



Transforming
Futures
TRUST



Behaviour Regulation Policy

Policy Information	
Policy Owner	Headteacher
Issue Version	1.0
Approving Committee	Safeguarding & Wellbeing Committee
Adopted Date	September 2024
Review Cycle	Annual
Last Review Date	
Next Review Date	

Adoption of the Policy

This Policy has been adopted and reviewed by the Trustees of Transforming Futures Trust

Signed

Date: 25/09/24

(Chair of Trust)

This Behaviour Policy has been written with reference to:

<http://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Introduction

This policy should be read in conjunction with other policies: Relationship Policy, Positive Handling and Contact Policy, Safeguarding and Anti-Bullying Policy.

Rationale

This policy is designed to promote a positive ethos of good behaviour in which children can work and play well together with other people. There is a high expectation of behaviour in all aspects of the school day which places the needs of the child at the forefront of everything.

Our school will support all primary aged children including those who have Moderate Learning Difficulties, Social, Emotional and Mental Health Difficulties (SEMH), and other complex needs. We maintain the belief that pupils' behaviour should be understood and can be supported, managed and enhanced in order to enable them to access learning.

In our school, **behaviour is understood as communication**. Poor behaviour is understood to result from an unmet need or as an anxiety, defensive, stress response. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We expect staff to work to identify pupils' needs and provide developmentally appropriate support to remove the barriers to successful engagement in school life.

Policy Purpose

This policy is developed to ensure clear guidance for staff (and information for parents and governors). It promotes safe, kind and respectful behaviour within an environment that enables pupils

Our school aims to provide a caring, calm and secure environment in which tolerance, understanding and respect for others is fostered. We aim to promote a positive culture, to encourage in all pupils a sense of responsibility to themselves, to our school and to the wider community. By working collaboratively and in partnership with the Trustees, CPG, staff, pupils, parents/carers, this is achieved.

Policy Aims

We aim to:

- Encourage a culture that is calm, purposeful, safe and happy with an environment conducive to high quality learning.
- Foster positive attitudes towards all, which recognises and values achievements at all levels.
- Enables pupils to recognise and appreciate appropriate behaviour.
- Provide consistent behaviour management across the school.
- Make boundaries of acceptable behaviour clear and understand the relationship between actions and consequences.
- Enable pupils to feel safe in our school.
- Implement a Trauma Informed approach to behaviour in our school.

This policy aims to promote a move away from traditional behaviour management approaches which place a huge emphasis on rewards and punishment linked to behaviour and move towards a more humanist and relationship approach, which is inclusive for all, can benefit the whole school community and brings together a range of approaches informed by research and evidence. **As such we will use a person-centred, trauma informed approach**

*A trauma informed approach is **one that is able to support children and teenagers who suffer with trauma or mental health problems** and whose troubled behaviour acts as a barrier to learning. (Trauma Informed Schools UK, 2024).*

Positive Behaviour

Strong relationships between staff and pupils are vital. Staff must be fair and **consistent** with children (taking into account individual needs). Children are supported to understand the boundaries, routines and structures are there to keep them safe, happy and able to learn.

We actively promote building positive relationships. We believe that by **investing in a child from the start**, we will develop a quality relationship where children want to achieve and be the best they can be.

We promote positive behaviour through:

- Role modelling
- Consistency
- Prioritising positive behaviour
- Educational reward and positive reinforcement
- Feedback and recognition
- Reassurance and forgiveness
- Positive language
- Restorative Practice

We also believe positive behaviour should be recognised. At Courtlands we recognise behaviour in the following ways:

The list may include (not limited to):

- Phone call home by staff
- Hot chocolate Friday.
- Weekly reward.
- Termly trip.
- Assembly awards.

Where possible this will be instant and available to all staff to use.

Within the Trauma Informed approach Courtlands School staff will frame conversations and expectations around 3 key words. **Safe, Kind and Ready to learn.** This is what Courtlands School expects of the pupils that attend.

