



Robert Miles Junior School – Behaviour & Self-Regulation Policy

Updated: Summer 2024

Approved by Robert Miles Junior School Governors: July 2024

1. Introduction

Excellent standards of behaviour are essential if children are to learn effectively and flourish as individuals. We believe this does not simply happen but that good habits, choices and routines have to be modelled and taught. Alongside this, and at the heart of a happy and successful school, is teamwork and a strong embedded ethos.

To achieve a happy, safe environment we must set high standards, adopt clear guidelines, support children in being successful and establish an overall ethos of good behaviour choices and courteousness. As staff members, we lead by example and recognise that maintaining good levels of behaviour is the responsibility of all of us.

This Policy aims to explain how excellent behaviour is promoted and maintained to support our children in embodying our school's REACH values:

- Responsibility
- Equality
- Achievement
- Consideration
- Honesty

It also sets out clear guidelines for how the school will manage children who choose not, or find it difficult, to achieve the standards expected.

2. Creating the Ethos

School staff have an important responsibility to set high expectations and model high standards of behaviour both in their dealings with children and with each other. The staff establish the boundaries and environment in which positive relationships can develop. As a staff we aim to:

- promote and recognise excellent behaviour through positive rewards
- emphasise the importance of being valued as an individual
- promote, through example, responsibility, equality, achievement, consideration and honesty
- provide a caring and effective learning environment
- set a positive example to pupils in matters of dress, punctuality, commitment and courtesy
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure equality of treatment for all regardless of age, gender, race, ability and disability
- show positive appreciation of the efforts and contribution of all

We also recognise that central to a school's ethos is acknowledging any poor behaviour choices children make and empowering them with strategies to manage their own self-regulation, build relationships and make the right choice. This gives our approach to managing poor and disruptive behaviour a learning dimension which we seek to achieve through two school-wide strategies:

- **Emotion Coaching (Developing Supportive Relationships)** - an approach that focuses on the development of emotional regulation through supportive relationships and the use of a consistent language to support children's emotional awareness
- **Zones of Regulation (Developing Self-Regulation)** - a framework for teaching regulation strategies for managing feelings and sensory needs to children

Emotion Coaching

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It supports staff, and other stakeholders, to understand and regulate their emotions in order to manage strong feelings and take ownership of behaviour. The 'Emotions Coaching' approach ultimately believes that children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying – their emotional state). This also involves explicit teaching and modelling.

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	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."

This approach does not mean that the child will not receive a sanction for their poor choice. It is designed to support staff in managing and communicating with children who are dysregulated and struggling to communicate and, ultimately, build strong and lasting relationships.

Zones of Regulation

The Zones of Regulation is an intervention framework which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation can be described as the ability to maintain a well-regulated emotional state to cope with everyday stresses and concerns and to be most available for learning and interacting. The Zones of Regulation aims to equip children with strategies to help them identify their emotions and cope with these feelings so they can get back to feeling calm and ready to learn (in the 'green' zone). These coping strategies are called 'self-regulation'.

What does Zones of Regulation mean in practice.				
Zone	Green	Blue	Yellow	Red
How I'm feeling	Calm, Happy, Focussed, Ready to Learn	Sick, Sad, Tired, Bored	Frustrated, Worried, Silly, Excited	Mad, Angry, Yelling, Out of Control
What I can do	Help others Finish my work Share ideas I can also....	Take a break Ask for help Talk to someone I can also....	Take deep breaths Talk to someone Go for a walk I can also....	Take a time out Squeeze a stress ball Run a lap I can also....

3. Routines, Classroom and Playground Management

We believe that a well sequenced, stimulating and enriched curriculum along with effective teaching pedagogy contributes to good behaviour. Thorough planning for the needs of individual children, the active participation of children in their own learning and structured feedback, help to develop positive self-awareness which contributes to children feeling motivated and ready to learn.

Classroom Routines & Management

Classroom management, including of the environment, has a very important influence on children's behaviour and attitudes to learning. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave. Underpinning this are routines and systems that will ensure children feel safe and at ease in a predictable, consistent environment.

