



Promoting Positive Relationships and Supporting Behaviour Regulation Policy

Autumn 2024

Date approved by the 'D and P' Committee
Signed by Chair of Governors:
Signed by Head Teacher:
Date of next review: Autumn 2025

This policy was based on guidance from NCC Local Authority and includes input from members of staff, representatives of the governing body, parents and carers, pupils and NCC professionals from the 'Building Relational Schools' team.

Priory Junior School – Supporting Behaviour Regulation Policy

Introduction

At Priory Junior School we believe in a relationship-based and restorative approach to respond to behaviour in the moment, supporting our children to understand self-regulation of their emotions. Our systems are underpinned by our PRIDE values (peace, respect, independence, determination, equality). If children are emotionally dysregulated, they cannot learn to their best potential.

“Restoring relationships and community is central to restoring wellbeing” **Bessel Van Der Kolk M.D.**

“Often children are struggling to keep it together...while falling apart. Children's shortfalls and disruptive behaviours overshadow their strengths and abilities. Rather than helping to fix behaviours people seem to keep pointing them out. No child wants to be labelled as a 'bad child' but they may not have the tools to act differently. Zones of Regulation was developed to help children with the tools to gain control of unexpected behaviours through a cognitive learning approach. Helping children to consciously regulate their actions leads to increased control and problem solving.” **Taken from Zones of Regulation by Leah M Kuypers.**

“Too often we forget that discipline really means to teach and not punish. A disciple is a student, not a recipient of behavioural consequences” **Dr. Dan J. Siegel.**

This strengths-based approach is based upon well-established psychological theories of human development and reinforced by up-to-date research evidence. The approach involves these 3 key ideas:

1. **Unmet Needs:** Behaviour often communicates an unmet need. Therefore, to change behaviour we must connect and respond to the unmet need e.g. hunger, sleep, safety, trauma, attachment seeking.
2. **Individual Influences:** Children's behaviour cannot be fully understood in isolation, without considering their individual influences. The environments in which they develop e.g. family, school, community.
3. **Relationships:** Relationship-based, restorative approaches offer an evidence-based alternative to zero-tolerance behaviour management systems. Within trusted relationships children can learn to accept their individual strengths and areas for development, they can explore difficult emotions and experiences with a view to moving forward e.g. teaching effective conflict resolution.

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

Aims

Our school is committed to the emotional mental health and wellbeing of its staff, pupils and parents and carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

It is acknowledged that members of the school community may have different parenting experiences and views on behaviour. However, the aim of our Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos:

- To ensure the safety and well-being of children and adults in school.
- To demonstrate our PRIDE values in all we do.
- To help children develop self-esteem.
- To create a safe, purposeful and happy atmosphere in which effective teaching and learning can take place.

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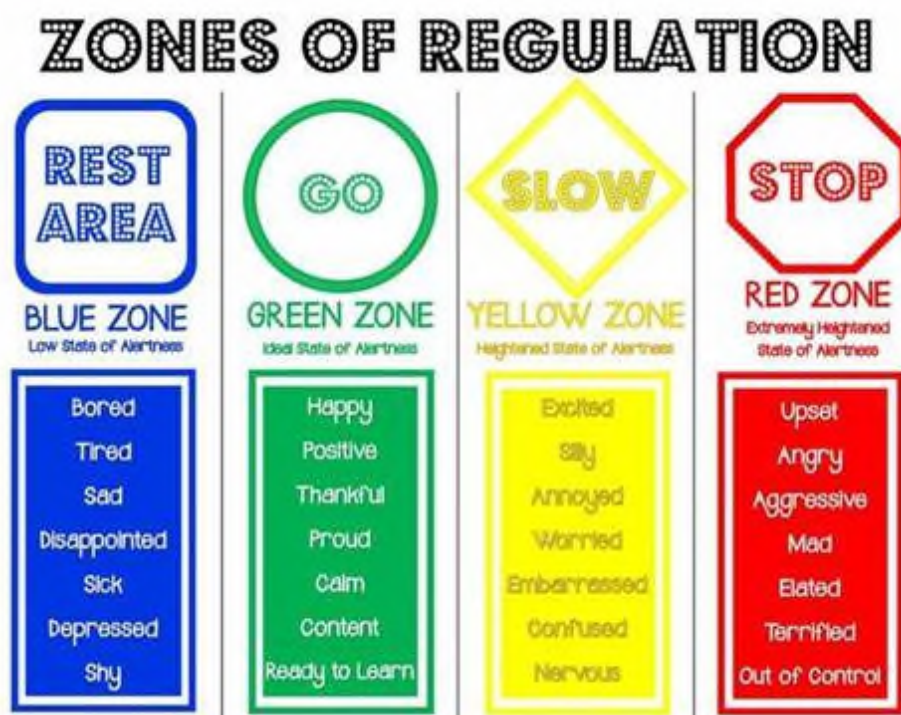
- To develop a stimulating environment where everyone is valued and respected.
- To foster positive, caring relationships towards everyone.
- To promote self-discipline and a regard for authority.
- To teach children through a restorative approach (restoring, repairing and responding to the unmet need) to discipline as opposed to a behaviourist approach (behaviour responses should be learned through consequences).
- To have a consistent approach to supporting behaviour regulation throughout school.

