Lake Haven School

Behaviour and Regulation Policy 2026/27

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Background

At Lake Haven School, we have a positive and inclusive approach to supporting behaviour; this is built on recognising that all behaviours are driven by emotions and are a form of communication. With this in mind, we work hard to help all stakeholders to develop their emotional intelligence thus leading to our pupils developing emotional literacy.

We recognise that some children attending our school experience significant anxiety which has an impact on their ability to regulate their emotions and behaviours independently. All staff understand this and through a relational approach aim to help the child gain a sense of belonging through nurture and mutual respect.

We believe that no child wants to behave in a negative way, none of them would choose negative attention if they had the tools, self-esteem and confidence to communicate their feelings and emotions, leading them to gain appropriate attention through appropriate behaviour.

We want the children attending Lake Haven School to feel and be safe, inside and outside of school and work hard to equip them with the skills to behave and respond safely (see Safeguarding and Child Protection Policy).

It is our aim to develop a child's capacity to manage their behaviours by empathising with them and educating them about the emotions they are experiencing and by building positive relationships to work towards a solution to change the behaviour patterns that can sometimes become habitual or, at moments of crisis, feel uncontrollable. We do this by creating a highly **nurturing** environment to ensure that the children feel safe and secure, and their views valued and **respected**. Our aim is that all children feel that they have found a place in Lake Haven where they **belong**. We use the Colour Monster to identify emotions and feelings and our pastoral

sessions offer opportunities to explicitly teach this. Our pastoral sessions are embedded throughout the school, alongside a curriculum which is tailored to meet each child's academic needs, and are designed to develop each child's self-esteem, ability as life-long learners, independence, and their capacity to be successful and contributing members of society.

Aims of the Behaviour Policy

- To develop an ethos of respect and safety where all members of the school community feel valued and considered.
- To ensure learning can take place.
- To encourage intrinsically motivated, appropriate prosocial behaviours.
- To ensure that a highly nurturing, empathetic, solution focused and restorative approach is used towards any challenging situations.
- To develop each child's emotional literacy through the use of 'Embracing Life' programme supervised by Dr. Peter D'Lima Educational Psychologist.

Objectives - How will we achieve the aims?

- To instil our school rules of: '**Be Safe**', '**Be Calm**' and '**Be Respectful**'.
- To continually measure and demonstrate pupil progress. To report on this progress and analyse it on a regular basis.
- To provide pupils with the skills and opportunities to take responsibility for their own learning.
- To provide pupils with the skills and opportunities to take responsibility for their own actions.
- To develop children's skills to regulate at times of emotional instability.
- To recognise achievement by valuing all achievements (relevant to the child) and effort given.

- To use a range of strategies to develop a child's self-esteem and ability to take risks with their learning, social and emotional development.
- To develop close liaison between home and school, discussing progress, areas of concern and achievements on a regular basis.
- To enable every pupil to recognise and celebrate their positive achievements
- To use personalised targets to help children to achieve towards their IEP and EHCP outcomes
- To foster a nurturing and accepting environment where pupils are encouraged to explore, understand, interpret and value the views, beliefs, opinions and customs of others.

Principles

We believe that our children need high expectations, consistency and structure in their lives to be successful.

We aim to provide these in three ways:

- By identifying clear and simple expectations which children hear and see daily, which are applied consistently by all adults within the provision.
- By providing structure to the school day from the moment children arrive to the moment they leave.
- By providing a safe, calm and consistent nurturing environment where the children feel and believe that they belong.

We believe that it is our responsibility to provide opportunities for success and that success is recognised by all staff, the children and by the parents/carers.

We believe that any outcome should be linked to real-life expectations and

organised in such a way as to provide opportunities to reflect on consequences to actions and develop self-awareness and be solution focused.

We believe that we need to encourage our children to build positive relationships and a network of safety and utilise these to develop a problem solving approach through an Everyone's Welcome Assembly package, PSHE including RSE programme of study and remaining faithful to our ethos of respect and belonging.

Lake Haven School is committed to providing all pupils with the best education possible. To do this, the foundations of the behaviour policy rest on the principle that in order to learn, children need to feel and be safe.

