



# SILS BEHAVIOUR REGULATION POLICY

DRAFT

[Abstract](#)

Policy considering behavior regulation / attachment theory / deficit & Counter Narrative

Jon Furlong  
[jfurlong@sils.southwark.sch.uk](mailto:jfurlong@sils.southwark.sch.uk)

School logo

Date policy agreed:

Date of next review: Headteacher signature:

Chair of Governors' signature

## 1) School motto/slogan/vision statement

### Our Ethos...

To enable our students to flourish and grow in all aspects of their development. Ensuring that no young learner is educationally disadvantaged.

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### Our vision...

We will work towards the positive emotional mental health and well-being of our staff, pupils and families in all aspects of school life. Understanding our emotions is key to behaviour regulation and to empower individuals to make informed choices both in school and the wider world.

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### Our Core Values

#### **Growth, Resilience, Excellence, Ambition and Respect**

**Growth:** The act or process, or a manner of growing; development; gradual increase.

**Resilience:** The ability of a person to adjust to or recover readily from illness, adversity, major life changes, etc.

**Excellence:** The fact or state of excelling; superiority; eminence.

**Ambition:** An earnest desire for some type of achievement or distinction, as power, honour, fame, or wealth, and the willingness to strive for its attainment.

**Respect:** Esteem for or a sense of the worth or excellence of a person, a personal quality or ability, or something considered as a manifestation of a personal quality or ability.

At SILS, we recognise that understanding our emotions is a key aspect of understanding and regulating behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both regulate their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.

Underpinning this 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. Ultimately, we wish to give our students confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the real world.

## **2) Policy Statement**

This policy was based on Guidance provided by the Local Authority and has included input from: members of staff, representatives from the governing body, parents and carers, pupils / students, our School Nurse, etc.

## **3) Policy Scope**

This policy is for all staff, pupils / students, 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.

## **4) Policy Aims and Objectives**

Our school is committed to the emotional mental health and well-being of its staff, pupils / students and parents/carers. We expect 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 Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

SILS treats all students 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 levels 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.

## **Policy Aims**

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help students develop a sense of worth, identity and achievement
- To help all students to become self-regulated, able to accept responsibility for their own actions and make positive choices
- To develop in all students the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We aim to achieve these aims through a policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-regulation and the capacity to make positive choices.

## **5) Policy Links**

This Behaviour Regulation Policy links to the following other policies we hold in school:

- PSHE Education Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- Restraint Policy
- E-safety policy
- Cyber-bullying policy
- De-escalation and positive-handling Policy

## 6) Roles and Responsibilities

- The role of the governing body:

The governing board is responsible for reviewing and approving the written statement of behaviour principles

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

- The role of the Headteacher and senior leadership team:

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher and senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

- The role of parents/carers/guardians:

Parents, carers and guardians are responsible for the regular attendance and punctuality of their child, to work in partnership with the school to ensure that their child meets the school's values and expectations to work with the emotional coaching model in order to regulate and display positive behaviour.

Parents, carers and guardians must also inform us in writing if they intend to take extended school leave during term-time. They must also inform the school of any changes to circumstances that may affect their child's learning or behaviour.

SILS also expects that Parents, carers and guardians keep in regular contact with the school through academic, behaviour or attendance review days and respond to letters of phone calls.

## 7) Approach and Policy Application

“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”.

SILS approach and policy is based on the emotional coaching method. Emotional coaching teaches individuals methods to support themselves when struggling to regulate behaviour. This will enable the user to diffuse and de-escalate situations where we can become upset, angry or aggressive.

Emotional coaching considers the needs, feelings and emotions to identify the presented behaviour and then work on strategies to allow the user to regulate themselves which will result in a more effective response.

