



# School Policy



Positive Behaviour and  
Self-Regulation  
Policy  
Autumn 2022

**At Lightmoor Village Primary School everything we do is based on building positive attachments with our children**

We want to provide a warm welcoming and inclusive environment in which all children are treated fairly and consistently. We firmly believe all children have the potential to achieve no matter what their experiences have been prior to school. We want the children to be successful and this reflects in our values across the school.

**We believe that behaviour is a form of communication**

Throughout the school we look at each behaviour in context and are committed to seeing all behaviour as a form of communication. Therefore, we explain our practices to children, offer them reasons to work with us and encourage reflective dialogue and self-regulation. We recognise that each individual will be at different stages of their emotional and behavioural development and that this is not always typical for their age. Therefore, we treat children as individuals, learn about emotions explicitly and encourage broad emotional literacy as a key strategy for self-regulation. We ensure that the curriculum is appropriate for each child and that teaching styles are varied, and we use praise as our main tool to express our expectations.

We believe that developing self-esteem, self-regulation and emotional literacy will enhance an individual's ability to make positive learning and social choices. Through nurture support and use of the 'zones of regulation', amongst other tools, we support children to talk about their feelings and try to help them to find ways of managing their behaviours with increasing independence. We work closely with parents / carers and other professionals to support pupils the in best way that we can.

**Values**

We follow the Chris Quigley 'Secrets of Success' as a vehicle to teach resilience, confidence and challenge our pupils to take risks and work hard.



## **We firmly believe:**

- Behaviour is a form of communication of an emotional need. It can be conscious or unconscious.
- Strong, positive relationships between staff and pupils (and their families) are essential. This creates connection and respect and values all members of our community within our collective.
- We will not damage relationships with children, but remember:
  - **Engage don't enrage**
  - **Connection before correction**
  - **Regulate, Relate, Reason**
- We want to start with the child; fitting learning around the child rather than making a child fit into a rigid model of learning. This requires a solid understanding of each child's learning needs.
- A child displaying behavioural difficulties is vulnerable, this needs to be explored and support provided.
- All adults will take a non-judgmental approach to each child and empathise and try to understand their behaviour through genuine curiosity; focusing on feelings and emotions rather than the behaviour itself.
- We will keep clear boundaries and expectations around behaviour to keep all children safe.
- We have a nurturing environment, with clear routines and expectations both inside and outside the classroom with clear modelled behaviour from all adults.
- **Punishment and reward are not the most effective way to support behaviour change. Self-management and self-regulation of behaviour is a far more effective way to achieve good social behaviour and to equip learners with an essential life skill.**
- Natural rewards and consequences that can follow certain behaviours should be made clear without the need to enforce sanctions as this leads to more negative behaviour.
- We are attentive to children when they are getting it 'right' and support them when they get it 'wrong'. We are opposed to punishment and control.
- Some behaviours are not a matter of choice and some factors are out of learners' control, therefore sometimes the language of choice may be inappropriate. For example, "Why did you say/do that?" may be impossible for a child to answer.
- Behaviour must be viewed as a communication pattern. We will look for patterns and triggers amongst individuals and groups to better prepare us for supporting positive change.
- Developing self-esteem, self-regulation and emotional literacy will enhance an individual's ability to make positive learning and social choices. Therefore, sufficient focus will be given to this development dependent on the learner's needs.

## **Aims of policy**

- To ensure consistency in approach when supporting positive behaviour change in school
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To help learners take control over their behaviour and be responsible for the natural consequences of it
- To build a community which values kindness, care, good humour, good temper, motivation and empathy for others
- To promote community cohesion, through improved relationships

## **3 School Rules**

**Ready**

**Respectful**

**Safe**

### **All staff:**

1. Meet and greet at the door and when passing others in school, using children's names and making eye contact.
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviours and build relationships with pupils and staff.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Be calm and clear when talking to learners about actions and behaviours and the likely consequences that will result.
6. Prevent escalations before sanctions, if possible.
7. Follow-up every time. Engage in reflective dialogue with learners, where possible.
8. Understand that a quiet word of praise can be as effective as more public, larger rewards.

This ethos requires a nurturing environment that enables children to explore emotions using coaching, modelling and teaching appropriate ways of behaving.

