



Baldwins Hill Primary School

Regulation for Learning (behaviour) Policy

Agreed by Governors: July 2026

Review date: July 2027

Section 1: Rationale, Aims and Approach

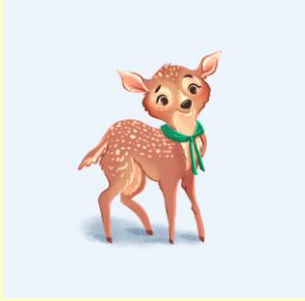
Ambition and Rationale

Positive, prosocial behaviour creates a calm, safe and purposeful environment where all children can thrive. At Baldwins Hill, we understand that behaviour is a communication of need and is shaped by a child's development, emotions and experiences, so we use relational, inclusive and trauma-informed practice to help every child feel safe, understood and ready to learn.

Our aim is to ensure every child feels **valued** and **supported** to become a confident, prosocial member of our school community, developing the skills and intrinsic motivation to do the *right thing* now and in the future. Children start from different points, so we provide the support each child needs to meet expectations, while maintaining a safe and productive environment for all.

We hold **high expectations** because we believe every child can achieve. When children struggle, we match those expectations with high support—**every child deserves a champion**. Mistakes are part of learning, including learning how to behave. We focus on teaching the skills they need to improve, building independence while keeping everyone safe, calm and ready to learn.

'The Baldwins Hill way' – Our Core Values:

Compassion	Respect	Courage	Responsibility
			
Showing care to yourself and others.	Showing that you value others and the world around you	Being brave ; believing you can.	Making good choices

Our core values of **Respect, Responsibility, Compassion and Courage**, guide expectations for children and adults. They are explicitly taught, modelled and reinforced throughout the school day using the language of our 4 Core Values and their corresponding mascots.

Aims

At Baldwins Hill, we aim to:

- Establish a safe, predictable environment where learning can flourish.
- Build strong relationships grounded in fairness and trust.
- Teach social, emotional, and behavioural skills.
- Support children to regulate, behave pro-socially and understand responsibility.
- Work in partnership with parents, carers and external professionals.

Attachment & Trauma Aware

We recognise that trauma and early experiences affect behaviour and emotional regulation. Staff use relational strategies, coregulation, voice of the child, planning tools and predictable routines to help children feel safe and understood.

Approaches to Developing Positive Behaviour

Children are explicitly taught behaviour expectations through a behaviour curriculum which includes routines, frequent reference to our Core Values, Zones of Regulation, emotion coaching using declarative language, and restorative conversations.

Adults focus on noticing positive prosocial behaviour, giving descriptive praise and providing consistent boundaries.

Section 2: Behaviour Practices & Procedures

School Ethos

We are an emotionally literate, inclusive school. Adults model respectful communication and support children to repair relationships when things go wrong. Mistakes are treated as learning opportunities.

Classroom Practice

Classrooms are organised to promote independence, reduce anxiety and maintain a calm working environment. Teaching practices encourage participation, cooperation and on-task learning. Praise is purposeful and specific.

At the start of the year, teachers agree expectations with children by drawing up a **classroom agreement**. Positive behaviour is regularly celebrated, including the following approaches:

- Descriptive, individualised feedback
- Dojo points awarded for Core Values stickers
- Headteacher awards
- Core Value certificates in celebration assembly
- House team rewards
- Communication with families

Rewards are adapted to individual needs when necessary, so that all children experience success without shame or anxiety.

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on responsibilities within their own class, and across their school. These include, but are not limited to:

- Classroom monitor jobs
- Baldwins Buddies
- Sports Crew
- Peer Mentors

Understanding of Emotions - Zones of Regulation

As a school we use the Zones of Regulation in our curriculum so that children are taught about the range of emotions; how to recognise, acknowledge and respond to them. Children use resources displayed in each room and develop their own individual toolkits to support them.

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

School and classroom expectations are:

- Clearly taught and consistently applied

- Positively phrased
- Revisited regularly
- Underpinned by our core values

Some examples of Valued Behaviours agreed with our Learners

(please note there may be additions to the Valued Behaviours and/or updated language in the course of the policy)

Compassion	Respect	Courage	Responsibility
			
Showing care to yourself and others.	Showing that you value others and the world around you	Being brave ; believing you can.	Making good choices
Including everybody in your games. Encouraging others	Putting litter in the bin. Listening to the person speaking to you.	Trying new things. Not giving up if something is tricky	Thinking before we speak. Focusing on our work and aiming high

When we see detrimental behaviours:

(for examples of these behaviours, see appendix 1)

We use a stepped approach. This allows children several opportunities to adjust their response.

