



*Winterbourne Nursery and Infant School*

*Inspire - Learn*

*Be Proud*

# WINTERBOURNE NURSERY & INFANT SCHOOL

## Self Regulation – Promoting Positive Behaviour Policy

September 2025

Review Date: September 2026

Petra Wigzell

## Introduction

This policy addresses both the promotion of self-regulation, positive behaviour and a proactive approach (Cf. Appendix 2), in accordance with our school's general aims and ethos, and also our policy on rewards and consequences with regard to pupils' behaviour. It also contains our policy on suspensions and permanent exclusions. We regard it to be a highly important aspect of children's education and development that they learn to behave respectfully towards others and towards the community in which they live. Positive behaviour underpins effective learning. The ability to self-regulate emotions supports positive behaviour, supporting children to develop personal and social skills in order to live fulfilling and rewarding lives as adults. Behaviour which, in any way, disrupts learning, is unacceptable in our school, and, through the constant promotion of positive behaviour, linked to our School Values (Honesty, Kindness, Bravery, Curiosity, Independence), we seek to minimise, if not eliminate any such behaviour. Alongside this policy, we are an inclusive school and endeavour to meet the needs of all children, including those with social, emotional and mental health difficulties.

## Aim

We are a caring community, whose values are built on mutual trust and respect for all. This policy is to ensure that every member of the school community shares a common understanding of what contributes to positive behaviour. Our aim is to equip children with the skills to become responsible and respectful citizens within our society and the wider community.

The school aims to value and reward good behaviour which promotes effective learning, as this will develop an ethos of kindness and co-operation. This policy is designed to promote good learning behaviour, rather than merely deter anti-social behaviour.

The school recognises that unacceptable behaviour is often a child's way of communicating that something is wrong. They are finding something difficult, rather than being manipulative or controlling. Therefore, understanding children's cognitive development is key to supporting children's emotional development. We support children to self-regulate their emotions, by co-regulating through de-escalation, connection, empathy, clear routines, boundaries and mindfulness.

Our additional primary aims are:

- To promote self-esteem, self-discipline and respect within our school
- To foster positive relationships within the school
- To ensure that the school's expectations and strategies are widely known and understood
- To create an environment that encourages and reinforces positive behaviour
- To encourage consistency of response to both positive and dysregulated behaviour
- To encourage the involvement of both home and school in the implementation of this policy

This policy should be read in conjunction with:

- SEND Information Report
- SEND Policy
- Teaching and Learning Policy
- Safeguarding Policy
- PSHCE policy
- Anti-bullying policy

## Our Shared Understanding of Positive Behaviour

### Equal Opportunities

- Everyone deserves respect, both children and adults.
- Children need to be taught in a safe, happy environment.
- Individual needs or differences must be shown respect. Often direct teaching is needed to ensure that this happens.
- Bullying and harassment are not tolerated (please refer to anti-bullying policy).
- Violence and raised voice/ shouting to staff and pupils will not be accepted.

### Promoting Positive Behaviour in the Classroom

Every year the teacher should familiarise the children with the 5 key values which underpin our vision and ethos. These should be displayed in each classroom. (Cf. Appendix 1). Children must also know clearly the rewards they will receive if they present positive behaviour and the hierarchy of consequences if they misbehave. Parents/ carers should also be aware of these and how they support their child in school. This policy is published through the school website and a hard copy is available to parents via the office upon request.

These rules will be used around the school during varied activities e.g., PE sessions or during transitions and on educational visits.

A core feature of class teaching every day must be positive reinforcement of good behaviour; this is a shared responsibility for all staff and adult volunteers.

In PSHE/ Circle Time each week (for KS1), there is a time to discuss issues such as honesty, fairness, kindness etc. Giving children opportunities to discuss issues can help them to learn how to deal with others in appropriate ways.

Personal, Social and Emotional Development (PSED) in Development Matters (2021) guides practise to show how children in the Early Years are supported to in self – regulation, managing self and building relationships.

### Self-Regulation and Co-Regulation

Self-regulation is the process that a child's brain goes through in order to give them the ability to control their behaviours and emotions in response to a particular situation. Young children need support to develop self-regulation skills, therefore staff in school support children through a variety of different techniques – this is known as co-regulation.

