

MERSTONE SCHOOL



Regulation Support Policy (Previously Behaviour Management Policy)

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1. Aims and objectives

Our aim at Merstone is to provide a safe, approachable learning environment that pupils enjoy attending and one that supports and celebrates pupils' aspirations, interests and well-being.

To achieve this, Merstone's aims and objectives around regulation support are:

- To provide a curriculum that supports pupils' mental health and well-being, in order to promote pupils as individuals, their interests and talents;
- Promoting safe behaviour, in order to ensure the physical and psychological safety and wellbeing of all pupils, staff and members of our school community;
- To model co-regulation to support pupil's ability to self-regulate in order to ensure the safety and wellbeing of all pupils, staff and members of our school community;
- To support pupils to understand that safe behaviours and choices contribute to a safe world;
- To provide a facilitated environment rooted in awareness of pupil's specific regulation needs, in order to provide these opportunities to enhance safe behaviours.

Merstone's 2023 Ofsted report details how these aims and objectives are integral to the work we do throughout school *'Pupils are supported exceptionally well. Behaviour is very well managed and pupils are taught to identify and manage their emotions well. Pupils learn about positive relationships and how to keep healthy in an age appropriate way. This prepares pupils for adulthood... It provides exceptional teaching, care and support to make sure that pupils learn about positive relationships and how to keep safe'*.

2. Systems to support behaviour

All behaviour is a form of communication. At Merstone School, we pride ourselves on being proactive in supporting pupil's regulation so they present with safe behaviours. Due to the complexities of our pupils, pupils may present with unsafe behaviours, however, you will see staff supporting and managing these behaviours in line with this policy.

Some things that can lead to dysregulation in our pupils:-

- Peer group
- Room layout
- Resources
- Changes in routine
- Illness and/or medical needs
- Hormones
- Different/new staff
- Sensory processing difficulties
- Significant life events or change in life circumstance
- Unexplainable changes

This list is clearly not exhaustive, but provides an insight into some of the challenges our pupils may face.

Preventative systems to support behaviour: -

Team Teach: Merstone is proactive in its approach to behaviour and incorporates Team Teach's de-escalation strategies to ensure that staff are always considering how to prevent, support and manage behaviour which may be seen as unsafe.

Trauma Informed School: Merstone is a 'Trauma Informed School'. In our school, our practice focuses on understanding trauma's impact and supporting affected students by creating an inclusive and safe environment for all.

Restorative Practice: Merstone is a 'Restorative Practice School'. This means that our whole school teaching and learning approaches encourage safe behaviour that is supportive and respectful. It facilitates individuals to be truly accountable for their behaviour and to repair any harm caused, through discussion and reflection of incidences.

Protective Behaviours: Merstone is aligned with the principles of protective behaviours. In our school, this focuses on safe and unsafe behaviour, in order to contextualise what pupils are doing and outline what behaviour is safe and which is unsafe, in a host of settings and environments. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection.

Regulation Support Plans: Pupils that demonstrate a requirement for support with their regulation will have a detailed regulation support plan. This will outline personalised and bespoke strategies to prevent and support them when they are dysregulated. Staff, parents and external agencies are consulted in the creation of these plans that are evaluation and contributed to by the behaviour lead. These plans are reviewed and evaluated after any unsafe incidents of behaviour and also updated

termly. These are shared with parents and external professionals (if required), to ensure that there is a collective approach to supporting pupil's behaviours inside and outside of school.

Staff have annual training in the above areas to account for progression of strategies.

There are a host of other systems to support regulation and behaviour management, these include:

- Sensory Circuits
- Movement breaks
- Regulation swimming sessions
- Interventions (see Intervention programme)
- Therapies (rebound, Lego, music, therapy dog)

When behaviour needs increase, we are proactive in contacting external services such as, Educational Psychologists, the SEMH team, and SOLAR, for additional support, advice and signposting to the most relevant and suitable service(s).

3. Responding to behaviour

Staff are trained to respond to behaviour and proactively do this as part of everyday practice. Staff know children well and consider their needs, alongside other aspects of school and home life which may impact their ability to regulate their emotions. Staff ensure that they respond in a calm, supportive manner, that supports pupils to be safe, reassured and always with their best interests at heart.

Staff will use strategies which have been outlined in individual regulation plans, as these are bespoke to the pupil. Staff will ensure the pupil is kept safe and strategies are in place to support the pupil in regulating and returning to showing safe behaviours to themselves, others and the environment around them.

Staff are further supported by the senior leadership team, who respond to calls for further support.

