



# Middlethorpe Primary Academy

## Behaviour Regulation Policy

**Implemented:** September 2022

**Review:** July 2023

## **Middlethorpe Vision**

At Middlethorpe relationships are central to all we do- *'Together we learn to shine'*. At Middlethorpe we aim to:

- Inspire and nurture a love of lifelong learning.
- Promote respect and teamwork to build relationships in academy, with families and the community.
- Challenge learners to have the will and skill to exceed both our and their own expectations.
- Enable the development of fantastic learning behaviours that are transferable to life beyond our academy.
- Equip our pupils with the skills and confidence to express opinions, listen to others, reason and debate.
- Develop pupils that reflect upon their learning in order to celebrate achievements and continually grow.
- Encourage risk-taking in learning, value and learn from our mistakes.

## **Policy Statement**

This policy was based on Guidance provided by Brighton & Hove Local Authority and training from Applied Psychologies on Emotion Coaching.

## **Policy Scope**

This policy is for all staff, pupils, parents and carers, lunch time staff, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

## **Policy Aims and Objectives**

Our school is committed to the emotional mental health and well-being of its pupils, staff and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. Our school treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

## Policy Links

This Behaviour Policy links to the following other policies we hold in school:

- Anti-bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Positive Handling Policy
- E-safety policy

## Key Principals of our Approach

Supporting behaviour at Middlethorpe Primary Academy is a whole school approach. Everyone is responsible and **building relationships is everybody's business!** At Middlethorpe Primary Academy we:

- Build positive authentic relationships with all children.
- Promote a positive approach and offer specific and descriptive praise when children are behaving well.
- Recognise behaviour is a form of communication. We view behaviour as a communication of an emotional need (whether conscious or unconscious), and we will respond accordingly. Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control.
- Differentiate expectations and responses depending on the child. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help pupils feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Encourage parental engagement and believe involvement is absolutely crucial when addressing and planning support for pupil's social and emotional needs.
- Use the principles of Emotion Coaching

## Roles and Responsibilities

Maintaining good behaviour is the responsibility of **all** staff and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

### Responsibilities of the Principal and SLT

- To build positive relationships with all stakeholders.
- To ensure the health, safety and welfare of all the children in the school.
- To support staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- To enforce fixed-term or permanent exclusions if needed.

### Responsibilities of staff

- Develop empathic relationships with pupils and ensure that school expectations are applied fairly.
- Establish and maintain high expectations of behaviour and strive to ensure that all children's work is to the best of their ability.
- Encourage children to follow school rules
- Act as a social, emotional, and learning role model for pupils.
- Support children to co-regulate to achieve high expectations when necessary.
- Treat all pupils in their classes with respect and understanding.
- Record significant incidents of inappropriate behaviour on CPOMs.

### Responsibilities of parents:

- Work with the school to achieve a shared approach and consistent messages between home and school and support their child's emotional and behaviour development
- Support the actions of the school.
- Raise concerns with the class teacher initially and then to a member of the Senior Leadership Team.

### Responsibilities of children

- Uphold the school values
- To follow instructions promptly
- Talk to a grown up if I am worried or unsure

### School Expectations

Our school rules centre around our school values of kindness, responsibility and pride.



## Our School Drivers



Our Middlethorpe drivers are what we believe to be important values for our children.  
They are the values we hold as 'Together we Learn to Shine!'



## KINDNESS

We are friendly and approachable  
We perform random acts of kindness  
We think about how we say things  
We share with everyone  
We are a good friend  
We have good manners  
We are a good partner  
We listen to others  
We are respectful  
We have empathy  
We help others  
We are patient

## RESPONSIBILITY

We make sure we are in the right place at the right time, doing the right thing  
We make sure we self-regulate our behaviour  
We make sure we have the right equipment  
We complete the tasks that are asked of us  
We manage our distractions when we are learning  
We own our mistakes  
We are ready to learn  
We are honest

## PRIDE

We are proud of our achievements  
We are proud of the achievements of others  
We have high expectations and aspirations for ourselves and others  
We are proud to attend our school  
We wear our Uniform with pride  
We look after our environment  
We look after our equipment  
We create beautiful work

Positive teacher-pupil relationships are key to combatting challenging behaviour. All staff will use a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and break time.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

## Rewards



At all times we encourage and reward positive behaviour, effort, perseverance and good learning behaviours. We value the importance of our children seeing themselves as part of a community whether that is their group, class, key stage or whole school. Some of our rewards accumulate to a group, class, key stage or whole school reward. Our rewards include:



- Verbal praise
- Non-verbal praise (thumbs up, smile etc.)
- Name on board
- Individual class specific rewards chosen by the class or teacher (VIP table, special seat, choose the end of the day story, first in the lunch queue, standing ovation etc.)
- Sharing work with another member of staff (office staff, TA, teacher, Head of School, Executive Principal)
- Stickers
- Dojo points
- Middlethorpe Merit assembly certificates linked to our values
- Above and beyond recognition notes home
- Value badges- Kindness, Responsibility, Pride
- Trophy assemblies to celebrate children who go over and above

### Sanctions

We always aim to encourage positive learning behaviours, however if a child's behaviour is not conducive to good learning, is not in line with a class or academy rules or disrupts the general running of the academy then a structured approach to consequences is followed.