- A. **Safe** – pupils being physically, mentally and emotionally safe and looking after themselves, their school, peers and staff.
- B. **Kind** - We are kind to each other in all of our interactions. We think about how actions may affect others and treat them as we would wish to be treated. We are kind to ourselves, our peers, our staff and the school environment and realise that making mistakes is ok, as long as we are always trying to do the right thing and be the best we can be.
- C. **Ready to Learn**– this focuses on pupils arriving for the start of school, being in an emotional place to learn and ready to engage in lessons and activities.

All interactions will take a person-centred, Trauma Informed approach, and this will underpin all communication and interaction that staff have with pupils. Throughout the school staff will demonstrate an understanding of the impact of trauma past and present on our pupils.

A Trauma Informed Approach acknowledges evidence-based research that demonstrate a clear correlation between the adversities a person experiences in childhood and its potentially damaging effects on their physical and emotional health and social outcomes later in life.

Trauma Informed practice is not designed to treat trauma related difficulties. Instead, it seeks to address barriers that those affected by trauma can experience when accessing care, support and treatment they require.

Staff responses

Staff will use key relational approaches to communicate with Courtland's pupils – making sure that emotional available adults are there to support pupils where appropriate.

Our school is committed to the education practices which **Protect, Relate, Regulate, Reflect.** All staff interactions will support this model and also follow the PACE approach. Play, Acceptance, Curiosity, Empathy modes of interaction are proven to support pupils feeling safe, reduce anxiety and to shift pupils out of the fight/flight/freeze positions.

- **Playfulness** – Playfulness' creates a safe and non-threatening environment for pupils experiencing trauma. It helps build trust and reduces anxiety.
- **Acceptance** - Unconditional acceptance is fundamental to a child's sense of safety because it shows that you have connected with their feelings without judgement.
- **Curiosity** – being curious about the child's thoughts, feelings, wishes and intentions in a non-judgemental way and demonstrating an active interest in pupil's experiences and what has happened to them.
- **Empathy** – A felt sense and understanding of the pupil's feelings and needs which is actively shared and communicated to the pupils.

Additional Responses

De-escalation Strategies – All staff receive Safety Intervention training which includes de-escalation strategies. Alongside this staff can draw upon a range of strategies which best suit the pupil and situations, these include distraction, re-direction, change of activity, change of environment, change of face, use of humour, offering reflection or calming space and time, movement and sensory breaks.

Crisis Behaviour

All staff receive CPI Safety Intervention training. Safety Intervention training is fully compliant with current statutory and legal requirements, ensuring a safer workplace for staff. Safety Intervention training incorporates **trauma-informed and person-centred approaches**.

The crisis development model below focuses on the integrated experience using a layered approach – pupils might present at any of the four behaviour levels, the goal is to support individuals to reach Tension Reduction as soon as possible (Fig1).

We need to take a step back and objectively understand the severity and harm of the behaviour. We then decide how to intervene. To guide our objective unbiased decisions, we use the Decision-Making Matrix (Fig. 2)



Fig 1

The Decision-Making MatrixSM

Severity of Harm	Catastrophic Death will occur, or the level of injury will lead to permanent or irreversible ill-health	MEDIUM	HIGH	EXTREME	EXTREME	EXTREME
	Major Psychological or physical injury will require treatment leading to long term incapacity or disability	MEDIUM	HIGH	HIGH	EXTREME	EXTREME
	Moderate Psychological or physical injury will require treatment outside school for medium term incapacity and ill-health	LOW	MEDIUM	HIGH	HIGH	EXTREME
	Minor Psychological or physical injury will be non-government tender cause no lasting ill-health	LOW	MEDIUM	MEDIUM	HIGH	HIGH
	Negligible Psychological or physical injury will be minimal	LOW	LOW	LOW	MEDIUM	MEDIUM
		Rare Will probably never happen	Unlikely Is not expected to happen, but it could	Possible Might happen	Likely Will probably happen	Certain Will undoubtedly happen
		Likelihood of Behaviour				
OVERALL RISK RATING GUIDE (Colour code)						
Green (G)		Yellow (Y)		Orange (O)		Red (R)
Low Risk		Medium Risk		High Risk		Extreme Risk

Fig 2

(see appendix 2)

Safety Interventions

Safety interventions range from verbal and environmental non-restrictive interventions to non-restrictive disengagements and restrictive interventions. The goal is to choose the Safety Intervention that is **reasonable, proportionate, least restrictive and is a last-resort course of action**.

