

BEHAVIOUR, RELATIONSHIPS AND REGULATION POLICY



Tenbury CE Primary Academy

Approved by: Governing Body

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1. Our Approach

At Tenbury Primary Academy, we believe that excellent behaviour grows from strong relationships, clear expectations, consistent routines and adults who model the behaviour they expect from children.

Our approach is informed by the work of **Paul Dix – *When the Adults Change, Everything Changes.***

We recognise that:

- behaviour can communicate an unmet need, emotion or difficulty;
- children need to be explicitly taught how to behave successfully;
- positive relationships are central to good behaviour;
- adults have responsibility for creating calm and predictable environments;
- consistency from adults creates security for children;
- boundaries should be clear, predictable and respectfully maintained;
- dysregulated children need regulation before they can successfully reflect;
- consequences should help children learn, repair and make better choices;
- children should be given opportunities to repair relationships and begin again.

Our aim is not simply to secure compliance.

Our aim is to develop children who can increasingly **understand their emotions, regulate their behaviour, take responsibility for their actions, repair harm and make positive choices independently.**

2. Our Three School Rules

Our behaviour expectations are deliberately simple.

READY

We are ready to learn.

This may look like:

- arriving on time;
- having the equipment we need;
- listening;
- following agreed routines;
- attempting our learning;
- transitioning calmly;
- responding appropriately to adults.

RESPECTFUL

We treat ourselves, other people and our environment with respect.

This may look like:

- speaking politely;
- listening when somebody else is speaking;
- respecting differences;
- looking after property;
- respecting personal space;
- using appropriate language;
- being kind and considerate.

SAFE

We behave in ways that keep ourselves and others safe.

This includes:

- keeping hands, feet and objects to ourselves;
- following safety instructions;
- moving safely around school;

- using equipment appropriately;
- telling an adult when we are worried;
- behaving safely online;
- making safe choices at playtimes and lunchtimes.

These three rules apply throughout the school day, including classrooms, corridors, assemblies, playgrounds, educational visits, clubs and when representing the school.

3. Our Core Principle

The expectation remains consistent; the support may be different.

Equality does not mean that every child receives an identical response.

Some children require additional teaching, modelling, scaffolding, sensory support, communication support or co-regulation to meet the same expectations.

Therefore:

Fair is not always everyone getting the same. Fair is everyone getting what they need to succeed.

Reasonable adjustments do not mean that unsafe or harmful behaviour is ignored.

Adults maintain the boundary while adapting the support used to help the child reach it.

4. What We Expect From Adults

The behaviour of adults is central to this policy.

All adults in school — including teachers, teaching assistants, leaders, office staff, lunchtime supervisors, supply teachers and visiting professionals — will model calm, respectful and predictable behaviour.

Adults will:

- meet and greet children positively;
- model Ready, Respectful and Safe;
- notice positive behaviour;
- recognise effort and improvement;
- use calm voices;
- use agreed scripts;
- correct behaviour privately wherever possible;
- avoid unnecessary confrontation;
- give children appropriate take-up time;
- follow through calmly;

- maintain clear boundaries;
- seek to understand behaviour;
- use restorative conversations;
- repair relationships following difficult incidents;
- make reasonable adjustments where required;
- provide a fresh start following an incident.

Adults will not routinely:

- shout across classrooms;
- humiliate children;
- publicly shame children;
- use sarcasm;
- deliberately embarrass children;
- argue with dysregulated children;
- threaten consequences that will not be implemented;
- remove a child's dignity;
- force apologies during dysregulation;
- discuss lengthy consequences during a crisis;
- hold grudges after an incident.

5. Visible Consistency

Children should experience consistency regardless of which adult is supporting them.

Our visible consistencies include:

1. Meet and greet

Adults positively welcome children at the beginning of the day and, where appropriate, at the beginning of lessons.

2. Recognition

Adults deliberately notice children demonstrating our school expectations.

3. Calm correction

Behaviour is corrected calmly and privately wherever possible.

4. Agreed scripts

Adults use common language when addressing behaviour.

5. Take-up time

Children are given reasonable time to respond to an instruction.

6. Restorative follow-up

Significant incidents are followed by an appropriate restorative conversation.

7. Fresh start

Once an incident has been appropriately addressed, adults reconnect with the child.

