

Behaviour Regulation policy

Introduction

At Newhall Infant and Nursery School, we have high expectations of behaviour. We understand the vital importance of consistency of expectations across the school to allow children to feel safe and understand exactly what is expected of them. We ensure that expected behaviour is directly taught to children and is modelled by staff at all times. We also ensure that children are supported by all staff to achieve these expectations in school.

Our behaviour policy is rooted in research and is attachment aware. We understand that all behaviour is a form of communication and an indicator of emotions. We as adults must respond in an empathetic way to all behaviours in order to preserve relationships and allow children to feel safe in school.

Our school motto, kindness in all we do, ensures that in addition to children treating each other with kindness, staff will always approach behaviour management with a kind, supportive attitude to help children understand and regulate their behaviour without feeling shamed.

"There is a strong evidence base that teacher-pupil relationships are key to good pupil behaviour and that these relationships can affect pupil effort and academic achievement."

(Education Endowment Foundation, 2021)

"Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress".

(Colebourne Primary School, 2017)

Sources

Our behaviour policy has been developed after extensive research using the following sources:

- Behaviour in schools, advice for headteachers and school staff (DfE, 2022)
- Behaviour as the communication of a need (KCA, 2021)

- When the adults change, Everything changes, (Paul Dix, 2017)
- Developing an attachment aware behaviour regulation policy (Brighton and Hove City Council, 2018)
- Improving behaviour in schools guidance report (Education Endowment Foundation, 2021)
- Behaviour: The lost modules (Jen Foster, 2023)

Key drivers of our approach

- We understand the importance of putting relationships with children at the forefront of everything we do.
- We understand that desired behaviours need to be explicitly taught and modelled by all staff at all times.
- We understand that children who are struggling with their behaviour need to be supported, not punished.
- We know that behaviour management needs to be private between the adult and the child and should not be shared with the rest of the class.

Behaviour Expectations

We have high expectations for our children whilst also recognising that some children have specific needs which could make it more difficult for them to comply with expected behaviours.

The following behaviour expectations cover all times of the school day. They are written in child friendly language and explained below.

- Be Kind
 - Kind hands
 - Kind words
 - Kind hearts
 - This means that we keep our hands and feet to ourselves, only use kind words to other children and staff and show kindness to all in the school.
- Be Sensible
 - Move around the school sensibly – walking legs inside.
 - Use appropriate language, tone and volume when speaking.

- Show Respect
 - Accept people for who they are even if they're different from you or you don't agree with them.
 - Talk to people in a way that shows you care about how they feel.
 - Look after your own and others' property.
- Work Hard
 - Follow instructions from an adult.
 - Try your best.
 - Ask for help if you need it.

These expectations are explicitly taught to children through introductions to new classes, assemblies, PSHE lessons and adult interactions with children. Each expectation comes with an image which are displayed throughout school. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

Celebrating Successes

At Newhall Infant and Nursery School we recognise and celebrate good behaviour. Childrens' successes will be celebrated in school in the following ways:

- Praise from adults
- Use of stickers
- Giving class dojo points
- Taking a child to another member of staff or the head teacher to 'show off'.
- A class dojo champion at the end of each week for the child who has achieved the most dojo points in each class.
- A 'kindness in all we do' certificate at the end of each week for a child who has displayed kindness.
- An 'explorer of the week' certificate for a child who has displayed one of our Dimensions curriculum values.

Strategies for supporting children with their behaviour

Low Level behaviour

Low level behaviour is defined as a type of behaviour in the classroom which hinders the learning of the pupil and other children in the classroom. Low

level behaviours include talking over the teacher, not focussing on work or disrupting others.

Low level behaviour is dealt with at Newhall Infant and Nursery School by using the following stepped responses. There are two different stepped responses which can be used, one for disruption and one for hurting others.

