



Behaviour Regulation Policy

Broadmayne First School

Approved by:
Governing Body

Date: May 2022

Last reviewed on: May 2022

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1.Introduction

At Broadmayne First School we recognise that understanding emotions is a key aspect to understanding and managing behaviour. A relational approach enables children to learn how to manage their behaviour, creating an environment that is conducive to learning, and building positive relationships between children and staff.

We understand that part of our role, in partnership with home, is to help pupils 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, that behaviour is not ‘fixed’, and that everyone can be supported to achieve positive changes.

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, beyond school and into the “real” world. We aim to develop their resilience, so they are able to cope with the difficulties that life can bring, and also to take pleasure in positive experiences.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with the SENDCo or the headteacher.

In order to achieve our intended outcomes, the school uses the Dorset STEPS approach to ensure a consistent, relational approach from all staff, and across all areas of the school.

2.Policy Statement

This policy was based on work with Kate Carter Associates, Dorset County Educational Psychology Service and Dorset STEPS training. It includes input from: members of staff, the governing body, parents and carers and pupils.

3.Policy Scope

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

4.Policy Objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the



whole school community. Our school treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

5. Policy Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between all
- To help children develop a sense of worth, identity and achievement
- To help all 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, to cooperate and to appreciate other ways of thinking and behaving

We aim to achieve this through a school behaviour policy based on rights, responsibilities and respect, and our three values of kindness, respect and safety. Recognition of good behaviour, strong relationships, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

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

Our curriculum allows each individual to follow a pathway of learning that builds on their interests and strengths and supports their academic growth.

Our approach to learning supports recognition and inclusion for all within the local, national and international community.

Our work with the community builds sustainability in relationships and connects our students with relevant learning opportunities.

6. Roles and Responsibilities

Maintaining good behaviour is the responsibility of all staff, governors, parents and carers. We expect our staff and parents/carers to be good role models for our children as we develop their attitudes for all aspects of life.

We recognise that safety cues for children come from our routines within school, and as such we have the following expectations for all staff:

- Every child is greeted personally at the beginning of the day
- A visual timetable in every class
- Routines for mornings, break and lunchtimes and the end of the day



- Adults not only support children with positive behaviour, but have a responsibility to model good relationships and positive talk for the children around them
- All staff act as the 'emotionally available' adult within school to support children's wellbeing

7. Approach

Our school takes a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for reparation. We will not use practices that can be emotionally harmful (e.g. public shaming - including the use of sad faces against names on classroom boards). We base our approach to managing behaviour on the following tenets:

Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).

Equality treats everyone as if they were the same, requiring the same support and opportunities to reach the same outcome. At Broadmayne we recognise that different children will need different support to reach a similar outcome for all. We therefore seek to practise equity within the school - we work to identify what our children need and provide this in order to ensure everyone has the same opportunities. We treat children differently depending on their needs.

Behaviour is often a form of communication.

We view behaviour as a communication of an emotional need (whether conscious or unconscious), and we will respond accordingly.

We take a non-judgmental, curious and empathic attitude towards behaviour.

We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviours. Children with difficult behaviours need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.

We put relationships first.

We work to create a school ethos that promotes strong relationships between staff, pupils and their parents/carers. We focus on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.

We maintain 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 pupils feel safe, their educational environment needs to be high in both nurture and structure. Pupils 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. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and



ostracise pupils from their peers, school community and family, leading to potentially more negative behaviour.

We understand that not all behaviours are a matter of ‘choice’ and not all factors linked to the behaviour of pupils are within their control.

Therefore the language of choice (e.g. ‘good choice/bad choice’) is not always helpful, and needs to be used carefully.

We believe that parental engagement and involvement is absolutely crucial when addressing and planning support for pupil’s social and emotional needs.

We always try to involve parents in any work we undertake with children. When creating STEPS risk assessments, we share these with parents, and encourage a consistent approach between home and school.