6. Recognition and Positive Behaviour

We believe positive behaviour should be noticed rather than taken for granted.

Recognition should primarily identify **what the child has done well**.

Adults might say:

"I noticed how quickly you became ready."

"Thank you for showing respect by listening."

"You made a safe choice even though you were frustrated."

"I noticed that you found that difficult but kept trying."

"You helped somebody without being asked."

Recognition may include:

- verbal praise;
 - recognition boards;
 - sharing work;
 - positive conversations or telephone calls;
 - visits to another teacher or senior leader;
 - certificates;
 - responsibilities;
 - celebration assemblies;
 - class-based recognition (such as marbles in a jar) appropriate to the school's ethos.
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7. Teaching Behaviour

We do not assume that every child automatically knows how to behave successfully in every situation.

Behaviour will therefore be explicitly taught.

Children will be taught:

- classroom routines;

- transitions;
- lining up;
- entering and leaving assembly;
- playground expectations;
- lunchtime expectations;
- how to ask for help;
- how to disagree respectfully;
- how to solve minor conflicts;
- how to recognise emotions;
- appropriate regulation strategies;
- how to repair mistakes.

When expectations deteriorate, adults should **reteach before simply increasing sanctions**.

8. Responding to Low-Level Behaviour

Adults should initially use the least intrusive intervention necessary.

This may include:

Stage 1 – Reminder

A quiet reminder of the expectation.

"Remember, our rule is Respectful. I need you to listen while she is speaking."

Stage 2 – Caution

If the behaviour continues:

"I've noticed you're finding it difficult to concentrate. You know our rule is Ready. I need you to begin question three. I'll give you a moment."

The adult should then move away and provide **take-up time**.

Stage 3 – Brief private conversation

Where possible, this should take place away from the child's peers.

A useful script is:

I noticed...

I need you to...

You know our rule about...

Remember when you...

I know you can...

Thank you for listening.

The conversation should be brief.

The aim is to redirect behaviour, not win an argument.

9. Consequences

A relational approach does **not** mean there are no consequences.

Children need to understand that choices have consequences.

However, consequences should be:

Reasonable • Proportionate • Predictable • Related • Restorative

Possible consequences may include:

- completing unfinished learning;
- repairing or replacing something damaged;
- tidying an area that has been deliberately disrupted;
- temporarily changing a seating position;
- completing a restorative conversation;
- practising the expected behaviour;
- temporarily losing access to an activity directly connected to unsafe behaviour;
- completing learning in another appropriate space;
- a short detention to include a restorative conversation
- communication with parents/carers;
- meeting with a senior leader;
- an individual behaviour/regulation plan;
- additional pastoral intervention.

Consequences should not be designed to humiliate children.

10. Dysregulation

Dysregulation occurs when a child temporarily has difficulty managing their emotions, behaviour or physiological response.

It may present as:

- shouting;
- crying;
- refusal;

- withdrawal;
- hiding;
- running away;
- swearing;
- pushing;
- hitting;
- kicking;
- throwing objects;
- destroying work;
- repetitive questioning;
- freezing;
- becoming unusually quiet;
- attempting to leave an area;
- sensory-seeking behaviour.

Staff should distinguish, as far as reasonably possible, between a child who is able to engage with a behavioural instruction and a child whose level of dysregulation means that their ability to process language, reflect or make decisions is significantly reduced.

11. Regulation Before Reflection

When a child is significantly dysregulated:

Adults regulate first.

The adult will:

- remain calm;
- lower their voice;
- reduce language;
- reduce demands where appropriate;
- allow processing time;
- reduce the audience;
- provide personal space;
- use familiar language;
- offer agreed regulation strategies;
- access a trusted adult where appropriate;

- follow the child's individual plan;
- prioritise safety.

Adults should avoid:

- lengthy explanations;
- arguing;
- interrogating;
- repeatedly asking "Why?";
- demanding an immediate apology;
- discussing sanctions;
- attempting a restorative conversation;
- threatening escalating punishments.

The behaviour will be addressed.

It does not have to be addressed during the crisis.

12. Our Dysregulation Sequence

When a child becomes significantly dysregulated, staff follow:

SAFETY → REGULATE → RELATE → REFLECT → REPAIR → RETURN

SAFETY

Is anyone at immediate risk?

Remove unnecessary people and hazards and seek additional support if required.

