



GLEDHOW PRIMARY SCHOOL
Behaviour Regulation Policy
Approved : July 2026
Next due for review in October 2027

Vision Statement

The purpose of this policy is to keep all children fully included, engaged with learning and participating in our school community. Gledhow Primary School value ambition, responsibility and resilience in our learners and know that understanding our emotions are key in developing these skills. 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.

Links to Policy and Guidance

This policy should be read in conjunction with the following statutory school policies which are available on the school website:

- Safeguarding and Child Protection Policy
- SEND Policy
- Absconding Policy
- Gledowls Positive Behaviour Policy
- Anti-bullying Policy

and the following non-statutory policies which can be requested via e-mail by contacting the Office.

- Care and Control Policy

This policy has been written with consideration to the following National guidance and statutory documents:

- Behaviour and discipline in schools: guide for governing bodies (2015)
- Children missing education (2025)
- School suspensions and permanent exclusions (2024)
- Working together to improve school attendance (2024)
- SEND code of practice: 0 to 25 years (2015)
- Searching, screening and confiscation in schools (2022)
- Keeping Children Safe in Education (2025)
- Restrictive interventions, including use of reasonable force, in schools (2026)

Aims

We aim 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 next stage of education. This approach is implemented to promote inclusive learning and achievement for all.

School rules

There are four school rules which staff maintain high expectations of, and consistent boundaries:

- Follow safe instructions
- Use polite and positive language
- Treat people and belongings with respect
- Keep hands, feet and objects to ourselves

Approaches

To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members, all staff at Gledhow Primary School follow the following approaches, theories and ethos:

Neurodevelopmental Model

Neurodevelopmental research shows that the 'decision making' prefrontal cortex of the brain is not fully developed until age 25. Making a 'positive choice' usually requires being in a calm or thoughtful mindset. 'Bad choices' are usually the result of being emotionally dysregulated – a signal of 'flipping your lid.' With support to self-regulate, children and young people can be helped to respond and behave in a more acceptable and appropriate ways. Behaviour is a form of communication: not all behaviour is simply a matter of choice.

A "HANDY" MODEL OF THE BRAIN:



Think of your wrist like the brain stem, it's responsible for basic things like breathing and keeping your heart pumping.



Your thumb, tucked in, sits in the middle, just like the amygdala is in the center of a brain. The amygdala is responsible for sensing danger & telling the rest of our brain + body



Your fingers are like your pre-frontal cortex- that's the part of the brain that helps us manage emotions and make complex decisions



When our amygdala sounds the alarm, our pre-frontal cortex can't do its job and we "flip our lid." That's why it can be so hard to make thoughtful decisions when we are upset. In these moments, our brains need to take a break to reflect and reconnect.

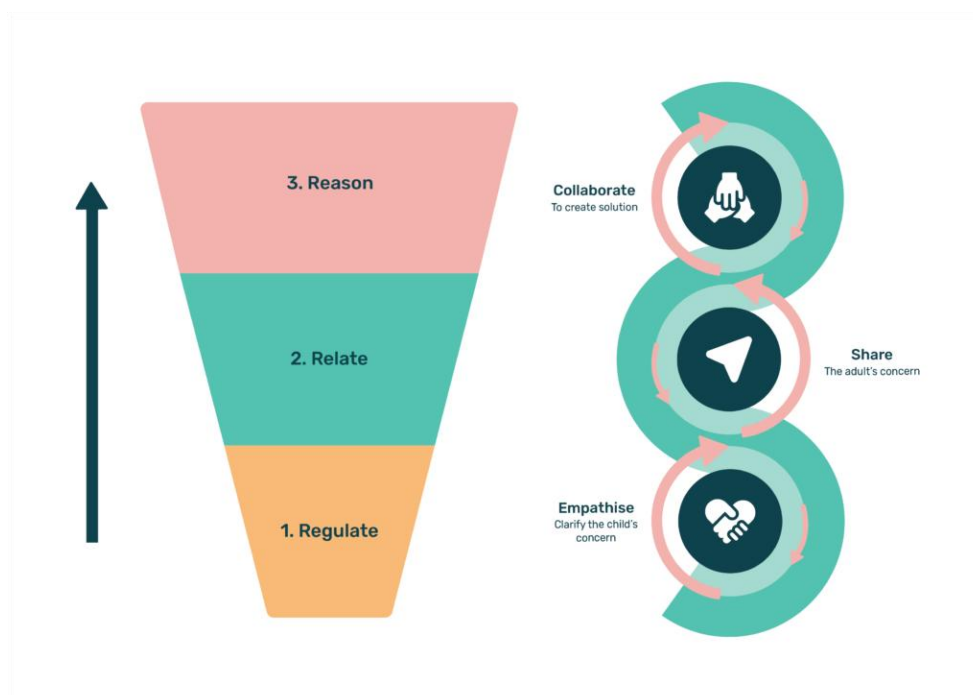
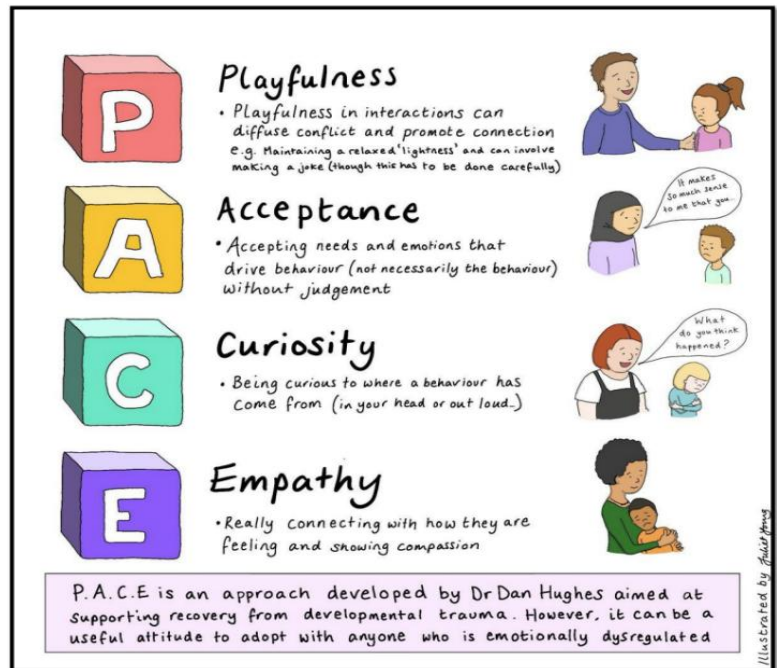
HAND MODEL CONCEPTUALIZED BY: DAN SIEGEL MD.
VISUALLY TRANSLATED BY: LINDSAY BRAMAN