We use the PACE approach when interacting with children

As designed by Dan Hughes (Appendix 1c)

We use the principles of Emotion Coaching:-

Step 1: Recognising, empathising, soothing to calm (‘I understand how you feel, you’re not alone’) - co-regulation leading to self regulation

Step 2: Validating the feelings and labelling (‘This is what is happening, this is what you’re feeling’)

Step 3 (if needed): Setting limits on behaviour (‘We can’t always get what we want’)

Step 4: Problem-solving with the child/young person (‘We can sort this out’)

Secure, nurturing environments and stimulating, engaging experiences support the development of neuronal networks, helping to build brains.

8. Strategies to support emotional regulation and behaviour

We do not take a ‘one size fits all’ approach to helping our children manage their emotional regulation. However, we recognise our role is to ‘teach’ good behaviour, and we use a range of techniques in order to support this. Every child and situation is different, and it is our positive relationships that we build with our children that allow us to choose what would be most suitable at any given time. Teaching behaviour is about:

- Relationships – Sharing positive relationships with children and acting in a consistent and fair manner is the most effective way of ensuring a positive and engaging learning environment.
- Role Modelling – Using words and actions that mirror the responses we are trying to encourage in children.



- Consistency – Working out the best way to support each individual child and ensure that approaches to that child are consistent.
- Scripts and Routines – Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual.
- Positive Phrasing – Disempowering challenging behaviour by offering positive phrasing, limited choices, and appropriate consequences but with limited language.
- Planning – making sure that responses to likely negative behaviour are planned for in advance to ensure that people know what to do and are not taken by surprise. (Roots and Fruits diagrams and behaviour plans support this- see Appendices)
- Positive reinforcement and recognising prosocial behaviours – Noticing when children are demonstrating socially acceptable behaviours
- Comfort and Forgiveness – Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given. Demonstration of forgiveness and the ability to ‘move on’ from a recognised incident, as part of our ‘Restorative Justice’ approach.

It is essential that we analyse children’s behaviour and do not judge it. Finding out why a child acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the child, and staff talk about actions and behaviours in a non-judgemental way in order to help achieve this. As a school we recognise that a clear, consistent approach, with a structure that children understand is essential to ensuring a child feels safe within school, and supports prosocial behaviour.

Strategies that are often used include:

- deflection and redirection techniques
- highlight acceptable behaviour demonstrated by others – name the good behaviours
- communication and support to ensure that the child feels safe and understands what is happening
- thinking time/ time to process, supported with visual support and timers
- social stories/cartoon strips
- sharing incidents of negative behaviour with significant adults eg. comments in home / school books or behaviour monitoring book
- removal from the scene of the incident until ready to return to planned activities
- working in another class or quiet room, with different teacher or teaching assistant
- working inside/outside the classroom
- time away
- Adapted routines for those who find transitions difficult



9. Behaviour Plans and Risk Assessments

Pupils who need a behaviour plan are those pupils whose needs are exceptional and those for whom the usual everyday strategies, techniques and approaches (as detailed within this behaviour policy) are insufficient. Typically this will include pupils who may, at times, need some specific form of intervention to maintain their own safety and that of others and to ensure learning takes place for all.

A plan will:

- involve parents/carers and pupils to ensure they are clear about what specific action the school may take , when and why
- take into account the age, understanding and competence of the individual pupil
- be based on the premise that positive experiences create positive feelings and positive feelings create positive behaviour.

Behaviour plans are informed by a series of reflective documentation – following the Dorset STEPs recommended ‘Flow Chart’.

