



Behaviour and Regulation Policy

We are a Trauma informed and Attachment aware school

CODE OF CONDUCT

Pupils have the right to an education which offers them the best opportunity to achieve well in a supportive environment. Teachers are here to create the circumstances for this to happen. Support staff, governors and parents assist in this process. It is the right of each individual to achieve these things without being hindered by others. It is the expectation of the school that pupils will leave displaying the qualities needed to be responsible citizens in society who are able to follow rules and show respect towards others.

Our philosophy and approach

The staff at Newlands Junior School have undertaken robust training in Trauma and Attachment Friendly Schools. This training has enhanced understanding and has informed our behaviour and regulation policy.

At Newlands, it is our fundamental belief that being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity) and that every behaviour a child demonstrates, is a form of communication.

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), and responding accordingly. By adults taking a non-judgmental, curious and empathic attitude towards behaviour, it is our belief that children will learn to self-regulate and begin to make conscious choices about their emotions and actions.

We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

“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” (from Colebourne Primary School’s Behaviour Policy).

At Newlands, we put relationships first. Our school ethos promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

In order to help children feel safe, their educational environment needs to be high in both nurture and structure. The staff at school maintain clear boundaries and expectations around behaviour right from the first day children start in school and they expect the very best of every child. Children need predictable routines, expectations and responses to behaviour. These are in place and modelled appropriately, within the context of a safe and caring school environment.

The staff have developed a structure around rewards, specific positive praise and consequences that are followed at all times. It is our policy that certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise children from their peers, school community and family, leading to potentially more negative behaviour.

We know that not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. We believe behaviour must always be viewed systemically and within the context of important relationships. Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children’s SEMH (Social, emotional, mental health needs).

“The parent-child connection is the most powerful mental health intervention known to mankind” (Bessel van der Kolk).

GUIDING PRINCIPLES

In order for our philosophy and approach to be successful, it is essential that every one of us is...

Respectful – to ourselves and others by making choices which are polite and thoughtful.

Considerate - respecting everyone else as an individual, making sure our words and actions do not cause inconvenience or hurt to anyone and being tolerant.

Courteous - being polite, understanding and helpful at all times.

Co-operative - being willing to work together and help each other.

Friendly - being on good terms with each other, supporting and showing interest.

Hardworking - doing our best, concentrating and not distracting others.

Honest - being truthful about our actions and taking responsibility.

Trusting – understanding we are here to support each other and be able to accept help.

Responsible - being reliable and taking account of our actions, learning through mistakes.

IN LESSONS

It is the responsibility of teachers to:

- To uphold and adhere to the behaviour policy with kindness, fairness and integrity.
- Be a role model to pupils through their conduct and relationships.
- Develop positive personal characteristics in children e.g. resilience, tolerance, ambition
- Prepare the appropriate work for all children in the group so success can be achieved.
- Respond to their pupils’ needs where appropriate.
- Provide opportunities for students to be actively involved in their learning.
- Recognise and encourage achievement and success.
- Assess work regularly and feedback to pupils.
- Maintain an orderly atmosphere in the classroom.

It is the responsibility of students to:

- Get on with their work to the best of their ability.
- Work with other people co-operatively.
- Be prepared to ask for help if needed.
- Be prepared to wait their turn and be considerate of others.
- Accept and act on advice and guidance from the teacher.
- Carry out requests from the teacher the first time.

It is the responsibility of parents/carers to:

- Be supportive of teachers and show respect.
- Understand and encourage their children to follow the ethos/values of the school.
- Report to the teacher then the key stage lead/assistant head teacher and finally the Head Teacher with queries or concerns.
- Ensure children are equipped to learn.
- Make sure their children attend regularly and punctually.
- Ensure learning is supported at home e.g. reading, completing homework.

It is the responsibility of the governing body to:

- Support the Head teacher in implementing the school behaviour policy, ensuring that it is fair and effectively supports the ethos of the school.

Newlands, as a caring community, does not accept:

- Disrespect.
- Physical violence.
- Threatening behaviour.
- Damage to property.
- Bullying, including those relating to protected characteristics e.g. racism/homophobia.
- Cyber bullying and the use of websites that encourage harm.

