

Attachment Aware Behaviour Regulation

Policy for Goldsworth Primary School



Date policy agreed: 1st September 2024

Date of next review: September 2025

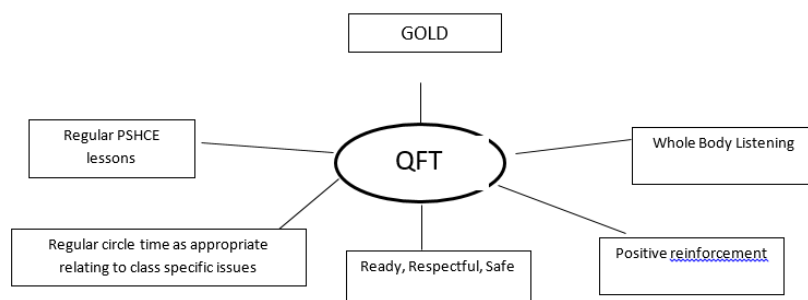
Rationale:

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. Our behaviour regulation policy guides staff to teach self-discipline not blind compliance. It echoes our vision: Goldsworth Primary School recognises that good behaviour is central to realising our vision of 'GOLD' (Growing together, Opportunities for all, Learning for life, Daring to dream) for all children with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

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). This policy sets out approaches and strategies for behaviour which are proven to be effective to help children with complex needs manage their emotions and behaviour. However, we recognise that these strategies are excellent for the whole school community, leading to better outcomes for all.

BEHAVIOUR GUIDE FOR TEACHERS



Principles and approach

It is acknowledged that members of the school community (children, staff, parents, governors, neighbours) may have very different parenting experiences and views on behaviour. However, the aim of our behaviour policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

The partnership between parent and school is crucial in ensuring a consistent approach. Two way communication is vital and should always be pro-active and positive, emphasising the similarities between home and school, rather than the differences, with an emphasis on openness and trust. A Home-School agreement is sent home at the beginning of the year for parents to read, share with their child, and sign.

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. To help ensure positive behaviour, learning in class should be engaging, creative and fulfilling. Children and young people 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.

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

The school will still have a system of rewards and responses to help children regulate, reflect and restore relationships, without the need to enforce sanctions that can humiliate and ostracise children and young people from their peers, school community and family, leading to potentially more negative behaviour.

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

Practices

- Staff are trained to develop skills and knowledge in communication, social understanding and emotional well-being.
- Staff are trained in behaviour management strategies.
- Staff are trained in liaising with parents and carers effectively.
- Staff use positive behaviour management strategies, e.g. public/private praise to individuals and groups (informal and formal), whole class gems in the jar etc
- School values are promoted in assemblies, PSHE lessons and reinforcement of these when speaking to children.
- Staff focus on emotional understanding, using Zones of Regulation, Circle time and group discussions
- Staff use a restorative approach to re-build damaged relationships.

At Goldsworth Primary School our minimum expectations of every learner are for them to be:

Ready (ready to learn, ready to work)

- Attend school as much as possible
- Be on time
- 'Good looking, good listening, good sitting (positive body language)'
- Being prepared
- Open for a challenge

Respectful

- Listen to others and expect to be listened to
- Use appropriate language and a polite tone
- Look after the building, displays and equipment
- Following expectations and boundaries
- Taking responsibility for own actions
- Acceptance of differences and diversity

Safe

- Follow school rules for health and safety
- Be in the right place at the right time
- Keep hands, feet, objects and hurtful comments to yourself
- Being able to take risks in a safe manner
- Being aware of self and others
- Self-control and self-regulation
- Learning from mistakes

Recognition and Rewards for Effort as a class

We expect that every child in our school will meet our standard of being 'ready, respectful and safe' at all times.

We use 'marbles in a jar' in each class to positively recognise children who are exhibiting desired social or learning behaviours. The 'marbles in a jar' fosters a positive inter-dependence in the classroom but there is no prize or material reward individually; instead the class works collaboratively to collect all the marbles which is rewarded with e.g. 5-10 minute golden time.

Individual rewards

We recognise and reward pupils with House Points who demonstrate our school values (Courage, Truth, Responsibly, Respect, Love and Hope) e.g.

- Giving extra help tidying up in the lunch hall or picking up other people's litter when it is not done to 'be noticed'
- Acts of genuine humility – putting others first and looking out for those who may otherwise be marginalised
- Showing real grit and effort in learning and so producing outcomes well above already high expectations
- Behaving absolutely impeccably, and making 'above and beyond' effort every day.

