

## Behaviour Regulation Policy

<b>Date Completed</b>	September 2025
<b>Review Period</b>	3 years

## **Behaviour Regulation Policy**

### **Principle**

*Providing the optimal, individualised, environment to enable each pupil to flourish*  
Southern Cross school 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.

This is based on the guiding principles of relational inclusion, which are:

1. We believe that if a child could do better, they would
2. Relationships, relationships, relationships
3. We accept all emotions, but not all behaviours
4. We identify and address the because not the symptoms
5. We foster a culture of compassion and repair

### **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 Relationally Inclusive 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**

Southern Cross school 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 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
- Being prepared for the school day

## **Approaches used:**

- Emotion coaching
- Restorative practices & Conflict resolution
- Relational inclusion
- Trauma informed practice

## **How the Emotion Coaching model is applied:**

Step 1: Ensure that the environment is safe, recognise the emotion, empathise and soothe 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'.

### **How the Conflict resolution and Restorative practices model is applied:**



This Conflict Resolution Strategy outlines a comprehensive approach to relational inclusion by addressing disputes within a school, ensuring issues are managed fairly, consistently, and professionally. Conflict resolution enables pupils to re-establish peaceful relationships, repair harm and provide a sense of safety and belonging in the school environment, and rebuild their confidence in engaging with education. By fostering collaboration among school staff, parents, and external professionals, this strategy seeks to create a supportive framework of support.

Please see Conflict resolution strategy for further information.

### **How the Restorative practice model is applied:**

The use of restorative practices aims to help pupils by shifting the focus from punishment to repairing harm and building relationships. This approach teaches students accountability, empathy, and conflict-resolution skills, resulting in a more positive and productive school environment.

9 ways to create a culture of empathy and responsibility using restorative practices:

1. Let's talk – Create a culture of communication
2. Circle up – deal with the issue immediately and where it happens
3. Repair the harm – teach students to take responsibility for their actions
4. Throw out the rules – create clear and consistent expectations
5. Create a Growth mindset – put students back in the driver's seat
6. Teach mindfulness – empower students to recognise and manage their emotions
7. Cultivate empathy – build the capacity to listen, understand and communicate
8. Build restorative support – focus on the small things
9. Create a snapshot – use data to track and coach students

### **How the Relational inclusion model is applied:**

We believe that our words reflect our state of mind and our expectations of the world. We consciously craft our words to support a relationally inclusive approach.

Our five key vocabularies are:

#### **Dysregulation**

When a student is in crisis and are struggling to manage their emotions. Emotional dysregulation is a poor ability to manage emotional responses or keep them within an acceptable range of typical emotional reactions. (e.g. sadness, anger, irritability and frustration.)

#### **Co-regulation**

When an adult helps a student to manage their emotions. Warm and responsive interactions that provide the support, coaching and modelling children need to understand, express and modulate their thoughts, feelings and behaviours.

#### **Self-regulation**

When a student can manage their own emotional responses. Conscious personal management allowing someone to guide and manage their own thoughts, behaviours and feelings.

#### **Window of tolerance**

The zone in which a person can function most effectively. The zone where intense emotional arousal can be processed in a healthy way allowing you to function and react to stress or anxiety effectively.

#### **Attachment Seeking**

As opposed to 'attention seeking'. Often anxious students need a secure base as a result of on/off parenting. They use over developed verbal skills to gain reassurance

For more information, please see the ACT Relational inclusion policy.

### **How the Trauma informed practice model is applied:**

Trauma-informed practice helps students by creating safe, supportive, and predictable environments that foster healing and growth, leading to improved academic performance, better emotional regulation, and increased engagement.

Relationships and conversations with emotionally available adults in a school culture aware of 'safety cues'.

- Understanding of Adverse Childhood Experiences and protective factors to better understand the pupils and their behaviours.
- Understanding of PANSEPP's emotional system and how a balance or imbalance of the system underpins mental health & ill health.
  - RAGE, FEAR, PANIC/GRIEF (trigger stress hormones)
  - CARE (attachment)
  - SEEKING, PLAY (trigger pro-social chemicals)
- Understanding of attachment styles and how best to support pupils that display specific styles.
  - Secure
  - Ambivalent
  - Avoidant
  - Disorganised.
- Understanding of trauma informed practices - Protect, Relate, Regulate, Play
  - Use of PACE - Play, Acceptance, Curiosity & empathy
  - WINE - Wonder, Imagine, Notice, Empathy

## Appendices