We do this by:

- Providing care, nurture, respect and guidance for each pupil throughout their time at school.
- Providing an ethos, which enables staff, pupils and parents to raise achievement and self-esteem which enables the child to feel that they belong.
- Providing an environment where learning is at the centre of all we do and children feel safe to take risks and learn from them.
- Ensuring that the self-esteem of pupils and staff is dependent on a positive working relationship based on mutual respect.
- Providing an ordered, purposeful, stimulating and structured environment so that all pupils can develop as independent learners.
- Setting high standards for behaviour and effort with exceptional classroom management.
- Using effective and rigorous assessment strategies so that all pupils can be helped to understand and monitor their own achievements.
- Ensuring that there is a continuing dialogue between pupils,

parents/carers, professionals and school and that regular, positive, informative, and co-operative home/school liaison is an essential component of success.
- Ensuring regular review and monitoring of pupils' progress to inform individual action planning and target setting.

Providing the environment for our philosophy and principles to be adopted is the main aim of the structure and processes contained in our Behaviour & Regulation policy.

Philosophy

We educate children to understand that:

- Disruptive and inappropriate behaviour offers no real gains to their lives.
- Inappropriate behaviours can be changed and that the children have everything to gain from making a change.
- It feels good to be successful.
- It is beneficial to choose responsible behaviour and in doing so, their self-esteem can be raised.
- It is worth working towards goals.
- The rights of others should be respected regardless of age, gender, race, disability and sexual orientation.

Tackling Hate Behaviour

The school takes hate incidents extremely seriously and a separate anti bullying policy and guidelines is in place and should be read in conjunction with this behaviour policy.

Tackling Inappropriate Online Behaviour

In line with the Keeping Children Safe In Education documentation (KCSIE 2025), Lake Haven has taken their Filtering and Monitoring obligations very seriously. We have a separate Monitoring and Filtering policy in place and should be read in conjunction with this behaviour policy.

RIGHTS AND RESPONSIBILITIES

We believe that safe and positive behaviour is achieved when everyone recognises the rights and responsibilities of all those in the school community. Rights and Responsibilities will also be taught to pupils as part of the PSHE curriculum. Parents and teachers are also encouraged to regularly consider their position in relation to the school community.

Our rights and responsibilities (Code of Conduct for children, families):

- The right to be treated with respect
- The right to learn
- The right to feel safe

In addition:

All teachers have the right to teach
Responsibilities:

- To ensure that all lessons are well planned and meet the learning needs of all pupils
- Use positive reinforcement and individual discussions built around effective relationships to encourage cooperation and respect

- Uphold the expectations and routines of the school and enable children to understand what these are
- Respond to behaviours- positive and negative- in a consistent and solution focused manner
- Act as a regulator or co-regulator for pupils who are unable to manage their own behaviours
- Seek help for those pupils who need support, from parents, senior staff and outside support agencies
- Ensure that there are opportunities for a fresh start, all issues to have been resolved individually and in a timely manner
- Seek help, support and supervisions from colleagues and line managers when difficulties arise
- Apply the school policy on bullying, equal opportunities and safeguarding & child protection when needs arise.

All pupils have the right to education

Responsibilities:

- Treat all members of staff with mutual respect
- Follow reasonable requests within a reasonable timeframe
- Feel empowered to challenge appropriately something they feel unsure or unsafe about
- Value others contributions
- Ask for help when needed

To show respect by:

- Communicating politely
- Challenging in an appropriate and polite manner
- Taking a stand against all forms of bullying
- Taking a stand against any racist, sexist or homophobic or other hate

related behaviours

Parents have the right to be aware of their children's progress at school

Responsibility:

- Maintain contact with the school and share anything that may impact on their child's ability to feel safe and therefore learn
- Support the implementation of the school behaviour and regulation policy
- Respond with praise and positive reinforcement when their child is doing well at school

Should parents/carers not work effectively and positively with the school, this will be deemed as not supporting the rights of all stakeholders and could result in the school terminating the placement contract with the child's placing local authority. Before this last resort option is explored, every reasonable option will be exhausted.

