

# BEHAVIOUR REGULATION / ATTITUDE TO LEARNING POLICY

## September 2025



At Holgate Primary School, we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers receiving services from the school, irrespective of race, gender, disability, faith or religion or socio-economic background. All staff are expected to uphold and promote the fundamental principles of British values, and as such, the schools within our school are fully committed to safeguarding and promoting the welfare of all our pupils including protection against radicalisation. We therefore aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life. Our core purpose, values and ethos is embodied in our mission that everyone takes:

**P= personal**

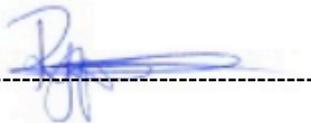
**R= responsibility**

**I = in**

**D= delivering**

**E= excellence**

Frequency of Review:	Every year
Reviewed and Approved by:	Full Governing Body
Date:	September 2025 – under review as part of the SIP
Date of Next Review:	Spring 2026
Reviewer:	SLT

Signed:  (Chair of Governing Body) Date: 30/10/2025

## Philosophy

We endeavour to develop positive relationships between pupils, staff (teaching and non-teaching) and parents based upon honesty, trust and respect which are central in creating a caring environment.

We recognise that it is essential to create opportunities in which we are able to understand each other's culture if we are able to develop respect for others.

Consistency of approach is important in offering the children much needed stability. To this end we recognise the value of ensuring rewards and sanctions are applied fairly and consistently at an individual, class and school level.

At our school we have realistic expectations and recognise that it is often appropriate to improve the management of a situation rather than be in constant search of a cure to all problems.

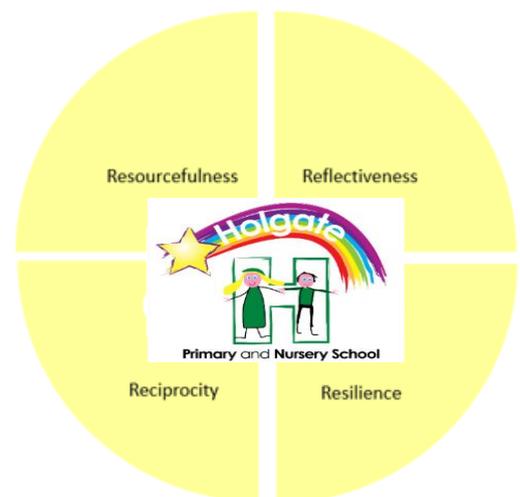
At our school we recognise that behaviour is communicative and often reflects on emotion or feeling. Through co-regulation of feelings, children learn to become more independent and develop self-regulation. Our approach is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour.

Good behaviour and discipline in school is of paramount importance to successful teaching and learning. The main thrust for managing behaviour within school is praise and reward for desired behaviour.

At our school we believe that parents are pivotal in the provision that we provide for our children. Their views, voices and support is invaluable, therefore we ensure that strong relationships are built on mutual respect and acknowledge that communication is key.

## Aims

- Develop a positive, stimulating and caring environment where each individual is valued and respected. (Resourceful)
- Promote self-discipline and proper regard for authority among pupils. (Reflection)
- Ensure all pupils are valued equally whatever their race, culture, gender or ability and upholding British Values.
- Develop self-esteem in individuals. (Resilience)
- Work towards a collective commitment (pupils, staff, parents, governors and support services) to maintain and develop positive attitudes in school. To maintain and develop PRIDE in our school and community.
- Promote a positive safe learning environment where children's contributions are valued and displayed in school.
- A restorative approach to discipline as opposed to a behaviourist approach.
- To encourage pupils to cooperate with one another and adults in all aspects of school life.
- Help pupils learn that more can be achieved by working together (Reciprocity)
- Recognise and celebrate consistently good behaviour



## **Positive behaviour and attitudes to learning**

At our school we work with parents and carers to encourage children to develop as fully as possible socially, morally, spiritually, culturally, emotionally and academically.

We believe that good behaviour needs to be nurtured, developed and embedded as part of the school's ethos and practice.

Children learn best when they are engaged in their learning and consistently encouraged and supported to behave well.

