



**Blackburn with Darwen L.A.**

St. Thomas's Centre

**Behaviour Regulation Policy**

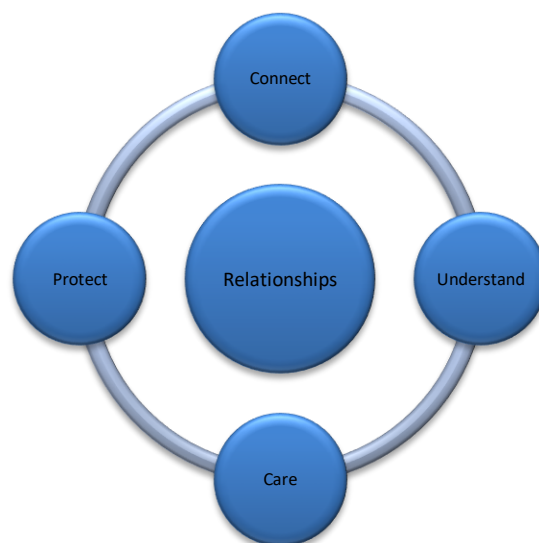
**2024**

**Review Date: September 2025**

## The principles of our Behaviour Regulation Policy

St Thomas's Centre provides education for pupils with social, emotional, and mental health needs as well as other SEND needs. Our aim is to provide a safe and nurturing environment to enable each pupil to flourish by removing barriers to learning, creating the best possible teaching and learning opportunities and ensuring both the learning and social needs of pupils are met and addressed.

Our behaviour regulation policy is based upon best practice in supporting pupils with complex needs, drawing upon attachment and trauma theory, child development, resilience and systemic practice. Our focus being a relationship approach, whereby all pupils will have access to attuned, safe unconditional support and nurturing relationships within the school environment.



### Scope of the Policy

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines to how our school supports and responds to behaviour. A Trauma /ACES informed Behaviour Regulation Policy brings us all together ensuring we are adhering to some basic key principles and practices that reflect our school ethos.

Our principle values can be summed up in three concepts:

**Ambition** – Most of our pupils will have experienced difficulty and rejection in mainstream schools and probably in their lives outside school as well. We must be ambitious for them at a point in their lives when they may have lost the ambition for themselves. Our expectations of what they can and should achieve need to be high.

**Belonging** – Mainstream education has failed to accommodate our pupils for a variety of reasons. We must create a community to which they can belong and in which they can experience success and unconditional positive regard whilst being able to develop positive relationships with their peers and adults.

**Success** – We must build the path to success for every pupil; helping them find pleasure in academic achievement which will support a return back to mainstream, or transition to future employment or further education. In so doing pupils will develop resilience and gain a sense of mastery, confidence and competence.

## **Policy Aims**

- To create an environment built on connection and compassion
- To provide a caring and orderly environment in which effective learning can take place
- To promote ambition and aspirations by having high expectations
- Recognise and celebrate success in all its forms
- To support pupils to develop their emotional regulation skills so they will have the ability to regulate their own behavior
- To support all pupils to learn effective safe ways of communicating their needs
- To help all pupils to become self-disciplined, able to accept responsibility for their own actions
- To support pupils to develop the skills and resilience that makes positive relationships with an adult possible
- To enable effective teaching and learning to take place.

## **Roles and Responsibilities**

It is acknowledged that behaviour and good discipline is a whole school responsibility together with governors, parents and carers.

## **The Management Committee/Headteacher/Senior Leadership**

- The Management Committee to define the principles underlying the Policy
- The Headteacher/SLT to be ambitious by having high expectations of our pupils. Senior Leaders are expected to set standards for behaviour in the school and to model the behaviours they expect from staff and pupils
- To create belonging by deliberately seeking positive connection with pupils and showing compassion and kindness
- To celebrate success in all its forms for all pupils
- To ensure all aspects of the Regulation Policy and its' application, promotes equity for all pupils.

## **All staff**

- To apply the Behaviour Regulation Policy consistently and fairly
- To build positive relationships with pupils, parents and carers and other staff
- To recognise, praise and reward positive behaviour
- To challenge poor behaviour with care and compassion

It is critically important that all staff working at St Thomas's centre build strong relationships, develop high levels of personal resilience and have high expectations and aspirations of all pupils in terms of behaviour and learning.

