



Behaviour Regulation Policy (April 2026)

Guidance for this policy has been taken from the Behaviour for Schools document* and Restrictive Interventions including use of reasonable force in school document**

Rationale

At White Ash School we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Thrive, 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, building positive relationships between children, staff and children with their peers. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong. 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. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences.

Thrive

Our approach to behaviour is underpinned by a commitment to supporting pupils' social and emotional development. We recognise that behaviour is a form of communication and that some behaviours may reflect underlying needs. Through a relational and restorative approach, informed by Thrive principles, we aim to support pupils to regulate, reflect and repair, while maintaining clear and consistent expectations

The change in terminology in the 2014 Code of Practice of Special Educational Needs (SEN) - which replaces the Behaviour and Social Difficulties (BESD) with Social, Emotional, and Mental Health (SEMH) difficulties – helps to promote a shift towards viewing behaviour as a communication of an emotional need (whether conscious or unconscious) and responding accordingly.

School Values and Ethos



Aims

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect.
- To help children develop a sense of worth, identity and achievement.
- To help all children to become self-disciplined, able to 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.

Celebrating Achievements

At White Ash there is a multitude of ways in which good behaviour is promoted and celebrated. There is a weekly 'Celebration Assembly' where 'children's achievements are celebrated with certificates and any other certificates are presented. The children can also be awarded with a Lucky Leaf to celebrate smaller achievements throughout the week. . Children can be awarded 'Lucky Leaves' by demonstrating positive behaviour such as good manners, being helpful, working hard and kindness, all relating to the school values and Ethos. Children can be awarded 'Lucky Leaves' by any member of staff at any time or place during the school day. In addition to this each class has their own reward system with 'WOW Moments', stickers, certificates, prizes and extra responsibilities. Staff receive regular training on positive reinforcement ensuring that all children are praised by staff in instances of positive behaviour. At White Ash we also believe that once a reward has been earned it cannot be taken away afterwards.

Managing Behaviours in School

Whole school consistency is vital in providing clear, unambiguous messages to children about our expectations of behaviour. However, we understand that behaviour is a communication of an emotional need (whether conscious or unconscious) and will aim to respond appropriately.

We make it clear that when challenging or inappropriate behaviour is displayed, it is the behaviour that is disapproved of and not the child. We then clearly describe and label the behaviour with the child, i.e., red face, stamping feet, throwing objects, following the Thrive Vital Relational Functions (VRF's).

Thrive Vital Relational Functions (VRFs)

Attune

Catch 'n' match the feeling!



Validate

Stop the behaviour, validate the feeling.



Contain

Make the unbearable survivable!



Regulate

Meet the intensity, then calm and soothe.



Behaviour Regulation Plans.

Children who need extra support with the regulation of their behaviours are identified early at White Ash. We use a variety of interventions to help pupils manage their behaviour in a positive way. Interventions are personalised and very specific to each individual. Strategies to be used with individual pupils are clearly stated in their 'Behaviour Regulation Plan', which always incorporates personalised timetables, one-page profiles and sensory diets.

All staff should be familiar with a child's plan before they begin working with them. Strategies listed in the plans should be followed at all times so as to ensure consistency. Plans should be reviewed termly, or sooner if needed, and updated as necessary. 'Behaviour Regulation Plans' must be carefully written with the involvement of all staff, the pupil where appropriate and the parents, carers or social workers. Once a plan is agreed it must be signed by all and reviewed regularly. It should clearly state in the plan how to de-escalate behaviours and situations but should also state if necessary which type of physical intervention be used for a specific pupil in extreme circumstances.

Use of Reasonable force

At White Ash School 'reasonable force' is always a last resort when every other method of de-escalating a situation has been exhausted and someone is in immediate danger or property is about to be damaged significantly. All members of school staff have a legal power to use reasonable force without specific training but at White Ash all staff are trained in and use the holistic approach of Team Teach. Team Teach focuses on a wide range of de-escalation strategies to reduce the use of reasonable force and emphasises that 'reasonable force' should only be used in extreme circumstances as a last resort. Team Teach provides staff safe techniques to use in an incident where 'reasonable force' may be the only option. The techniques used are with 'minimum force' for 'minimum time' and always ensure the maintenance of the young person's dignity. After any incident that has required a physical intervention, there are stringent recording procedures that should be adhered to.

Use of Seclusion

In the DfE guidance for schools (effective April 2026), seclusion is defined as **the supervised confinement and isolation of a pupil, away from other pupils, in an area from which the pupil is prevented from leaving of their own free will.**

Seclusion must only be used as a last resort in situations when safety of the pupil concerned, other pupils or staff is immediately jeopardised, as a non-disciplinary intervention to protect the child in question and/or others from immediate risk of serious harm when a pupil is experiencing high levels of emotional or behavioural dysregulation and all other less restrictive options have been exhausted or are not feasible.

Monitoring and Recording Incidents

There are clear and robust monitoring and recording procedures for all levels of behaviour at White Ash.

In cases of behaviour incidents that do not require a physical intervention but are still significant and need monitoring, they should be reported on Child protection Online Monitoring System (CPOM's). Staff should describe exactly what led up to the incident and what happened during the incident including Team Teach hold used in line with the pupil's Behaviour Regulation Plan.

In cases of a behaviour incident where a significant physical intervention **and/or seclusion has been necessary**, CPOM's and a 'Record of Reasonable Force Form' and/or a 'Record of Seclusion Form' should be completed. Both should be completed the same day as the incident and marked as read on CPOM's by a member of the Senior Leadership Team. Parents or carers should also be informed the same day via the Reasonable Force/Seclusion Form sent via Class dojo and a follow up phone call. In cases where a **physical intervention or seclusion has been necessary**, a debriefing must take place with both staff and the pupil or pupils involved the same day as the incident. Debriefing is personal to each child and the best methods for this should be clearly stated in the child's 'Behaviour Regulation Plan'.

