



## ALL HALLOWS C OF E PRIMARY SCHOOL BEHAVIOUR REGULATION POLICY

*At the heart of the community, with the children  
at the heart of the school.*

### Our vision

We aim to inspire happy, well-rounded individuals who respect each other and strive to become the best versions of themselves. We care for each other, celebrate our individuality and uniqueness, and nurture a sense of belonging and connection, so that all members of our community flourish, feeling safe, valued and accepted. We do this by living out our values which are rooted in the Christian narrative.

### OUR HEART VALUES

HUMILITY

EMPATHY

AMBITION

RESPECT

TRUST

At All Hallows C of E Primary School we emotion coach our children and build brilliant relationships.

## Application of the Policy

The policy applies to all staff employed by the school and those invited to learn alongside us.

## Purpose

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

## Aims

At All Hallows C of E Primary School, it is expected that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on mutual trust and respect for all. 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 full potential. 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 All Hallows we recognise that behaviour is communication and often reflects strong emotions. Our Behaviour Regulation Policy is grounded in the belief that we are able to develop our ability to self-regulate both 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. 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.

## 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, observing our **Ready, Empathetic and Respectful** policy 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 these high expectations when necessary. Teachers treat all pupils in their classes with respect and understanding.

**Empathetic-** *"I notice how I feel and how others feel."*

**Respectful-** *"I treat people and things with care."*

**Ready-** *"I am calm, prepared and ready to learn."*

## **The Role of Parents and Families at All Hallows.**

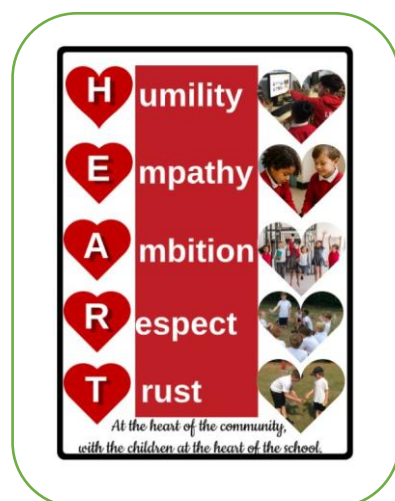
Parents agree to a Home School Agreement when enrolling their child at the school. The expectations are that parents adhere to the Home School Agreement and support the actions of the school. Parents are able to address any queries regarding Emotion Coaching, co- and self-regulation and restorative approaches 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 focused around our school policy of **Empathetic, Respectful, Ready**. Teachers and support staff address issues of behaviour using this vocabulary.
- These key words are displayed in each classroom and should be revisited with the pupils on a daily basis. They are intended to be prompts regarding the behaviour expectations that both pupils and adults would like to see in their classroom.
- The focus of behavioural intervention should be positive rather than the negative. (praise in public, reprimand in private)
- All classes use reflection sessions as a tool for promoting positive behaviour. Sessions may be a 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 children to develop the school vision and leaf values**



## **Emotional Coaching**

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We advocate that our parents use this method too and regularly hold training and coffee mornings for parents to learn this approach and share their own experiences.

## Steps of Emotion Coaching

**Step 1**

- **Recognising the child's feelings and empathising with them.**

**Step 2**

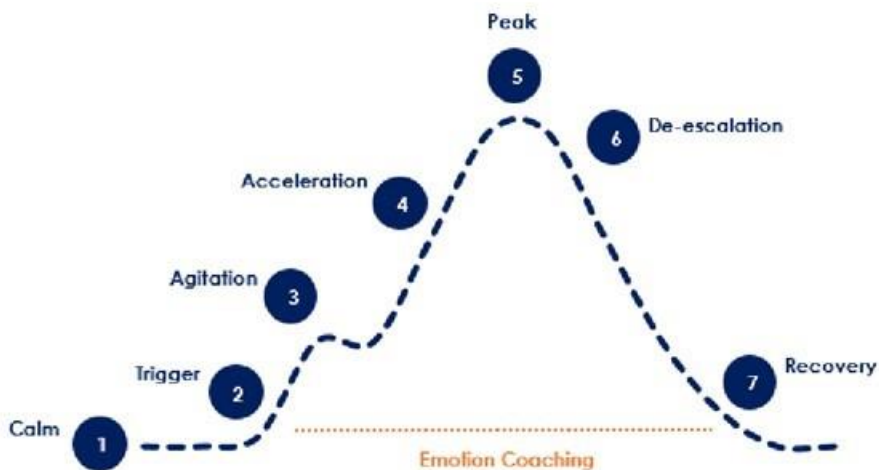
- **Label the feelings and validating them**  
(validating = let the child know why they might be feeling like this and that this is okay)