ROUTINES

The rights and responsibilities can always be supported by clear routines. Teachers regularly review and communicate their routines to the pupils. The school has a range of routines, which support classroom behaviour, pupil movement and health and safety in and around the school buildings.

COMMUNICATION

Other ways in which the school can achieve positive behaviour is through communication. Therefore, this behaviour and regulation policy will be made available on request and is published on the school website.

SUPPORT TO TEACHERS

Good behaviour will also be achieved if our teachers and staff are fully supported within the school community. It is recognised that the role played by all staff is an important, but at times, stressful one. In order for staff to feel supported, regular supervisions are encouraged and occasions to provide well-being opportunities are built in. An awareness and understanding of compassion fatigue and secondary trauma is embedded within these systems when monitoring, reflecting and forward thinking to provide support.

As outlined in the 'Rights & Responsibilities' Section, parents & carers have a duty to work with school to ensure they support teachers and staff with the provision provided to their child.

MANAGEMENT

The senior leadership team will support the school by monitoring behaviour in the school and by monitoring and reviewing the use of exclusion. Exclusion is avoided and utilised only as an absolute last resort.

The Headteacher has an overall responsibility for the school and in her absence the Proprietors hold responsibility (see Exclusion Policy).

All behaviour – positive, appropriate and inappropriate, will be reported to the teacher in the first instance.

MANAGEMENT OF EXCLUSION (See Exclusion Policy)

Fixed Term Internal Exclusion

Fixed term internal exclusion is mainly applied when other agreed strategies have been tried and failed. Parental involvement should also be sought prior to this stage. The only exception to this is in those instances where a pupil has put themselves or others at serious and significant risk.

Behaviour Monitoring, Support Plans, advice and support from outside agencies and internal exclusions are all strategies available to the school in addition to the success encouraged in and around the classrooms/school.

While it is understood that some pupils within the school may have Social, Emotional and Mental Health needs, there may be rare instances when it is necessary to exclude a pupil for a fixed period of time. The SLT will ensure, where possible, that any relevant additional agencies are informed and advice sought should they be concerned that a child is continually behaving in a manner that may lead to an exclusion.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy,

and

- If allowing the pupil to remain in school would seriously harm the education or welfare of others

The Head Teacher will determine the length of exclusion following an investigation of the evidence.

Permanent Exclusion

The school will do its utmost to avoid permanent exclusion, using the annual review process to address instances where the school is unable to meet the needs of a pupil. Therefore, it is not anticipated that any pupil will be permanently excluded, however there are some occasions when the Head Teacher may reluctantly exercise the right to do so.

A decision to exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy,

and

- If allowing the pupil to remain in school would seriously harm the education or welfare of others

(See Exclusion Policy for more details)

PUPIL SUPPORT

The school will use a range of strategies to support pupils in the learning environment.

Personalised Targets

All of the children have a half-termly personalised target that links directly to their EHCP outcomes. Due to the anxiety needs of the children, this target often links directly to promoting positive, self regulating behaviours.

Family Support Lead

Our Family Support Lead, Sarah Hill, provides a communication link between school and home. She also provides a range of support and

interventions to help improve the outcomes for the children and families outside of school. She promotes consistency in approaches and works to develop the families understanding of the child's additional needs. Sarah is also supervised and supported by Dr. Peter D'Lima, Educational Psychologist.

Outside Agencies

A range of outside agencies may be contacted to support pupils in school. The Headteacher, Proprietors, Family Support Lead or SENCo will usually facilitate contact. This may include the following agencies: Educational Psychologists, Child and family and mental Health groups, Education Welfare Officers, Social workers, The Youth Service and Voluntary Sector, Youth Support Groups, the Youth Offending Team, and Health Service representatives including CAMHs and consultant paediatricians. Parents will be contacted prior to the involvement of any of these agencies.

Graduation Approach to meet need

As part of the Graduated approach, staff will assess, plan, do, review with the support of the SLT and any additional agencies for any pupil either at risk of exclusion or considered under extreme stress and in need of additional support.

