



Behaviour and Emotional Regulation Protocol

St Nicholas Primary Church School

Main School

Other relevant policies	Resource Base School Behaviour Policy Child Protection and Safeguarding Complaints Exclusions Policy Positive Handling
Other relevant documents	BWMAT Exclusions Guide
Statutory guidance	Statutory guidance for behaviour in schools and colleges Guidance for Safer Working Practice Keeping Children Safe in Education





Our Values and our purpose

https://www.stnicholasschool.co.uk/web/vision_and_values/78651

1. Introduction

This policy is specifically designed for our Mainstream School and other policies referred to in the table previously.

This policy sets out our expectations for the whole school community, which includes pupils, parents/carers, and staff. The aim of the policy is to define a code of positive behaviour and Regulation that supports our children.

From the earliest opportunity pupils will be encouraged to build resilience, make positive choices, and take responsibility in readiness for them to take their place in society. Core to our work is enabling children to be able to understand, name and manage their emotions appropriately, to apply thinking between feelings and action, and to increasingly show empathy and understanding to others. It is important that we all understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences must also be clearly stated. This demands a policy of encouraging and modelling positive behaviour and self-regulation, high standards of work, rewarding and praising wherever possible, and the setting of good examples by staff, parents and carers.

This is underpinned by our School Values.

Self-regulation and emotional regulation are terms that relate to the child's ability to increase and decrease their alertness or arousal to match the situation or environment. This is an important skill for children to succeed educationally, socially, and emotionally. Respect, consistency, equality and fairness are the golden threads which support children to build safe, stable and nurturing relationships and enabling them to reach their full potential and thrive.

Every child has the right to learn in a safe and supportive environment. This policy supports adults to recognise pupils who are dysregulated before this disrupts their own and others learning. This policy also establishes a safe place for learning, which comes from fostering and maintain caring relationships. We will provide **time, space and adult** support proportionate to the level of need to help our children regulate. Persistent and sustained disruption to learning is not accepted. The policy also sets out the specific circumstances where consequences will be applied including fixed term suspension or permanent exclusion from school.



2. Expectations.

Our values are the positive behaviours we expect of all members of our school community. We ensure that all children know the school values and understand how they can demonstrate them.

We provide a special spaces and consistent approaches within our environment for children. See Appendix A

3. Individual Behaviour Plans and Behaviour Report Cards

It may be necessary, in some circumstances, to support a child's behaviour through a personalised behaviour plan or behaviour report card, therefore removing them from sections of this policy.

This is put in place to support the child and will consider the child's individual needs.

The parents and carers will be informed if their child has a behaviour support plan, and the behaviour support plan will be explained in detail to the parents or carers.

4. Recognition and Reward

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate children's best efforts will be celebrated.

Along with process around our 'Values River' (information within this policy) staff are free to support behaviour with class specific rewards and motivations, these could include but are not limited to:

- Verbal praise and smiles
- Earning house points in for good behaviour and work
- Special badges and stickers are awarded in the celebration assembly
- Special certificates
- Showing work to other members of staff for reward or praise
- Verbal praise to parents about their children.
- Extra responsibilities
- Stamps and stickers on work
- Dinnertime rewards
- Good news texts/ messages
- Special privileges
- Class wide rewards – each class may have its own system (maybe a marble jar.)



5. Whole school – Values River

Staff use the Values River. Pupils will each have a name badge. Their badge will be moved around the river when they demonstrate our school values and are being 'Values Ambassadors'. Every time they reach the starting point, they will receive a dot on the class chart. When they receive **3 dots**, they receive a coloured values certificate in an assembly. Children will progress through these coloured certificates:

- Red
- Yellow
- Blue
- Green
- Orange
- Purple
- Bronze
- Silver
- Gold
- Platinum

Children can move around the river and can still receive consequences within the policy for poor behavior and choices (see relevant section in this policy). The badges do not reset at any point. For example, a child in one section on a Friday will continue their journey from that point on the following Monday.





6. Consequences for behaviour that is not acceptable

Leaders will always take context, developmental stage and needs of the child into account before taking steps laid out below. For example, children just starting school in Reception are unlikely to progress through this system when they are learning about behaviour and consequences.

We are proud that in most cases behaviour is managed through high expectations and the strong culture of our school. However, at times children's behaviour is not acceptable and needs to be recognised and addressed in a clear way.

Recognising and addressing poor behaviour reinforces expectations and helps support children in understanding their actions. Unacceptable behaviour is recognised in a number of ways.

This programme has 7 stages, but most behaviour addressed in this way will need the first 3 stages only. Some behaviour will result in a faster progression through the stages.

We are an Elsa school and understand that not all children are coming from the same life experiences. Therefore, there are times when bespoke Behaviour Support Plans are necessary to meet and support the needs of the child.

