

Langley Primary School

SELF-REGULATION AND BEHAVIOUR POLICY

This policy was written in consultation with the staff, Governors and children of Langley School. It is a statement of the ethos that underpins the workings of the school and a description of the process that allows this ethos to be maintained and encouraged. All members of the school community are bound by it and have agreed to abide by it. All members of the school community are expected to help maintain an atmosphere conducive to learning, with courtesy and mutual respect as basic requirements. Such an atmosphere will be best created where all members of the school community are free from fear and believe that they are in an environment in which they matter and their views are valued.

The school uses an Emotion Coaching approach to behaviour management which recognises the importance of the child's experiences on their ability to manage their own behaviour. This is supported by the use of Zones of Regulation within the daily workings of the classroom. All staff have been trained in this approach. This approach will reflect both how specific children are supported in their time at school, but also the more general classroom ethos and management.

Aims

1. All members of the school community have a right to be safe, and feel safe, from physical and emotional harm.
2. It will allow teachers to teach and children to learn, in an atmosphere that is conducive to successful learning.
3. It has as its basis that no child is simply "naughty" but that there are reasons why children behave in the way they do and it is the duty, as far as is reasonable, for all staff to find these reasons and remove barriers to appropriate behaviour.
4. It will be based on the belief that such an ethos is best encouraged by a positive response to good behaviour, and where sanctions are used only as a last resort when necessary.
5. It will foster self-directed compliance with the rules of the school community and encourage independent thinking.
6. It will encourage tolerance and the celebration of diversity within the school regardless of culture, ethnicity, gender or disability.

This policy will only work successfully where all adults within school take responsibility for the actions of all pupils, whether they usually work with them or not. All adults have the responsibility to encourage and support appropriate behaviour, applying the code fairly and indiscriminately.

Key Roles and Responsibilities

- **Headteacher (Mr P Higgins):** Has overall responsibility for setting the school's behaviour culture, ensuring the policy is implemented consistently, and making decisions regarding suspensions and permanent exclusions.
- **Senior Leadership Team & Pastoral Staff:** Provide guidance and support to teachers, lead targeted interventions, and oversee individual behaviour plans.

- **Teaching & Support Staff:** Explicitly teach, model, and reinforce positive behaviours, maintaining high expectations in all areas of school life.
- **Governing Body:** Regularly reviews and monitors the application of this policy to ensure compliance with statutory guidelines.
- **Parents and Carers:** Expected to support the school in maintaining high standards of behaviour and work in partnership to resolve dysregulation or persistent misbehaviour.

Support for Staff in School

It is clearly recognised that finding behaviour management of a particular group of pupils difficult at times is not unusual. It is not a sign of weakness to seek support and guidance in this area. Indeed, recognising a need for further professional development is a sign of a reflective practitioner and will be dealt with as such. In the first instance support can be sought from colleagues, a senior member of staff, the Inclusion Manager or the Senior Pastoral Careworker. Additional training will be arranged if necessary.

Zones of Regulation

Self-regulation describes people's ability to adjust their level of alertness and how they display their emotions through their behaviour to attain goals in adaptive ways. The zones of regulation are categorised into four coloured zones:

- **The Blue Zone:** Low states of alertness (e.g., sad, tired, sick, hurt, lonely, bored).
- **The Green Zone:** Calm, alert, happy, focused, or content — the ideal state for learning.
- **The Yellow Zone:** Heightened state of alertness (e.g., stress, frustration, anxiety, excitement, silliness, nervousness).
- **The Red Zone:** Extremely high energy and intense, overwhelming feelings (e.g., anger, rage, panic, terror).

Implementation within School

- Zones displayed in all classrooms and shared areas.
- Consistent self-regulation language used across the curriculum (e.g., PSHE).
- Calming corners and classroom toolboxes provided to help pupils return to the Green Zone independently.

The Basic Code of Conduct

The ethos and behaviour of the school is underpinned by three principles:

1. Follow instructions straight away.
2. Show good manners at all times.
3. Care for everyone and everything.

Rewards

The most important reward for children is the positive affirmation of their teacher and other adults that work with them.

- **Golden Time:** Weekly reward of free time for consistently displaying appropriate behaviour.
- **Class Rewards:** Age-appropriate, negotiated recognition celebrating positive models of behaviour.
- *Note:* Rewards do not routinely include sweets to align with the school's healthy eating commitment.