The structured approach to consequences is as follows:

<p>Gold: I have made an adult in school proud of me for doing something extra special. I have gone above and beyond!</p>	<p>Higher value praise and rewards given.</p>
	
<p>Green: I follow the school expectations for behaviour. I try my best in all I do. I am a polite and positive member of the school.</p>	<p>Praise and rewards given.</p>
	
<p>Amber: Low level disruptive behaviour or immediately if</p> <ul style="list-style-type: none"> <li>• name calling</li> <li>• pushing</li> </ul>	<p>Verbal warning with an opportunity and encouragement to move back to green as soon as possible.</p>

<ul style="list-style-type: none"> <li>• unwanted touching of another child</li> <li>• disrupting a lesson</li> </ul>	
	
Red: Continuation or escalation of amber behaviours	Child moved to a partner class. They will be provided with work.
	
Red b: Continuation or escalation of stage amber behaviours beyond stage 3. Or immediately if <ul style="list-style-type: none"> <li>• fighting/hurting another child</li> </ul>	Child needs to go to see Principal or member of the SLT to reflect on what has happened, fix the mistake and return to positive behaviour. This will be recorded on CPOMs and parents will be informed.

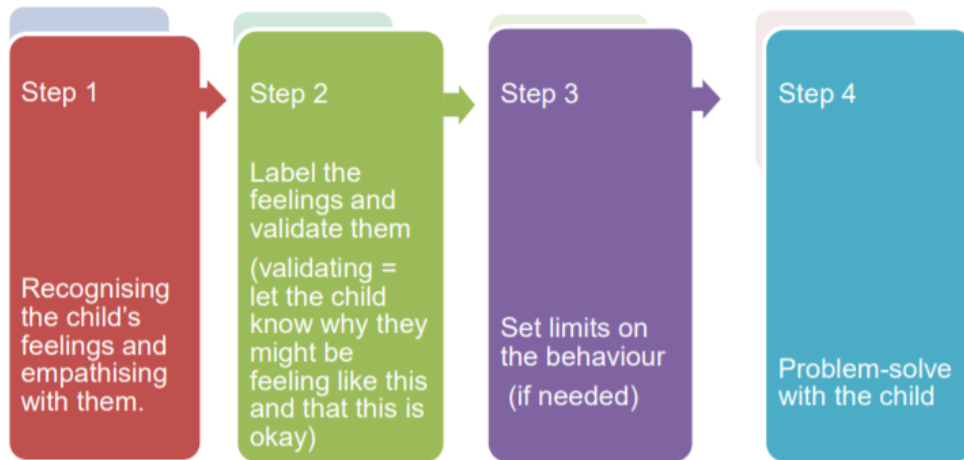
At each stage of the consequences system, staff should make every endeavour to apply strategies of behaviour management that will enable a child to modify their behaviour and return to making positive choices.

### Emotion Coaching

We use Emotion Coaching to support children to understand, regulate and reflect on their behaviour

- Step 1: Recognising, empathising, soothing to calm
  - 'I understand how you feel, you're not alone'
  - STOP - don't act or react straight away
  - THINK - what is going on for the child right now? What feeling might lay underneath the behaviour I'm seeing?
  - ATTUNE - yourself with that feeling by putting yourself in the child's shoes and maybe .....
  - REFLECT - What would be an equivalent situation for you that could cause you to feel that way?
- Step 2: Validating the feelings and labelling
  - 'This is what is happening, this is what you're feeling'
  - 'I can see that you get angry when that happens. I would feel angry if my work had been lost. It's OK to feel like that'
  - 'I've noticed you're looking around at the others who are working on their projects. I wonder if you might be feeling nervous right now about whether your work will be ok.'
- Step 3 (if needed): Setting limits on behaviour
  - 'We can't always get what we want'
  - 'You're angry that I've taken away your phone... but these are the rules everyone has to follow ... I will keep it safe for you'
- Step 4: Problem-solving with the child/young person
  - 'We can sort this out'

- “Can you think of a different way to deal with your feelings”
- “I can help you to think of a different way to cope”
- “Can you remember what we said before?”



### Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with a Senior Leader and Inclusion Lead.

- Ignoring or planned ignorat i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- Positive Questioning e.g. what are you doing? What should you be doing? Good you know what to do so can you do it,
- Positive Choices- If you do this, then this will happen (positive outcome). If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- Distraction i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.
- Time Out Support i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.
  - Use of a behaviour contract or plan Setting targets with the pupil in consultation with parents and reporting weekly.

In line with the school's Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort and as a method of restraint. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury. Where positive handling has been used a record of the incident always needs to be kept using Appendix 1 of the Positive Handling Policy and CPOMs.



**Additional needs**

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. The SEND policy should be read for how additional needs are supported in the school.

**Exclusion**

In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied. We abide by the DfE guidance on this and report any exclusions routinely to North East Lincolnshire Local Authority following local and national guidance.