**Consistent practice throughout school is essential if children are to be supported towards attitudes to learning.**

### **Adults in school are committed to:-**

- Working collaboratively with outside agencies to support individual need.
- Being seen to be fair and having empathy for individual circumstances and/ or need.
- Praising a child's engagement and successes i.e. seize the moment.
- Matching the learning to the needs of all learners.
- Building in a range of learning styles in all lesson.
- Promoting the child's sense of own achievement and being involved in the learning process
- Ensuring effective supervision is planned for.
- Developing positive relationships.
- Providing opportunities where children can succeed and are seen at their best.
- Developing an understanding of classroom culture, respecting and celebrating differences
- Celebrating achievements using whole school rewards systems relative to each individual.

### **Children in school are enabled to:**

- Develop an understanding of positive behaviour and attitudes to learning.
- Care for themselves and others.
- Develop, build and value a range of relationships.
- Develop an increased self confidence
- Achieve to their full holistic potential.
- Develop a level of autonomy.

### **Parents are encouraged to:**

- Celebrate their child's achievements both in and out of school
- Build positive relationships through communication with staff and members of the wider school community
- Support and encourage their children in all aspects of their journey

## **Strategies**

Relationships are at the centre of all of our provision and will be used in the form of a restorative approach including emotions coaching to support and promote positive behaviour and attitudes to learning.

As a school we are committed to providing:

- A consistent and fair approach which supports all children and their individual needs.
- An approach that celebrates positive behaviours, attitudes to learning and achievements.
- Collaborative working with parents and agencies to ensure that all children can achieve to their full potential.

Positive awards are available for pupils throughout the day. These aim to promote confidence, competency, motivation, help pupils to develop growth mind-sets and promote prosocial behaviour.

## **Emotional Regulation Support**

As a school, we have developed a range of provisions, to support our children to regulate their emotions. Being able to identify and regulate big emotions is an important part of behaviour regulation approach. At Holgate, we use the Zones of Regulation framework, which aims to make this process more accessible.

### **What are the Zones of Regulation?**

The Zones of Regulation is a behaviour regulation framework designed to foster self-regulation and emotional control. Self-regulation is something that everyone is continually working on, whether they are aware of it or not. When we are able to recognise that we are in a situation that is making us lose control of our emotions, we are then able to do something about it and manage our feelings to help ourselves get back to a healthier headspace and baseline. The aim of the Zones of Regulation is to specifically teach children about regulation and help them go through this process more naturally.

### **What are the Zones?**

The zones are a self-regulation approach to behaviour that categories all the different ways we feel into different colours, which helps children to identify the way they are feeling. The framework also provides strategies to help children understand how they can control and regulate their emotions and improve their ability to problem solve conflicts. The goal of introducing children to the framework is to help them move towards independent emotion regulation. This is a lifelong skill that they will not only be able to transfer to future educational settings but also use in their relationships and situations they encounter outside of school. The Zones of Regulation: The Zones of Regulation are split into four different colours, here is a list of each colour along with the kinds of emotions people may experience when they are in that coloured zone.

**The Red Zone** is used to describe an extremely heightened sense of alertness and intense emotions. The emotions in the red zone include anger, rage, devastation and terror.

**The Yellow Zone** is also used to describe a heightened state of alertness and intense emotions. However, children experiencing yellow zone levels of alertness will feel more in control of their emotions than those feeling red zone emotions. Emotions in this zone include stress, frustration, anxiety, excitement, silliness and nervousness.

**The Green Zone** is used to describe a calm sense of alertness. Feelings in this zone include happy, focused, content and ready to learn.

**The Blue Zone** is used to describe low states of alertness and down feelings such as when someone feels sad, tired, sick and bored. Emotions in all of the zones are natural to experience, but by using the framework children will learn how to recognise and manage feelings from all zones, as well as further understand how those around them may be feeling

### **Using the Zones of Regulation**

As a School, we use a relational approach to manage behaviour and as a school, we employ emotion coaching as a means to support our children. Zones of Regulation compliments this work. As a school, we understand that big emotions can be very overwhelming for some children. This means that identifying and regulating these emotions can be a very big job. By being able to relate their emotions to the different coloured zones children will be able to identify some of those big emotions and understand how they can deal with them in a healthy and practical way. By introducing the Zones of Regulation into our classrooms we are enabling our pupils to talk about their emotions in a healthy way.

