



# Positive Behaviour & Regulation Policy

This policy was adopted/updated:	March 2025
This policy will be reviewed:	Annually
Governor Committee Responsibility:	Full Governing Body
Statutory policy:	Yes Published on website

**All behaviour is communication.**

**“Beneath every behaviour there is a feeling.  
Beneath each feeling is a need.**

**And when we meet that need rather than focus on the behaviour, we begin to deal with the cause, not the symptom.”**

*Quote - Ashleigh Warner, Psychologist*

## POSITIVE BEHAVIOUR & REGULATION POLICY

*Together we learn and grow*

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

### Our Philosophy

At Maple Infants' School, it is our fundamental belief that **all behaviour is communication**.

Psychologist Ashleigh Warner's quote underpins this belief and has informed our positive behaviour and regulation policy:

**"Beneath every behaviour there is a feeling.**

**Beneath each feeling is a need.**

**And when we meet that need rather than focus on the behaviour, we begin to deal with the cause, not the symptom."**

At Maple Infants' School we believe 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 for us to seek to understand.

The 2014 Code of Practice of Special Educational Needs (SEN) identifies Social, Emotional, and Mental Health (SEMH) difficulties as a category of need, replacing previous language of behaviour difficulties. At Maple Infants' School we support this and feel that it 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 accept our support to co-regulate and begin to learn to self-regulate and 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 demonstrating 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. Our school is attachment aware and trauma informed.

At Maple Infants' School, we put **relationships** first. Our school ethos, through our vision and mission, 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 Maple Infants' School maintain clear boundaries and expectations around behaviour from Nursery right through to the end of Year 2 and they expect the very best of every child. We know that 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.

Our school have developed a structure around rewards, specific positive praise and consequences that are followed at all times, and these are personalised where necessary to ensure they meet the needs of all our children, including the most vulnerable. It is our policy that expectations for behaviour 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 crucial when addressing and planning support for children's social, emotional, mental health needs.

### Our School Vision & Mission

<p><i>Our Vision</i></p>  <p>Together we learn and grow</p> 	<p><i>Our Mission</i></p>  <p>We nurture all children to be:</p> <ul style="list-style-type: none"><li>• <b>Successful lifelong learners</b> who love learning, make progress and achieve</li><li>• <b>Confident individuals</b> who are able to live safe, happy and active lives</li><li>• <b>Responsible citizens</b> who make a positive contribution to their community</li></ul> 
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## **Written Statement of Behaviour Principles**

Our governing body has identified these principles to guide the school in determining measures to promote good behaviour and discipline amongst our children. The governors have also considered their duty to safeguard and promote children's welfare and eliminate discrimination through these principles.

- Every child has the right to be listened to, be valued and respected and to feel and be safe
- Everyone has the right to learn free from the disruption of others
- Maple Infants' School is an inclusive school; all members of our school community should be free from any form of discrimination
- It is expected that ALL staff, governors and volunteers will set excellent examples to the children at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The Positive Behaviour & Regulation Policy is understood by pupils, staff and parents
- We seek to support every child to be able to take responsibility for his/her own actions
- The school's Positive Behaviour & Regulation Policy will ensure that there are measures to encourage and promote good behaviour, self-control and respect, and prevent all forms of bullying amongst our children; it also provides guidance on use of reasonable force
- The school's Positive Behaviour & Regulation Policy will also include and explain that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The school will fulfil its' legal duties under the Equality Act 2010 in respect of safeguarding, children with special educational needs and all vulnerable children

***The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.***

This written statement of behaviour principles is reviewed and approved by the full governing board every three years. (Updated February 2023)

## Roles and Responsibilities

**Senior Leaders:** The Senior Leadership Team take overall responsibility for this policy and its implementation, but have ensured its co-production with wider staff and stakeholders. The Senior Leadership Team are responsible for:

- Policy development and review involving pupils, staff, governors, parents/carers and relevant local agencies where appropriate
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Promotion of anti-bullying principles and managing any reported bullying incidents
- Assessing training needs and coordinating this alongside support for staff and parents/carers where appropriate

**All staff:** It is the responsibility of all staff within the school to uphold and adhere to the behaviour policy with kindness, fairness and integrity.

