Learning for Life, Achieving Together

September 26

Newbury Park Primary School

Behaviour for co-regulation policy 2026

Date agreed by Governors: **September 26**	The committee responsible for review: **Curriculum and Community**
Date of next review of the policy: **September 27**	This policy is reviewed: **September 26**
Signature of Headteacher: Sebrina Dawes	Signature of Chair: Frankie Chissim

Safeguarding Statement

At Newbury Park Primary School, we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at Newbury Park Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Newbury Park Primary School
Perrymans Farm Road,
Ilford Essex,
1G2 7LB

Note that whilst adaptation and reasonable adjustments are put in place this policy applies to all children at Newbury Park Primary.

Behaviours for Co-Regulation Policy

Article 3-The best interests of the child must be a top priority in all decisions and actions that affect children.
This was written with reference to the Equality Act 2010.

1. Policy Statement (Intent)

Newbury Park Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same. Our behaviour for co-regulation policy guides all staff to teach self-discipline not blind compliance. It echoes our core values of compassion, collaboration and courage with a heavy emphasis on a partnership approach to managing poor conduct and dynamic interventions that support learners to meet our expectations of ready, respectful, safe.

We have very high expectations for pupil behaviour and developing an understanding of the impact of choices made, whether positive or negative. We understand that behaviour is not automatically learned, instead, positive behaviours must be modelled, explained, taught, supported and recognised. If we want pupils to behave in a ready, respectful and safe way, we are responsible for making it clear to them what this looks like. We know that understanding our emotions is a key aspect of understanding and managing behaviour and recognise that an anxious and worried mind will not learn. We always seek to develop positive, inclusive relationships to enable the entire school community to embody our school values. We believe that everyone can learn to regulate their behaviour and emotions.

For our behaviour -co-regulation policy to work effectively all teaching and non-teaching staff, parents and governors need to be involved. It is intended that this policy applies throughout the school and at all times, including lunchtime, Sunrise/set School clubs and extracurricular activities. The governing body will support and challenge the school in setting and maintaining the highest standards possible in behaviour management.

2. Purpose of the Policy (Implementation)

To provide practical procedures for staff and learners that recognise and reinforce; routines, responses and relationships as cornerstones of our practice that:

- Positively reinforce behavioural expectations of ready, respectful, safe
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions
    - Are meaningful and manageable to ensure consistent facilitation, application and celebration!

3. Aims of the Policy (Impact)

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly and shown respect and dignity and, in so doing, to promote healthy relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, integrity, teamwork, respect and dignity.
- To promote community cohesion and collaboration through improved relationships.
- To ensure that excellent behaviour is an expectation for all.
- To develop pupils' understanding of their rights and responsibilities of a 'Rights Respecting' School, RRS (UNICEF).

Behaviour Expectations Outlined: (Staff Implementation)

Expectations of Adults: Consistent adult behaviour will lead to pupils who feel safe and secure and therefore are able to consistently conform to our expectations.

We expect every adult to:

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe'.
3. Model positive behaviour for self-regulation and build positive relationships.
4. Praise positive behaviour first then pause and insist when expectations for ready, respectful, safe are not followed by all children (low level disruption)
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Remain calm and spend time going through the escalation steps.
6. **Prevent** negative behaviour before applying sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving in a disruptive or unregulated way.

What ready respectful safe looks like around the school

In class (Also see class charters)	Be on time for lessons Actively listen and participate (do not interrupt others) Concentrate and make sure that you allow others to also focus (do not distract peers) Follow instructions Share resources and use them safely Walk around the classroom safely Use polite, respectful language (say please and thank you!) Tidy up! Walk sensibly, calmly and quietly from the carpet to desks or at other transition points
In Assembly	Enter assembly silently Show you are listening by sitting silently and looking at the adult leading the assembly Keep hands and feet to self Follow instructions
On the playground (see also playground charter)	Play safely with resources, ensuring that they are not intruding on the space of others Share and turn take Make sure litter goes in the bin Keep hands and feet to self Follow instructions Use polite, respectful language (say please and thank you!) When the first whistle goes stand still When the second whistle goes walk to your line
Corridors and stairs	Walk on left Walk single file Keep hands and feet to self If you see a coat or bag on the floor pick it up and put it on a hook so nobody trips over it Open the door for others Be quiet - remember classes are working Follow instructions
Lining up	Walk to the line Keep hands and feet to self Look straight ahead or at the adult if they are talking Single file Follow instructions
Serving area and dining room	See above for lining up Say please and thank you Speak when there is no food in your mouth Ensure you only eat your own food When you have chosen where you're sitting stay in that seat until you have finished your meal Ensure that when you are in the serving area you pick up your cutlery and drink - that means you are ready for your meal!

