

Littledean Church of England Primary School and Pre-School

Behaviour Regulation Policy

At Littledean C of E Primary School we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning, building positive relationships between children and staff and children with their peers. We understand that part of our role, in partnership with home, is to help children to understand what is right and wrong.

Underpinning this policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and make sense of their own lives and experiences, hopefully beyond school and into the 'real' world.

Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual trust and respect between members.
- To help children to develop a sense of worth, identity and achievement.
- To help children to become self-disciplined, able to accept responsibility for their own actions and make positive choices.
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.
- To promote relationships where we understand each other, enabling everyone to work together with the common purpose of helping all children to achieve their best.

Our ethos is to build relationships by recognising every child as an individual, building self-esteem, self-confidence and self-awareness.

'Loving one another, building each other up'

Our Approach

Our school takes a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for reparation. The key points in regards to our approach to behaviour regulation are:

- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Behaviour is a form of communication. We view behaviour as a communication of an emotional need (whether conscious or unconscious), and we will respond accordingly.
- Taking a non-judgemental, curious and empathetic attitude towards behaviour. We encourage all adults in school to respond in a way that focuses on the feelings and emotions that might drive a certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be viewed as vulnerable rather than

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troublesome, and we all have a duty to explore their vulnerability and provide appropriate support. Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, children and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community (see Appendix 1)
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children to feel safe, their educational environment needs to be high in both nurture and structure. Children need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Rewards and consequences following certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise a child from their peers, school community and family, leading to potentially more negative behaviours.
- Not all behaviours are a matter of 'choice' and not all factors linked with the behaviours of a child are within their control. Therefore the language of choice, e.g. good choice/bad choice, is not always helpful.
- Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for children's social and emotional needs. 'The parent-child connection is the most powerful mental health intervention known to mankind' (Bessel van der Kolk).

Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour (see Appendix 2 for more information).

Step 1

Recognising the child's feelings and empathising with them.

'I understand how you feel, you're not alone'

Step 2

Labelling the child's feelings and validating them, let them know it is okay to feel that way.

'I can see that you are feeling

Step 3

Set limits on behaviour (if needed).

'It's not always possible to get what we want'

Step 4

Problem solving with the child.

'We can sort this out/ we can fix this this'

Where a restorative approach is needed the following areas will be considered/discussed with the child

1. What happened?
2. Who was affected?
3. What were you feeling? What were others involved feeling? (Emotion Coaching may be needed).
4. How can we make things right?

Promoting Engagement and Self-Regulation

- Class expectations are generated by the children. They are displayed in each classroom and should be re-visited with the children at the beginning of each term and at other times when necessary.
- Class teachers, support staff and children devise these at the beginning of the academic year. They are intended to be guidelines of behaviour expectations that both children and adults would like to see in their classroom. They should focus on the positive not the negative.
- All classes use circle time and class worship as a tool for promoting positive behaviour. Circle Time sessions may be a combination of games and opportunities for children to respond positively to each other in a safe, friendly environment. They may also provide the class with an opportunity to discuss and reflect upon situations that have been difficult to manage, to then consider ways in which the situation can be managed more successfully in the future.

Rewards

Positive awards are available for children throughout the day. These aim to promote confidence, competency, motivation, help children to develop growth mind-sets and promote positive social behaviours. These include:

- Verbal praise and personal feedback on behaviour and engagement
- House Points – Each child in the school belongs to a house; Foxes, Badgers, Hedgehogs and Squirrels. The children can earn points for improvement, challenging themselves and good team work. The House Points are counted weekly and announced in Celebration Worship. The winning house each term receives an ‘afternoon of fun’.
- Sharing learning with other teachers, senior leaders and the Head Teacher
- Celebration Worship – certificates for ‘Learner of the Week’ and the ‘Values Award’.

Each class also has bespoke awards relevant to the age and stage of development of the children. These change according to the cohort of children and what they find motivational.

Staff Responsibility

Developing supportive relationships with the children in our school is the responsibility of all members of staff. Staff will seek to understand the child's perspective of a situation, strive to understand the child's feelings whilst maintaining firm but fair limits on behaviour.

It is the responsibility of Class Teachers to develop empathetic relationships with their children and ensure that school expectations are applied fairly in their classes. Class Teachers have high expectations of the children in regards to behaviour and strive to ensure that all children work to the best of their ability. The Class Teacher is a social, emotional and learning role model for all children.

Monitoring and Reporting Behaviour Patterns

Every adult in the school is able to report behaviour using our online reporting system 'My Concern'. This system is monitored by the Senior Leadership Team. Patterns, trends, actions and impact are reported to the Governing Body in the Head Teacher's Report. No individual children are identified.

Where a child requires persistent adult support to regulate behaviour, they will be given a Behaviour Reflection Journal which is carefully monitored by the class teacher and used to review the child's behaviour throughout a week. Parents will be informed. Following the review and reflection by the child, they may no longer require this intensive support. If there is no change, then it would be escalated Behaviour Reflection Journal which would be monitored by a member of the Senior Leadership Team, in collaboration with the child's parents.

Additional Needs

We acknowledge that some children's behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. The SEND Policy should be read for how additional needs are supported in the school.

Risk Assessment

At times may be necessary to conduct a risk assessment for the particular behaviour demonstrated by a child. We will attempt to reduce risk by managing:

- The environment
- Our body language
- The way we talk to the children
- The way we act
- By personalising curriculum and other learning programmes

Exclusion

The exclusion of a child from the school is always a last resort and not a decision that is taken lightly. However, the school does and will exclude children for persistent abusive or

violent behaviour or repeated and escalating low level disruptive behaviour which affects the learning of other children.

