



Speedwell Infant School Behaviour Regulation Policy



Ethos

Speedwell Infant school has developed a distinctive behavioural approach which emphasises positivity, positive regard, validation, acknowledgement and celebration of success. It is grounded in the principles of a nurturing, attachment and relationship aware approach which supports children to understand their emotions and feelings, and to know how to express these emotions and feelings in a safe and developmentally appropriate way. The school recognises that behaviour is a form of communication, children need support and guidance to understand their feelings and emotions and to communicate these appropriately in the school setting.

Aims

- ◆ To ensure a happy, secure and stimulating learning environment in which all members of our school community can grow in self-esteem, self-regulation and develop their potential.
- ◆ To promote positive relationships which value, respect and appreciate others, irrespective of age, ability, gender, creed or race and to acknowledge that everyone has a valuable part to play in the school community.
- ◆ To develop an understanding of appropriate behaviours and ways to express emotions and feelings within the school community.
- ◆ To listen to one another, empathise and respect each other.
- ◆ To foster a caring attitude for the school environment, including inside and outside areas, equipment and personal effects.

To support the school's aims the school vision, golden rules and characteristics of learning are promoted and discussed on an ongoing basis with children, thus setting clear expectations and standards for behaviour and positive relationships within school.

School Vision:

Speedwell children share and care,
Have fun learning everywhere,
Try your best and you will see,
You can be what you want to be.

Golden Rules:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

Characteristics of learning:

- Explore
- Have a go
- Listen
- Persevere
- Concentrate
- Solve problems

School Expectations for Appropriate behaviour.

Speedwell Infant School has clear expectations of all members of the school, be they staff, children, parents or governors in promoting positive behaviour.

Pupils are expected to:

- Show respect to all members of the school community
- Try their best with tasks set
- Learn to understand and follow the golden rules
- Support others by celebrating good behaviour

Staff are expected to:

- Provide quality first teaching and a differentiated curriculum
- Create a positive learning environment, including supporting children's emotional needs
- Model good behaviours
- Show respect to all members of the school community
- Praise, reward and encourage all children
- Effectively manage inappropriate or challenging behaviour

The Headteacher is expected to:

- Lead the school's approach to behaviour management by setting the ethos and creating the right social and emotional environment for such approaches to be effective
- Support staff to implement the behavioural approaches effectively
- Show respect to all members of the school community
- Model good behaviours
- Celebrate positive behaviours
- Support staff with strategies to manage inappropriate or challenging behaviour

Parents / Carers are expected to:

- Recognise that they are an integral part of the school community
- Show respect to all members of the school community
- Model good behaviours whilst on the school site
- Support the aims and objectives of the school
- Celebrate the positive achievements of their children
- Work in partnership with the school to support their child when behaviour is not acceptable

Governors are expected to:

- Model good behaviours
- Show respect to all members of the school community
- Praise, reward and encourage all children
- Support the aims and objectives of the school
- Support the Headteacher and all staff in maintaining good behaviour

Strategies to Support and Encourage Appropriate Behaviour

Speedwell Infant School has a positive approach to behaviour management. Wherever possible praise, reward, celebration and positive reinforcement are utilised to build self-esteem and promote the behaviours that we want children to develop and embed. We recognise that developing self-esteem builds children's confidence in their own abilities and thus supports good learning and success in life. We take a relentlessly positive approach and focus on celebrating the positives wherever we can. High standards are expected at all times as the norm, within a structure of support for understanding and developing the behaviours expected.

Our behaviour approach is built on the following key values:

- Staff prioritise building positive relationships with all children to develop strong attachments over time.
- Staff establish clear routines and structures to ensure children know the expectations within the classroom and across school and these are explicitly taught and reinforced.
- Staff ensure that all children are able to participate fully in lessons
- Staff use a variety of teaching and learning styles which engage children in their learning and wider school life.
- Staff regularly communicate clear expectations in terms of behaviour to all children.
- Staff consistently acknowledging good behaviour, expressing approval in a range of ways.
- Staff always show respect to children, and never use sarcasm.
- Staff work proactively in partnership with parents/carers to support children with their behaviour.

