



**Blackwell Education**  
Empowering Knowledge For All

Behaviour Regulation Policy

Implemented April 2020

To be reviewed April 2021 by Director and staff

## **Behaviour Regulation Policy**

### **Principle**

*Providing the optimal, individualised, environment to enable each pupil to flourish*

Blackwell Education provides education for students with varying levels of need. Our aim is to give our pupils the best possible education in a safe, healthy and happy setting where everyone matters and where learning is at the heart of everything we do.

Our NURTURE therapeutic framework has been developed by Changing Minds UK which aims to describe the overall therapeutic framework for the Provision. It is an evidence-informed framework, based upon best practice in supporting children with complex needs, drawing upon attachment and trauma theory, child development, resilience and systemic practice.

### **Scope of the Policy**

This policy is for all staff, pupils, parents and carers, visitors and partner agencies working within the provision and provides guidelines and procedures as to how our provision supports and responds to behaviour.

Our provision is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of provision life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole provision community.

It is acknowledged that members of the provision community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware, Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our provision ethos.

### **Policy Aims**

Blackwell Education treats **all children** with **unconditional respect** and has **high expectations** for both **adults' and children's learning** and **social** behaviours. Our provision is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be

modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

- 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 support children to develop their emotional regulation skills, which in turn will impact upon their ability to regulate their behaviour.
- To support all children to learn effective, safe, ways of communicating their needs.
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

### **Roles and Responsibilities**

Maintaining good behaviour is the responsibility of all staff, and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

**The Director and staff** are responsible for ensuring that all aspects of the provision's Behaviour Regulation Policy and its application, promote equality for all pupils.

The roles include:-

- a.The Director defining the principles underlying the Policy.
- b.The Director and Leadership in framing and establishing an environment that encourage positive behaviour and regular attendance.
- c.The Director and Leadership ensuring provision leads are trained in emotional coaching and restorative practice, which is integral to our behavioural policy, and that all staff are trained in this approach.
- d.All staff in ensuring that the policy is consistently and fairly applied.
- e.Pupils who are able to behave in a way that promotes the learning of all in the community.

**Parents/Guardians** can contribute in the following ways:

- Being interested in their child's learning.
- Supporting their child to continue to develop emotional regulation skills at home, building upon strategies learned through provision.
- Understanding and supporting provision procedures and rules.
- Being willing to support activities related to provision.
- Being aware of their child's role within the community.
- Supporting the provision's use of Restorative Practice.

By ensuring their child is ready for the provision day by:

- Being punctual.
- Wearing correct provision uniform.

## **Approach**

The seven areas of the NURTURE therapeutic framework are:

N	Network around the child
U	Understanding individual needs
R	Relationship development
T	Therapeutic environment
U	United and supported teams
R	Resilience and regulation
E	Empowering success

## **How the Behaviour Regulation model is applied**

Step 1: Ensure that the environment is safe, recognise the emotion, empathise and sooth to calm

Step 2: Validate the feelings and name what you see (e.g. the emotion likely to be underlying the child's behaviour). For example, "Bradley, you look really angry

today.” Notice whether the child needs emotional regulation or whether they are ready to talk through the behaviour. If they need regulation, support the child to use their regulation strategies (e.g. kicking a football, having a cold drink, eating something crunchy, time in a calm room) Then give praise for the use of regulation skills.

Step 3: Set limits on the behaviour. Use correction or problem solving where appropriate e.g. “But it is not okay to kick the door like that. Let’s think about what you could do instead next time that you are feeling angry.” This will enable the child to learn from their experience.

Step 4: Problem solving with the child. When the child is ready to reflect, be curious about the possible reasons behind their emotion e.g. “I wonder if these angry feelings are because you’re feeling left out. “Show empathy and acceptance of the feelings e.g. “I get it. I would feel angry if I was feeling left out too.” Where there has been a rupture in the relationship between a child and a member of staff, the staff member should lead the repair of this relationship, so that the child knows that ‘the relationship is bigger than the act’.

Every child has a ‘Provision Map’ and Risk Assessment which details every aspect of the child, from academic profile to their emotional context. This document lists the emotional regulation strategies, triggers, warning signs and what the child and what others can do at each stage.