The Choice Chart In each classroom, we have a Choice Chart – a visual image that recognises children's choice-based journey through the day aligning with the school-wide routines set out below. This provides a consistent approach and language across the school enabling the children to feel confident and clear about whole school expectations.

- At the beginning of the day, all children's names are in the 'Green' section meaning that everyone starts the day as 'good to be green'. This is reset every morning regardless of where a child finished the previous day.
- Names may be moved up or down through the day a result of behaviour choices.
 - A movement up is in recognition of a good choice being made. If a child does something absolutely outstanding, they can move straight to gold.
 - A movement down reflects a poor choice. A child on orange or red must be logged on CPOMS.
 - Children who move down, will reflect on their choice, may incur a consequence with the expectation that they will 'turn it around' and move back towards green.

	<i>Outstanding – your reward is 5 House Points and postcard home and entry into the 'Hot Chocolate with the Headteacher' each half term.</i>
	<i>Consistently made the right choices and have gone above and beyond. Your reward is 3 House Points and a Silver Sticker.</i>
	<i>Gone above the standard. Your reward is 2 House Points.</i>
	<i>Everyone starts the day here. This is the minimum of what we expect.</i>
	<i>The teacher has used their behaviour management techniques but the concern remains. Formal warning – final chance to correct behaviour choice.</i>
	<i>Still failing to make the correct choice. Move to paired class for maximum of 15 minutes. Reflection form completed at earliest opportunity (next break time.)</i>
	<i>Serious – continued poor choices or a serious one-off incident. Withdrawal from class. Parents phoned for meeting with school leader and agreement on next steps of behaviour plan.</i>

Across the school, the following guidelines are adopted, having been taught and practised from the start of the year:

School Routines

- Children walk round the school quietly and calmly
- Scooters and bicycles are to be walked down the school drive and only mounted when across the road
- Children to stay on paths and off grass areas when walking to/from the playground
- Two bells are rung to mark the end of break time.
 - First Bell: stops all play.
 - Second Bell: the instruction to walk to outside classroom door and lines up
 - Children are silent as teacher gives instructions for re-entry and return to learning
- For Assemblies:
 - Children line up silently in classrooms and walk into the hall silently for assembly
 - Children leave the hall silently at the end of assembly
- For Lunchtimes
 - Children walk in and out of the lunch hall
 - Packed lunch boxes are collected and returned safely to the class bag
 - Children talk to their peers on their table using 'inside' voices
- Children show their 'Consideration' Values by using good manners at all times.
 - Holding doors open
 - Using please and thank you (eg when collecting meals)
 - Looking at the person talking to them
 - Say 'Please may I be excused' when asking to go to the toilet

Classroom Routines

- Clear routines for entering and leaving the classroom sensibly
- Clear routines for how resources are distributed and collected
- Classrooms and cloakrooms are kept tidy
- Children are responsible for their equipment
- Children ask permission to leave their seats
- An activity is ready for the children on arrival
- Children respect and look after exercise, homework and reading books (eg no doodling)
- Look, listen and engage.
- Nothing in hands. Fiddle Toys are only used as and when agreed with Mrs Wallace and Class Teacher

Assembly

Children come into and out of assembly in silence. During assembly, children do not speak except when contributions are requested or pair talk is facilitated.

Playground Management

Breaktimes and lunchtimes are parts of the school day which are less structured and therefore have an increased chance of poor behaviour. Our approach to managing these more difficult parts of the day is through providing children with clear expectations and options with less reliance on football (often a source of playground issues).

Duty staff are distributed around the playground and are available to resolve any issues that may occur.

