

Emotional Regulation and Behaviour Policy

Purpose

This policy sets out the framework for a clear and consistent approach to promoting positive relationships. At Coppetts Wood Primary School, we recognise that understanding our emotions is a key aspect of understanding behaviour. Through our values curriculum and use of Zones of Regulation, both children and adults are able to create an environment that is conducive to learning. We recognise that behaviour is communicative and often reflects an emotion or feeling. Our Emotional Regulation and Behaviour Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour, although we also accept that there are circumstances that affect this. Adult and pupil relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the 'real world'.

This policy was written following INSET from our Educational Psychologist; meetings with school council and a working party made up of teachers, teaching assistants, governors and parents.

This policy is for all staff, children, parents/carers, governors, visitors and partner agencies working within the school. It provides guidelines and procedures as to how our school supports and responds to behaviour.

Aims and Expectations

Our school is committed to the emotional mental health and well-being of its staff, children and parents/carers. We wish to work towards this in all aspects of school life and to provide an ethos and curriculum that supports the social, emotional and mental health of the whole school community. It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Emotional Regulation and Behaviour Policy is to bring us all together to adhere to some key principles and practices that reflect our school ethos.

The school actively builds an ethos which promotes trust, restoration of relationships and looks to repair harm at every opportunity. We believe that children have the right to feel safe and feel accepted. It is designed to recognise, encourage and promote positive behaviour through the on-going development of pupils' emotional regulation and

staff understanding of ACEs (Adverse Childhood Experiences) and their effect on pupils' ability to feel safe and self-regulate. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

We aim to:

- help children grow up into confident, tolerant and considerate young people
- ensure that everyone at Coppetts Wood can listen to others and feel listened to
- show children how to respect themselves and to show others the same respect
- help children to understand the needs of others
- teach children to care for their own belongings and their surrounding environment
- create an environment where education is a partnership between home and school
- be consistent

To achieve this, children, staff, parents, carers and members of our community will:

- speak to one another in a calm manner
- work together and listen to each other
- be honest
- try to understand each other's point of view and seek solutions which will repair any harm/upset caused
- avoid 'put downs', shouting and sarcasm
- actively seek to build, maintain and repair relationships

The Curriculum at Coppetts Wood School

We have developed, and continue to develop, a well thought out curriculum map which contains the following elements: Personal, Social, Health and Education (PSHE) lessons; values-based education; weekly circle times; whole school council which meets fortnightly and promoting a growth mindset. We are part of the Resilience School Programme which promotes mental health awareness, mindfulness and the implementation of 'The Zones of Regulation'. All of these are complemented by school assemblies, school visits and guest speakers which all contribute to the children's understanding and competency in self-regulating.

Pastoral Leader

We currently employ a pastoral leader who is full time. The role of the pastoral leader complements this policy. They work with specific children individually or in groups and aim to help develop their emotional literacy. They focus on developing the required skills to resolve conflict and, in some cases, support children in specific times of need.

School Rules

Our children wanted school rules to be part of this policy. These need to be displayed in each class and referred to frequently.



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Our School Rules

We listen to each other
We treat each other with respect
We are kind to each other in words and actions
We follow instructions
We work together to keep each other safe
We walk quietly around the school

