

## Behaviour Regulation Policy

<b>Date Completed</b>	September 2023
<b>Review Period</b>	3 years

### Behaviour Regulation Policy

#### Principle

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

Endeavour Federation provides education for children with social, emotional and mental health needs. Our aim is to give our pupils the best possible education in a safe, healthy and happy school where everyone matters and where learning is at the heart of everything we do.

Our NURTURE therapeutic framework has been developed by the Senior Leadership Team, with support from Changing Minds UK [Clinical Psychologists] which aims to describe the overall therapeutic framework for the Federation. 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, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Our school 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 school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

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.

#### Policy Aims

The Endeavour Federation treats **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.

- 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, governors 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 Governing Body, Headteacher and staff** are responsible for ensuring that all aspects of the school's Behaviour Regulation Policy and its application, promote equality for all pupils.

The roles include:-

- a) The Governing Body defining the principles underlying the Policy.
- b) The Headteacher and Senior Leadership Team in framing and establishing an environment that encourage positive behaviour and regular attendance.
- c) The Headteacher and Senior Leadership Team ensuring school 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 school.
- Understanding and supporting school procedures and rules.
- Being willing to support activities related to school.
- Being aware of their child's role within the community.
- Supporting the school's use of Restorative Practice.

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

- Being punctual.
- Wearing correct school 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

The details of this are set out in the full framework given in Appendix 1.

### **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.

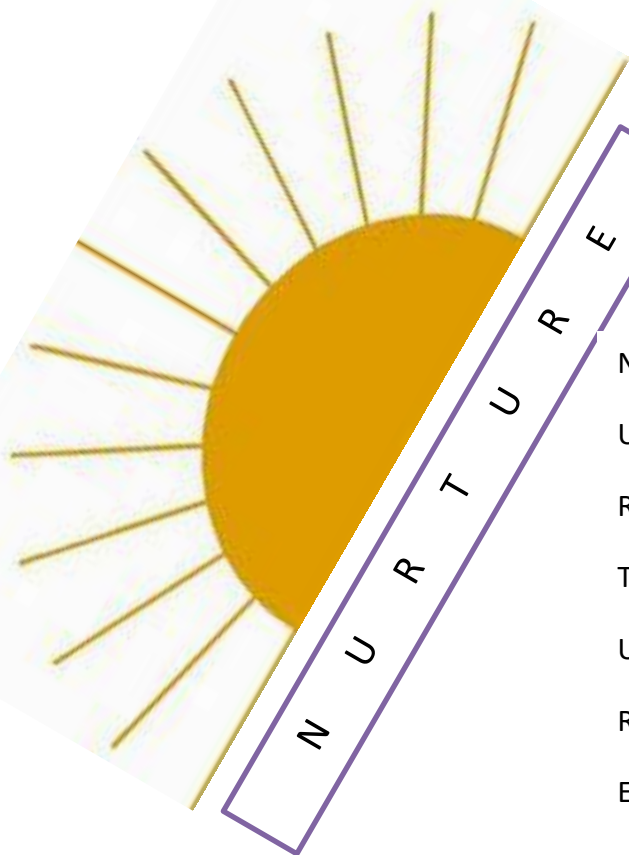
Step 3: Set limits on the behaviour. Use correction or problem solving where appropriate e.g. "But it is not okay to kick the door like that. Let's think about what you could do instead next time that you are feeling angry." This will enable the child to learn from their experience.

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.

## Appendix 1: Endeavour Federation NURTURE Therapeutic Framework

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



N	Network around the child
U	Understanding individual needs
R	Relationship development
T	Therapeutic environment
U	United and supported teams
R	Resilience and regulation
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Endeavour Federation provides education for children with social, emotional and mental health difficulties. Our aim is to give our pupils the best possible education in a safe, healthy and happy school where everyone matters and where learning is at the heart of everything we do.

The NURTURE therapeutic framework has been developed by the Senior Leadership Team, with support from Changing Minds UK [Clinical Psychologists] which aims to describe the overall therapeutic framework for the Federation. 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. Each of the seven areas of the framework will be described in detail below.

## Network around the Child

At Endeavour Federation we aim to initially identify, and **work collaboratively** with, the support network around each child. We know that **joined-up** working is best practice in supporting young people with complex needs, as it leads to **shared understanding, consistency, stability and safety** in approach. We prioritise engaging with families and carers and involve them as much as possible in decisions around their child. Good **home-school communication** is promoted, and therefore time is taken to develop positive relationships with family members.