(See appendix 3)

All Safety Interventions (Restrictions) to be recorded on CPOMS and parents and carers to be informed that day

Restorative Approach

We believe **all behaviour is communication** and we ask ourselves, **“What is the child trying to communicate?”**

We understand occasionally children will behave inappropriately. When this occurs, restoring and repairing relationships between all involved is key. This is known as the *Restorative Approach*. The aim is to enable children to **reintegrate successfully** and regulate their emotional responses, with an understanding of their actions, feelings and relevant outcomes.

When children display challenging behaviour, there are several stages of support in place to encourage them to manage their behaviour in a positive way. Before this, or any attempt can be made to engage in a restorative approach, we ensure we have established a **connection with the child**. We support them to become fully regulated in the presence of adults they know well and trust. Every effort is made to promote psychological safety through the use of face, voice and body language.

Restorative Conversation

The questions and sentence stems below are examples of appropriate, restorative conversations points.

- Would you help me understand what has happened?
- Can you tell me/show me who has been harmed/disturbed/distracted and in what way?
- How can we work together to make this/things/better?
- What can we do to support you to help you do things differently next time?
- Help me to understand...
- I wonder if...
- Would you help me understand what has happened?
- I wonder what that felt like for you? I imagine it might have made you feel a bit like.... Can you tell me/show me how you felt?
- How do you feel now?
- I wonder what you might be thinking now? I imagine it might be.....

Consequences

Courtlands School does not believe in sanctions or punishments.

There will be times when children and young people need to experience a logical consequence in response to a behaviour that is unacceptable. There is a difference between logical consequences and punishment sometimes referred to as sanctions. **Consequences are focused on repairing damage and restoring relationships**, and in this sense, they focus on the future. **Punishments highlight a mistake or wrongdoing and in this sense focus on the past**. Consequences tend to be more solution focused. Punishments tend to highlight the person who committed the action, and they often shame or humiliate the wrong doer. We use logical consequences to support children to make amends when things have gone awry and to repair.

Wherever possible, **consequences link directly to the incident and are proportionate, reasonable and fair**. For some children, the consequence is the restorative conversation

It is not appropriate to hold a pupil to account for their behaviour by implementing a consequence when they are not at an emotional development stage that indicates they are operating in a fight/flight/freeze mode.

Wherever possible behaviour recovery will be allowed through the outlined relational approaches and a restorative conversation should take place. A restorative conversation is a gentle teaching moment to reflect on being Safe, Kind and Ready to learn or what it means to belong to the Courtlands community. **It is essential that the pupil is regulated and calm before this happens** and as such may need to take place after the incident and at a time where they are ready and receptive to think back over what has happened.

Example consequences

- Phone calls home to parents/carers.
- Reparation time – apologies for behaviour, tidying area.
- Restorative conversation - reflecting on the incident and talking through with an emotionally available adult.

Natural consequences – happen automatically and are not decided by or imposed by a person. This is the best choice of consequence when possible. It supports children in understanding cause and effect and to learn from exploring their mistakes e.g. 'if we are late going out to play, playtime will be shorter.'

Logical consequences – these are imposed by a person, directly related to the incident. This is the best choice when a natural consequence is not available e.g. 'If you are unsafe in the swimming pool, we will need to keep you safe by keeping you back from swimming.' 'If you throw the iPad, you are not being kind or safe, it may break and then we can't use it anymore.'