## **Positive Behaviour Strategies**

### **Daily strategies**

A red and yellow card system is in place as part of a graduated response to behaviours in school. See Staff actions to promote excellent behaviour for all children, below.

Positive behaviour is rewarded through Class DoJo, a point or several points are awarded for positive behaviour and learning attitudes.

Class DoJo may be awarded by any adult in the school but should be assigned by the Class Teacher or year group Teaching Assistant.

When a pupil has achieved a target, they could be awarded the following points:

Completing homework	-	5 points
Reading at home	-	5 points
Completing home learning	-	5 points
Washing hands properly	-	2 points
Being punctual	-	2 points.
Wearing the correct uniform	-	1 point.
Wearing the correct PE kit	-	1 point
Good behaviour during dinner time	-	2 points
Good behaviour during break time	-	2 points
Joined handwriting	-	2 points
Playing on TTRS	-	3 points
Helping others	-	1 point
On task	-	1 point
Participating	-	1 point
Persistence	-	1 point
Teamwork	-	1 point
Working hard	-	1 point

The above system will be reviewed and altered as necessary on a regular basis. Staff may utilise additional strategies to reward positive behaviour.

Parent helpers, support staff and other adult members of the school community are aware of the Class DoJo system and are encouraged to give out points.

Children may generate their own free activities to redeem their points.

Rewards are decided by the children and include things such as hot chocolate for the whole class and a biscuit for those children who achieve the designated points, time on the field for the whole class with parachute time for individual achievers.

Points can be redeemed for the following activities (as a whole class) and whenever the class teachers deem appropriate:

- Laptop time – 150 points (5 points each child)
- Longer break time – 150 points (5 points per child)
- Crazy hair day – 180 points (6 points)
- Wearing trainers to school – 210 points (7 points)
- Wearing slippers for the day – 240 points (8 points)
- Non uniform day – 300 points. (10 points)
- Decorating biscuits – 330 points (11 points).
- Craft and art time – 600 points (20 points)
- Pyjama day with a movie afternoon with snacks and hot chocolate – 900 points (30 points each)
- Dressing up day – 900 points (30 points)

The above system will be reviewed and altered as necessary on a regular basis and staff may utilise additional strategies to reward positive behaviour.

Parent helpers, support staff and other adult members of the school community are aware of the Class DoJo system and are encouraged to give out points.

As an individual, points can be redeemed for the following activities:

- A packet of sweets – 30 points
- A biscuit – 30 points
- A prize from the Class Teacher's box – 50 points

### **Weekly strategies**

**Each week, a PRIDE Assembly** will be held for the whole school during which each class teacher will nominate two pupils from their class or group who deserve a public award for an aspect of their work or behaviour. During the assembly these pupils will receive a sticker and public recognition as a reward for their effort. In addition to this, it is used as an opportunity to celebrate individual or groups of children's achievements and successes, both in and out of school.

### **Strategies for the end of each half term**

Pupils take pride in their work and strive to do their best, guided by the mission of Personal Responsibility in Delivering Excellence. Each class uses a **PRIDE BOX** for pupils to reflect, discuss, and vote on the half-term PRIDE award, culminating in meaningful Pride of Pride awards.

**A Golden Letter** will be posted home every half term to the parents of two pupils within each class who are chosen for their consistently positive behaviour and attitude to learning at school.

**Golden Mentions** pupils will be chosen (a pupil per class) near the end of each half term. This is to reward the pupils who are **always** well behaved and may as a result be occasionally overlooked. This reward may take the form of a trip out to see Santa etc.