Low level behaviour - Disruption

Step 1 – Initial response	Verbally notice other children doing the right thing. Use of child's name. Quick reminder of expectations <ul style="list-style-type: none"> - Could be non-verbal (use a hand signal/ point to poster) - Could be verbal e.g. 'super sitting please'.
Step 2 – Warning	Quiet word – notice what's happening. <i>e.g. I noticed that you are having trouble getting started on your work. Listen to the child's comments and offer them encouragement or support to get back on track.</i> Ask child if they need help with their work – they might be struggling!
Step 3- Move child	Doesn't involve a reprimand – e.g. <i>'sitting next to ___ will help you concentrate on your learning'</i> .
Step 4 – Time in another classroom	Doesn't involve a reprimand – <i>'I've noticed that you're really struggling to concentrate on your learning in here today. You need to work in ___ class to help you concentrate.'</i> If a child is moved into another class, they will need a short emotion coaching session afterwards when they are calm to support them to understand their behaviour and give them strategies to use next time.
Step 5 – Speak to SLT/ Parents	If the behaviour is ongoing, or unusual for the child, parents may be spoken to in order to help understand if something at home or at school is causing dysregulation. SLT may become involved at this point if necessary to support the child and the staff in the classroom with the behaviour.

Low level behaviour – Hurting others

Step 1 – Immediate reminder of expectations	<ul style="list-style-type: none">- Immediate verbal reminder of expectations – ‘We have kind hands/feet at school’ – This should be a statement of the rule rather than, ‘we don’t hit’. <p>Depending on the severity of the injury, the child may immediately be taken to SLT/Head teacher – This is at the discretion of the staff dealing with the incident.</p>
Step 2 – Emotion coaching	If a child has hurt another person, they will need a short emotion coaching session afterwards when they are calm to support them to understand their behaviour and give them strategies to use for next time.
Step 3- Speak to SLT/ parents	If the behaviour is ongoing, or unusual for the child, parents may be spoken to in order to help understand if something at home or at school is causing dysregulation. SLT may become involved at this point if necessary to support the child and the staff in the classroom with the behaviour.

High level behaviour

High level behaviour is defined as behaviour which is unsafe and prevents the learning of other people in the classroom. Examples of high level behaviours include throwing, swearing at or being physically violent to others. High level behaviour cannot be ignored and must be dealt with immediately.

High level behaviour is dealt with at Newhall Infant and Nursery school by using the following responses:

- Prioritise safety – Either remove the child or remove all other children from the situation to keep everyone safe.
- The adult is to remain close, (if safe to do so), and provide a calm, co-regulating presence.
- The adult will employ de-escalation strategies. (see appendix 1)
- SLT will be informed.
- The incident will be logged on MyConcern.
- If appropriate, parents will be informed.

Exclusion

We do not wish to exclude any child from school, but sometimes this may be necessary when all reasonable strategies have been attempted and failed.

Exclusions will occur if children show Intentional physical aggression (including spitting) towards a member of staff or persistent disruptive behaviour which impacts the learning of others. The decision to exclude can only be made by the headteacher.

Restorative Conversations

Restorative conversations are a tool which can be used to prioritise relationships and to help children to understand the impact of their behaviour on others. These conversations **must take place when children are completely calm**, so they are able to take in what is being said. It is also important to note that **not every incident needs to be resolved with a restorative conversation**. These are reserved for more serious incidents or if another person has been hurt.

Where restorative conversations are required, emotion coaching will be used to support children's development of emotional literacy and regulation through supportive relationships. Emotion coaching is an evidence-based approach and is linked to key attachment concepts. The steps of emotion coaching are as follows:

1. Notice behaviour and emotions beneath
2. Connect with child
3. Listen empathetically and validate feelings
4. Name emotions
5. Set limits and problem solve.

Staff are given training on emotion coaching to support them to have these conversations effectively with children.

Individual Behaviour Plans

We recognise that regulating behaviour is not a 'one size fits all' approach and that some children will need different strategies. These children will have an individualised behaviour plan listing their triggers, proactive strategies, early warning signs and strategies to use when they are dysregulated and calm.

Adults in school will be aware that some children have individual behaviour plans and know that adults dealing with these children will have read their individual behaviour plans and thus will be responding to their behaviours appropriately.

Appendix 1 – De-escalation strategies

De-escalation Strategies
Act calm even if you're not
Lower your voice
Shange the subject / distract
Show you are listening
Give them a job to do
Use humour
Give space
Offer a solution / way out
Show empathy.