Key approaches used consistently across school

- Children are greeted each morning by a staff member, with a smile and a warm welcome. This provides a positive start to the day for all children, and supports the establishment of positive relationships between staff and children.
- Each class has a visual timetable to ensure children know what to expect each day, and which can be referenced throughout the day to provide reassurance and predictability in the day.
- Each class displays the school vision, golden rules and learning characteristics prominently in the classroom, and these are referred to on an ongoing basis, including when praising children to reinforce positive expectations.
- The 'Zones of Regulation' approach is utilised to support children to understand their emotions and feelings, and to learn to manage these in appropriate ways. This approach is integrated within the PHSE/PSED curriculum, being explicitly taught, including a display in each class.
- Smart lining up and walking around school are consistently encouraged, praised and celebrated on a daily basis to ensure calm transitions within the day. Children are taught to stand with their hands loosely clasped behind their back when lining up and walking around school, to line up with space between each child, to always join the back of the line and not push in, and to walk quietly and with shoulders back and head facing forward.

- The school's 5 Characteristics of Effective Learning are promoted, celebrated and rewarded on an ongoing basis in each class. This is achieved through a Characteristics of Learning display in each class, which promotes and celebrates use of these characteristics to support learning.
- Praise and reward for meeting the behaviour and learning expectations are lavished publicly to build the self-esteem of children and reinforce behaviour expectations to all.

Praise and rewards can include:-

- Approving non-verbal communication such as a nod, look, wink, smile, thumbs up.
- Private praise (where a child is not ready for public praise)
- Public praise, verbally or through stickers, certificates and other rewards
- Star of the week awards for each class presented in Celebration assembly, with parents / carers invited to the assembly
- Informing parents / carers verbally or in a special text message
- Sharing or displaying great work
- Class reward systems to celebrate good behaviour and good learning.
- Visits to the Headteacher or other staff for praise
- Given positions of responsibility / special jobs
- Top Table awarded by mid-day supervisors on Friday at lunchtime
- Gold cards awarded by mid-day supervisors at lunchtimes

Where verbal praise is given, or an award is given, staff will state specifically what the desired behaviour was that achieved such recognition, including using the school vision, golden rules and learning characteristics vocabulary to reinforce such behaviour where this is appropriate. Staff will not use generic statements such as 'well done' or 'good work', they will be specific to reinforce the positive behaviour, such as 'good looking and listening on the carpet' or 'great persevering to catch the ball'.

Strategies to Manage Challenging Behaviour

Speedwell Infant school recognises that children will have had a range of experiences of life at home. This will mean that some children will need more support to be able to manage their behaviour appropriately at school. Some children will need support around their social and emotional needs in order to be able to express their feelings in an appropriate way and communicate with staff and peers in an appropriate way.

Staff will notice when children are not within the acceptable window of tolerance, and may be hyperactive or hypoactive. In such circumstances staff will implement appropriate strategies to either calm or excite children to support them to return to the acceptable window of tolerance. All staff will aim to support children with challenging behaviour in a considered and supportive way, using a controlled and calm voice. This will minimise the need to use a raised voice, with the exception of some limited specific circumstances e.g. where safety is a concern. Whilst praise will be celebrated in public, sanctions and reprimands will be managed in private.

When unacceptable behaviour occurs, as it is bound to do on occasion, the following strategies will be implemented:

- Staff will demonstrate concern through a non-verbal sign, for example a shake of the head, intake of breath, sad look.
- Staff will praise another child who is doing the right thing as an indicator to the child of what they should be doing.
- Staff will give the child a private mild verbal reminder of acceptable behaviour, reminding the child of a time when they demonstrated the desired behaviour. Following such a reminder, the staff member will give the child some time to respond to the reminder.