### Connection

Staff make connections with children, developing trust and respect. Staff gain the trust of children through being fair and consistent. Trust supports children's self-esteem and self-regulation.

### Empathy

Staff aim to empathise with children (even if they do not agree with their actions) and support children to develop empathy for others through;

- Recognising and naming their feelings ('I know that you are angry, it's ok to be angry').
- Supporting children to expressing their feelings appropriately. (It's ok to be angry, but it is not ok to be unkind to your friend.)
- Supporting children to recognise other people's needs and emotions ('When you did x you made your friend feel sad').

### **Clear Routines**

Staff set clear routines to help children to feel safe and secure. Staff support children to understand expectations and classroom routines. Classroom rules are decided with the children. Visual timetables are used as a reminder of what is planned for the day. Some children may need extra support to follow routines, for example, adult support to understanding or talk through what will happen next or through the use of visual prompts, such as Now and Next boards.

### **Mindfulness**

Staff use mindfulness as a technique to help children stay calm. The school promotes mindfulness through;

- Naming children's feelings and empathising.
- Talking with children about where they feel emotion in their bodies (their tummy, their head etc)
- Talking about children's different emotions when they are frustrated, excited, happy, sad, or angry.
- Mindful deep breathing techniques
- Quiet time to be alone / think (use of Calm Corners and Sensory spaces)
- Movement breaks/sensory circuits when needed
- 1:1 with our Family Support Worker

### **Celebration**

At Winterbourne Nursery and Infant School, we recognise how important it is to celebrate individual and collaborative success. We also believe that rewards have a motivational role, helping to see that good behaviour and a positive attitude is recognised and valued. We use a range of strategies to reward children:

- Teachers congratulate children and give them verbal praise and encouragement.
- Our Key Values, (Honesty, Kindness, Bravery, Curiosity, Independence) and Monthly Values are promoted and celebrated throughout the school.
- Pupil achievement is valued, encouraged and displayed, as much as possible, around the school.
- Children are given the opportunity to show their learning to other pupils/teachers in the school, including the Headteacher and members of the School Leadership Team.
- Teachers congratulate and praise children for considerate, positive behaviour, which promotes effective learning.
- Class Dojo points are awarded for children demonstrating our school values and positive behaviour for learning.
- All classes have opportunities to share examples with one another, not only of their best learning, but of considerate and respectful behaviour towards others, through assemblies, circle times and in daily learning sessions.
- Class Star of the week badge and certificates (parents informed of this achievement when collecting)
- Certificates in Achievement Assembly.
- Teachers may use stickers / stamps
- Where, as part of a child's additional needs, rewards need to be more immediate, teachers are encouraged make this explicit through a bespoke chart and link rewards to what motivates the child.
- Class attendance H.E.R.O bear for the class with the best attendance for the week - this is also shared through weekly newsletter.

