

EASTWAY PRIMARY SCHOOL



Behaviour Regulation Policy

Written June 2021, last reviewed July 2024

Reviewed by Governors July 2024

Rationale

Our school is committed to the social, emotional, mental health and well-being of all members of the school community. We are attachment friendly and trauma informed and our policy is based on up to date research, knowledge and understanding of neuroscience and child development. At Eastway we expect all adults respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. We focus on teaching, rather than punishing.

We recognise that understanding our emotions is a key aspect of managing behaviour. Our Behaviour Regulation Policy outlines the key principles and practices that reflect our school ethos and continue to create a calm and purposeful environment for all. We are an inclusive school and adapt our approaches to meet the needs of all children. A growing number of children on the SEN Register at Eastway have Social Emotional and Mental Health as their primary need. We recognise that children may present challenging behaviours or become dysregulated whilst in school and it is everyone's responsibility to support these children. In our school we put relationships first, recognise and manage our own emotions and see behaviour as a means of communicating need. We have a whole school culture that promotes strong relationships between staff, children and their parents/carers. Everyone works hard to create a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

Eastway Primary School treats all children with unconditional love, positive regard and respect and has high expectations for both adults' and children's learning and social behaviours and ability to self-regulate. It prides itself on excellent relationships and high level of care for all in our school community. We understand that positive behaviour can be taught and needs to be modelled. We understand that behaviour is a way of communicating and can signal a need for support which we will provide without diluting our expectations and the need for rules and boundaries. All adults in school take a non-judgmental, curious and empathic attitude towards behaviour. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

Underpinning this policy, is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour, develop reflective thinking (using the restorative approach) and give our children confidence to think for themselves and make sense of experiences, hopefully beyond school and into the 'real world'.

Aims

This policy aims to:

- To provide a clear and consistent whole school approach to how we teach our children about emotions, how to regulate and manage challenging behaviour
- Outline the key principles and practices used when supporting children to regulate their emotions based on an awareness of attachment and trauma
- Reflect SEN Code of Practice, DfE Guidance and our whole school attachment aware and trauma informed practice
- Stop certain practices that are emotionally harmful to children (e.g public shaming and shouting) and focus on a positive approach by all
- Maintain clear boundaries and expectations around behaviour.

- Encourage family engagement and involvement when addressing and planning support for child's SEMH needs.
- **Define** what we consider to be unacceptable behaviour, including bullying
- **Identifying when and what support a child may require in addition to our whole school provision and working with outside agencies when needed**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Demonstrate a commitment to staff training in attachment, trauma and mental health

Code of Conduct

Our School Code of Conduct is:

READY, RESPECTFUL, RESPONSIBLE

Pupils are expected to:

BE READY

- Ready for learning
- Ready to listen & contribute
- Ready for school, on time, in uniform and with all they need
- Ready for change- prepared for transition
- Ready to make a difference

BE RESPECTFUL

- Demonstrate self-respect
- Respect for others
- Respect for authority
- Respect for property
- Respect for differences

BE RESPONSIBLE

- Take responsibility for your own actions
- Take responsibility for your learning
- Take responsibility for the part you play and contribute to your community
- Take responsibility for the part you play and contribute to the wider world
- Take responsibility for your own and safety of others

Our Whole School Approach

We have a whole school, consistent approach. All staff have high expectations of all pupils. We are calm, loving and accepting of all. Staff make their expectations explicitly clear and use a consistent approach to reminding children, referring to our school code of conduct.

“Remember our Code of Conduct, we expect to see..... At Eastway, thank you.”
“..... we in our school/classroom, thank you.”

“Jane, we remember to walk in the corridors, we are responsible for our safety, thank you”

“Tim, we respect our classroom equipment, thank you.”

“Shona, we show that we are actively listening and ready to learn now, thank you.”

