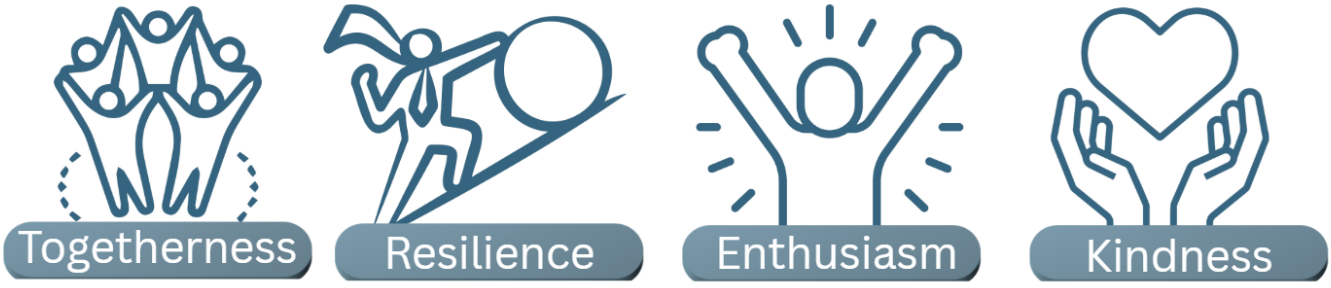
Behaviour Policy



Reviewed	Headteacher
Review	September 2027
Review	Annual

Section 1: Introduction

At The Wymering School our pupils are held in the highest possible regard. We take a relational approach to support behaviour change. Our task is to teach pupils the skills to be able to solve their own problems and meet their own needs, in a positive way. Our Positive Regulation and Behavioural Policy is embedded in everyday practice.

The Wymering School has a holistic approach to education, valuing all learning and understanding that learning is continuous. We focus on building positive relationships between children and staff, and children with their peers. We understand that traditional behaviour management approaches are often not the best way to support and therefore look at bespoke ways to support children in developing better behaviour regulation.

This policy sets out:

- Our approach to positive regulation
- To define behaviour when pupils are regulated
- To outline expectations for pupils
- To summarise the roles and responsibilities of different people in the school community with regards to behavioural regulation
- To outline how we support pupils to positively regulate

Section 2: Rationale

Success is measured not by an absence of problems but by the way we deal with them. In general, pupils who feel psychologically safe and are provided with high quality, engaging and meaningful learning opportunities will behave appropriately. Pupils often suffer strong reactions to stress resulting in fight, flight or freeze responses. Often our pupils have very little or no control over how they respond to stress. We meet our children where they are at. As such we find it more helpful to talk about behavioural regulation rather than behaviour.

When pupils are well regulated, they are calm, able to listen, able to engage, able to process and organise information, able to make transitions, demonstrate flexibility, enable and support learning for others and recognise achievements.

Many of our pupils suffer with extreme levels of anxiety. Therefore, measures that create predictability and security help to create an environment that is consistent. Daily school routines, fixed timings, low arousal environments, sensory breaks, visual timetables,

readiness for learning and access to sensory integration areas ensure that days are predictable, expectations clear and school feels safe and stable for pupils.

Pupils can find transitions difficult to manage, for example home to school or class to class. Pupils may need to engage in readiness for learning activities throughout the day to help them achieve a calm and alert state to show that they are ready to learn.

Section 3: De-escalation and Non-Confrontational Approaches

The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils. The philosophy of using nonconfrontational approaches when communicating with others is central to the school's ethos.

Staff at The Wymering School are trained in the rationale for and implementation of low arousal and non-confrontational strategies. All staff use the strategies routinely. A comprehensive package of de-escalation strategies is available via Price Training, our trainer of choice in the use of positive behavioural regulation and approach. We embrace the approach which emphasises the use of verbal and non-verbal de-escalation techniques to reduce instances of aggressive behaviour and the need for positive handling. All staff are trained and conversant in the use of de-escalation techniques and receive refresher training on an annual basis or as need is identified.

Section 4: Reward Systems

If children are to progress towards becoming successful adults, then the people around them must model this, consistently. Praise is very important for all children ((and adults) as it provides feedback and recognition of appropriate behaviour, helping them to see how well they are doing and what progress they have made.

During the early stages of learning new behaviours, it is not easy for pupils to judge when they are 'getting it right'. By providing feedback, staff help pupils to recognise their own behaviour and make progress for themselves.