Relational Approaches

All children need to feel safe and secure. People get their sense of safety primarily from others. Integral to this success are high levels of nurture and empathy; containment and structure and children's voices being heard. Relational, regulatory and restorative approaches are more effective in supporting the development on internal control and self-regulation. Restorative approaches place relationships, respect and responsibility at the heart of effective practice: putting relationships and connection first, before correction. Approaches such as Emotion coaching and PACE support pupils in recognising, naming and managing feelings and behaviour.



Mr. Therapist
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Individual Needs

Children need personalised approaches to supporting their personal development and well-being. Consistency does not always mean responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs. Whilst each child benefits from a consistent approach, being consistent is not about everyone getting the same: but everyone getting what they need.

Some behaviours are more likely be associated with particular types of Special Educational Needs and Disability (SEND), such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. A graduated approach promotes connection and support as and when it is required, including targeted group and individual support.

To help all children to develop in their emotional understanding and self regulation and to be able to accept responsibility for their own actions and make positive choices we use:

- Our vision, which builds relationships by recognising every child being adventurous through the values of ambition, resilience and responsibility.
- Our curriculum, which allows each individual to follow a pathway of learning that builds on their characteristics, interests and strengths and supports their academic ambition.
- Our approach to learning, which supports inclusion for all through connection with their families and communities: within school, locally and nationally.

Roles and Responsibilities

Maintaining good behaviour is the responsibility of all children, staff, governors and parents. We expect our staff and parents to be good role models for our children as we develop their attitudes for all aspects of life. This includes modelling positive relationships and interactions; rewarding and praising positive behaviour, and supporting children in their development of understanding of why some behaviours are not acceptable.

The role of school staff - All staff have a responsibility to provide a safe environment in which pupils can learn, including regulation of their own emotions and behaviour, encouraging respect for others, and preventing all forms of bullying behaviour (including cyberbullying, prejudice-based and discriminatory bullying) and being alert to any signs of child-on-child abuse. School have an important role in developing a calm and safe environment and establishing and ensuring clear expectations and boundaries. Staff will teach and model expected behaviour and positive relationships. Staff will receive clear guidance on school expectations and will explicitly communicate these expectations and boundaries through all interactions with pupils.

The role of pupils - All pupils deserve to learn in an environment that is calm, safe, supportive and where they are treated with dignity. To achieve this, every pupil is made aware of the school vision and values and the rules that enable us to work towards this. Pupils are encouraged to co- and self regulate and reflect on unwanted or dysregulated behaviour, and the impact this may have had on those around them.

The role of parents/carers - Parents/carers are an integral part of our school community and helping our pupils feel connected to school. We build and maintain positive relationships with parents/carers, by keeping them updated about their child, encouraging them to celebrate successes, and offering wider support in the home and community. Parents are encouraged to get to know our Behaviour Policy and related policies and, where possible, take part in the life of the school and its culture. Where a parent/carer has any concerns, they should raise this directly with the school while continuing to work in partnership with them.