Reviewed and written by the school council in November

Promoting Pupil Engagement and Self-Regulation

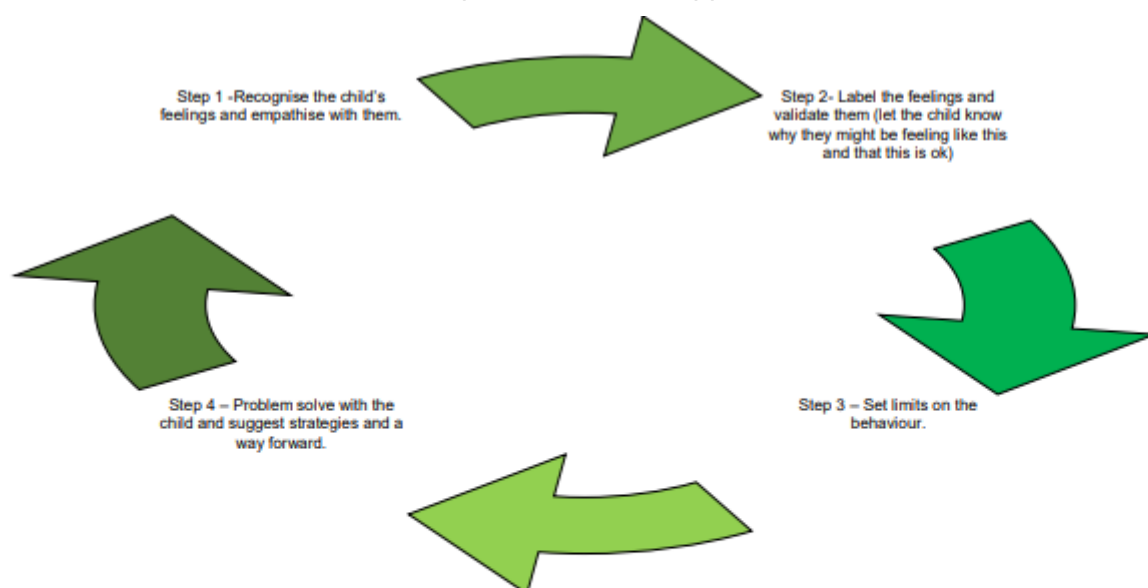
Worry Box

Each Key Stage will have a worry box. The KS1 worry box will be kept downstairs on the Fish Table which is located outside of Year 2. The Worry box for KS2 will be kept outside of the Inclusion Room. Children will be reminded frequently to use the box if they have something that is bothering them. Worry boxes will be checked twice weekly by the Pastoral Support Manager and shared with the class teacher in order to action concerns.

Circle times will run as and when needed as a tool to promote positive behaviour and attitudes. They will be used to address common issues that have been raised in the school.

Emotional Coaching

We use the model of emotional coaching and Zones of Regulation to support children to understand, regulate and reflect on their behaviour. We advocate that parents use this approach too.



To help children to learn to understand how a feeling relates to an emotion, children are encouraged to reflect on which Zone of Regulation they are in.



Rewards

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement is extremely important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour. Wherever possible, we aim to have a positive interaction with a child rather than a negative. For example, if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair – this is known as 'proximity praise'.

We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward, it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown in order to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences, whether positive or negative.



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We have a varied range of Positive Reinforcement techniques that we regularly draw upon; these include:

- **Praise** – we verbally praise children regularly when we catch them doing the right thing. We acknowledge that some children are more comfortable than others in receiving

public praise and we consider this in how we offer praise. It may at times be non-verbal e.g. a thumbs up or a smile. We also use proximity praise to shape the behaviour of a child who is not doing the right thing. Praise is given to a child who is making the right choice in the hope that other children not making the right choice will try to change their behaviour in order to receive the same praise.

- **Verbal feedback/tone of voice** – we are always aware of our tone of voice and the effect it has on children's behaviour. We also ensure that we provide as much verbal feedback as possible to reinforce positive behaviour and good efforts or learning.
- Classes set a **whole class target** and work towards a class reward (trip to the local park, extra playtime.) This needs to be achievable at least half termly. It can be a whole class poster, gaining ticks or gaining points and aiming for a whole class number.
- Each week in assembly, we nominate two children from each class to receive a **Special Mention Cheque/badge** for their good work and behaviour linked to our school values.
- We distribute **school council tokens** to children for good work and good behaviour and to acknowledge outstanding effort or promoting our school value of the month. On a Friday, the lead school councillors collect their colour tokens and place them in the main collection box in the reception area. This is rewarded half termly with a non-uniform day.
- The school acknowledges all the efforts and achievements of children, both in and out of school. Assemblies celebrate children's achievement out of school, for example, music or swimming certificates.

Systems in the EYFS

Nursery and Reception classes follow our whole school reward system but are not part of the school council. The EYFS work towards a whole class target related to their topic (cakes in Red Riding Hoods basket) and are rewarded with a special treat they have suggested. They are also rewarded with individual lollipop sticks and their achievements are shared with parent/carers via Tapestry. Zones of Regulation are introduced across the EYFS and children are beginning to recognise their emotions with the support of staff modelling and naming feelings with visual cues.

