



Middlethorpe Primary Academy

Behaviour Regulation Policy

Implemented: September 2020

Review: July 2022

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:

- PSHE Education Policy
- Anti-bullying Policy •
- Health and Safety Policy
- Safeguarding Policy
- Restraint 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 Priary 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

- Try to follow the school rules
- 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 responsibility, kindness and pride.

- We are responsible for ourselves- we need to be in the right place at the right time doing the right thing
- We take responsibility for our actions
- We are kind to ourselves, other children and the staff
- We are proud of ourselves, of others and our environment

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. Our rewards include:

- Verbal praise
- Non-verbal praise (thumbs up, smile etc.)
- Name on board
- Individual class specific rewards chosen by the class teacher
- Sharing work with another member of staff (office staff, TA, teacher, Vice Principal, Principal)
- Stickers
- Class points
- Achievement assembly certificates
- Above and beyond recognition notes home
- Value badges- Kindness, Responsibility, Pride

Sanctions

We always aim to encourage positive learning behaviours, however if a child's behaviours 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;

1. Verbal warning given. Where possible this is done in a quiet manner and not in front of the whole class.
2. Child moved to another area within the classroom, playground or hall. This will be recorded on CPOMs and parents will be informed by the class teacher.
3. 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.

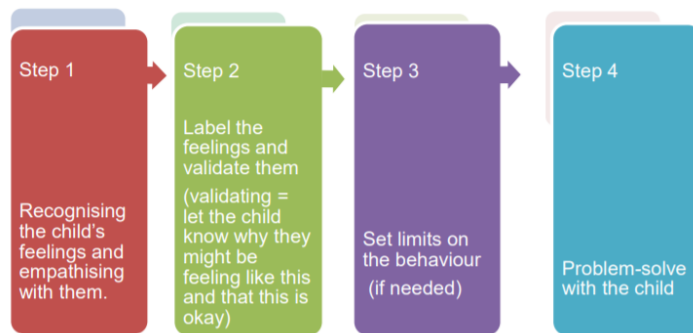
At times children may need more support. On these occasions staff will:

- Tell the child what the expected behaviour is clearly and precisely.
- Show the child what the expected behaviour looks like. It may be necessary to demonstrate and model.
- Provide opportunities to practise through role play.
- Monitor the expected behaviour. This will allow staff to pre correct, supervise and provide positive feedback.
- Reteach throughout the day.

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')
- Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')
- Step 3 (if needed): Setting limits on behaviour ('We can't always get what we want')
- Step 4: Problem-solving with the child/young person ('We can sort this out')



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 ignore 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.

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.

Bullying and Racism

Each academy has an Anti-Bullying and Anti-Racism approach and actively explores these issues within the curriculum. These subjects are discussed from the viewpoint of the bully and the victim to enable pupils to understand the feelings and emotions of others.

We need to be clear about what we mean by bullying. We define it as:

- the wilful, conscious desire to hurt or threaten someone, physically, emotionally or materially on a number of occasions; or
- when a person or a group deliberately intends to cause someone else to feel hurt, distressed, threatened or humiliated; or

- behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

In accordance with the academy's Anti-Bullying Policy, any incident of bullying occurring at the Academy will be taken seriously and followed through appropriately by staff. Parents of both the bully and the victim will be involved and kept informed as appropriate. A written record of any such incident will be made and recorded on CPOMs.

The Enquire Learning Trust sees racism as a form of bullying and does not condone it in any form.

Use of Reasonable Force

In exceptional circumstances and as a very last resort, where there is a danger of injury to a pupil or member of staff, positive handling using reasonable force may be appropriate. Positive handling methods are only used by staff with appropriate training where de-escalation techniques have failed or cannot be used.

The Academy will always communicate with parents where such techniques have been used. These incidents are recorded on CPOMs.

Please refer to the academy's positive handling policy.

Exclusion

The Enquire Learning Trust recognises that in order to ensure a positive atmosphere based on a sense of community and shared values it may, on occasions, be necessary to exclude an individual or individuals either for a fixed period, not exceeding forty five academy days in any one academic year, or, in some circumstances, permanently.

Such exclusions will only be resorted to when the academy can demonstrate with adequate evidence that all reasonable steps have been taken (including education off site) and/ or that the presence of the learner is likely to be severely detrimental to his/herself, other learners or employees. There may also be occasions when a short-term exclusion is appropriate because of unacceptable behaviour.

