



The Gem Federation

Behaviour and Self-regulation Policy

This document is a statement of the aims, principles and strategies for behaviour and discipline at the Gem Federation. It is made available to new staff as part of their induction process.

Written: 2010 through a process of consultation with staff, parents/carers, children and governors.

Historical Reviews: Autumn 2011, Autumn 2013, Summer 2016 and Autumn 2019 in accordance with the DfE Mental Health and Behaviour in Schools Document 2018.

Reviewed: In Autumn 2023, in accordance with the DfE Behaviour in Schools Advice September 2022.

Aims, objectives and expectations

It is a primary aim of our federation that every member of the federation community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. Adults guide, support, teach and model good behaviour. We aim to give children the opportunity to take responsibility for their own self-regulation and behaviour, by being reflective and taking actions to improve themselves. The School Behaviour and Self-regulation Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and is expected to be upheld and promoted by all adults working in the school.

School Rules

Using Golden Rules

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We take responsibility for our own and other's property.

Staff take every opportunity to model appropriate and expected behaviour. We understand the importance of partnership with parents/carers. We encourage parents/carers to take an active part in the life of the school. We believe this is essential to establishing trusting relationships which allow us to work together in partnership to teach all children positive self-regulation and behaviour.

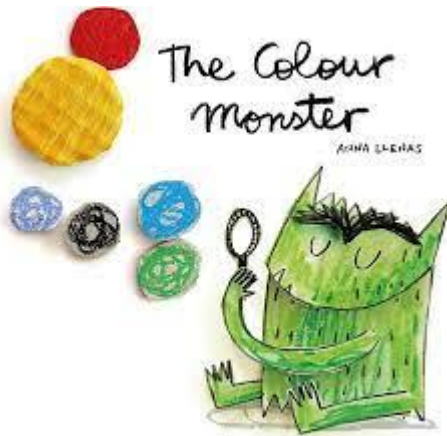
Supporting children to develop self-regulation

The Zones of Regulation® is a framework for teaching



children strategies for emotional and sensory self-management. The Zones help children identify how they are feeling in the moment according to their emotions and level of alertness, as well as guide them to strategies to support regulation. There are four Zones that help children understand how they are feeling:

Colour monsters are used first



And then

Blue Zone	Green Zone	Yellow Zone	Red Zone
Sad Tired Bored Sick	Happy Focused Calm Ready	Worried Nervous Silly Not ready	Angry Frustrated Terrified Out of control

HOW CAN YOU HELP YOURSELF?

The BLUE Zone HOW MIGHT YOU FEEL? SAD TIRED BORED MOVING SLOWLY WHAT MIGHT HELP YOU? TALK TO SOMEONE STRETCH TAKE A BRAIN BREAK STAND TAKE A WALK CLOSE MY EYES	The GREEN Zone HOW MIGHT YOU FEEL? HAPPY OKAY FOCUSED READY TO LEARN WHAT MIGHT HELP YOU? THIS IS THE GOAL! WHAT CAN YOU DO TO GET TO THE GREEN ZONE? HOW CAN YOU BE HAPPY, CALM AND READY TO LEARN?	The YELLOW Zone HOW MIGHT YOU FEEL? NERVOUS CONCERNED SILLY NOT READY TO LEARN WHAT MIGHT HELP YOU? TALK TO SOMEONE COUNT TO 20 TAKE DEEP BREATHS SQUEEZE SOMETHING DRAW A PICTURE TAKE A BRAIN BREAK	The RED Zone HOW MIGHT YOU FEEL? ANGRY FRUSTRATED SCARED OUT OF CONTROL WHAT MIGHT HELP YOU? STOP WHAT I AM DOING MAKE SENSIBLE CHOICES TAKE DEEP BREATHS ASK FOR A BREAK FIND A SAFE SPACE ASK FOR HELP
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Each classroom must have a Zones of Regulation display. This is how children can monitor and share their emotions throughout the day. Children are encouraged to move their name to the appropriate zone when they arrive in class in the morning and then at any other time during the day. They are reminded to do so at transition points, e.g. after playtime or lunchtime, which helps teachers and support staff monitor the level of regulation and alertness of the class before teaching time begins. Staff model aloud what zone they are in periodically throughout the day too, using strategies to support their own self-regulation.