	Put rubbish in the bin at the end of the meal (not during the meal) as the aisle is narrow there is not space for children to walk up and down Use quiet voices Follow instructions

Middle Leaders

Middle leaders may stand alongside colleagues to support, guide, model and show unified consistency to the learners.

Middle leaders will :

- Meet and greet learners at the beginning of the day and transition times
- Be a visible presence around the school to encourage appropriate conduct.
- Support staff in returning learners to learning by attending preparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Support staff with behaviour management and intervention.
- Ensure staff training needs are identified and targeted.
- Exhaust all available options of behaviour management before passing it to SLT.

Senior Leaders

Senior leaders may stand alongside colleagues to support, guide, model and show unified consistency to the learners.

Senior Leaders:

- Take time to welcome learners at the start of the day and transition times. • Are a visible presence around the site, especially at break and lunch times. • Are a visible presence at the time of mass movement.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Use behaviour data to target and assess school-wide behaviour policy and practice.
- Regularly review provisions for learners who fall beyond the range of written policies.

A Shared Responsibility: Consistent Culture for Consistent Success

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour; where learners feel safe and are treated as respected individuals they respect adults and accept their authority and are ready to learn.

- Consistent language; Clear communication of what ready, respectful, safe looks like in specific

situations, ensuring all children understand. Use of positive language when describing expectations (focus on what children should do, rather what they shouldn't).

- Staff are always role models in use of polite and respectful language.
- Consistent follow-up: All staff acknowledge and praise positive behaviour. When a child demonstrates inappropriate behaviour they are calmly and privately reminded of the expectations of ready, respectful, safe. Children are engaged in restorative conversations to understand the impact of their actions and develop solutions. Teachers take responsibility for behaviour interventions, seeking support but not delegating.
- Consistent environment: All staff ensure that the environment is physically safe and a place where children feel comfortable to express themselves. There are consistent visual messages around the school that echo our core values and rights. Zones of Regulation, Golden Time and Bubble Time are clearly displayed and used in all classrooms (see appendix)_

Recognition and Rewards for Effort

We recognise and reward learners who go 'over and above' our standards. Our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. *'It is not what you give but the way that you give it that counts.'* This is used effectively with our 'Route to Golden Time'. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including those learners who are hardest to reach. How we celebrate those who go above and beyond:

- Dojo points -dojo points are used to recognise and reward children for following our expectations and values. They can be awarded individually, used as team points within the class and given to the whole class. Dojo points must never be taken away once earned. No more than 5 dojo points should be awarded at a time.
The house with the most weekly dojo points have extra time in the MUGA

We also show appreciation and value of those who go 'above and beyond' through:

- Star of the week awards in assembly
- Being put forward for extra opportunities to represent the school during external events or visits.
- Golden time
- Lunch with senior leaders
- Attendance cup/Attendance teddy

Managing Behaviour

Engagement with learning is always our primary aim at Newbury Park Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. When children are seeking connection, this may exhibit as negative behaviour - build and focus on positive connections. All learners must be given 'take up time' in between

steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Practical steps in Managing and modifying poor self regulation

Staff will use the steps in behaviour for dealing with dysregulation or disruptive conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible.

Steps/Sanctions

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple rules - Ready, Respectful, Safe delivered privately wherever possible. Reminder of golden time.
2) Reminder	Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder. We do not ask redundant questions about behaviour e.g. 'Why are you running?' replace with 'walking, thank you'.
3) Verbal instruction	A clear verbal instruction delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences of the behaviour they are exhibiting. The learner has a choice to do the right thing. Learners will be reminded of their previous good self regulation to prove that they can make positive choices. "stop, think, ...make the right choice" , "think carefully about your next step", "remember on Monday when you were able to safely manage your emotions and felt so proud!" Refer to Zones of Regulation. Note - Remove 'if' and 'why' from this conversation, e.g. if you don't stop... replace with 'when people exhibit this behaviour x is the next step is...'
4) Time Out in Class	This is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves. Use the scripted intervention: • **I have noticed that you are**...(having trouble getting started, wandering around etc.) right now. • **At Newbury Park Primary, we...** (refer to the 3 school rules – ready, respectful and safe) • **Because of that you need to...** (refer to action to support behaviour e.g. have some time out in class to compose yourself)

5) Time out in another class	A short time away from the classroom with another class/calm space (egLead Practitioner Class) . It is time allowed to calm down, breathe, look at the situation from a different perspective, compose themselves and complete a reflection sheet.

