

EASTWAY PRIMARY SCHOOL



Behaviour Regulation Policy

Written June 2021

Approved by Governors June 2021

Reviewed September 2022

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. 50% 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 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 and a **sense of belonging**. Everyone works hard to create a positive school culture and climate that fosters connection, inclusion, respect and acceptance for all members of the school community.

Eastway Primary School treats all children with unconditional love, **positive regard** and respect. The school 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 signals 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 **and take responsibility**- 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 and how we 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 changes in 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 and 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 recognised and rewarded with:

- Verbal 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 Parents
- Stickers
- Going for Gold Award
- Headteacher Golden Friday Reward
- Feastway Top Table
- Choose Time (for specific pupils working on Token System)
- Special responsibilities/privileges
- Visit to SLT & Subject Leads
- House Points

We expect all children to be ready to learn and regulate their emotions; we call this, Good to Be Green. All children are expected to be Green and they should aspire to work for Gold, this is called Going for Gold. A child from each class, who goes ‘over and above’ will be rewarded with a Gold each week and spend time with the Headteacher for their Friday Reward, ice cream, games club, hot chocolate, story time. Sometimes children need thinking time to reflect on their behaviour choices, they will be given a Thinking Cloud. If they need further reminding they receive a Yellow Card and will spend time with the adult, reflecting on their behaviour and how they can make it better. For more serious incidents or persistent disruptive behaviour children may receive a Red Card (see Appendix 2). This is in line with our previous Behaviour Policy and is an element that both families and children wished to continue, it is currently being phased out as it does not align with our revised behaviour principles.

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 display negative behaviour 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
- Safe Spaces
- Given a specific responsibility
- Thinking Cloud Time
- Yellow or Red Cards
- Visual Reminders
- Alternative Schooling Plan
- Sensory Breaks
- Alternative timetable
- Meeting with parent/ guardian
- Restorative Justice

Removal from class

All children have the right to all learning opportunities. At Eastway we do not advocate children being segregated from their peers. There may be some occasions however where it is in the best interests of the child or those children within the classroom that removal is used as an effective strategy.

Removing pupils is not the same as:

- Asking a pupil to step outside the classroom for a conversation or a quick word with a teacher
- Separating a pupil for sensory input or cognition breaks from learning, as might be the case with some pupils with special educational needs.

Teachers should only use removal if they have a suitable removal location and staff available to supervise the child. No child should be removed from class without a member of the senior leadership team being made aware. Parents/carer must be informed if a child has been removed from a lesson. Removal from a lesson should be a short-term solution in regulating a child to return to class. If a child is missing from their class for more than 2 hours then we record this as an internal exclusion. Only the headteacher can authorise this and it must be shared with parents using the model Internal Exclusion Letter. All removals from class should be recorded on CPOMs and the leadership team will monitor for any patterns or concerns every half term.

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
- Display the whole school code of conduct and their own classroom charter

- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines, whole school timetable and visual reminders
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

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.

We:

- ✓ 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 parents 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.

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.

Suspensions

Suspension from school (previously known as a fixed term exclusion) will only be used as a last resort or in extreme cases of persistent disruptive behaviour or physical violence. Emphasis is placed on reintegration following any suspension 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 action for improvement. Permanent exclusion will occur only when all other avenues have been exhausted, unless it is the considered opinion of the headteacher, after consultation with senior colleagues and external support, that there is no other alternative. In all cases of **suspension** or exclusion a clear

code of practice will be followed, as a Wirral LA school we follow and adhere to their policies and procedures.

Record keeping

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 consequences or concerns should be entered on CPOMs, our electronic monitoring system.

Training

Our staff are provided with training on SEMH, regulating behaviour, **including de-escalation and appropriate 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 and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [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

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 Education



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
- Eastway has a culture of love and respect and relationship building is a priority
- 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
- Rewards, Consequences and Positive Handling are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, families and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- Staff training on behaviour, attachment, trauma, social, emotional and mental health is a priority

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.



Appendix 2

EASTWAY BEHAVIOUR SYSTEM

GOING FOR GOLD

We want children to go 'over and above' and have high aspirations
They are recognised and rewarded for this.

THINKING CLOUD

- Remind child of our expectation
- Aims to support children in making a good choice to improve their behaviour

GREEN CARD:

Children are expected to be green, ready to learn, regulated and calm

YELLOW CARD: Consequences

- In class: miss 5mins of next break
- On yard: 5mins out of play, standing by fence
- In canteen: move to sit away from class to eat

Whoever awards the yellow card oversees the consequence and informs class teacher. This time to discuss the behaviour and support the child in making the correct choices.

THINKING CLOUD

- Remind child of our expectation
- Aims to support children in making a good choice to improve their behaviour

RED CARD Consequences

- In class: miss next break & phone home
- On yard: sent in to class teacher & phone call home
- In canteen: escort to SLT with their lunch to eat in SLT office

Whoever awards the red card escorts child to new area, informs class teacher, calls home and adds to CPOMS
If a child receives 2 red cards in a week, they will need to be identified for additional support. This will be pupil specific.