All staff use the following sentence stems to refer to Zones and support children with their regulation:

- *I wonder how you are feeling...*
- *What zone are you in? I wonder what has happened to make you feel this way...*
- *What strategy can you use to regulate yourself?*

Each class teacher discusses the school rules and Zones of Regulation with their class at the beginning of every year and the children are continually reminded of the expectations throughout the year in class and during assembly. The lessons that accompany Zones of Regulation teach children how to reflect on their emotional state and implement strategies to support their regulation.

Key stages 1 and 2 Rewards

We praise and reward children for good behaviour in the following ways:

- All staff congratulate children verbally for good, kind and considerate behaviour;
- Children in KS1 and KS2 receive a Brilliant Behaviour sticker for exceptional behaviour during a given day (ending the day on Gold);
- Each week we nominate one child from each class to receive a commendation for good work or behaviour. Each child receives a Star of the Week certificate and 3 gems. Their name is displayed on a communal board and in the weekly newsletter;
- Each week we also nominate one child from each class to receive a commendation for their mathematics, good presentation and writing. Each child receives a certificate and 3 gems. Their name is displayed on a communal board and in the weekly newsletter;
- Each child from Years 1 to 6 belongs to a house (Diamonds, Rubies, Emeralds and Sapphires). Good behaviour or work is rewarded with a gem. At the end of the term, the winning house is rewarded with a trip. Children who belong to that house and have received an Internal Exclusion (see sanctions) that term are not allowed to attend;
- All children begin the week with 30 minutes of Golden Time. They can choose from a menu of activities offered across each year group. Children lose Golden Time for poor behaviour (see sanctions);
- Each class can earn Treasure Chests if the whole class is behaving well. The class in each key stage who have the most in a week receive 15 minutes extra play (Keyworth) or each class receives 15 minutes extra play when they have collected 25 treasure chests (Bessemer).

Key stages 1 and 2 Sanctions

The federation has a number of sanctions to enforce the federation rules and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation. Detailed below is the system and sanctions which are deployed for different unacceptable behaviours:

- Verbal warning;
- Amber card x2;
- Miss 5 minutes of Golden Time;
- Miss a further 5 minutes of Golden Time (-10);

- Red card – Detention (5 detentions result in a letter home and an Internal Exclusion - * see further points sections);
- Sent to Senior Leaders which is followed by a one-day Internal Exclusion. Child has no playtime or lunchtime play and a letter is sent to the child's parent/carers(s) (5 Internal Exclusions equal an External Exclusion - * see further points sections);
- External Exclusion.

Children should be given verbal warnings between each card change to remind them of the behaviours we are looking for.

Examples of card changes

- Talking or calling out when you have been asked not to
- Getting out of your seat when you have been asked not to
- Distracting others from their learning
- Graffitiing your work, book or school property
- Not trying your best with your work
- Not walking silently around the school
- Not standing still when the bell goes or running to the line
- Teasing another child
- Using inappropriate language

Examples of reasons to go straight to a Red Card (detention)

- Offensive name-calling
- Swearing at someone else
- Disrespecting adults
- Purposely damaging property
- Not telling the truth
- Playfighting or being dangerous
- Pushing and shoving

Examples of reasons to go straight to an Internal Exclusion

- Fighting or physically attacking another child
- Using discriminatory language intentionally to offend
- Purposely taking other people's or the school's property
- Destroying property in anger

Examples of reasons to go straight to an External Exclusion

- Hurting an adult on purpose
- Being out of control

Further points:

- All children start a new day on Green;
- A Red Card results in a morning playtime detention and 10 minutes being taken off a child's Golden Time.
- An Internal/External Exclusion results in an automatic Golden Time Detention;
- If a child changes their card to move within Amber 1 and 2, they can return to Green if they show improved behaviour. This can be done several times throughout the day at the discretion of the adult. If a child moves their card to -5 or beyond, they cannot move their card back to Amber or Green;