### Time to Think and Reflect

- The school uses a number of consequences to support the School Values, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation. There is a hierarchical level of consequence as to which adult deals with the situation, starting with the class teacher and finishing with the Headteacher. The aim is always to support the child and to diffuse a situation wherever possible.
- We expect children to be attentive in lessons. If they are consistently inattentive, teachers may ask them to move nearer to themselves or the teaching assistant, or to move to the 'Calm Corner' in the classroom. In this area, children have the opportunity to calm down and recognise the inappropriateness of their previous behaviour and make a decision as to when they are ready to return to the class session. This may also be child-initiated, should they feel that they need some time for reflection on their own behaviour. There are 'Calm Corners' in every classroom and throughout learning environments (both indoor and outdoor) around the school.
- We expect children to try their best in all activities. If they do not do so, we may ask them to repeat a task or activity.
- If a child is disruptive in class, the teacher will speak to them. If a child continues to disrupt learning, we may give the child some 'time out' from the rest of the class, supporting them through co-regulation until they calm down and are able to comply with the teacher's expectations.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part. The behaviour is addressed, staff will find out why the child behaved in an unsafe way and support them to understand how to keep themselves and others safe.
- If a child behaves inappropriately towards another child, the incident is recorded and the child may engage in 'thinking time'. Staff seek to support both children, comforting the child when necessary and supporting the child who acted inappropriately to understand what happened and how they could have behaved / reacted. If a child repeatedly has difficulties self-regulating and acts in a way that disrupts learning, the school will contact the child's parents/carers and seek an appointment in order to discuss the situation, with a view to working together and consistently to improve the behaviour of the child.
- The class teacher discusses the School Values with their class, which are agreed by the children and displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher addresses these with the whole class through 'circle time'.
- The school does not tolerate bullying of any kind. Bullying is when a person or a group repeatedly and intentionally use their power to systematically intimidate, hurt, oppress or damage someone else or their property. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, (see Anti-Bullying Policy). Whilst we acknowledge that instances of bullying do sometimes occur, we do everything in our power to ensure that all children attend school free from fear of any kind from others. Bullying in any form is not tolerated at our school.
- Teachers will only intervene physically to prevent injury to a child, or if a child is in danger of hurting him/herself, through the use of positive handling techniques. All staff are trained by a certified training body in these techniques and these actions are in line with government guidelines. De-escalation is **always** used first (Cf. Appendix 4).
- Records are kept of all reported serious incidents of behaviour (CPOMS). The Head teacher only has the authority for giving fixed-term exclusions and may permanently exclude a child where there is a history of behaviour incidents or a single breach of the school behaviour policy in accordance with

*Exclusion from maintained schools, academies and pupil referral units in England Statutory guidance for those with legal responsibilities in relation to exclusion (September 2017).*

### **The role of the class teacher**

It is the responsibility of class teachers to ensure that the school values are reinforced in their classes, and that their class behave in a responsible manner during learning sessions.

The class teachers in our school have extremely high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability. The teachers treat all children in their classes with respect and understanding.

If a child repeatedly behaves inappropriately in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the usual manner (as above).

However, if the inappropriate behaviour continues, the class teacher seeks help and advice from the other members of the staff in a hierarchical order. (Class teacher > Year Group leader > Assistant Headteacher/SENDCo > Headteacher). Each individual child's circumstance is considered when dealing with a situation to ensure that the child is able to understand the consequences and make amends.

Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with the SENDCo and those agencies, as necessary, to support and guide the progress of the child. The class teacher may, for example, in consultation with the school's SENDCo discuss the needs of a child with an Educational Psychologist or with professionals from other external agencies that could offer advice. The class teacher or member of the School Leadership Team will also contact a parent if there are serious concerns about the behaviour of a child.

### **The role of the Headteacher**

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement this policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, supporting children to self-regulate, and by supporting staff in their implementation of the policy. The School Leadership Team keep records of all incidents of misbehaviour that have been addressed by them. The Headteacher has the responsibility for giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

### **The role of parents and carers**

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We work to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences to address a child's behaviour, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact a member of the School Leadership Team to discuss the issues involved. If there is still no resolution, the Headteacher will become involved at this stage. Usually by this stage, issues are resolved to everyone's satisfaction, however, if concerns remain then parents or carers have the option to contact the Chair of the Governing Body, in accordance with the school's Complaints Policy.

## The role of governors

The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## Pastoral Support Programmes (PSP's) and Behaviour Support Plans (BSP's)

As part of our positive behaviour support (Cf. Appendix 3) Pastoral support programmes (Cf. Appendix 5) are put in place when it is necessary to provide a child with an alternative programme of support. It may be agreed as part of this programme to reduce the hours a child spends at school on a daily basis, in order to ensure successful transition into the school environment enabling effective access to the school curriculum. The intention is that the PSP is an inclusive measure in order to help to prevent suspension. Behavioural Support Plans (Cf. Appendix 6) are put in place for specific children who may have social, emotional or mental health needs that may require additional provision and/or support.

## Risk assessments

If a child displays dangerous behaviour, posing a risk to themselves or to others', the school will implement an individual risk assessment (Cf. Appendix 7). A risk assessment for children's behaviour involves evaluating the potential for harm to a child or others due to a child's actions. It's a process of identifying potential hazards, assessing the risks they pose, and implementing measures to mitigate against those risks. The risk assessments will be reviewed frequently with the staff who work with the child and will be shared with parents/carers.