**Governors:** To support the Head teacher in implementing the school behaviour policy, ensuring that it is fair and effectively supports the ethos of the school.

**Parents/Carers:** To cooperate and support the school in the implementation of their Written Statement of Behaviour Principles and Golden Rules, working collaboratively with the school staff to support their child's emotional development.

## The Golden Rules

For a whole school positive behaviour and regulation approach to be successful, it is essential that our children experience consistent expectations by each member of the school staff. The Golden Rules promote moral values and they are visible around the school and explicitly used by all staff when teaching and reminding children of what we aspire to as a whole school group.



## The Zones of Regulation

At Maple Infants' School, 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.

The Zones of Regulation is a conceptual framework used to help children with self-regulation and self-control. The framework categorises complex feelings into 4 colours and helps children to improve their ability to recognise and communicate how they're feeling in a safe, non-judgmental way. This approach teaches children to use strategies or tools to help them move between zones, categorising states of alertness and emotions into four coloured zones of **BLUE**, **GREEN**, **YELLOW**, **RED**.

All staff use the Zones of Regulation as part of daily communication and to support the development of emotional regulation, moving from adult regulation, to co-regulation and then self-regulation. All staff recognise that it is fine for children to experience all of these emotions while they are at school and as such, there are no bad zones, but it is important to learn and use strategies that will help children get to their Green Zone for optimal wellbeing and readiness to learn.

As part of the curriculum, all children at Maple Infants' School 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, which in turn can impact on their behaviour.

What Zone Are You In?			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

## Promoting Positive Behaviour & Regulation

At Maple Infants' School we believe that clear communication with explicit expectations shared, are key to promoting positive behaviour and regulation. **All** adults in our school have a shared responsibility for encouraging positive behaviour amongst our children.

At the beginning of each school year, the staff work together with the children to share the Golden Rules and further develop their own class set of expanded rules within their particular classroom context. Whilst the wording in each class may differ slightly, they all

have the same basis and make for well-organised systems and good pupil behaviour. All teachers promote the management and reward of their positive approach to behaviour through a system that is appropriate to their cohort needs, and these are often devised and agreed upon by the children themselves, seeking to harness their interests and 'buy in'.

At Maple Infants' School we expect all classrooms to have:

- A positive classroom tone in a organised, well-cared for environment
- Clear classroom rules displayed which have been agreed by the children and adults
- Clear expectations about learning behaviours and learning tasks that are set at an appropriate level for the child – a copy of the Maple Learning Behaviours poster can be found in the appendix of this policy
- A visual timetable so children know what is planned for the day
- A well-planned environment so that children can move easily, can find resources, are where property is respected etc
- A suitably identified area for children who need a quieter space when feeling overwhelmed
- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained
- Strategic and optimal seating arrangements for children when working on the carpet or at a table that support their needs

### **Use of Rewards**

Rewards are used to support class and team working as well as providing ideal means of rewarding notably good personal behaviour. Within the established positive learning environment at Maple Infants' School, children should expect to receive regular praise from whomever they come in to contact with. Class teachers use rewards systems in their classes, which they have identified to best meet the needs of their cohort, which include verbal praise and encouragement, non-verbal praise, written feedback in books, displaying work and achievements, use of stickers, special mentions in the weekly celebration assemblies, certificates of recognition, visiting senior leaders to share work/good behaviour.

### **Use 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, as already

touched upon, some children need bespoke aspects that support their SEMH and develop their understanding of action and consequence.