6) Repair Restorative Conversation	Children complete a reflection sheet (see appendix) to enable the restorative conversation 5 questions is usually enough from the following: • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future? Pupil is informed that they need to miss 10 minutes of play/lunch Imposition given if needed (An imposition is additional work that must be completed that evening, countersigned by parent and returned in the morning . This is to help the child to understand that there are consequences and the responsibility for making up time lost is with them not the teacher)

7) Consequences	If a child has two incidents in a week requiring reflection the class teacher must inform parents. This must be recorded on CPOMS. If a child has three or more incidents in a week (or regular incidents) requiring reflection a meeting with SLT and parents/carers will be arranged. This must be recorded on CPOMS. Children who regularly receive more than 3 reflections in a week will be on a behaviour plan and weekly monitoring meetings to discuss their behaviour.
Extreme behaviour	In cases of extreme aggression/ risky behaviour/ abusive prejudiced language internal or exclusion suspension will be considered. In cases of internal suspension the pupil spends a period of time (at least half a day) with a senior leader separate from their peers. Parents are always informed. If a child is suspended the reintegration reflection sheet is discussed in the reintegration meeting as part of the restorative process. The decision to exclude a pupil permanently is only taken: • in response to a serious breach or persistent breaches of the school's 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. For any permanent exclusion, headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) is also considered. Managed Move A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently, often to prevent permanent

	exclusion. Managed moves should only occur when it is in the pupil's best interest

Escalation responsibilities for continued disruption

Some behaviours may require a different escalation route, however this is the typical structure of responsibility and process:

1. Low level disruption during learning time or playtime- Class Teacher follows steps in policy (including praise, pause and insist), uses nojos (which impacts on length of child's golden time) records on cpoms and speaks to parents.
2. If there are several instances of disruptive behaviour, Class Teacher meets with parent and child to repeat expectations and to set up a Personalised Behaviour Plan. A Personalised Behaviour Plan requires discussion with the child and the team who work with the child and an agreed list of actions to help a child manage their emotions and regulate their behaviour. (See appendix for Personalised Behaviour Plan proforma)
3. If disruptive/dysregulated behaviour continues, a formal meeting is held with Parents/Carers, Class Teacher and Phase Leader to review Personalised Behaviour Plan. A Target Chart is also added to assist a child in knowing what their main targets are and to give praise and rewards when they are achieved. The targets (maximum of three) must be simple and achievable. The reward must be agreed with the child - the child is involved in the discussion about targets, what they look like when they are achieved, and rewards. As a child starts to make progress with their target it may be adapted to become more challenging; their rewards more difficult to achieve however it should still be achievable so that the child is proud of themselves and wants to continue to improve. The Target Chart should be kept on the teacher's desk (not for all the class to see) and all adults in class should be aware and use as a strategy to encourage and praise. Targets are reviewed fortnightly by child, parents, teacher and phase leader. (see appendix for target chart proforma)
4. If child does not engage with Personalised Behaviour Plan and Target Chart and behaviour continues to disrupt the learning of others, there is a meeting with Class Teacher, Phase Leader and Deputy Headteacher to review Behaviour Support Plan.If a child is at risk of suspension a Pastoral Support Plan is put in place. This requires fortnightly meetings with families (parents and child) and staff (including the class teacher and a member of SLT) to prevent further exclusions and develop co-regulation),

including use of Report Card which is signed daily by the relevant member of SLT. A Pastoral Support Plan will be put in place for any child at risk of suspension and/or permanent exclusion or who has recently been suspended. (see appendix for Report card and Pastoral Support Plan proformas)

Serious Incidents

Depending on the age and needs of the children these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- Fighting
- All forms of bullying
- Prejudice based (eg racist, sexist or homophobic) comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically striking adults.