**Step 3**

- **Set limits on the behaviour (if needed)**

**Step 4**

- **Problem-solve with the child**

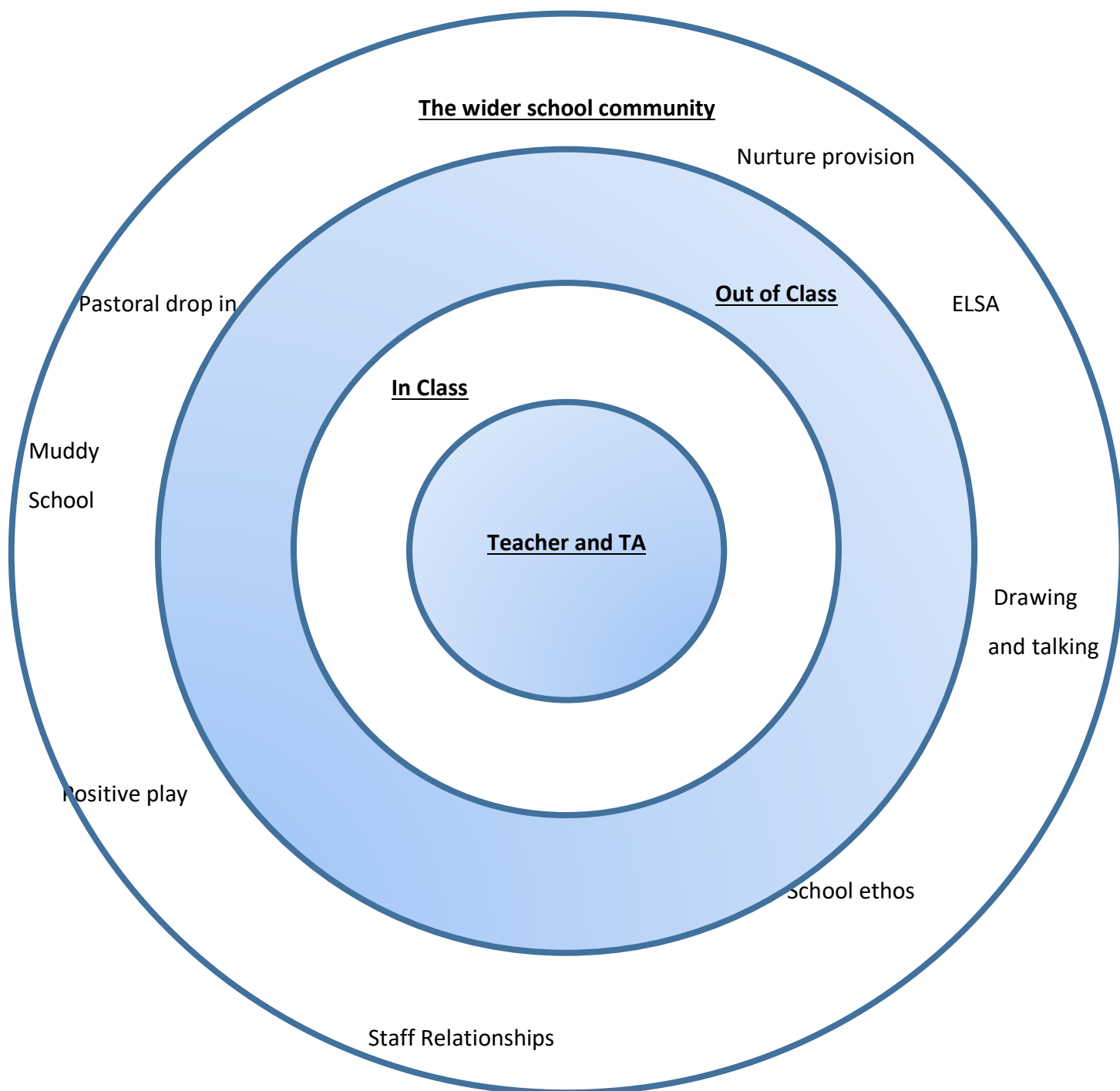


To help children learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.