Leaning that their actions have effects will assist pupils to develop their self-awareness in monitoring and regulating their own behaviour.

The school has a strong rewards system, based on pupils gaining 'steps' a step forward. Steps are achieved for the school values - togetherness, resilience, enthusiasm and kindness , attendance and any special acts or pieces of work which should be celebrated.

Each day ends with a reflect and review session where pupils look at their progress against personal targets and tally up their 'step count'. Pupils have opportunities to talk through their day and tell staff what they have enjoyed, what they have achieved and why they think they were successful.

Classes then use their step counts totals to earn end of term trips.

Praise

Staff are aware of and actively seek opportunities to specifically reward pupils through verbal or written feedback. Praise needs to be explicit and offer specific feedback about what a pupil did well rather than 'great job' 'Safraz, you did a great job tidying up the table after lunch, thank you for your help'

Peer to Peer Praise

Pupils can give peers positive feedback through the weekly 'Shout Out's' where they can nominate other pupils who have demonstrated qualities or skills that they feel deserve recognition

Assemblies

The school has a whole school weekly assembly. We celebrate our step counts and share the top three classes each week as well as acts of kindness and WOW moments.

House System

We have four house teams and the steps pupils earn are totalled up and shared in our end of term celebrations assemblies. Winning teams can select a prize which is decided through the school councils.

End of Year Awards and Celebrations

KS2- 4 Achievement Assemblies to celebrate the achievements of individuals throughout the year and give out awards linked to the school's values and attendance.

KS4 Prom/Leavers Celebration – special celebration to celebrate success throughout the year and distribute record of achievement files which summarise the pupil's achievements during the year including awards, qualification/accreditation certificates gained

Section 5: Restorative Practice (RP)

This policy is designed to promote the behavioural regulation by improving the capacity of learners to make positive choices. Pupils will inevitably make negative choices on occasion. The absence of sanctions increases the likelihood that pupils engage with restorative practices The type of learning opportunity will depend on:

- The nature of the event
- The nature of the pupil and the likelihood of a positive interaction
- The emotional state of the pupil

Only staff with training in restorative practice (RP) will guide the process. Each incident will be analysed on a case-by-case basis so that the appropriate time, venue and staff can be arranged. Some situations will require 'cooling off' time whilst it may be appropriate for an immediate response in some situations. A brief discussion may suffice but some will involve a lengthier process. RP help pupils to develop their emotional awareness and literacy and longer term their self-awareness.

The use of restorative techniques and questions should be carefully considered, and their appropriateness will depend on the students involved. Pupils who find empathising very challenging may well have the empathic ability to understand the effects of their actions on others but may not be able to yet care about their feelings sufficiently to modify their behaviour.

Restorative practice techniques and questions are beneficial for some pupils. This is especially true of those who care about the feelings of others but lack the ability to understand the emotional impact of their actions on them. Carefully administered RP sessions may be especially beneficial for some learners on the autistic spectrum when combined with work to recognise feelings in others and self.

Section 6: Creating The Right Conditions for Positive Behavioural Regulation

We recognise, as adults, we are critical role models and one of the most significant influences on the way that children develop their attitudes for life. The best chance of successfully implementing strategies to modify behaviour is to build excellent working relationships between staff and pupils. The philosophy of using positive approaches when communicating with others is central to The Wymering School's ethos.

- Behaviour is a form of communication. The change in terminology in the 2020 Code of Practice of Special Educational Needs and Disability helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious), within a particular context, and responding accordingly.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults to respond in a way that focuses on the feelings, emotions

and needs that might drive certain behaviour, rather than the behaviour itself. Children who are viewed/described as having 'behavioural difficulties' need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide the support the need to thrive.

