



Aims/Purpose of this Behaviour Regulation Guidance

The purpose of developing this Behaviour Regulation Guidance is to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to behaviour, towards a more humanist, relational and universal approach, which is inclusive for all, and can benefit the whole school community. It is intended to ensure that their Behaviour Regulation Principles translates into whole school practice.

Philosophy and Approach

At Devonshire Primary School when managing behaviour incidents and outbursts we promote taking a non-judgmental, curious and holistic stance when trying to make sense of the behaviour; ensuring there are opportunities for reparation. We also actively discourage practices that can be emotionally harmful such as the use of sad faces against names on classroom boards. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself.

We strongly believe that responding to the social, emotional and mental health needs (SEMH) of our pupils is not the responsibility of a few staff in school; it is everyone's responsibility.

This belief has led to the integration of an Emotion Coaching approach into our everyday practice to support the development of positive behaviour, resilience and community well-being. Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour.

Research on Emotion Coaching as a whole school approach suggests that it can improve the child's ability to regulate their feelings and has a positive effect upon teacher-pupil relationships. 'Emotion coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff, and families' (Gus et al 2017). Furthermore, it can lead to better outcomes (including academically) due to improved emotional well-being, awareness and literacy of pupils, staff and parents/carers. Thus, key principles from this approach have been incorporated into the behaviour regulation principles at Devonshire.

The 4 Steps of Emotion Coaching embedded as an approach at Devonshire:

- **Step 1 Recognise the child's feelings and empathise with them**
- **Step 2 Validate the feelings and label them**
- **Step 3 Set limits on behaviour (if needed)**
- **Step 4 Problem-solve with the child**

Step 1 - Recognise the child's feelings and empathise with them

- Genuinely empathising with the child from their point of view. This doesn't mean agreeing with them, just viewing things from their perspective
- Recognise all emotions as being natural and normal and not always a matter of choice
- Recognise behaviour as communication (relational vs behavioural model)
- Look for physical and verbal signs of the emotion being felt
- Take on the child's perspective (mentalising/mind-mindedness)

Step 2 - Validate the feelings and label them

- Use words to reflect back child's emotion and help child to label the emotion (vital step)
- Simply observe – saying what you see rather than asking probing questions to which young people might not know answer
- Telling them you understand their emotional situation and that you don't blame them helps soothe their emotional brain

Step 3 - Set limits on behaviour

- Validate the emotion and label the feeling ...BUT...certain behaviours cannot be accepted e.g. 'You are angry that I've taken away your phone but these are the rules everyone has to follow. I will keep it safe for you'
Rose, 2014

Step 4 - Problem solve with the child

- Exploration of incident/ behaviour and scaffolding (suggesting/supporting) ideas and actions that could lead to a more productive outcome.
- Let's think together what you might do next time?

- What has worked in the past that helped?
- What do you think X might do in this situation?

Emotion Coaching is not a separate model or system; it is a supplement to our behaviour policy. It is simple to use and helps all children to thrive. It enhances teacher to pupil and adult to child relationships. It supports adults in being calmer when dealing with emotional children and provides a long-term universal solution to children's well-being and resilience.

References

Emotion Coaching UK x Gus, L. Rose, J. & Gilbert, L (2015). Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional and behavioural wellbeing. *Educational & Child Psychology*, 32 (1), 31.

Rose, J and Gilbert, L and McGuire-Snieckus, R (2014) 'Promoting children's wellbeing and sustainable citizenship through emotion coaching.' In: Thomas, M, ed. *A child's world: contemporary issues in education*. University of Wales, Aberystwyth. ISBN 9781845215613.

Rose, J., McGuire-Snieckus, R., & Gilbert, L. (2015). Emotion Coaching-a strategy for promoting behavioural self-regulation in children/young people in schools: A pilot study. *European Journal of Social and Behavioural Sciences*. Available to download at www.attachmentawareschools.com/emotioncoaching.php

Developing an Attachment Aware Behaviour Regulation Policy: Guidance for Brighton & Hove Schools September 2018. Available to download at file https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Behaviour%20Regulation%20Policy%20Guidance%20-%20Sep%2018_1.pdf