REGULATE

Reduce demands and language.

Provide time, space and appropriate regulation strategies.

RELATE

Communicate safety and connection.

"I'm here."

"You're safe."

"I'm going to help you."

REFLECT

Only when the child is calm enough to think and communicate should the incident be explored.

REPAIR

Support the child to repair harm caused.

RETURN

Help the child successfully return to learning and relationships.

13. Agreed Regulation Scripts

Adults may use:

Early signs

"I can see you're finding this difficult. I'm here to help."

Increasing dysregulation

"I'm going to give you some space. I'll stay nearby."

Refusal

"I hear you. I'll give you a moment and come back."

Choice

"You can sit here quietly or use your regulation space."

Aggression

"I won't let you hurt yourself or somebody else. I'm going to help keep everyone safe."

During crisis

"I'm not going to argue with you. We'll sort this out when you're calm."

Recovery

"I can see you're becoming calmer. Take the time you need."

Reconnection

"I'm pleased you're feeling calmer. We'll sort this out together."

14. Restorative Conversations

Restorative conversations should happen when the child is regulated and able to participate meaningfully.

They should not become another punishment.

Adults may ask:

1. What happened?

Allow the child to explain.

2. What were you thinking or feeling?

Help the child identify emotions and triggers.

3. Who has been affected?

Develop understanding of the impact.

4. How have they been affected?

Support empathy.

5. What needs to happen now?

Identify repair.

6. What could you do differently next time?

Teach an alternative behaviour.

For younger children or children with communication difficulties, adults may use:

- visuals;
- emotion cards;
- drawings;
- Comic Strip Conversations;
- sentence starters;
- objects;
- symbols;
- simplified questions.

15. Repair

Repair should be meaningful rather than punitive.

Depending upon the incident, repair could involve:

- apologising when genuinely ready;
- checking another child is okay;
- repairing damaged work;
- helping restore an area;
- replacing damaged property where appropriate;
- completing missed learning;
- practising the expected behaviour;
- completing a restorative activity;
- rebuilding trust.

An apology should have meaning.

Children should therefore not routinely be forced to apologise while angry or dysregulated.

16. Re-entry Following Dysregulation

Returning to class should not become another confrontation.

The child should:

1. be sufficiently regulated;
2. understand what is expected;
3. complete appropriate repair;
4. be welcomed back;
5. receive a fresh start.

Adults should avoid repeatedly referring to the incident after it has been appropriately addressed.

Useful language includes:

"We've dealt with it. Now we're starting again."

17. Children With SEND

Some pupils with SEND may experience additional barriers to meeting behavioural expectations.

These may include difficulties relating to:

- communication;
- language processing;
- autism;
- ADHD;
- sensory processing;
- cognition and learning;
- social communication;
- emotional regulation;
- anxiety;
- executive functioning.

The school will consider reasonable adjustments where appropriate.

These might include:

- visual timetables;
- now-and-next boards;
- reduced verbal language;

- additional processing time;
- movement breaks;
- sensory regulation;
- alternative workspaces;
- communication systems;
- planned check-ins;
- predictable routines;
- access to a trusted adult;
- individualised scripts;
- adapted restorative conversations.

The school will maintain high expectations while recognising that children may require different support to meet them.

18. Individual Regulation Plans

Children experiencing frequent or significant dysregulation may have an **Individual Regulation Plan**.

This should be developed with the child wherever appropriate and involve parents/carers and relevant professionals.

It should identify:

Triggers

What commonly happens before dysregulation?

Early signs

What does the child look like when they begin struggling?

What helps?

What helps the child regulate?

What makes things worse?

For example:

- too much language;
- being surrounded by adults;
- public correction;
- touch;
- noise;
- repeated questioning.

Regulation strategies

Which strategies should adults offer?

Key adults

Who does the child regulate most successfully alongside?

Scripts

What language works best?

Safety plan

What should happen if behaviour becomes unsafe?

Recovery signs

How do adults know the child is becoming regulated?

Repair

How should restorative conversations be adapted?

Re-entry

How will the child successfully return to learning?

Plans should be reviewed regularly.

19. Unsafe Behaviour

We recognise the difference between **understanding behaviour** and **accepting behaviour**.