## Emotional Coaching Provision Map

The relationship a class teacher and support staff forms with pupils is central to the pupils personal social and emotional development. They are expected to use a range of approaches set out in the provision map to support the development of pupil self-regulation. Staff work collaboratively with each other and the wider pastoral team. The teachers have regular guidance on how to support pupils through emotion coaching and restorative conversations.



Emotional Coaching	Restorative conversation
<ul style="list-style-type: none"> <li>• Noticing, being aware of pupil's feelings and empathising with them.</li> <li>• Labelling and validating pupil feelings.</li> <li>• Set limits on behaviour.</li> <li>• Help pupil to problem solve.</li> </ul>	<ul style="list-style-type: none"> <li>• What happened?</li> <li>• Who was affected?</li> <li>• What were you feeling? (you may need to emotion coach) What were others involved feeling?</li> <li>• How can we make things right?</li> </ul>

Positive awards are available for pupils throughout the day. These aim to promote confidence, competency, motivation, help pupils to develop growth mind-sets and promote prosocial behaviour.

Each classroom has a values display with each child's name displayed in some form. If a child is demonstrating our Values, their name stays where it is.

If a child demonstrates exceptional good behaviour, their name will be moved up (with reference to the value and responsibilities displayed), the child will be sent to the Head Teacher and parents will receive a positive parent mail and an appropriate reward such as 5 House Points.

- Implement a positive sticker chart or similar incentive
- To show the feeling of mutual respect within the school, each pupil will be greeted in the morning with a handshake or greeting from their teacher.
- House points for those children demonstrating behaviour above and beyond the general expectations of the school.
- The teachers will use a variety of techniques including thumbs up, round of applause.
- Teachers may ask children to show their work to others teachers or senior leaders.
- Each classroom will have a BRAVO board and HEART board where the names of children going above and beyond general good behaviour will be displayed. These names will be displayed for the day.
- (NEW) Children demonstrating exceptional behaviour will receive a postcard home outlining the reasons they have been highlighted as a good example to others.

If a child becomes dysregulated and is no longer demonstrating our Values the member of staff will ensure that the child knows which of the Values they have not followed with a quiet reminder of our behaviour expectations/responsibilities.

Those children who choose not to be ready to learn, do not show respect for themselves, others or property or demonstrate behaviour that is unsafe will receive sanctions. All members of staff will follow the following steps.

1. A verbal warning using the three themes of our policy (ie you are not showing respect because...)
2. The child's name to be written on the board- or a post it note.
3. Removal to another area within the classroom
4. 5 mins of reflection at playtime to be taken in a timeout area – followed by a restorative conversation with a member of staff.
5. 10 mins of reflection at playtime to be taken in a timeout area – followed by a restorative conversation with a member of staff.
6. Removal to another classroom
7. Parents / carer to be spoken to by the class teacher.
8. Parents / carer to be spoken to by a member of the senior Leadership Team / Head teacher
9. A short period of alternative provision based on the child's need.

For a small number of children who need persistent adult support to regulate behaviour, alternative and more detailed provision will need to be put in place. This will be outlined in a specific individual behaviour plan.

**When children need more support**

We have a yellow and red card system in place to ensure that the behaviour of our pupils reflects the high expectations that we have at All Hallows:

### **Yellow Cards** (See Appendix 2 for example template letter)

A yellow card consists of a letter/parent mail sent home and may be given for the following:

- Consistent failure to follow our school values/Responsibilities
- One off incidents deemed serious enough such as using inappropriate language

If a child receives a yellow card, a suitable consequence will be decided upon in conjunction with the parents/carers. It will include missing an agreed number of playtimes, but will also include something that works towards making amends.

### **Red Cards** (See Appendix 3 for template letter)

Some instances of unacceptable behaviour may be deemed serious enough, dependent upon context, to warrant a red card:

- The continuation of inappropriate behaviour following a yellow card.
- Causing deliberate harm to any member of the community
- Discriminatory name calling or actions (prejudice-based behaviour)
- Deliberate spitting at a member of our community

When any red card is given, Parent/Carers will be invited into school to discuss their child's behaviour, to agree on sanctions and next steps and regular home/school contact will be established.

Any unacceptable behaviour will be dealt with by a member of staff in a caring, supportive and fair manner. Staff will work with the child and parents to understand what the behaviour is trying to communicate and work in a contextual safeguarding way. Flexibility of the consequences will be used with regard to the age and understanding of the child.