1. On the first occasion staff notice that a child/ren are not responding to expectations; they will first **thank** those around them for following the core values – this is done to encourage the child to respond as expected.
2. Then, if this is not successful, staff will give the child a gentle **reminder**, using their name, of what they should be doing. The child will then be given a few minutes of take up time.
3. If the child continues not to show the expected response, the adult will have a 1:1 conversation with the child to express their **concern** and use the following tools: calm connection, emotion coaching, verbal reflection, and offers of support.
4. Following these approaches, if the child still is not successfully meeting the expectation, they will be invited to have **time in** with the adult. Further Support will be offered, and a formal reflection will be recorded which will be communicated with parents and a record will be entered on CPOMS.

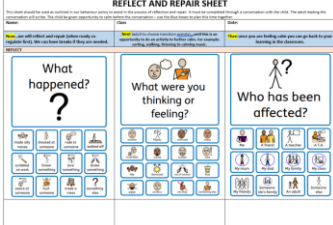
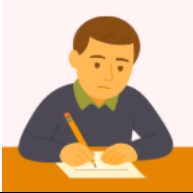
If this stage has been reached, staff will consider whether further coaching support is needed to help the child make sense of difficulties and responses, plan different ways to respond and practice skills.

5. In rare circumstances when children are still not able to meet expectations, an internal isolation may be necessary. This will be organised by a leader.
6. External suspensions are only used in very rare circumstances and only for the most serious or persistent breaches of expectations, or when a pupil's presence at school would significantly harm the education or welfare of others, and only after all other interventions have been tried.

The following shows our stepped approach visually:

(please note this and other visuals are subject to change and updates within the policy term)

<u>STEPS TO REGULATE</u>			
Thank you for...			
Compassion  Showing care to yourself and others	Respect  Showing that you value others and the world around you	Courage  Being brave; believing you can.	Responsibility  Making good choices
	REMINDER		
	CONCERN		

	TIME IN
Individual Coaching and Further Support Offered	
	INTERNAL ISOLATION
	EXTERNAL SUSPENSION

Section 3: Supporting a Child Experiencing Difficulties in Meeting Expectations

Initial Responses – think paramedic

Putting the child at the centre means ensuring their voice is genuinely heard. To do this, we help children understand their behaviour and develop strong metacognitive skills. When children understand their own responses—and those of others—they are better able to express their thoughts, share concerns and contribute to lasting solutions.

Our initial responses may include:

- use calm reminders
- reference to visuals
- Zones of Regulation strategies
- coregulation with an adult or peer
- sensory or movement breaks
- use of breakout spaces (for example, change of seating or environment)

Whenever a child is not meeting the expectations agreed, the adult should respond through Calm, Connect, Support:

- **Calm:** the adult needs to find their own calm.

All adults will model self-regulation at all times, helping the child to regulate their own emotions.

▪ **Connect:** acknowledge and empathise with their feelings, you don't have to agree.

When things go wrong, the adult will say things which help the child to feel supported and understood.

▪ **Support:** Help them to get back on track for the moment. Working out steps for next time comes later.



Adults will use restorative dialogue to reflect and discuss what has happened and the impact on others. Tools such as social stories/scripts or comic strip conversations might be used to support understanding.

If the child's difficulties continue, proportionate consequences may include:

- Supported time in with an adult
- Completing missed learning
- Additional scaffolding or adjustments
- Formal reflection – see appendix

Formal reflection - ideally involves the class teacher who will hold the closest relationship with the child – see **Reflection Sheet** below.

REFLECT AND REPAIR SHEET

This sheet should be used as outlined in our behaviour policy to assist in the process of reflection and repair. It must be completed through a conversation with the child. The adult leading the conversation will scribe. The child be given opportunity to calm before the conversation – use the blue boxes to plan this time together.

Name:	Class	Date:
Now ...we will reflect and repair (when ready co-regulate first). We can have breaks if they are needed.	Next (adult to choose transition activity)...until this is an opportunity to do an activity to further calm. For example: sorting, walking, listening to calming music.	Then once you are feeling calm you can go back to your learning in the classroom.