All children need...	<p>Quality first teaching</p> <p>Positive relationships with adults in school</p> <p>Explicit teaching to name feelings and emotions and how these emotions make them feel</p> <p>Clear agreements and boundaries</p> <p>Adults who listen and respond in a predictable way</p> <p>A chance to move on from an incident/ having a fresh start</p> <p>An outlet to talk about their feelings and emotions</p>
Some children need...	<p>As above, plus...</p> <p>Short term limited support from a trusted adult 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</p>
A few children need...	<p>As above, plus...</p> <p>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 and/or involve the support of wider professionals</p>

Throughout all consequences, adults keep their voices regulated; their tone neutral, they may get down on the child's level and this is done privately between child and adult. This will likely need to be within the classroom or whilst children are around, so adults make sure this is carried out sensitively avoiding shame.

Consequences are recorded privately. At the beginning of each session, children start afresh; consequences are not carried over to the next session.

### **Consequences Ladder**

It is essential that any consequences are proportional to the behaviour that needs addressing, so that children can be supported to understand when their behaviour has been unacceptable, why it is unacceptable and how they can modify their behaviour in the future should the same feelings arise, so they can communicate this more effectively.

The consequences we use move through the stages of:

- Verbal reminder



- Second verbal warning



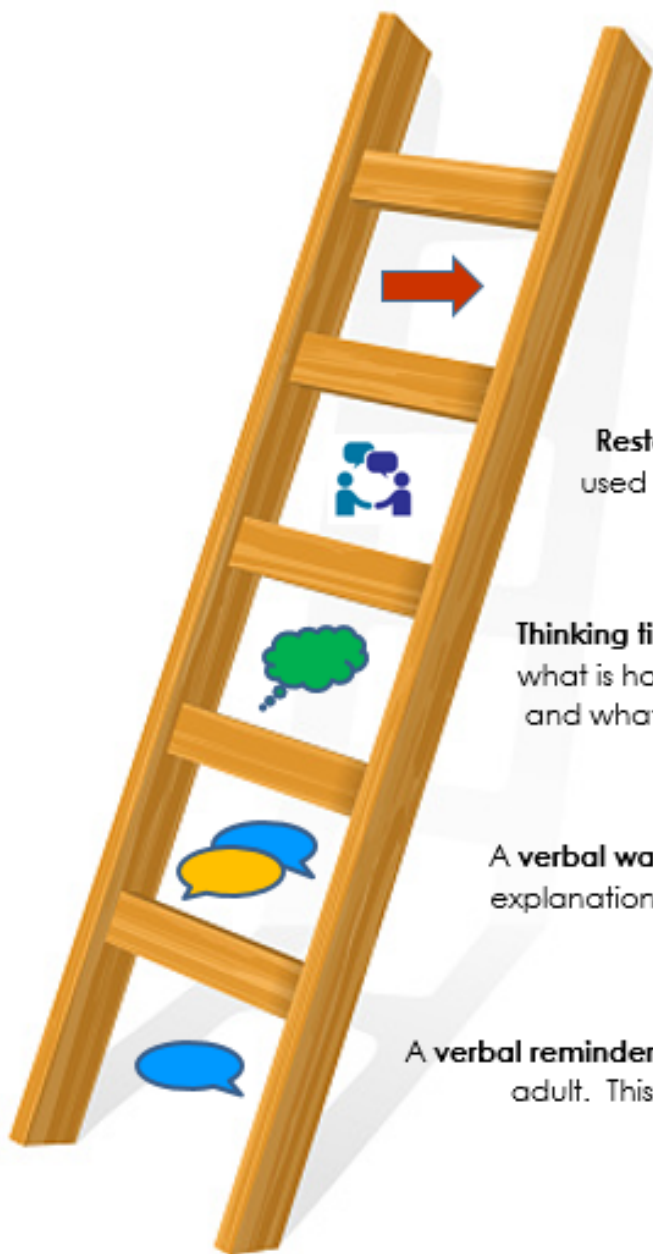
- Thinking time



- Restorative time



## How will a child be supported when wrong choices are made and consequences need to be given?



If unacceptable behaviours continue after all other stages, children are asked to meet with a member of the **Senior Leadership Team** for further thinking and restorative time. Parents/carers are informed.

**Restorative time** is facilitated. Questions and prompts are used to scaffold the conversation between adult and child, using an emotion coaching approach.