Praise and Consequences

It is an expectation that all children behave well and agree and work with our Code of Conduct. We want the children to aspire for more and get recognition when they do. Positive behaviour may be recognised and rewarded with:

- Specific Praise
- Positive Postcards
- Class DoJo Points for our Base Classes
- Recognition Boards
- Take Home Bear for EYFS/KS1
- Secret Agent KS2
- Letters or phone calls home to families
- Stickers
- Pride of Eastway Postcards
- Headteacher Hot Chocolate Friday Reward
- Feastway Top Table
- Choose Time (for specific pupils working on Token System)
- Special responsibilities/privileges
- Visit to SLT & Subject Leads
- House Points

Consequences and Support

The primary focus of discipline at Eastway is to teach children. Consequences will relate to each child and the behaviour that they have displayed. When children do not follow our code of conduct, despite reminders or support, they understand that they will face a consequence, this will be explained to them in private with a focus on support and reminding rather than punishing. Children are given options in school to self-regulate and receive support in managing their emotions. Here are some strategies that we use:

- Emotion Coaching
- Time Out
- Exit Cards
- Reflection Time
- Safe Spaces
- Given a specific responsibility
- Visual Reminders

- Alternative Schooling Plan
- Sensory Breaks
- Adapted Timetable
- Alternative timetable
- Meeting with parent/ carer
- Restorative Justice

Classroom Management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a calm and ordered environment that encourages pupils to be engaged and motivated to learn
- Display the whole school code of conduct and their own classroom charter
- Be aware of the expectations for Quality First Teaching and adaptations in relations to the SEN Code of Practice and Eastway 'Good SEND Provision is Good Provision for All' Universal offer.
 - Develop a positive relationship with pupils through:
 - Greeting pupils in the morning and after breaks
 - Establishing clear predictable routines and visual reminders
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Have a consistent and persistent approach for dealing with low-level disruption
 - Concluding the day positively and starting the next day afresh

Eastway Curriculum

We advocate direct teaching of social skills, emotional regulation and mental health at Eastway. This is reflected in our Monday morning assemblies where the headteacher sets the focus and the tone for the week with key reminders and teachings. We have a whole school plan and progression map for the teaching of Personal, Social, Health Education and Relationship and Sex Education. We talk openly and directly to pupils about emotions and feelings, how to recognise, talk about and support ourselves and others.

We use Zones of Regulations and SCERTS© Model (Social Communication, Emotional Regulation and Transactional Support) with those children who need additional teaching, support and reinforcement.

Dysregulation

At Eastway all staff are trained to deescalate behaviour, recognise when children are in crisis and how to respond. Staff understand that when children are in a highly emotional state, their brain does not respond as it would normally, children may not be able to listen, comprehend or cope.

We follow the neurosequential model and the 'bottom up' approach to supporting children who are dysregulated.

REGULATE

RELATE

REASON REBUILD

When children are regulated and ready to reason, we use the PACE approach to support them in understanding their emotions and reflect with an adult.

PACE is an approach developed by Dr Dan Hughes, an American psychologist who works with traumatised children.

PACE stands for Playfulness, Acceptance, Curiosity and Empathy.

These principles help to promote the experience of safety in our interactions with children, Children need to feel that adults have connected with the emotional part of their brain before they can engage the thoughtful, articulate, problem solving areas. Once a child feels that adults have connected with their level of emotion, they can stop showing their emotions through their behaviour.

Pupil support

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. Where necessary, support and advice will also be sought from specialist teachers, outreach services, 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 families to create the plan and review it on a regular basis. See our School Policy on Attachment, Trauma and Supporting Mental Health, SEN School Information Report and Wirral Local Offer for ways in which we support the needs of our most vulnerable pupils. If staff have concerns about a child, they can complete Child Causing Concern Google Form to be discussed at half termly Pastoral Spotlights Meeting.

Positive Handling

Physical contact may be used by all members of the school staff to support, comfort or direct children without the use of force. The use of positive handling may be used in order to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided by training, Wirral LA and our Positive Handling Policy; children's dignity and rights are respected at all times. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff are trained regularly and key members of staff have Team Teach training. Parental permission may be sought in advance if deemed necessary in accordance with the child's plan. Any physical intervention should always be recorded correctly and the headteacher and parent/carers informed within 24 hours.

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 three transition meetings in the summer term, during the final session all plans for individual pupils will be reviewed and new targets set with their receiving teacher.

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.

Suspension

Suspension will only be used as a last resort or in extreme cases of misbehaviour or physical violence. Emphasis is placed on reintegration following any exclusion from school, the child, school and families will attend a meeting to discuss what led to the escalation or incident and agree a plan of support and improvement. Children have a right to be in class and have access to the full curriculum offer. If a child is given the option to use an Exit Card and Planned Break for regulation, this must not extend beyond 30 minutes. Beyond this will lead to an Internal Suspension and the procedure for suspension should be followed. Permanent exclusion will occur only when all other avenues have been exhausted. . Only the headteacher of a school can suspend or permanently exclude a pupil on disciplinary grounds. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. All suspensions will be reported to families and Wirral LA without delay (this will include LACES team and Social Worker if CP/CLA). Agreed model letters and leaflet should sent home and paper copy given, stored on CPOMs and P File.