## **Parents/Guardians/Carers**

- To understand and support school procedures and rules
- To be interested in their child's learning, ensuring good attendance and punctuality
- To support the Behaviour Regulation Policy
- To support their child to continue to develop emotional regulation skills at home from strategies learned through school.

At St Thomas's we believe encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for pupil's SEMH needs.

### Positive Behaviour Expectations

At St Thomas's we actively recognise, encourage and promote positive behaviour expectations for staff and pupils as these are fundamental in ensuring a safe and controlled learning environment that allows pupils to take academic risks without negative experiences that could possibly create further barriers to learning.

Pupils	All staff
Attend regularly Engage in learning Respectful of the rights of others to learn Make positive choices Respect the learning environment Follow staff instructions Respectful of the right of teachers to teach	Deliver a curriculum that all can access Build and maintain nurturing positive relationships Have high expectations and aspirations for all pupils Listen and engage with pupils Recognise and reward progress Encourage learning Make expectations explicit To be a positive role model

### Recognising and promoting good behaviour

Positive actions and behaviours that reflect our values of Ambition, Belonging and Success form the basis of St Thomas's reward system. Encouragement, positive feedback and genuine personal praise are important features of feedback used to promote positive expectations and behaviour on a daily basis.

The classroom points system is linked to the reward system which is available to pupils on a weekly, half termly or termly basis (dependent on Key Stage)

- All pupils can earn 3 points during every lesson, these are recorded by the classroom teacher on Synergy
- Verbal reminders, warnings are given during lessons if it is determined that expectations are not being met and a pupil is at risk of losing one of the points
- Points are collated over a week, a half term or termly basis (dependent on Key Stage) and are used to access reward activities
- Points are not to be used as a means of control or compliance.

Further positive feedback and recognition is in the form of positive calls, texts and emails to parents and carers, Headteacher certificates together with subject progress and achievement certificates and celebration assemblies and reward trips and visits. These create a context in which acceptable behaviour is positively encouraged.

## Classroom Management- preventing Emotional dysregulation

All staff at St Thomas's Centre recognise that thorough and careful planning is essential in preventing and managing low level disruption in a classroom. A sense of purpose and productivity in learning through adapted resources ensures opportunities for disruption will be minimalised.

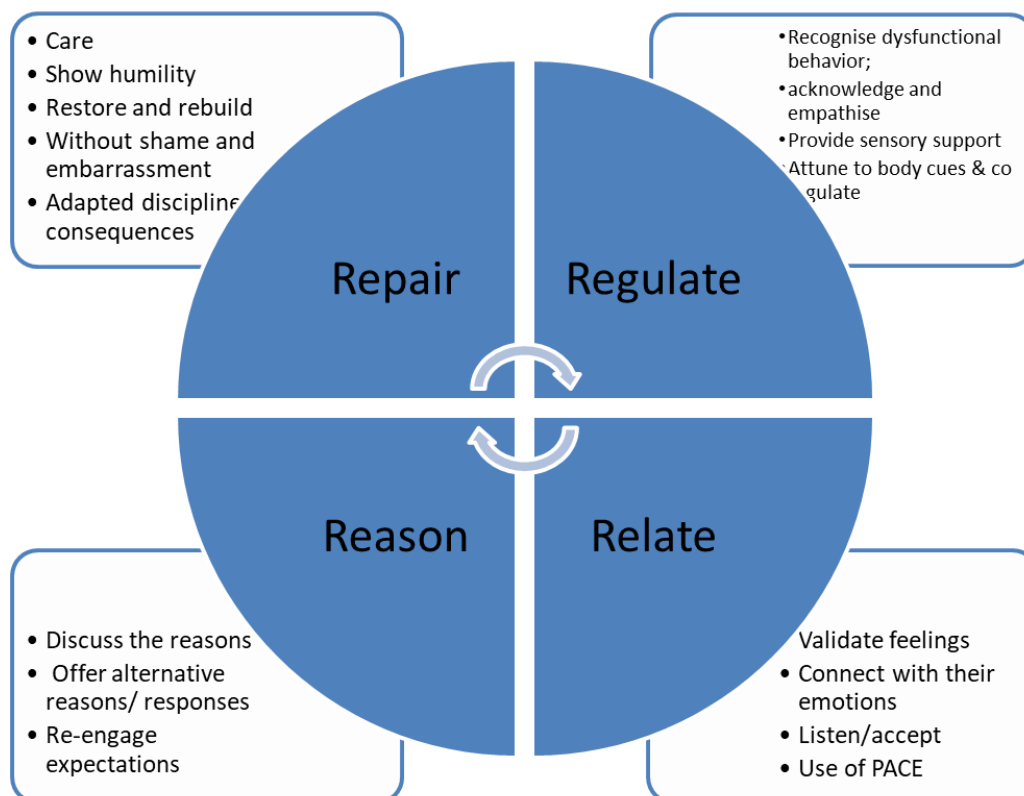
We acknowledge that this disruption can be a direct result of ACES/Trauma and that it will be supported via the appropriate preparation based on pupil profiles, risk assessments and pastoral welfare information together with the use of Perry's NME model; Regulate, Relate and Reason and Louise Bomber Know me to teach me (2020).