We also work in **partnership** with other agencies such as CAMHS, Youth Offending and Social Services. It is particularly important to liaise with other agencies about any **changes or transitions** that the child is likely to encounter and reflect on how best to support the child through these. We also work closely with other agencies around **Safeguarding** and potential risks and difficulties that our pupils might experience. As we support a particularly vulnerable group of children, it is important that we are aware of potential risks in the community (such as substance use, CSE, grooming, social media) and help our pupils and their families to be aware of potential risks and how to best manage these. We do this through liaising with other agencies (such as the Police, Missing from Home Team, Charities), staff training in relevant topics, PHSE lessons, assemblies and family coffee mornings to share key information.

## Understanding Individual Needs

The child is at the heart of everything we do, therefore we take time to ensure that we have a good understanding of the individual needs and strengths of each pupil. We do this through spending time with the child, observations, information from their families/carers and other agencies, and assessment. Individuality and diversity are celebrated, and therefore we employ a flexible, creative approach to meeting pupils' needs.

We take a **holistic view of each child**, taking into account their learning, social, emotional and mental health needs. An initial assessment of **learning needs** (such as a dyslexia screening tool, cognitive assessment and a visual stress assessment) and **social/emotional/behavioural needs** (boxall profile) is undertaken when each child first joins the school, when we consider the pupil's specific needs within a school environment, then a personalised holistic plan can be developed. We think creatively about how to meet each pupil's needs and provide a **bespoke package of support**. Each young person has a provision map, which is regularly reviewed and adapted, which details what we know about the child, their home life, their ongoing needs, and how best to support them. This provision map is available to all staff working with the child, which leads to a **consistent approach** in how staff manage their learning and behaviour. A regular review is undertaken which focusses upon what is working, and what is not, to allow staff to adapt their approach.

## Relationship development

Our framework recognises the importance of the child having access to **attuned, safe, unconditional support** and nurturing relationships within the school environment. It sees these relationships as key to help each child to develop feelings of safety, social and emotional development, resilience and learning. Alongside a safe therapeutic environment, **trusting relationships** between staff and pupils are seen as an essential part of the therapeutic process, where **every interaction with a pupil has the potential to be therapeutic**. **Relationship repair** is also seen as important, so that pupils can learn that 'the relationship is bigger than the act'. A high level of **staff supervision** is always in place, to provide a sense of

safety and (physical and emotional) availability of staff. We also promote a **sense of belonging** and encourage more informal relationship-building. For example, staff sit and eat with the pupils at breakfast and lunch times. Staff also carefully consider the use of language and the impact that this can have, and we are a '**Communication Friendly**' provision.

Pupils are also given lots of opportunities for **social interactions** with peers, both inside and outside of the educational setting. They are encouraged, and offered support, to develop and **maintain friendships** with peers and develop other key social skills.

### **Therapeutic Environment**

We aim to provide a safe, therapeutic environment for our pupils which will enable them to flourish. We know that the best way of supporting a child with complex needs, is to **adapt the environment** around them to meet their needs so that they are supported to reach their potential. We aim to support pupils to **thrive**, rather than merely survive, at school.

We recognise that the children that we support often have a range of **unmet basic needs**. Many of our pupils are struggling with challenges within their home environments, with many on Child in Need or Child Protection Plans. Often the families/carers of the children may struggle to provide appropriate food, clothing, safety or nurture, or develop their child's self-care skills. Therefore, we aim to ensure that first and foremost, the basic needs of the child are met. When these needs are met, the child is then better able to go into a classroom, feeling safe and able to learn.

The school aims to provide a **safe haven** for pupils, where they can feel safe and secure regardless of what they might experience within the community. To enhance feelings of safety, there is as much **consistency and predictability** as possible within the school day so that the pupils know what to expect. Furthermore, staff are consistent in their training and approach to behaviour, so that the pupils can become more **trusting of staff's responses**. Staff are also trained in therapeutic approaches such as Emotion Coaching, so that the **therapeutic approach is embedded** throughout the environment.

### **United and Supported Teams**

Staff resilience and wellbeing is essential to support them to remain emotionally available, attuned and responsive to their pupils, and for them to be able to help their pupils to manage their own emotions (provide co-regulation). It is therefore highly important to support staff in order to develop the most therapeutic environment for our children. Staff support and opportunities for reflection are prioritised, and these are held outside of the school day so that staff are more easily able to attend. We promote **psychological safety and understanding** within the system, so that staff can feel more able to say if they are struggling or need any additional support.

We provide **supervision** for staff, to enable them to **reflect** upon how they support young people and the potential impact upon themselves. In addition, we hold **staff wellbeing events, mindfulness groups**, and can help staff to access outside **additional support** where appropriate. Key staff in each school are offered the opportunity to undertake **Spotlight personality profiles**, which are shared within a team setting, to increase self-awareness and awareness of others in the team, and think about how the team can best work together.