Behaviour such as:

- hitting;
- kicking;
- biting;
- spitting;
- throwing dangerous objects;
- deliberate damage;
- threatening behaviour;
- bullying;
- discriminatory language;
- absconding;
- behaviour presenting a significant risk;

requires an appropriate response.

During the incident, the priority is **safety**.

Afterwards, the priority becomes:

understanding → accountability → repair → prevention.

A child's additional needs may influence the school's response but do not remove the school's responsibility to protect other pupils and staff.

20. Serious Incidents

Serious incidents should be referred to an appropriate senior leader.

Depending upon circumstances, actions may include:

- removing other children from danger;
- requesting additional adult support;
- contacting parents/carers;
- recording the incident;
- reviewing risk assessments;
- reviewing the child's provision;
- reviewing an Individual Regulation Plan;
- SENDCo involvement;
- pastoral intervention;
- external agency involvement;
- suspension;
- consideration of further statutory processes where appropriate.

Decisions should take account of the individual circumstances of the incident and relevant statutory guidance.

21. Physical Intervention

Staff should seek to de-escalate situations wherever reasonably possible.

There may nevertheless be circumstances where physical intervention is necessary to prevent a child from:

- causing injury to themselves;
- causing injury to another person;
- causing significant damage;
- creating another serious safety risk.

Any use of reasonable force must follow current legislation, DfE guidance and the school's separate physical intervention/restrictive practice procedures.

Physical intervention must never be used as punishment.

Incidents requiring physical intervention should be appropriately recorded and reviewed.

See separate 'Positive Physical Intervention' Policy for more details.

22. Bullying

Bullying is not tolerated.

Bullying may be:

- physical;
- verbal;
- relational;
- discriminatory;
- online;
- repeated intimidation or exclusion.

Adults will:

1. listen;
2. safeguard;
3. investigate;
4. record appropriately;
5. support the child harmed;
6. address the behaviour of the child responsible;
7. involve parents/carers as appropriate;
8. monitor the situation.

Restorative approaches should only be used where appropriate and should not place pressure on a child who has experienced harm.

See separate Anti-Bullying Policy for more details.

23. Discriminatory Behaviour

Racist, homophobic, transphobic, sexist, ableist or other discriminatory language and behaviour will be challenged.

Staff will make clear:

"That language is not respectful and it is not acceptable here."

Incidents will be addressed, recorded and followed up in accordance with school procedures.

Children will be educated about why the language or behaviour is harmful rather than simply being told not to use it.

24. Playtimes and Lunchtimes

The same expectations apply outside the classroom.

Lunchtime and playground staff use the same:

Ready • Respectful • Safe

rules, scripts and restorative approach.

Children should not experience an entirely different behaviour system at lunchtime.

Where possible, significant incidents should be handed over clearly to the relevant class teacher or senior leader.

25. Parents and Carers

Parents and carers are important partners.

The school will communicate concerns respectfully and seek to work collaboratively with families.

Communication should focus on:

What happened?

What did school do?

What has been repaired?

What are we teaching the child?

What will happen next?

For children with persistent difficulties, parents/carers should be involved in reviewing support and individual plans.

26. Recording Behaviour

Not every minor reminder requires formal recording.

Significant incidents should be recorded on the school MyConcern system.

Records should be factual.

For example:

Avoid:

"Jack was completely out of control and aggressive."

Use:

"Jack pushed a chair approximately one metre, shouted 'leave me alone' and kicked the classroom door twice."

Patterns should be reviewed rather than incidents being considered entirely in isolation.

27. Staff Support Following Serious Incidents

Staff wellbeing matters.

Following a serious incident, staff should have an opportunity to:

- access immediate support;
- debrief appropriately;
- record what happened;
- discuss concerns with a leader;
- contribute to reviewing the child's plan;
- identify whether further support or training is required.

Debriefing should focus on learning rather than blame.

Questions might include:

What happened before the incident?

What worked?

What escalated the situation?

What could we change next time?

28. Responsibilities

The Headteacher

The Headteacher has overall responsibility for establishing and maintaining the school's behaviour culture and ensuring that this policy is implemented consistently.

Senior Leaders

Senior leaders will:

- model the policy;
- support staff;
- monitor implementation;
- analyse behaviour patterns;
- support serious incidents;
- ensure staff receive appropriate training;

- communicate expectations to families.