Supporting unsafe behaviour long term: Strategies to consider when a pupil is displaying out of character or repetitive behaviours that are deemed unsafe.

- Review or creation of regulation support plan, with regular evaluation, to specify any triggers, motivators, unsafe behaviour and strategies to support to ensure all of the above are explicitly detailed;
- Class team meeting along with discussion with parents/carers in order to discuss behaviour, current regulation plan if there is one in place, any external circumstances that may be currently contributing to behaviour;
- ABC monitoring (antecedent, behaviour, consequence) for a specified time frame in order to monitor and track the behaviours that are being displayed. This may assist class/department/behaviour leads in trends in the behaviour;
- Department meeting to discuss behaviour, current regulation plan if there is one in place, any external circumstances that may be currently contributing to behaviour in order to get wider team perspective and contributions to next steps;
- Behaviour lead (Georgia Travers) discussion with class/department and/or behaviour observation to offer strategies and next steps to the class team. Behaviour leads will also complete a 'My Concern' log analysis to look for

trends in duration, triggers, times of day etc where unsafe behaviour is likely to be seen;

- If further observations or reports are deemed as needed then external services such as Educational Psychologists or the SEMH team will be contacted to discuss availability to assess. Parental permission must be sought before external services are involved;

4. Procedures post incident

After each incident of unsafe behaviour, pupils should be supported (in line with our restorative practice model) to complete a reflection of their behaviour with a member of staff. In line with the '6 stages of distress and support' that we explore within TeamTeach, this reflection needs to be individualised to the child and might occur immediately after the incident, later that day or in subsequent days. This is due to the child/young person needing to be regulated and ready to engage with reflection in order for the reflective conversation to benefit them, others and their behaviour in the future. These restorative practice conversations will look different based on the pupil that is engaging in the restoration. Please see behaviour lead (Georgia Travers) for templates to be used to facilitate these conversations.

This reflection allows staff to ensure that pupils are supported to process the incident, process their own emotions / feelings and understand others' emotions / feelings surrounding the incident and make a plan for supporting them in the future, to support their regulation proactively.

When an incident has occurred, staff are supported through a team de-brief, conversation with a member of the senior leadership team or discussion at a class meeting to review and reflect on the incident.

It may be possible that a child/young person's regulation plan is reviewed as part of the discussions after the incident. These will be shared with all staff; the school behaviour leads and also the parents to ensure all people working with the individual are updated on any changes to support their behaviour.

Please see above 'supporting unsafe behaviours long term' for procedures post incident when unsafe behaviour is reoccurring and more formal, collaborative strategies are needed to ensure pupil regulation.

5. Reporting and recording significant incidents

All staff have access to the following to support, manage, record and monitor behaviours for individual pupils:

- Record and report behaviour using My Concern (Internal system)
- Record and report behaviour on EVOTIX (Local Authority web-based system, dependent on behaviour shown (Check with SLT or school business manager if this needs to be completed in addition to 'My Concern' log)
- Regulation plans (on shared server – RMSTAFF)
- Critical incident reports (Check with SLT or school business manager if this needs to be completed in addition to 'My Concern' log)
- Monitoring sheets – ABC charts (Discuss with behaviour leads)

- Training in Team Teach de-escalation strategies and physical intervention.

Recording an Incident:

Any incidents are recorded using 'My Concern'.

Each log should be titled 'Behaviour with a brief summary of behaviour seen, which will then be reviewed accordingly by the school behaviour leads. It should clearly be stated by staff to indicate if they require further support from SLT or external professionals and marked as 'high priority' if this is required.

If a Team Teach physical intervention is used to keep the pupil safe, then the 'Team Teach bound and numbered book' should also be completed. Staff need to inform a Team Teach tutor of the incident and fill the log in with their assistance (Kieran Ryan-Grealish, Georgia Travers, Jonathan Edwards and/or Kendrick Poxon). Parents are to be informed about any physical intervention used, in line with this policy and Team Teach protocol.

Complaints and Allegations:

Parents, pupils and staff have a right to make a complaint about actions taken by staff, including the use of force. School will follow appropriate guidance set out in "Managing allegations against people who are in a position of trust 2017" in the event of an allegation. If the allegation is regarding and a member of staff, it should be reported to the executive headteacher and if it is about the executive headteacher, it should be reported to the Chair of Governors (Antionette Fisher).

Review and reporting procedures:

This policy will be reviewed annually by Team Teach Tutors, and staff. There will be an annual report to Governors on Team Teach Physical Interventions by the executive headteacher, reporting the number and management of incidents.