Team-building events also take place to **strengthen relationships** between staff. Support and reflection opportunities are offered at all levels of the service, and the Senior Leadership Team also engage in individual development opportunities. **Employee engagement** is seen as key, and staff are consulted on the ongoing development of the Federation.

### **Resilience and Regulation**

The ability to better understand, describe and regulate emotions, reflect upon your own experiences, and understand the thoughts, emotions and behaviours of others, are key factors of resilience in young people. We recognise that resilience is not an individual trait, but incorporates many **systemic factors**, so we aim to provide an environment which is safe, stable, supportive, has positive relationships, provides opportunities for growth and development, and has opportunities for individual skill development in terms of emotional and social learning.

One of the primary outcomes of the service is supporting each pupil to develop their **emotional regulation skills**. We understand that the difficult behaviours that we see within the school environment are often a reflection of how the child is feeling underneath. Often the children that we work with do not have the emotional awareness and ability to be able to describe, understand and regulate their emotions (skills that are predominantly developed through the caregiver-child relationship), and therefore we may see these emotions being displayed through the behaviour of the child (such as aggression, self-harm, avoidance).

To support our staff to have a **consistent approach** to enabling the development of emotional regulation skills in our pupils, all staff have been trained in **'Emotion Coaching'**. Emotion Coaching helps children to 'understand the different emotions they experience, why they occur, and how to handle them.' (Gottman, 1996). Staff are trained to be **attuned and sensitive** to the individual emotional needs of each child, and to provide co-regulation. Over time, **co-regulation** by a sensitive caregiver supports the development of a child's own emotional regulation skills. The child's emotional state is calmed, acknowledged and validated. Following this, staff support the child to problem-solve, repair a situation, or find strategies to better manage their emotions. Trained staff and peer mentors are available to facilitate **conflict resolution and restorative practice**. Where consequences need to be put in place, where possible these are logical or natural consequences, to help the child to better understand cause and effect. Physical intervention is rarely used, and is seen as a last resort where there are concerns about the safety of pupils, staff or visitors.

The oasis garden area offers space to reflect amongst flowers and herbs to stimulate quiet and a sense of calm and relaxation. The base is a classroom designed and laid out to feel homely and safe with soft furnishings, individual work stations and appliances such as a kettle, toaster and microwave so that pupils can develop independent living skills in a supportive environment a similar set-up can be found. The Forest school area promotes inquisitive thought and problem solving using the challenges of the natural world e.g building a pizza oven all from natural resources found in the space.

The activities/haven room offers a relaxation space at break-times where pupils can simply recline on the sofas/chairs and converse with one another or listen to music and watch the world go by through the windows. During lesson times this room is frequently used for pupils

who wish to work on their own without the distractions of classmates or pupils who need reflection time after an incident or a difficult circumstance has arisen at home or in school.

The PET classroom is a cosy and welcoming space with a range of learning set-ups to suit the individual based on their emotional state (a break out room for individual work, a workstation for those who wish to be part of the lesson without feeling to exposed, the traditional classroom set-up supported by fidget aids for pupils who like to get up and move around and who work best in a busier environment.

In addition, we have counsellors and a CAMHS worker based within the provision, so that young people with more complex needs can have access to more **specialist mental health support** where needed. Pupils also have access to a range of wellbeing activities which aim to support the development of emotional regulation, such as **Mindfulness** groups.

### **Empowering Success**

At Endeavour Federation, we want the **best outcomes** for our children and share their parents'/carers' hopes and aspirations. We pride ourselves on enabling our pupils to succeed in terms of their **academic achievement AND social and emotional development**. We endeavour to work closely with our pupils to identify their interests, skills and strengths and build upon these. We engage children in learning to allow for all pupils to have a **positive experience of education**. Where possible, we create opportunities for playfulness and fun which we see as crucial for enjoyment of life and learning. For example, we offer enrichment activities such as Duke of Edinburgh and social trips away from the school environment.

We have a focus upon intrinsic learning – helping our pupils to enjoy what they do, be playful and inquisitive, and gain a sense of **mastery, confidence and competence**. This then enables our pupils to believe in their ability to succeed, increases drive and motivation to learn, and impacts positively on self-esteem. In addition to this, we recognise pupils' progress daily, and **reward and celebrate achievements**. We involve each child in opportunities and choices about their education, helping them to feel **empowered and listened to**. In addition to academic achievement, we look at other potential goals and needs of our pupils, such as their social and emotional skills development. Targets and goals are regularly monitored and reviewed, alongside the pupil.