It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied.

We abide by the DfE guidance on this and report any exclusions routinely to the Local Authority, following local and national guidance.

This policy should be read in conjunction with the following policies:

- Anti-Bullying and Cyber Bullying
- Child Protection/Safeguarding
- Equality
- Positive Handling
- SEND
- Inclusion

Reviewed: Sept 2023

Appendix 1

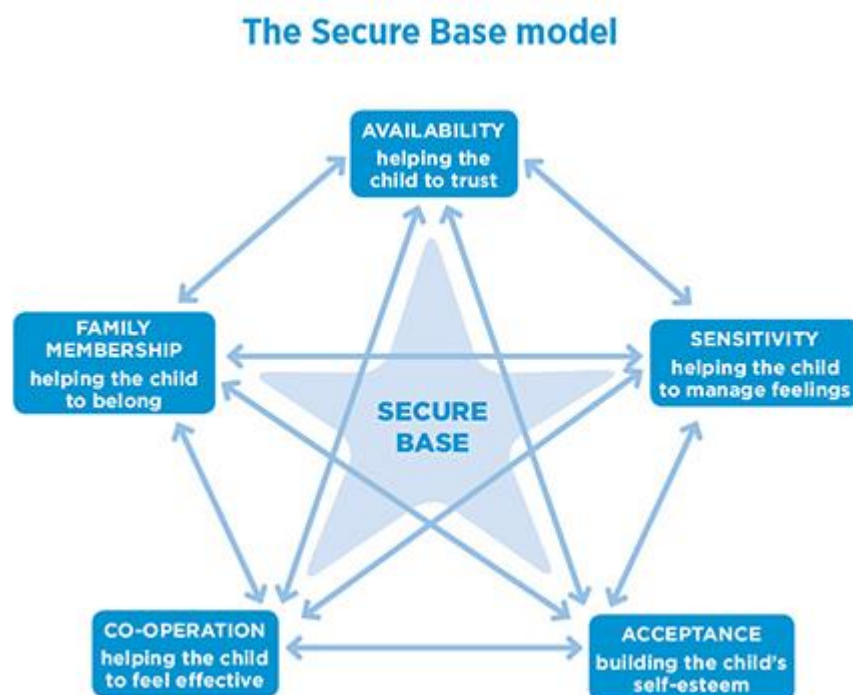
Relationships

'All of us, from the cradle to the grave, are happiest when life is organised as a series of excursions, long or short, from the secure base provide by our attachment figures' (Bowlby, 1988).

Bowlby described how having a secure base is provided through a relationship with one or more sensitive and responsive attachment figures who meet the child's needs and to whom the child can turn as a safe haven, when upset or anxious.

'The concept of a secure base is essential in our understanding of relationship formation and children's development. It links attachment and exploration and provides the basis of a secure attachment' (Schofield and Beek, 2014).

The Secure Base Model is a resilience based model that provides a positive framework for therapeutic caregiving that focuses on the interactions between caregivers and children on a daily basis. Research (Beek and Schofield 2004 and 2005) has demonstrated that, over time, positive caregiving across the five dimensions provides a secure base from which the child can explore, learn and develop in a positive direction.

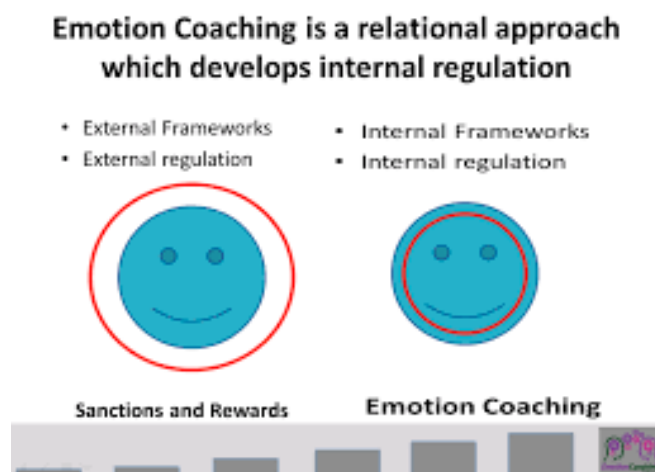


We all need a secure base in life. School is an important secure base for all children and young people, but for some, it may be the only secure base that they have experiences and therefore is hugely important.

Appendix 2

Emotion Coaching

Emotion Coaching was originally a parenting strategy (John Gottman, 1997) which has been developed by Dr Janet Rose and Louise Gilbert and applied in the school environment. They took Gottman's five steps of Emotion Coaching and developed a school friendly program that uses four core steps to help engender emotional resilience, empathy and problem solving skills within children and young people (Rose et al 2015). This is focused at the whole school level. Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation.



The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice.
- Behaviour is communication.
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009).
- 'Emotion Coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017).
- Children cannot successfully self-regulate their emotions unless they have experiences and internalised co-regulation (an adult tuning in/empathising with their emotional state and thus 'containing' – sharing, supporting and carrying – their emotional state).

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Research into Emotion Coaching as a whole school approach suggests that it can improve the child's ability to regulate their feelings and has a positive impact on teacher/child relationships.

'Emotion Coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff and families' (Gus et al, 2017).