Bullying

At Newbury Park we foster a sense of belonging in line with our Rights Respecting ethos. Bullying is unacceptable. Our school will respond promptly and effectively to reported incidents of bullying. In our school community:

- Everybody has the right to be treated with respect.
- Everybody has the right to feel happy and safe.
- No-one deserves to be a target of bullying.
- Pupils who bully need to learn different ways of behaving.

More information can be found in our school's Anti-Bullying Policy

Restorative Practice

Newbury Park Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above. *(Appendix – Restorative Practice approach at Newbury Park Primary)*

Children with Social, Emotional and Mental Health Barriers or Additional Behaviour Needs

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be

differentiated to cater to the needs of the pupil. The school's Special Educational Needs Co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. It is recognised that individual children have individual motivators such as bubbles, the sensory room etc. Staff have visual cards personalised to the child so they (the child) can communicate what they want (for example, when distressed). The motivators may change on a regular basis depending on the child's need. Regular meetings are held with parents to update and address concerns. If necessary, SEND reviews are scheduled ahead of statutory time e.g. if there is a change in a child's behaviour. When a child displays particularly challenging behaviour towards themselves, other children and staff, a risk assessment is put into place. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. See appendix What to do when a high need child becomes dysregulated.

Restrictive Intervention

Some staff members of Newbury Park Primary School are trained to hold children safely if it becomes necessary. This would only be done for safety reasons and be used in a way that maintains the safety and dignity of all concerned. Restrictive Intervention is used for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future.The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Promotion of Co and Self Regulation

We have many learning activities that take place to promote co and self regulation These include: Personal Development and Health curriculum, Circle time; Ambassador Programmes; Themed weeks e.g. Friendship/Values week; Curriculum which promotes inclusion and questioning; Peer mentoring; Social groups; Assemblies; Zones of regulation

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools. We recognise that some children need a longer and specific transition plan and this is agreed with parents, SENDco, class teacher and the relevant member of SLT.

Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management, emotional well-being and co-regulation form part of professional development.

The Governing Board and Monitoring Arrangements

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour for co regulation policy every year in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

To be read in conjunction with :

Child Protection Policy

Attendance Policy

Anti bullying Policy

Exclusion and suspension policy

Appendix List

1 Written statement of behaviour principles
2- Restorative Practice ded definition and questions
3- Bubble time
4- Proforma for Personalised Behaviour Plan
5- Proforma for Target Chart
6 - Proforma for Pastoral Support Plan
7- Proforma for Report Card
8- Golden Time Procedures
9- Zones of Regulation
10- What do when a HIgh Needs Child becomes Dysregulated
11 Behaviour Reflection sheets

Appendix 1: Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others;
- All pupils, staff and visitors are free from any form of discrimination;
- Staff and volunteers set an excellent example to pupils at all times;
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy;
- The regulation of behaviour policy is understood by pupils and staff;
- The exclusion policy explains that exclusions will only be used as a last resort, and outlines the

processes involved in permanent and fixed-term exclusions;

- Pupils are helped to take responsibility for their actions;

- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

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

Appendix 2: Restorative Practice

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. Restorative Practices in Schools is about:

- building safer schools
- changing behaviour not punishing
- adults modelling restorative approaches
- finding ways to repair harm
- supporting staff, children and families to use RP to build community

Restorative Questions 1:

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?

Restorative Questions 2:

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right?

The Four Part Apology

I am sorry for (say what you did and take responsibility)

It was wrong because (state the social rule that was broken)
In the future i will (promote the positive behaviour change)
Please forgive me so that we can get back to being friends.

Appendix 3: Bubble Time

Bubble Time is used to provide one-to-one time for a pupil to talk with a teacher about matters that they don't wish to share with the whole class. A pupil can request one-to-one time with their teacher by putting their name peg on to the bubble. The teacher then acknowledges the pupil's request and ensures to speak to the pupil before the end of the day.

Appendix 4: Behaviour Plan Proforma

A personalised behaviour plan requires discussion with the child and the team who work with the child and an agreed list of actions to help a child manage their emotions and regulate their behaviour. (note a child with a personalised behaviour plan may also have a risk assessment and these two documents should align. All staff who work with the child should know and understand both documents)

Personalised Behaviour Plan

Name:

Class:

Child views

I like:

My strengths:

Things I find difficult:

Things to look out for:

Things I'd like adults to know:

How others can help me:

How I can help myself:

Key members of Staff:

Possible triggers:

Preventative strategies:

Behaviour Procedure
Step 1 (Antecedent) Step 2 - Step 3 (red behaviours - parents informed at the end of the day)

How to respond to behaviours

If....	Then....