**Thinking time** is provided. The child is asked to sit and think about what is happening for them at the moment, how they are feeling and what the problems are, using Zones of Regulation resources to assist this.

A **verbal warning** is given, accompanied again by a further short explanation from an adult, reminding the child to make the right choice.

A **verbal reminder** is given, accompanied by a short explanation from an adult. This is the child's chance to modify their behaviour.



### Restorative Time

Restorative time is an important part of supporting a child experiencing challenges with their behaviour. It may either take place 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 social and emotional development, this restorative time will be delayed until they are ready. This may be later in the day or even the next morning, but it must take place. During the restorative period, the questions and prompts used to scaffold the conversation 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.

## Restorative Time Questions

What happened?
How were you feeling when it happened?
Who else has been involved?
What do you need to do to make it better?
What will you do next time?

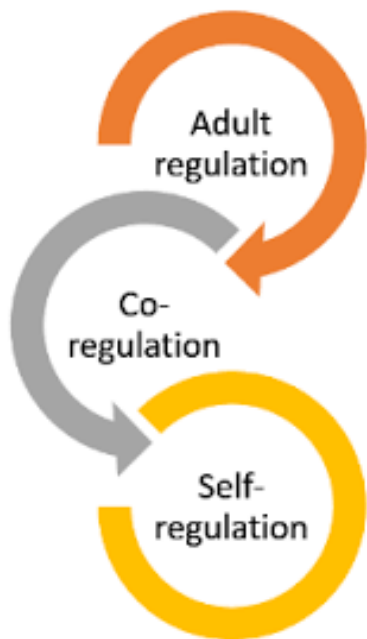
NB: Extreme behaviours that are unsafe for children or/and adults will move straight to meeting with a member of the Senior Leadership Team. Children will be taken to the HT/DHT/KS1 Lead/EYFS Lead and have thinking time away from their class. Restorative time will be completed with the Senior Leader and parents/carers will be informed. A record of these behaviours will be kept on file and tracked by the HT half termly. The purpose of this close tracking is to establish if there is a pattern to the extreme behaviours and to seek the most appropriate support for the child. Liaison with parents/carers is paramount at this point and their input invaluable in order to provide a secure base for the child.

Depending upon the child's level of understanding and ability to articulate their feelings, will depend upon how much co-regulation happens during the restorative period.

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.

Steps taken to support emotional regulation through the restorative time include:

- 1: **Recognising, empathising, soothing to calm**  
e.g. 'I understand how you feel, you're not alone'
- 2: **Validating the feelings and labelling**  
e.g. 'This is what is happening, this is what you're feeling'
- 3: **Setting limits on behaviour** (if needed)  
e.g. 'We can't always get what we want'
- 4: **Problem-solving with the child**  
e.g. 'We can sort this out together'



## **Differentiating Expectations**

The majority of children at Maple Infants' School thrive with the expectations shared through the Golden Rules, rewards and positive praise that are in place. There are though, a few children who will need differentiated expectations. This reinforces the concept that '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 support for that child provided. This may take the form of identifying a key adult for 'time in' as opposed to 'time out', provision and use of personalised Zones of Regulation tools, Lego therapy, small group work with peers and an adult, home/ school liaison or external support from the Educational Psychology team, for example. Parents/carers are a vital part of this and working alongside them always provides the best outcomes for children.

## **Children's Welfare and Safeguarding**

At Maple Infants' School we understand that how a child behaves may be a sign of an underlying issue as we recognise that all behaviour is communication and links to emotions. Staff are trained to look out for changes in behaviour which may include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive/aggressive in class or at playtimes

Wherever concerns arise, staff discuss these with a Designated Safeguarding Lead so that the children's well-being can be taken into full consideration. We have a comprehensive Safeguarding & Child Protection Policy which outlines the support we have in place.

The Special Needs Co-ordinator liaises directly with staff and the Senior Leadership Team in determining whether their support would be helpful for children whose behaviour may link to a special educational need. It may be appropriate in these instances, determined on a case by case basis, for children to be identified on the school's Special Educational Needs (SEN) register, have an SEN Support Plan created, be referred to a linked professional (e.g. Educational Psychologist, CAMHS or the Educational Inclusion Service). In all instances parents/cares would be involved and their permission sought.