For all outdoor play:

- Children change into outdoor shoes (unless dry in summer term)
- Specific areas (eg football pitch, Trim Trail etc) are used by year group as determined by a shared rota
- Two bells at the end – first to mark the end of play; second bell to return inside

Lunchtimes:

- A range of activities are available to ensure children have activity options. These include:
 - Activity boxes for each year group
 - Football pitch and Trim Trail rota
 - Sports Ambassador led activities

We recognise that for some children, playtimes can be very challenging. In these instances, we work with parents to agree alternative arrangements which give children the break from learning they need whilst also ensuring they are in a safe environment (eg Lunchtime Club).

Behaviour Outside of School

A child's behaviour outside of school – including online – is principally the responsibility of parents and carers to manage, but the school will acknowledge and reward positive behaviours when it becomes aware of them and also has the right to sanction poor behaviour choices when it affects another member of the school community or risks bringing the school into disrepute.

4. Rewards

It is essential that good behaviour, hard work and success are rewarded – not only for the individual but as a recognition for their positive contribution to school life. Our emphasis on rewards is to reinforce good behaviour, rather than on failures, thus raising self-esteem. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. Rates of praise for behaviour should be as high as for academic achievements.

Examples of Rewards	
Universal / Whole School	Classroom
<ul style="list-style-type: none">• Positive praise, individually and in groups – publicly and privately• House Points linked to REACH Values• Sharing good work, behaviours and successes with parents• Honours Certificates• Work sent to Headteacher / Headteacher Postcard / Display on Headteacher Office wall	<ul style="list-style-type: none">• Written Comments on work• Bespoke class-based reward systems• Work displayed in classrooms and nearby boards

5. Sanctions

Although rewards are central to the encouragement of good behaviour, there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. Should a pupil misbehave and not follow our Behaviour Code, a consequence will follow. It is important that these are communicated clearly, are proportionate and in line with the 'Hierarchy of Sanctions' set out below.

The use of sanctions should be characterised by certain features:

- it must be clear to the pupil why the sanction is being applied
- it must be made clear what changes in behaviour are required to avoid future sanctions
- sanctions will be applied fairly and consistently
- the seriousness of the sanction will be made clear in the line with the Hierarchy of Sanctions
- it should be the behaviour rather than the person that is punished

Hierarchy of Sanctions

The table below sets out the escalation of sanctions from left to right. Every incident is different and, whilst it is important to ensure fairness and consistency, professional judgement will be used when determining behaviour sanctions.

Stage 1		Stage 2	Stage 3	Stage 4
<ul style="list-style-type: none">• Play fighting• Talking when a teacher or another child is talking• Interrupting/calling out• Not following instructions• Not listening• Inappropriate language• Disrespecting property• Not lining up correctly• Wasting time during transitions• Breaking class rules• Fiddling with equipment• Name calling• Off-task behaviour• Being unkind		<ul style="list-style-type: none">• Swearing• Discriminatory behaviour• Fighting/aggression• Spitting• Bullying• Vandalism• Leaving class without permission• Shouting at an adult	<ul style="list-style-type: none">• Physical violence towards a child• Physical violence towards adults• Verbal abuse towards a child• Verbal abuse towards adults• Serious Discriminatory behaviour• Serious Bullying incident• Theft• Possession of some prohibited items• Vandalism• Persistent refusal to obey rules	<ul style="list-style-type: none">• Carrying offensive weapon• Arson• Supply of drugs <p>Possession of some prohibited items.</p> <p>(Prohibited Items are listing in Section 8)</p>
1 st Instance			Persistent Instances	1 st Instance or Persistent Instances
1 st Instance		Persistent Instances	Fixed Term Suspension Internal or External	Permanent Exclusion
Verbal Warning Move to partner class Reflection log completed	Missed playtime Missed playtimes over more than one day (parents informed) Loss of privileges Reflection log completed Logged on CPOMS	Removal from class for a half/whole day Behaviour Plan Reflection log completed Logged on CPOMS	<ul style="list-style-type: none">• set number of days at school in isolation or• fixed term external exclusion• re-integration meeting• behaviour plan• possible involvement of external agencies	Permanent Exclusion from the school

6. Suspension and Permanent Exclusion

Suspensions and permanent exclusions are seen as the final step in a process for dealing with poor behaviour following a wide range of other strategies, which have been tried without success. It is an acknowledgement that the school has either exhausted all available strategies for dealing with the child and will only be used as a last resort or the severity of the incident is such that it warrants a suspension or permanent exclusion.