SENDCo

The SENDCo will:

- support identification of additional needs;
- advise on reasonable adjustments;
- support Individual Regulation Plans;
- work with parents/carers;
- liaise with external professionals where required;
- monitor provision for pupils with SEND.

All Staff

Every adult is responsible for implementing this policy.

Consistency is everyone's responsibility.

APPENDIX 1

WHEN A CHILD BECOMES DYSREGULATED

STAFF FLOWCHART

CHILD SHOWS EARLY SIGNS

Pacing • refusal • crying • hiding • shouting • withdrawal • agitation • repetitive language • increased movement

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1. REGULATE YOURSELF

STOP

Lower your voice.

Slow down.

Use fewer words.

Give space.

Check your body language.

Never match the child's emotion.

↓

2. CONNECT

Say:

"I can see you're finding this difficult."

"I'm here to help."

"You're safe."

↓

3. REDUCE DEMAND

One instruction.

Few words.

Processing time.

Reduce the audience.

Offer two safe choices where appropriate.

"You can stay here quietly or use your regulation space."

↓

IS THE CHILD REGULATING?

YES

Give:

TIME • SPACE • REGULATION • CONNECTION

Do not rush.

↓

NO – ESCALATING

Move to:

SAFETY FIRST

Call for support.

Reduce the audience.

Move other children if necessary.

Remove hazards where safe.

Maintain appropriate distance.

Follow the child's Individual Regulation/Risk Plan.

Use trained physical intervention only where necessary and lawful.

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4. WAIT

DO NOT ATTEMPT TO TEACH DURING CRISIS.

Do not:

ARGUE

LECTURE

INTERROGATE

THREATEN

DEMAND AN APOLOGY

DISCUSS SANCTIONS

↓

5. REGULATION

Wait until the child can:

- listen;
- communicate;
- think;
- process;
- engage safely.

↓

6. RECONNECT

"I can see you're calmer."

"We're going to sort this out together."

↓

7. RESTORE

Ask:

What happened?

What were you feeling?

Who has been affected?

How can we put it right?

What could help next time?

↓

8. REPAIR

Repair relationships.

Repair damage.

Complete appropriate learning.

Practise the alternative behaviour.

Apply an appropriate logical consequence where necessary.

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9. RETURN

Welcome the child back.

Re-establish expectations.

Do not shame.

Do not hold a grudge.

FRESH START.

↓

APPENDIX 2

RESTORATIVE CONVERSATION CARD

Keep the conversation calm, brief and curious.

1.

What happened?

2.

What were you thinking or feeling at the time?

3.

Who has been affected?

4.

How have they been affected?

5.

What needs to happen to put things right?

6.

What could you do differently next time?

Finish positively:

"Thank you for talking to me. We've dealt with it. Let's start again."

APPENDIX 3

INDIVIDUAL REGULATION PLAN

Child: _____

Class: _____

Date: _____

Review date: _____

What does the child look like when regulated?

Known triggers

Early warning signs

What the child may be communicating

What helps

What makes things worse

Regulation strategies

Trusted adults

Helpful adult language

Language/actions to avoid

Agreed regulation space

What adults should do during escalation

What adults should do during crisis

How we know the child is recovering

Restorative approach

Appropriate repair/consequences

Re-entry into learning

Parent/carers views

Child's views

Additional SEND/communication/sensory considerations

APPENDIX 4

THE 30-SECOND INTERVENTION

For low-level behaviour:

1. I noticed...

"I noticed you're talking while I'm giving instructions."

2. Name the rule.

"Remember: Respectful."

3. Describe the behaviour required.

"I need you listening so everyone can learn."

4. Remind them of success.

"Yesterday you settled immediately and produced excellent work."

5. Give take-up time.

"I know you can make the right choice. Thank you."

Then move away.

DON'T HOVER.

DON'T ARGUE.

DON'T DEMAND THE LAST WORD.

Give the child the opportunity to make the right choice.

FINAL PRINCIPLE

At Tenbury CE Primary Academy, adults do not ask:

"How can we punish this behaviour?"

Our first questions are:

"What does this child need to learn?"

"How can we help them learn it?"

"What needs to be repaired?"

"How do we prevent this happening again?"

We maintain **high expectations and clear boundaries**, while responding to children with dignity, consistency and compassion.

READY • RESPECTFUL • SAFE

Every child. Every adult. Every day.