- Children who lose 20 minutes of Golden Time are sent to Golden Time Detention and their names are recorded to identify patterns and to subsequently inform parents. Any child who has lost either 5, 10 or 15 minutes of their Golden Time will remain in class but miss this time off the activity that they have chosen. First choice of Golden Time activities will be given to children who are missing no time;
- If a child receives a 5th detention having not had a detention for a long time, they may be given one final chance at the discretion of members of the Senior Leadership Team i.e. a child will not receive an Internal Exclusion on this occasion but will do so if they receive another detention before the end of the term;
- Children who receive 1 or more Internal Exclusions within a given term are not allowed to attend the reward trip if their house wins;
- If needed, a contact book or behaviour contract is set up between home and school. This will be reviewed regularly through a pre-determined timescale and regular meetings between parents/carers and class teachers/a member of the school Senior Leadership Team;
- Incidents that take place outside of school may be punishable i.e. incidents in the local community or on social media, for example. These may be sanctioned with a Red Card or an Internal Exclusion depending on their severity;
- 5 Internal Exclusions in a term results in an External Exclusion. However, Senior Leaders may offer parents/carers of a child who has had 5 Internal Exclusions for persistent low-level disruption the option of completing their External Exclusion at the partner school in the federation. The child will be placed in an age-appropriate class and partake in the lessons being taught. As with an Internal Exclusion, they will miss all of their playtimes for the duration of their exclusion;
- If a child is externally excluded for more than 5 days, parents/carers will be offered educational provision at the partner school in the federation;
- In year 6 after SATs, a cross system is introduced in line with the whole school Behaviour and Self-regulation Policy. Children who exceed the total number of crosses set for each of the rewards trips will not be able to attend;
- Each term, records of Red Card detentions and Internal Exclusions for each child restarts at zero.

Children who require extra support with their behaviour and self-regulation

A small number of children will require extra support with their behaviour and self-regulation. Although there are several strategies that may be deployed (see below), underpinning these strategies is the aim to encourage the children to reflect, make choices and take responsibility for their behaviour choices:

- Adapted chart (to mirror school system but with smaller increments) which is reset every lesson or morning/afternoon dependent on the child's needs;
- Access to a Self-reflection Zone within and outside of the classroom;
- Personalised behaviour support plan;
- Emotions cards;
- Planned physical/sensory breaks;
- Break/exit cards;
- Meditation/mindfulness techniques;
- Zones of Regulation and social skills intervention;
- Time out in another buddy classroom or specified, agreed area;
- Home-school communication book;
- 1:1 adult (in extreme cases).

Early Years Rewards

Emotion Coaching in Early Years is used to support children to successfully manage their feelings and behaviour. We praise and reward children for good behaviour in the following ways:

- All staff praise children verbally for good, kind and considerate behaviour and effort with their work;
- Golden Rules, class rules and expectations are reinforced at the start of each session and throughout the day, and are displayed in class;
- Each class collects Treasure Chests which are given if the whole class is behaving well or working hard. Every week, the Treasure Chests are counted during Rewards Assembly and the class with the most receive Lenny Lion/Bessy Bear;
- Each week, 1 child per class is nominated to be Star of the Week, Mathematician of the Week, Reader of the Week and Writer of the Week. They receive a certificate during Rewards Assembly.

Early Years Behaviour Strategy

A four-step approach is used to manage unwanted behaviours and to give children an opportunity to express their feelings constructively and clearly. The 4 steps are:

1. Recognising feelings;
 2. Validating feelings;
 3. Setting limits and boundaries;
 4. Problem solving and repairing.
- Visual reminders, i.e. the traffic light system, is also used in Early Years to reward positive behaviour but also to sanction unwanted behaviours.
 - Time out/time in can be given at a teacher's discretion if adults believe a child requires some time to be calm or have some space away from a particular situation.

Immediate Response to Behaviour that Causes Harm to Others

In Early Years, we understand that some unsafe behaviour can sometimes occur as part of early childhood development. These behaviours may stem from frustration, communication difficulties or emotional overwhelm. While they are not uncommon, it is essential that we address them quickly and consistently to ensure a safe and supportive environment for all children.

