	Name of School	**NEW WOODLANDS SCHOOL**
	Policy review Date	**September 2026**
	Date of next Review	**September 2027**
	Who reviewed this policy?	**Governors Headteacher Staff**

Policy Lead: Carlie Warner, Head Teacher

Behaviour/Emotional Regulation Policy

Framework and Guidance

This policy should be read in conjunction with other relevant policies. It is based on advice from the Department for Education (DfE) on:

- Keeping Children Safe in Education 2025
- Searching, screening and confiscation at school Advice for school
- The Equality Act 2010 Advice for Schools
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Behaviour and discipline in schools. Advice for Head teachers

It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Section 175 of the Education Act which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the Education and Inspections Act, which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property.

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in School 2012) requires the Governors to make and frequently review, a written statement of general behavior principles to guide the Headteacher in determining measures to promote good behavior.

Mission Statement –

We aim for every student to achieve his or her full potential and leave New Woodlands School, literate, numerate and with the functional communication and self-regulation skills to participate in society including education, training and employment.

Vision

To be the most effective and innovative provision for pupils with SEMH in Key Stages 1, 2, 3 and 4.

Ethos

We aim to thread the ASPIRE school values and nurturing principles through everything we do as part of a trauma informed approach. We view behaviour as a form of communication. We take the view that children are doing their best in any given situation and it is the expectation that the adult facilitates an environment that supports the child's functional participation. We recognize that all our pupils have SEMH needs and staff will adapt responses accordingly.

Restorative Justice

We use restorative approaches across the school. There is an accountability, but understanding should be used to ensure that conflicts are resolved. The aim is to de-escalate and to ensure emotional understanding happens at every level so that students see this as a learning opportunity with a focus on victim and perpetrator. The focus is on developing the thinking and emotional skills needed to be able to reflect and learn from conflicts. Any members of staff can complete restorative work to resolve an issue verbally or using visual aids if required. SLT and behavior team will provide support if required for more serious incidents.

Expectations

Children

We expect the children to know and understand the school ASPIRE values.

We expect pupils to use a variety of strategies to support self-regulation.

Staff

We expect staff to act as role models at all times. These expectations are set out in the school code of conduct. CDP is provided to support this process when required, including open discussions with staff where expectations are not adhered to, or reasonable and consistent expectations are not set out for pupils.

Staff must be aware of pupil's needs and triggers and anticipate potential triggers. Using alternatives to the word NO is an important part of positive language.

Staff must be able to identify the early signs of dysregulation and support pupils to recognise their own signs

and triggers using regulation plan and zone/trigger tool kits

Staff should use a range of strategies to support regulation and encourage the use and identification of internal personal tools eg.

Through individual zones of regulation toolkits

- Regulation Plans
- EHCP
- Avoid negative language and raising your voice – no shouting
- Positive body language and facial expressions
- Providing safe space and time

The behaviour management policy must be seen as a strategy for supporting emotional intelligence and regulation across the school.

With this point in mind, we see our whole school policy for managing behaviour as a clear consistent set of procedures, which complement our trauma informed approach.

Our 'whole school' policy allows all staff to play an important part in supporting and developing the pupil well-being , to avoid Senior Staff and Behaviour Team becoming or being identified as interventionists. The emphasis is upon team understanding and everyone knowing and feeling able to operate within the collective guidelines. We encourage reflective practice. It is a challenging environment and we encourage staff to learn from regular supported reflective practice.

Our ethos, values and routines will help:

Students

- Over time to regulate and manage their behaviours and emotions
- Over time to use internal tools to support and improve behaviours
- Over time to develop a sense of self-efficacy
- Over time to develop the ability and be encouraged to take responsibility for their actions

Staff

- To reflect and recognise where practice can be improved through debriefing and evaluation with SLT
- To consistently maintain high expectations following relevant procedures and policies
- To model behaviour that reflects the values and ethos of the school.