### How does emotion coaching work?

Emotional coaching allows a person to create a framework to base their self-regulation around with opportunities to learn strategies in the moment. We follow a 4-step process:

Step 1

**Recognising the child's feelings and empathising with them**

Step 2

**Validating the feelings and labelling them**

Step 3

**Setting limits on behaviour (if needed)**

Step 4

**Problem-solve with the child**

The emotional coaching model allows us to greatly reduce the need for a more traditional sanction and reward policy and as such this is reflected below:

<p>Poor behaviour in school</p>	<p>Emotional coaching session either at the point of awareness, or at a time when the person is more aware of their emotional need.</p> <p>This may include a session outside of normal school hours.</p>
<p>Assault Prohibited items (or use of) Criminal Damage Bullying Theft False Fire Alarm Activation Persistent breaches of acceptable behaviour</p>	<p>These are examples that fall outside of the boundaries of acceptable behaviour and may potentially lead to an FTE (fix term exclusion) or PEX (permanent exclusion)</p>

All events regardless of severity will be recorded on our centralised system (SIMS), this information will be used to take positive action in reducing poor behaviour, following the functional behaviour assessment process (APPENDIX 1)

### Praise and Reward

Positive, regulated behaviour here at SILS is both recognised and celebrated across the school and cohort. This celebration is shared during assemblies, during tutor-time and in the varying review meetings that are held throughout the year. Positive behaviour is recorded via SIMS and can also be conveyed to Parents, families and carers via telephone call, text message, termly reports or post cards.

There are also opportunities throughout the year to celebrate other aspects of a young person's positive engagement to school and students are encouraged to consider and discuss appropriate rewards for their hard work and commitment to our values.

## **8) How the school supports staff well-being and reflection**

## **9) Practice and policy review process**

### **School Review:**

Our behaviour regulation policy is continuously reviewed and assessed for its effectiveness and this is achieved through practice and policy development, identifying strength, weakness or issues related to clarity. As a school we also work closely with other agencies and professionals to further develop our practice and policies here at SILS.

## **10) Successful education at SILS**

We as educators believe that all children should be enabled to flourish and grow in all aspects of their development.

### We stress the value and importance of Learning

Teachers will explicitly convey the importance and value of education and learning to students.

### Immerse ourselves in our students' Worlds

Teachers attempt to understand what it means to live in the world of their students. They incorporate this knowledge and understanding into the learning opportunities in the classroom.

### Do more with fewer resources

Teachers do not allow what they do not have to hinder their effort, goals, and visions for their students. They do whatever it takes to succeed; they never give up.

### Reject Deficit Notions

Teachers concentrate on the assets that students bring to the classroom and build on those assets in the learning contexts. They also understand their own assets as teachers and use those as a foundation to bridge learning opportunities in the classroom.

### Understand Equity in Practice

Teachers understand the difference between equality and equity. They work to meet the needs of individual students and realise that their curriculum and instruction may not be the exact same among all students at all times.

### Build and sustain relationships



Teachers understand that students need to get to know them and that they need to get to know their students. They see their teaching as a family affair and view their students as their own.

Provide student entry into our world

Teachers allow students to learn things about them and make connections to show the commonalities that exist between the students and the teachers.

Perceive Teaching as Mission and responsibility

Teachers care deeply about their students and develop missions that will allow students to reach their potential.

Develop critical consciousness

Teachers critique the knowledge and information available. They become conscious in the fight against injustice: they speak out against inequity both inside and outside of the classroom.

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## Appendix 1 – Functional Behaviour Assessment Process

### Functional Behaviour Assessment Process

(continuing piece of work – G. Moreno – Emotional and behaviour difficulties 2021)

<p>Specifics</p> <ul style="list-style-type: none"><li>● List challenging behaviours</li><li>● Prioritise and select behaviour of greatest concern</li><li>● Define behaviour</li><li>● Identify settings of most occurrences</li></ul>
<p>Collaborate</p> <ul style="list-style-type: none"><li>● Parent(s), carers and family members</li><li>● Knowledgeable faculty and staff</li><li>● When appropriate, the student themselves</li><li>● Examination of records (attendance, behaviour record on SIMS)</li></ul>
<p>Collection</p> <ul style="list-style-type: none"><li>● Recording information</li><li>● Frequency</li><li>● Non-intrusive outsider observations (EP ~)</li></ul>
<p>Manipulation of Process</p> <ul style="list-style-type: none"><li>● Altering daily schedule</li><li>● Modifying levels of instruction</li><li>● Peer assistance</li><li>● Contingent expectations – desired behaviours</li></ul>
<p>Behaviour Support Planning</p> <ul style="list-style-type: none"><li>● Reinforcement for demonstration of desired behaviour</li><li>● Behaviour contract with student</li><li>● Referral to external agencies for assistance and collaboration</li></ul>

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