Our role is to guide children with care and structure as they learn appropriate ways to express themselves. We are committed to promoting inclusion and ensuring all children's needs are supported in line with the **SEND Code of Practice (2015)** and the **Equality Act (2010)**.

Our Approach

We use a consistent and supportive behaviour management approach that includes:

- Understanding the **reasons behind the behaviour**
- Teaching **positive alternatives** to express needs and emotions
- Supporting **emotional regulation and communication**
- Reinforcing **respectful and kind interactions**

Immediate Response to Behaviour that Causes Harm

E.g. biting, hitting or pinching. When an incident occurs:

- The injured child is cared for and comforted.
- The child who hurts is calmly removed from the situation.
- A clear, age-appropriate explanation is given: "Biting/hitting hurts. We use kind hands."
- The incident is logged on CPOMs
- Parents of both children are informed, as close to the incident happening by telephone.
- If the behaviour continues to place others at risk when this behaviour is displayed, the child may be asked to go home for the remainder of the day. Then the progressive response will be implemented.

Proactive Reasonable Adjustments Staff Will Use

To reduce and prevent further incidents, staff will:

- Provide **close supervision**, especially during transitions or group play
- Use **emotion coaching** to help children name and manage feelings
- Reinforce **positive behaviour** with praise and encouragement
- Use **visual prompts, stories, and modelling** to promote gentle behaviour
- Offer **quiet spaces** and calming strategies when children are dysregulated
- Maintain regular, informal communication with parents

Progressive Response to Ongoing Behaviour

Stage 1 – Early Intervention – Triggered by 2nd incident

- Parents are informed of repeated incidents, with sensitivity and reassurance that this can be age-appropriate.
- Staff review the situation and make reasonable adjustments as needed (e.g. increased supervision, sensory tools, use of visual aids).
- Staff begin using an ABC chart to monitor and understand the behaviour.
- Parents are encouraged to share any changes or insights from home.

Stage 2 – Assessment of behaviour – triggered by 3rd incident

- ABC chart to be reviewed by Early Years Lead/SENDCO.
- Early Years Lead/SENDCO to observe the child in the setting.
- Early Years Lead/SENDCO to suggest targeted intervention, such as social stories; emotion coaching, or communication support (e.g. visuals choices, 'help', 'sad' etc.)
- New reasonable adjustments are implemented; ABC chart continues for 1–2 weeks.
- Parents updated weekly on -progress.

Stage 3 – Formal Meeting with Head of Early Years – Triggered by 4th incident

- If behaviour persists, a formal meeting is arranged with the child's parents/carers.
- Expectations for improvement are clearly outlined.
- The reasonable adjustments are improved and strengthened e.g. Targeted group work or 1:1 sessions focused support on: Turn-taking; waiting; emotional literacy or using words to express needs.

Stage 4- Temporary removal and reintegration – Triggered by 5th incident

- A short-term reduced timetable may be introduced to support a safer transition back into the setting.
- If needed, an alternative provision may be discussed to better meet the child's needs.

Stage 5 – Formal Meeting with SENDCO Triggered by 6th incident

Triggered if the child is not making progress despite reasonable adjustments and targeted interventions as outlined above.

- Full review of reasonable adjustments; interventions and child profile
- Development of an individualised support plan

Parental/carers consent sought for the following referrals as appropriate:

- Speech and Language Therapy
- A Paediatric Assessment
- An Early Help Intervention
- Parent/carers courses

Working in Partnership with Families

We are committed to working in close partnership with families at every stage. Open and honest communication is key to ensuring the best outcomes for your child. We will always involve you in discussions, planning, and reviews to ensure that your child receives the support they need in a safe and caring environment.

Our approach is rooted in inclusivity and in line with the expectations of the **SEND Code of Practice (2015)** and the **Equality Act (2010)**. These frameworks guide us to ensure that all children, including those with

additional needs, are supported to reach their full potential.

Bullying

The Gem Federation does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All incidents are recorded on CPOMs and shared with a member of the Senior Leadership Team for further action.