- Staff may give the child a controlled choice in order to support the child to make the right decisions.
- Staff will use emotion cards / Zones of Regulation to explain to the child that their behaviour is making others sad and that if they did something different they could be happy.
- Staff will indicate a simple sanction (such as loss of some playtime) if the child does not make the right choice and change their behaviour. Staff will use consistent vocabulary during such a conversation asking the child to '*make the right choice*' stating what the right choice is, and if this does not happen there will be '*a consequence*' stating what the consequence will be.
- Offer the child the opportunity for some time out in quiet area of the classroom. All classrooms have a designated space called a snug, where a child can go if they are emotionally not ready for learning. Staff will support children to co-regulate as needed who choose to go into this area to help them get back on track.

Key consequences where children do not respond to the above approaches could include:

- Loss of some playtime or lunchtime play
- Going in late for lunch, for example due to the need to finish a task or tidy up
- Taking work home to complete
- Staying with an adult or sitting on a designated chair for a short period of time
- Staying with an adult at playtime or lunchtime play
- Standing by the fence at playtime or lunchtime for some time out

These will be fairly immediate short term consequences managed by the staff member implementing them.

Staff will also use the three stage approach of:

- Regulate
- Relate
- Repair

to support children who begin to display challenging behaviour. This will include supporting the child through co-regulation to help them get back on track and holding a restorative conversation with the child to help them identify more socially acceptable ways of expressing their unhappiness or anger.

Some children will need more support to explore their emotions and feelings, and the impact of their behaviours. If staff identify that this is needed, time should be planned in to support the child in the following ways:

- With the child, talk about and explore the impact that their behaviour has on others, alongside exploring why the child was behaving in that way.
- Support the child to draw the action-consequence-alternative (comic strip) and talk about this.
- Encourage the child to think of and suggest some alternative strategies they could try if they are feeling this way again.
- Utilise the Zones of Regulation to help the child recognise how they are feeling, and strategies they can use to help them get to a zone that is right for the situation.

Strategies for Managing Severe Behaviour

Speedwell Infant School recognises that for a small number of children the above strategies may not be enough and a child may need more support to amend their behaviour, or that the behaviour is severe and needs greater immediate support.

Examples of severe behaviour include:

- Dangerous behaviour which puts the child, other children or staff at risk of physical harm
- Significant verbal threats that put other children or staff at risk of emotional harm

- Ongoing behaviour which prevents other children from accessing high quality teaching and learning

At this stage the Headteacher and/or school SENDCo will be alerted to the issues by the class teacher to be able to provide support, monitor strategies and the impact of such strategies to make improvements.

Some or all as needed of the following additional strategies will be implemented where a child needs more support to amend their behaviour:

- The behaviour will be discussed with parents/carers to identify if there are any unknown issues that may be causing such behaviour and to agree the approach moving forward.
- An ABC chart will be used to identify any patterns in the behaviour and likely triggers to such behaviour, to inform any actions needed to support the child to modify their behaviour.
- A child specific behaviour chart or reward system will be put in place. The specific system and the rewards will be agreed with the child so they have ownership of the system, and will be implemented privately with the child, unless the child wishes to share it publicly.
- Provide the child with their own Zones of regulation check in chart, a member of staff will support the child by checking in with them at key points throughout the day, such as school arrival, after playtime etc.
- The Headteacher will support the reward system by checking in on the child regularly to celebrate improvements and remind the child of expectations.
- Where appropriate, the child may receive ELSA support, Lego Therapy, Nurture or Behaviour Box support targeted to the specific needs of the child.
- Additional funding may be sought through DCC SEN funding sources to provide additional staffing support to help the child move forward.

