

## **St Oswald's Church of England Academy**

### **Behaviour Regulation Policy 2025-26**

#### **Attachment-Aware and Trauma-Informed Approach**

##### **Christian Vision and Values**

At St Oswald's Church of England Academy, our behaviour regulation approach is rooted in our Christian vision of love, dignity, forgiveness and restoration. Love your neighbour as you love yourself. We believe every child is made in the image of God and deserves to feel safe, valued and understood.

We strive to be a place where:

**Everyone is Accepted** – Differences are embraced and diversity is celebrated. No one is left out or made to feel "other."

**Everyone Finds Identity** – Each individual is supported to understand and express who they are, grounded in the knowledge that they are deeply known and loved by God.

**Everyone Feels Connected** – We nurture a culture of compassion and community where relationships are built on kindness, respect, and mutual care.

At St Oswald's CE Academy, we believe that all behaviour is communication. As a Church of England school, we are guided by our Christian ethos, and we strive to live out the values of compassion, love, respect, and community in all we do. We recognise that secure relationships are the foundation for emotional well-being and academic success. This policy outlines our relational and attachment-aware approach to behaviour, rooted in empathy, inclusion, neuroscience, and trauma-informed practice.

##### **Purpose of the Policy**

This policy sets out:

- The academy's expectations for behaviour
- How behaviour is regulated and supported
- The roles and responsibilities of staff, pupils and families
- How attachment-aware and trauma-informed practice is embedded
- How exclusions, sanctions and rewards are applied fairly and lawfully

This policy complies with the DfE Behaviour in Schools guidance and the Education Act 2002.

##### **Guiding Principles**

Behaviour is viewed as communication, not simply compliance or defiance.

We recognise that:

- Children's behaviour is influenced by attachment experiences, trauma, neurodiversity and emotional development
- Challenging behaviour may reflect unmet needs or difficulties with emotional regulation
- Strong relationships are the foundation of positive behaviour

We therefore prioritise:

- Predictability and consistency
- Emotional safety
- Repair and restoration
- Teaching regulation skills explicitly

### **Aims**

We aim to:

- Create a calm, safe and nurturing learning environment
- Teach children to regulate emotions and behaviour
- Promote mutual respect and responsibility
- Reduce exclusion through early intervention and support
- Enable all pupils to access learning successfully

### **Expectations for Behaviour**

All members of the academy community are expected to:

#### **Pupils will:**

- Treat others with kindness and respect
- Follow adult guidance
- Try their best in learning
- Use taught strategies to manage emotions
- Seek help when they are dysregulated

#### **Staff will:**

- Model calm, respectful behaviour
- Build consistent and secure relationships

- Use attachment-aware strategies
- Respond to behaviour proportionately and fairly
- Separate the child from the behaviour

**Parents and carers will:**

- Work in partnership with the academy
- Support consistent expectations
- Communicate openly about children's needs

We have three core expectations aligning with our school vision of 'Loving our neighbour as we love ourselves':

**Take care of ourselves**

**Take care of others**

**Take care of our belongings**

**Attachment-Aware Behaviour Regulation**

**Key Features of the Approach**

- Connection before correction
- Emotion coaching and naming feelings
- Predictable routines and clear boundaries
- Adult-led regulation when required
- Repairing relationships after conflict

Staff are trained to recognise:

- Fight, flight, freeze and fawn responses
- Signs of trauma or attachment difficulty
- That children may need support to regulate before they can reflect

**Emotion Coaching**

Emotion coaching is used across the academy and involves:

1. Recognising and validating emotion
2. Naming the feeling
3. Setting clear, calm limits on behaviour
4. Teaching appropriate responses

Example:

"I can see you're feeling really angry. It's okay to feel angry, but it's not okay to hurt others. Let's find a way to help you calm down."

### **We believe in:**

**Equity, not equality:** Fairness means providing each child with what they need to thrive, not necessarily treating all children the same.

**Behaviour as communication:** All behaviour reflects an emotional state or unmet need—whether conscious or unconscious.

**Empathy over judgement:** Children are not 'bad' but often struggling. Our role is to help them feel safe, understood, and supported.

**Relationships matter:** Strong, attuned relationships between staff, children, and families are central to everything we do.

**Structure and nurture:** Children thrive in environments that are both loving and predictable. Expectations, boundaries and routines are essential, but are delivered with care and connection.

### **Rewards and Positive Recognition**

We believe positive behaviour should be noticed and celebrated.

The school rewards positive behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote a culture of good behaviour, rather than merely deter undesirable behaviour. It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and better behaved, when staff commend and reward their successes rather than focus on their failure. Praise has a reinforcing and motivational role. It helps a child believe he/she is valued. Praise can be delivered in formal and informal ways, in public or in private; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards may include:

- Verbal praise
- Stickers or certificates
- Class rewards
- Celebration assemblies
- Recognition linked to school values

Rewards are used inclusively and never withdrawn as a consequence for behaviour.

Above all, praise and encouragement in and out of lessons should be used as much as possible. Shouting should not be used as a classroom management technique. However, there may be occasions when it is necessary to use a raised voice i.e. in order to be heard on the playground etc.

## **Responding to Challenging Behaviour**

### **De-escalation Strategies**

- Calm tone and body language
- Reduced language where appropriate
- Time and space
- Grounding techniques
- Adult accompaniment

### **Consequences**

Consequences are:

- Proportionate
- Restorative
- Explained calmly
- Focused on learning and repair

Examples include:

- Restorative conversation
- Repairing harm done
- Loss of privilege (used sparingly)

- Reflection time with support

### **Restorative Practice**

When behaviour affects others, adults support pupils to:

- Understand impact
- Take responsibility
- Repair relationships
- Move on positively

The emphasis is on **learning, not punishment**.

### **Supporting Pupils with Additional Needs**

For pupils with ongoing behaviour difficulties, the academy may use:

- Individual Behaviour Support Plans
- Emotion regulation plans
- Safe spaces or trusted adults
- Pastoral interventions
- External agency support

Reasonable adjustments are made in line with the **Equality Act 2010**.

### **Physical Intervention**

Physical intervention is:

- Used only as a last resort
- Proportionate and lawful
- To prevent harm to the child or others
- Recorded and reported in line with academy policy

### **Suspensions and Exclusions**

Suspensions and exclusions are:

- A last resort
- Used only when other strategies have failed
- Applied lawfully and fairly

- Supported with reintegration planning

The academy follows DfE statutory guidance on suspensions and exclusions.

## **Monitoring and Evaluation**

The policy is monitored through:

- Behaviour logs and data
- Pupil voice
- Staff feedback
- Parental feedback
- Local School Board oversight

Training is provided regularly to ensure consistency and effectiveness.

## **Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **8.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

### **Mobile phones**

During school hours, contact is possible through the school's land lines. Parents who insist that children require a mobile phone during school hours (i.e. for the journey to and from school) should inform a member of staff. Any children with mobile phones must hand these in to the school office or class teacher upon arrival and collected at the end of the school day. School will accept no responsibility of damage or loss of mobile phones brought into school.

### **Links to Other Policies**

- Safeguarding and Child Protection Policy
- SEND Policy
- Anti-Bullying Policy
- Equality Policy
- Exclusions Policy