When we issue a consequence to a child this is always supported by an 'intervention' to support the child. For example, it might be as simple as a reflection and discussion with an adult to understand the reasons or an organised meeting with a trusted adult to discuss the situation and reflect on the outcome in more detail.

**Possible examples – these examples are there for information only and to support understanding of what we would consider good examples of possible behaviours. Staff make a judgement on how serious a behaviour is taking into account evidence available. Supporting behaviour can be complex and our staff are trained and have the support to respond appropriately in line with this policy.*

Stage		*Possible Examples
1	Warning - MINOR If a child's behaviour is poor during class, on the playground or around school or on school visits, they will be given a verbal warning from a member of staff. This needs to be understood as an immediate and necessary change in behaviour by the child. The child will be given a chance to make a fresh start	Calling out in class, being rude to a member of staff, being unkind to another child.



2	<p>Warning – REPEATED MINOR</p> <p>If the child continues to demonstrate minor poor behaviour (as above). Children are given another chance to change their behaviour</p> <p>The child will be given a chance to make a fresh start</p>	<p>Continuing to:</p> <p>Calling out in class, being rude to a member of staff, being unkind to another child</p>
3	<p>YELLOW CARD</p> <p>If the undesirable behaviour continues OR the incident is more serious, a Yellow Card will be given to the child. This acts as an immediate warning before a more serious Red Card is issued. Members of staff/class teachers may use the following consequences.</p> <ul style="list-style-type: none"> • Pupil time out within the class • Reducing the length of a class reward • Repetition or completion of work with a member of staff at break or lunch • Carrying out tasks in school - e.g. tidying up. <p>The sanction will be supervised by the class teacher or a directed member of staff e.g. TA</p> <p>The child will be given a chance to make a fresh start.</p>	<p>Repeated poor behaviour despite having been warned twice, continued rudeness without reflection, continuing to leave the classroom without permission</p>
4	<p>RED CARD</p> <p>If the child continues to misbehave or the incident is serious, a Red Card will be given to the child. The Head of School is informed via phone or email, or if unavailable, a senior member of staff. The incident will be recorded into the behaviour log (CPOMS) and a letter/ email/ phone call will go home informing the parent or carer of the incident. The school expects the parent or carer to support the school by speaking to the child as soon as possible.</p> <p>A consequence from stage 3 will be used</p> <p>SOME INCIDENTS MAY LEAD TO AN IMMEDIATE RED CARD</p> <p><i>Important: The teacher will always seek the support and advice of a member of the SLT before issuing a Red Card. This will ensure a full picture is built before taking this action and the policy meets individual needs and being consistently applied.</i></p>	<p>Repeated poor behaviour despite having been warned, racism, repeated swearing, deliberate bullying.</p>



5	<p>SECOND RED CARD</p> <p>A second red card in a two-week period given will result in the consequence in stage 3 being carried out AND the child put onto a Well Being and Behaviour Support plan.</p> <p>It is expected that the pupil's behaviour will improve using this system.</p> <p>SLT will support the implementation of this; it will be personalized for the child and parents will be involved.</p> <p>The incident will be recorded into the behaviour log (CPOMS) and the plan will be uploaded</p>	As above.
6	<p>INTERNAL SUSPENSION</p> <p>There may also be circumstances where the Head of School or Executive Headteacher escalates straight to internal exclusion bypassing previous steps. The number of days will be decided according to the incident. This will be recorded by the Head of School on the schools' CPOMS system.</p> <p>Leaders will always take the context, developmental stage, and needs of the child into account before taking this step.</p> <p>The incident will be recorded into the behaviour log (CPOMS) and parents/carers informed.</p>	As above.
7	<p>FIXED TERM SUSPENSION and PERMANENT EXCLUSION*</p> <p>Should the child not respond to the measures above, the Head of School or Executive Headteacher may exclude them for a fixed term. There may also be circumstances where the Head of School or Executive Headteacher escalates straight to fixed exclusion bypassing previous steps. Outside agencies may be employed to work with the child and family and offer support. Should this not be achieved, the child will face permanent exclusion.</p> <p>We follow the DfE guidance on Exclusions and can be found here</p> <p>We follow the Bath and Wells Trust Exclusion Policy that can be found on our policy website page</p>	



7. Equity with dignity

We are all treated fairly- which may not mean treating equally. Some children require more support to regulate than others. We provide additional resources to support this as we would with other subjects and aspects of school life.

When there are disagreements between pupils, as appropriate, they will be supported and encouraged to talk to one another with adult support. This may follow a period of self/co-regulation before a discussion can be facilitated appropriately.