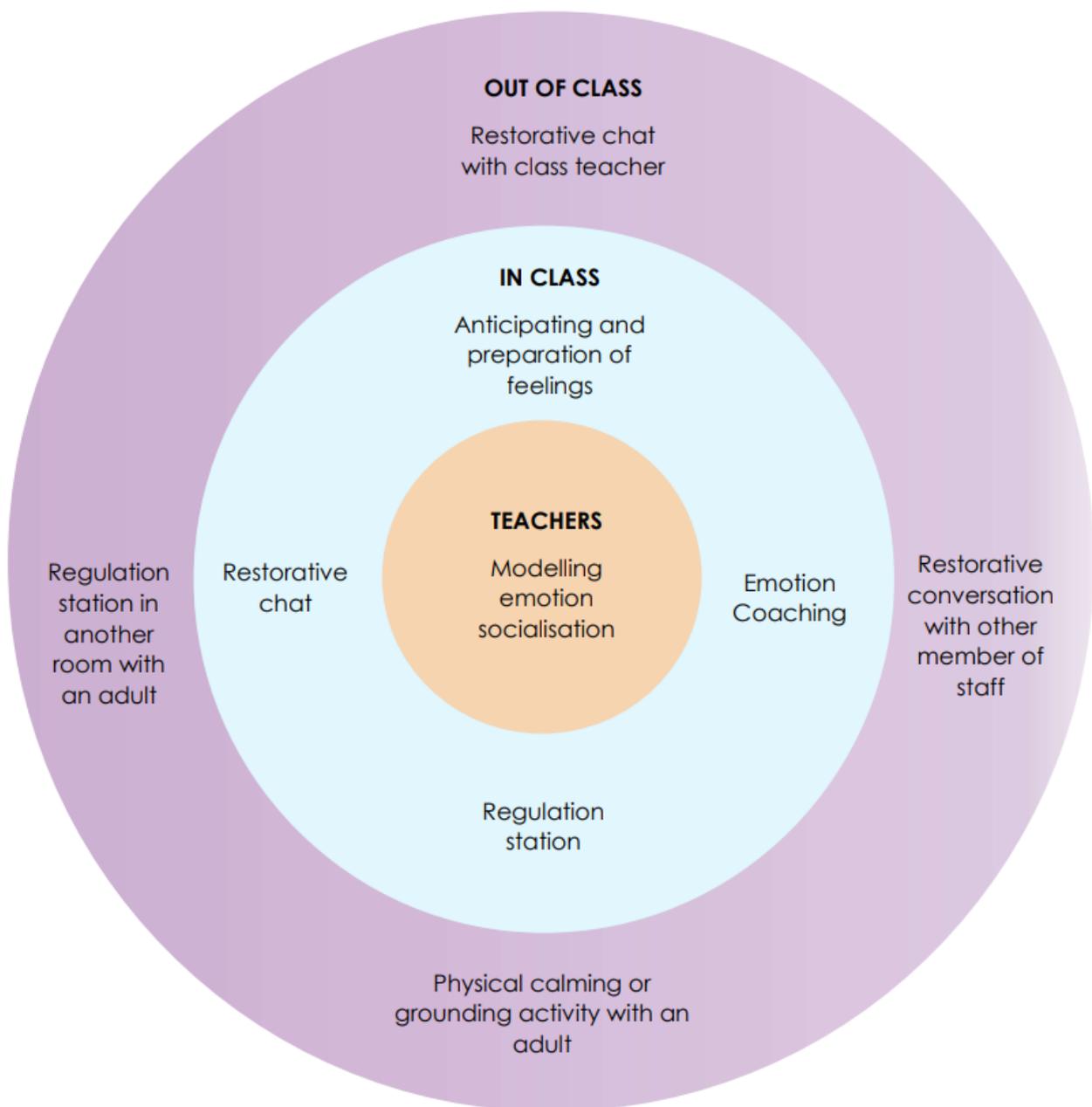
### **Lunchtime strategies**

During lunchtimes, the MDSA staff will reward positive behaviour with a treat including for being role models at lunchtime ie manners, attitude at the dining table, socialising and playing positively, helping peers as examples. Lunchtime tokens are given as a celebration. Rewards are provided for the winning classes

### **Restorative Approach**

Emotion Coaching Provision Map

The relationship that staff form with pupils is central to the pupils personal social and emotional development. We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We plan to enable our parents to use this method and plan training and alternative events for parents to learn this approach and share their own experiences.



### **Step 1 – Be aware of emotions and tune in to the child’s emotions and your own**

- Pay attention to your own emotions, from happiness to sadness to anger
- Understand that emotions are a natural and valuable part of life
- Observe, listen and learn how your child expresses different emotions
- Watch for changes in facial expressions, body language, posture and tone of voice.