Behaviour Incidents to be recorded on Arbor daily.

Suspensions & Exclusions

A decision to suspend a child is **seen as a last resort** by the school. No suspension will be initiated without first exhausting other strategies. In the case of a serious single incident, **a thorough incident investigation will be conducted** and the suspension process applied if necessary.

The Head of School is the only staff member in a school able to authorise suspensions, however authority to suspend pupils has been delegated to the Senior Leadership Team. Requests for suspensions must go through the Head of School in the first instance or Senior Leadership Team.

The decision to suspend must be taken by the Headteacher.

Possible reasons for suspension:

- Cases of serious verbal or physical aggression
- Risk of harm to the education or welfare of the pupil or others in the school.
- Racism, discrimination, sexual misconduct
- Theft, damage, drug or alcohol related or other individual need
- Child on child abuse

A suspension should be for the shortest time necessary; evidence suggests that one to three days is usually enough to secure benefits without adverse educational consequences.

If the Headteacher makes the decision to suspend a pupil, they must follow the exclusion policy and complete the appropriate documentation.

A suspension should not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority.

Child on Child Abuse

We have a **zero-tolerance approach to any form of abuse.**

At Courtlands, we recognise even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported. **Staff must remain vigilant** at all times to signs of child-on-child abuse.

Any concerns, disclosures or allegations of child-on-child abuse, in any form, should be referred to the DSL. Where a concern regarding child-on-child abuse has been disclosed to the DSL or DDSLs, advice and guidance may be sought from Early Help/MASH.

(See Safeguarding Policy)

Off-Site Behaviour

Consequences may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip, sports fixture or when traveling on the school minibus. Individual risk assessments may be completed in liaison with parents for individuals to successfully participate in off-

site activities. The procedures and expectations outlined in this policy will be followed on any off-site visit.

Mobile Phones & Electronic Devices

Students will not be allowed to have their personal mobile phones and electronic devices (iPad's tablets, laptops, Nintendo Switch etc) on the Courtlands School site. Student mobile phone and devices must be handed in on arrival to school. Staff will collect these and keep them in a secure area until the end of the day when they will be returned to pupils.

Appendix 1

Relational Approaches to Culture and Ethos

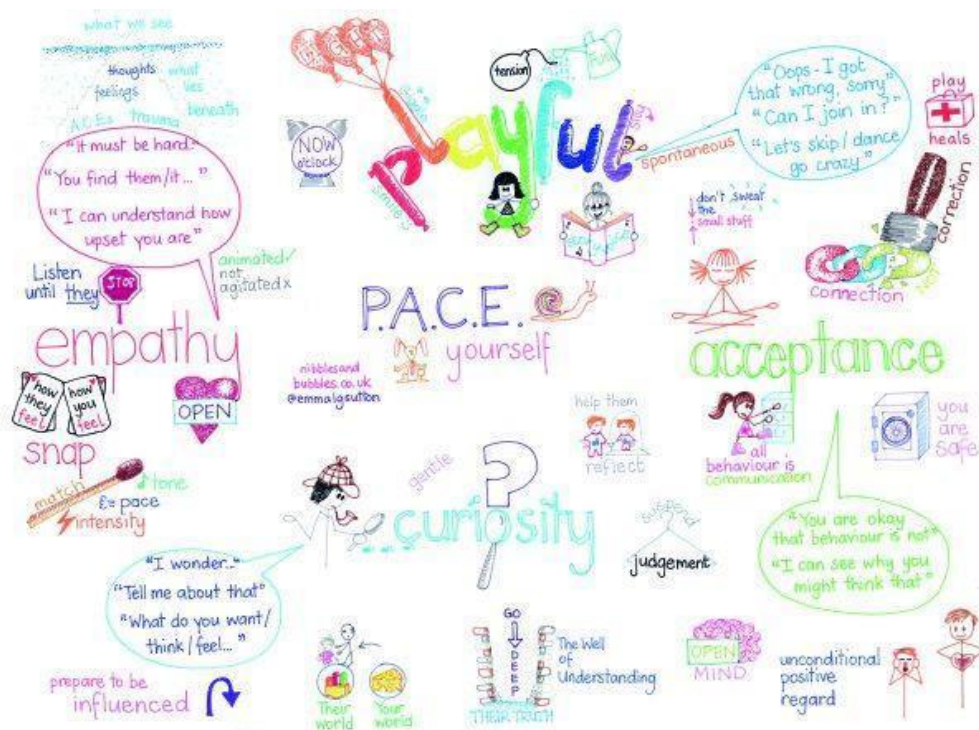
Underpinning this is the understanding **relationships will have the greatest impact on the behaviour and wellbeing of our children.** We expect all staff in our school to promote positive relationships. The nature of those relationships will either support the development of the positive culture and ethos in our schools or undermine it.

