



Lytchett Matravers Primary School

Promoting Positive Relationships & Supporting Behaviour Regulation Policy

Prepared By:

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Approved By:

Local Governing Committee

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Philosophy:

At Lytchett Matravers Primary School, we recognise that understanding our emotions is a key aspect of understanding and regulating behaviour. We embed Attachment Aware and Trauma Responsive interventions into our everyday practice. We, therefore, focus on building positive relationships between pupils and staff and between children with their peers so both children and adults are able to manage their behaviour and to create an environment that is conducive to learning.

From research, we understand that any disruption in pregnancy can affect regulation, attachment and executive function and that the toxic stress from Advanced Childhood Experiences (ACES) impacts the nervous system. From research we know that rich, relational interactions are essential in supporting recovery.

Underpinning this policy is the belief that everyone can learn to regulate their own emotions and behaviour, through co-regulation, relational support and reflective thinking. 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 which extends beyond school and into the wider world.

Aims and Objectives

Lytchett Matravers Primary School is committed to the emotional mental health and wellbeing of its whole community. 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 (SEMH) needs of the whole school community.

Lytchett Matravers Primary School treats all children with unconditional acceptance and 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 and self-regulation can be taught through positive relationships and needs to be modelled. We understand that behaviour is a means of communication and can signal distress, overwhelm and a need for support, which we will provide proactively as well as reactively, as necessary.

We aim to:

- Maintain a caring community in which effective learning can take place, where there is mutual respect between members and where pupils feel confident and safe enough to explore, experiment, be curious and foster a love of learning
- Help children develop a sense of self-worth, self-awareness and success and experience safety, security and stability
- Help all children to regulate their behaviours and emotions, be able to accept responsibility for their own actions and make positive choices
- Develop, in all children, the ability to listen to others, cooperate and to appreciate other ways of thinking and doing

We hope to achieve these aims through a policy based on rights, responsibilities and respect. Praise, rewards, and positive role-modelling support the development of self-regulation and the capacity to make positive choices.

We have an approach to learning that builds security through recognising individual strengths and celebrates success leading to positive classroom relationships.

Our ethos builds relationships by recognising every child as an individual, building self-esteem 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 aspiration. Embedded within the curriculum are our values and norms we expect and we include sessions which develop empathy and emotional intelligence (SCARF).

Our approach to learning supports recognition and inclusion for all.

Our work with the community builds sustainability in relationships and connects our pupils with relevant learning opportunities as well as supporting the maxim “it takes a village to raise a child”.

Policy Links

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

- Behaviour Policy
- PSHE Education Policy
- Bullying (including Cyber Bullying) Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- E-safety Policy

Roles and Responsibilities

Supporting pupils to regulate their behaviour is the responsibility of **all** staff, governors and parents/carers. We expect our staff and parents to be positive role models for our children as we develop their attitudes for all aspects of life. All staff have the role of stress and shame regulators for the pupils in our school. All staff have the responsibility to get to know the key pupils in their care, to understand them, their resilience factors, their triggers and stressors and what helps them to calm.

Approach

Being 'fair' is not about everyone getting the same but about everyone getting what they need. **Staff will be flexible** in how they respond to behaviours to avoid escalating behaviour. When pupils are in crisis, focus will be on regulation strategies initially, followed reflection and repair, all within a supportive relationship. Reasonable adjustments will be made to ensure all our pupils can be successful.

- Behaviour is a form of communication and our staff will respond accordingly by taking a non-judgmental, curious and empathic attitude towards behaviour. All adults in our school will respond in a way that focuses on the feelings and emotions driving a behaviour, rather than the behaviour itself, based on unconditional acceptance of the children themselves. Children displaying dysregulated behaviour will be regarded as vulnerable, struggling, distressed or dysregulated (*rather than naughty, troublesome, problematic or challenging*).
- Children are seen as 'attention-needing' or 'attachment-seeking' rather than 'attention seeking'. This is to encourage adults to support them through their distress rather than focus on sanctions and because *by seeing a child differently you see a different child*. How the adult views a child's behaviour affects the way the child responds intuitively to the adult.
- Relationships and connection will always be put first. Staff will use intentionally warm and open faces and body language, a prosodic tone of voice, appropriate humour and playfulness to increase all pupils felt safety (PACE) We will be curious about behaviour and use wondering aloud and Emotion Coaching to help pupils begin to make sense of their feelings.
- Co-regulation is needed before self-regulation and staff will support pupils to explore regulating strategies, rehearse these and model them regularly.
- Staff will maintain clear boundaries and expectations around behaviour. All children need to feel physically and emotionally safe in order to learn to their full potential; their educational environment needs to be high in both nurture and structure.
- Children need predictable, consistent routines, expectations and responses to behaviour.
- Not all behaviours are a 'choice' and not all factors linked to the behaviour of children are within their control.
- Staff will ensure that positive behaviour is acknowledged more often than negative behaviour.
- Behaviour expectations will be taught, communicated and modelled. We hold assemblies and classroom activities that embed behaviour expectations.
- Staff will use positive and supportive language, based on expected behaviours and moving the pupil on.

How the school supports staff well-being and reflection

At Lytchett Matravers Primary school we understand the link between emotional wellbeing and learning.

We value the importance of staff wellbeing and providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. We encourage our staff to support each other, to take quality breaks throughout the day and maintain a healthy work-life balance. We all understand that we cannot support the emotional regulation of our pupils if we are not regulated ourselves.

Impact

We will measure the effectiveness of this policy by:

- Monitoring attendance data
- Seeking views of pupils, parents/carers and staff about their own our children's mental health and wellbeing
- Logging incidents and concerns
- Timing how long it takes our children to recover from stressors in school
- Measuring learning, emotional and social progress
- Surveys from staff and pupils to assess how they perceive the school's performance in terms of behaviour and bullying

References

This policy was based on the work of Louise Bomber (Bomber, 2020) and guidance provided by Brighton and Hove Local Authority and has included input from: members of staff, representatives from the governing body, parents and carers and our pupils. It is for all staff, pupils, parents/carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Bomber, L (2020) *Know Me to Teach Me* Worth Publishing, London

This policy has been written in conjunction with;

- Children
- Parents
- Staff
- Governors