### **Step 2- Connect with the child. Use emotional moments as opportunities to connect**

- Pay close attention to the child’s emotions
- Try not to dismiss or avoid them
- See emotional moments as opportunities for teaching.
- Recognise feelings and encourage the child to talk about his or her emotions – use language such as ‘**“You seem angry/upset to me” “I’m sorry this has happened, you must be feeling”**’
- Provide guidance before emotions escalate into misbehaviour  
**Remember: Connection before correction**

### **Step 3 – Listen to the child. Respect the child’s feelings by taking time to listen carefully**

- Take the child's emotions seriously
  - Show the child that you understand what he or she is feeling
  - Avoid judging or criticising the child's emotions
- Rapport before reason**

#### **Step 4 – Name emotions. Help the child identify and name emotions**

- Identify the emotions the child is experiencing instead of telling the child how they should feel
  - Naming emotions helps soothe a child
  - Set a good example by naming your own emotions and talking about them
  - Help the child to build a vocabulary for different feelings
- Name it to tame it**

#### **Step 5 - Find good solutions. Explore solutions to problems together**

- Redirect misbehaving children for what they do, not what they feel
- When children misbehave, help them to identify their feelings and explain why their behaviour was inappropriate
- Encourage emotional expression but set clear limits on behaviour
- Help children think through possible solutions
- Don't expect too much too soon
- Be aware of potentially difficult settings and be prepared to help the child through them
- Create situations where the child can explore without hearing lots of 'don'ts'
- Catch the child doing lots of things right and praise them
- Make tasks as fun as possible e.g. with a young child, tidying up together

#### **Negative Behaviour Strategies**

Sometimes the above approach may not be enough and, depending on the situation, it may be necessary to deal with behavioural difficulties in the following ways:

- Giving effective reprimands and reminders of appropriate behaviour.
- As a school we use a yellow and red card system, which acts as a visual reminder to encourage positive behaviours. These are to be used as part of the graduated approach to managing behaviour- please see below.
- Removing privileges and extra-curricular activities, e.g. trips, discos, parties, breaktime etc.
- Class Teacher to give own class detentions during a break time where applicable.
- Contacting parents to discuss ways of helping the child to improve his/her behaviour.
- Implementing one of the agreed sanctions.
- Use of Time out teaching partners
- In exceptional circumstances, where a child is demonstrating behaviour that presents as either a risk to themselves or others, reasonable force may be used (refer to the school's Physical Intervention Policy). Any physical intervention must be reasonable and proportionate to the circumstance and always be conducted in relation to the child or young person's age, gender, size, health, stage of development and other relevant factors.
- Any child who is found to have made malicious allegations, against a member of school staff, will be dealt with in line with the appropriate recognised policy and in full partnership with parents.

**Staff actions to promote excellent behaviour for all children**

Pre-emptive strategies: get “in front of” behaviour			
<p><b>To create a culture where kind, safe &amp; respectful behaviours are the norm and expected:</b></p> <ul style="list-style-type: none"> <li>• Strive to give children a strong sense of belonging to the community</li> <li>• Use frequent praise to reinforce expectations, including DoJo Points, weekly mentions, mentions trips, golden letters, lunch rewards and phone calls home</li> <li>• Make expectations explicit and repeat regularly</li> <li>• Take responsibility for implementing any individual behaviour adjustments or plans</li> <li>• Reinforce expectations and directly teach strategies through Collective Worship, Curriculum sessions including Talking Points</li> <li>• Model kind, safe, respectful words and actions at all times</li> <li>• Be vigilant and build relationships with all children and families</li> <li>• Know where children may be affected by SEND, attachment or trauma issues, and implement any adjustments agreed</li> </ul>	Look for “teachable moment”		
	<p><b>If behaviour is not as expected, then:</b></p> <ul style="list-style-type: none"> <li>• Identify if there is a problem and give child chance to reflect and adapt behaviour</li> <li>• Refer to class/school rules and reinforce expectations</li> <li>• help child use any individual strategies that have been agreed</li> <li>• Model good emotional regulation – speak calmly using positive age appropriate language, stay factual, don’t lecture</li> <li>• Where appropriate, use emotion coaching to help the child understand their emotion / give them strategies to deal with it. See structure above</li> </ul>	Use Consequences	
	<p><b>If previous strategies have not worked, or behaviour is more serious, then:</b></p> <ul style="list-style-type: none"> <li>• Use a Yellow Card as a formal reminder. As part of this, time out may be used to allow time for reflection and Emotions Coaching to support the child in understanding their emotions and strategies to manage these</li> <li>• Red Card (loss of playtime/ part of a lunch time). Where possible for this to be on the same day.</li> <li>• If this continues, the child to be sent to a partner class.</li> <li>• Give immediate Red Card for pushing, hitting, kicking and swearing</li> <li>• Report Time Out / Red Card on CPOMs and ensure appropriate staff are aware</li> <li>• Follow any individual behaviour plan</li> <li>• Model good emotional regulation</li> <li>• Stay factual and don’t lecture</li> </ul> <p><b>You may also:</b></p> <ul style="list-style-type: none"> <li>• Contact parents</li> <li>• Use Emotion Coaching</li> <li>• Carry out Restorative Conversation</li> <li>• Discuss with Inclusion Team</li> </ul>	Involve Others	
			<p><b>If behaviour continues or is more serious (eg bullying / hurting another person), severe swearing or verbal abuse, throwing object with intent to harm, threatening behaviour or language or complete non compliance after previous strategies used:</b></p> <ul style="list-style-type: none"> <li>• Report to member of the Senior Leadership Team</li> <li>• Record on CPOMS</li> <li>• Discuss with Parents’</li> <li>• Work with outside agencies (where appropriate)</li> <li>• Behaviour plans / home-school agreements where appropriate</li> <li>• Work with the Inclusion Team</li> <li>• Internal exclusion</li> <li>• Fixed term or permanent exclusion</li> </ul> <p>NB: racist incidents must be reported and logged on. Prejudice leaflets to be sent home.</p>