If a child has not followed one of the class rules, they are given a reminder and an instruction of expectations. However, if a child hurts another child or property they are given thinking time with a timer and an adult will help them reflect on the impact of their behaviour and how to repair. Visual supports and social stories are used to help

support understanding. If the child continues they may be taken to the associate foundation stage class for a period of time. If this happens parents will be informed of this on same day.

Systems in ARP and SEND

We have an additional resource provision at Coppetts Wood for children with Autism. Zones of Regulation is an inclusive approach and meets the needs of all our children. Children in the ARP/high needs mainstream children have individual Zones of Regulation programmes as well as some children having individual Behaviour Plans. Behaviour plans identify antecedents, de-escalation strategies and perhaps different rewards and consequence system. These plans are written alongside the Inclusion/ARP lead, class teacher, parent and child. All the ARP children are part of school council and have a mainstream base.

All staff should be mindful of pupils who have been identified as having Special Educational Needs and Disabilities (SEND) when using this policy. SEND may include Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health Needs (SEMH), Learning Difficulties, Physical Impairments or Medical Needs.

Consequences

The school employs a number of consequences to ensure a safe and positive learning environment. When using consequences at Coppetts Wood Primary School, staff ensure they are constructive and allow the child to learn from what has happened. The consequence is given by the class teacher or the member of staff responsible for the class when the incident took place. If an incident occurs at lunch time, then it is the lunchtime supervisors' responsibility to resolve the issue, unless they feel it should be referred to the class teacher. Senior staff should be consulted if there is any confusion about which consequence would be most appropriate.

We make every effort to ensure that consequences are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive. Important features of consequences include:

- A focus upon the behaviour rather than the child, e.g. "That was an unkind thing to do" rather than "You are a very unkind girl."
- A message about what the child should do in the future.
- Consequences appropriate to the behaviour.
- Looking for the possibility of praise as soon as possible after the consequence, to encourage more positive behaviour e.g. "I liked the way you came and shared with me how you were feeling."

We use a range of techniques to de-escalate behaviour:

Planned Ignoring: We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible, we give minimal attention to negative behaviour.



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Modelling: We demonstrate the desired behaviour, e.g. if a child is calling out on the carpet a TA may model sitting up straight and folding their arms, or showing a visual reminder.

Cueing: We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately,

e.g. "I am just reminding everyone that we need to put up our hand if we would like to say something."

Shaping: If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else, e.g. "Well done Courtney, I appreciate the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact."

Proximity Praise: We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions, e.g. "Well done Jack for sitting so beautifully", then magically, Rebecca starts to sit beautifully too!

If a child is "locked into" a negative behaviour and are clearly choosing not to follow instructions, again, before we even use the system we may use:

Humour: This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.

Transfer Adult: This can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation.

Distraction: Sometimes it is possible to distract a child out of a negative behaviour pattern, e.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job. Of course, we all need to hold on to the assumption that children will behave positively and do the right thing.

If we have tried a range of the above strategies, and the child is clearly choosing to behave inappropriately, we must ensure that our expectation is absolutely explicit and clear. It is essential that the child understands what our expectation of them is. Therefore, we need to then give them a clear instruction:

- Ask once, e.g. "Joe, I am finding it hard to concentrate while you are tapping your pencil. Could you stop please."

If this does not work:

- Ask once firmly e.g. "You need to stop tapping."

Examples of Behaviour and Procedures to Follow

<p style="text-align: center;"><u>Low Level Behaviour</u></p> <p style="text-align: center;"><u>Examples of Behaviours</u></p>	<p style="text-align: center;"><u>Procedures for staff to follow</u></p>
<ul style="list-style-type: none"> • Shouting/calling out during teaching time • Getting out of their seat during a task • Distracting other children from learning • Talking when others are talking • Rocking on chairs • Not working to the best of their ability • Not co-operating with others • Having a negative attitude 	<ul style="list-style-type: none"> • First reminder - direct the child to what you want them to do. <p>Encourage child to use self-regulating strategies to help them, refer to Zones of Regulations.</p> <ul style="list-style-type: none"> • Repeated behaviour - Child to spend 5 minutes at the regulation station with a sand timer and 'In class reflection sheet'. When appropriate, the class teacher should discuss the reflection sheet with child. <p>If a child gets sent to the regulation station 3 times in a week or 4 times over 2 weeks, they will be put on report and a phone call will be made home from the class teacher. This will also be logged on MyConcern.</p> <ul style="list-style-type: none"> • Child to work in another class for the session with an out of class reflection



