

Co-Regulation to Self-Regulation: A Behaviour Regulation Policy



Hazel Oak School

September 2020

To be reviewed September 2021

Agreed by Governors onDate

Signed by.....Chair of Governors



Co-Regulation to Self-Regulation: A Behaviour Regulation Policy

The policy replaces the 'Behaviour policy' and applies to all staff employed by the school.

Purpose

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and engage pupils to support their skills and understanding and engagement with school.

Aims

At Hazel Oak School, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. Student care, guidance and support is at the heart of all we do and our dedicated team of staff are committed to ensuring that our pupils enjoy school and achieve the very best they can, working in partnership with parents, carers and support services.

The school's Behaviour Regulation Policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The Behaviour Regulation Policy is a means of promoting relationships where we understand each other, enabling everyone to work together with the common purpose of helping all pupils to achieve their best. This policy supports the school community in aiming to allow everyone to work together in an effective and mindful way.

The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others. Pupils should be treated impartially and with the Behaviour Regulation Policy being applied in a consistent and attuned way.

It aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community. It is designed to recognise, encourage, and promote positive behaviour. In part, through the ongoing development of pupil emotion regulation.

Rationale

At Hazel Oak, we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Regulation Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

Staff Responsibility

Developing supportive relationships with pupils is the responsibility of **all** members of staff. With a detailed awareness of the child clinical, medical and historical background **Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feeling whilst maintaining firm, but fair limits on behaviour.** Staff will help pupils to develop a range of strategies to manage expectations (See Regulation Response flow chart Appendix 1.1) .

The Role of the Class Teacher

It is the responsibility of class teachers to develop empathic relationships with pupils and ensure that school expectations are applied fairly in their classes. They expect their classes to behave in a responsible manner whenever the pupils are in their care. The class teachers have high expectations of the pupils with regard to behaviour, and strive to ensure that all pupils work to the best of their ability. The class teacher is a social, emotional, and learning role model for pupils.

Additionally, they help pupils to co-regulate to achieve high expectations when necessary. Teachers treat all pupils in their classes with respect and understanding.

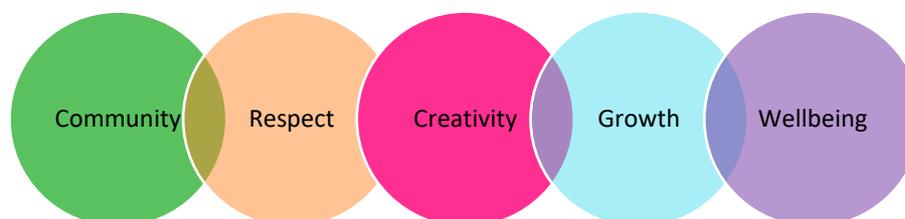
The Role of Parents and Families at Hazel Oak School

Parents agree to a Home School Agreement when enrolling their child at the school. The expectations are that parents adhere to the Home School Agreement and support the actions of the school. Parents are able to address any queries regarding Emotion coaching, co- and self- regulation and restorative approaches firstly to the class teacher, then to a member of the Senior Leadership Team. We aim to work with parents to achieve a shared approach and consistent messages between home and school to support their child's emotional and behaviour development.

Promoting Pupil Engagement and Self-Regulation - Class Expectations

- Class expectations are generated by the pupils. They are displayed in each classroom and should be revisited with the pupils at the beginning of each term and at other times when necessary.
- Class teachers, support staff and pupils devise these at the beginning of the academic year. They are intended to be guidelines of behaviour expectations that both pupils and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Expectations are prominently displayed in the classroom
- All classes use P4C, Circle time and Tutor time sessions as a tool for promoting positive behaviour. These sessions may be combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss and reflect upon situations that have been difficult to manage, to then consider ways in which the situation can be managed more successfully in future.

Supporting pupils to develop the school vision and values



Zones Of regulation

We use Zones of regulation to support children to understand, regulate and reflect on their behaviour and emotions.

Steps to embedding zones of regulation

Step 1 Recognising the pupil's feelings and empathising with them.