6. Restrictive physical intervention and the use of reasonable force

Team Teach is both a preventative de-escalation system of strategies, guidance and support and an approved accreditor of physical intervention. All forms of physical intervention are used when deemed reasonable, necessary and proportionate and are used for the least amount of time necessary.

Relevant permanent staff at Merstone School complete a 2-day initial training through Team Teach. This is updated by a one-day refresher course every year years. A register of training will be kept by the Team Teach Tutors.

There are currently three Team Teach Tutors in School (Kieran Ryan-Grealish, Georgia Travers and Kendrick Poxon). The tutors are available for individual consultation upon request from staff members for additional support, training and information.

There may be incidences where behaviour is deemed unsafe to the point where physical intervention, by trained members of staff, is deemed necessary. At all times, pupils' safety will be reviewed and staff will look to ensure they are using the minimum force required at all times, only using physical intervention when needed to support the safety of the pupil or others around them.

The primary duty of all staff is to safeguard the well-being of all pupils and therefore the terms 'necessary, reasonable and proportionate' are paramount when dynamically risk assessing an incident. This means that those that are not team teach trained, such as agency members of staff, may need to assist in an emergency situation, in line with the DofE non- statutory guidance document 'Use of reasonable force within schools' (2015).

Taken from Team Teach guidance; *'Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent "side-effect" of ensuring that the service user remains safe'*.

Contact Kieran Ryan-Grealish, Georgia Travers, Jonathan Edwards or Kendrick Poxon for more information regarding restrictive physical intervention and the use of reasonable force.

7. Confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on 'searching, screening and confiscation' (2022 publication).

DfE guidance on the use of reasonable force in schools (2013) also states that in addition to the general power to use reasonable force, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for "prohibited items". Force cannot be used to search for items banned under the school rules.

8. Suspensions and Exclusions

Suspension (Fixed-term exclusion):

This is a temporary removal from school for a specific duration, up to a maximum of 45 school days in a single academic year. The headteacher can issue a suspension, and it can be for part of the school day, like lunchtime.

Permanent Exclusion (Expulsion):

This is a permanent removal from the school, meaning the pupil is no longer allowed to attend that school. A permanent exclusion is typically issued for serious offences or persistent disruptive behaviour.

Suspensions or exclusion are rarely considered to be an effective way of supporting improvements in behaviour and will be used only where absolutely necessary. Except in the most serious of cases, suspensions will be made only after interventions and support for the child have been put in place. In all cases of suspension or exclusion, school governors would be consulted and notified.

In some circumstances we operate a policy of 'internal suspension'. This means a pupil may be asked to complete their work in another part of school away from their peers for a fixed period of time. Parents are informed when a decision to internally suspend has been taken. An internal suspension may be used if it is deemed necessary for the safety of the pupil, other pupils, staff or the environment. This will be followed with a reintegration plan.

Parents will always be informed at the earliest opportunity of a suspension or exclusion and a meeting will be arranged to discuss the reasons for the suspension and strategies going forward.

Suspensions and permanent exclusions are administered in line with local and national guidance on exclusions 'Suspension and permanent exclusion guidance September 2024'.

In the event that Merstone is not able to meet the needs of an individual we will always aim to work with the family and Local Education Authority to identify a suitable alternative placement.

9. Links with other policies

Although this policy is the key document for information about our approach to regulation support, we also have the following policies, either joint or individual, to support regulation;

- Safeguarding Policy
- Anti-Bullying Policy
- PSHE policy
- RSE policy
- Positive Mental health and Wellbeing Policy

10. Useful links and supporting organisations

'Use of reasonable force in schools' DofE, 2015. [DfE advice template \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

'Searching, screening and confiscation' DofE, 2015. [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

'Mental Health and Behaviour in Schools' DofE, 2018. [Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Team Teach. [Home - Team Teach](https://www.teamteach.com)

Protective behaviours. [Protective Behaviours - Home to PBPeople and the Protective Behaviours Association](https://www.pbpeople.org.uk)

Trauma Informed Schools. [Trauma Informed Schools UK](https://www.traumainformedschools.org.uk)

Nurture UK. [Helping every child become able to learn: nurtureuk home](https://www.nurtureuk.com)

Restorative Practice. [Restorative Practice \(restorative-practice.co.uk\)](https://www.restorative-practice.co.uk)

Suspension and permanent exclusion guidance September 2023
<https://www.gov.uk/government/publications/school-exclusion>