Details of Our Approach:

Please refer to:

1. [Understanding Behaviour in Schools Toolkit \(2\).pdf](#)
2. [THE ZONES OF REGULATION: A SOCIAL EMOTIONAL LEARNING PATHWAY TO REGULATION - Welcome](#)
3. 'Responding in the moment' document by Notts CC in appendix

We use relationship-based practice and restorative practice. This is not really about what we do but how we do it. Everything we do starts with relationships – building, maintaining and repairing. For our classroom-based teaching and learning driver we use: 'The Zones of Regulation Framework' by Leah M Kuypers. Over their time at Priory, pupils will learn to understand their emotions and behaviour responses linked to different coloured zones:



Through this approach, we refer to:

- **Expected PRIDE behaviours:** these make others feel safe, happy and able to learn.
- **Unexpected behaviours:** these can hurt, scare, disappoint or upset others and they are unable to learn.

Expectations for Our School Community:

All members of the Priory Junior School community will strive to show peace, respect, independence, determination, and equality in all they do.

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All staff will:




- Lead by example, by modelling the high expectations they have for all children.
- Actively teach children in the moment how to adhere to expected PRIDE behaviours by modelling this appropriately through different situations.
- Work closely with parents and carers to build up mutual trust which is solution focused to support everyone.
- Ensure that lessons and group sessions are well-planned, resourced, engaging and appropriate to the needs of the individuals in their care.
- Engage with training to support any children who display emotional regulation needs.
- Set high expectations for children’s achievement.
- Praise expected PRIDE behaviours and children’s efforts.
- Separate the unexpected behaviour from the child. E.g. by explaining that it is their unexpected behaviour which can make others feel frightened or upset not them as a person.
- Support children to feel safe when restoring and repairing relationships.
- Provide clear and consistent boundaries for every child (tailored to individual needs where necessary).
- Use de-escalation methods to divert and downplay such as PACE when supporting someone whose behaviour is unregulated (playfulness, acceptance, curiosity, empathy).
- Teach children about the Zones of Regulation and refer to them.

We expect parents to:




- Communicate respectfully, and positively with all staff.
- Work together with staff to create solutions to support children.
- When necessary, refer to the Pride values and regulation zones with their child to support behaviour occurrences that may have happened in school.
- Discuss any concerns with their child’s class teacher.

Our Supporting Behaviour Regulation System







Classes may use some visual aids of the sunshine or rainbow to support children’s understanding of the system. Alongside this system, staff use **natural consequences** to repair and restore e.g write an apology letter, a handshake, tidy things up, apologies, completing missed work. This system is based on relationships being in place first to support children’s regulation through coregulation with adults - not through humiliation or shame.

Visual aids	What?	Who?
	Every child starts the day on the sunshine showing expected Pride behaviours. Some children on that day will show outstanding PRIDE behaviour and go beyond the sunshine to the rainbow. This is an incredible achievement for the day and they will be rewarded with a special rainbow certificate in assembly.	Classroom staff Other staff can also award rainbows.
<p>Verbal Warning</p> 	If someone is showing unregulated behaviours (possibly feeling in the yellow or red zone) or an incident happens which is unexpected behaviour they are given a first verbal warning. Some children may need some support to regulate at this point.	Classroom staff should aim to build strong relationships with students which should act as the foundation for all achievements. Classroom staff should always try to deescalate, resolve and repair unexpected behaviours in the first instance.
<p>Middle Cloud</p> 	If unexpected behaviour continues children will be given up to 10 minutes with an adult during a playtime/lunchtime to regulate, repair or reconnect, depending on the situation. This is called ‘middle cloud’. This could involve a range of activities e.g. finishing work, reading, colouring in, a drink, their snack/lunch, or discussing zones/emotions.	Classroom staff should always try to deescalate, resolve and repair unexpected behaviours in the first instance.