Appendix 5: Target Chart Proforma

A target chart is to assist a child in knowing what their main targets are and to give praise and rewards when they are achieved. The proforma below can be adapted eg to include playtimes, lunchtimes. If the whole week is overwhelming for the child it can be adapted to a daily target chart. The targets (maximum of three) must be simple and achievable. The reward must be agreed with the child - the child is involved in the discussion about targets, what they looks when they are achieved, and rewards. As a child starts to make progress with their target it may be adapted to become more difficult /their rewards more difficult to achieve however it should still be achievable so that the child is proud of themselves and wants to continue to improve. The target chart should be kept on the teacher's desk (not for all the class to see) and all adults in class should be aware and use as a strategy to encourage and praise. Targets are reviewed fortnightly by child, parents, teacher and relevant member of SLT.

Name

Target- (eg I will use kind hands)

	Lesson 1	Lesson 2	Lesson 3	Lesson 4
Mon				
Tues				
Wed				
Thurs				
Fri				

Reward-

(EG 4 ticks = sticker
8 ticks= colouring activity
12 ticks = game with friend
16 ticks = game with adult
20 ticks= special phone call home)

Appendix 6: Pastoral Support Plan *(note a child with a pastoral support plan may also have a risk assessment and these two documents should align. All staff who work with the child should know and understand both documents)A pastoral support plan will be put in place for any child at risk of suspension and/or permanent exclusion or who has recently been suspended. This requires fortnightly meetings with families (parents and child) and staff (including the class teacher and a member of SLT) to prevent further exclusions and develop co-regulation), including use of report card which is signed daily by the relevant member of SLT.*

Name: D.O.B:	Parents Name Key members of staff:
Date and reason for PSP:	

School Exclusion record:	Attendance record:
EYFS framework/National Curriculum Expectations:	
Is the pupil at risk of permanent exclusion?	
Stage in Code of Send:	
Current support received by pupil:	

Other agencies involved:	Contact Name:
Outreach service	
Education Welfare	
Social services	
Housing department	
Medical Child Psychiatry	
Educational Psychologist	
School Nurse	
Other	

Statement of the pupil's strengths
Statement of the pupil's difficulties

Previous strategies used:

-

Pupil's perspective:
Parent/Carer (s) perspective:
Other relevant background information:
Overall targets for the during of the P.S.P (maximum 16 weeks)
Strategies to be used (including curriculum arrangements)
Other agencies consulted and their contribution:

Review date:
Signatures: Key member of staff: .....Ann Moyle..... Parent's/Carer's: Full Name: ..... Signature: .....

Appendix 7: Report Card Proforma

Report cards are similar in format to a target chart. There is additional space for comments. Report cards are a convenient means of improving parent-teacher communication by involving both teachers and parents. It means that parents can give appropriate rewards at home to encourage further positive co- regulation and are also immediately aware of any problems. The relevant member of SLT signs the report card daily.

Name

Target- (eg I will use kind hands)

	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4
Mo						
Te						
We						
T						
F						

Reward-

(EG 4 ticks = sticker

8 ticks= colouring activity

12 ticks = game with friend

16 ticks = game with adult
20 ticks= special phone call home)

Comments

Appendix 8: Golden Time Procedure

Golden Time is a fun activity that takes place on a Friday afternoon (children sign up for the activity of their choice on Monday morning). Golden TIme ensures that children who follow the three expectations of ready, respectful, safe are acknowledged, valued and rewarded. It is a celebration of a child's achievement in positive self regulation and ensures the adult's first attention is given to the 'best behaviour' of the child . It is an incentive for all children to follow our expectations.

If a child has had difficulty following our expectations (and received nojos) they may not earn all of their golden time. However, children have the whole week to earn their time and therefore have opportunities to improve their self regulation choices. Those who do not reach the full 30 minutes will need to wait and reflect on their self regulation before they can start their Golden Time. It is important to take the individual needs of the child into account. (If needed, please discuss this with relevant Phase Leader.)

