



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 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

- 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. 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, 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 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;

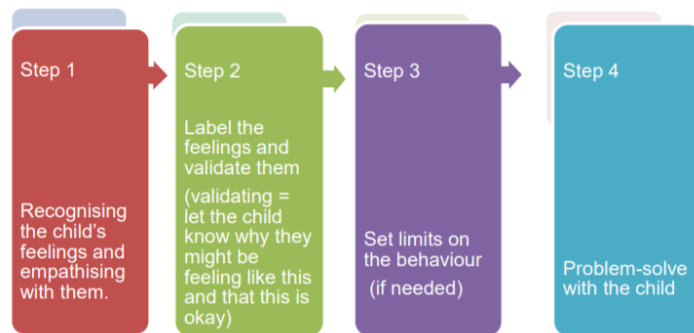
1. Verbal warning given. Where possible this is done in a quiet manner and not in front of the whole class.
2. Child moved to another area within the classroom, playground or hall. This will be recorded on CPOMs and parents will be informed by the class teacher.
3. Child moved to a partner class. They will be provided with work. This will be recorded on CPOMs and parents will be informed by the class teacher.
4. 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')
- 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 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 Use of Reasonable Force 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.

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.

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
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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
- 'catch it, bin 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

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
- 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
- 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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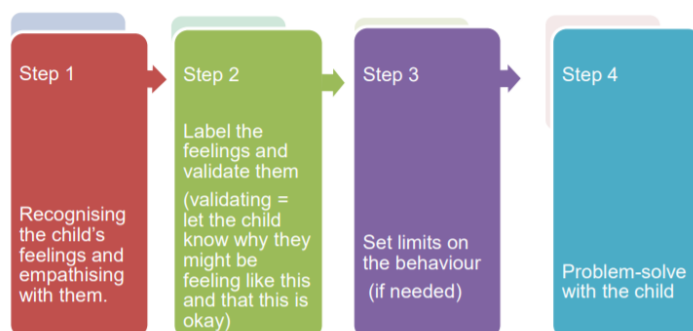
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More serious incidents

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.