Our school uses PACE as the key relational model. PACE was developed by Dr Dan Hughes (a clinical psychologist specialising in childhood trauma) more than 20 years ago. **The approach focuses on building trusting relationships, emotional connections, containment of emotions and a sense of security.**

PACE is a way of thinking, feeling, communicating and behaving which aims to make the child feel safe. It is done by communicating the four elements of PACE together **flexibly, not as a step-by-step process.**

Using PACE **helps adults to slow down their reactions, stay calm and tune into what the child is experiencing** in the moment. It supports us to gain a better understanding of what the child is feeling. In tricky moments, it allows us to stay emotionally regulated and guide the child through their heightened emotions, thoughts and behaviours.

PACE helps children and young people feel more connected to and understood by important adults in their life and ultimately, to slow down their own responses.



We know that children respond best to adults they know well, like and trust. These are generally adults who know the children well, treat them with compassion and actively demonstrate they like them too. Such adults are known as **Emotionally Available Adults (EEAs)** and we aim to ensure children in our schools have access to their EEAs when they need them.

'The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty.' (Paul Dix 2017)

Appendix 2

Staff Responses

The Supportive Approach

The CPI *Crisis Development Model*SM



How does being supportive help a person at the Anxiety level and improve the situation?

The Supportive Approach

Being supportive:

- Shows that you genuinely care and want to improve the situation.
- Allows the person to more easily express their thoughts, feelings, and needs to you.
- Positively influences the situation through the concept of Integrated Experience and helps de-escalate the crisis.



Forms of Communication

VERBAL



The words used to send the message.

PARAVERBAL



The way words are said, such as the tone, volume, and speed used.

NON-VERBAL



Body language such as gestures, facial expressions and eye contact, personal space, posture, and use of touch.