## **Praise and Rewards**

Attention is the first reward for good behaviour and positive reinforcement is used in several ways:

### **1. Collective praise and reward-**

The classroom reinforces the values of the school and establishes a sense of community. Whilst individual success will be championed; each individual will develop their own ambition for and contribution to collective success.

### **Individual Praise**

We initially reward children with positive praise and recognition. When children go above and beyond, we want to celebrate and acknowledge individual success and in these cases children are awarded wow moments or notes/ slips by adults to take home that day. These will be a token from the adult to the child to recognise their successes.

### **Collective Praise**

In instances when every member of the class is working collectively for the benefit of the class community we will recognise this through collecting tokens as class with a reward for achieving a target. This reward will likely to be gained after a sustained period of time such as a month or half term and the rewards will consist of a short 'golden time' in class, outdoor play or something else agreed between the teacher and their class. We feel that this helps to build community cohesion within classes and promotes positive peer relationships and teamwork.

## **Whole school rewards and recognition**

Our school is a connected community, and coming together collectively to recognise and celebrate achievement is a key way that we promote our values. Each week, the school engages in a range of gatherings to reaffirm and exemplify our values and examples of these in action. A weekly celebration assembly provides teachers with the opportunity to acknowledge individual success across the school. 'Lightmoor Star' and 'Lightmoor Heart' awards are given to individuals within each class. The 'Star' specifically acknowledges progress and achievement in learning and can be awarded to any child, at any stage of achievement, in recognition of their positive behaviours for learning. The 'Heart' is awarded for acts of kindness and good citizenship and seeks to highlight and reward learners' words and actions to do good for others. Additionally, a 'Special Commendation' will be awarded weekly to an individual who has demonstrated any of the school's values, as a role model, within or outside of school. Recipients of the 'Special Commendation' will be invited to join the Headteacher for a special treat of 'Hot Chocolate Friday' (alternative refreshments available!): fun and informal time to celebrate achievement with other recipients from across the school.

## **Keeping everyone safe**

Children that refuse or feel unable to comply in school, cause a dangerous situation and/or put themselves and others at risk can be temporarily suspended for the safety of themselves and others. This decision is not taken lightly and is intended to ensure that adequate and appropriate

provision or modification is in place to promote a reduction or de-escalation in future incidents. We do everything that we can to keep children in school and firmly believe that a child in behavioural distress needs to be drawn in, rather than distanced whenever this is possible. The school exclusion system will follow the Telford & Wrekin LA education guidelines. When children return from a temporary suspension, parents/carers will be asked to meet with the Head and Deputy Headteacher in a reintegration meeting. An individual plan will then be put in place to promote a positive return to school. Once all other options have been exhausted and if there are further incidents of that nature that continue to pose unacceptable risk or harm, then the governing body, along with the LA, can make the decision to permanently exclude a child from school.

### **Leaving the classroom or school grounds**

If a pupil runs out of a class we will establish where they have gone in a calm manner; avoiding 'chasing' the child. Instead, staff will keep them in view from a safe distance. If a child departs the school premises, parents/carers will be informed. If they are not at home, the police will be informed that a pupil has left the school and is at risk.

### **The power to use reasonable force or make other physical contact**

Refer to policy on Using Reasonable Force

### **Power to discipline beyond the school gate**

Through assembly and direct teaching within the curriculum, pupils are made aware that their behaviour both within and outside the school gates should reflect our values and expectations. Children are encouraged to act as ambassadors of the school, so that visitors or members of the community recognise our values in action. Incidents of unacceptable behaviour outside of the school will be dealt with on an individual basis, taking account of the context and the recommendations within *'Behaviour and discipline in schools: Advice for headteachers and school staff'*, DfE, February 2014

### **Risk Assessments**

Where there is a moderate or high likelihood that a child's dysregulation could lead to harm (to themselves or others), an individualised risk assessment will be created in order to mitigate or reduce this risk. Where appropriate, advice will be sought from a range of other professionals, to ensure that modifications and additional support are appropriate to achieve the intentions of this risk assessment. Risk assessments will always be approved by the Headteacher and will prioritise the learner's access to a broad and balanced curriculum and experiences, in a manner that maintains safety and control. Risk assessments will be discussed with parents and carers and strategies shared and understood by supporting adults.