- Recognising not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of children are within their control. Therefore, the language of choice (e.g. 'good choice/bad choice') is not always helpful
- Understanding that our pupils 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.
- At all times staff act as role models and facilitators, actively seeking opportunities to provide clear, positive commentary to deepen social and emotional understanding
- Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)
- Thinking of a child as behaving badly disposes us to think of punishment. Thinking of a child as struggling to communicate something difficult helps us to think empathetically

The Role & Responsibilities of the Headteacher and Leadership team:

- Leading the way – modelling the language we use, the way in which we how we talk about and share information around positive regulation
- Modelling through our actions and language the unconditionally, positive regard we have for our pupils
- Ensuring the policy and approaches are rooted within the school's vision and values
- Providing high quality CPL for staff, including through the induction process
- Ensuring approaches are consistent across the school
- Modelling absolute commitment to the policy and its aims
- Providing a clear direction and strategy for positive behavioural regulation at the school
- Supporting and facilitating staff practice and wellbeing through line management, supervision, regular opportunities for reviewing practice.
- Enabling staff to feel confident and empowered in a safe and supported environment

The Role & Responsibilities of the Local Governing Board:

- Holding the Headteacher and Leadership Team to account

- Monitoring the implementation of this policy
- Ratifying policy
- Auditing data and measuring progress
- Setting targets
- Making sure staff are supported and that well-being of staff is held in high regard
- Modelling expected behaviours and approaches
- Monitoring, evaluating and reviewing
- Checking on the Health and Safety of the School

The Role & Responsibilities of Teachers and Support Staff:

- Ensuring pupils feel safe, valued and understood
- Provide a secure and appropriate learning environment
- Work with multi-agency teams to wrap around the pupil, working collaboratively with partners and accounting for pupil's holistic needs
- Build close and positive relationships with families which will support the pupil's growth and progress
- Be organised, punctual and prepared for the learning day
- Use their knowledge of the pupils to provide meaningful and engaging learning appropriate for each child
- Adopt a consistent, low arousal approach
- Promote co-regulation throughout the day
- Use approaches consistently
- Offer constructive challenge and reflection where approaches to positive regulation were not consistent
- Be able to see the bigger picture for a child and start from a position of empathy

The Role & Responsibilities of Parents/Carers:

- We understand that parents are the people who know their children best
- To know that we hold their child in the highest possible regard and that we want the very best for them whilst they are at The Wymering School and beyond
- To know that the school will actively listen to their thoughts and views
- To support their child's development through attending all meetings which help to determine future outcomes for their child
- To share details no matter how small which may affect a pupil's performance or well-being so that the school can make adjustments/allowances for that pupils (e.g.) poor sleep, change in routine
- To trust in the school's educational expertise

Our whole school approach is rooted in PACE (see Appendix 1) and staff adhere to the principles of this through The Bubbles – 9 simple rules and accompanying strategies that 'stop the bubble from bursting'. Our Bubbles support consistent and positive practice. A full copy of the Bubbles is in the appendices, the 9 rules are as follows:

- **Natural and logical consequences**
- **Pick up your own tab – all staff are responsible for managing behavioural needs**
- **Predictability creates a culture of certainty**
- **Every Day is a new day!**
- **Deliberate Botheredness**
- **Needs before behaviour**
- **Clear concise language**
- **Prise, prise, praise**
- **Explain why – it might not always be obvious for our students**

The Bubbles are underpinned by the school's motto which was chosen by the students **'Do Good Feel Good'**. You will hear this as you travel round the school and it's used by pupils and staff alike.

- At all times we are proactively supporting our pupil regulation by being positive and preventative through using the Bubbles
- Pupils use colours to identify how they are feeling each day and this enables conversations to take place around pupil's emotional literacy and self-regulation
- School sessions routinely begin with 'Anchor points' – where classes check their daily timetable, work through any changes or adaptions for the day or upcoming week
- All lessons and activities are clearly structured with clear beginnings, middles and ends
- Social Stories are used to explain new concepts, develop social competency and help pupils manage change
- Visual supports throughout the day, according to individual needs
- Sensory Integration Therapy support for those pupils with sensory processing disorders who can struggle to engage with learning until their sensory systems are regulated
- Pupils have quieter areas which they can access during the day to help them manage their sensory needs
- Change of environment is available when required
- Change of face is used as a strategy among staff

Section 7: Staff Induction, CPL & Support

Research suggests that when schools place a strong emphasis upon the emotional health and well-being of all members of the school community, and this ethos is driven by the school's senior leadership team and is evident in practice, this leads to better outcomes for all (Banerjee, R., Weare, K., & Farr, W. (2014).

A clear and robust induction programme is in place for new staff which covers the principles and practice including positive regulation. New staff are trained by Price Training (Safe Schools Programme) following the completion of a successful induction period.

Recognition that staff working with young people with complex needs require ongoing, meaningful and timely support which will help them to ensure high quality support.