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	<p>If unexpected behaviour continues or another incident occurs children will spend some time out of their class and/or move into another classroom. This can help them regulate in a different environment with a different adult.</p>	<p>Some support from another teacher but not to disturb the learning in that classroom. Classroom staff should always try to deescalate, resolve and repair unexpected behaviours in the first instance.</p>
<p><i>This is a last resort:</i> Restorative Reflection</p> 	<p>If unexpected behaviour continues when they return to their class or a severe incident occurs they will spend their lunchtime reflecting with an adult using a restorative approach (see 'My Pride Restorative Reflection' page in appendix). This is an opportunity to help resolve and repair by responding to the behaviour in a quiet environment. Parents will be informed during or after school if a reflection has taken or will be taking place. This incident is recorded by staff using an electronic system called CPOMS. Some incidents, in or out of school, may warrant an immediate reflection due to the severity e.g fighting, stealing, child on child abuse, swearing, verbal abuse, vandalism, bullying, racism, or retaliation.</p>	<p>Classroom staff will log the incident on CPOMS, inform parents/carers and the SLT member on duty.</p> <p>In most cases, a member of SLT will lead a restorative reflection – then share the outcomes with classroom staff.</p> <p>In some cases, another member of staff may need to lead the reflection depending on the circumstances.</p>
<p><i>Isolation = Time working away from their class.</i></p>	<p>If unsafe and severe unexpected behaviour occurs, in or out of school or a child still struggles to regulate in class following a reflection then time out of class with a member of SLT may be needed. This will be decided upon by the teacher and a member of SLT. Parents will be informed.</p>	<p>SLT</p>
<p>If 3 reflections occur over a half term, then a behaviour regulation support meeting will be held with the class teacher and parents/carers to explore solutions together (see supporting behaviour plan in appendix).</p>		
	<p>Following these steps to support emotional regulation, repair an incident or restore a situation, children are moved back to the sunshine and continue learning.</p>	

A [weekly checklist](#) is used by classroom staff to record the systems used and avoid shaming children in class if warnings or reflections are needed:

<p>Supporting Behaviour Regulation System</p>	 Verbal warning	 Up to 10mins during any playtime or lunchtime	 Time out of class or time in another classroom.	 Reflection
	M T W Th F	M T W Th F	M T W Th F	M T W Th F
<p>Rewards</p>				
	M T W Th F	M T W Th F	M T W Th F	M T W Th F
	M T W Th F	M T W Th F	M T W Th F	M T W Th F
	M T W Th F	M T W Th F	M T W Th F	M T W Th F

Procedures for dealing with more serious incidents

- If the unexpected behaviour is severely unsafe, then the school's suspension procedures are implemented. This could be an internal suspension from class, a fixed-term suspension or a permanent suspension – these can only be imposed by the Headteacher or Acting Headteacher.
- A re-entry meeting will be arranged following any fixed-term suspension.
- Representatives from the Governing Body and Local Authority may be consulted if a permanent suspension is required.
- Parents have the right of appeal to the Governing Body against any decision by the Headteacher to permanently suspend.

Any form of persistent non-compliance following a restorative reflection or dangerous aggression or abuse towards a member of our school community, school property or themselves may result in suspension and the necessary procedures will be followed.

Supporting staff well-being

At Priory we provide collaborative, emotional and restorative (rebuild, restore, repair) support for staff in order to help manage stress and secondary trauma to reduce the likelihood of staff burnout. Our wellbeing committee provide advice and strategies for self-care and we have a family/staff support worker in place to discuss mental health in private. Staff can also talk to and work with members of the SLT using models of reflective practice and coaching to support work life and wellbeing. Through our relationships-based restorative approach staff understand the importance for themselves and children to “regulate before we educate”.

[Anna Freud Guide to staff self-care](#)

[Anna Freud Guide to supporting staff wellbeing](#)

Special Educational Needs

Children with learning, social, emotional, or health needs may require an individual regulation programme specifically devised to meet their needs. This programme will be developed in full consultation with parents/carers and may involve outside support agencies. The class teacher will exercise reasonable adjustment to the system to suit the needs of the child (e.g. the child may receive three visual warnings before moving to the grey cloud, a shortened reflection with a particular member of staff, time out cards, a fidget toy or time on outdoor equipment. This programme will be shared with all members of staff to support the child.

Individual risk assessments may be completed to support the care and safety of the school community regarding unexpected or unsafe behaviours displayed in school.