Safeguarding

The Gem Federation is not a non-contact organisation. All members of staff are aware of the regulations regarding the use of restraint by staff. Regular training is provided on safer handling. Staff only intervene physically to restrain children to ensure the safety of the child or others.

The role of the school staff

It is the responsibility of all staff to ensure that the federation rules are modelled and enforced in class and around the school consistently, and that pupils behave in a responsible manner during lesson time and on outings or visits. All new staff are given a comprehensive induction in this area.

The staff in our federation have high expectations of the children in terms of behaviour and they strive to ensure that all children work to the best of their ability.

The staff treat each child fairly and enforce the Behaviour and Self-regulation Policy consistently. The staff treat all pupils with respect and understanding.

All staff liaise with external agencies, as necessary, to support and guide the progress of each child. The class teacher reports to parents about the progress of each child in their class, in line with the federation policy. The class teacher or other teaching staff may also contact a parent if there are concerns about the behaviour or welfare of a child, or to pass on positive comments.

The role of the Executive Headteacher/Head of School

It is the responsibility of the Executive Headteacher/Head of School to implement the Federation Behaviour and Self-regulation Policy consistently throughout the federation/individual schools, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Executive

Headteacher/Head of School to ensure the health, safety and welfare of all children in the school.

The Executive Headteacher/Head of School supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Executive Headteacher/Head of School ensures records of all reported serious incidents of misbehaviour are kept.

The Executive Headteacher is the only one with the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may request the governing body permanently excludes a child. The Executive Headteacher is responsible for notifying the governing body and LA of all exclusions.

Partnership with parent/carer(s)

The Gem Federation works collaboratively with parents/carers so that children receive consistent messages about how to behave at home and at school.

We explain the behaviour system in the individual school prospectus and on the federation website. We expect parents/carers to read these and support them.

We expect parents/carers to support their child's learning and to co-operate with federation staff. We try to build a supportive dialogue between home and school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour. We expect parents/carers to treat staff courteously.

If staff have to apply a sanction as a consequence for inappropriate behaviour(s), parents/carers should support the actions of the staff. If parents/carers have any concerns about the way that their child has been treated, they should initially make an appointment to see the class teacher via the office. If the concern remains, they should contact the Senior Leaders. If these discussions cannot resolve the problem, a formal complaint can be implemented through the school governors (see the Complaints Policy).

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher/Head of School in carrying out these guidelines.

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The Executive Headteacher/Head of School have the day-to-day authority to implement the school Behaviour and Self-regulation Policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Executive Headteacher/Head of School must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

Only the Executive Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Executive Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Executive Headteacher may also request that the governing body excludes a pupil permanently. It is also possible for the Executive Headteacher to convert a fixed-term exclusion into a request for a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. If the exclusion is permanent, the school informs the parents/carers of the procedure that will follow. The Executive Headteacher informs the Local Authority and seeks their guidance.

The Executive Headteacher informs the Local Authority and the governing body about any permanent exclusion. S/he also informs the Local Authority about any fixed-term exclusions of half a day or more.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Executive Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any permanent exclusions on behalf of the governing body.

When the discipline committee meets to consider a permanent exclusion, they consider the reasons and circumstances in which the pupil was excluded and consider any representation by parents/carers and the Local Authority. They consider whether the pupil should be reinstated or whether to uphold the Executive Headteacher's request for permanent exclusion.

If the discipline committee decides to permanently exclude a pupil, the parents/carers have the right to appeal to an independent panel. This panel may decide to reinstate a pupil. Their decision is final.

Monitoring

The Executive Headteacher/Head of School monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Gem Federation keeps a variety of records of incidents of misbehavior using CPOMs.

It is the responsibility of the governing body to monitor the rate of exclusions, the reasons for exclusions and the ethnic origin, gender etc. of those excluded to ensure that the policy is administered fairly and consistently.

Policies for further reference:

Anti-Bullying Policy;
Single Equality Scheme;
Safeguarding Policy;
Staff Code of Conduct;
Health and Safety Policy.