Reporting and Record keeping

Behaviour should never be discussed in front of a child. This is shaming the child and not in line with our behaviour policy and trauma informed approach. Class teachers are responsible for informing families regarding a behaviour concern in the first instance and log concern on CPOMs. If this is a repeated or one off significant concern the headteacher should be informed without delay. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records. All actions and outcomes should be entered on CPOMs, our electronic monitoring system within 24 hours.

Training

Our staff are provided with training on SEMH, regulating behaviour, including proper use of positive handling, as part of their induction process.

Behaviour and Social, Emotional and Mental Health is always part of continuing professional development at Eastway due to the context of the school and children. Our Operations Manager keeps all staff training records, reports termly to governors and reviews with the headteacher.

Bullying

Bullying is NOT tolerated at Eastway. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

We teach the children at Eastway the STOP approach when they need to identify bullying.

S- Several

T- Times

O-On

P-Purpose

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy, see our Anti- Bullying Policy.

Roles and responsibilities

The governing board

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

The Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy and our whole school principals consistently
- Developing and building relationships
- Understanding why and how children may behave differently
- Adapting approaches to managing behaviour to meet the needs of all children
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents, keeping accurate records and writing support plans for children who need them
- Ensure coverage of the RSE & PSHE Curriculum and direct teaching of emotion regulation

The senior leadership team will support staff in responding to behaviour incidents.

Families

Parents/ Carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school and decisions made in terms of appropriate consequences
- Attend training and support session on supporting children with their social emotional and mental health

This behaviour policy is linked to the following policies:

- Positive Handling Policy
- Attachment, Trauma and Mental Health Policy
- Relationship and Sex Education Policy
- Staff Handbook and Induction Procedures
- Anti-Bullying Policy
- SEND Information Statement
- Safeguarding Policy

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in School Feb 2024](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#). In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online
- [Suspensions and Permanent Exclusion Guidance Sept 2023](#)

School have used the [DfE Audit and Planning Tool April 2024](#) to complete a full stakeholder review of behaviour in April 2024 to inform policy revision and will be completed annually as part of school development planning.

The principles of our policy and practice have been informed by further reading, whole school training and staff development, mainly:

- University of Chester and Wirral SEN & Inclusion Team training and school support for Attachment, Trauma and Mental Health
- Brighton & Hove: Developing An Attachment Aware Behaviour Regulation Policy 2018
- Paul Dix, When the Adults Change, Everything Changes
- Dan Hughes, Belonging: A Relationship-Based Approach for Trauma-Informed Educati

Appendix 1:



Eastway Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- The Code of Conduct is clear, understood and followed by all
- We have agreed and consistent classroom expectations and predictable routines to ensure psychological safety
- Eastway has a culture of love and respect and relationship building is a priority
- Adults working in school know that all children must be free from harm and humiliation. We never shout, belittle and isolate pupils
- We praise in public and remind in private
- We use the PACE approach to work with pupils when they are dysregulated
- Recognising and Regulating Emotions is explicitly taught at Eastway
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- All agreed strategies are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, families and staff
- All staff have a responsibility to remind pupils of the Code of Conduct and our Eastway Expectations
- At Eastway we recognise that the 'behaviour we accept, is the behaviour we expect' so there is a collective responsibility for all
- We have an agreed language to remind all pupils of our expectations. We use the child's name, we link the behaviour we do not accept to our Code of Conduct and say thank you.
- Eastway will only use suspensions as a last resort, and inline with the updated DfE Guidance 2023 and only the headteacher can use suspensions, including internal.
- Pupils are helped to take responsibility for their actions and all adults in school know it is their responsibility to teach child to recognise and respond appropriately
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- A child's behaviour is never discussed in front of a child, this is public shaming tactic
- Staff training on behaviour, attachment, trauma, social, emotional and mental health is a priority, regular updates are included annually and as part of induction.

The Governors at Eastway also emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Governors on and will be reviewed every 12 months.