Rewards

Our reward systems support the building of relationships between children, staff and families, increase children's self-esteem and reinforce expected PRIDE behaviours. Rewards can also have a motivational role for some children, helping them to value expected behaviours.

Our rewards:

- Verbal and non-verbal praise
- A visit to the headteacher to show outstanding PRIDE (the rainbow certificate)
- Stickers
- Different in-class systems e.g proud clouds, tokens, star of the day

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- Celebration assemblies
- Children’s work and achievements displayed around school and on Seesaw
- Texts home
- House points
- Reading raffle
- Prides (school currency to spend or save)



Playtimes

All Priory staff on duty have the same expectations for expected PRIDE behaviour on the playground. The children will ‘circle up’ at the end of every playtime showing PRIDE.

All lunchtime staff will receive training which will be delivered by the SLT or outside providers.

Race Equality and Equal Opportunities

Priory Junior School does not tolerate racism or any other discriminatory behaviours.

We firmly believe that it is our duty to prepare our children for life as citizens in a multi-ethnic society in which we should not intentionally or unintentionally discriminate against anybody on the grounds of colour, sexual orientation, race, religion, beliefs, gender, disability or age. We are committed to tackling racial discrimination and promoting equality of opportunity. Any incidences of a racist nature will be dealt with following our Race Equality Policy which is a comprehensive policy for children, staff, governors, parents, carers, providers, and visitors. If a racist incident occurs, the Headteacher or Deputy Headteacher will contact the parents/carers to inform them of their child’s involvement in it. All racist incidents are logged on our online reporting system and strategies are put in place to support and educate those involved.

The Use of Physical Intervention

There may be an occasion when staff may need to use reasonable force to physically intervene during an incident to safeguard everybody involved (please see our positive handling policy).

Staff are trained and know when to use reasonable force to minimize risk, prevent danger or harm from happening.

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools – a guide for Head teachers and School staff.

The necessary use of any physical intervention at Priory is taken very seriously. Staff are trained to explore and use alternative strategies before reasonable force or restraint is used. Parents and carers will be informed as soon as possible.

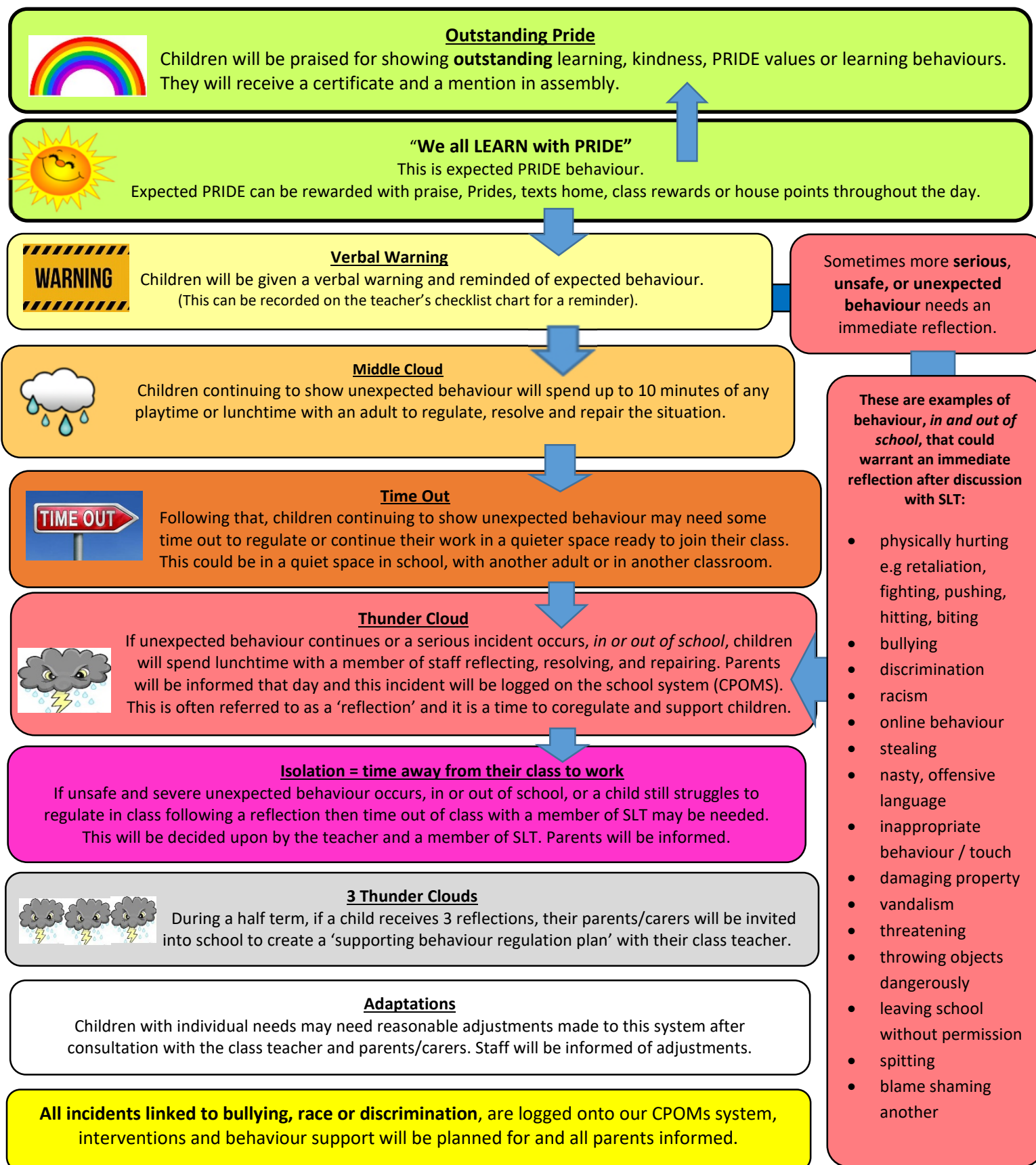
To ensure that this policy is effective, a regular process of monitoring and reviewing will take place each term. Practice, solutions, and outcomes will be discussed collaboratively at SLT and staff meetings.