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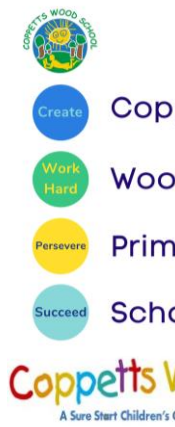
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	<p>sheet, followed by a discussion with the Class Teacher to discuss the reflection sheet. Log on MyConcern when the child has been sent out of class and to inform parents. Child is to be put on a 1 week report card after 2 occasions of being sent out of class to work in another class during a half term period. Parents to be informed that child is on report.</p> <p><i>Parallel classes 1&2, 3&4, 5&6</i></p>
<p><u>Moderate Level Behaviour</u></p> <p><u>Examples of behaviours</u></p>	<p><u>Procedures for staff to follow</u></p>
<ul style="list-style-type: none"> • Repeatedly not following instructions or refusing to do the above. • Taking or damaging of another person's property / school property 	<ul style="list-style-type: none"> • Child to be sent to the Assistant Head Teacher with an 'out of class reflection sheet' followed by a discussion with the class teacher. MyConcern to

<ul style="list-style-type: none"> • Name calling • Tormenting other children • Throwing things • Rudeness • Refusal to work • Serious incidents in the playground 	<p>be logged and Assistant Head Teacher to inform parents.</p>
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<u>High Level Behaviour</u> <u>Examples of behaviours</u>	<u>Procedures for staff to follow</u>
<ul style="list-style-type: none"> • Walking out of class • Racism • Intimidating behaviour • Bullying • Fighting • Swearing • Stealing • Homophobia 	<ul style="list-style-type: none"> • Child will miss their break and lunch time for a week. They will have their lunch with a member of the leadership team and spend 10 minutes outside for a break accompanied by an adult separated from the year group. • This will be logged on MyConcern and a member of the leadership team will inform parents. • Depending on the severity of the incident, it may be decided that the child is internally excluded. • A child will need to be put on report following missing their break and lunch time and also an internal exclusion.



<u>High Level Behaviour</u>	<u>Procedures for staff to follow</u>
<p style="text-align: center;"><u>Extreme Behaviour</u></p> <p style="text-align: center;"><u>Examples of behaviours</u></p>	<p style="text-align: center;"><u>Procedures for staff to follow</u></p>
<ul style="list-style-type: none"> • A repeat of the above behaviours. • In possession of a harmful object, e.g. a knife. • In possession of a harmful substance, e.g. drugs. 	<ul style="list-style-type: none"> • An External Exclusion shall take place. • All incidents to be recorded on MyConcern. • Head Teacher and Deputy Head to meet with parents and child to discuss child's behaviour before they return to school (Readmission Meeting). • Child to be issued with a report card on their return to school.

Behaviour is 'reset' at playtime and lunchtime.

If these 'everyday' measures have limited effect, we move to another stage of the process. However, this policy is reactive to the child and thresholds are flexible depending on the type and number of occurrences of the incidents. This ensures we are consistent to our principles but flexible in our practice. The next stage involves a more in depth look at the child's behaviours and the setting up of interventions to support their behaviour. These might include:

- SLT look for patterns and address these in weekly meetings and actions are set
- regular catch-up with parent/carer
- a daily/weekly report card

- a weekly 15-minute team meeting with the class teacher and TAs to set a behaviour plan or review strategies
- team meeting to discuss whole class behaviour management
- actions and consequences meetings with parents to discuss progress
- work with a pastoral TA for emotional support
- referral to Primary CAMHS
- referral to the Inclusion Leader

We remind ourselves at this point that 'the behaviour is the problem', not the child. To support this process, we may need an internal exclusion. This may involve the child spending either half or the whole day working out of class. They have their lunch out of their class group and do not attend assemblies or go to playtimes. In more serious cases, they may go to one of our partnership schools. This will be decided by Senior Leadership Team and parents and carers.