When a child becomes identified as being at risk of suspension or permanent exclusion, the school will pursue the following course of action beforehand:

- there will be clear identification with the child of the relevant behaviour
- appropriate sanctions short of suspension or permanent exclusion will be used to discourage recurrence of such behaviour
- parents will be notified of concerns
- with the parents (where possible) a clear action plan will be put into place to support the child
- if behaviour is repeated, discussion with the child regarding possible suspension or permanent exclusion if behaviour does not improve;
- external agencies will become involved, in particular the Rushcliffe Primary Behaviour Partnership and the Educational Psychologist
- if appropriate, the school will agree a Pastoral Support Programme with the parents.

Occasionally the behaviour of a pupil will be such that suspension or permanent exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Headteacher reserves the right to suspend or to exclude permanently where the health, safety, welfare or education of others is threatened by an action of a pupil.

The school will follow the Statutory Guidance on exclusions as set out by the Department for Education.

7. Physical Restraint

The school always seeks to use risk assessment, appropriate curriculum planning, de-escalation and distraction to minimise challenging, emotional and aggressive behaviours. In the event of adults being unable to reduce these risks, physical intervention may be used. The school follows the non-statutory guidance set out in Use of Reasonable Force 2013 (DfE).

All members of staff are regularly updated regarding government guidance relating to the use of Positive Handling, Physical Intervention and Duty of Care.

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Three key terms to consider when using reasonable force: is it reasonable, proportionate and necessary?

The actions of staff will always be in the best interest of the child and are in line with Government guidelines on the Use of Reasonable Force. Under no circumstances will physical force or restraint be used as a form of punishment.

In the event of reasonable force being used, parent/carers will always be informed and a discussion will take place setting out what happened with updated procedures agreed going forward. A form will be completed and shared with the parent/carer – the template is in Appendix A. All incidents where positive handling has been used will be recorded on CPOMS and positive handling plan initiated/reviewed.

8. Searching, Screening and Confiscation

Searching and screening children is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Refer to DfE Guidance.

The Headteacher and staff authorised by him have a statutory power to search children or their possessions, without consent, where they have a reasonable ground for suspecting the child may have a prohibited item. The list of prohibited items are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images or any article a staff member reasonable suspects has been, or is likely to be used to commit a breach of the Behaviour Policy, or to cause personal injury to or damage to the property of any person (including the pupil).

9. Children with Special Educational Needs

We are an inclusive school and welcome children from all backgrounds. While we expect every child within the school to adhere to the Behaviour Code and the rules set out by class teachers, we do recognise that poor behaviour can stem from Special Educational Needs (SEN) or personal problems and difficulties. As mentioned previously, we aim to ensure that our Behaviour Policy is implemented fairly and consistently. However, we recognise that being 'fair', in the case of this policy, may not always be about the policy being implemented the same for everyone (equality) but, in some instances, children having it implemented based around their specific needs (equity). Our use of Emotion Coaching is designed, in part, to ensure good relationships between those with SEN and staff members and ensuring equity in the implementation of the Behaviour Policy.

If pupils are identified as having SEN which impacts on their behaviour, short term, detailed goals related to behaviour will be agreed with the SENCO and shared with the class teacher. Use will also be made of Pastoral Support Plans for those children at risk of exclusion or about whom the school has concerns, including those who have entered our school after a permanent exclusion from another school.

The school maintains close links with external support services such as the Rushcliffe Primary Behaviour Partnership, Inclusion Support Services and the Educational Psychology Service. These services are used to provide guidance and strategies for children with SEN who experience behavioural difficulties. We will also seek out information and support from Social and Family Services when appropriate.

This Policy acknowledges the school's duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN. For further information please speak to the Headteacher or the SENCO.