REFLECT		
What happened? ? made silly noises shouted at someone rude to someone walked off scribbled on work threw something tore something broke something swore at someone hurt someone made a mess something else	What were you thinking or feeling? worried fidgety confused angry frustrated scared excited mad shy distracted out of control lazy unhappy anxious not okay something else	Who has been affected? Me A friend A teacher A T.A. My mum My dad My family My class My friends Someone else's family An adult Someone else

REPAIR:		
Next time I could ... ↻ Talk to a teacher Ask for a brain break Fiddle with something Count to 10 Talk to someone Take deep breaths Play with someone else Sit next to someone else Go for a walk Make a change Think about the zones Something else	What are you thinking or feeling now? sad sorry guilty ashamed unsure scared okay tired calm better fizzy something else	What needs to happen to put it right? write it down write a letter talk with someone say sorry to someone time to reflect draw fix something make a plan make a change zones toolkit tidy up something else
Which core values do you need to think about or show? Responsibility: make good choices because your actions matter Respect: value everyone and everything in how you listen speak and in what you do Compassion: show care and understanding for everyone Courage: be brave; believe you can		How could the Zones of Regulation help? Refer back to Now, Next and Then at the top as a reminder.
Signature (pupil):		Signature (adult):

More Serious Incidents

For unsafe or repeated behaviours, actions may include:

- Internal isolation
- External suspension for very serious incidents

Suspension decisions follow DfE guidance and are used only when necessary. Reintegration meetings and appropriate strategies follow suspensions to ensure a positive restart.

Permanent exclusion is a last resort, used only in response to serious or persistent breaches of the behaviour policy where allowing the pupil to remain in school would significantly harm the education or welfare of others. All decisions follow DfE guidance.

Follow Up After Incidents

Repair and restoration are essential. Adults support children to:

- Understand feelings and impact
- Repair relationships
- Plan what to do differently next time
- Reteaching expectations ensures a successful return to learning

Continued Difficulties in Meeting Expectations

If a child continues to have difficulties in showing valued behaviours and meeting expectations, it may be necessary to arrange further support for them. For example, planned time with our Learning Mentor and/or discussion with our Inclusion Team. See our separate SEND policy.

Additional areas where Behaviour and safeguarding are linked:

Mobile Phones

We understand that as part of growing up and gaining independence, some Year 6 children, (and Year 5 in the Summer term) like to walk home by themselves or with friends after school. If a child is walking to, or home from school, they may bring a mobile phone in to school if you wish. This will be stored in the classroom and returned to them at the end of the school day in line with our acceptable use policy. If it is reported that a child has not handed in their mobile phone or they have been witnessed using their phone in the school day, a member of staff may search their bag. In circumstances where there may be inappropriate content on the devices, a member of staff may request to view the content of the mobile phone. Parents will always be informed if this action has been taken.

Banned items

Apple Watches or similar devices that are able to send and receive messages or take photographs are prohibited in school. These items will be removed and returned to parents if brought into school.

Searching, screening and confiscation

School staff can confiscate, retain or dispose of pupil's property if deemed appropriate and proportionate – for example a mobile phone or an item bought in from home that is deemed unsafe.

The Headteacher and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item or any other item that the school rules identify as an item which may be searched for.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used: to commit an offence, or to cause personal injury to, or damage to property of; any person (including the pupil).
- an article specified in regulations:
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

Any searching of a pupil will be implemented consistently, proportionately and fairly, in line with the school's policy and in line with the guidance from the DfE's [Searching, Screening and Confiscation Advice for schools July 2022](#)

Use of reasonable force

Please see our Trust Restrictive Interventions Policy for full details.

Section 4: Additional Policy Areas

1. Legal and Statutory Framework

This policy aligns with:

- DfE *Behaviour in Schools* guidance
- DfE *Suspension and Permanent Exclusion* guidance
- DfE *Searching, Screening and Confiscation*
- DfE *Use of Reasonable Force*
- *Keeping Children Safe in Education*
- *SEND Code of Practice*

- *Equality Act 2010*

The Trust publishes a **Statement of Behaviour Principles** which this policy implements.

Behaviour Curriculum

We teach behaviour explicitly and progressively across the school. Children learn:

- Daily routines and transitions
- Respectful language and listening skills
- How their brain works
- Emotional regulation strategies using the 'Zones of Regulation', including class and individual tool kits.
- How to work collaboratively
- Safe and inclusive play

The curriculum is taught, practised and reinforced throughout the day.