- Step 2 Label the feelings and validating them (validating = let the pupil know why they might be feeling like this and that this is okay)
- Step 3 Set limits on the behaviour (if needed)
- Step 4 Problem-solve with the pupil

To help pupils learn to understand how a feeling relates to an emotion, Pupils are encouraged to reflect on which Zone of Regulation they are in.

Restorative Approach

We use Restorative Approaches to underpin our ethos and philosophy for making, maintaining and repairing relationships and for fostering a sense of social responsibility and shared accountability.

When conflicts and challenges are dealt with in a way that needs are met, then those involved can repair the damage done to their connections with the others involved and even build connections where there were none previously.

Pupils feel fairly treated and respected, since they have been trusted to find solutions for themselves and put things right in their own way. Because they have been listened to, people in conflict are more ready to listen to others' perspectives and emotional responses, and so empathy is developed. This can change the choices made in future situations, as mutual respect and consideration develop.

We recognise that when harm has been caused by inappropriate, sometimes thoughtless, negative behaviour then all sides need:

- A chance to tell their side of the story and feel heard
- To understand better how the situation happened
- To understand how it can be avoided another time
- To feel understood by the others involved
- To find a way to move on and feel better about themselves

However punitive disciplinary responses, on the other hand:

- Cause resentment rather than reflection
- Are rarely considered fair
- Do not repair relationships between those in conflict and indeed can make them worse
- Leave those labelled as wrongdoers feeling bad about themselves leading to further alienation
- Can often leave those people expected to act punitively feeling uncomfortable and frustrated – and wishing there was an alternative

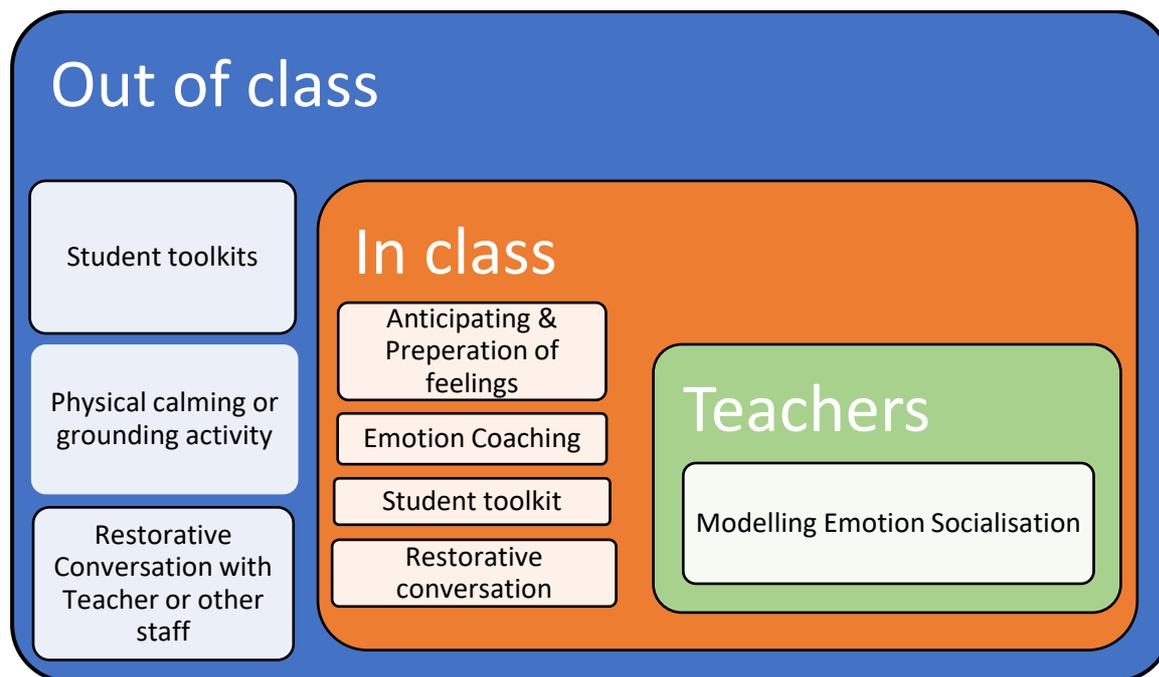
The restorative approach is part of an ongoing plan to develop relationship skills, emotional literacy, health and wellbeing. Restorative approaches also address school community cohesion in practical and pragmatic ways.