## Monitoring and reviewing

- SENDCo, Designated Safeguarding Leads, School Leadership Team will monitor behaviours recorded on CPOMS and discuss any incidences at a weekly meeting.
- SENDCo/DSLs/Pastoral Manager will follow up on any individual concerns reported through the agreed channels.
- Designated Governor to monitor the policy as part of their programme of school visits.
- The Headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- Serious incidents which have resulted in the involvement of the School Leadership Team are recorded.
- We also keep a record of any significant behavioural incidents that occur at break or lunchtimes.
- The Headteacher keeps a record of any child who is suspended for a set period of time, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the occurrence of both suspensions for a set period of time or permanent exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of equality and discrimination; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide For Schools* (published by The Commission for Racial Equality), and that no child is treated unfairly because of race or ethnic background. The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Exclusions

### Internal exclusion

This refers to a child who works away from their class for a period of one day or more.

A child who has not shown an improvement in their behaviour following rewards and consequences above may receive an internal exclusion by the Headteacher. An internal exclusion may also be given for incidents that are deemed serious enough for an immediate internal exclusion. Examples are: repeated refusal to accept and follow school rules, or authority of adults, or behaviour which is physically or verbally abusive.

During an internal exclusion the child will come to school as normal, but will spend the fixed term (1-5 days) away from their class. They will have work set by their class teacher and will work in an agreed classroom. The child will be given a short break at a different time to their peers and eat their lunch with a staff member.

The school would work alongside the family to discuss strategies needed to support the individual child in the future. This could include an SEN support plan for the child, referral to the Positive Parenting Programme (PPP) or opening an Early Help where support for parents is required and consented to.

### External exclusion

An external exclusion may be given by the Headteacher only if a child has been involved in an incident that is deemed serious enough for an immediate external exclusion. Examples include: persistent refusal to accept and follow school rules, or authority of adults, significant destruction of property or behaviour which is physically or verbally abusive. An external exclusion may also be given if a child has received internal exclusions and no improvement in behaviour is noted.

An external exclusion is carried out at home for one or more fixed-term periods in any one school year. The child will be given work to complete arranged by the class teacher. Whilst at home the child is not permitted to leave the home during school hours unless there are exceptional circumstances, for the fixed period in which the exclusion runs.

On returning to school the child and parents or carers will have a meeting with the Head Teacher and SENDCo. At this time a plan will be completed subject to the presenting needs.

### Permanent Exclusion

Permanent exclusions are only for the most serious or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school. This will be decided by the Head Teacher in consultation with the Governing body. (REF: [\*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England, May 2023\*](#))

The Headteacher keeps a record of any child who is suspended for a set period of time, or who is permanently excluded. It is the responsibility of the governing body to monitor the occurrence of both suspensions for a set period of time or permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

INSPIRE – LEARN – BE PROUD

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Signed: \_\_\_\_\_ (GOVERNOR)

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

Signed: \_\_\_\_\_ (HEADTEACHER)

Print Name: \_\_\_\_\_

Date: \_\_\_\_\_

Appendix 1

# Key Values

Independence



Kindness



Honesty



Curiosity



Bravery



Appendix 2

The Proactive Approach

**Proactive-** proactive interventions are those which address an individuals needs before problems arise. If proactive interventions are effective, behaviours of concern should become rare.