Low Level Behaviour

Disruption		Hurting Others	
Step 1 - Initial response	<p>Verbally notice other children doing the right thing. Use of child's name. Quick reminder of expectations</p> <ul style="list-style-type: none"> - Could be non-verbal (use a hand signal/ point to poster) - Could be verbal e.g. 'super sitting please'. 	Step 1 - Immediate reminder of expectations	<ul style="list-style-type: none"> - Immediate verbal reminder of expectations - 'We have kind hands/feet at school' - This should be a statement of the rule rather than, 'we don't hit'.
Step 2 - Warning	<p>Quiet word - notice what's happening e.g. <i>I noticed that you are having trouble getting started on your work. Listen to the child's comments and offer them encouragement or support to get back on track.</i></p>		<p>Depending on the severity of the injury, the child may immediately be taken to SLT/Head teacher - This is at the discretion of the staff dealing with the incident.</p>
Step 3- Move child	<p>Ask child if they need help with their work - they might be struggling! Doesn't involve a reprimand - e.g. <i>sitting next to ---- will help you concentrate on your learning'.</i></p>	Step 2 - Emotion coaching	<p>If a child has hurt another person, they will need a short emotion coaching session afterwards when they are calm to support them to understand their behaviour and give them strategies to use for next time.</p>
Step 4 - Time in another classroom	<p>Doesn't involve a reprimand - <i>'I've noticed that you're really struggling to concentrate on your learning in here today. You need to work in --- class to help you concentrate.'</i></p> <p>If a child is moved into another class, they will need a short emotion coaching session afterwards when they are calm .</p>		<p>If the behaviour is ongoing, or unusual for the child, parents may be spoken to in order to help understand if something at home or at school is causing dysregulation.</p>
Step 5 - Speak to SLT/ Parents	<p>SLT may become involved at this point if necessary to support the child and the staff in the classroom with the behaviour.</p>	Step 3- Speak to SLT/ parents	<p>SLT may become involved at this point if necessary to support the child and the staff in the classroom with the behaviour.</p>

Appendix 3 - Emotion Coaching

Emotion Coaching

1. Notice behaviour and emotions beneath
2. Connect with child
3. Listen empathetically and validate feelings
4. Name emotions
5. Set limits and problem solve

Sentence Stems

I've noticed that...

Its okay to ----- but it's not okay to -----.

Everybody feels ----- sometimes.

Let's solve this together. What could you do?

Name:	XXXXX	Class:	XXXXX
Triggers:			
<ul style="list-style-type: none"> • Transitions – coming to/leaving carpet time, beginning and end of the day • Change of attention – Staff/children’s attention going from him to someone or something else • Lack of sleep – an unsettled night at home • Interactions with others – Other children or staff asking him not to do something • Hunger or thirst 			
Proactive strategies:			
<ul style="list-style-type: none"> • Sensory needs – allow XXXXX to remove his shoes and socks when it is safe to do so. • When speaking to XXXXX, give him 100% attention wherever possible. • When finishing speaking to XXXXX, help him to transition by engaging him in another activity, • Give XXXXX lots of access to climbing and physical play – this is a sensory need. • Give XXXXX access to a safe space where he can be alone. • Allow XXXXX access to drinks/snacks throughout the day and suggest a drink or snack if it has been a while since he’s had one. • Give XXXXX choices of two activities and ask which one he would like to do. • Use incidental learning through play and don’t ask XXXXX to sit down and do work. 			
Stage 1: Early warning signs		Strategies to use:	
<ul style="list-style-type: none"> • Increased pace around the classroom – rushing around • Looking around frequently • Pushing past other children • Shouting to/at other children • Shouting ‘Hey’ • Climbing on furniture 		<ul style="list-style-type: none"> • Offer XXXXX a snack or a drink • Offer XXXXX time outside to run/climb • Suggest time together to read a story • Suggest time in the den to throw balls/get sensory feedback from the trampoline. • Suggest time in XXXXX’s safe space 	
Stage 2: If behaviour escalates		Strategies to use:	
<p>If behaviour escalates, XXXXX may:</p> <ul style="list-style-type: none"> • Grab, push or hit other children • Shout swear words • Throw things at staff or children • Spit at staff • Attempt to climb dangerously (e.g. on top of the playhouse in the outside area or up the fence.) 		<ul style="list-style-type: none"> • Stay calm to support XXXXX to co-regulate • Ensure that staff are there to support XXXXX. • If XXXXX is placing himself or others at risk, support him to access the den. 	

