** if they continue to cause a disruption in class (either their own or the partner class). This should be supervised by the child's class teacher in a classroom but should be delayed if the child is not yet regulated. The child should complete work they have not completed in the lesson. The class teacher should inform parents. Any significant issues arising from these discussions must be reported to the Inclusion Leader. Log to be completed on Bromcom.
- Step 5 The child should be **sent, with work, to a partner classroom** for the rest of the session or supported outside of the classroom: this should only be done as a last resort to calm the situation and allow resolution. It should not be used as a regular sanction. Log to be completed on Bromcom. The class teacher should inform parents.
- Step 6 Involve Year Leader, Assistant Head, Deputy Head and Headteacher in that order. Any act of criminality or violence to children or staff should be reported immediately to the Deputy Head or Headteacher. Log to be completed on Bromcom by the class teacher. The class teacher should discuss with the supporting member of staff who is to inform the parents.

Further steps should only be taken after discussion with SENDco and SLT.

- Step 7 **Negotiate behaviour contract** / nature of concern / pastoral support programme and recovery programme as appropriate to the child and the circumstances of the behaviour.
- Step 8 **Outside agencies** may become involved: Police, Youth Offending Team, Inclusion Team (following advice from Inclusion Leader)



Step 9

Exclusion – fixed term or permanent

It is the school's hope that exclusion will be a very rare final sanction, when all other routes towards improved behaviour have failed and is the decision of the Headteacher alone. The school *practice* is not to exclude any pupil as the exclusion of a child has rarely achieved anything positive for the child or school – that is why we define our approach as 'unrelenting care'; we do not give up on any child. Instead we strive to manage, and build, more positive behaviours so that the need for exclusion is absolutely minimised. However, in extreme circumstances it might need to be invoked. It would normally only be required if a child had

- Committed an offence outside the law
- Put others (pupil or staff) at extreme risk, including physical assault
- Seriously affected the education of others
- Made malicious allegations against staff

The guidance set out in DFES Circular dealing with Exclusions from School will be followed, and that document therefore constitutes a part of the school's Behaviour Policy. The Headteacher will record this on Bromcom as well as with the LA.

Children who have on-going issues regulating their behaviour, which may occur for a number of reasons which we may or may not have knowledge of, can display this in a number of ways and at different parts of the day. If our consistent and relentless care approach is not impacting on the child's behaviour in a reasonable amount of time, further strategies may be agreed between the class teacher, senior leaders, SENDCo and all staff working with the child. This will be unique to the child and their needs.