

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.

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 – these are the practical way we work with the children to support appropriate responses to situations and behaviours.

What are the 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 (Bronson 2001)

Self-regulation is the ability to be in the optimal state for a given situation. This includes regulating one's sensory needs, emotions, energy and impulses to match the demands of an environment. It is important as it allows people to reach their goals and have a sense of wellbeing.

The zones of regulation are a curriculum geared towards helping students gain skills in consciously regulating their feelings, which in turn leads to increased self-directed control and improved problem-solving abilities. This approach is designed to help children recognise when they are in different states called 'zones' where each of the four zones are represented by a different colour. The children will learn how to use strategies or tools to stay in a zone or move from one to another. Pupils will explore calming techniques and strategies so they will have a toolbox of methods to use to enable them to move between zones. This is to deepen the children's understanding of how to self-regulate.

The zones of regulation are categorised into four coloured zones:

The Blue zone – is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, hurt, lonely or bored. This is when your body and/or brain is moving slowly or sluggishly.

The Green zone – is used to describe a calm and alert state. A person may be described as calm, happy, focussed or content when in the green zone. Your body and mind feels safe, organised and connected, therefore this is the ideal zone for learning.

The Yellow zone – This is used to describe a heightened state of alertness however; a person has some control when in the yellow zone. Here a person may be experiencing stress, frustration, anxiety, excitement, silliness, nervousness and confusion. Here there are slightly elevated emotions and are starting to feel less in control.

The Red zone – is used to describe a state of extremely high energy and intense, overwhelming feelings that are harder to control. A person may feel elated, anger, rage, devastated, panicked or terrified in the red zone.

It is important that the children understand that all of the zones are valid at different times and in different environments. E.g. during bedtime, the Blue zone is the appropriate zone.

How is this implemented within school?

- All of the children have been taught about the different zones and what emotions they represent. These are displayed in the classrooms and around the school.
- The zones of regulation language is used consistently when discussing events and emotions. Situation cards and discussions in PSHE are regularly used to increase knowledge and provide practice for the children.
- Emotion cards are used for the children to express their emotions if they find that they need help and support. Children identify their zones so they can suggest self-help strategies to help them overcome this.
- Calming corners and areas – These are used when needed, these vary depending on the year groups. Here there are a selection of strategies the children can use. These have been explored with their class teachers – e.g. breathing clouds etc.
- Toolbox – In each class on the display board, there are calming strategies the children can use independently, the older children have these available in their trays.
- When a child has a disagreement or feels dysregulated, they can discuss the zone they are in, how they are feeling and how they can overcome this using the toolbox. What helped? What would you do next time? They can independently problem-solve to eliminate any incidences occurring in the future.

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.

How the elements of the code are worded will vary depending on the age of the children but the spirit of the code will be present in all its forms. To ensure the success of the code each class will have an agreed process and set of rewards and sanctions. These will be displayed prominently in the classroom alongside the code and copies will be available on the school website to encourage the whole school community to engage with them.

Rewards.

At the heart of this policy is the belief that rewarding appropriate behaviour is more effective than simply punishing “poor” behaviour. The most important reward for children is the positive affirmation of their teacher and other adults that work with them.

Golden Time is used as a reward for appropriate behaviour. Where children have behaved themselves over the week they are rewarded with additional free time where they can choose as a class what they wish to do. This will generally happen on a Friday afternoon and will be given for consistently good behaviour across that week. It is an individual award which each child can earn.

Each class may also negotiate their own range of rewards depending on the age of the pupils. Such rewards must be clearly understood by all the pupils and clearly displayed. They should always encourage compliance to the code and increasingly encourage pupils to be self-motivated in keeping to the code. They should provide the opportunity for pupils to be recognised as good models of behaviour within school who are celebrated. Such rewards should be reported to parents at appropriate times so that they can join in the celebration and rewarding of good behaviour.

Such rewards should not routinely include items such as sweets, which run counter to the healthy eating commitment of the school.

Sanctions.

Sanctions work best where they are proportionate and used as a last resort. It is critical that children should be given time to reflect on their own behaviour before moving them onto the next step of any sanction.

Pupils have a right to expect fair and consistently applied sanctions for inappropriate behaviour. Such sanctions should only be applied to those who have chosen to break the code, not to a group of pupils indiscriminately. They should always be used on the basis of correcting the specific behaviour and never used to comment on the child themselves more generally. Whilst there is a place for shouting on rare occasions the use of the code should normally be operated within a context of calm application.

Whilst each class will word their sanctions slightly differently to help the understanding of different groups of pupils the process will be the same. The following escalating sanctions will be used across the school.

- 1) A verbal reminder stating clearly what the child is getting wrong and what the expectations of the teacher are.
- 2) Movement within the class.

- 3) Removal to a partner class for 15 minutes (work to be taken).
- 4) Loss of a playtime supervised by a member of staff, with work to be completed. At this stage parents are informed by the class teacher when the child goes home.
- 5) Removal of the child to the Head Teacher (or other senior member of staff). The sanction for the child at this stage is at the discretion of the Head Teacher or Deputy but will always include the child not being able to enjoy any privileges within school (the playground, clubs, non-educational trips, Golden Time) until a significant and sustained improvement in behaviour is observed (at least 1 day and in more serious cases several days). The child will also not be returned to the class for at least the remainder of that learning session. At this stage the Head (or senior member of staff) will talk to parents when the child goes home.