Note - In Nursery the golden time is a reward given on at least a weekly basis. It is recognised that younger children may need more frequent rewards as a week may feel like a long time when you are 3!

Appendix 9: Zones of Regulation Zones of regulation is a social and emotional learning and regulation program which is taught as part of our Personal Development and Health curriculum to help children recognise their feelings and have strategies to manage them safely. The zone colours and related vocabulary facilitate discussion about emotions and co-regulation. https://zonesofregulation.com/

10. Appendix 10 -What to do when a High-Needs Child Becomes Dysregulated

When a high-needs child becomes dysregulated in a classroom, it's crucial to act promptly but calmly to support them while maintaining a safe learning environment.

Throughout- If unsafe: move other pupils away first if appropriate. Remove any potentially dangerous objects If necessary, call for additional adult help (red card)

1. Recognise- Signs of dysregulation spotted (e.g., shouting, crying, withdrawing, aggressive behaviour).
Stay calm and non- confrontational, soften voice, use non-threatening body language.

↓

2. Respond - If the child has an individual plan (e.g. a behaviour support plan, EHCP, or pastoral support plan), follow the strategies outlined there — such as using specific calming prompts, visual supports, or breathing exercises. Your calm body language, tone, and facial expression can help the child begin to regulate. Acknowledge feelings and empathise eg 'I can see that you're upset, I understand this has made you angry'. Offer comfort and reassurance (eg a sideways hug if safe to do so.)

3. Reduce stimulation- Minimise noise, dim the lights, and the number of people around the child. Sometimes just stepping back slightly helps.

4. Give Space if Needed- Some children regulate faster when they are allowed some space. Offer a quiet zone, sensory area, or designated calming space if possible.

5. Offer Clear, Simple Choices- Offer options to co-regulate (calming strategies) eg weighted blanket/fidget toy ("Would you like to go to the nurture playground or stay here with me?"). Respect if the child needs time to choose

6. Use Non-Verbal Communication- Visual cues, gestures, or a calm-down card can often communicate better than verbal instructions at this point.

7. Prioritise Safety -If there's any risk of harm to the child, other pupils, or staff, follow safeguarding and positive handling protocols — calling for additional support if needed.

5. Recover - Allow the child time to calm fully without pressure.
Praise any efforts at self-regulation ("You're doing well calming your body.").

6. Repair and Reflect - Once the child is calm, support them to reflect on what happened in an age-appropriate way. Help them rebuild and repair relationships if necessary. Ask questions such as"What happened?", "What helped?", "What can we do next time? Reflect on behaviour and acceptable way to express emotions eg It's OK to feel angry but we use kind hands, I wonder how

Adam felt when ...".

7. Record and Review- Complete an incident record on CPOMS (fact-based, non-judgemental). Ensure the child's plan is updated if needed.
Communicate with parents/carers- Share information sensitively, focusing on partnership to support the child's emotional needs.

11. Behaviour Reflections Behaviour Reflection sheets help children understand the impact of their actions, self awareness, responsibility and problem solving skills. By reflecting on their behaviour children can understand triggers and consequences and learn to make better choices in the future.

Behaviour Reflection KS 2

Often, we rush through life without thinking about what has happened. Take time to read and think about all the questions below.
Reflect on our rights to help you answer the questions:
Article 19 - You have the right to be safe
Article 28- You have the right to... learn at school

What happened?	
What did I do?	
What did other people do?	
How did I feel?	
What could I have done differently? (Think about our expectations of ready, respectful, safe)	

What did I achieve?	
What could have gone better?	
What have I learnt?	

Behaviour Reflection (EYFS and KS1)

Often, we rush through life without thinking about what has happened. Take time to read and think about all the questions below.

Reflect on our rights to help you answer the questions:

Article 19 - You have the right to be safe

Article 28- You have the right to... learn at school

What happened? Draw a picture or write a sentence.	(Space for writing or drawing)
What did I do?  What was my choice?	(Space for writing or drawing)

(Draw or write)	
How did I feel?  Circle the face that shows how other people felt.	(Space for writing or drawing) 🖊️
How did others feel?  Circle the face that shows how other people felt.	(Space for writing or drawing) 🖊️
What could I do next time? (Think about our expectations of ready, respectful, safe) 💡 A good choice I can make next time is...	(Space for writing or drawing) 🖊️

What have I learnt? Next time, I will try to...	(Space for writing or drawing)