In addition to the above strategies, the following additional strategies will be used where behaviour is severe and more immediate support is needed:

- Removal from the situation where it is safe to do so. This will be achieved through verbal instruction and guidance. Staff will only physically intervene where the child is at risk of harm and doing so does not put them at risk of harm. Where other children are at risk of harm and the child does not respond to verbal instructions, the other children will be removed from the situation.
- The school SENDCo will support staff to review and reflect on the situation and consider strategies that may support the child.
- A specific behaviour management support plan will be put in place and agreed with parents/carers
- Where appropriate the school SENDCo will lead a staff team discussion to develop an escalation scale document to support early intervention before behaviours escalate.
- Advice may be sought from specialist professionals such as the Educational Psychologist or the DCC Inclusion Support Advisory Service.
- A record will be kept of incidents to identify any patterns in challenging behaviour.
- The use of suspension/fixed term exclusion may be implemented by the Headteacher where there is a clear safety risk to other children and/or staff, or an ongoing adverse impact on the quality of education for other children.

Children with identified special educational needs

Where children are identified through the SEND register as having a behavioural need, a more bespoke plan to support behaviour may be necessary. Any bespoke plans for managing the behaviour of children with identified SEND should take priority over the above approaches.

However, the plan should still support the child to work towards meeting the general school behaviour expectations and should not excuse any behaviour which places other children or staff in physical danger or significantly disrupts the education of other children on an ongoing basis.

Where children are identified through the SEND register as functioning developmentally at a stage significantly below their chronological age the above approaches should be applied in a personalised way to reflect the child's level of understanding.

Management Strategies for children with severe emotional difficulties

Differentiated expectations will be put in place to support children to succeed, these will be captured through a bespoke behaviour plan as appropriate.

- A risk assessment would be carried out where appropriate
- All staff would be made aware of the strategies to be deployed with the child
- Other professionals, such as the DCC Inclusion Support Advisory Service and the Educational Psychologist would be involved where appropriate.
- An individual behaviour plan would be put in place
- The child would be prioritised for nurture group support or ELSA support as appropriate.

However, such measures should still support the child to work towards meeting the general school behaviour expectations and not excuse any behaviour which places other children or staff in physical danger or significantly disrupts the education of other children on an ongoing basis.

The use of physical restraint

Speedwell Infant School does not routinely use physical restraint, and staff are not trained to implement such strategies. Therefore the restraint of a child would only be undertaken in an emergency situation to prevent harm to the child or to others, and would be the minimal necessary to prevent harm to the child or to others.

Suspension / Fixed Term and Permanent Exclusions

Speedwell Infant School recognises that children can be excluded from school in exceptional circumstances, but will always try to prevent this from happening by exhausting all other methods of support and challenge to modify the child's behaviour first. However, if having explored all other options, the Headteacher believes that allowing a child to remain in school would seriously harm the education or welfare of the child or others in the school then an exclusion may be issued. Before exclusion, a range of alternative strategies will have been tried, and parents/carers will be fully aware of the issues that are causing concern. In exceptional circumstances where there is extremely serious and dangerous behaviour which places others at risk of significant harm or causes significant harm the Headteacher may issue an exclusion without having previously implemented other options. Where a fixed term or permanent exclusion is issued the Headteacher will follow all relevant guidance, including the DfE guidance – Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)

Bullying

Speedwell Infant School does not tolerate bullying of any kind. If we discover bullying has taken place we act immediately to stop further occurrences of such behaviour. The school Anti-Bullying policy should be read in conjunction with this Behaviour Regulation Policy.

Self-discipline and Self-Esteem

Speedwell Infant School encourages the development of self-discipline and self-esteem at all times. We foster openness in the classroom. We respect truth at all times and encourage each other to always tell the truth. We value good teacher and pupil relationships. We always do our best to ensure that pupils have high self-esteem within school.

This policy was reviewed and agreed by all members of staff and governors.

Chair of Governors

Headteacher

Review: September 2026

References to support policy development:

- When the Adults Change, Everything Changes – Paul Dix
- Positive regard TSA training events
- Brighton and Hove Developing an Attachment Aware Behaviour Regulation Policy
- EEF, Improving Behaviour in Schools guidance report
- DCC Attachment Aware training events
- DfE guidance – Behaviour in Schools (February 2024)
- DfE guidance – Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)