- High quality CPL delivered through weekly meetings and annual INSET programme clearly linked to the school's development plan
- Daily morning briefings and afternoon de-briefs provide opportunities to work together to celebrate successes, share news and create solutions
- A strong emphasis on a solution focussed outlook, if there is a problem there will be a solution, we work as a team to create the solution
- Leader's doors are open to staff, always
- Fortnightly line management/supervision sessions, which are non-negotiable
- Staff assistance support through Education Support which offers a range of services including counselling, coaching, financial and health advice
- Restorative approaches also support staff in a manner which promotes accountability and seeks to repair any harm / damage to a relationship, should conflict or challenge arise (with other staff, pupils, parents/carers)
- De-briefs following any significant incident with staff, ideally on the same day or within 24 hours

Section 8: Personal Possessions

Items such as mobile phones, jewellery, money etc cannot be protected from theft or damage whilst in the possession of pupils.

At the start of each school day, we ask pupils to place their phones in named padded envelopes, they are then kept locked in the school office where they will remain safe. Pupils will not have access to their phones throughout the day. All phones are returned at the end of the day during transport.

Section 9: Managing Extreme Situations

The Bubbles offer consistent strategies to support regulation. If a pupil's behaviour continues to heighten to unsafe levels the pupil may need to be given space to themselves away from other children in order to de-escalate. Pupils will be continually monitored by staff whose actions will support the de-escalation of the pupil as safely and quickly as possible.

If a pupil is judged to be highly dysregulated, unable to keep themselves safe or pose a risk to others an alternate activity will be found that will support de - escalation. The language used will be positive and focus on safety so the pupil understands their nonparticipation relates to safety and is not a punishment (ie) you are not able to go kayaking today because your behaviour is showing us that cannot keep yourself safe.

When a pupil's behaviour can no longer be managed using the de-escalation and "bubbles" strategies, it may be necessary to take further action. Staff should ensure that all interventions and strategies have been attempted with the pupil and that any further action is guided by the pupil's Positive Support Plan. Only when it's clear that none of the strategies will have the effect of creating a safe environment for all concerned that physical intervention be considered. **The school views restrictive interventions as an absolute last resort.** Please refer to the SET Restrictive Interventions Including the Use of Force Policy.

In some circumstances a modified timetable may be applied in response to extreme or persistent behavioural dysregulation. The timetable will be temporary, and time limited with the aim always to reintegrate the pupils back into their group as soon as they are ready. Any personalised timetable will be designed with the child's best interest at the centre and reviewed every six weeks in conjunction with families, school and other professionals, such as the LA attendance team.

Occasionally, it may be necessary to suspend a pupil from the school for a fixed period of time or, in the most extreme and very rare cases, permanently exclude a pupil. It is The Wymering School's policy that this is an absolute last resort.

Only the Headteacher can make the decision to suspend or exclude. The Headteacher or Deputy will contact parents usually by phone and in writing to explain the exclusion process.

Section 10: Policy Links

- PSHE Policy
- Anti Bullying Policy
- Exclusion Policy
- Physical Interventions Policy
- Equality Objectives
- Health and Safety Policy
- Safeguarding and Child Protection Policy
- SET Restrictive Interventions Including the Use of Force Policy

APPENDIX 1

PACE/PLACE

PLAYFULNESS is about creating an atmosphere of lightness and interest when you communicate. An open, ready, calm, relaxed and engaged attitude.

ACCEPTANCE is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. Unconditionally accepting a child makes them feel secure, safe and loved.

CURIOSITY is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand. Without judgement, children become aware of their inner life.

EMPATHY is the adult demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that she will not have to deal with the distress alone. Empathy gives a sense of compassion for the child and their feelings.

More recently, the acronym PLACE has been used, to include a fifth element: **LOVE** which is about creating loving relationships - all children need love.