Anti-Bullying & Online Behaviour

Bullying—including cyberbullying and prejudice based bullying—is always unacceptable. We educate children about healthy relationships, investigate all reports and act swiftly. Online behaviour expectations apply both in and out of school. See separate Anti-Bullying and E-Safety Policies.

Safeguarding, Child on Child Harm & Malicious Allegations

Safeguarding concerns are managed in line with KCSIE. Allegations against staff (including those found to be malicious or unfounded) follow statutory procedures. Support is provided for all involved.

Meeting the Needs of Children with SEND

We make reasonable adjustments so children with SEND can succeed, including:

- Additional processing time
- Visuals, personalised routines and regulation strategies
- Adapted expectations
- Individual regulation plans – see appendix for more details

Reasonable adjustments do not remove boundaries but ensure equity and inclusion.

Conduct Outside School

The school may take action following behaviour outside school—including online—when it affects child safety, wellbeing or the reputation/order of the school.

Training & Professional Development

All staff receive:

- Regular behaviour and safeguarding training
- Relational and trauma informed practice updates
- Training on SEND, de-escalation and restorative approaches

Monitoring & Evaluation

Behaviour data (trends, frequency, context, equality implications) is analysed regularly. Leaders use findings to adjust practice and report to governors. Child, parent and staff voice contribute to evaluation and adaptation.

Section 5: Reporting to Parents

Attitudes to learning and behaviour are reported termly. Parents/carers are contacted promptly if concerns arise so support can be coordinated early.

*Attitude to Learning		
1	Excellent	Your child always shows an enthusiastic attitude to learning and attends class keen to be involved and contribute to group or paired work. Your child is actively involved in lessons, always completing classwork to the best of his/her ability. Your child's behaviour sets a good example at all times and actively supports the other children to learn.
2	Good	Your child shows a positive attitude to learning and attends class ready to be involved and often contributes to lessons. Your child always completes the learning, usually to the best of his/her ability. Instructions of the teacher are promptly followed and they remain focussed throughout the lesson. This means the other children are also able to learn.
3	Needs to improve	Your child usually responds to teacher directions and work co-operatively, but may sometimes be slow to start class OR your child complete tasks but not always to the best of their ability OR your child occasionally disrupts lessons by talking or calling out. This behaviour can sometimes make it difficult for others to learn.
4	Cause for concern	Your child rarely shows enthusiasm for learning and may only do the minimum level of work OR your child regularly is slow to start work OR regularly off task in class OR often fail to finish work OR regularly disrupt teachers – for example, talking, calling out. This behaviour disrupts the lesson and spoils other children's learning.

Appendices Contents

1. Examples of detrimental behaviours and possible policy application – Non-exhaustive:
2. Emotion coaching and scripts
3. Help Card

Appendix 1:

Examples of detrimental behaviours and possible policy application – Non- exhaustive:

Detrimental Behaviour	Example	Consequence
Talking over the person speaking	Interrupting when someone else in class is talking	Reminder
Continuing to talk over the person speaking	Interrupting when someone else in class is talking - following a reminder	Concern
Repeatedly not following instructions	learner does not follow instructions, despite a reminder and a concern	Time in
Repeatedly throwing objects on purpose	Throwing several different objects	Time in
Intentionally breaking or damaging property	Throwing school play equipment over a fence, repeatedly and deliberately damaging school resources.	Internal isolation
Hurting another (child or adult) on purpose	Walking over to a group and throwing a stick at them deliberately	Internal Isolation or External suspension depending on severity and number of previous occurrences
Behaviour within internal isolation continues	Continues shouting, throwing objects, threatening behaviour towards adults/peers	Parents called in to co-regulate
Non-engagement in internal exclusion despite parent being called	Parents are present but will not settle to work and continues behaviour	External suspension
Deliberate and/or repeated violence towards others	Punching another child on more than one occasion	External suspension

Appendix 2: Emotion Coaching script

<u>Emotion Coaching Script</u>
Validate, Label, Empathise
I can see you... (appearance - fidgeting) I wonder if you are feeling...(name emotion) I'm trying to understand how you are feeling. It is normal to feel like that/It's ok to have those feelings.
Set Limits
I'm worried that you are not showing our values and this means... Everyone needs to be safe so...
Problem Solve
What would help you now? Maybe use Zones of Regulation Toolkit (Give ideas if they can't think of anything, When I'm feeling... I like to ... or compare to another situation when they have been successful). Let the child choose the way forward.

Appendix 3: Help card