Serious incidents are recorded on CPOMs in order for us to track, understand and respond to patterns. Yellow and Red cards are tracked by the head teacher and trends reported to the Governing Body.

### **Attendance**

At All Hallows, we expect regular attendance and punctuality. Both of these are a type of behaviour and we recognise this by including them in our Positive Behaviour Policy.

Children are expected to attend school for the full 190 days of the academic year, unless there is a good reason for the absence. Authorised absences are at the discretion of the school. This includes holidays during term time, which are discouraged.

In the event of a child not attending school, we encourage first day contact to be made. If we are not contacted then we will contact the parent by phone or text. If a reason is still not provided for nonattendance, a letter will be sent home.

The school day starts at 8:50am, when the teachers greet their children on the playground. It is important that all children are on the playground for this time so as to reduce disruption to their day. We follow official guidance for the twice daily registration procedure.

Like all positive behaviour at All Hallows, we reward positive attendance. This is in the form of a trophy awarded to the class with the best attendance each week.

### **Prejudiced-base Behaviour**

This school does not tolerate discriminatory name calling or action.

The staff of the school pursue an active policy of careful monitoring to ensure that all children enjoy equal opportunities in the activities of the school.

The teaching methods encourage awareness and appreciation of ethnic differences, cultural diversity and racial equality. We aim to prepare pupils for life in a world where they will meet, live and work, with people of different cultures, religions, languages, and ethnic backgrounds. We are committed to combating racial discrimination across the whole school community, which includes pupils, all staff, parents/carers, governors and visitors.

Prejudiced-based behaviour is defined as conduct or words which disadvantage people. We understand the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity. Protected characteristics make up the part of a person's identity that makes them who they are, such aspects or characteristics are protected from discrimination. Everyone in Britain is protected from unlawful behaviour by the Equality Act 2010.

The protected characteristics are as follows:

- age
- disability
- race
- sex
- gender reassignment
- maternity and pregnancy
- religion and belief
- sexual orientation
- marriage and civil partnership (for employees)

Prejudiced-based incidents are any incidents which are perceived to be so by the victim or any other person.

Prejudiced-based incidents comprise all those unwanted actions, by a person or group, directed at people with protected characteristics which cause humiliation, offence or distress or interfere with their performance, or create an unpleasant working environment and which are motivated by prejudiced considerations

The behaviour associated with hate incidents may involve:

- verbal abuse and threats
- physical assault
- threatening behaviour and verbal abuse
- name calling, insult and jokes
- hate comments or graffiti
- ridicule of cultural preference
- incitement of others to behave in discriminatory ways through comments, badges or literature
  - refusal to co-operate with others pupils because of their protected characteristic.

We recognise that:

- prejudiced-based incidents will happen from time to time in our school community.
- the fact that they are not always reported, does not mean they are not happening.
- prejudiced-based incidents make children's lives unhappy and can hinder learning.

Children and parents are encouraged to share any worries they have at an early stage so that action can be taken immediately. Children may choose to talk to any member of staff.

Parents are encouraged to inform their child's teacher or the Head Teacher of any concerns they have. Any report will be investigated and taken seriously. We will ensure all concerned are informed of our findings and will work restoratively and act to mitigate against any impact

## **Monitoring and reporting behaviour patterns**

Every adult is able to report behaviour using our CPOMS system. This system is monitored by senior leaders and the behaviour lead. The behaviour lead produces a report of any behaviour patterns emerging to the senior leadership team, where strategies are implemented and adapted to suit the child's individual 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. All staff have received training which is reviewed regularly. Supply or short term staff are inducted into school systems on arrival through the class supply information sheet. Staff get feedback on learning and other forms of pupil encouragement and engagement and motivation in lesson observations and sharing best practice with colleagues.

## **Additional Needs**

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. The SEND policy should be read for how additional needs are supported in the school.

## **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 Nottinghamshire LA following local and national guidance.

([https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/641418/20170831\\_Exclusion\\_Stat\\_guidance\\_Web\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf))

## **Risk assessment**

At times at All Hallows it may be necessary to conduct a risk assessment for the particular behaviours 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
- And by personalising curriculum and other learning programmes

All of our staff have been trained in CRB techniques and positive safer handling.

Policy updated – April 2026

Next review date – May 2027