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All staff wear a lanyard attachment which outlines the steps for restorative conversations to support conversations with children.

Emotion Coaching Provision Map

The relationship a class teacher forms with pupils is central to the pupils personal social and emotional development. Class teachers are expected to use a range of approaches set out in the provision map to support the development of pupil self-regulation (see below).



Emotion Coaching	Student Toolkits	Restorative conversation
<ol style="list-style-type: none"> 1. Noticing, being aware of pupil feelings and empathising with them 2. Labelling and validating pupil feelings 3. Set limits on behaviour 4. Help pupil to problem solve 	<ol style="list-style-type: none"> 1. Physical, grounding and calming activities 2. Developing emotional awareness 3. Developing reflection skills 4. Zones of regulation 	<ol style="list-style-type: none"> 1. What happened? 2. Who was affected? 3. What were you feeling? <p>Emotion Coaching - What were others involved feeling?</p> <ol style="list-style-type: none"> 4. How can we make things right?

Praise

Positive praise is available for all pupils throughout the day. These aim to promote confidence, competency, motivation, help pupils to develop growth mind-sets and promote prosocial behaviour. These include:

- Verbal praise and personal feedback on behaviour and engagement
- House Points Every child at Hazel Oak belongs to a house; Earth, Wind, Fire or Water. The children can earn house points for improvement and challenging themselves, demonstrating the school's values and for good sportsmanship and team work. The house points are counted weekly, where there is a celebration in assembly for the winning team that week. The winning house gets a reward each half term e.g. a trip to play in the park hot chocolate afternoon).
- Sharing work with other teachers, the senior leaders and the headteacher
- Achievement assembly certificates Every week a child from each class is nominated to receive an achievement award. Parents are invited to this assembly.
- Termly achievement assembly certificates/trophies - Parents are invited to this assembly.
- Class Dojo
- Praise Postcards home
- Positive Phone Calls
- Golden time
- Inclusive End of Term celebration.

Where an individual needs persistent adult support to regulate behaviour, they will be placed on a key Stage leader report which is carefully monitored and used to the review of a week's worth of behaviour. Parents will be informed. Following the review, the child has reflected and is able to come off the report and therefore would not be escalated to a Headteacher/ Deputy Head Teacher report.

Monitoring and reporting behaviour patterns

Every adult is able to report behaviour using our online monitoring system. This system is monitored by the senior leaders. The Deputy Headteacher produces a record of any behaviour patterns emerging to the senior leadership team where strategies are implemented and adapted to suit the children's needs.

Patterns, trends, actions and impact are reported to the Governing Board termly. No individual pupils are identified.

Support for adults to ensure consistency:

All new staff attend induction training during which includes the ethos of our school and this policy is outlined and explained along with Emotion Coaching. Staff receive Emotional Coaching training by a qualified Educational Psychologist (as part of our CPD program. Supply or short term staff are inducted into school systems on arrival, through the class supply information sheet. Staff receive feedback on learning and other forms of pupil encouragement , engagement and motivation in lesson observations and sharing best practice with colleagues.

All staff are encouraged to take responsibility for their own development in this area and to seek support/guidance where they feel a need is arising.

Risk assessment

At times at Hazel Oak school, it may be necessary to conduct a risk assessment for the particular behaviour displayed by a child. We will attempt to reduce risk by managing:

- The environment
- Our body language
- The way we talk to the children
- The way we act
- Personalising curriculum and other learning programmes

Exclusion

In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied.

We abide by the DfE guidance on this and report any exclusions routinely to Solihull LA following local and national guidance.

Positive Handling Plans

Some pupils who need additional support and intervention to manage their behaviour will have a positive handling plan. This is a personalised plan which details specific approaches to managing behaviours, identifying positive strategies for working with the individual, triggers for unacceptable behaviour and motivators for the pupil. These are shared with parents to ensure

consistency. Our staff have been trained on positive safer handling following a Team Teach approach.