### **Physical Restraint**

In some circumstances, specifically trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort

- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in CPOMS and reported to parents

## **Appendix 1**

### **Connection before Correction**

If children have become involved in any form of conflict, practitioners will:

- Approach calmly being aware of body language, reach out to children who are upset or angry. Use a calm voice to communicate a POSITIVE and NEUTRAL attitude. Use 'I'm wondering if' as a technique to start the conversation eg "I'm wondering if you are angry because your friend took your ball"

#### **It is important to make a connection first before you begin to correct the behaviour**

- Acknowledge the feelings "I can see that you are upset and that is okay...can you tell me what happened?"
- Give children time to calm down after an event if they need it and try the techniques above after they are calm.
- Listen to all sides of the story. Where other children have been involved encourage them to resolve the conflict together and decide what the next steps should be.
- Encourage the children to reflect on their own behaviours and talk through what they could do instead next time.

## **Appendix 2 (see prompt sheet Appendix 3 also)**

### **Our steps in managing challenging behaviour**

Learners are held responsible for their behaviour and ALL staff deal with behaviour.

#### **The reminder**

Reminder of expectations, Ready, Respectful, Safe delivered quietly/ privately to the learner

#### **The caution/ warning**

A clear verbal caution delivered quietly/privately to the learner, making them aware of their behaviour and clearly pointing out the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

Scripted approaches at this stage are encouraged:

#### ***30 second intervention***

*Gentle approach, personal, non-threatening, side on, eye level or lower.*

*State the behaviour that was observed and which rule/expectation/routine it contravenes*

*Tell the learner what the consequences of their action is (giving up their own time to complete work etc)*

*Refer to previous good behaviour/learning as a model for the desired behaviour.*

*Walk away from the learner; allow her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.*

*We resist endless discussions around behaviour and spend our energy returning learners to their learning*

#### **The cool off/ reflection time**

The learner is asked to speak to the teacher away from others

Boundaries are reset

Learner is asked to reflect on their next step. They may now have missed 1 minute/ 2 minutes of their time. Can they turn it around?

Again they are reminded of their previous conduct/attitude/learning.

Learner is given a final opportunity to reengage with the learning / follow instructions

Learners can move to areas or leave the classrooms if they need to cool down and/or to defuse a situation.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Reflection and restoration meetings at Lightmoor are a core part of repairing damage to trust between staff and learners.

After significant events or incidents, we would have a reparation meeting/session. These are structured in 6 steps and are usually done outside on the playground somewhere the child can walk and talk or in another safe space.

What's happened?

I'm wondering if...

What was each party thinking?

Who feels harmed and why?

What have each party thought since?

What behaviours will each of us show next time?

Reaffirm your commitment to building a trusting relationship.

**Lightmoor ABC sheets are used as a reflective tool where appropriate.**

Appendix 3 Lightmoor prompt sheet	Above and Beyond Recognition
<ul style="list-style-type: none"> <li>➤ Ready</li> <li>➤ Respectful</li> <li>➤ Safe</li> </ul>	<ul style="list-style-type: none"> <li>➤ Putting others first</li> <li>➤ Rising to a challenge</li> <li>➤ Sticking at something (persevering)</li> </ul>

Adult Behaviour	Remember...	Relentless Routines
<ul style="list-style-type: none"> <li>➤ Calm</li> <li>➤ Consistent</li> <li>➤ Positive</li> <li>➤ Empathetic</li> <li>➤ Reflective</li> </ul>	<ul style="list-style-type: none"> <li>➤ 'Engage, don't enrage'</li> <li>➤ 'Connection before correction'</li> <li>➤ 'The 3 R's: Regulate, Relate, Reason'</li> </ul>	<ul style="list-style-type: none"> <li>➤ 'Wonderful walking'</li> <li>➤ 'Lovely lining up'</li> <li>➤ 'Magnet eyes'</li> <li>➤ 'My turn, your turn'</li> <li>➤ Turn to your partner'</li> <li>➤ Silent stop cue (hand)</li> </ul>