We consistently use the following forms of encouragement:

- Personal Encouragement
- Personal praise and rewards
- Good, caring relationships between students and staff
- Mutual respect; sensitive interpersonal exchanges
- Time for talking and thinking
- Helping with personal problems
- Strong relationships between families and school
- Signs of personal approval
- Experiences of success and achievement
- Unconditional personal acceptance of child
- Personal warmth and affection
- Use student's book, at academic review day, to showcase achievement
- Display good examples of work in the classroom and around the school
- Consistent use of praise and rewards used
- Recognition is linked to effort, as well as results
- Weekly praise, Assemblies (certificates, vouchers and commendations)

Students with individual support 1-1

It is essential the 1-1 support TA who hold responsibility for a student is responsible for the following :

- Completing daily record book recording negative and positive comments
- Daily work is completed in relevant books liaising with Class teacher if student needs to work outside of class
- Daily discussion with Class teacher in relation to adaptation that may be needed to support the students emotional or educational progress
- Contact parents where required, minimum contact weekly
- Weekly meetings with line manager discussing students' progress throughout the week

School Rules and Uniform

To ensure all students feel part of the school community and identify positively with the school students wear school uniform. This consists of a blue school sweatshirt, black/grey trousers or shorts, white polo shirt and black shoes or trainers. It is the duty of all staff to encourage pupils to wear school uniform.

The Code of Conduct

The staff at New Woodlands are dedicated to the children's welfare and safety. Any allegation made by a student against a member of staff at New Woodlands will be dealt with on a case by case basis. Where required a meeting will be held with The Headteacher or and the Chair of Governors. [*Dealing with Allegations of Abuse against Teachers and other Staff - Guidance for Local Authorities, Headteachers, School Staff, Governing Bodies and Proprietors of Independent Schools. DfES 2011*]

It is anticipated that members of staff will frequently use this code as a basis for individual and group discussions. Daily TRUE TIME in conjunction with ASPIRE and our nurturing ethos draws regular attention to personal responsibilities and to the climate of interpersonal consideration that we are trying to create.

Systems in Practice

As part of our day-to-day practice, we use all the systems, which can be seen and school policies

The items below are prohibitive in New Woodlands School

If staff suspect that a student has any of these items they, are they must notify a member of the SLT and follow the search and screen procedures set out in the Lewisham offensive weapons protocols

knives or weapons;
alcohol;
illegal drugs;
stolen items;
Vapes
tobacco and cigarette papers;
fireworks;
corrosive substances;
pornographic images;
any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property.

School procedure in the case of student consuming alcohol or illegal drugs on premises

- Take students to the office immediately to see a first aider or send another staff member to the office to get first aider – Call ambulance immediately if in doubt about the effects on the young person, or if they are feeling unwell. ***Student should not be left unattended.***
- Member SLT to be called immediately
- Parents contacted
- Referral to MASH
- Referral to other agencies if required

Mobiles Phone

Though Mobile phones are not a prohibited item the follow procedure must be followed by students

- Students must hand in their mobile phone at 9.00am to their tutors or TA
- Any student seen with a mobile phone throughout the day will be asked to hand it to the staff member
- If the student refuses they must be isolated
- SLT must notified immediately
- Parent will be contacted by SLT and meeting requested with parents appropriate (See mobile phone policie)

Suspension

Only the Headteacher may exclude children. It will only be used as a last resort to give students and parents time to reflect on the seriousness of the incident. Suspensions will be avoided except in the most serious of situations. All incidents leading to a Suspension will be investigated thoroughly. Incident reports must be completed on the day by any staff or students involved and presented to a SLT member dealing with the incident with all sections completed. Staff must look at student regulation plans post incident and update/amend as needed.

Reintegration meetings will take place involving a member of SLT and relevant staffing team. Where required debriefing with staff to evaluate , discuss strategies, look and update Zones of regulation and regulation plans if required to avoid re-occurrence where possible.

Zones of regulation must

Risk assessment

All students are risk assessed on entry using previous school reports and information provided at the initial interview. Students are then assessed on a termly basis using the school 5 point categories and these are consistently reviewed as and when needed.

Individual personal Risk assessments are produced for students where there is felt to be additional risks.

Behaviour Grids

See behaviour grids for Ks1-4

The grids are to be used as a guideline for actions and consequences and due to needs of students.

See school procedures for addressing **racial, sexist, homophobic, LGBT** incidents.

Please use this policy conjunction with

positive handling policy