Team Teach

Team Teach is an approach to positive behaviour, which focuses on de-escalation of behaviours. All staff who work with pupils are trained in this approach, which includes training in safe and appropriate physical intervention. Any physical intervention should only be used for the shortest period of time and with the least amount of force necessary. Under Section 550A of the Education Act 1996, staff are legally able to physically intervene using reasonable force with pupils where they are likely to harm themselves, others or damage school property. If a pupil has been subject to physical intervention then parents will be informed on the day of the intervention by phone or letter. Hazel Oak has four Team Teach Instructors who are responsible for carrying out regular updates for staff, and delivering training to new members of staff (Mr Tulloch, Mrs Garry, Mrs Lowney and Mr McCluskey).

Any concerns or queries about this approach should be directed in the first instance to the Team Teach tutors.

Policy links

This Behaviour Regulation Policy links to the following other policies we hold in school:

- PSHE Education Policy
- Anti-bullying Policy
- Equality Policy
- Safeguarding Policy
- De-escalation and positive-handling strategies

School Review

This policy functions as a practice guide and is therefore reviewed whenever issues arise which generate new ways to articulate our approach, and otherwise annually".

Policy Written	September 2020 (W Tulloch)
Date policy agreed:	
Date of next review:	
Headteacher signature:	
Chair of Governors' signature	



Behaviour Regulation Response Chart – Appendix 1-1

MINOR - Pupil emotion, actions & responses observed - Verbal redirection & reteach expected outcomes	NOTES
Use previously agreed Classroom Interventions	
MINOR 2 - Continued - Pupil emotion, actions & responses observed	
ACTION/ RESPONSE- Choose/explore New Classroom interventions & reteach expected outcomes (several strategies may need to be explored)	Share strategies with colleagues
Interventions, strategies & ideas (List is not exhaustive)	
<ul style="list-style-type: none"> • Re-teach Expectations • Zones • Routines • Calming activities • Seating Plan • Think Time • Environment - calm zone • Outside Space/Personal Space • Phrases without demands • Slow breaths • Processing time • Distraction techniques • Social stories • Now & Next • Snack • Familiar Adult/Key Person • Transition object • Check-in • Music • Checklists • P.A.C.E (Playfulness, acceptance, curiosity & Empathy) 	<ul style="list-style-type: none"> • Sensory break/approaches • Alternatives options to attract attention • Pupil diary • Positive Listening • C.A.L.M • Restorative Conference • Circle Time • P4C • Praise (verbal/non-verbal) • Reminders, Prompts Cues • Choices • Parent contact/communication • OT/Sensory Equip – ear defenders, Wobble cushions, etc.. • Pick battles • Positive listening • Tone • Mentoring • Golden time
	Update pupil passport and/or risk reduction plan if required
	Seek advice from colleagues about other strategies
	Note :- Strategies may need time to be explored /embedded over time as such you may not see an instant change in behaviour
MINOR 3 - Pupil emotion, actions & responses observed	
ACTION/RESPONSE- Review, continue and/or incorporate new classroom interventions. Reteach expected outcome Teacher phone call home and share interventions used with parents.	Complete monitoring systems as appropriate.
MINOR 4 (continuous)/SERIOUS - Pupil emotions, actions & responses observed.	
ACTION/RESPONSE - Key stage meeting followed by monitoring report Continue and/or incorporate new classroom interventions. Reteach expected outcome. Review after week	KS Team Meeting Action Plan 1 created
SERIOUS 5 - Pupil emotions, actions & responses observed	
ACTION/RESPONSE- Review, continue and/or incorporate new classroom interventions. Reteach expected outcome KS Lead meet with Parents	SLT Meeting – review monitoring data.
SERIOUS/MAJOR 6 - Pupil emotions, actions & responses observed –	
ACTION/RESPONSE- Deputy Headteacher Meeting/intervention (Parent & Professionals involved). Review and continue classroom interventions. Incorporating professional advice e.g. Counselling service, SOLAR, EP, Etc.	Action Plan 2 created
SERIOUS/MAJOR 7 - Pupil emotions, actions & responses observed	
ACTION/RESPONSE- Headteacher Meeting/intervention (Parents & Professionals involved).	SLT Meeting – next step agreed

