

Summary of

Attachment Aware Behaviour Regulation Policy for Goldsworth Primary School



Goldsworth Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same, including prevention of bullying and cyber-bullying and prejudice-based and discriminatory bullying.

Underpinning the behaviour policy is the belief that everyone can, with support, 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 to make sense of their own lives and experiences, beyond school and into the “real world”.

Goldsworth Primary School is proud to be an inclusive school, welcoming children who have a wide range of needs and backgrounds. As such we recognise that all children are different and being ‘fair’ is not about everyone getting the same (equality), but about everyone getting what they need (equity).

We believe that behaviour is a way of children communicating their emotional needs (whether conscious or unconscious). We encourage all adults to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties are regarded as vulnerable, rather than troublesome, and we have a duty to explore this vulnerability and provide appropriate support.

Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help children and young people feel safe, their educational environment needs to be high in both nurture and structure.

We apply attachment aware and emotion coaching approaches in our everyday practice, with a particular focus on the central principles of empathy, connection, attunement, trust and co-regulation.

All adults will model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

Policy Aims

- Emphasis on restorative process
- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- 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 help children develop their own moral compass
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

At Goldsworth Primary School our minimum expectations of every learner are for them to be Ready, Respectful and Safe.

Behaviour Flow Chart - Practical steps in managing and modifying poor behaviour

In the event of a child displaying inappropriate behaviour, the teaching staff should use their knowledge of the child to de-escalate the behaviour and give the pupil an opportunity to make the right choices. The language used is extremely important with a particular emphasis on highlighting an alternative positive behaviour for the pupil to choose.

The steps below are not necessarily sequential following Step 1, and staff will use their knowledge and expertise to decide which strategies are relevant and most appropriate at that time or for the specific behaviour.

Step 1 – Teaching Staff - Emphasis on restorative process*

- Non-verbal signal
- Describe the preferred behaviour, reminding them of times they have made good choices
- Verbal reminder of expected behaviour/ class rules
- Verbal reminder and consequence explained
- Time out at a concentration station within the classroom for a chance to modify their behaviour

Step 2 – Teaching Staff

- Sent to Year Team Leader's classroom if a change of location or face is appropriate
- Loss of playtime / lunchtime to reflect on behaviour and restore relationships - see Reflection sheets (APPENDIX C) - pupils must be clear about the reason for the action and expectations going forward.
- Write a letter of apology or make a card to say sorry
- Use of Comic Strip Conversation to develop social understanding

Step 3 – Class teacher

- Discussion with YTL/SENDCo to discuss triggers and possible next step
- Formal discussion with parents to discuss behaviours and agree next steps e.g. individual reward system, daily parent communication etc.

Step 4 – Senior Leadership Team (SLT)

- Involve a member of the Senior Leadership Team (SLT) to support the child to regulate and reflect
- Formal Meeting with Parents/carers
- Behaviour Record Card (2 weeks) APPENDIX D
- Possible Internal Exclusion - this does not qualify as a legal exclusion, but ensures learning and teaching for all pupils can continue uninterrupted. The reason for the exclusion is discussed with the child and pupils are encouraged to reflect on the reasons for this decision. The pupils will complete allocated work whilst internally excluded. APPENDIX E

Step 5 – SLT/ SENDCo

- Formal Meeting with Parents/carers and class teacher
- Behaviour Risk Assessment or Pastoral Support Plan agreed with parents, staff and child

Step 6 – Headteacher

- Fixed Term Exclusion

Serious Behaviour Incidents

Serious incidents will be dealt with on an individual basis by the Headteacher and members of the Senior Leadership Team. The class teacher can call for help using the class radio – the rest of the class may need to be removed from the room.

If the child runs, an adult must watch from a distance to ensure they are safe. If a child leaves the school premises the school will ring the police and parents.

Force is never used as a behaviour management tool but can be used to keep a child or other children safe, as is our duty of care. It is our legal duty to make reasonable adjustments for children with SEND. Some staff are trained in Restrictive Physical Intervention Procedures so they know when and how to use 'reasonable force' as an appropriate means of risk management.