More information can be found at: ddpnetwork.org/about-ddp/meant-pace

Appendix 2

What Emotion Coaching means in practice (how co-regulation works)

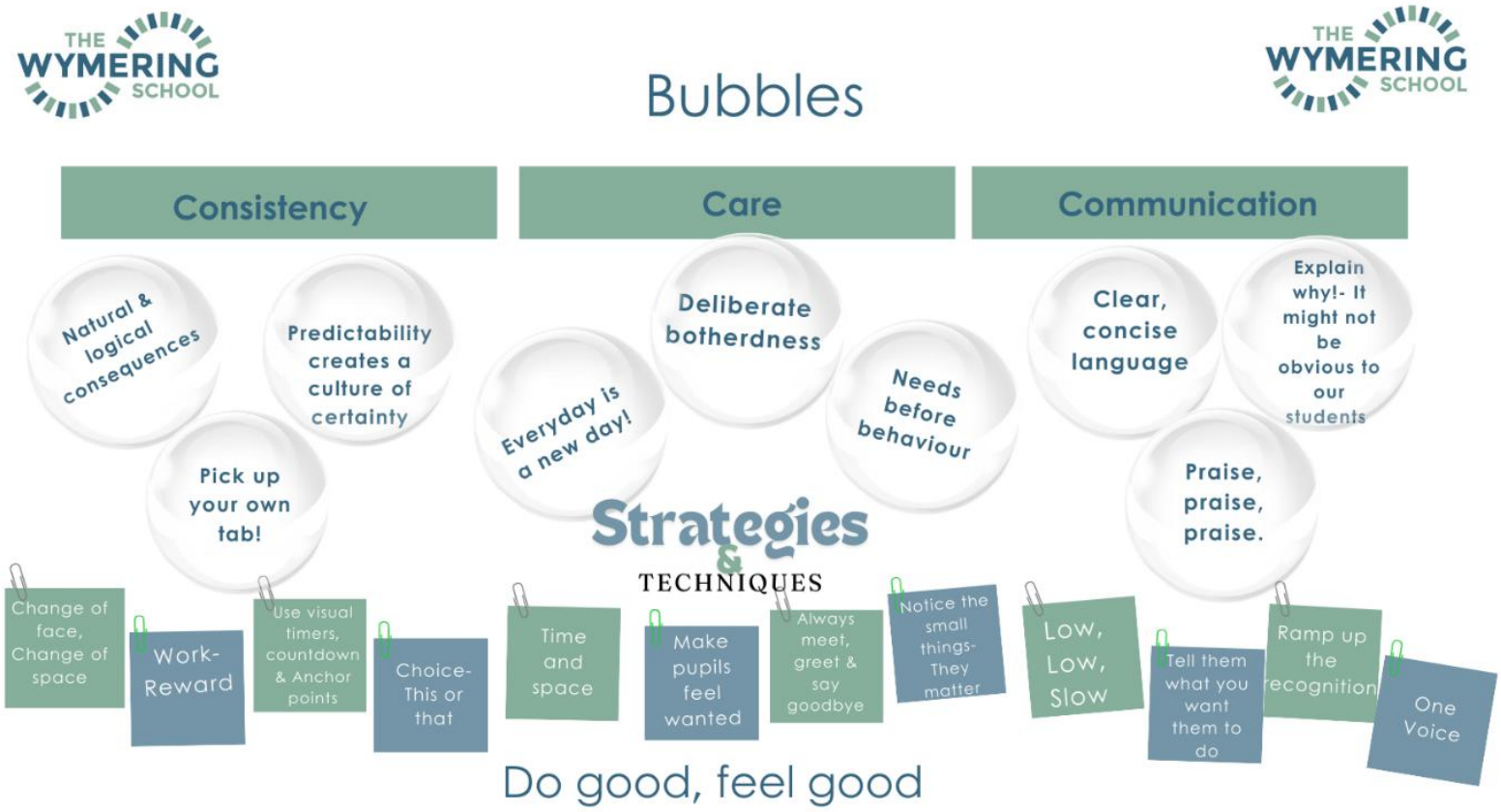
Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')

Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')

Step 3 (if needed): Setting limits on behaviour ('We can't always get we want')

Step 4: Problem-solving with the child/young person ('We can sort this out')

Appendix 3


THE WYMERING SCHOOL
Bubbles
THE WYMERING SCHOOL
Consistency
Care
Communication
Natural & logical consequences
Predictability creates a culture of certainty
Pick up your own tab!
Deliberate botherdness
Everyday is a new day!
Needs before behaviour
Clear, concise language
Explain why!- It might not be obvious to our students
Praise, praise, praise.
Strategies & TECHNIQUES
Change of face, Change of space
Work-Reward
Use visual timers, countdown & Anchor points
Choice- This or that
Time and space
Make pupils feel wanted
Always meet, greet & say goodbye
Notice the small things- They matter
Low, Low, Slow
Tell them what you want them to do
Ramp up the recognition
One Voice
Do good, feel good