1. Firstly, staff will assess against the STEPS risk calculator (Appendix 2) and an conscious/unconscious behaviours assessment (Appendix 3)
2. They will then complete an anxiety map to inform relevant actions and strategies, using the ‘Predict and Prevent’ mini plan.
3. The staff team are encouraged to complete a Roots and Fruits analysis if further information is required.
4. a ‘Risk Reduction Plan’ is then created, which outlines how we are going to respond to a particular behaviour in a classroom to avoid escalation of negative behaviour and also to encourage prosocial behaviour.
5. These are formulated by the class teacher and the SENDCo and should be shared with all staff who have a part in implementing it.
6. Parents may be included in its design and implementation in some cases and will, in all cases be given a copy of any plans.
7. Plans are regularly revisited and reviewed

8. Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in school:

- SRE Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy



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- Child Protection Policy
- E-safety policy



APPENDIX 1a

Attachment Aware Principles

Attachment Theory is increasingly being recognised as one of the key theories within child development that explains why some children and young people do better in school and life than others.

Attachment is central to our well-being and affects us all. Our school policy endorses the principle that attachment is everybody's business. We are all shaped by our early relationships and our behaviour is influenced by our attachment experiences. '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 provided by our attachment figures' (Bowlby, 1988)

Bowlby described how 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 (Bowlby, 1988). 'The concept of a secure base is essential to 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)

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 experienced and therefore is hugely important.



APPENDIX 1b

Emotion Coaching

Emotion Coaching is an approach that focuses on the development of emotional regulation through supportive relationships. It can benefit not only children but also parents/carers and professionals, to better understand and regulate their emotions, in order to manage strong feelings and take ownership of behaviour.

Emotion Coaching offers practical steps for responding to behaviour, and is linked to key attachment concepts, such as the importance of connection.

Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.

The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a 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 experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying – their emotional state). This also involves explicit teaching and modelling.



APPENDIX 1c

PACE/PLACE

The PACE approach was developed by the clinical psychologist Dr Dan Hughes, through his work with children who have experienced abuse and neglect.

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

More recently, the acronym PLACE has been used, to include a fifth element: LOVE.

LOVE is about creating loving relationships - all children need positive relationships and to experience being held in high regard.

More information can be found at ddpnetwork.org/about-ddp/meant-pace



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Appendix 2-STEPS Risk Assessment Calculator

Name	
DOB	
Date of Assessment	

Harm/Behaviour	Opinion Evidenced O/E	Conscious Sub-conscious C/S	Seriousness Of Harm A 1/2/3/4	Probability Of Harm B 1/2/3/4	Severity Risk Score A x B
Harm to self					
Harm to peers					
Harm to staff					
Damage to property					
Harm from disruption					
Criminal offence					
Harm from absconding					

Seriousness	
1	Evidence of upset or disruption.
2	Evidence of needing support internally from our school resources – e.g first aid, nurture, budget allocation.
3	Evidence of needing intervention from external agencies outside of school resources – e.g. hospital, professional counselling or group work, insurance claim.
4	Evidence of harm that cannot be resolved e.g. disability, sectioned mental health, loss through arson.
Probability	
1	Yearly or less. No identified triggers remain. There is evidence of historical risk and no evidence of current risk.
2	Monthly or less. The risk is reducing but remains relevant, the context has changed to make a reoccurrence less likely.
3	Weekly or less. The risk of harm is more likely than not to occur again.
4	Daily or constantly. The risk of harm is persistent.

Risks which score 6 or more (probability x seriousness) should have strategies listed on the plan



Risk Reduction Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....



Appendix 3 - Conscious and Unconscious Behaviours

Conscious behaviour checklist

Question	Response
What is their desired outcome from their behaviour?	
What is the motivation to behave anti socially?	
What is the motivation to behave pro socially?	
What are the expected consequences?	
How can I impact on the child's beliefs or values?	



Subconscious behaviour analysis checklist

Question	Response
Is the behaviour medical or habitual?	
What is causing the anxiety? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the fear? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the anger? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the confusion? (topic, adult, time, activity, peers, transition, noise etc)	
What is causing the embarrassment? (topic, adult, time, activity, peers, transition, noise etc)	
What is stimulating/overwhelming them?	



Appendix 4

[Link to view Dorset STEPS Flowchart](#)