Statutory Sanctions and Interventions

Sanctions are applied fairly, consistently, and proportionately. Children will be given time to reflect on their actions.

Progressive Sanction Steps

1. **Verbal Reminder:** Stating expectations clearly.
2. **Movement within Class:** Seating adjustment to improve focus.
3. **Internal Relocation (Removal):** Temporary move to a partner class for 15 minutes to complete work.
4. **Loss of Playtime:** Supervised reflection period; parents notified by class teacher.
5. **Referral to Headteacher (Mr P Higgins) / Senior Leadership Team:** Removal from class for at least the rest of the learning session. Privileges suspended until sustained improvement is shown. Parents called by senior staff.

Immediate escalation to Step 5 occurs in cases of imminent physical danger, swearing at an adult, or racist language.

Removal from the Classroom

In line with DfE statutory guidelines, temporary removal of a pupil from the classroom is used only when necessary to maintain a safe, orderly environment or to allow learning to continue. Removals are time-limited, logged, monitored by senior staff, and communicated to parents.

Searching, Screening, and Confiscation

- **Searching:** The Headteacher (Mr P Higgins) and authorized staff have a statutory power to search pupils or their possessions without consent where there are reasonable grounds to suspect the pupil has a prohibited item (e.g., knives/weapons, alcohol, illegal drugs, stolen items, tobacco/e-cigarettes, fireworks, pornographic images, or items that have been/are likely to be used to commit an offence or cause injury).
- **Confiscation:** Staff may confiscate, retain, or dispose of any item found as a result of a search or brought into school in breach of school rules, in accordance with statutory guidelines and local safeguarding procedures.

Use of Reasonable Force

Members of staff have a statutory power to use reasonable force to prevent pupils from committing an offence, causing personal injury or damage to property, or maintaining good order and discipline in the classroom or around school. Any use of force is recorded and communicated to parents as soon as reasonably practicable.

Involvement of the Headteacher & Suspensions

Where serious or repeated dysregulation occurs, the pupil will meet with Mr P Higgins. If the child refuses to engage or acts with significant violence, racism, or verbal abuse towards staff, parents will be contacted immediately.

In accordance with statutory procedures, the Headteacher (Mr P Higgins) may issue an internal exclusion, fixed-term suspension, or permanent exclusion following local authority guidelines. [Sandwell Council Exclusion and Suspension Policy and Guidance](#).

Multi-Agency Support, SEND, and Vulnerable Pupils

For pupils who regularly breach the code of conduct, an **Individual Behaviour Support Plan** will be created to identify underlying causes.

- **SEND & Medical Needs:** Staff will make reasonable adjustments under the Equality Act 2010 for pupils with Special Educational Needs and Disabilities (SEND) or long-term medical conditions. Dysregulated behaviour will be evaluated to identify if it is a manifestation of unmet SEND needs.
- **Child Sexual/Physical Harassment and Bullying:** All allegations of bullying, sexual violence, or sexual harassment are taken seriously, investigated promptly under child protection guidelines, and never dismissed as "banter".
- **External Agencies:** Where appropriate, referrals are made to pastoral support networks, Children's Services, or Early Help teams.

Off-Site Behaviour, Mobile Phones, and Online Misconduct

- **Off-Site Behaviour:** The school's behaviour expectations apply to pupils representing the school on educational visits, during work experience, or traveling to and from school. Sanctions may be applied for misbehaviour occurring off-site that impacts school safety or brings the school into disrepute.
- **Online & Cyberbullying:** Misbehaviour occurring online or via mobile devices (including cyberbullying, inappropriate messaging, or harassment) that impacts the school environment will be investigated and sanctioned in line with this policy and safeguarding procedures.
- **Mobile Phones:** Mobile phones brought to school must be turned off and handed in at the start of the school day.

Teaching Effective Lessons & Movement Around School

- **Orderly Movement:** Classes move quietly and sensibly around school in supervised lines.
- **Lesson Quality:** Teachers plan differentiated, engaging lessons that promote positive interaction and reduce barriers to appropriate behaviour. Classrooms are kept tidy and inviting.

Reviewing This Policy

This policy is reviewed every two years by the full staff, Governing Body, and School Council of Langley Primary School.