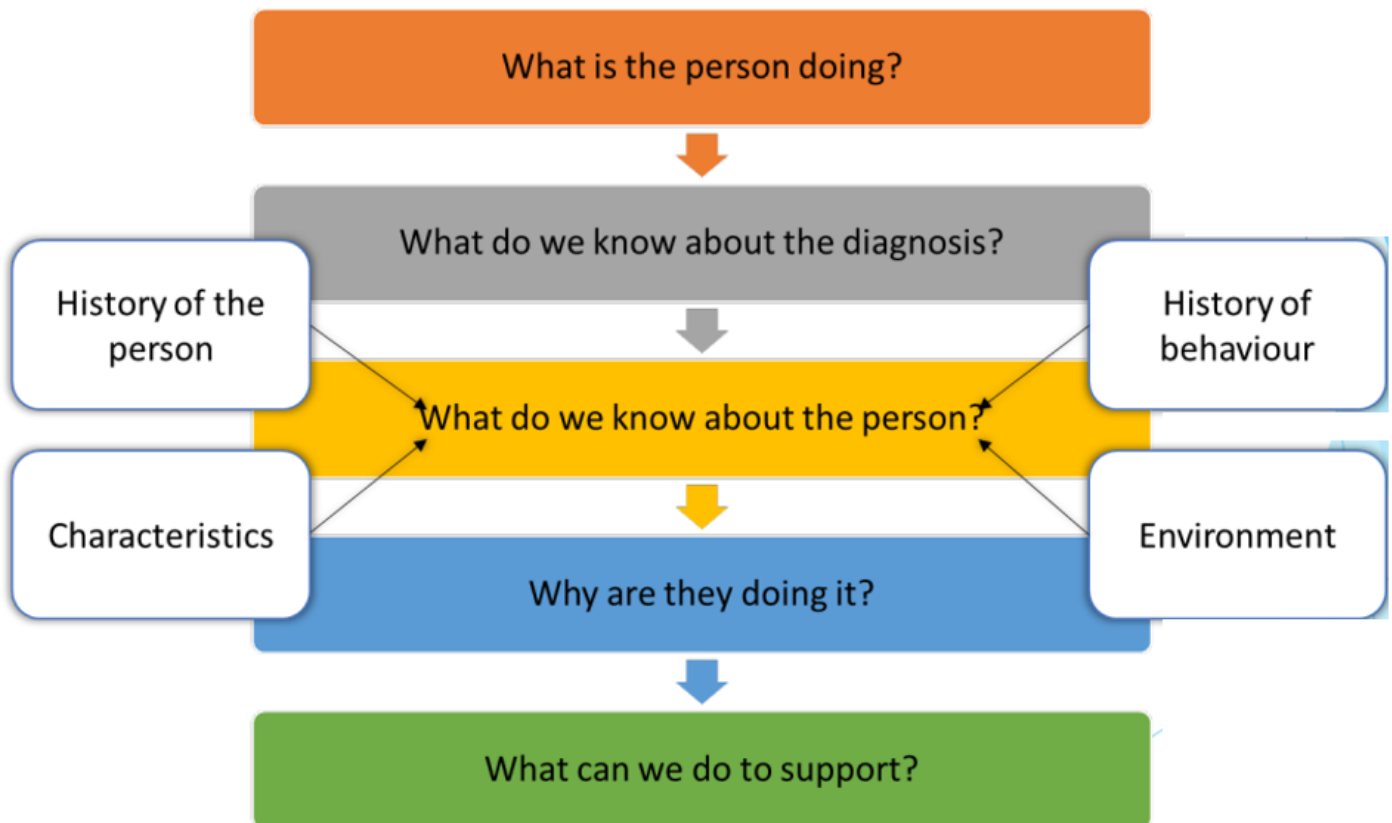
**Active** – if needs are not met, problems begin to emerge as warning signs. Active intervention are designed to help individuals calm so that needs may be addressed. Although active interventions involve calming, in order to resolve problems effectively, an individuals needs (which are currently met through the demonstration of warning signs or behaviours of concern) must be addressed.

**Reactive-** Reactive interventions are those which address behaviours of concern as they occur. We must then wait for the individual to calm and go back to a point where it is possible to address the needs (**Proactive** and **Active** interventions). Reactive interventions include, but are not limited to, physical interventions.

THE GOAL OF A PROACTIVE APPROACH IS TO REDUCE THE NEED OF ANY REACTIVE INTERVENTIONS!