Roles and responsibilities

Moya Matthews has overall responsibility for the policy and its implementation and liaising with the Head Teacher, governing body, parents/carers, LA and outside agencies.

The responsibilities are:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate

Promoting Good Behaviour in our school

All adults in our school have a shared responsibility for encouraging positive behaviour amongst our children.

Our School rules:

(These expectations cover all aspects of school life including lunchtimes and after school provision)

We work hard (even when things are difficult)

We are kind and helpful (thinking of others feelings)

We listen to each other (don't interrupt)

We keep our comments, hands and feet to ourselves (treat others as you wish to be treated)

We tell the truth (own up and be honest)

We show respect (for ourselves, our school, our work and others)

REWARDS SYSTEM

Throughout school and in every classroom we have a code of conduct and a set of rules set by the children and adults. These are displayed in every classroom and around school. These rules will also apply to the playground and whilst out of school during the normal school day.

Children who follow the rules earn dojos which can be spent on a variety of rewards chosen by the children during class consultations with school council representatives. These include: wearing non-uniform for the day, bringing a teddy to school, sitting next to a friend, hot chocolate with Mrs Castledine.

There is also a PSHE target each week for children to follow which reiterates the school values.

Other positive rewards will include:

- Showing work to the Head/Assistant Heads and receiving a special sticker
- Showing work to other teachers
- Class attendance and 100% attendance treat
- Termly Superstars
- 25 50 75 100 reads certificates and a book prize
- X table certificates
- PSHE star awards
- Responsibilities – kindness crew member, school council representative, reading ambassador
- Golden table at lunchtime

Parents are informed of achievements through "Marvellous Me" where teachers are able to send messages, badges etc.

CELEBRATION ASSEMBLIES

In order to reward individual children, we hold a weekly Celebration Assembly. Out of school awards are also shared to promote community links and celebrate personal achievement.

MEETING CHILDREN'S' BEHAVIOURAL NEEDS

Children who are displaying challenging behaviour make particular demands on staff and peers:

- where behaviour is unpredictable, it can occur unexpectedly and may escalate into a crisis.
- large amounts of time may need to be spent on one individual or a small number of children.
- staff may feel challenged personally and professionally causing situations of a stressful nature and affecting their self-confidence.
- powerful emotional responses can be produced as a result of difficult behaviour.

In considering challenging behaviour, all staff at Newlands are influenced by its frequency and severity as well as the context in which it occurs.

In monitoring the frequency and severity of such behaviour, staff should also look for the following characteristics in children:

- * they believe themselves to be unsuccessful
- * they have difficulty in making and maintaining relationships based on trust
- * they show little control in unstructured situations
- * they lack motivation and are difficult to teach
- * they have few school working routines
- * they have established patterns of poor behaviour
- * they need contact with adults who can demonstrate that they are caring, supportive and reliable
- * they need to address their own feelings as well as their behaviour
- * they have little to show for their years at school.

SUPPORTING THE CHILDREN

At Newlands we encourage improvements in behaviour by:

- praise and rewards for following our school rules
- working together with parents/carers
- our low key responses to early signs of difficulties focussing on the successes
- working in partnership with support staff
- helping pupils to take responsibility for the outcome of their behaviour
- maintaining a balanced view of a young person’s behavioural range
- acknowledging relative improvements in a young person’s behaviour and building positively on them
- using our Rewards System to good effect

At Newlands we employ staff who are able to support children who are displaying challenging behaviour. Relationships with staff are a major priority in order to understand causes and support children through difficult times. All staff are trained in Trauma Informed and Attachment Aware strategies for our most vulnerable pupils.

Stages of consequences

It is our policy that any ‘consequence’ needs to be an opportunity for a child to further their understanding of emotions. It is the shared responsibility of every staff member to understand how best to support a child in understanding their emotions and feelings and in helping them forge a path towards recognising what makes them feel a certain way and when to ask for help.

It is also our policy to ensure ‘consequences’ are private between adult and child and not an opportunity to create shame in front of children’s peers. Additionally, some children need bespoke aspects that support their SEMH and develop their understanding of action and consequence.

All children need	Quality first teaching Explicit teaching to name feelings and emotions and how these emotions make them feel Clear agreements and boundaries Adults who listen and respond in a predictable way A chance to move on from an incident/ having a fresh start An outlet to talk about their feelings and emotions Strategies to manage undesirable behaviour
Some children also need	Short term limited support around a particular area in order for them to understand their emotions about something in particular e.g. support around a bereavement or transition to a new class or school
A few children additionally need	Individualised intervention that specifically targets the child’s feelings and emotions. This is ongoing and develops with the child. Due to the complex nature this support and adult intervention may last a significant amount of time.

Throughout all consequences, adults keep their voices regulated, their tone neutral, they may get down on the child’s level and this is done in private between child and adult. Obviously this will need to be within the classroom or whilst children are around. Adults make sure this is done sensitively avoiding shame.

Consequences are recorded privately on a weekly class behaviour log which is kept out of sight from adults and children in class.

At the beginning of each day, children start afresh; consequences are not carried over to the next day.

A traffic light system operates throughout school:

Stage 1 – Children are reminded of the expectations and told if behaviour continues, they will be placed on a warning.

Stage 2 – If behaviour continues after a reminder, children move to Yellow warning.

Stage 3 – If behaviour continues after a reminder/warning children move to Amber and miss a break time.

Stage 4 – Children move to Red and are sent to a partner class to work for 30 minutes. They also have a lunchtime timeout and class teacher/TA informs parents.

Stage 5 – Children return to class. If behaviour continues names are moved to black and children work with the Head Teacher who informs parents.

Physical and verbal aggression (including prejudicial incidents) are classed as Zero Tolerance and children move straight to Stage 5.

ALL BEHAVIOUR RELATED INCIDENTS ARE RECORDED ELECTRONICALLY ON CPOMS AT THE END OF EACH DAY SO THERE IS A LOG OF ALL RELATED EVENTS.

Restorative time – either straight away, if the child is calm and able to listen and respond in an appropriate way or if the child is still angry, upset or unable to interact at an appropriate level for their SEMH development, this restorative time will be delayed until they are ready. This may be later in the day or even the next morning. During the restorative period, the following questions and prompts are used to scaffold the conversation. These must be tailored depending upon the age and need of the child. The purpose of each member of staff following the same questions and prompts is so that the child understands the routine and feels safe and connected.

Questions all staff use during the restorative period:

1. What happened?
2. What were you thinking when it happened?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected (may change last word for understanding)?
6. What do you need to feel better?
7. What needs to happen to put things right?
8. How can you stop this from happening again?

Playtimes and Lunchtimes

The consequences remain the same during these periods. Staff who witness the incident, deal with the issue and inform parents/carers if necessary. If staff who are not normally with the child issue a consequence, this is passed on to the class teacher/TA. At playtimes/lunchtimes these consequences are added to the class behaviour log. Children who need thinking time at playtime/lunchtime remain with the staff member who has issued the consequence. If the child is ready for restorative time, this is completed before they continue their play. All incidents are logged on CPOMS by the person who dealt with the incident.

Emotion coaching

At Newlands, we feel passionately that all children need support when developing emotional regulation. We know that all children are very different and we aim to focus on every child's individual needs within this area.

Newlands is recognised as a Trauma Informed and Attachment Aware school. Nottinghamshire Educational Psychology Department fully trained all member of staff. When supporting children in developing their emotional regulation the staff have all been trained to consider the following points:

Step 1: Recognise, empathise, soothe to calm ('I understand how you feel, you're not alone')

Step 2: Validate the feelings and label ('This is what is happening, this is what you're feeling')

Step 3: (If needed): Set limits on behaviour ('We can't always get what we want')

Step 4: Problem-solve with the child/young person ('We can sort this out')

Some children will need the adult to model answering questions and supporting them through the restorative process, while others will be able to go through this process with a fuller understanding.

As part of the curriculum, all children at Newlands are explicitly taught about emotions and feelings. They are taught the names of many emotions together with the feelings within the body they may have during an emotion. We believe it is an integral part of ensuring children are able to self-regulate and without the ability to both name and recognise emotions children will be hindered in self-regulation.

Supporting mental health and wellbeing

Newlands Junior School values the need to support children's mental health and wellbeing from the very first day they join us. School has specially trained staff who are able to work with children who display or express emotional dysregulation. Those identified for specific wellbeing support and supportive packages are provided on a 1:1 or small group basis. Further to this, mindfulness and wellbeing are a focus throughout the school week for all children. Time is allocated to focus upon taking care of wellbeing and teaching the children to take time out of the day to relax and be present in the moment.

Differentiating expectations

The majority of children at Newlands thrive with the agreements, rewards and positive praise that are in place. There are though, a few children who will need differentiated expectations. This links back to the fact that that being 'fair' is not about everyone getting the same (equality), but about everyone getting what they need (equity) and that every behaviour a child demonstrates, is a form of communication. When children demonstrate on a regular basis, behaviours that indicate they are struggling and need additional support this is identified early. Intervention is put into place and 1:1 support for that child is provided. This may take the form of meet and greets in a morning, nurture group at lunchtime, small group work with peers and an adult, home/ school liaison or external support from the Educational Psychologist Team. Parents/carers are a vital part of this and working alongside them always provides the best outcomes for children.

Relationships with parents are key to the success of our behaviour policy at Newlands. All instances are logged on CPOMS by staff and parents are informed if children have moved to red or black.

If behaviour continues to be a significant problem, children are put on report and temporarily removed from class. Parents and children are asked to sign an agreement to make improvements and the SENCo/pastoral support worker assists. This will be a very last resort, prior to an exclusion being issued.

Outside agencies, particularly SAP, are also an excellent resource school can turn to when needed.

Searching pupils

Whilst in school children must not bring any items which may potentially be used to harm others. If this is suspected, pupils will be asked to hand the item in and parents/carers will be informed immediately with consequences to be decided depending on the severity. If a pupil refuses to do this, they will be isolated from others and parents/carers will be asked to collect their children with appropriate consequences.

Other banned items are mobile phones, electrical items e.g. iPads and cameras which must be handed into the school office.

There will be occasions where informing and working with parents is vital to the development of the pupil's behaviour. This will take various forms;

Out of School behaviour

It is expected that children display the same standards of behaviour as in school. When the school is made aware of unacceptable behaviour outside of the school premises and school hours, either witnessed or reported, this will be followed up using the school behaviour policy guidelines. This would be particularly important if it was to have a knock-on effect in school.

When dealing with on-going inappropriate behaviour the following strategies will be used:

Follow up meetings with class teacher, SENCO, parents, Mrs Matthews and Head Teacher to discuss observations, review targets if necessary and agree a monitoring format. If behaviour/concerns are not improved a behaviour contract between pupil, parent, carer and school (Appendix 1) will be drawn up. This contract will be signed by all parties and a time scale agreed upon for implementation and review. If this contract is not adhered to by all parties the Head teacher, as a last resort, will exclude the pupil for a period of time.

Throughout all dealings, the necessity for support and action from recognised agencies will be discussed and initiated if necessary. In exceptional circumstances a child may be internally excluded from class for a period, or excluded from school for a period of time by the Head Teacher. At Newlands should the need to exclude occur, we would follow the general principles and arrangements as laid down in the latest Local Education Authority Guidelines.



Name: _____

W/C: _____

Signed Parent/carer:

Teacher:

Pupil:

My Behaviour Chart

Due to your child’s persistent poor behaviour at school s/he is now working in a small group out of class and is missing breaks and lunchtimes. In order to be reintegrated back into school life they will need to complete one week of this report card without receiving a yellow, red or black mark. If the behaviour has not improved once they have returned to class, the process will begin again. You will be informed each night about your child’s behaviour for that day. If there are no clear improvements you will be asked to come into school to speak to your child when needed or support them for the day. A final result will be an exclusion from school.

Monday AM

A verbal warning	First warning Yellow	Second warning Red	Black
Talking when teacher/a child is talking		Swearing/inappropriate language	
Interrupting lesson/calling out/making noises		Physically hurting someone	
Distracting others when teacher is talking/children are working		Disrespect to an adult /refusal to follow instructions	
Wasting time during lesson/ not working			
Upsetting other children – name calling/being unkind			
Failure to follow instructions			
Not listening / fiddling with equipment			
Getting out of seat			