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| | <ul style="list-style-type: none">• Once in the den, XXXXX may continue to shout, throw or swear but will calm down gradually.• If XXXXX continues to put staff at risk (e.g. throwing things at them) staff are to remove themselves from the room and continue to monitor XXXXX through the windows. |
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How to Support XXXXX as he calms down:

As XXXXX calms down he will become more still. He may begin to talk and ask to play outside.

At this time:

- Sit with XXXXX and engage in conversation with him about a different topic (not related to the behaviour)
- Offer XXXXX a drink and/or a snack
- XXXXX will ask to leave the den, if this is not possible straight away, offer an alternative.

DO NOT SPEAK TO XXXXX ABOUT THE BEHAVIOUR AND THE TRIGGERS UNTIL HE IS COMPLETELY CALM, PREFERABLY LATER IN THE DAY.

Individual Behaviour Support Plan – Example B

Name:	XXXXX	Class:	XXXXX
Triggers:			
<ul style="list-style-type: none"> • Transitions • Tidy up time – XXXXX has a compulsion to tip out boxes. • Playing with loose parts – His compulsion to tip out the boxes affects others’ play and often causes conflict. • Carpet Time – XXXXX finds it very difficult to sit on the carpet. • Interactions with others – Other children asking him not to do something. • Being asked to go to the toilet. – XXXXX is demand avoidant when asked to go to the toilet and will refuse to go, even if he does need to. 			
Proactive strategies:			
<ul style="list-style-type: none"> • XXXXX has a special job at tidy up time – to clean the whiteboard. He knows at tidy up time he needs to come straight to the whiteboard and clear it. • Keep an eye on XXXXX during independent play times and support him to access loose parts play (which he really enjoys) without affecting others’ play. • XXXXX sits near an adult at carpet time and has a fidget toy or blu-tac to support him. • Support XXXXX to work through conflict with his peers when it occurs. • Do not ask XXXXX to go to the toilet. When asking other children to go to the toilet, XXXXX will protest that he does not need to go. Reassure him that he does not need to go. 			
Stage 1: Early warning signs		Strategies to use:	
<ul style="list-style-type: none"> • Increased pace around the classroom – rushing around • Running between classrooms and up and down the shared space. • Poking or saying unkind things to other children. 		<ul style="list-style-type: none"> • Offer XXXXX time outside to run/climb • Suggest a drink or a snack • Find XXXXX a job to do, preferably with an adult, to remove him from the situation. 	
Stage 2: If behaviour escalates		Strategies to use:	
<p>If behaviour escalates, XXXXX may:</p> <ul style="list-style-type: none"> • Tip boxes of toys out. • Push, kick or otherwise hurt other children • Draw on inappropriate things (the floor/ other children etc.) • When asked about his behaviour, XXXXX will either deny it was him, close his eyes or repeatedly say that his brothers and sisters make him ‘naughty’. 		<ul style="list-style-type: none"> • Stay calm to support XXXXX to co-regulate • Give XXXXX time outside to run/climb. • Remove XXXXX from the situation • Don’t attempt to speak to XXXXX about his behaviour at this point. 	

How to Support XXXXX as he calms down:

As XXXXX calms down he will begin to talk about things other than what has just happened.

At this time:

- Engage XXXXX in conversation with him about these different topics (not related to the behaviour)
- Offer XXXXX a drink and/or a snack
- Do not attempt to talk to XXXXX about the behaviour – at his current level of development he does not understand how his behaviour affects others and will argue, heightening his emotional state once again.

DO NOT SPEAK TO XXXXX ABOUT THE BEHAVIOUR AND THE TRIGGERS UNTIL HE IS COMPLETELY CALM, PREFERABLY LATER IN THE DAY. IT MAY BE HELPFUL TO USE SOCIAL STORIES RATHER THAN DISCUSSING XXXXX'S BEHAVIOUR WITH HIM DIRECTLY AS HE IS CURRENTLY UNABLE TO PROCESS THIS.