Communication Considerations



AGE



COGNITIVE FUNCTIONING



CULTURE

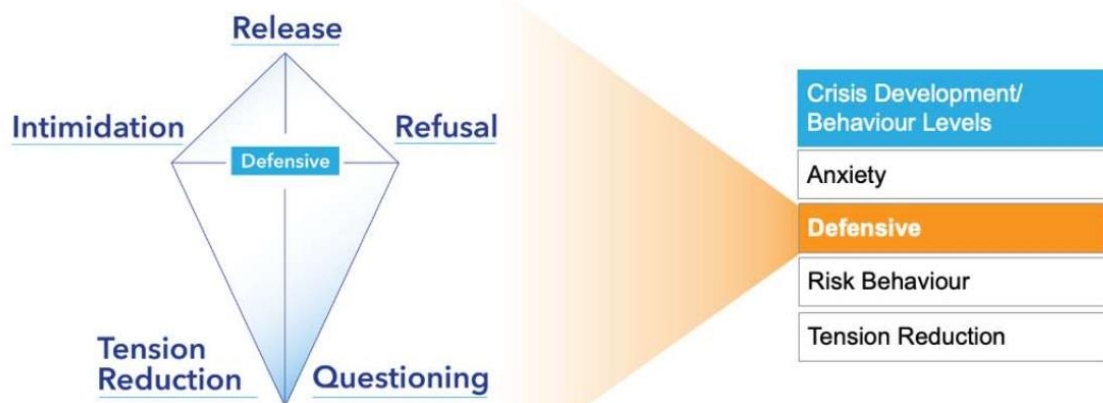


GENDER IDENTITY



PREVIOUS LIFE EXPERIENCES

The Verbal Escalation ContinuumSM



Appendix 3


Safety Interventions

Safety Interventions



The Decision-Making MatrixSM

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		Likelihood of Behaviour				



Appendix 4

Roles and Responsibilities

Everyone is responsible for:

- Being positive role models.
- Ensuring that they are fully aware of the behaviour approach that is expected in the school.
- Creating a calm and well-ordered environment for teaching and learning and promoting pride in it.
- Establishing and maintaining high expectations at all times and praising when expectations (however small) are reached or exceeded.
- Creating an atmosphere whereby pupils and adults are treated as individuals whose rights, values, beliefs and cultures are respected.
- Ensuring they strive to develop positive working relationships with all members of the school community by demonstrating mutual respect and tolerance.
- Recognising bullying and unkindness when they occur and taking the necessary steps immediately to deal with unacceptable conduct in a constructive manner (see Anti-Bullying Policy).
- Consistently promoting positive behaviour:

- Facilitating learning about relationships and behaviour.
- Implement the Courtlands values, ethos, behaviour and attitudes
- Trying different approaches to behaviour principles to meet the needs of individual children.

The Governors, Headteacher and SLT are responsible for:

Monitoring and evaluating the impact of the Policy.

Appendix 5

Operating Procedures – for guidance and not limited to.

Absconding		
Level 1	Level 2	Level 3
From class Class adult to follow. De-escalation and distraction	From building but on site Adult to follow. Call for additional support, minimise audience	From site Call duty, keep eyes on pupil. If pupil goes out of site then call 999 and parents.

Racist/ discrimination incidents			
Level 1	Level 2	Level 3	Level 4
Who: Class team	Who: Class team	Who: Class team & Pathway Lead	Who: SLT

Call home and class staff to read social story. Record on CPOMs.	Meet with family and class teacher. Social story sent home. Curriculum work specifically with pupil 1:1 to support learning.	Meet with family, class teacher and pathway leader. Contract drawn up. Prevent referral considered and discussed. Curriculum work specifically with pupil 1:1 to support learning.	Meet with family and SLT. Contract reviewed. Risk assessment reviewed. Prevent referral actioned. 1:1 PFST intervention considered.
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Unsafe Actions		
Level 1	Level 2	Level 3
Who: Class team	Who: Class team / Pathway Lead	Who: SLT
Phone call home to family Social story Restorative conversation with staff after Seek to understand reasons and build in other provisions- e.g. sensory breaks.	Family into school and meeting with class staff.	Meeting with parents and SLT. Reflection time. Possible suspension.

Sexualised behaviour/ incidents			
Level 1	Level 2	Level 3	Level 4
Who: Class team	Who: Class team	Who: Class team & Pathway Lead	Who: SLT
Call home and class staff to read social story.	Meet with family and class teacher. Social story sent home.	Meet with family, class teacher and pathway leader.	Meet with family and SLT. NSPCC referral actioned.

Record on CPOMs.	Curriculum work specifically with pupil 1:1 to support learning.	NSPCC referral discussed and considered. Risk assessment reviewed. Curriculum work specifically with pupil 1:1 to support learning.	1:1 PFST intervention considered.
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Hurting Others		
Level 1	Level 2	Level 3
Who: Class team	Who: Class team / Pathway Lead	Who: SLT
Phone call home to family Seek to understand reasons and build in other provisions- e.g. sensory breaks. Social story Restorative conversation with staff after	Family into school and meeting with class staff. Investigation of incident – incident statements collected from all parties.	Meeting with parents and SLT. Reflection time. Possible suspension.