The progress of each child through these sanctions should be recorded on a clearly visible tracking sheet. At the start of each new day the process will begin again and the "slate" be wiped clean from the previous day.

This process will need to be fairly enforced and used. Stages should not be skipped, except in 3 specific instances – (a) where the child is putting themselves or another in imminent or actual danger of serious physical harm, (b) where the child swears at an adult and (c) when a child uses racist language. In all three of these instances the child should be moved to stage 5 and the Head Teacher or other senior staff involved.

Involvement of the Head Teacher

In some cases, children will need to be sent to the Head Teacher. In this case the child will always have the opportunity to explain what they think has happened and why and the incident will be carefully checked out by the Head. If the child agrees to improve their behaviour and accepts the sanction decided upon by the Head things are sorted out in school and parents are told later that day.

If the child refuses to improve their behaviour their parents are rung. They may be asked to talk to their child on the phone or come in to talk to their child. If the child still refuses to improve they will then either internally excluded or given a suspension (if their behaviour fits the criteria for this as set out in the Sandwell Guidance).

Parents will always be phoned if a child is significantly violent, racist or swears at an adult. A record is made of what happened and the Head Teacher will decide what happens next. In these cases a suspension may be applied if the Head Teacher considers the incident warrants this.

Children with emotional and behavioural difficulties

For pupils who regularly break the code additional provision will need to be put in place to identify their additional needs and support them to return to keeping the

behavioural expectations of the school community. **Such support will clearly seek to identify the underlying causes of such behaviour.**

Within the school there will be a small number of children who have emotional and behavioural difficulties beyond the norm. These children will have Individual Behavioural Programmes to support them. As such the process outlined within this programme will be applied and may need to modify the application of the class sanctions. This will need to be clearly understood by the child themselves and the other pupils within the class. All such programmes should be seen as temporary measures that will return the child to the code governing the behaviour of the majority of pupils within the school. With such programmes the Senior Pastoral Keyworker will be involved by a referral in the usual way and outside support may be requested (subject to the agreement of parents or carers).

Social Inclusion

One of the key aspects of a successful policy is to ensure that each pupil feels welcome and included within the school community. If a child feels unwanted or comes into school unready to become engaged in their learning, then the process is doomed to failure from the beginning. This will lead at best to passivity and at worst to disruptive behaviour and poor self-esteem.

We believe as a school that one of our duties is to provide a supportive framework for such children. This will act as a way of reducing any tensions and anxieties that can lead to disruptive behaviour.

This should have the following characteristics;

- Provide a calming way into the school day
- Provide an ethos which is warm and affirming of the child – this should permeate all interaction in the class.
- Reduce unnecessary examples of difference that lead to teasing and shunning (lack of washing, appropriate clothes etc.).
- Provide a structure for children with concerns, worries or fears (from home or in school) to discuss these in a context of safety and confidence (within the bounds of Child Protection).
- A structure to provide additional emotional and emotional literacy support either on an adhoc or more extended basis.

Movement within, and around, school.

Movement around the school must be orderly with whole classes moving in quiet (not silent) lines. Children are expected to respond promptly to signals such as playtime bells and move quickly and sensibly to meeting points. Where pupils are in lines they should be moved promptly and be appropriately supervised. Only one child from each class should be allowed to use the toilet at one time. Events such as handwashing after an art activity should be done within the class whenever possible and in very small groups if not possible.

Teaching effective and motivating lessons.

There is a clear duty on each teacher at Langley to plan and teach in a way which allows each child to achieve and behave appropriately.

- 1) Lessons will be carefully planned with clear objectives, success criteria and appropriate differentiation.
- 2) The teacher will arrive in good time and have resources ready and accessible for pupils.
- 3) Such lessons will address the differing learning needs and styles of pupils and be based on ongoing and accurate assessment of the level of progress and capability of each child. It is the clear duty of each teacher to extend and challenge each child within his or her capability.
- 4) Each lesson will be planned to allow pupils to interact with the teacher and fellow pupils. There should be places where open questions, focussed talk and the opportunity to explore ideas and speculate are the norm and didactic teaching is kept to a necessary minimum.
- 5) The teacher will ensure that no child is put in a context that reduces their chance of behaving appropriately.
- 6) Appropriate behaviour will be explicitly taught with expectations stated on a regular basis.
- 7) Classrooms will be kept tidy and inviting, with all the necessary resources readily accessible and labelled.
- 8) An appropriate level of noise will be maintained within the classroom to allow pupils to think and stay calm.
- 9) Marking of work completed will be prompt and follow the marking policy.
- 10) Children should have access to water to drink within the classroom (usually by having their own water bottle on their table).

Reviewing this policy.

This policy is to be reviewed every two years by the full staff, Governing Body and School Council of the school.