Roles and Responsibilities

Governors

- The governing body is responsible for setting the general principles that inform the Behaviour Policy for our school.
- The governing body must consult all stakeholders when developing these principles.

Headteacher:

- The Headteacher is responsible for developing the Behaviour Regulation Policy they must decide the standard of behaviour expected and how that standard will be achieved, including rewards and sanctions.
- The Behaviour Regulation Policy must ensure that there are measures in school to prevent all forms of bullying
- Publicise the Behaviour Regulation Policy to staff, parents and pupils at least once a year.
- Ensure all school staff treat all children fairly and with respect

Staff

- Treat all children fairly and with respect
- Raise children's self-esteem to help them develop to their full potential
- Create a safe and pleasant learning environment
- Be a positive role model for our children
- Develop good home /school links with parents

Parents:

- Parents are legally responsible for ensuring that their child attends fulltime education, regularly and punctually.
- Parents have a clear role to support their child to behave well in school.
- Parents must take responsibility for their child if they are excluded
- Parents must sign the Home-School Agreement

Children:

- Children will contribute to (where able) and follow class routines and respect boundaries.

Preventing Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. All types of bullying in all forms will be taken very seriously at White Ash School. Prejudice against any group will not be

tolerated, this may include race, religion, gender, sexual orientation, or because a child is looked after or has caring responsibilities. Please refer to anti-bullying policy.

Child on Child Abuse– See Appendix

The Equality Act 2010 requires public bodies to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

White Ash School complies with the new Equality Duty.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm'. Where this is the case staff should follow the child protection and safeguarding procedures of which they have annual training on.

It is important to recognise that some types of harassment are a criminal offence. Under the Protection from Harassment Act 1997, the Malicious Communications Act 1988, the Communications Act 2003, and the Public Order Act 1986 it is an offence for a person to send electronic communication to another person with the intention to cause distress or anxiety, or to send a message which is offensive, threatening or false. In instances where staff feel the law may have been broken, they should report to the Headteacher to seek assistance from the Police.

Exclusions

As White Ash is a special school it is unlikely we would ever need to exclude a child. Every effort is made to identify the trigger for behaviours and if we are unable to resolve the problems within a generic learning difficulty setting (i.e. it was not safe for the pupil, their peers and staff), we would speak to/work with the local authority to locate a more appropriate school.

However, the guidance states -

<https://www.lancashire.gov.uk/children-education-families/schools/exclusions-from-school>

Sanctions

Children's behaviours are primarily managed well through positive reinforcement, praise, encouragement and rewards. However, if children do not respond in a positive way to encouragement and reward, a Behaviour Regulation Plan will be written with input from the class team, behaviour specialists, the child (where appropriate) and their family; the plans are designed around what is appropriate for each individual child.

Confiscation of inappropriate items

Staff are allowed to confiscate property such as mobile phones, games consoles and other items which are not considered school equipment. The items should be kept safe by the teacher until the end of the school day and then returned for them to take home. If prohibited items are brought into school the headteacher or designated senior person should be informed immediately. The headteacher or designated senior person should inform the police where necessary. Staff have the power to search without consent for 'prohibited items'

Complaints Procedure

Please see the school's general policy for complaints.

In complaints about the use of force the following applies:

All complaints about the use of force should be thoroughly, speedily and appropriately investigated.

- Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action.
- When a complaint is made the onus is on the person making the complaint to prove that his/her allegations are true – it is not for the member of staff to show that he/she has acted reasonably.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force. Schools should refer to the 'Dealing with Allegations of Abuse against Teacher and Other Staff' guidance where an allegation of using excessive force is made against a teacher. This guidance makes clear that a person should not be suspended automatically, or without careful thought.
- Schools must consider carefully whether the circumstances of the case warrant a person being suspended until the allegation is resolved or whether alternative arrangements are more appropriate.
- If a decision is taken to suspend a teacher, the school should ensure that the teacher has access to a named contact who can provide support.

- Governing bodies should always consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against a teacher.
- As employers, schools and local authorities have duty of care towards their employees. It is important that schools provide appropriate pastoral care to all members of staff.

Consultation and Evaluation

Parties involved in the writing of this policy are the governing body, the Headteacher, parents and the behaviour specialist. The policy will be distributed to the whole school community for any suggestions or amendments. All staff and parents will be asked to sign the policy to show they have read, understood and agree with its contents. The policy will be reviewed on an annual basis.

This behaviour policy should be read alongside the following related policy documents:

- Health & Safety
- Safeguarding and Child protection
- Keeping Children Safe in Education (KCSiE)
- Attendance
- Teaching & Learning
- Home – School Agreement
- Single Equalities
- Restrictive Physical Intervention Protocol
- Anti-Bullying

Child -on-Child abuse including sexualised abuse.

Child-on-Child abuse is defined as abuse between children.

White Ash Primary School has a zero-tolerance approach to abuse, including Child-on Child abuse.

White Ash Primary School will refer to specific guidance in Keeping Children Safe in Education 2025, Part 5: Child on Child Sexual Violence and Sexual Harassment and Lancashire Procedures. 5.31 Peer Abuse (proceduresonline.com). All staff will be aware that Child-on-child abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online.

All staff will be aware of the indicators of child and child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that Child-on child abuse is not occurring.

All staff will speak to the DSL if they have any concerns about peer-on-peer abuse. All staff will understand the importance of challenge inappropriate behaviour between peers and will not tolerate abuse as “banter” or “part of growing up”. Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.

- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element. All staff will be clear as to the school's policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1088335/Behaviour and Discipline in Schools - A guide for headteachers and School Staff.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1088335/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

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