Linked Documents

- RSHE Policy
- Equality Policy
- Child on Child abuse policy
- Health and Safety Policy
- Safeguarding Policy
- Anti-bullying Policy
- Online Safety
- Staff Handbook
- Suspension policy
- Physical Intervention Policy (coping with risky behaviours)

Appendix

Priory's Supporting Behaviour Regulation System



Priory Pride



I show peace by:

- sharing with others.
- telling the truth.
- being a defender.
- befriending someone who seems lonely.
- picking things up and putting them in a safe place or finding the rightful owner.
- walking through school quietly and safely.
- listening well.

I show respect by:

- saying 'please', 'thank you' or 'excuse me' when talking to others.
- respecting other people's beliefs, views and ideas.
- waiting for others to finish a sentence before speaking.
- using table manners when I eat.
- volunteering to say a special 'thank you' to a visitor in school or after a trip.

I show independence by:

- knowing what I am good at and what I need to improve.
- doing as I am asked immediately by staff in our school.
- being safe on the internet by following website and app guidelines.
- starting work as soon as I am asked to and staying on task until I am finished.
- completing homework.
- improving my spelling.
- attending a school club or a regular activity outside of school.
- having a job.
- carrying my own school belongings to and from school.

I show determination by:

- being brave to conquer tricky things.
- sharing my dreams and aspirations for my future.
- learning my multiplication tables.
- making progress in my learning.
- reading at home regularly and getting it recorded by an adult.

I show equality by:

- keeping my house t-shirt safe and wearing it on special days.
- wearing the correct uniform and black school shoes.
- having the correct PE kit.
- taking part in school votes and democracy.
- treating everybody equally and celebrating differences.

Restorative Reflection guide:

My **PRIDE** Restorative Reflection

Date:

Name:

Class:

Describe what happened: (Independence)

What were you thinking at the time?

How do you feel about what happened? (Respect)

Who has been affected by what happened? (Peace and respect)

How do they feel about what happened?

In what way? (Equality)

How could you have handled the situation better? (Respect)

What needs to happen to put things right? (Determination)

Finally, on the back of this paper, create an apology message, poster or letter for the people you need to put things right with.

How do you feel now? _____

How might they feel when you put things right?



Supporting Behaviour Regulation Plan for:

Year Group:

Teacher:

Any agencies involved:

Date:

Who attended the meeting:

Strengths at school:

-

Strengths at home:

-

Areas of concern:

-

Known triggers for unexpected behaviours or emotionally unregulated:

-

Which regulation / de-escalation strategies work?

-

Targets:

- 1.

People who will help in school and their role:

-

How will parents / carers support?

-

Plans for intervention (e.g staggered lunchtimes, ELSA, CASY, Therplay, brain breaks, Lego, rewards)

-

Next review date (4 – 6 weeks):

Evaluation (to be completed at next meeting):

Review progress: How did it go? Changes to plan? Next steps?