## **Other Support Strategies**

Through our PSHE curriculum (Jigsaw) and assemblies, children have the opportunity to discuss issues and voice concerns. Stories, images and songs are used to provoke

discussion and reflection, which supports the children's growing awareness of their feelings, behaviour and actions.

At Maple Infants' School we believe that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied. The school has a clear policy on the promotion of positive behaviour. Bullying is wrong and it will not be tolerated at Maple Infants' School – See Anti-Bullying Policy.

Playtimes and lunchtimes are staggered, with rotas for use of equipment, to reduce the number of children using these play spaces at any one time and increase effective supervision and support for children during these more informal times of the school day.

The Golden Rules and expectations for behaviour, and how staff deal with any unacceptable behaviours, are also maintained whilst offsite on school trips. Robust risk assessments support the success of trips and the needs of groups or individuals are considered carefully to promote this success with special regard to behaviour.

### **Support for Staff**

Part of the process of annually reviewing this policy involves all staff being reminded about the practice and principles of promoting positive behaviour whilst being able to contribute ideas to improving practice, within the classroom, around school and at playtimes and lunchtime.

The Head Teacher will ensure that all staff are kept up to date with any relevant DfE publications and guidance.

Regular training opportunities are sought for staff to access, to further support and guide them in the implementation of our Positive Behaviour and Regulation Policy and any associated actions e.g. use of Zones of Regulation.

The school will ensure information sharing and provision of training for staff around the specific needs of any identified pupils who require a personalised plan.

The Head Teacher and governors recognise their responsibility to support staff, particularly when children may demonstrate challenging behaviour within their class. This is done through offering advice, ensuring support with consequences and paying due regard to staff health and wellbeing.

## **Recording Behaviour Concerns**

Staff are expected to record any behaviour concerns and how they have been addressed through the consequences ladder model, using a google form. The link for this form is displayed throughout the school in the form of a QR code. Senior leaders are alerted when a completed form has been submitted so that they can follow up with members of staff and/or children directly. Senior leaders also carry out regular monitoring and analysis of this data.

## **Working in Partnership with Parents**

Working with parents is an important part of supporting children with their behaviour. At Maple Infants' School we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

Parents are actively encouraged to be involved in their children's education at all times at Maple Infants' School. Parents play an influential role on the development of their children's personality and behaviour. All staff acknowledge the importance of strong home school partnerships and effective communication.

We seek to share resources used in school with families to further support a consistent approach e.g. Zones of Regulation. We have a number of local agencies who are available to support children and families with behaviour either at home, at school or both, who we can signpost families to.

## **Use of Physical Intervention / Reasonable Force**

Reasonable force covers a range of interventions that involve physical contact with children. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a child from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

At Maple Infants' School, the Head Teacher and Deputy Head Teacher have received training in positive handling techniques, should this ever be required to support pupils that need a high level of physical intervention to keep them and others safe. Where individual pupils may require a personalised physical intervention plan, this will be devised and led by the Deputy Head Teacher in conjunction with parents and other relevant professionals.

### **Searching, Screening and Confiscating**

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: Screening, Searching and Confiscation – Advice for Schools, July 2022. ([www.education.gov.uk](http://www.education.gov.uk))

### **Appendix**

## **Maple Learning Behaviours**

To help me **learn** and **grow**...

- 🍷 I read lots and lots!
- 🍷 I am curious, inquisitive and ask good questions
- 🍷 I use my imagination and am creative in my learning and play
- 🍷 I listen carefully to others and value their opinions
- 🍷 I work well with others and know how to be a good friend
- 🍷 I make sure my behaviour does not disrupt my own or other's learning
- 🍷 I learn new skills and then use them in all my lessons
- 🍷 I reflect on my learning and think about what next steps I need to take
- 🍷 I make healthy choices
- 🍷 I keep trying even when things get tricky