## **Physical Intervention**

The use of positive handling will always be used as a planned response. All other behaviour management strategies will be used before physical intervention.

At our school we believe that the use of positive handling is only necessary to prevent a pupil from:

- Committing a criminal offence;
- Injuring themselves or others;
- Causing serious damage to property, including their own;
- Emergency situations that will prevent a child from harm;
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in the classroom during a teaching session or elsewhere on the school grounds or off-site on an educational visit.

All staff receive Legal and Ethical training.

However, named individuals are trained in de-escalation and positive handling techniques. This CPD – Understanding behaviour level 1 and level 2 (previously entitled Coping with Risky Behaviours – CBR) is accessed via Karlene Calder at the TECT team. Identified staff are also scheduled to access Legal and Ethical training delivered by the City.

## **Other inappropriate behaviour incidents**

Some pupils on Pastoral support Plans for particular behaviour issues may be treated separately to the main Pastoral System at the discretion of the school professionals dealing with them. These pupils will have pen portraits outlining strategies appropriate for the individual.

Other inappropriate behaviour incidents will be dealt with in the following ways:-

- The class teacher will endeavour to use his/her own classroom management techniques to deal with the pupil in the first incident. This may take the form as strategies previously mentioned or it may be necessary to use a positive behaviour management approach including through using a behaviour target chart with the child. Staff will make the targets achievable and realistic for both themselves and the pupil.
- Bullying and prejudice-based incidents are logged in line with the British Values agenda and a form is completed entitled Bullying/Prejudice-Based Incident Report Form where 'Bullying' includes incidents involving religion/belief, disability/SEND, gender, gender re-assignment or sexual orientation and a copy is sent to the Senior Leadership Team for monitoring.

## **Suspensions /Exclusions**

If a pupil who has gone through the other behaviour regulation procedures / stages then steps will be taken by the Executive Headteacher/Head School to investigate and consider enforcing a suspension / exclusion from school.

Our school aims to:

- Ensure that where used, the exclusions process is applied fairly and consistently
- Help governors, staff, parents and pupils understand the exclusions process
- Ensure that pupils in school are safe and happy
- Prevent pupils from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. As a school we follow the statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023. For further details about Suspensions and Exclusions, please see our Suspension and permanent exclusion policy

## **PASTORAL SUPPORT**

There is an Inclusion Team at each school and a number of support staff that support the pastoral elements of the school. These staff are able to support in a variety of ways to support and promote positive behaviour and learning attitudes.

## **DISCLAIMER**

If any alterations are required to the above sanction procedures due to particular circumstances arising that adversely affect the learning environment, the Head Teacher has the right to increase the staged approach to reflect this more appropriately. This will be verified and agreed with the Chair Of Governors in the first instance and ratified by the full governing body at the next appropriate meeting