In responding to disruption staff take a consistent approach, reminding pupils of the classroom expectations and the school's aims of Ambition, Belonging and Success.

Staff will utilise the personalised strategies for the individual pupils providing pupils with the opportunity to use regulation strategies to regain focus. They will also ensure they are attuned to the pupil's feelings giving unconditional support and maintain a nurturing relationship in the classroom whilst encouraging responsible behaviour and actions.

All staff recognise an adapted response is essential to behaviour ensuring equity in regards to pupils development stage, learning needs and emotional state. On those occasions when pupil's behaviour makes it necessary for them to be removed from class the Pastoral lead /SLT will intervene and model the 4 R approach to supporting the pupil.

## Responding to Emotional Dysregulation



Dealing with incidents using the 4Rs allows time for emotion coaching, co-regulation of behaviours, reasoning and re-engaging and repairing of a trusted learning relationship. The time taken for the cycle to be completed will be dependent upon the individual pupil, their emotional ability and state of mind. It is our aim where possible to return pupils back into class reducing the negative impact of isolation and supporting resilience. On occasions further strategies to support dysregulation include;

- Personalised timetables
- 1:1 intervention sessions
- Removal of privileges
- Change of class/pathway/provision

### **Record and Respond**

St Thomas's Centre uses the Synergy system to collate all pupil information and interactions. The system ensures all Pupil Profiles, SEMH, SEND information together with Behaviour data can be accessed by all staff ensuring a consistent approach to planning and responding to behaviours for individual pupils.

All pupil interactions with staff including praise points, behaviour incidents co regulated by staff, welfare and restorative conversations are to be recorded on Synergy.

### **When completing a behaviour incident log**

- Record the information in full
- Write what happened immediately before, during and after all dispassionately
- Add what action was taken and the outcome on the same log
- Identify all present and involved (complete log for those too)
- If a serious incident involved other staff they are to add to the initial log
- Link/tag appropriate members of staff to the log, like the Pastoral Lead; Head of Department; SLT, DSL, etc
- Restorative interactions informal/formal to be recorded onto the original log
- Parents to be informed

This information and data will be analysed and used to identify patterns of behaviour, inform strategies of support, update pupil profiles and provide evidence when seeking further professional support for the pupil. Thus, the emphasis of the log is on prevention and early intervention.

### **Student Support and intervention**

For those pupils who experience persistent incidents of emotional dysregulation a coordinated plan of support and intervention will be established by Pastoral Lead, SENCO. These will be relational in their support, be personalised involving SENCO, involve parents to establish support from home and include individual agreements from the pupil.

Examples of Intervention available:

- Anger management
- Self esteem
- Emotional Coaching /Literacy
- Conflict resolution – restorative practice

- Bereavement Counselling
- Speech and Language therapy
- Play / Art therapy
- External agencies and support

Assessment and clarification of learning needs from SENCO and external partner agencies will be accessed. A provision map to be completed outlining support and intervention to meet any SEN need and needs relating to behaviour regulation or social inclusion.