In the most serious cases, where all interventions have failed or where behaviour is dangerous or is a threat to another child or member of staff, we may use exclusions. We do not wish to exclude any child from school, but sometimes this may be necessary. Guidance on exclusion from schools is given from the DfE document '**Exclusion from Maintained Schools, Academies and Pupil Referral Units in England: A guide for those with legal responsibilities in relation to exclusion 2012**'. The Head Teacher and / or the Deputy Head Teacher in consultation with other members of the Senior Leadership Team staff will be responsible for judging whether exclusion is appropriate.

- a) **fixed term ('temporary') exclusions** involves the child being asked to remain at home for a defined period. During this period responsibility for the child passes to the parents. The Head Teacher informs the Governing Body about any fixed-term exclusions beyond five days in any one term.

Or

b) **permanent exclusions** are serious and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but in extreme cases a permanent exclusion may be appropriate. The Head Teacher will inform the Governing Body about any permanent exclusion. The Governing Body cannot either exclude a child or extend the exclusion period made by the Head Teacher. If it is appropriate the school will facilitate a managed move.

Bullying

Bullying is the wilful, conscious, desire to hurt, threaten or frighten someone else. All bullying is aggression, either verbal or psychological, although not all aggression is necessarily bullying.

1. Bullying is ongoing. It is not the same as a conflict between two individuals or a random unprovoked aggressive act.
2. Bullying is deliberate and often premeditated.
3. Bullying is unequal: it involves a power imbalance (this can result from size, number, higher status or as a result of having access to limited resources.)



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without anxiety.

- We aim to produce a consistent school response to any bullying incidents that may occur, whether they occur within school, or involving our pupils outside of school.
- We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the eradication of bullying in our school.

All incidents of bullying **MUST** be recorded on 'My Concerns' and actioned by a member of the Senior Leadership Team.

The role of Governors

The governing body supports the Head Teacher in all attempts to eliminate bullying from our school. This policy statement makes it very clear that the governing body does not tolerate bullying to take place in our school, and that any incidents of bullying that do occur are taken very seriously and dealt with appropriately. The governing body monitors the incidents of bullying that occur and reviews the effectiveness of the school policy regularly.

The governors require the Head Teacher to keep accurate records of all incidents of bullying and to report to the governors termly about the effectiveness of school anti-bullying strategies. The governing body responds within ten working days to any request from a parent to investigate incidents of bullying. In all cases, the governing body notifies the Head Teacher and asks him/her to investigate the case and to report back to a representative of the governing body.

The role of the Head Teacher

It is the responsibility of the Head Teacher to implement the school anti-bullying strategy and to ensure that all staff (both teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.

The Head Teacher reports to the governing body about the effectiveness of the anti-bullying policy and incidents termly. The Head Teacher ensures that all children know that bullying is wrong and that it is unacceptable behaviour in this school. The Head Teacher draws the attention of children to this fact at suitable moments. For example, if an incident occurs, the Head Teacher may decide to use assembly as a forum in which to discuss with other children why this behaviour was wrong, and why a pupil has been given a consequence.

The Head Teacher ensures that all staff receive sufficient training to be equipped to deal with all incidents of bullying. The Head Teacher sets the school climate of mutual support and praise for success, so making bullying less likely. When children feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

The Head Teacher is responsible for ensuring the staff Code of Conduct is clear and shared with staff. All adult/adult incidents are reported to the Head Teacher.

The Role of the Teacher

The child's teacher may request the Pastoral Lead to support the child. Teachers in our school take all forms of bullying seriously, and intervene to prevent incidents from taking place. Staff record all incidents of bullying on 'My Concerns'. If teachers witness an act of bullying, they do all they can to support the child who is being bullied. The class teacher will link with an Assistant Head and all parents are informed. If bullying continues, then the Deputy Head or Head Teacher will facilitate a meeting with the parents and child.

An agreed action is planned for which may include:

- counselling and support for the victim of the bullying, and agree consequences/support for the child who has carried out the bullying
- time talking to the child who has bullied: we explain why the action of the child was wrong, and we endeavour to help the child reflect on their behaviour in future

In more extreme cases, for example where these initial discussions have proven ineffective, the Head Teacher may contact external support agencies such as CAMHS.

Racism, Sexism, Homophobia and other Diversity incidents

A racist incident is 'any incident that is perceived to be racist by the victim or any other'. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation.

Incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported. Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to a member of SLT immediately.

All incidents involving children should be recorded on My Concerns. The incident will be fully investigated and recorded – and where appropriate reported to the Local Authority. Governors are also kept informed of such incidents. Support and guidance will be given to show the pupil why these remarks are so damaging and unacceptable.



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Physical Intervention

At Coppetts Wood Primary School, we follow the 2006 Education and Inspections Bill in regards to use of force; Section 86: Power of members of staff to use force.

Where a difficulty arises, we will always try to de-escalate the incident, only using 'reasonable force' where a child is placing themselves or others at risk or where the risks involved in doing so are outweighed by the risks involved in not using 'reasonable force'.

All school staff need to feel able to manage inappropriate risk and behaviour and understand how challenging behaviours can be communicated.

They also need to know what options are appropriate when managing challenging situations and need to be free of undue worries about the risks of legal action against them if they use an appropriate level of 'physical' intervention to help safeguard a child or group of children.

Furthermore, all parents need to know that their child is safe with us and will be properly informed if their child is subject to the use of 'reasonable' force, (also referred to as a 'Restrictive Physical Intervention'.)

Acceptable forms of Contact and Physical Intervention

In school, there are occasions, for a variety of reasons, when staff will have cause to make 'physical' contact with a child. With this in mind, this school does not operate a 'no touch' policy as it would not enable us to effectively support the safety and emotional well-being of the children.

Reasons for 'physical' contact include:

- to comfort a pupil in distress (as long as this is appropriate to their age)
- to congratulate a child for something (e.g. use of 'hi five' or a handshake)
- to gently direct a pupil
- for curricular reasons (e.g. in PE, Drama etc.)
- in an emergency in order to avert danger to the pupil or pupils
- in rare circumstances where the use of reasonable force is required to ensure the safety and well-being of the child in question, to stop significant damage to property or injury to others

In all situations, where physical contact takes place between staff and children, staff will always consider:

- the pupil's age and level of understanding
- the pupil's individual characteristics and history

- the location where the contact takes place

A person to whom this section applies may use such force as is reasonable in the circumstances for the purpose of preventing a pupil from doing (or continuing to do) any of the following, namely:

- (a) committing any offence,
- (b) causing personal injury to, or damage to the property of, any person (including the pupil himself), or (c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

We also follow the Department for Children, Schools and Families non-statutory guidance for schools in England in regards to use of force.

Recording Incidents

Where there is a first occasion where a physical intervention is used, the Physical Intervention Log is filled out. A copy of this sheet should be kept with the pupil records and stored on My Concerns. Subsequently, pastoral support will be set up and monitored.

Subsequently a Behaviour Support Plan may be set up in conjunction with the parents and the child.

It may be that external agencies need to be informed and this should be done by the SLT.

Staff Training

At Coppetts Wood Primary, we ensure we have a whole-school, consistent approach to managing behaviour issues. New staff who join the school receive training in Zones of Regulation and Emotional Coaching. Refresher training in the Zones of Regulation is provided for all teaching and support staff on a regular basis in order to maintain confidence in this approach.

Parents are aware of the procedures at Coppetts Wood Primary School and are encouraged to ask about, and become actively involved in Zone of Regulation approach. As a school, we offer parent training and have information on our website on how to use it in their homes.

Monitoring

The Head Teacher monitors the effectiveness of this policy. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The Governing Body has a legal responsibility to bring the contents of this policy to the attention of parents at least once a year. At Coppetts Wood Primary School, we do this by publishing the policy on our website and through newsletters or email. The schools keep a variety of records concerning incidents and these are recorded on "My Concerns."

Revision History

Version	Revision Date	Revised By	Revision
1.0	January 2021	Julie O'Dwyer	New policy



1.1 Create Coppetts	January 2022	Kirstie Barrett	Reviewed-no change
1.2 Work H2 Persevere Primary Succeed School	May 2023	Faramade Alawaye	Examples of behaviour and procedures to follow. Worry box.

Distribution

Shared With	Date for next review
<ul style="list-style-type: none"> Staff via usual communication channels including at staff briefings and emailed and on our shared network for all to access Governors via Governor Hub and committee/full governor meetings 	Ongoing