Lunchtime: _____

Monday PM

A verbal warning	First warning Yellow	Second warning Red	Black
Talking when teacher/a child is talking		Swearing/inappropriate language	
Interrupting lesson/calling out/making noises		Physically hurting someone	
Distracting others when teacher is talking/children are working		Disrespect to an adult /refusal to follow instructions	
Wasting time during lesson/ not working			
Upsetting other children – name calling/being unkind			
Failure to follow instructions			
Not listening / fiddling with equipment			
Getting out of seat			

Tuesday AM

A verbal warning	First warning Yellow	Second warning Red	Black
Talking when teacher/a child is talking		Swearing/inappropriate language	
Interrupting lesson/calling out/making noises		Physically hurting someone	
Distracting others when teacher is talking/children are working		Disrespect to an adult /refusal to follow instructions	
Wasting time during lesson/ not working			
Upsetting other children – name calling/being unkind			
Failure to follow instructions			
Not listening / fiddling with equipment			
Getting out of seat			

Lunchtime: _____

Tuesday PM

A verbal warning	First warning Yellow	Second warning Red	Black
Talking when teacher/a child is talking		Swearing/inappropriate language	
Interrupting lesson/calling out/making noises		Physically hurting someone	
Distracting others when teacher is talking/children are working		Disrespect to an adult /refusal to follow instructions	
Wasting time during lesson/ not working			
Upsetting other children – name calling/being unkind			
Failure to follow instructions			
Not listening / fiddling with equipment			
Getting out of seat			

Wednesday AM

A verbal warning	First warning Yellow	Second warning Red	Black
Talking when teacher/a child is talking			Swearing/inappropriate language
Interrupting lesson/calling out/making noises			Physically hurting someone
Distracting others when teacher is talking/children are working			Disrespect to an adult /refusal to follow instructions
Wasting time during lesson/ not working			
Upsetting other children – name calling/being unkind			
Failure to follow instructions			
Not listening / fiddling with equipment			
Getting out of seat			

Lunchtime: _____

Wednesday PM

A verbal warning	First warning Yellow	Second warning Red	Black
Talking when teacher/a child is talking			Swearing/inappropriate language
Interrupting lesson/calling out/making noises			Physically hurting someone
Distracting others when teacher is talking/children are working			Disrespect to an adult /refusal to follow instructions
Wasting time during lesson/ not working			
Upsetting other children – name calling/being unkind			
Failure to follow instructions			
Not listening / fiddling with equipment			
Getting out of seat			

Thursday AM

A verbal warning	First warning Yellow	Second warning Red	Black
Talking when teacher/a child is talking			Swearing/inappropriate language
Interrupting lesson/calling out/making noises			Physically hurting someone
Distracting others when teacher is talking/children are working			Disrespect to an adult /refusal to follow instructions
Wasting time during lesson/ not working			
Upsetting other children – name calling/being unkind			
Failure to follow instructions			
Not listening / fiddling with equipment			
Getting out of seat			

Lunchtime: _____

Thursday PM

A verbal warning	First warning Yellow	Second warning Red	Black
Talking when teacher/a child is talking			Swearing/inappropriate language
Interrupting lesson/calling out/making noises			Physically hurting someone
Distracting others when teacher is talking/children are working			Disrespect to an adult /refusal to follow instructions
Wasting time during lesson/ not working			
Upsetting other children – name calling/being unkind			
Failure to follow instructions			
Not listening / fiddling with equipment			
Getting out of seat			

Friday AM

A verbal warning	First warning Yellow	Second warning Red	Black
Talking when teacher/a child is talking			Swearing/inappropriate language
Interrupting lesson/calling out/making noises			Physically hurting someone
Distracting others when teacher is talking/children are working			Disrespect to an adult /refusal to follow instructions
Wasting time during lesson/ not working			
Upsetting other children – name calling/being unkind			
Failure to follow instructions			
Not listening / fiddling with equipment			
Getting out of seat			

Lunchtime: _____

Friday PM

A verbal warning	First warning Yellow	Second warning Red	Black
Talking when teacher/a child is talking			Swearing/inappropriate language
Interrupting lesson/calling out/making noises			Physically hurting someone
Distracting others when teacher is talking/children are working			Disrespect to an adult /refusal to follow instructions
Wasting time during lesson/ not working			
Upsetting other children – name calling/being unkind			
Failure to follow instructions			
Not listening / fiddling with equipment			
Getting out of seat			