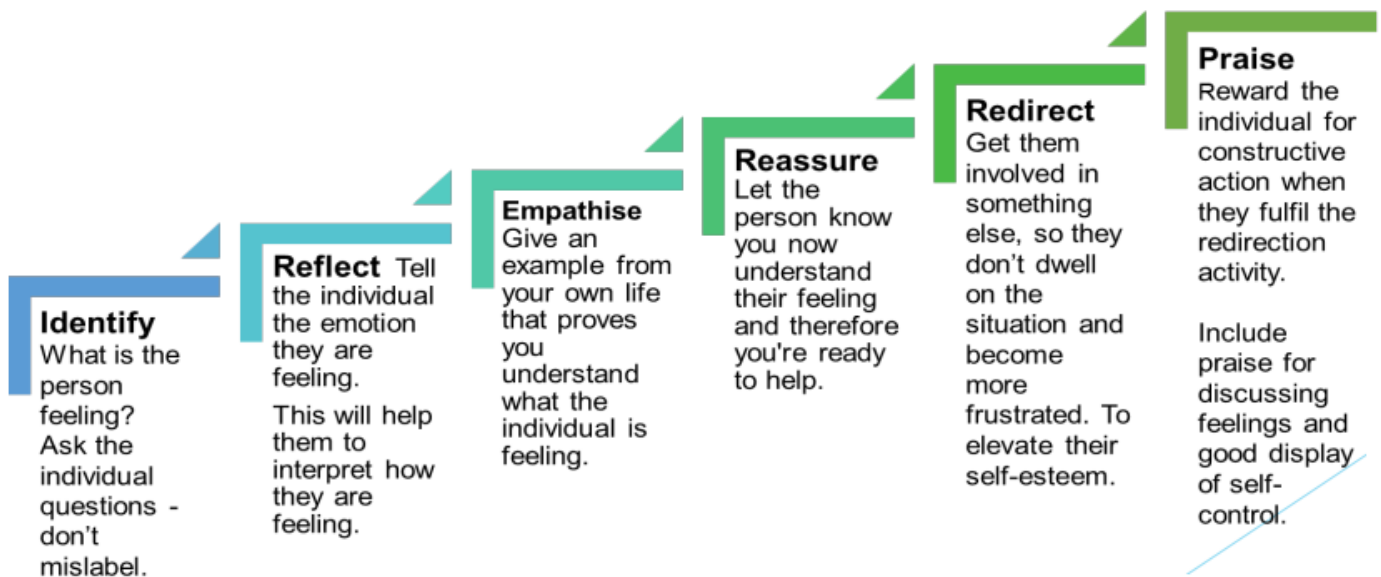
Appendix 3

Positive Behaviour Support



## Appendix 4

## De-escalation steps

**Non-verbal calming techniques:**

- Planned ignoring
- Eye contact
- Close proximity
- Touch contact
- Effective use of space
- Body posture
- Redirect to another activity
- Facial expressions
- Access to preferred objects and environments

**Verbal calming techniques:**

- Distraction
- Use of positive language
- Humour
- Modelling
- Ventilation
- Active listening
- Show you understand why they are upset or angry
- Facilitate relaxation
- Reassure
- One person at a time
- Remind person of natural consequences
- Encourage alternative coping strategies

Appendix 5

Pastoral Support Plan

<b>Pastoral Support Plan</b>		
<b>Name:</b>	<b>Class:</b>	<b>DOB:</b>
<b>Class Teacher:</b>		
<b>Teaching Assistant:</b>		
<b>Outside agencies involved:</b>		
<b><u>Pastoral Support</u> Action Plan:</b>		
<b>Support Provided</b>		
<b>Progress:</b>		
<b>Signed Parent:</b>		
<b>Signed Pastoral Lead:</b>		

|

Appendix 6

Behaviour Support Plan

Name:		DoB:	Year Group and class:		
Week Commencing:					
Monday	Tuesday	Wednesday	Thursday	Friday	
<u>Progress:</u>					
•					
<u>Adjustments to support:</u>					
•					
<u>Actions:</u>					
•					
Parent name:			SENDCo name:		
Parent signature:			SENDCo signature:		

Appendix 7

Winterbourne Nursery and Infant School  
Individual Pupil Risk Assessment and Risk Management Record

Child: Class teacher: Class: Additional staff: About the child:	DOB: Class TA: Year group:	Date:
Time and Hazard	Risk Rating (high, medium, low)	Control Measures to reduce the risk
		•
		•
Additional information •		
Record Completed by:		
Emergency contacts: please see SIMS		
Police: 020 8667 1212 Croydon		Hospital: Croydon University Hospital 020 8401 3000
Doctor:		Coastguard: