



GLEDHOW PRIMARY SCHOOL
Gledowls 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 before and after 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. All children have the right to feel safe and secure and this is no different at Gledowls. Parents and carers play a critical role in supporting Gledowls with this and by accepting a place at the club they agree to adhere to this policy and support staff with its implementation. This policy should be read in conjunction with the terms and conditions of the agreement between Gledowls and all parents/ carers of the children who attend the club.

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.

Gledowls rules

There are four school rules which continue to apply in before and afterschool clubs. 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

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 play, 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. Gledowls have an important role in developing a calm and safe environment and establishing and ensuring clear expectations and boundaries. Staff will model expected behaviour and positive relationships. Staff will receive clear guidance on expectations and will explicitly communicate these expectations and boundaries through all interactions with pupils.

The role of pupils - All pupils deserve to play 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. Where a parent/carer has any concerns, they should raise this directly with the club while continuing to work in partnership with them.

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
- Communication with parents
- Time away from club for a restorative conversation
- frequent and open engagement with parents
- Positive handling
- Internal suspension
- Withdrawal of place from club

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.