It needs to be agreed by parent/carers and the provision

PHYSICAL INTERVENTION POLICY

It is our intention to never have to use physical intervention. We have provided lots of space, calming and sensory areas to disengage any escalation in heightened behaviours. All members of staff will be acutely aware of sensory needs of all children and will quickly identify where a child

may feel anxious or could become dysregulated throughout the day. Overt SEMH is not one of our primary needs to attend Lake Haven therefore, we believe that physical intervention is not the right approach for this school. A child with ASC or EBSA may demonstrate SEMH, should we not be meeting a need and therefore, we will need to identify where we may have gone wrong.

Should we have a child that has severe SEMH due to the ASC or EBSA and a requirement for physical intervention may occur, we will complete the TEAM TEACH training at the earliest signs of behaviours.

Key principles of TEAM TEACH are:

- Staff should avoid physical contact with pupils unless there is a risk of personal injury or injury to another pupil, self-harm, serious damage to property, serious disruption to the learning of others.
- Unless there is an immediate risk, staff should always ensure that a colleague is present if physical contact is deemed necessary.
- Children which present SEMH and aggressive behaviours will have a Positive Handling Plan agreed with school and parents/carers. Following any changes in a child's behaviour, positive or negative, their positive handling plan should be reviewed and updated.
- Any Physical Intervention should be recorded in the bound and numbered book for Physical Interventions as recommended by Team Teach. Incidents will also be recorded on CPOMS and the bound and numbered book will be referenced.
- A member of SLT should be informed if a Physical Intervention has taken place.
- Parents/Carers should be informed by telephone if any physical intervention has taken place.

Home/School Contact

Home/school contact is an essential part of our school life. They are a valuable way of keeping in contact with parents and building trust between home and school. Parents/carers are actively encouraged to make calls into the office or send an email, commenting on behaviour at home, relaying any relevant information to the class teacher and supporting the work being done in school. Staff will keep in contact with parents on a regular basis to inform parents of successes and if any behaviour that needs addressing.

Phone calls are utilised to pass on any concerns or achievements from school to home and vice versa. These can be done through the school office, class teacher, Family Support Lead or Headteacher.

Expectations

Expectations of appropriate behaviour are shared regularly, clearly and consistently. A lot of preparation is done with the children to try to pre-empt situations which may lead to anxieties and therefore crisis or inappropriate behaviours. Anxieties can be lessened when they are anticipated and a solution focus approach is used.

Pupils are educated about outcomes. Through modelling and discussions, the children learn to be intrinsically satisfied and feel a sense of achievement when they behave in an appropriate and positive way leading to feeling motivated to behave that way in the future.

Parents/Carers are all made aware of this system during the induction meeting and the expectation is that successes at home and school will be shared, discussed and celebrated. Phone calls home, social media and emails are utilised to share success at every level, including meeting

expectations.

Emails and phone calls are different ways in which parents can share successes with school.

The Behaviour System

For good behaviour:

Verbal praise, stickers, certificates, a visit to the headteacher for a special mention. Special mentions at the end of the day before home time. We will always reward good behaviour, hard work and super effort at the time of the event to ensure that the child understands that this is relevant and fully comprehends why we are pleased.

For the 'Not-So-Good' behaviour:

Use of the timer (1,3, or 5 minutes) to reflect behaviour

Dependent on the child, use of the sensory room or outside space to assist in regulation

If dysregulated behaviour is not linked to ASC or EBSA, the child will meet with the Headteacher to discuss. This may include a loss of a motivating task or activity for that day/session.

If behaviour persists, contact will be made with home.

A clean slate:

All pupils will start a 'clean slate' at the end of each session or the end of the day ready to start a fresh the next working school day.

Parents/carers will be made aware of the behaviour system BEFORE the pupils start at the school. The system relies heavily on the understanding

and cooperation of parents and guardians. Further support will be provided if deemed necessary to parents/carers to understand the systems in place.

Reference

- Anti-Bullying Policy and Guidelines
- Safeguarding & Child Protection Policy
- Exclusion Policy