



Promoting Positive Relationships and Supporting Emotional Regulation  
Policy for Broadlands and Withington Primary schools

Created by staff

February 2023

Date of next review: February 2024

### **1) School vision statement**

Philosophy of the policy at Broadlands and Withington Primary Schools:

At Broadlands and Withington Primary Schools, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong ... Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. 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, hopefully beyond school and into the "real" world".

### **2) Policy Statement**

This policy is based on Guidance provided by Herefordshire Local Authority and has included input from: members of staff, representatives from the governing body, parents and carers and children at Broadlands and Withington Primary schools.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provide a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with the Inclusion leader or member of SLT.

### 3) Policy Scope

This policy is for all staff, pupils / students, parents and 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.

### 4) Policy Aims and Objectives

Our schools are committed to the emotional mental health and well-being of their staff, children and parents/carers. 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 of the whole school communities.

It is acknowledged that members of the school 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 school ethos.

Broadlands and Withington Primary Schools treat all children with unconditional 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 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.

#### Policy Aims

- 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 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

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

- What do we do to teach and promote positive managements of behaviour?

Whole School and Class Assemblies: These cover areas such as 'Caring for Others',

'Anti -bullying week', 'How to be a good friend', 'Who to go to if you need help'. There is a plan for the year with themes for each week which will include specific issues relevant to our school and community including: Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness.

- PSHE– children have 30-60mins of lessons each week which include strategies to deal with different situations and ways to help regulate emotions through the zones of regulation and body scanning. This is taught by the class teacher.
- Whole School days/weeks: Specific focus weeks are used to bring certain aspect a higher profile; these include: Children's Mental health Week; Anti Bullying Week; and Manners Week
- School Curriculum including RE and a thread through themes
- High focus on teachers developing positive relationships with children

- Clear and consistent routines in classrooms, around the school and in the wider community
- High expectations from staff about conduct in class and around the school
- Clear pathways when there is a cause for concern and positive reinforcement for good responses

## 5) Policy Links

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

Add links to relevant policies, and delete any aspects of this policy which are covered in other policies – e.g.

- PSHE Education Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Restraint Policy
- E-safety policy
- Cyber-bullying policy
- De-escalation and positive-handling Policy
- SEND Policy

[Intervention guidance for Special Educational Needs and Disabilities in schools and other settings](#)  
[Graduated approach \(herefordshire.gov.uk\)](#)

<sup>1</sup>[Teaching children with SEN and disability – Herefordshire Council](#)

## 6) Roles and Responsibilities

It is not just the role or responsibility of a few key staff for dealing with behaviour in the school; it is a shared responsibility.

Responsibilities

All staff

- All members of staff are responsible for supporting the needs of children across the school. Where a child is seen to be having difficulties they should be treated with respect and understanding.
- Shouting and shaming should never be used and is not tolerated at Broadlands and Withington Primary Schools.
- Staff will always endeavour to have private discussions with pupils in order to help support any needs that are arising.
- Staff use the Key principles outlined in this policy to support the needs of all our pupils.

Specific Roles

Teachers - Wave 1

- Ensure parents are contacted when:
- a child is having Wave 2 needs
- there has been a 'one off issue significant incident

Where possible the teacher should do this to have the ongoing dialogue. On some occasions a member of SLT or a Learning mentor will liaise with parents for significant one off incidences.

For wave 2 needs, a discussion should be had with the parent(s) as to the best way to keep a dialogue going.

#### Family support worker – Wave 2

- Provide specific support for children experiencing any difficulties, whether this is an ongoing need or a short term difficult a child may be having.
- Provide support in class and at break and lunchtimes
- Provide 1:1 or group work to support emotional health needs and mindfulness
- Use the nurture room (Broadlands only)

#### Hive lead teacher (Broadlands) and Heads of learning (Inclusion and Safeguarding) -Wave 3

- Lead the ethos of this policy
- Ensures the policy is implemented effectively
- Ensures effective training for staff
- Oversees the specific needs of pupils across the school
- Provides support to staff, pupils and parents as necessary
- Links with outside agencies to offer additional services
- Ensures that all tracking and reporting of incidents and additional needs are up to date
- Runs the Hive nurture room

#### Head of schools and Executive Headteacher - Wave 3

- Lead the ethos of this policy
- Is the only person authorised to exclude a child

#### Parents

- Inform the school of any concerns (Class teacher, Learning mentor, Heads of Learning, Head of schools)
- Have an open dialogue with the school
- Support the school when needing to get further support
- Setting down these general guidelines on policy and of reviewing the effectiveness of this
- Duty to consider parents' representations about an exclusion

#### 7) The role of Herefordshire Council

Attachment training provides an understanding of early child development and the importance of nurture on the developing brain. It focuses on how to support teachers and key adults in understanding challenging behaviours and provides strategies to support children to regulate and manage their emotions more effectively. The training offers advice on establishing a key attachment relationship. It also provides staff with strategies to support children to regulate and manage their emotions more effectively. It uses the principles of Emotion Coaching and attachment theory. Our Attachment Aware training promotes the development of relationships as proposed by Dan Hughes, through the use of PACE.

All Herefordshire maintained schools are encouraged to self-evaluate alongside their EP using the Attachment Aware Self-Evaluation Form. Herefordshire Virtual school is able to give advice and guidance on children in care. Please refer to this Guidance as well as Appendices.

Key Attachment Aware principles such as attachment and empathic listening to support coregulation should be incorporated into your school's Behaviour Regulation Policy and expected practice / processes. We advocate non-coercive versus coercive techniques.

### **9) How the school supports staff well-being and reflection**

The link between emotions and learning is evident.

We provide emotional support for staff to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout.

### **10) Practice and policy review process School**

Review:

This will be continuous (and at least annual) process of review of our school's Behaviour Regulation Policy. It will involve an ongoing cycle that involves applying Attachment Aware principles into practice and policy development, disseminating through frequent training, reviewing effectiveness/identifying weaknesses and/or lack of clarity, problem-solving to further develop practice.