At the end of the term, a child from each class is rewarded a Golden Owl badge for being an excellent role model in demonstrating the school values.

Within each class, staff will also use their own systems to positively recognise children who are exhibiting desired social or learning behaviours (such as 'magic dust', 'request a selfie', 'secret mission' etc.)

Additional provision for children struggling to manage their emotions/behaviour include:

- ELSA support
- Circle of Friends
- Counselling
- Social stories
- Movement breaks
- Comic strip conversations
- Sensory strategies
- Reward chart, if appropriate for the child

For a minority of children, a Behaviour Support Plan and Risk Assessment will be drawn up to identify risks and agree how these behaviours could be prevented as well as design interventions to address them should they happen. This is to ensure a consistent approach by all members of staff. These are discussed and agreed with parents, and a child-friendly version shared with the child. The key professional in supporting a child is the class teacher who has initial responsibility for the child's welfare.

It is recognised that on occasions interventions will be required (for breaches of school rules, failure to follow instructions and other unacceptable/unsafe conduct) - these should be carried out in a constructive manner; condemning the behaviour without humiliating the child. Any intervention must be proportionate to the behaviour displayed and applied in private.

Behaviour Outside of School

The school also has the statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff e.g. educational visits, journey to/from school, when wearing uniform in public places. Pupils who choose to display inappropriate behaviours such as bad language/malicious gossip/ social networking site comments that are derogatory towards members of the school community (parents, staff, pupils, school's name) will be reminded of the school ethos and parents informed.

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.

*Restorative approaches (sometimes referred to as restorative practice) is a **way of being, providing the foundation to build, maintain and repair relationships when harm has been caused**. Restorative approaches creates a culture of high challenge and high support. It aims to work with people rather than doing things to or for them.

Behaviour Flow Chart

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 a restorative conversation - 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 (and with child if appropriate) 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)
- Possible Internal suspension - this does not qualify as a legal suspension, but ensures learning and teaching for all pupils can continue uninterrupted. The reason for the suspension 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 suspended.

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. It may be appropriate for the child to have an internal suspension - this does not qualify as a legal suspension, but ensures learning and teaching for all pupils can continue uninterrupted. The reason for the suspension 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 suspension.

The child's parents will be contacted and next steps discussed. For some children advice may be sought from Behaviour Support Services or an Educational Psychologist.

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.

Children at risk of suspension are likely to be identified as having special educational needs (SEMH). The SEND register is updated regularly by the SENDCo and SEND Support arrangements will be in place to support these children.

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.

The School follows the Surrey County Council [documentation](#). Staff should only use physical restraint as a last resort, in extreme circumstances and the force used must always be the minimum necessary given the circumstances.

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. For further details see our 'Touch and the use of Restrictive Physical Intervention Policy'.

The school will keep records of incidents where members of staff have used RPI and any injuries dealt with, reported and recorded.

Confiscation, Retention and Disposal of Items

The school can confiscate pupil's property in certain circumstances to maintain an environment conducive to learning and safeguard the rights of other pupils.

In most cases the items will be returned at the end of the lesson/day.

The school has the power to search without consent if we believe someone is carrying prohibited items.

Mobile phones must not be used as soon as children enter the school gates/ on school premises. They must be handed to the class teacher on arrival in the classroom and will be given back at the end of the day. If a child is found to be using their phone on school premises, parents will be contacted and further actions agreed.

Suspensions

On rare occasions, it may be necessary to suspend individuals from school following serious or persistent misbehaviour. The governors have adopted the Surrey County Council [policy](#).

Behaviour that may lead to a fixed-period or permanent suspension includes:

- Breaches of the school's behaviour policy, including persistent disruptive behaviour/ refusal, when the school has exhausted all strategies to enable the child to turn their behaviour around, including identified support through SEND Support Arrangements
- Behaviour which could cause harm to the education or welfare of the pupil or others in the school

Procedures for suspension:

- Inform parents immediately and arrange an interview between parents/carers, pupil, SENDCo (if appropriate) and Headteacher
- Give parents/carers letter to give details of the suspension
- Arrange a reintegration meeting with parents/carers and the pupil on their first day back
- Inform the Governing Body and LA if the suspension is permanent or of a fixed period of more than 5 days
- Suspensions of 5 or fewer days must be reported for monitoring purposes once a term

