BEHAVIOUR REGULATION POLICY FOR LEIGHTON ACADEMY

Policy lead:	Mrs S Thompson
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Leighton Academy is part of The Learning Partnership.

BEHAVIOUR REGULATION POLICY

Purpose

This policy sets out the framework for a clear and consistent approach to promoting positive relationships and to support pupils with their skills, understanding and engagement with school. The policy applies to all staff employed by the school.

Aims

At Leighton Academy, it is expected that every member of our school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values, **Work Hard and Be Kind**, are built on mutual trust and respect for all. The school's Behaviour Regulation Policy is designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure.

The Behaviour Regulation Policy is a means of promoting relationships where we understand each other, enable everyone to work together with the common purpose of helping all pupils to achieve their best. This policy supports the school community in aiming to allow everyone to work together in an effective and mindful way.

The school expects every member of the school community to behave in a considerate, cooperative and respectful way towards others. Pupils should be treated impartially and with the Behaviour Regulation Policy being applied in a consistent and attuned way.

It aims to help pupils to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and the wider community. It is designed to recognise, encourage and promote positive behaviour. In part, through the ongoing development of pupil emotion regulation.

We have four main academy rules:

- Listen and follow instructions
- Keep hands, feet and objects to yourself
- Call people by their chosen name
- Always walk quietly in the main building and nursey

Rationale

At Leighton Academy we recognise that behaviour is communicative and often reflects an emotion or feeling. Our Behaviour Regulation Policy is grounded in the belief that we are able to develop our ability to self-regulate our emotions and behaviour. Adult and child relationships are integral for this to occur. Through co-regulation of feelings, children learn to become more independent and develop self-regulation.

Staff Responsibility

Developing supportive relationships with pupils is the responsibility of all members of staff. Staff will seek to understand the pupils' perspective of the situation, strive to understand the child's feelings whilst maintaining firm but fair limits on behaviour. All staff will help pupils to develop a range of strategies to manage expectations.

The Role of the Class Teacher

It is the responsibility of class teachers to develop empathic relationships with pupils and ensure that school expectations are applied fairly in their classes. They expect their classes to behave in a responsible manner whenever the pupils are in their care. The class teachers have high expectations of the pupils with regard to behaviour, and strive to ensure that all pupils work to the best of their ability. The class teacher is a social, emotional and learning role model for pupils. Additionally, they help pupils to co-regulate to achieve high expectations when necessary. Teachers treat all pupils in their classes with respect and understanding.

The role of Parents and Families at Leighton Academy

Parents agree to a Home School Agreement when enrolling their child at the school. The expectations are that parents adhere to the Home School Agreement and support the actions of the school. Parents are able to address any queries regarding Emotion Coaching, co- and self-regulation and restorative approaches firstly to the class teacher, then to a member of the Senior Leadership Team. We aim to work with parents to achieve a shared approach and consistent messages between home and school to support their child's emotional and behavioural development.

Promoting Pupil Engagement and Self-Regulation

Class Expectations

- Class expectations are generated by the pupils. They are displayed in each classroom and should be revisited with the pupils at the beginning of each term and at other times when necessary.
- Class teachers, support staff and pupils devise these expectations at the beginning of the academic year. They are intended to be guidelines of behaviour expectations that both pupils and adults would like to see in their classroom. They should focus on the positive rather than the negative.
- Expectations are prominently displayed in the classroom and taught where necessary
- All classes use Circle Time sessions 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.

Emotion Coaching and Restorative Chats

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour. We advocate that parents use this method too and hold training for parents to learn this approach and share their experiences.

We use Restorative Chats to help the children sort out disagreements.

Emotion Coaching	Restorative Chat
1. Label the emotion 2. Validate the feeling 3. Empathise 4. Set limits on behaviour 5. Help pupil to problem solve	1. What happened? 2. Who was affected? 3. What were you feeling? 4. What were others involved feeling? 5. How can we make things right?

Positive rewards and reinforcement are given to and shared with our pupils throughout the day. These aim to promote confidence, competency, motivation, help pupils to develop growth mind-sets and promote prosocial behaviour. These include:

a. **Specific verbal praise and personal feedback on behaviour and engagement with the school expectations**
b. **Stronger Together Awards - the children will be able to earn points each day for their class which will be counted at the end of each week resulting in class rewards**
c. **Sharing work with other teachers, the senior leaders and the principal**
d. **Positive feedback to class teachers**
e. **Achievement assembly certificates**
f. **Postcard home/emails home**
g. **Stickers/praise notes**

Consequences

All staff use the following strategies when behaviour is unacceptable.

- Positive redirection
- Non-verbal warning
- Verbal reminder
- Reflection time where the children will reflect on their behaviour during their own time. This time will be carried out with the member of staff who has given it.

Where a child needs persistent adult support to regulate their behaviour they will be placed on a behaviour and expectation plan. The name of this plan will vary according to the age and stage of the pupil. This means that the child will visit a member of the Senior Leadership Team with their class teacher and parent to identity a target that the need to work on to help them self-regulate their behaviour. This will be reflected on with a school adult. They will use a behaviour and expectation plan to share their success and talk through their behaviours in the lessons and at breaktimes. At times, a member of the Senior Leadership Team will visit the children in their lessons and breaktimes to observe and praise their positive behaviour. These behaviour and expectation plans will be recorded on a child's

school record to enable staff to monitor behaviour and constantly strive to review and modify practice to support the emotional regulation of each child.

Staff may have to use positive handling in appropriate circumstances for example, teachers will separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be physically removed. Nominated teachers and teaching assistants have been trained in the use of this approach.

Monitoring and reporting behaviour patterns

Every adult in school is able to report behaviour using our CPOMS online monitoring system. These behaviours will be monitored and discussed and if needed, a behaviour plan will be created for individual pupils and this will be monitored. This will also be shared with parents so that there can be a consistent approach for our children.

Whilst the consequences described in this policy are necessary, Leighton Academy endeavours to create a positive atmosphere through a range of activities inside and outside of the classroom. Parents and all staff must work together to ensure that the highest standards of behaviour are maintained by the children – **we share this responsibility**.

Any severe form of behaviour involving violence, bullying or racism must be recorded on CPOMS and reported to the principal immediately. We have separate race equality and anti-bullying policies and all such incidents will be recorded and reported to the LAB.

Additional Needs

We acknowledge that some pupils' 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.

Suspension

In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school does suspend pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour.

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, internal, fixed term or permanent exclusions may be applied.

We abide by the DfE guidance on this and report any exclusions routinely to Cheshire LA following local and national guidance.

Restrictive Interventions, Reasonable Force, Restraint and Seclusion

We are committed to encouraging our pupils to make positive behaviour choices. We aim to avoid the need for physical intervention and regard this as necessary in only very few situations. However, on rare occasions, persistent negative behaviour may result in a

situation that requires some form of physical intervention from adults in order to keep everyone safe and able to learn.

Reasonable force may be needed to prevent pupils from disrupting good order and discipline, injuring themselves or others or damaging property. Every incident will be recorded on CPOMs and reported to parents as soon as possible. This will include information on the type of intervention, duration and if any injuries were sustained. Only staff who have had the appropriate training will use any restrictive interventions to avoid any of the prohibited actions stated in the April 2026 DFE guidance.

Punitive or compliance-based restraint will not be used. After any incidents, pupils and staff will be offered support and all incidents will be reported to governors. Following any incident requiring physical intervention, consideration will always be given to whether this indicates an underlying safeguarding concern.