8. Suspensions and permanent exclusions

Some pupils will demonstrate a pattern of persistent and sustained incidents and/or present significant and entirely unacceptable behaviour within the school community. The incident will be logged, and procedural requirements of the statutory guidance for those with legal responsibilities in relation to exclusion will be applied. A suspension from the school site will be issued where the situation cannot be managed within the school.

Where there is a clear and serious and/or sustained breach of this policy or were allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school, a permanent exclusion will be issued and potential removal from school roll. A copy of the national Exclusions Guidance can be found [here School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/682222/School_suspensions_and_permanent_exclusions_-_GOV.UK.pdf). Please also refer to the BWMAT exclusion policy.

9. Behaviour that is discriminatory and protected characteristics

We have a statutory duty not to discriminate against pupils based on protected characteristics. Under the Equality Act 2010, schools must not discriminate against these characteristics, for disabled children, this includes making reasonable adjustments to policies and practices and the provision of auxiliary aids.

We take a zero-tolerance view to discrimination against these protected characteristics. All incidents are recorded, reported, and investigated. The child's age and motive are noted, and parents contacted in all cases.

A senior leader will determine the support and/or sanction from the information given and ensure all parties are clear about the schools' expectations. Relevant support is offered to the victim and perpetrator.

Deliberate, targeted, and willful incidents will be reported to appropriate external authorities.



10. Partnership

School staff will use a structure of common/consistent language and scripts to help pupils as required.

Through home school collaboration, a positive and productive relationship can be formed between school and every parent/carer. The focus is always on positive support and intervention at an early stage to ensure the safety, happiness and wellbeing of everyone within the school community.

See Appendix B

11. Dealing with behaviour concerns raised by Parents or Carers

The school is keen to ensure that communication is strong. Should a parent or carer have any concern with respect to behaviour they need to approach the following members of staff. This will help ensure a quick and appropriate response

1. **Make an appointment to speak to the class teacher.** The teacher is on hand to discuss concerns and is the first point of contact. The teacher will take notes, investigate, and will seek to rectify/support the situation. They may also provide advice on further action.
2. **Speak with the Head of School.** Should the situation be of a more severe nature or involve the class teacher, the parents will need to meet the Head of School. Again, a record of the conversation will need to be kept and agreed actions taken and fed back (records will be uploaded to CPOMS)
3. **Escalation** to the Executive Headteacher will follow once the Head of School has been involved or deems it necessary to refer.

12. Sharing with children

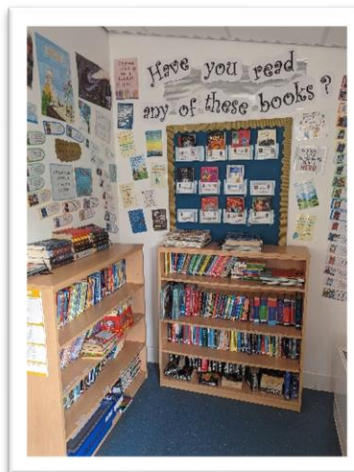
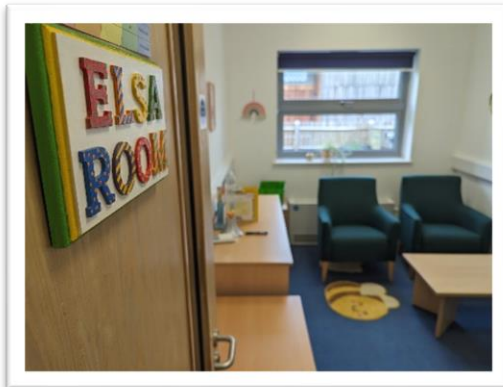
This behaviour protocol has been shared with all children. It will be shared every September and will be shared with any new pupils attending our school. The PowerPoint link for this can be found on our website.

[St Nicholas Church School - Policies](#)



Appendices

Appendix A – examples of our environment





Appendix B

Language to support behaviour		
Acknowledge feelings	Avoid...	Try..
I understand/hear what you are saying	Why did you do that?	Can you share with me what happened?
I can see that you may be feeling	You need to calm down!	It looks like you may be in the zone. Is there something on your toolkit which may help?
Maybe you are right, but I still need you to	Tell me the truth	What is your view on what happened?
I can see that you are.... (describe the action) I wonder if you are (offer an emotion)	You need to think about your behaviour	What does resolution/ moving on look like for you? What do you think should happen?
I remember the other day when you were able to (give a specific example)	What are you doing?	NAME... I can see you are Would you like some help? What is the one thing that would make it better?

Guidance for adults

- Every interaction is an intervention
- Recognition and regulation should surpass consequence
- Where possible and appropriate praise in public and intervene in private
- Adults will follow the graduated response to behaviour and regulation
- Adults will draw from a bank of example scripts which provide a common structure/language
- Sometimes it is important for the adults to be present but silent
- Other adults will check in for support if appropriate