10. Pupil and Parent Voice

Pupil Voice We believe that children are more likely to meet the expectations of our Behaviour Policy if it is clearly understood, consistently applied and fair.

Children's views about behaviour will be sought out through surveys and they also have the opportunity to raise issues and feedback on concerns during School Council meetings.

The School Council takes an active part in promoting good behaviour. School Council members are elected because they are good ambassadors, make good choices and exemplify our REACH values.

Children's views have been sought in the development of this revised Behaviour Policy.

Parent Involvement A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

It is vital that parents are aware of the existence and contents of this policy and support the values evident within it. Parents will not be expected to know every section of this policy, but they will be made aware that the policy exists and will be able to see a full copy if requested. Parents' views have been sought in the development of this revised Behaviour Policy.

We fully expect parents of the pupils in our care to support the school in all matters appertaining to behaviour. Parents are encouraged to contact school staff if they have concerns so they can be resolved swiftly and to the satisfaction of all parties.

Where behaviour is causing concern, parents will be informed at an appropriate, early stage, as decided by the class teacher / Headteacher, and given an opportunity to discuss the situation. If a parent feels that a matter has been dealt with unsatisfactorily, the guidelines laid out in our Complaints Policy explain the courses of action open to them.

Bullying

Bullying is not tolerated at Robert Miles Junior School. Our Behaviour Policy sets out clear rules and expectations. Working as a whole school we aim to be aware of what constitutes bullying, where it may take place and how best to prevent it. Each member of staff is prepared to listen to any child who has a problem, showing sensitivity and giving support and counseling to the bullied and bully to prevent further incidents.

Full guidelines and explanations about the school's response to the issue of bullying can be found in our **Anti-Bullying Policy**.

11. Monitoring and Review

The school believes that effective monitoring and analysis of behaviour incidents will lead to better outcomes for all children and improved behaviour across the school. The Headteacher will prepare a Behaviour Analysis on a half-termly basis that will be reported to governors and shared with the whole staff. This will consist of the following analysis:

- Behaviour Incidents
- Exclusions
- Prejudice Based Incidents
- Bullying Incidents
- Incidents of physical intervention

The analysis will include specific groups and links to any protected characteristics. Actions as a result of analysis will be taken on a termly basis and the impact of these measured and recorded.

Records of incidents that have led to a pupil filling in a Behaviour Reflection/ Serious Behaviour Incident sheet will be kept in the Behaviour File in the staffroom and uploaded to CPOMs. These will form part of the half-termly analysis conducted by the Headteacher.

References

A number of guidance documents and policy papers have been consulted in the drawing up of this policy.

East Midlands Education Service, Understanding Behaviour in Schools
<https://em-edsupport.org.uk/Page/21895>

Developing an Attachment Aware Behaviour Regulation Policy
https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf

Education Endowment Fund, Improving Behaviour in Schools
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour>

Nottinghamshire County Council, Harms outside the Home Toolkit
<https://www.childexploitationeastmidlands.org.uk/document-database/130104>

DfE, Behaviour in Schools,
https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

DfE, Use of Reasonable Force,
https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

DfE, Searching, Screening and Confiscation,
https://assets.publishing.service.gov.uk/media/62d1643e8fa8f50bfefa55c/Searching_Screening_and_Confiscation_guidance_July_2022.pdf

DfE, Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement,
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf

Appendix A – Physical Restraint

This form is to be completed following the use of physical restraint. It forms part of a follow-up meeting with the parents/carers setting out what happened and what has been agreed going forward.

Physical Restraint – Follow Up Meeting Record	
Child's Name	
Date of Meeting	
Date of Incident	
Brief details of the incident which involved physical restraint	
Agreed changes / adaptations going forward	

Policy discussed with:	
Parent / Carer Name	
Parent / Carer Signature	
Class Teacher Name	
Class Teacher Signature	

Trained Staff:	
Mrs Wallace (SENCO)	
Mr Evelyn (Headteacher)	