### **Use of suspension**

St Thomas's Centre recognises the potentially detrimental impact of suspensions and that behaviour is often an indicator of an unmet need. For this reason, suspension is the last resort and is only used when the pupil behaviour has caused other pupils, or adults to be unsafe. These serious behaviours can include: verbal or physical abuse, bullying, sexual harassment, prejudice, carrying an offensive weapon, use or sale of alcohol or drugs, deliberate damage or theft of property, vaping or smoking in the building. Our policy is for the fixed term suspension to be the shortest time needed to restore the safety of all concerned.

Staff at the St Thomas's Centre receive positive handling training for when pupils who present as a danger to themselves and/or others. This primarily focuses on de-escalation and thus prevents care and control handling as far as reasonably possible whilst maintaining the safety and dignity of the young person.

We use restorative practices to structure reintegration meetings ensuring the removal of guilt, shame and fear whilst placing emphasis on the repair of relationships and resilience.

### **Reference to specific incidents of Bullying / Equality**

At St Thomas's Centre bullying is defined as repetitive and intentional physical, psychological or verbal attack against an individual or group of individuals by a person or group of persons, causing physical or psychological harm to the victim. It is usually conscious and wilful and it can take a number of forms, both physical and non-physical, either in combination or in isolation. Any bullying, whether physical or non-physical, may result in lasting psychological damage to the individual.

We ensure staff understand their role in preventing and responding where a child is at risk of bullying and that staff are able to recognise the possible signs and symptoms that a pupil may exhibit if they are a victim of bullying.

Pupils at St Thomas's explore the issues of bullying through the curriculum in Personal Development, assemblies and Anti Bullying week. Thus, making them aware of what bullying is, how they can help to stop it and that bullying will not be tolerated.

### **Action to Combat Bullying**

The school will investigate each and every incident or complaint in accordance to the guidance given by BwD Local Authority and act quickly (refer to link provided). Staff will ensure the victim is supported throughout the investigation and then monitored after the incident has been dealt with to ensure

repeated bullying does not take place. Parents/carers will be informed of the outcome of the incident and all reports will be recorded on Synergy.

### **Action to combat Inequality/Prejudice**

At St Thomas's we will work to ensure Single Equality for all our staff and pupils in line with the Equality Act 2010. We are opposed to all forms of prejudice and we recognise that children and young people who experience any form of prejudice related discrimination may fare less well in the education system. We provide both our learners and staff with an awareness of the protected characteristics included in the Equality Act.

Prejudice and discrimination are discussed and explored in the Personal Development curriculum where pupils are taught to recognise and respect diversity, foster positive attitudes and relationships, tackle prejudice and promote understanding between people from different groups.

St Thomas's Centre follows the guidance from BwD on Equality and Discrimination (refer to link). Any incidents of discrimination or prejudice are investigated and action taken quickly.

### **Searching, screening and confiscation**

On arrival at St Thomas's all pupils are expected to hand in any items that may cause problems with behaviour throughout the day. Items include bags, mobile phones, vapes, vape liquids, lighters, tobacco, cigarettes, bus passes, money and personal items for safe keeping.

In line with the guidance ***Searching, screening and confiscation: advice for schools DfE 2018*** staff can and will search pupils for prohibited items. Prohibited items are knives or weapons, alcohol, illegal drugs, stolen items, vapes, tobacco, cigarette papers, fireworks, pornographic images or anything which could reasonably be used to cause damage to a person or property and any other items banned under the school rules.

This will be a personal search, with two members of staff present. The member of staff carrying out the search will be of the same gender as that of the pupil. When possessions are searched the pupil must be present and informed of the reasons why the search is to happen. Parents and carers must be informed that a search has been carried out.

If a pupil refuses to be searched, they are risking the health and safety of other pupils and will not be admitted to class. They will be supervised until parents or carers have been contacted to resolve the issue. This will involve the parent/carer witnessing or carrying out the search.

Dangerous items will not be returned to pupils. Depending on risk posed, they will either be disposed of, or passed on to the Police. Banned items, such as mobile phones (found during the school day), and vapes are to be collected by parents.



### **Key Documents and resources for reference**

1. <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>
2. <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
3. <https://www.gov.uk/government/publications/school-exclusion>
4. <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
5. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>