Rewards and Recognition

All staff are actively involved in consistently rewarding positive behaviour; positive achievements and successes both in and out of school are celebrated and shared with parents/ carers and peers; The types of rewards used across the school are varied and reflect the individual nature of class groups and pupils. We praise and reward children for good behaviour in a variety of ways such as:

- Each week, a child is nominated for excellent behaviour relating to specific school rule or school value from each class to go 'Always Club' or 'Hot Chocolate Club' with the behaviour lead.
- Dojo points and stickers are issued for consistent good work or behaviour and to acknowledge outstanding effort or acts of kindness in school.
- At the weekly Achievement assembly, led by the senior leadership team, class teachers reinforce and share the achievements of children around the school values of responsibility, achievement and resilience.
- Dojo certificates
- Roles of responsibility such as Sports Leaders, Playground Buddies, Mentors

Consequences

We aim to use natural and logical consequences. Natural consequences occur without the intervention of an adult. For example, a pupil might throw a favoured object when they are feeling angry, which might then break and therefore cannot be used. Embarrassment is also considered a natural consequence, and pupils will require support with this. Logical consequences relate to the specific incident. For example, a pupil who is supported and provided additional guidance on appropriate use of a specific resources, and continues to misuse it, may not be able to use it in the future.

Sometimes pupils will require additional support to understand their feelings, reactions and how to 'put it right.' Examples may support this through implementation of reasonable and proportionate consequences for negative or unwanted behaviours such as:

- Thinking/calming time
- Support in planning how to make amends
- Time to repair relationships
- Reminder of school rules
- Additional time to catch up on missed learning: during the school day, or shared with home
- Communication with parents
- Time away from class for a restorative conversation
- Frequent and open engagement with parents, including home visits if deemed necessary;
- Providing mentoring and coaching;

- Short-term behaviour report cards or longer-term behaviour plans;
- Positive handling
- Internal suspension
- Fixed term suspension

De-escalation

Staff will always aim to use de-escalation strategies to support pupils regulation; before relating to their emotion and beginning reasoning. Strategies may include

- A calm approach with neutral body language
- Use of humour
- Minimal verbal interactions during de-escalation
- Planned and proactive positive distraction (for example talk about the pupils special interest)
- Diverting to a different, preferred activity or experience
- A change of environment (for example allowing access a safe space)
- Encouraging engagement in a preferred sensory activity or strategy to help them regulate
- Using visual supports to support the young person to process and understand
- Offering time out or a break
- A change of face, so the pupil can regulate with another practitioner

Restrictive Physical Intervention

School staff may use restrictive physical intervention, or restraint, as a last resort in the following situations:

- To prevent pupils from hurting themselves or others
- To prevent pupils from damaging property
- To prevent pupils from causing disorder

Some members of the school staff team have accessed Level One nationally accredited 'Team Teach' training which is British Institute of Learning Disabilities (BILD) and Institute of Conflict Management (ICM) accredited behaviour support training, however all staff have a duty of care to maintain order and safeguarding of pupils on the school site. A reasonable, proportionate and least restrictive course of action is taken when there is an imminent or immediate risk of harm to self or others and parents/carers will always be informed if this has occurred.

Searching and screening

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. Headteachers and staff they authorise, have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed below :

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

- any article that the member of staff reasonably suspects has been, or is likely to be used:
- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

Child on Child Abuse

Sexual violence and sexual harassment are never acceptable, will not be tolerated and there will be consequences for pupils whose behaviour falls below this expectation. All staff know the importance of challenging inappropriate language and behaviour between pupils and to never normalise sexually abusive language or behaviour by treating it as 'banter', or an expected part of growing up. Staff should demonstrate and expect good manners, courtesy and dignified/respectful relationships.

Suspensions and Exclusions

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. The Headteacher can use suspension in response to serious incidents and to enable time to make the environment safe and ready again before the pupil/student returns. Suspensions are used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy. Whilst a suspension may still be an appropriate sanction, the Head Teacher will take account of any contributing factors that are identified after an incident of poor behaviour has occurred. The Head Teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The Head Teacher as a last resort, may also exclude a pupil permanently. It is not possible for the Head Teacher to convert a suspension into a permanent exclusion. Only the Head Teacher (or the Acting Head Teacher) has the power to suspend or exclude a pupil from school.

Behaviour outside of school (including online)

School have a duty to investigate behaviour of its pupils outside school (including notifying the police) when witnessed by a member of staff or reported to school when:

- Taking part in school organised or related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil at Gledhow Primary School

In such instances the school's Behaviour Regulation policy will be adhered to.

Children are not permitted to use mobile phones or other Smart devices during the school day. Negative interactions online can lead to school feeling like an unsafe place. Our computing and Personal Social Health Education (PSHE) curriculum support ongoing teaching that even though the online space differs in many

ways, the same standards of behaviour are expected online as apply offline, and that everyone should be treated with kindness, respect and dignity. Inappropriate online behaviour including bullying, the use of inappropriate language, the soliciting and sharing of nude or semi-nude images and videos and sexual harassment should be addressed in accordance with the same principles as offline behaviour, including following the child protection policy. Many online behaviour incidents amongst young people occur outside the school day and off the school premises. Parents are responsible for this behaviour. However, as often incidents that occur online will affect the school culture, school may apply this policy when behaviour online poses a threat or causes harm to another pupil, and/or could have repercussions for the orderly running of the school, when the pupil is identifiable as a member of the school or if the behaviour could adversely affect the reputation of the school.