Good discipline in academies is essential to ensure that all pupils can benefit from the opportunities provided by education. The Trust supports its academies in using exclusion as a sanction where it is warranted. However, permanent exclusions should only be used as a last resort, in response to a serious breach, or persistent breaches, of the **Academy's Behaviour Policy**; and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

Please refer to the Enquire Learning Trust Exclusion Policy for further information regarding the exclusion of pupils.

Appendix 1

Amended Behaviour Policy in response to the ongoing global pandemic (COVID-19)

During these unprecedented times, Middlethorpe Primary Academy recognise that children may be feeling a range of emotions including confusion, worry and uncertainty, all of which can affect a child's behaviour.

In order to help children's emotional well-being during these times the teacher will plan:

- opportunities for children to talk about their experiences of the past few weeks
- opportunities for one-to-one conversations with trusted adults
- some refocussed lessons on relevant topics, for example, mental wellbeing or staying safe
- other enriching developmental activities

When in school it is paramount children show exceptional behaviour and follow our normal school rules as well as additional specific rules which are detailed below.

School Rules

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

- We are responsible for ourselves- we need to be in the right place at the right time doing the right thing
- We take responsibility for our actions
- We are kind to ourselves, other children and the staff
- We are proud of ourselves, of others and our environment

Additional school rules:

To follow rules to help keep ourselves and others safe including:

- regular hand washing
- staying in my own designated area
- keeping a distance from others
- 'bin it, catch it, kill it' when sneezing/coughing
- avoid touching eyes, nose and mouth as much as possible
- tell an adult if you feel unwell in any way
- arrive and depart at the given time following the signage

- move around school following the instructions I am given
- not share my equipment with others
- use the correct toilet for my class

Safety of all is our main priority therefore in some cases individual child risk assessments will be completed before opening considering the child's previous behaviours within the school environment. Those identified at 'high risk' will be discussed in further detail with a member of SLT and the parent/carer at which point alternative provision may be organised e.g. home learning.

Roles and responsibilities:

Responsibilities of children

- To follow the new school rules at all times
- To follow instructions promptly
- Talk to a grown up if I am worried or unsure

Responsibilities of parents:

- Talk to your child/children about the importance of social distancing regularly
- Ensure your child/children understand the new school rules set out in this document
- Ensure your child/children are in clean clothes every day. In cases where children do not have more than one set of uniform, we ask for the uniform to be washed overnight before the next school day. Alternative practical clothing may be worn for a day whilst the uniform dries if needed.
- Be available if you need to collect your child/children throughout the school day if they show any signs or symptoms of the Coronavirus or if they are putting themselves or others at risk
- Do not approach staff during the school day, if you need to contact the staff please phone the schools office
- Follow the correct drop off and collection routes, times and leave the site promptly

Responsibilities of staff

- Teach the children the new school rules with them on the first morning they are in
- Remind children of the rules during the school day
- Help your class to follow the new school rules and rules on hand cleaning, not touching their faces, 'catch it, bin it, kill it' etc

Rewards

At all times we encourage and reward positive behaviour, effort, perseverance and good learning behaviours. Our rewards include:

- Verbal praise
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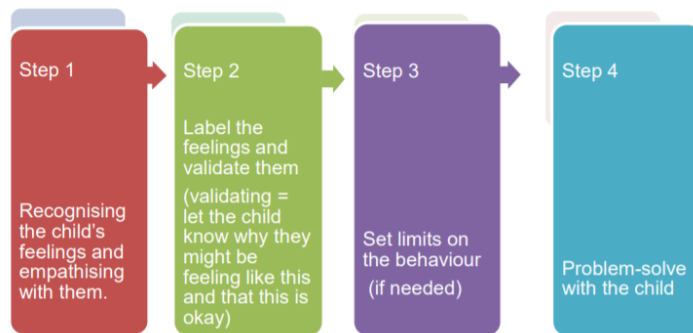
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More serious incidents

For more severe incidents e.g. physical violence, verbal abuse to a member of staff or pupil, children may bypass these stages and the Principal will be informed.

If your child becomes a danger to themselves or others through not following the new rules in place to respond to COVID 19 you may be asked to take your child home where they can access work safely. Coughing or spitting at or towards any other person will not be tolerated. Persistent poor behaviour including the persistent, purposeful refusal to follow the school's social distancing, infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of other pupils and staff. All exclusions and their arrangements are carried out in line with the Exclusions Policy.