### Positive Reinforcement

#### Remember...first attention for best behaviour!

Scripted Response	Response to Outstanding Behaviour
<p><b>Make sure you say the child's name to gain their attention before using any of the following dialogue....</b></p> <ul style="list-style-type: none"> <li>➤ 'Well done! You were ready for learning because....'</li> <li>➤ 'I'm pleased that you are showing respect by....'</li> <li>➤ 'I am pleased to see you walking safely around the school.'</li> <li>➤ 'You showed kindness by....'</li> <li>➤ 'I'm proud of you. You didn't give up even though it was hard – you rose to the challenge.'</li> <li>➤ 'I am so pleased that you stuck at it. Now you can....'</li> </ul>	<ol style="list-style-type: none"> <li>1. Verbal praise – private and public.</li> <li>2. Use of body language – a smile, nod, thumbs up etc.</li> <li>3. Discussion / phone call and email home to parent/carer</li> <li>4. Headteacher chocolate Friday</li> <li>5. Achievement assembly star and heart awards</li> </ol>

### Responding to negative behaviours

Scripted Interventions	30 Second Intervention
<ol style="list-style-type: none"> <li>1. <b>I understand...</b>(that you are angry/cross/upset)</li> <li>2. <b>I'm wondering if..</b>(you are feeling upset because)</li> <li>3. <b>I need you to...</b>(come with me so we can sort this out properly)</li> <li>4. <b>Maybe you are right...</b> (maybe I need to speak with them too)</li> <li>5. <b>That may be so but...</b> (I need you to...)</li> <li>6. <b>I've often though the same...</b> (but we need to focus on)</li> <li>7. <b>I hear what you're saying...</b> (It's not easy, but I know you can do it brilliantly)</li> </ol>	<ol style="list-style-type: none"> <li>1. Whisper reminder of previous good behaviour.</li> <li>2. Walk away</li> <li>3. Quiet chat later in private to restore</li> </ol>

Stepped Sanctions	Emotion Coaching
<ol style="list-style-type: none"> <li>1. Scripted intervention</li> <li>2. 30 second intervention</li> <li>3. Additional 30 second intervention</li> <li>4. Chance to 'cool off' quietly somewhere</li> <li>5. <b>Warm welcome back</b>, "I knew you could do it!" "I'm here to help you, "or other positive comment.</li> <li>6. Quiet chat later in private to restore</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Recognise, empathise &amp; sooth</b> to calm ('I understand how you feel, you are not alone')</li> <li>2. <b>Validate the feelings and label them</b> ('This is what is happening, this is what you are feeling')</li> <li>3. <b>Set limits on behaviour</b> if needed ('I understand but we can't always get what we want')</li> <li>4. <b>Problem-solving with the child</b> ('We can sort this out')</li> </ol>

#### Restorative Follow-Up

<ol style="list-style-type: none"> <li>1. What happened?</li> <li>2. What were you thinking at the time ...and now?</li> </ol>	<ol style="list-style-type: none"> <li>5. What can we do now to put things right? ..and in the future</li> </ol>
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| <ol style="list-style-type: none"><li>3. How did this make people feel, including you?</li><li>4. Who has been affected and how?</li></ol> |
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## **Appendix 4**

Examples of the support we offer here at Lightmoor:

### **Universal:**

- Staff listen to children, are curious and empathetic and have a desire to do what they can to help a child having a tough time. Children are given opportunities to correct their own behaviours and situations and each day is a new day. We focus on the positives, however small and communicate with parent and other professionals. Staff at Lightmoor are flexible with pupils and understand that what works for one child may not for another
- Effective tracking of behaviour to help identify patterns and changes in order for support to be given
- Structure, routines and boundaries for all pupils and adaptations to these to meet the individual needs
- Staff are reflective of situations and looking at what the adult and system could have done differently and then make the changes

### **Targeted:**

- family support workers (Strengthening Families) EHSP assessments
- Nurture support in school
- Smashlife 1:1 mentoring sessions
- Links with local PRU
- Personal positive behaviour plans
- Meetings with parents
- Home / school communication books
- Advice and sessions from behaviour support

### **High Needs**

- External specialists supporting such as: BSAT, EP, OT, Emotional Well-being panel, Bee U
- Safe spaces such as nurture rooms that are available at any time should the child need them
- Modified timetable
- Buddy system and mentors within school
- FAP
- Morning breakfast 1:1 key workers meet and greet each morning